

**THE EFFECTS OF THE MOTHER TONGUE IN SPEAKING ENGLISH IN THE  
SECONDARY SCHOOL STUDENTS,A CASE STUDY TAKEN FROM LIGHT  
SECONDARY SCHOOL IN SOROTI CITY**

**BY**

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**A RESEARCH REPORT TO BE SUBMITTED TO THE DEPARTMENT OF  
LANGUAGES IN BUSITEMA UNIVERSITY IN THE FULFILMENT FOR THE  
REQUIREMENT FOR THE AWARD OF THE BACHELOR OF EDUCATION  
IN ENGLISH AND LITERATURE LANGUAGE.**

**JUNE 2023.**

## DECLARATION

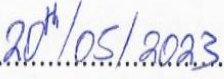
I AJUKO MARY IMMACULATE hereby declares that this research report is an investigation on the effects of mother tongue in speaking English among the secondary school students in light secondary school, Soroti city, is my own original work, not duplicated or similarly published at any higher learning for the bachelors in education. I also declare that all materials cited in this paper which are not my own, have been duly acknowledged.



## APPROVAL

This research report about the effects of mother tongue in speaking English in the secondary school of light secondary school students, Soroti city has been submitted with my approval as the candidate's university supervisor.

Signature.....

Date.....

Madam Rebeca Acen Elyak

SUPERVISOR

## **ACKNOWLEDGEMENT**

In the name of the almighty God, the most gracious, I Ajuko Mary Immaculate with deepest gratitude would like to express my highest appreciation to the almighty God for the blessing and above all his protection upon our lives.

Great appreciation to my beloved mother, Aleper Christine Ocheru, beloved brother and sisters, Okello Julius and Auma Angela Rose, Auma Angela Teddy brother in-law Ecwou Anthony and all the relatives for all the support they have contributed towards my studies.

FAWE (U) for all the support towards my studies, may the almighty God bless FAWE (U) abundantly.

My supervisor, Rebecca Acen Elyak, for all her efforts towards my research report.

The beloved friends Apio Esther, Aguti immaculate, Aigo Dinah ,Okilan Thomas ,Atoke Kevin and others for all their great contribution towards my academics.

## **DEDICATION**

This work is dedicated to my beloved mother, Mrs. Christine Aleper Ocheru, my brother Mr. Julius Okello and my sisters Angela Rose, Angela Teddy (Auma) and all who supported me during my academic struggles. Their inspiration have given me a lot of encouragement that have eventually led to my success.

## **SUMMARY**

This research proposal provides an insight on the effects of Mother Tongue on the Speaking of English Language. English being the global language, it becomes very essential to learn the language. Though English is not the most spoken language in the world, it is the official language in a large number of countries. This indicates the necessity of learning English language. But the non-native speakers find a few difficulties while using the language owing to the influence of mother tongue.

This study was conducted to dwell on the effects of mother tongue on the speaking of English, the importance of mother tongue and the ways of improving the speaking of English. The study was of great importance to the teachers of English, language students, curriculum planners, examining bodies, text book writers, educational administrators, possibly parents, researchers and other interested bodies in the field of language and communication studies.

This study was conducted in light secondary school, Soroti city sampling techniques like purposive, systematic, and simple random sampling were used to select respondents. The researcher administered questionnaire and interview methods for collecting data from the students and data was then analysed qualitatively.

Regarding the ethical considerations, the researcher provided the respondents with the necessary information concerning the main purpose of the research, expected duration, procedures followed and the researcher was in position to keep privacy and not disclose the confidentiality of respondents.

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## **CHAPTER ONE**

### **1.0 Introduction.**

Language is a means of communication and it contributes in no small measure to national building and development. It provides us with not only just a mode of interaction, but also with a capacity of representation. Everybody knows that language concerns the everyday lives of people, their social interaction, and economic, political and developmental situation

The mother tongue as a language is needed as a medium of communication that can facilitate interaction between community members. This has become the second language for communication and English is used as foreign language.

English has become part of the subjects the Ugandan students need to learn, but most of them still struggle to learn English especially in speaking without the influence of the mother tongue such as accents, dialect, pronunciation etc. Based on Oxford (1990) states that the mother tongue (native language, first language, literally mother tongue, or first language) is the first language mastered by humans from birth through interaction with fellow members of the language community, such as family and community.

### **1.1 Background**

Language is a socio cultural phenomena on which has the characteristic role of communication as well as being an index of group's identity. For language to be functional, it has to perform a communicative role. According to Farinde and Ojo (2001), they cited Gimson, stating that: language is a system of conventional vocal symbol used for communication by a whole community.

Language is characterized by a set of vocal sounds which can be decoded. According to Akindele (1999) stated that, language is a system of symbol or vocal system by which human being communicate experience. Language helps human beings to express their feeling and thought to one another. According to Gimson (2000) "language is the institute whereby humans communicate and interact with one another by means of habitually used oral-auditory arbitrary symbols".

Language issues is therefore very important and sensitive because it touches the identity and ego of members of the community and thus possess problem. According to Ojo (2005) in introduction to sociolinguistics citing Gumperz (1968) defines speech community thus. "Speech community can be defined as most groups of any performance, be they small bands bound by face to face contact, modern nations divisible into smaller sub-regions even occupational association or neighborhood gangs". Also citing Olumuyiwa (1997) defines a speech community thus. "Speech community can be defined as a group of people or individual using then same language or linguistic signal".

