

**FACTORS AFFECTING THE TEACHING OF ENGLISH LANGUAGE  
IN PRIMARY SCHOOLS IN KOLE DISTRICT.**

**THE CASE STUDY OF ALITO**

**SUB COUNTY**

**BY**

**APIO LILLIAN**

**BED/20518/71/DU-LR**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF  
DISTANCE LEARNING AS A PARTIAL FULFILMENT FOR THE AWARD OF A  
BACHELOR DEGREE IN EDUCATION (PRIMARY) OF KAMPALA  
INTERNATIONAL UNIVERSITY.**

**2010.**

***DECLARATION***

I **APIO LILLIAN** declare that this research is my original work and that it has never been submitted to any other institution for any award of degree.

**Signed .....**

**M/S APIO LILLIAN**

**DATE .....**

***APPROVAL***

The research by Apio Lillian under the topic “ FACTORS AFFECTING THE TEACHING OF ENGLISH LANGUAGE IN PRIMARY SCHOOLS IN KOLE DISTRICT.

The case study of Alito Sub County.

**Signed** .....

**Mr.** .....

**Supervisor**

**Date** .....

## *DEDICATION*

The research is dedicated to my father John Okello and Mother Cali Okello.

Further dedication go to my brother Odongo Silver and husband Odongo Richard.

More mention is made of my children Atim Daphine, Orot Holga and Otika Hallan who persevered with problems while I pursue this course.

## *ACKNOWLEDGEMENTS*

I sincerely confer heartfelt gratitudes to the leaders of Kampala International University for opening their branch in Lira Centre without which I could not have had this course.

I further acknowledge the efforts rendered by Mr. Bwonyo Bosco, my supervisor who struggled with guiding and correcting me in this research .Mr. Odongo Mike, the director of KIU Lira branch, also helped me a lot in the struggle.

With much complements, I also acknowledge the efforts inserted by lecturers like Mr. Ocen Faustine, Mr. Oketcho Haya, Mr Okada Opito to mention but a few.

More mention is made of Mr. Odongo Richard my husband, who encouraged and struggled together with me during times of difficulty and stress.

I wouldn't wish to forget colleague students whom I benefited from in terms of discussions and coordination.

I further confer thanks to relatives, friends and in laws whose contributions were in term of kind, moral and physical and whose names can not be written down due to limited space.

Lastly, I wouldn't wish to forget CHOTERA JACKIE for typing this work.

**TABLE OF CONTENT**

Declaration ..... i

Approval .....ii

Dedication .....iii

Acknowledgement ..... iv

Table of content ..... v

Lists of Graphs & Tables .....vi

Abstracts .....vii

Chapter 1

**CHAPTER. ONE**

0.0 Introduction 1

0.1 Background of the study 1

0.2 Statement of the problem. 2

0.3 Purpose of the study 3

0.4 Objective of the study 3

0.5 Research questions 3

0.6 Scope of the study 3

0.7 Limitation 3

0.8 Significance of the study 3

0.9

## ***CHAPTER TWO***

1.0 Review of related literature	4
2.1 Introduction	4
2.2 Factors that hinder the teaching of English language in a primary school Classroom.	5
2.3 Challenges that the teachers face in the in the teaching of English language	6
2.4 Intervention to improve the teaching of English language in the classroom.	7

## ***CHAPTER THREE***

2.0 Methodology	
3.1 Introductions	
3.2 Study design	
3.3 Sampling strategy	
3.4 Instruments	
3.5 Investigation procedure	
3.6 Data analysis	

## *CHAPTER FOUR*

3.0 Data presentation analysis and interpretation

4.1 Introduction

4.2 Ineffective teaching of English language in a primary school classroom.

4.3 Table I shows cumulative scores of pupils in the three selected schools containing 300 Primary school pupils.

Graph 1 showing cumulative scores of 300 pupils in primary seven of the selected schools.

4.4 Major and Minor Challenges facing the teaching of English language in a primary school classroom.

Table 2: Shows challenges affecting the teaching of English in a primary school classroom.

Graph 2: Shows challenges teachers face in the teaching of English language in a primary school.

4.4 Government intervention in enforcing the teaching of English language in a primary school classroom.

Table 3: Showing government intervention in the teaching of English language in a school Classroom setting.

Figure 3: Is a pie chart showing government intervention in the teaching of English language in a primary school classroom.



