

CAUSES OF POOR PERFORMANCE IN ENGLISH
LANGUAGE IN MALONGO SUB-COUNTY
MAYUGE DISTRICT BETWEEN THE
YEAR 2003 – 2006


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DECLARATION

I, NAKITTO MAXEY hereby declare that this is my original work and has never been submitted to any institution of learning for any award.

Signed: 

Date: 10.09.2007

APPROVAL

This is to certify that this research work has been done under my supervision and have approved it for submission to the university.

Signed: *Nanfuka A*.....
NANFUKA ANNET
(SUPERVISOR)

Date: *07/10/2007*.....

DEDICATION

I am dedicating this work to my beloved husband Wilberforce Lugenwa, my children, parents, brother and sisters and all those who are of help to me, sincerely morally and economically.

ACKNOWLEDGEMENT

I am thanking all those members who have helped me morally and financially, special thanks go to my mother Mrs. Benardine Gingo, my Grand parent, Mr. Senyonjo Vicent, my husband, Mr. Wilberforce Lugemwa, I also thank my children. Rachael Namujuzi, Nassuna Mable Gloria, Nakuya Janny Prosper and Nassaka Joselyn Precious.

I also thank my supervisor, Mrs. Nanfuka Annet who has been giving me not only academic but also parental guidance while executing the study and writing this report.

May the Lord bless all those people. Abundantly.

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ABSTRACT:

The researcher's topic was CAUSES OF POOR PERFORMANCE IN ENGLISH LANGUAGE IN MALONGO SUBCOUNTY in Mayuge district. The purpose was ascertaining remedies to the causes of poor performance in English language as a subject. The researcher also wanted to find out what methods were used and whether instructional materials are used during the teaching /learning of English.

In achieving the above, the researcher had the following objectives:

1. To identify the causes of poor performance in English language with regard to pupils, teachers, administrators and parents.
2. To investigate the impact of the environment on pupils' performance in English language.
3. To suggest solutions to the causes of poor performance in English as a subject.

The researcher also formulated research questions so as to ease the achievement of the set objectives and these questions are reflected in the review of related literature chapter 2 of this book.

More so, a sample of 42 respondents was interviewed of whom two were head teachers, 18 pupils, 6 heads of departments and 12 were teachers of English.

The researcher's study yielded the following results:

- The schools had both qualified and licensed teachers.
- Most teachers stick to traditional methods of teaching English.
- Most teachers of English do not use learning/instructional materials during their lessons.
- Some lessons of English are conducted in English.
- Teachers do not encourage pupils to speak English at school and hardly do the teachers themselves speak it.
- Some teachers teach the subject without lesson plans.
- The time table is not followed hence pupils end up robbed of their time for break and play.
- Some teachers do not reward learners for good answers given.

- The administrators provide the necessary materials to teachers but research proved that the head teachers do not supervise teachers' work.
- Children are not given time for revision at home.

The researcher came up with the following recommendations:

- The government should train more teachers and put particular emphasis to teachers of English.
- Teachers need to adopt child-centered methods and use instructional materials during the lesson.
- Teachers should always plan their work ahead of time.
- Head teachers should supervise and monitor teachers' work.
- English should be used when teaching English language.
- Teachers should spear head the use of English at school so as to give pupils a better example.
- Sensitization meetings should be convened by head teachers to educate the parents.
- The government should provide instructional materials to schools.

CHAPTER ONE:

INTRODUCTION

1.1.BACKGROUND INFORMATION:

Malongo Sub County is located in Mayuge district in Bunya south constituency on the northern shores of L.Victoria. The sub county is nearly surrounded by water due to the various stretching arms of L. Victoria.

Malongo sub county borders Mukono district in the south and Bugiri district in the East.

The sub county is surrounded by a number of beaches such as Namon beach, Malindi beach, Bukagabo beach, Kabuuka beach, Bwondha beach and many others, most of which are fish landing sites.