The Uganda speech community is made up of many ethnic groups. The ethnic have various local languages, which serve restricted local need. The languages are mutually unintelligible. Multilingual speech community is a community where here or more languages are in use. Uganda is an example of such with more ethnic group, it is therefore a multilingual and multicultural speech community whereby diverse languages and culture compete.

It is also a community where apart from indigenous languages foreign languages also compete with other languages and culture. Within Uganda a multilingual community, a child first acquires the four basic skills of listening, speaking, reading and writing. Mother tongue which could also be referred to as first language is the first language a person picked up in is early childhood. A first language does not mean first in the sequential sense of term but as other meanings. Similarly, the term "mother tongue" does not mean a mothers tongue or language. The term L1 and MT are interchangeable.

Farinde and Ojo (2001) opined that, the first language (L1) or the mother tongue is the first language,(L1) or the mother tongue is the first language a person pick up in his childhood. It is not learned but acquired. It is a language that encodes early concepts of the child. It is a language that fully identifies with personal or native culture of a multilingual person.

Mother tongue is a language in which a multilingual person conducts his everyday activities in which he has the greatest linguistic facilities or initiative knowledge. It is the language in which for the effectiveness of its functions required the learner's knowledge of all four basic skill of learning i.e. speaking, reading and writing.

Mother tongue is defined as the language that person, or that a person speaks best, and so is often the basic for socio-linguistics identity. Also it is the language which a

group of people considered inhabiting, and which eventually becomes their natural instrument of thought and communication. Such views are but merely reflections of the different methodological shift in English language teaching which have brought new and different outlooks in the role of mother tongue.

The importance of English language acquisition as a stepping stone for proficiency. In other school subject cannot be over emphasized. The knowledge is important for educational, economic and national development of a country. Also English language as a school subject derives its importance from its utilitarian value to the larger society. English language is part of communicating administration and commerce. Salami (2002), greatly emphasized the importance of the use of language in strengthen communication among the various ethnic groups in Uganda. He further highlighted the need for improving the quality of spoken and written English among school children.

However, one of the current educational problems of public interest in Uganda is that of poor level of achievement especially in public examinations. This problem of under achievement among school students' has persisted in much subject area, such as English, Mathematics and science.

This poor level of achievement in many subject areas can be link to poor foundation in English language at primary school level, and there are several research reports that support the view that language inefficiency leads to poor academic performance.

Many language teachers have not come closer to the pupils or students so that when such student makes mistake or find it difficult in learning English language they could easily identify where the problem of the students come from and how to correct and make the student understand the second language better. By understanding or learning or hearing the mother tongue of the student it would make them to aim to fashion out method, suitable for the student to learn the second language.

In order for the student to speak fluently or write correct and convincing English, teacher has to set standards for the students so that they would be able to have competent use of the language. One way of setting such standard is for the teacher to make a particular accent of English language e.g. Received Personification (R.P) examines the significant of phonetic contract within the accent and find out whether any of the sound involved are not present in the language by his students.

If some sounds are not present, the contract involving the difficulties when learning English language, so as far as mother tongue and the target are concerned units of sound

in target language can be difficult to master because they are not in mother tongue. The essence of a particular sound in the mother tongue constitutes the difference between the mother tongue and English as second language.

However, it will be of great importance if there should be a review in language policy on education which should contain recommendations that will make students to have enough exposure to the subject quite early from the primary school irrespective of the advantage of mother tongue. Some notable scholars suggested that “teaching and learning of English language should be more practice in our secondary schools and the number of years of study and teaching period should be increased”. Teachers of English language should endeavour to always bring the reality to the classroom when teaching through the aids of instructional materials and their methodologies. All materials for learning English language subjects should be supplied. By so doing this, problem of woeful result during examination will be fully overcome, because it is when firm decisions foundation in English language is being laid that a better performance will show case.

However, Akinbote, Olusegun and Iruegbe (2003), had a different view on the use of English language in the early years of primary and lower secondary school. Both of them were of the opinion that mother tongues really help teacher and students in the process of teaching and learning, not only also to preserve and value their culture but also to develop it lexically. According to these two authors, the use of English language in the early primary and junior secondary schools will give the average primary and lower secondary school children the opportunity to be sufficiently literate in both the mother tongue and other languages and that, at all level children will have mental translation of all concept presented in English language to their mother tongue so as to gain more meaning of the concept presented.

At this time it is very imperative to see whether mother tongue has bearing on the English language usage among the secondary school students. It is also vital to draw attention to be presence of the problems, and on the basis of what will be find out, recommendations could be done to reduce them if they cannot be totally eradicated.

In Uganda, although English is not the mother tongue of the majority of the population, English is used as the language of instruction. As a foreign language, other languages like Kiswahili, Luganda, Luo and others are also used by Ugandans for various practical activities. A case in this point Kiswahili and Ateso is used in secondary schools as a

medium of instruction. This research paper therefore sought to highlight the effects of mother tongue on speaking English amongst secondary school students and to recommend some intervention strategies aimed at alleviating the problems.

## **1.2 Problem statement**

Learners have problems in learning English language (L2) which affects them in speaking and learning. Despite the fact that many of them are not perfect in speaking mother tongue (L1), they have difficulties in pronunciations, sentence construction of English words. By addressing the effects of mother tongue on student's speaking of English language, students are expected to properly master the features of English language to effectively pass across the messages without distortion that may hamper semantic expression as a result of mother tongue interference.