## *CHAPTER FIVE*

4.0 Discussion, Conclusion and Recommendation

5.1 Introduction

5.2 Discussion

5.3 Conclusion

5.4 Recommendation

5.5 References.

5.6 Appendices

## *APPENDICES*

- Appendix I    Opinionnaires for upper primary school English teachers.
- Appendix II    Questionnaires to English Heads of department.
- Appendix II    Questionnaires to Head Teachers of the selected schools.
- Appendix IV    Map of Uganda showing Apac District
- Appendix V    Sketch map of Kole and Alito Sub County showing parishes of selected  
                  Schools.
- Appendix VI    Introductory letter given by the Director KIU – Lira Branch.

***LISTS OF GRAPHS AND TABLES.***

Table 1: Shows scores of 300 pupils in the three selected schools.

Graph 1: Shows scores of 300 pupils in the three selected schools.

Table 2: Shows factors affecting the teaching of English in the selected primary schools.

Graph 2: Shows challenges affecting the teaching of English in a classroom in the  
three selected schools.

Table 3: Shows strategies adopted by government in the teaching of English  
language in a primary school classroom.

Figure 3: Is a pie chart showing government intervention in the teaching of English  
language in a primary school classroom.

## *ABSTRACT*

The study was made to obtain findings in the teaching of English language in a Primary School Classroom.

The research questions involved in the research findings were as recorded below:-

- i. What are the factors responsible for the ineffective teaching of English language?
- ii. What are the possible challenges teachers are facing in the teaching of English language?
- iii. What are the improvement strategies?

The purposive study based its findings on 3 primary schools in Alito Sub County.

In chapter one the objectives of the study were:-

- Challenges teachers face in the teaching of English language.
- Strategies that would help to improve the teaching of English language in primary schools.

Chapter two, the related literature was based on the three mentioned objectives.

Chapter three displayed methods of collecting data where a total of 350 respondents were interviewed.

Chapter four dealt with presentation of data and analysis of results.

Chapter five presents the discussion of findings and conclusion and recommendations which when used would help the teachers to improve their work.

## CHAPTER ONE

### *10 INTRODUCTIONS.*

#### *1.1 BACKGROUD OF THE STUDY*

English Language is an integral part of teaching and learning in classroom. An education system is not considered complete without English Language acquisitions for all national examination are set in English Language.

A reliable English Language is a necessity in order to yield useful information up on which education decision can be made.

According to Langacker, there are four reasons why, we need to understand a language. First, many serious problems in Today's world involve language in an essential way. Secondly, the problems arising from multilingualism. A country may have many languages and there is need for a national language for intellectual advancement.

He further asserts that, when linguists do research about language, their findings can be useful to the pupils interested in the practical applications of such a research.

Langacker adds that, in order for one to be considered well educated, one needs to have great appreciation to understanding of language.

Langacker further states that, different disciplines needs language for intellectual advancement.

Smith asserts that, language is man's first invention. It is indeed the very mark of humanity, for man is only human by virtue of human communication system.

Bollinger (1768) defines language as a system of local auditory communication using conventional signs composed of arbitrary pattern sound units and assembled to set rules.

Crystal (1986) defines language as a human vocal noise or graphic representation of this noise in writing. It is used systematically and conventionally by a community for communication.

Sapir (1961) says language is primarily a system of phonetic symbols for expression of communication able thoughts and feelings.

Finnochiaro (1974), argues that language vocal symbols which permit all people in a given culture of other people who have learnt the system of that culture to communicate and interact.

Catnap (1948) asserts that, language is a structured system of arbitrary vocal symbols by means of which members of a social group operates.

The language acquired is usually the mother tongue; this is a process human beings develop language abolitions on their own. 0-6 years

Whereas language learning is a process by which language is structured and exposed to the user through language teaching L2.

There are remarkable differences between L1 and L2

In (1989) the education review communication proposed thematic curriculum be implemented in P.I - P.3. This meant that all lessons except English language were to be conducted in the local language other than English.

However, implementation seems to have met with a number of short comings as teachers have continuously raised complaints about its administration. This study therefore seek to establish the extent to which the teaching of English Language is being implement along side thematic curriculum with a focus on the challenges teachers are facing.

### ***1.2 STATEMENT OF THE PROBLEM.***

The problem examined in the study is the ineffective teaching of English language identified by poor performance in P.L.E.

### ***1.3 PURPOSE OF THE STUDY.***

- The purpose of the study is to establish factors responsible for in effective teaching of English Language.

### ***1.4 OBJECTIVES OF THE STUDY.***

- Challenges teachers face in the teaching of English language.
- Strategies that would help to improve the teaching of English language in primary schools.

### ***1.5 RESEARCH QUESTIONS***

- What are the factors responsible for ineffective teaching of English language leading to poor performce in P.L.E?
- What are the possible challenges that teachers face in the teaching of English language in primary school?
- What are the improvement strategies identified?

### ***1.6 SCOPE OF THE STUDY.***

The study shall be limited to factors responsible for ineffective teaching of English language and possible intervention measures to improve the teaching /Learning of English language.