Malongo is settled by a variety of tribes e.g. Basoga with the largest population since it is Busoga region, Bagishu, Japadhola, Iteso, Bakenyi commonly known as the Moojo, Langi to mention but a few; some of whom are fishermen. For this matter a member of languages are spoken, the major one being Lusoga.

Most people in this sub county have not succeeded much in acquiring formal education, hence they scarcely use English language as a medium of communication.

The major economic activities in Malongo Sub County are fishing, cultivation and trade on a limited scale.

In light of the above, the parents have a negative attitude toward educating their children, instead they value fishing and farming as a source of wealth.

By virtue of its location, status and nature of people therein, there is limited access to graduation ceremonies and successful people in education, which otherwise could arouse interest among children, hence the poor performance in English language.

English language requires enough and constant practice so as to learn it and be able to perform well. It so happens that English is only heard of at school during school hours. Once out of the school compound the child finds a multitude of languages English exclusive. More so, even the teachers who would be instrumental in guiding the children to speak and use better English, speak vernacular throughout the school hours. This does not promote better performance of pupils in English language.

Further, more according to the researcher's experience, the majority of teachers of English in primary schools in Malongo do not make their lessons well hence insufficient or no research at all is made as far as the subject matter is concerned. In the event, such teachers end up not delivering the appropriate content during the course of the lesson.

The introduction of Universal Primary Education caused a drastic increase in the population of pupils in schools and classes in particular causing over crowding. This makes the teacher/pupil ratio relatively high, thus, one teacher may handle over 200 pupils in one class. It becomes so difficult for a teacher to facilitate all the pupils in an English lesson of 40 minutes, or 30 minutes for the case of lower primary.

English requires a lot of motivation and rewarding so as to promote interest and confidence among pupils, which is not the case with some teachers. On the other hand, however, lack of motivation for teachers leads to poor performance in English.

Lastly, English being a foreign language, it is hard for pupils to adopt it in an environment where it is not used by many people hence end up developing a negative attitude towards the subject leading to poor performance. On the same note, elderly people relate English to colonial times with a mentality that the use of English is intended to suppress their local languages, hence discourage their children to use the language at home leading to poor performance.

1.2.. STATEMENT OF THE PROBLEM:

Poor performance in English language, which is a key subject, is an issue, which calls for immediate attention. The intention of the parent, who is the beneficiary of the education service, is

to have his child a knowledgeable and acceptable useful person after the course. But it is displeasing to have children performing poorly in English language.

The researcher therefore intended to find out the causes of poor performance in English in primary schools of Malongo sub county, inspite of the instructional materials provided by the district.

Thereafter the researcher would be able to work out solutions to problem so as to help teachers and pupils improve on the performance in English language inspite of the multilingual environment of the child and lack of training for the teacher.

1.3. OBJECTIVES OF THE STUDY:

In an effort to carry out a research on the "causes of poor performance in English language in Malongo sub county, Mayuge district" the researcher had the following objectives:

1. To identify the factors causing poor performance in English language with regard to pupils, teachers, administrators and parents in Malongo sub county.
2. To investigate the impact of the environment on pupils performance in English within Malongo sub county.
3. To suggest solutions to the causes of poor performance in English as a subject.

1.4.PURPOSE OF THE STUDY:

In carrying the research, the researcher intended to establish the level at which the economic activities of Malongo; fishing inclusive, absenteeism, poor methods of teaching, lack of teaching materials and the attitudes of the people of the environment in which the child lives had affected the performance of English language as a subject.

The researcher also intended to suggest the way forward for other problems identified as a basis for poor performance. This would help to foster development and good performance in Malongo sub county in order to create a co-existence between economic activities and good performance in English and education generally.

1.5.SIGNIFICANCE OF THE STUDY:

The researcher hoped that the results of his research would be beneficial because:

It would be the basis on which improvement in the performance of English as a subject could be made in Malongo sub-county.

In addition, it would help sensitise teachers on the use of better methods, more preferably child-centered methods, providing a number of activities, which promote the use, and practice of English so as to cause an improvement in the performance. On the same note, the researcher hoped that teachers would be encouraged to spear head the speaking of English by pupils at school and encourage them (pupils) to read textbooks, young talk, newspapers and magazines to help them improve upon their reading and speaking skills.