Many researchers have researched on the influence of mother tongue but have not specifically researched on its effects on the speaking of English language. Therefore, this study was carried out to investigate the effects of mother tongue on the speaking of English language in the secondary school students

## **1.3 Scope of the study**

The study was undertaken in light secondary school in senior four class, in Soroti City to investigate the effects of mother on the speaking of English among the secondary school students and the possible solution to the effects.

## **1.4 Purpose of the study**

The purpose of the study was to describe the effects of mother tongue in speaking English, describe and analyze clearly about the problems of secondary school students in speaking English and to describe the student's ways in solving their problems in speaking English

### **1.5 The objectives of the study**

The objectives of the study are:

- i) To discuss the effects of mother tongue in the speaking of English language.
- ii) To establish the importance of mother tongue in the speaking of English language.
- iii) To suggest ways that can help students improve the speaking of English language.

### **RESEARCH QUESTIONS**

Answers will be provided to the following research questions that were put forward by the researcher so as to carry out the study effectively.

- 1. Does mother tongue interference have impact on speaking of English language in secondary schools in Soroti City?
- 2. Does mother tongue hinder effective communication among students in class?
- 3. Does mother tongue influence students' academic performance?
- 4. Does mother tongue hinder students from mastering the grammar of other languages?

### **1.7 Significance of the study.**

The study was of great importance to the teachers of English language, students, and curriculum planners, examining bodies, text book writers, educational administrators and possibly parents. The study was also of great importance to researchers and other interested bodies in the field of language and communication studies.

The study can benefit the teachers in their choice and emphasis regarding ways in planning and presenting their lessons. As a result of this choice, teaching or learning materials appropriate to students' spoken ability were selected and used for the lessons. Curriculum developers can find this study relevant. It will help in making decisions relating to content selection, materials and area of development.

This research can also help to show that it is important for students to be aware of the first language disorders so that they can speak English confidently, in order to develop their English speaking skill.

By conducting this research, it was to help the teachers to be aware of the student's first language or native language disorders so that they can provide appropriate, motivational solutions to the students' English speaking problems in daily conversations.

## **CHAPTER TWO.**

### **LITERATURE REVIEW.**

#### **2.0 Introduction**

This chapter was concerned with reviewing the literature related to mother tongue effects on the speaking of English. Among other things, it includes the previous studies and other aspects of the study.

#### **2.1 Previous studies**

The importance of English language as a school subject derives mainly from its utilitarian value to the larger Uganda society. English is the official language of administrating and commerce in Uganda. Had emphasized the importance of the use of English language in improving communication among the various ethnic groups in Uganda. In addition, the importance of English language acquisition as a stepping stone for proficiency in in school subjects cannot be overemphasized.

Language plays different and important roles in education of any country, this suggests that behind any learning process, language is always involved. It will be no exaggeration to that, without language objective, knowledge is almost impossible. Language question becomes crucial to any education policy that deserves to be taken seriously.

It is with the context that we should see the education in mother tongue and second language are very important. According to Sharman (1957) no language can take place of native tongue and no system of education can afford to disregard the native tongue without detriment to the mental development of the child such an unassailable premise must have promoted the birth of the controversial mother tongue education doctrine propounded by some experts in education in Uganda.

The federal government of Uganda was aware of the unspeakable danger inherent in the allowing of the foreign language to take place of the mother tongue. Hence in the national policy on education (1977), curriculum activities were prescribed in order to achieve the general objectives of education.

## **2.2 Concept of speaking**

### **Definition of Speaking**

Speaking is an important skill in learning English that students must master, in addition to reading, listening and writing skill. Speaking has many functions such as to express an idea, feelings, and thoughts verbally. Speaking is needed in communication because speaking is a tool to interact with other people.

There are so many definitions of speaking, according to experts which are shown in the following;

According to Nunan in Kayi (2006) states speaking is the use of language confidently and quickly with fluency. Speaking is the ability to speak fluently and presupposes not only to process information or language directly or 'on the spot', but also the ability to gain knowledge of language features. (Harmer, 2007)

Fulcher (2003), in Anita (2016), defines speaking as the use of language to communicate with two or more people as participants. Therefore, researchers conclude that speaking is a way to verbally express ideas, feelings, thoughts, and process information by interacting with other people.

According to Bygate (1987: 127), defines speaking as the production of auditory signals to produce different verbal responses to listeners. It is thought to combine sounds systematically to form meaningful sentences.

Another definition comes from Eckard and Kearny (1981), defining speaking as a two way process including the correct communication of opinions, information, or emotions. This two-bottom view considers spoken text as a collaboration between two or more people in sharing time and context.

### **Aspects of Speaking**

As quoted, Brown (1980) states that speaking must fulfill by the learners. Those are fluency, comprehension, grammar, vocabulary and pronunciation.

- a. Fluency refers to one's ability to speak smooth and easily
- b. Comprehension is the ability to understand the speaker's general intent and meaning
- c. Grammar is the way to organize the words into correct sentence.

- d. Vocabulary is the basic of language is about choice of the word which is appropriately base on the context of speaking
- e. Pronunciation is the ability to produce articulations that are easy to understand.