### ***1.7 LIMITATION***

The researcher expects to encounter the following problems in the course of the study

- Inadequate time due to other commitments.
- Poor response from respondents.
- Lack of finance to carry out the study exhaustively.
- Poor transport means since the schools are sparsely located

### ***1.8 SIGNIFICANCE OF THE STUDY.***

*The researcher wished:-*

- To cause awareness on the value of teaching English language in a classroom.
- To identify the problems affecting the teaching of English language in a primary school classroom.
- To come out with findings / interventions to improve the teaching of English language in a primary school classroom.

## CHAPTER TWO

### *2.0 Review of related literature*

#### *2.1 Introduction.*

Education sector strategic plan 2004 -15 (2005:9) states, primary level pupils mastering (reading and writing) numeracy and basic life skills.

Literacy and numeracy are essential not only to participation in the modern work force but also to safe and healthy lives in a modernizing society.

In order to rise above existence at subsistence level, a person will have to understand the symbolic basis of written language and arithmetic.

Ensuring that no pupil completes primary school level without those competences. This will require devoting much more instructional time per week to language and math instruction as well as better articulation with instructional materials and teaching methods.

P5 Curriculum, National curriculum development centre (2000:2) states that Uganda is a multi lingual society where over thirty indigenous languages are spoken. Until recently when Kiswahili was introduced as the second official language, English has been and will continue to be the first official language.

P5 set one syllabus, National curriculum development centre (2000:2) adds that, by the end of primary 5, learners will have:-

- Acquired effective use of the four basic skills of listening, speaking, reading and writing.
- Developed the skill to use English in both oral and written.



## **2.2 FACTORS AFFECTING THE TEACHING OF ENGLISH LANGUAGE.**

Behaviorists believe that there is no difference in the way one learns the language and other things.

- All human activities including language are a chain of behavior which can be studied from physical experiment learned on stimulus and response.

Learning is controlled by conditions under which it takes place

- If individuals have the same opportunities, then they would learn at the same time.
- Stimulus and responses are physical but not mental.
- Stimulus in language could be verbal e.g. asking questions.

A child will learn to respond through three things.

- a) Imitation
- b) Reinforcement
- c) Repetition

Skinner carried out an experiment on rats by putting them in a cage with two levers.

Lever 1 mouse, lever 2 itchy power.

Basing on the study skinner carried out on the animals, he concluded that language of human being can be encouraged by:

- If co – utterances is used frequently, it will increase with learning process hence the idea of frequency when teaching the language
- The environment in which the learner acquires the language is the environment where the child's responses are selected for correctness or discriminated for appropriateness.

## **MENTALISTS**

That we learn a language by a mechanism inborn in us known as language acquisition device (LAD)

Owing to the study the two philosophers are pronounced there is language acquisition L 1 and language learning L 2.

These two are always a problem to teachers in the following differing ways:-

L1

- Is Acquired
- Starts with an open mind without any concept
- Numbers of teachers are many e.g. peers, parents, relatives, siblings.
- The child is exposed all the time.
- Learning is acquired naturally and informally.
- There is strong parental mutation.
- Taught by native teachers
- Learning is aided by natural teaching learning aid.

Whereas;

L.2.

- Is learned and the learner had knowledge of L.1. system.
- Usually there is only one teacher making it difficult.
- The learner is expected only during lessons
- Learning accompanied with text reactivation is weak,
- Taught by non native speakers.
- T/L/Aid commercially made.

### ***2.3 CHALLENGES TEACHERS MEET IN TEACHING ENGLISH LANGUAGE.***

Introduction of thematic curriculum by Education service commission (1989). This advocates that there will be the learning areas from P.I. – P.3. Conducted in the local language. The English language teacher of lower primary remains with limited time to practice English.

The researcher has also found out that there is L.I. interference to L 2 in the process of teaching /learning English Language.

## ***2.4 STRATEGIES FOR IMPROVING ENGLISH LANGUAGE TEACHING.***

Implication of behaviorists to teachers of English language;

- Be good role models for pupils to imitate.
- During lessons, other pupils observe, listen copy or imitate
- We must provide our pupils with correct language skills for them to imitate.
- Bring into classroom feed backs to the learners in order to encourage L.2 learning.
- Teachers should respond to pupils' articulation, reward responses positively or negatively according to utterances.
- Both verbal and nonverbal views may be used, re enforced.
- Provide a suitable and conducive leaning environment.
- Do not explain the facts about language but guide the learners to produce right responses.
- Ensure that learners do not learn by mistakes but by producing correct responses to be reinforced.
- Give rewards among others.