Finally, the researcher wished to have the community sensitized on the value of education in relation to the economic activities in the sub county, fishing majoring. As a result of the research, the parents were expected to encourage their children to go to school hence kicking off absenteeism which otherwise was an obstacle.

1.6.SCOPE OF THE STUDY:

The researcher intended to carry out his research in Malongo sub county Bunya south of Mayuge district. Having stayed in this sub-county for quite a longtime he hoped to find no difficulty in collecting the required data. The researcher sampled out the following under listed schools:

1. Buluuta S.D.A Primary School
2. Bukagabo Primary School
3. Malongo Primary School
4. Nango Primary School
5. Bukatabira Primary School

1.7.DEFINITION OF TERMS:

Administrator: Someone whose job is connected with the managing and organization of an institution. A person officially appointed to manage others and with ability to organize.

Education: A development process that takes place in the life of an individual; particularly through training at schools or colleges. It involves skills, values and knowledge.

Multilingual: To be able to speak different languages. (of a place) composed of many languages.

Economic Activities: Activities carried out with an intention of earning profit or income.

Obstacle: Something that makes it difficult for one to achieve an aim.

Foster: Encourage or promote the development of something, typically something regarded as good.

Bring up (a child that is not ones own by birth).

Beneficiary: A person who derives advantage from something.

Procurement: From the word "procure" which means to obtain (something) especially with care or effort. It is the act of obtaining something through effort.

Virtue: Behaviors showing high moral standards (by virtue of) because as a

Pamper: Very poor person

Curriculum: A course of study involving time tabled or non-timetabled subjects at school, college or university.

CHAPTER TWO

2.1. REVIEW OF THE RELATED LITERATURE:

In this chapter, the evidence is revealed by detailed quotations from research carried out by other researchers on "causes of poor performance in English language."

The review of related literature was based on the themes below:

1. Factors causing poor performance in English with regard to pupils, teachers, administrators and parent.
2. The impact of the environment on pupils' performance in English language.
3. Solutions to the causes of poor performance in English as a subject.

The researcher reviewed works of other schools alone else where at different times more especially those done on the "causes of poor performance in English language as a subject".

- According to J.S Farrant (1980) page 49 principles and practice of education second edition, states that: the requirements of self instructional module are: clearly stated objectives

Clear instructions to the pupils.

Short learning sequences which are followed by evaluation.

Feedback

Revision materials with practice exercises.

Competition tests, which assess the pupils' knowledge and suggestions for remedial work for pupils who fail.

Lack of the above therefore, can lead to poor performance and the vice versa if put into practice.

And again, in principles and practice of education 2nd edition J.S Farrant (1980)pg 111 states that the rate at which we learn or forget depends on the factors below:

- Intelligence of the child
- The methods used in teaching / learning English language.
- The nature of what is learnt.

In his study, the researcher based much on the above factors to solve the problems identified putting into mind that the learner retains;

10% of what they hear

15% of what they see;

20% of what they hear and see;

40% of what they discuss with others;

80% of what they experience directly and practically;

90% of what they try to teach others.

- In addition to that, according to the New Vision Monday, 9th May 2005, Uganda's leading education pull out states: "If children are taught by pamper teachers they see no hope in education". This implies that if teachers are poor, even children will lose interest in education. In relation to this, the researcher found it very necessary for teachers to be; well trained and good role models in the use of English language; and well motivated.
- According to the constitution of the Republic of Uganda 1995 chapter 4; Protection and promotion of fundamental and other human rights and freedoms act 32(2) states that: "A child is entitled to basic education which shall be the responsibility of the state and the parent." Every child has a right to basic education. All the absenteeism and failure to access education is a concern of the parent. This implies that parents should have concern about their children's performance.
- And also according to New Vision Monday 2nd May 2005, Uganda's leading education pull out states that: "Homework load stresses kids." This means that children who gets enough playtime experience less stress because they relax (also indicated on page 33). In the same line, play affects universal primary education (UPE) language teachers. It adds on that "less play is affecting the quality of Universal Primary Education in learning English in schools." By Catherine Ntabadde page 34 in New vision 2nd May 2005.
- Further more, understanding the curriculum (primary) theory and practice page 74-76 developed by Ralph Tyler, an American educationist in 1949, he came up with the four elements of the curriculum thus: objectives, content, organization of learning experiences and evaluation and assessment. This implies that for any improvement to be ascertained there must be clear break down of the curriculum to suit the level of the learner. This helps the teacher to:
Assess his lesson and revise the methods to use.
Find out difficulties among learners i.e. recognize weak and bright learners.