The vast majority of Ugandan language were not put into writing until the 18<sup>th</sup> century and earlier studies on these languages were carried out by missionaries from Europe, whose aims were to translate religious materials into some African languages and design school books as painted out by Hair (1960).

Between 1817, 1845 Hanna Killham suggested that Africa should read and write their own languages. She was one of the earliest Europeans to collect African language materials on which to base school books. She proposed a linguistic institute to be established in England, where selected Africans could study their languages develop a writing system for them and prepare translations of religious materials.

### **Notions of mother tongue in Uganda education**

This is a language a child first came in contact with in life. It is the language of the immediate environment. Some scholars claim that, it is acquired and not learnt. It is the language that one grows up with, Ajulo (2008). When Chomsky theorized on the innate capacity of human to acquire language like English or a foreign one, depending on which the child is exposed to early in life.

In teaching and learning process in Uganda, the mother tongue of the child is of great importance. Its categories a large part of the child's environment that is it has names for most of the object, action, ideas, attributes that are so important to him as well as to any given society. Realizing the importance of mother tongue in Uganda education.

Mother tongue in Uganda education was encouraged for many reasons as stressed by scholars, such as Fafunwa who explained that a child learns best in his mother and that is natural to him as mother's milk, therefore, it would not be astonishing that the mother tongue should be encouraged in young people at the primary school level. He explained further that, the mother tongue is a way of promoting our culture and if a subject like English is made compulsory at the primary school level, pupils will recognised its importance and will lead to understanding of English language.

## **2.3 The Importance of maintaining Mother Tongue**

The first language of a child is part of his personal, social and cultural identity. Another impact of the first language is that, it brings about reflection and learning of successful social patterns of acting and speaking. It is basically responsible for differentiating the linguistic competence of acting.

To a person, his mother tongue is a “blessing in disguise” it is not merely a timetable subject in his education but is forced upon him from all sides. It is learned by both the conscious and unconscious methods. The conscious supplement and regulate the knowledge gained by hearing. The mother tongue is an indispensable instrument for the development of the intellectual, moral and physical aspect of education. In addition, it is a way through and by which other subject can be tackled, understood and communicated.

Clarity of thought and expression is only possible when one has certain command over the mother tongue. Weakness in any other subject means weakness in that particular subject only, but weakness in mother tongue means the paralysis of all thought and the power of expression. Deep insight, fresh discoveries, appreciation and expansion of ideas area only possible when one understand the subject through the help and understanding of mother tongue.

One of the greatest gifts to pass on to children is language. The first language, learned at home, is very important and forms the foundation for all future language development. Parents, family members and early childhood professionals are the most significant influence on the development and maintenance of first language.

Research shows that knowing one language can help children understand how other languages work. Maintenance of the first or home language is very important for the development of self-concept and positive children's wellbeing. Children who have the opportunity to maintain their first language can develop cognitive development, while learning English (this can also be corrected with other languages including Turkish) as a second language. Their level of competence in a second language will be linked to the level of competence they have reached in their first language. Children with knowledge of their first language will be able to transfer skills from one language to another

The mother tongue opens the door, including its own grammar, to all grammar, which awakens the universal grammatical potential that is in all of us. This is a valuable asset that people bring to language learning assignments. For this reason, the mother tongue is the main key of a foreign language, a tool that provides us with the fastest, surest, most precise and complete way to access a foreign language.

Successful students make use of the vast amount of linguistic skills and world knowledge they have accumulated through their mother tongue. For beginners, realizing meaning automatically involves linking it to the mother tongue - until FL builds an increasingly complex network for itself. "You can kick the MT out of the classroom, but you can't kick it out of the student's head." We need to associate the new with the old. To exclude MT links will deprive us of the richest resource for building cross language networks

The purposeful and informative use of lexical and syntactic parallels between the mother tongue and the foreign language taught in schools encourages retention and deepens understanding of the historical affinities of language and culture.

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This implies that in Uganda, Yoruba, Igbo, Hausa, Efik, Tiv, etc.... are majority tongue but English or Arabic could be a mother tongue (MT) for a Ugandan speaker whose father is a Yoruba, if either of the foreign languages was what he/she was exposed to.

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### **Controversy over choice/ negative attitude towards mother tongue.**

The use of mother tongue as a medium of instruction in education as generated a serious controversy in Uganda. Some assume that, it is not practical and anti-nationalistic and divertive. They lose their contention on social political factors. For instance, the linguistics tell us that we have different languages (excluding dialect) in Uganda, and that if each linguistic groups insist on giving educational instruction in their mother tongue, the objective of primary education in Uganda will become unattainable.

According to Gimson (2000), who argues that in a country like Uganda, the mother tongue education is hardly feasible in real term, if pursed to its logical conclusion, he says further that, the mother tongue proposal may even destroy some of the principles the country should cherish.

One of the earliest scholars of language education Lade (1957) asked the question whether the danger envisage would not be there without the policy advocated was the Uganda civil was caused by the use of Uganda language, rather than another, as a medium of instruction. Ologunde himself now said, as long as many Uganda languages are not deemed out of existence, dangers of some sort will exist, particularly as self-centered politicians will always be there to fan the flame of sectionalism. He now concluded that an adequate overall national language educational policy seems to be the only answer.