## **CHAPTER THREE**

### ***3.0. METHODOLOGY***

#### ***3.1 INTRODUCTIONS.***

The chapter represents mainly the methodology of the study. The study was mainly focused on factors affecting the teaching of English language in a primary school classroom.

#### ***3.2 STUDY DESIGN.***

The study shall employ case study design to give the researcher optimum opportunity to holistically investigate into factors that hinder the teaching of English language in primary Schools.

The study design is hoped to enable the researcher apply interpretatively and descriptive analysis of the variable under investigations.

#### ***3.3. SAMPLING STRATEGY.***

The researcher carried out purposive sampling with a focus on schools that are low on the teaching of English language.

Participants were therefore selected using simple random sampling.

#### ***3.4 INSTRUMENTS.***

The following instruments were used to collect data by the researcher:-

- a) Questionnaires were administered to teachers, administrators, heads of department and some pupils.
- b) The researcher was given record of primary leaving examination in the selected schools for the past three years.
- c) The researcher was given record of pupils work on English assessment where she made efforts to make analysis.
- d) The researcher made efforts to meet 50 pupils in each of the selected schools and found out that their responses showed low improvements.
- e) In all, the researcher used interviews, opinions, observation and questionnaires in order to collect data.

### ***3.5 INVESTIGATION PROCEDURE.***

The researcher was given a directive to present proposals and conduct studies by the Director of KIU, Lira Brach.

The researcher also prepared written questionnaires intended to grab information from the respondents.

The researcher's interview to respondents i.e. teachers showed partial attention to government intervention in thematic curriculum and the teaching of English language in primary schools.

### ***3.6 DATA ANALYSIS***

The researcher read and interpreted answers provided by respondents from both questionnaires and interviews. This was done in relation to the existing literature about the topic.

The data were analyzed as the results were displayed using of responses and percentage calculations.

Results were displayed in the tables and graphs.

## CHAPTER FOUR

### *4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION.*

#### *4.1 INTRODUCTION*

In this chapter, the researcher has presented what has been found out in the field about the poor teaching of English language in Kole District. The case study of Alito Sub County.

The data was collected using open ended and close ended questionnaires

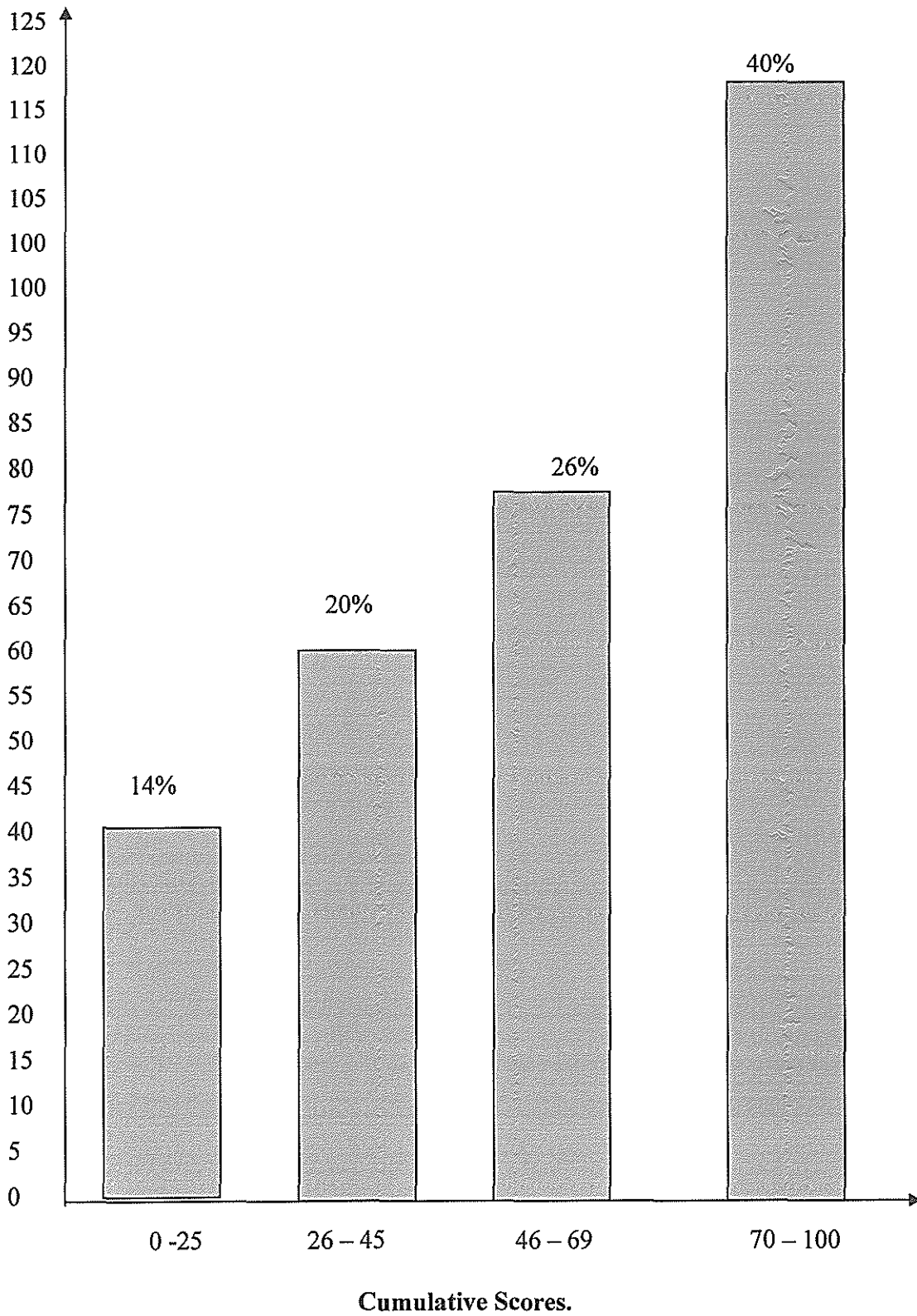
#### *4.2 INEFFECTIVE TEACHING OF ENGLISH LANGUAGE IN A P/S CLASSROOM.*

In respect to the statement of the problem, the researcher wanted to find out how poorly English language is being taught in primary schools.

*4.3 Table /Shows Cumulative scores of pupils in the three selected schools containing 300 primary seven pupils.*

Scores	Frequency	Percentage.
0 – 25	40	14%
26 – 45	60	20%
46 – 45	80	26%
70 - 100	120	40%
<b>Total</b>	<b>300</b>	<b>100%</b>

**GRAPH I SHOWING CUMULATIVE SCORES OF 300 PUPILS IN PRIMARY SEVEN OF THE SELECTED SCHOOLS.**



**4.4. MAJOR AND MINOR. Challenges facing the teaching of English language in a primary school class room.**

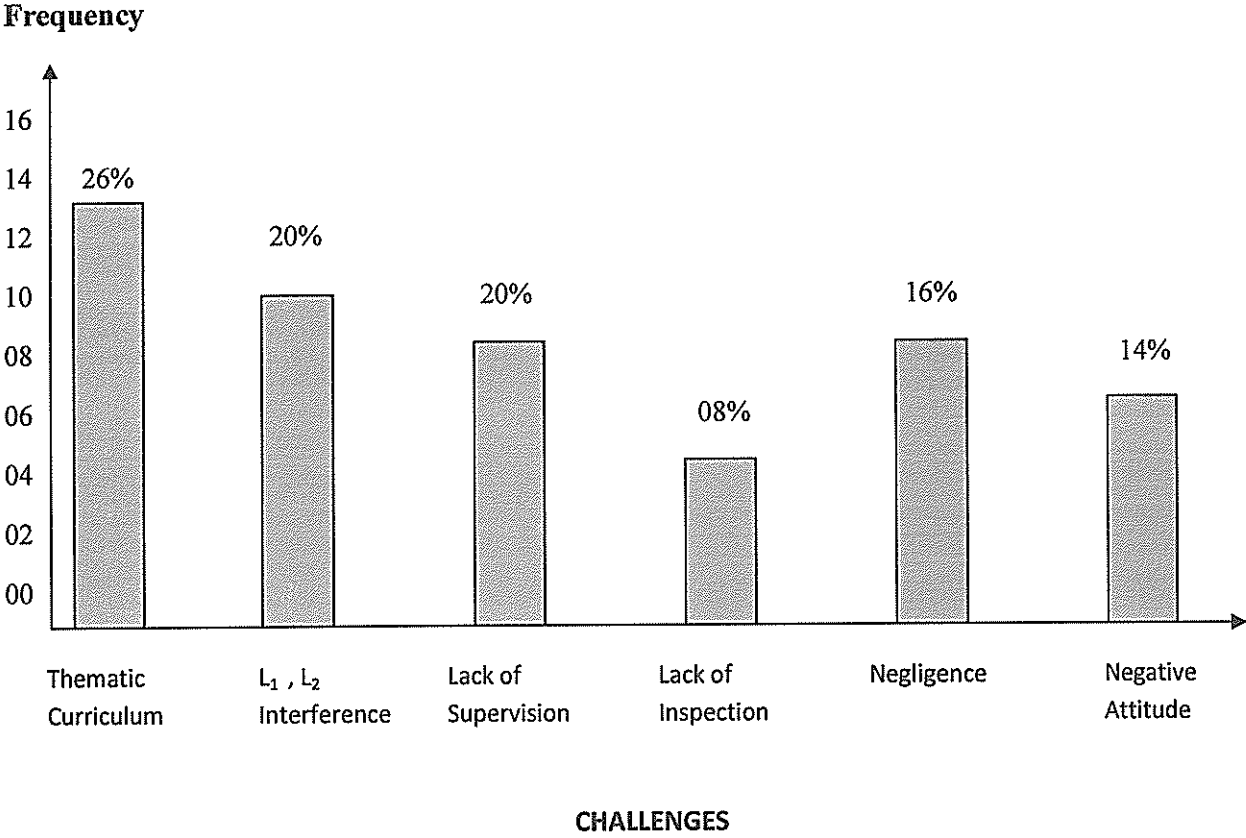
In reference to the research questions, the researcher found out a number of factors that hindered the progress of English language teaching in a primary school classroom.