Another area of contention is the area of educational sector. One of the assumptions are made by mother tongue crusaders is that, a child learns better or more easily when instruction is given out in his mother tongue. According to Oladipo (1990), “it is undeniable for instance that there is no surer way to an adequate understanding of the nature of a thing or process than through the medium of language whose syntactic and semantic requirement are adequately understood”. Since most of our children are brought up in environment where mother tongue is the predominant means of communication, then, it is only logical that they are inducted into the world a society through the agency of such language.

It is also true that education depends specifically on language, and also determines the constant of education.

Therefore, if the second language is used as a medium of instruction, there is danger of cultural deprivation. However Ogunba (2001), says, “assumption that a child learns better or easily when instructions is given out in is mother tongue can only be true in a basically monolingual environment ”. Our argument now is that, in an environment

where there are competing languages, (for instance Uganda), it may be difficult in the mother tongue than the so-called foreign tongue. Mother tongue does not make it necessarily easier to grasp. He also talk about the problem of adjustment from mother tongue to English at the secondary school level, even though Fafunwa believes that the use of mother tongue in primary education would make Uganda genuinely bilingual as they would become thoroughly proficient in both mother tongue and English language and it will pave way for better results.

The anti- mother tongue crusader points out the disadvantages of using mother tongues, for instance, they believe that it will fail in area of science related subjects with technical term. And because the books on science related subjects with technical term. And because the books on science are written by foreign authors, they may be difficult to interpret. However, Fafunwa (1989), now assures that the necessary books and teaching aids can be publish in Uganda languages in subject like Mathematics, Science, Agriculture and science to suit our need.

Furthermore, in negative views towards mother tongue, most factors discussed earlier may be regarded as beyond the control of speakers of language; the question of attitude is squarely within the power of those who own the language. One would have expected speakers of an African language to be proud of their language, but quite often, one encounter negative altitude.

The most common of such altitude is that the elite who refer education in the imported language for their children. Taking their cues from elites, it is not surprising that parents belonging to lower social groups also want similar education for their children. For instance, in Uganda, it is amazing to find the large number of English medium private nursery and primary schools offering education to young children. Patronage of such schools comes not only from well-to-do parents, but also from lowly paid blue collar workers, who believes that they are making a great sacrifice for their children's future, Bamgbose (2011).

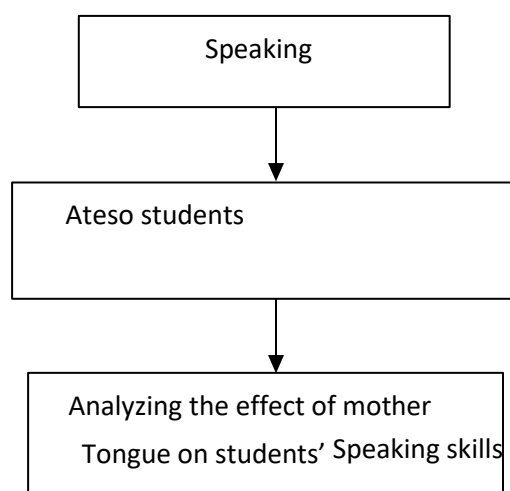
Another type of negative altitude is that exhibiting by speakers of minority language. While linguistics readily object to the marginalization of such languages and advocated roles for them in certain domains. It is not unseal to find speakers of minority languages denigrating their own languages, and preferring to them some major languages of the country or an improved official languages. Pretty much the same altitude exist for endangered languages. The point must be made that, unless speakers of minority and endangered languages takes pride in their own language and show a

definite desire to preserve them, no amount of external engineering can ensure any status and viable roles for them.

## **2.4 How to overcome mother tongue influence?**

1. Communicating with our associates and peers in English makes other people to point out our errors and helps us to correct them.
2. Listening to the English channels principally news will definitely make us to reduce Mother tongue effects. Pay attention to English news and note down the unfamiliar word or the word which is influencing you and then you try with correct English pronunciation.
3. Constant practice by uttering the words or sentences in front of the mirror will not only enhance our pronunciation but also improves the confidence level of speaking without Mother tongue influence.
4. Reading books can gradually increase our vocabulary use and reduce on the mother tongue effects.
5. Put into practice the use of some tongue twisters. Make a list of frequently used words and ask the one who speaks good English to pronounce and record it and listen leisurely.
7. Recording one's own voice can improve our pronunciation and makes us to overcome mother tongue influence.

## **2.5 Conceptual Framework**



## **CHAPTER THREE**

### **RESEARCH METHODS**

#### **1. Introduction**

This chapter was focused on the extent to which Ateso as a mother affects the speaking and learning of English language. It was also to give a descriptions of a number of items like research design, study area, study population, sample size, sampling techniques, data collection instruments, data analysis, ethical considerations and limitations of the study

#### **3.1 Research design**

In this research, the researcher used a qualitative method. Qualitative research involved collecting and analyzing non-numerical data (text, video, or audio). To understand concepts, opinions, or experiences. It was used to gather in-depth insight into a problem or generate new ideas for research. In this research, the researcher used descriptive design because the researcher was describing, identifying and explaining the effects of mother tongue on speaking English to the secondary school students of senior four, light secondary school of the English education study program, Descriptive research design was a scientific method that involved, observed, and described the behavior of a subject without influencing it in any way. Researcher used this research design because the research was describing all phenomena based on facts in the field.

#### **3.2 Subject of Research**

This research was conducted at light secondary school soroti. Students that were involved in this study were students from the English Education Department. The students who were involved in this study were students from Teso or use Ateso as their mother tongue. However, in the process, not all students from English Education were included. Students who were used as samples were students with appropriate the criteria according to what was needed by the researcher. The researcher will take twenty students from class who speak Ateso.

The researcher used purposive sampling to determine the respondents because the researcher had some criteria that was to be fulfilled by students to be taken as respondents. The respondents were Iteso students from English education department senior four at light secondary school soroti.

### **3.3 Research Instruments**

**The research instrument and the type of data collection in this study are Speaking test and recording (documentation).**

#### **1. Speaking Test**

Therefore, researcher used the speaking test as one of the research instruments to collect data about the effects of mother tongue on students' speaking skills. The speaking test was conducted physically. The researcher prepared some questions for the respondents.

This activity lasts 8-10 minutes for each person and during the activity the researcher recorded the answers from the respondents and also answered the questions related to the research so that the answers which were given by respondents also became the data for the research. The speaking test turned Interviews given to answer research problems.

#### **2. Documentation**

Researcher recorded activities to collect data. This recorded activity was conducted physically. Recorder got data directly from recording the content of the question. The researcher recorded the respondents while they answered the question. The recorded results were then used as data to analyze the obtained information that was needed by the researcher.

### **3.4 Ethical Consideration**

Bearing in mind the ethical issues, the researcher provided the respondents with the necessary information as regarded the main purpose of the research, expected duration, procedures followed and the researcher was in position to keep privacy and not disclose the confidentiality of respondents and researchers responsibility.

### **3.5 Data Collection**

There were several processes in the data collection procedure in this study. The researcher firstly found students who use Ateso language as their mother tongue and using strong Ateso accent when speaking. The aim was to find out which prospective students were suitable as research samples. In observed also, the researcher determined which student would research respondent based on the criteria outlined in the research subject.

After finding the student that wanted to be respondent, data processing, and respondent determination were completed, the researcher conducted the speaking test and recorded response from the students to get the information about the effects of mother tongue on their English speaking skills. After collecting data by speaking test and recording the respondents answer, the researcher transcribed the results, summarized the findings, and drew some conclusions from the findings.

### **3.6 Data Analysis**

In this study before the researcher analyzed the data. The researcher was transcript the respondents answer while speaking test from audio to text. Data was converted from audio files into written form. In the process, transcribed data, information related to respondent identified didn't show but it was be presented in the form of initials. After transcribing the data, the researcher analyzed the data base on miles.

In this study the researcher used technique of data analysis based on miles which was involving three steps: reduction, data display and conclusion drawing/verification.

- **Data Reduction**

The first step in analyzing qualitative data involved data reduction. Data reduction means summarizing, choosing the basic things, focusing on important things, firstly the researcher collected data about the effects of mother tongue on student's speaking skill. Instruction through speaking test and documentation. The researcher then transcribed the data. The irrelevant which were not related the theme of the study was discarded. The researcher reduced some word/sentence from the speaking test that were not influenced and made underlined the sentence/word that influenced Ateso accent.

- **Data Display**

The second step was data display. A display was an organized, compressed assembly of intonation that permits conclusion drawing and the action In the process of the reduced and displayed data based on formulation of research, and the researcher displayed the data. In this study the researcher used essay test in displaying the data because researcher took the word that only main words would influence the pronunciation and intonation of the students.

This step was done by presenting a set of information that was structured and possibility to draw conclusion, because the data obtained during the process of qualitative research usually in the narrative, thus required simplification without reduction of the contents.

- **Conclusion verification**

The third step of qualitative data analysis was the conclusion drawing and verification. From the start of the data collection the qualitative analysis was the beginning to decide what things mean is nothing regularities, patterns , explanation, possible configuration casual flows, and proposition.

### **3.7 Limitations**

The research study may be faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level.

The problem of distance. The researcher had to move collecting data from students in the selected school. This consumed a lot of time during the collection of data and hence a delay in drawing data analysis and conclusions.

Problem of distance between the researcher and the supervisor. This limited continuous assessment of research, thus research process could only be dictated when already late.

The researcher also faced the problem of time constraints. The time allocated for the study was not enough for a thorough investigation because the research was conducted with academic urgency.

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## **APPENDICES.**

### **APPENDIX: 1 letter of introduction**

My name is Ajuko Mary Immaculate, a bachelor student of Busitema University, from the department of education, doing bachelor's degree in languages English and literature in English.

I am conducting a research about the effects of mother tongue in speaking English among the students of light secondary school, soroti.

This is for academic purpose and the findings may help to improve on the speaking of English among the students senior four. Participation in this study is voluntarily. In that case, you are kindly requested to participate in the study by answering question that will be asked.

Thank you.

Student sign.....

# APPENDIX I. RESEARCH TIMELINE.

| ACTIVITIES                                            | APRIL | MAY | JUNE | JULY | AUGUST | SEPT | OCT | NOV |
|-------------------------------------------------------|-------|-----|------|------|--------|------|-----|-----|
| Identification of<br>Topic                            |       |     |      |      |        |      |     |     |
| Approval of<br>Topic<br>Proposal                      |       |     |      |      |        |      |     |     |
| Writing<br>Proposal<br>approval                       |       |     |      |      |        |      |     |     |
| Supervision                                           |       |     |      |      |        |      |     |     |
| Data collection<br>management<br>and analysis         |       |     |      |      |        |      |     |     |
| Writing<br>research report<br>Submission of<br>Report |       |     |      |      |        |      |     |     |

## CHAPTER FOUR

### 1.0 INTRODUCTION

This chapter focused on the analysis, presentation and interpretation of results.