Table 2 shows challenges affecting the teaching of English language in a primary school classroom

<b>Challenges</b>	<b>Frequency</b>	<b>Percentage.</b>
Government intervention of thematic curriculum	13	26%
L.1, L.2 Interference	10	20%
Lack of supervision	08	20%
Lack of inspection	04	8%
Lack of inspection	08	16%
Negative attitude	07	14%
Total	50	100%



**GRAPH 2 SHOWING CHALLENGES IN THE TEACHING OF ENGLISH LANGUAGE IN A L1 TO S.C  
A CASE STUDY OF 3 SCHOOLS OF 50 PUPILS OF PRIMARY SEVEN.**



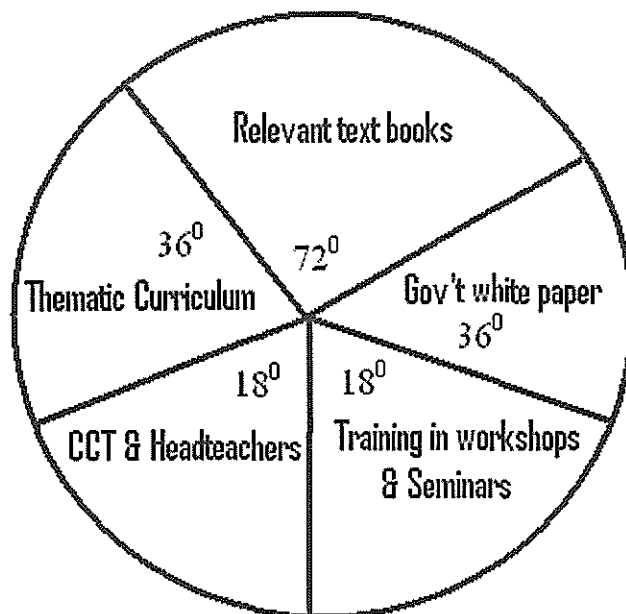
#### 4.5. GOVERNMENT INTERVENTION IN ENFORCING THE TEACHING OF ENGLISH LANGUAGE IN PRIMARY SCHOOLS.

Table 3 shows government intervention

In respect to the research questions, government has intervened to improve the teaching of English language in the following ways.

Government Intervention	Frequency	Percentage.
Government white paper	10	20%
Training of T.O.Ts	5	10%
Availability of coordinating centers and CCTS	5	10%
Thematic curriculum and new syllabus	10	20%
Relevant texts	20	40%
Total	50	100%

**PIE CHART SHOWING GOVERNMENT INTERVENTIONS in the teaching of English language in a primary school classroom.**



## CHAPTER FIVE

### *5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS.*

#### *5.1 INTRODUCTION*

The chapter presents discussions, conclusions and recommendations on the study of the implementation of teaching English language in schools in Alito Sub County and its impact on pupils of primary schools.

A school in Alito Sub County is a case study.

#### *5.2 DISCUSSION*

According to the research questions below:-

- What are the factors responsible for ineffective teaching of English language in primary schools?
- What are the possible challenges that teachers face in the teaching of English language?
- What are the improvement strategies identified in the teaching of English language in primary schools?

#### **Analysis to the first Research Question.**

**What are the factors responsible for ineffective teaching of English language in primary schools?**

- The L1, L2 interference. This phenomenon of local language interfering with the second language English is a problem to teachers e.g. Pronunciation of “just” may be difficult to an Acholi speaker.
- In conclusion of thematic curriculum in lower primary classes P1-P3. This has brought a lot of arguments since pre nursery kids are conducted in English only to find that in P1 local language dominates all the learning areas except English.
- Over enrolment: more children in a particular classroom may hinder the teacher’s ability to assist slow learners.
- Negative attitudes: Most teachers see that English usually is not a career of pupils in job opportunities hence less effort is made in it.
- Negligence: Most teachers tend to neglect English language since it is demanding in terms of daily practice and marking of books.