### 1.1 DISCUSSION

The analysis of the data was carried out through the use of questionnaire and tabulated all information in order to facilitate an easy analysis. The research questions raised for research study were tested and analyzed by using frequency counts and chi-square percentage, for the analysis of the data.

**Research question 1:** Does mother tongue interference have impact on spoken English language among secondary school students?

**Table 1:** Chi square summary on statement regarding how mother tongue interference have impart on spoken English language among secondary school students.

| Questions                                                                                                                                 | Response |      |          |       | Mean | df | X2     | P    |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------|------|----------|-------|------|----|--------|------|
|                                                                                                                                           |          | SA/A | D/S<br>D | Total |      |    |        |      |
| Mother tongue can alter the way student read and speak English                                                                            | F        | 89   | 11       | 100   | 2.96 | 3  | 28.232 | .013 |
|                                                                                                                                           |          |      |          |       |      |    |        |      |
| Student can be greatly affected if they use English language to explain some concept in the subject itself and not in their mother tongue | F        | 81   | 19       | 100   | 3.54 |    |        |      |
|                                                                                                                                           | %        | 81.0 | 19.0     | 100.0 |      |    |        |      |
| Permission to mother tongue in teaching an affect other languages especially in English language                                          | F        | 37   | 63       | 100   | 3.53 |    |        |      |
|                                                                                                                                           | %        | 37.0 | 63.0     | 100.0 |      |    |        |      |
| Student can adapt to the teaching and learning environment without the use of mother tongue                                               | F        | 51   | 49       | 100   | 2.72 |    |        |      |
|                                                                                                                                           | %        | 51.0 | 49.0     | 100.0 |      |    |        |      |

Table 1 shows that (89%) agreed that Mother tongue can alter the way student read and speak Yoruba. 81%agreed that student can be greatly affected if they use Yoruba language to explain some concept in the subject itself and not in their mother tongue. 37% concur that Permission to mother tongue in teaching can affect languages especially in English language. 51% agreed that student can adapt to the teaching and learning environment without the use of mother tongue ( $X^2 = 28.232$  and  $p=.013$ ).

**Research question 2: Does mother tongue hinder effective communication among students in class?**

**Table 2: Chi square summary on statement regarding how mother tongue hinder effective communication among students in class**

| Questions                                                                                                              | Response |           |          |       | Mean | df | X <sup>2</sup> | P    |
|------------------------------------------------------------------------------------------------------------------------|----------|-----------|----------|-------|------|----|----------------|------|
|                                                                                                                        |          | SA/A<br>A | D/S<br>D | Total |      |    |                |      |
| At times in a rural environment student find it difficult to understand some subjects without the use of mother tongue | F        | 71        | 29       | 100   | 2.87 | 3  | 13.022         | .004 |
|                                                                                                                        | %        | 71.0      | 29.0     | 100.0 |      |    |                |      |
| It is necessary for a teacher to use student mother tongue for effective communication to take place                   | F        | 66        | 34       | 100   | 3.35 |    |                |      |
|                                                                                                                        | %        | 66.0      | 34.0     | 100.0 |      |    |                |      |
| Student who lived in an area where they have no standard academic resource can have problems with those that have      | F        | 94        | 6        | 100   | 2.97 |    |                |      |
|                                                                                                                        | %        | 94.0      | 6.0      | 100.0 |      |    |                |      |
| The use of mother tongue in school as a means of effective communication can be corrected and student will adapt to it | F        | 72        | 28       | 100   | 2.27 |    |                |      |
|                                                                                                                        | %        | 72.0      | 28.0     | 100.0 |      |    |                |      |

Table 2: shows that (71%) agreed that at times in a rural environment student find it difficult to understand some subjects without the use of mother tongue. 29% agreed that it is necessary for a teacher to use students' mother tongue for effective communication to take place. 94% concur that student who lived in area where they have no standard academic resource can have problems with those that have. 72% agreed that the use of mother tongue in school as a means of effective communication can be corrected and student will adapt to it ( $X^2=13.022$  and  $p=.004$ )

. Research Question 3: Does mother tongue influence students' academic performance?

**Table 3: Chi square summary on statement regarding mother tongue influences student's performance**

| Questions                                                                                          | Response |      |      |       | Mean | df |       |      |
|----------------------------------------------------------------------------------------------------|----------|------|------|-------|------|----|-------|------|
|                                                                                                    |          | Yes  | No   | Total |      |    |       |      |
| Students always have good grade in a subject that teachers use mother tongue to teach me           | F        | 61   | 39   | 100   | 2.87 | 4  | 8.236 | .000 |
|                                                                                                    | %        | 61.0 | 39.0 | 100.0 |      |    |       |      |
| The school rules does not permit frequent use of mother tongue in teaching                         | F        | 80   | 20   | 100   | 3.35 |    |       |      |
|                                                                                                    | %        | 80.0 | 20.0 | 100.0 |      |    |       |      |
| Aside Yoruba language, we are not permitted to speak any other language except English.            | F        | 65   | 35   | 100   | 2.97 |    |       |      |
|                                                                                                    | %        | 65.0 | 35.0 | 100.0 |      |    |       |      |
| Explanation of subject concept in mother tongue brings about proper understanding and assimilation | F        | 54   | 46   | 100   | 2.70 |    |       |      |
|                                                                                                    | %        | 54.0 | 46.0 | 100.0 |      |    |       |      |

Table 3 shows that (61%) agreed that students always have good grade in an subject that teachers use mother tongue to teach me. 80% agreed that the school rules does not permit frequent use of mother tongue in teaching. 65% concur that aside Yoruba language, we are not permitted to speak any other language except English. 54% agreed that explanation of subject concept in mother tongue brings about proper understanding and assimilation ( $X^2 = 8.236$  and  $p = .004$ ).