### **Analysis to the second Research Question.**

**What are the possible challenges those teachers face in the teaching of English language?**

- Inadequate knowledge since it is a second language. Difficulty in grasping the subject matter by the learner unlike that of the mother tongue.
- There is usually only one teacher as compared to local language with many teachers.
- The teaching learning aids are usually commercial compared to the local language acquired with a variety of teaching learning aids all around.
- Oral practice is usually under minded by the influx of the local language.
- English language is time tabled such that other lessons in other learning areas are being conducted in local language in P1-P3. This limits the practice of English language.
- Lack of readers text books for practicing reading of English language.

### **Analysis to the third Research Question.**

**What is the improvement strategies identified in the teaching of English language in Primary school classrooms.**

- The presence of CCTS and coordinating centers to carry out workshops and seminars on the subject.
- The initiatives of heads of departments in every school trying to address the loopholes found.
- The supply of readers by super text books suppliers.
- Regular supervision: inspection and monitoring programmes to enhance the teaching of the subject.
- Provision of qualified teachers fit in the teaching of English language.
- Trained teachers and more room for teachers to upgrade to improve their knowledge in the process.
- Regular use of teaching / learning aids in the programmes.
- Institutions of English club and societies e.g. debating club promoting oral language practice.

### **5.3 CONCLUSION**

The result of the study showed that tests / summative evaluation have values on the future of pupils. This is done other than in English language come primary learning examination.

The researcher noted that a reliable English language usage is a prerequisite to yield useful knowledge upon which education decision can be made.

The researcher's findings further established that correct usage of English language enables learners to be assessed in final examinations.

However, the researcher even found out that teachers and pupils do not give due attention to English language though it is of paramount importance.

This is why the researcher intends to bridge the gap.

The researcher therefore advises stake-holders to sensitize teachers to morally change and support the cause.

### **5.4 RECOMMENDATIONS**

From the study, the researcher made the following recommendations:

That government white paper be purchased and supplied to all primary schools for the educationists to study and interpret.

Workshops and seminars be regularly done in coordinating centers so as to ensure effective teaching of the English language.

Enough text books and non text book materials be provided.

Text book materials be supplied to primary schools to alleviate the teaching of English language.

There is need for the follow up of the administrative roles of the stakeholders like Head Teachers, Inspectors, DEOs, SMCs, PTAs, and DLGs in order to foster effective teaching of English language to a primary school classroom.

The researcher further made recommendations that teachers be monitored through better remuneration and even more motivated with better salaries after upgrading courses.

### **5.5 REFERENCES.**

P5 set one syllabus, National curriculum development centre (2000:2).

Education sector strategic plan (2005:9)

P5 Curriculum, National curriculum development centre (2000:2)

Thematic curriculum by education reviews commission (1989).

Carl sin, S/S (1988) creating classroom testing.

Genesee, F (1996) classroom based evaluation in second language edition, Cambridge University press.

Approach to assessment in the thematic curriculum published jointly by national curriculum development centre and Uganda national examination

## APPENDICES

### *Appendix I: opinionnaires to teachers of upper primary.*

Tick the correct response

Matters will be treated with enough confidentiality.

Code:.....Parish:.....

Sub – county:.....District:.....

What are the factors responsible for ineffective teaching of English language?

1. There is L.1, L.2 interference

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly Disagree

2. Inclusion of Thematic curriculum in lower primary has greatly affected the teaching of English Language.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly Disagree

3. Over enrolment has interfered with the teaching of English language.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly Disagree

4. Negative attitudes by teachers have lowered the impetus of teaching English language.

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly Disagree

5. Negligence has lowered the teaching of English language in primary Schools

- a) Agree
- b) Strongly agree
- c) Disagree
- d) Strongly Disagree

**Appendix .II: Questionnaires to English language Heads of department.**

What are the possible challenges in the teaching of English language in primary schools?

Tick the correct response.

1. Teachers have inadequate knowledge due to its difficulty because it is the second language.

a)  Yes

b)  Not Sure

c)  No

2. There is usually one teacher as compared to the mother tongue with many native teachers.

a)  Yes

b)  Not Sure

c)  No

3. The teaching /Learning aids are usually commercialized whereas in L1 is natively every where.

a)  Yes

b)  Not Sure

c)  No

4. Oral practice of English Language is usually interfered by other time tabled subjects

a)  Yes

b)  Not Sure

c)  No

5. Lack of English readers textbooks.

a)  Yes

b)  Not Sure

c)  No



*Appendix III questionnaires to Headteachers*

Tick the correct response.

What are the possible improvement strategies identified in the teaching of English Language?

1) CCTS usually carry out workshops and seminar on the teaching of English language.

a.  True

b.  False

2) There is regular supply of readers texts and readers are exposed to learners.

a.  True

b.  False

3) There is regular supervision of the teaching of English Language

a)  True

b)  False

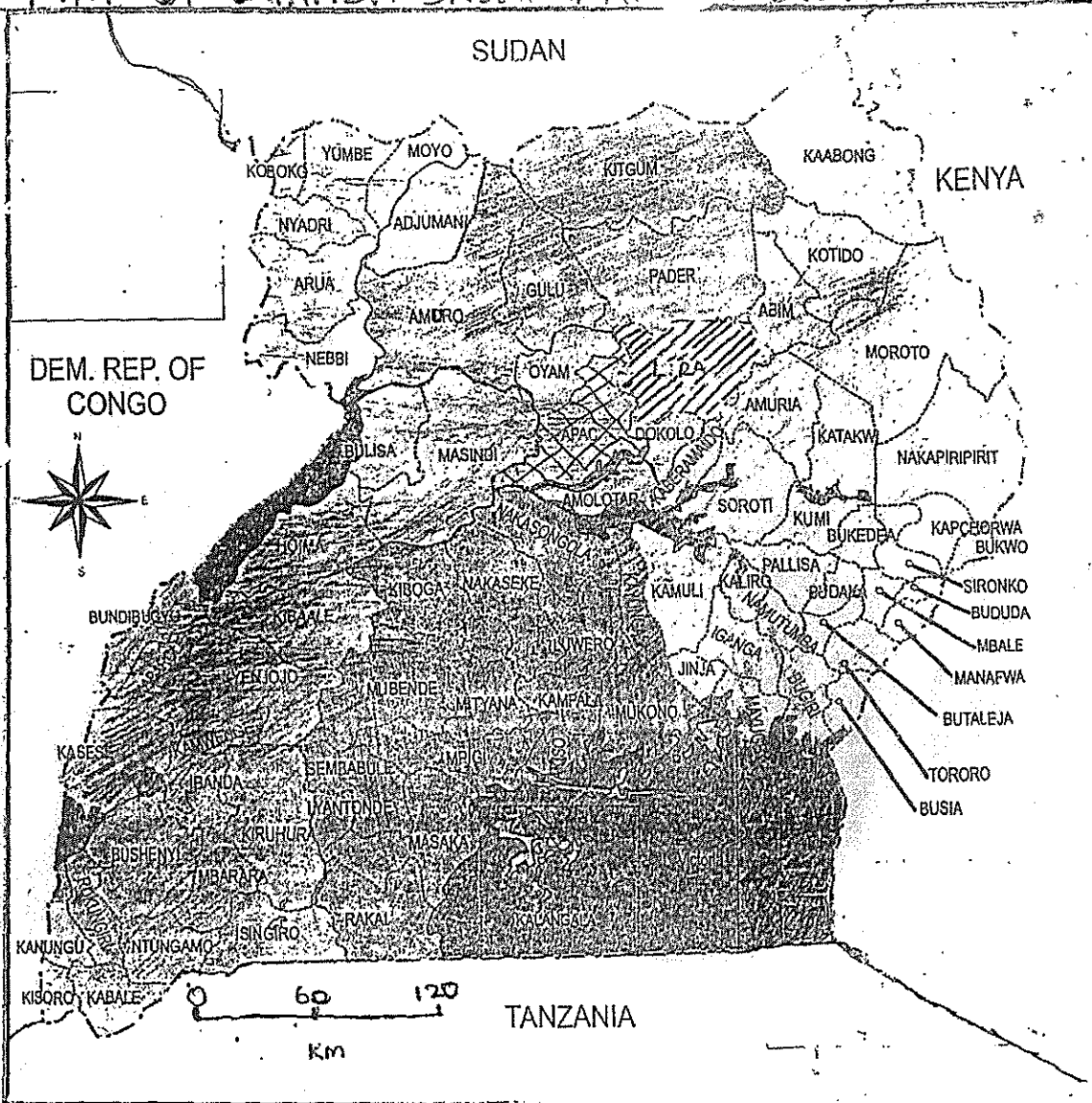
4) There are enough trained teachers willing to teach English language.

a)  True

b)  False

Appendix IV: MAP OF UGANDA SHOWING APAC DISTRICT

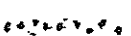
MAP OF UGANDA SHOWING APAC DISTRICT



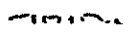
KEY



APAC DISTRICT 1



District Boundaries



Country Boundary