**Research question 4: Does mother tongue hinder students from mastering the grammar of other languages?**

**Table 4: Chi square summary on statement regarding how mother tongue hinder students from mastering the grammar of other languages?**

| Questions                                                                                                                                                      | Response |          |          |       | Mean | Df | X2     | P    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|-------|------|----|--------|------|
|                                                                                                                                                                |          | S/A<br>A | D/S<br>D | Total |      |    |        |      |
| The student use of mother tongue can affect other grammar languages                                                                                            | F        | 61       | 39       | 100   | 2.87 | 3  | 11.855 | .010 |
|                                                                                                                                                                | %        | 61.0     | 39.0     | 100.0 |      |    |        |      |
| Student who is addicted to the use of mother tongue may likely have problem to construct a simple sentence in English language                                 | F        | 60       | 40       | 100   | 3.35 |    |        |      |
|                                                                                                                                                                | %        | 60.0     | 40.0     | 100.0 |      |    |        |      |
| It is better for schools to inculcate into student the school rules of language to be used right from their kindergarten, nursery, primary to university level | F        | 67       | 33       | 100   | 2.97 |    |        |      |
|                                                                                                                                                                | %        | 67.0     | 33.0     | 100.0 |      |    |        |      |
| Mother tongue is a reflection of what is a reflection of what has been instilled in a child from childhood or from his/her school                              | F        | 65       | 35       | 100   | 2.70 |    |        |      |
|                                                                                                                                                                | %        | 65.0     | 35.0     | 100.0 |      |    |        |      |

Table 4 shows that (61%) agreed that the student use of mother tongue can affect grammar languages. 60% agreed that student who is addicted to the use of mother tongue may likely have problem to construct a simple sentence in English language. 67% concur that it is better for schools to inculcate into student the school rules of language to be used right from their kindergarten, nursery, primary, to university level. 65% agreed that mother tongue is a reflection of what has been instilled in a child from childhood or from his/her school ( $X^2 = 11.855$  and  $p = .010$ ).

## **CHAPTER FIVE**

### **1.0 INTRODUCTION**

This chapter is all about the discussion, conclusion and the recommendation

### **1.1 DISCUSSION**

The first research question shows that, mother tongue interference have impart on the writing and spoken English language among secondary school students. This is evidence in the results in table 1, it shows that, mother tongue alters the way students read and speak English. This is in line with the report of Sharman (1957) who noted that, no language can take the place of native tongue and no system of education can afford to disregard the native language without detriment to the mental development of the child. Such an unassailable premise.

The second research question reveals that, mother tongue hinder effective communication among students in class. This is evidence in the results in table 2, which states that, At times in rural environment students find it difficult to understand some subject without the use of mother tongue. This finding is in line with the report of Ogunba (2001) who argues that in a country like Uganda, the mother tongue education is hardly feasible in real term, if pursued to its logical conclusion, he says further that, the mother tongue proposal may even destroy some of the principles the country should cherish.

The third finding shows that mother tongue influence students' academic performance. This is evidence in the result stated in students always have good grade in a subject that teachers use mother tongue to teach me. This corroborate the findings of Oladipo (1990), who stated that, 'it is undeniable for instance that there is no surer way to an adequate understanding of the nature of a thing or process than through the medium of a language whose syntactic and sematic requirements are adequately understood'.

The fourth finding shows that, mother tongue hinder students form mastering the grammar of other languages. This finding is in line with the finding of "carless (2008) who claimed that, students-working in group do not have to speak Yoruba all the time. Use of mother tongue relates to learners identity. Negative impact of mother tongue uses is that, too much reliance on the (LI) may undermine the interaction in English.

## **Conclusion**

Interference of Mother tongue on secondary school students' English language competence cannot be overemphasized English language being the first official language for the English people in Uganda. However, during the process of studying it the interference of the first and original tongue interference of the first and original tongue language from birth cannot be stopped. In fact some that have mastered it, their accent still reflects when communicating.

However, this study concluded that, mother tongue interference has impact on the writing and spoken English language among secondary school students. Another finding shows that mother tongue hinders effective communication among students in class as well as mastery of the English language.

## **Recommendation**

On the basis of the findings the following issues should be considered on improving on the influence of mother tongue in the teaching and learning of English language in secondary schools:

- Students should be oriented on the importance of maintaining mother in learning like China, Germany etc....
- Parents should be encouraged to help in promoting first and second languages
- Principal and school management should try to introduce the use of mother tongue in school to aid preservation of other languages.
- Policy makers should make plans that will favor the use of Uganda languages for teaching and learning in our secondary schools.