Establish a good teacher/pupil relationship during the teaching /learning process.

- According to Buiter Murry, (1971 page 1000) states that: teachers of English as a second language must be well trained in using English as a second language in order to teach it comfortably. This implies that untrained teachers cannot teach English effectively because they are not aware of the methods. This is evident with rural schools where some teachers of English are untrained or undertrained.
- In an extract by teachers of Africa concerned with the teaching of English in primary schools. Castle E.B (1965 page 89) states that: using visual aids in teaching English helps pupils to understand the meaning of certain words. The view explains that the use of instructional materials most especially concrete objects play a bigger role in bringing the meaning of words to the learner. Hence, it implies that poor performance is attributed to abstract teaching of the subject, which is common in rural schools.
- Beatrice Jones (1983 page 110) states that: language skills are best developed in the learners mother tongue or the language in which the learner is very familiar with. When the skills naturally transfer to a second language, mastery develops. This implies that teachers should be instrumental in providing a good model at the very beginning of the second language teaching/learning process, the intonation, speech, pronunciation and usage of English should exemplified by the teacher.
- According to Murry Weather (1961 page 30-40) it was stated that: "It is important to provide opportunities to develop oral lesson to the teacher co-ordination exercise involving interpretation." On the same note, it was noted that oral lessons develop the pupils' self-expression and equips them with vocabulary.
- This implies that when oral lessons are not centered for, the learners will not be able to use the language or even express him/herself in English hence poor performance.
- In leaders forged Glick Criper (1971 page 50) states that: One of the factors for successful implementation of English language policy is the availability of books and materials designed

specially for use by pupils from a variety of linguistic, ethnic and sociological environments, who are learning English as a second language. This implies that some children are exposed to materials that facilitate first language learning while others are not, thus bringing about individual differences

- among learners which in the event will foster poor performance in English language as a subject.
- An observation by Mbiti David (1974 page 104) states that: The language the child understands when he/she comes to school is English, therefore it is used as a stepping stone to formal learning. It implies that all English lessons should be conducted in English although learners express themselves clearly and think better in their mother tongue than English language.

2..2..RESEARCH QUESTIONS:

1. Are the teachers trained and qualified?
2. Do the teachers use varied and child centered methods?
3. Do teachers use instructional materials in conducting English lessons?
4. Are the lessons of English conducted in English?
5. Are children given enough time at home/
6. Do teachers follow the timetable?
7. Do teachers speak English at school?
8. Are there instructional materials in the school?
9. Do head teachers supervise teaching /learning?
10. Do teachers make schemes of work and lesson plans?

CHAPTER THREE

METHODOLOGY

3.1.INTRODUCTION:

Here in this chapter the researcher presented the organization of how his research was carried out.

The research was carried out under the following sub headings:

- Research design;
- Population sample and instruments used in data collection;
- Procedure for data collection;
- Data representation and
- Analysis.

3.2 .RESEARCH DESIGN:

The researcher employed both quantitative and descriptive methods of presenting data collected from the selected schools. It involves the use of maps, tables and graphs accordingly.

3.3.AREA OF STUDY:

The researcher carried out his study in six sampled primary schools out of the 26 schools in the whole sub-county. The sampled primary schools comprise of:

1. Buluuta S.D.A Light Primary School
2. Buluuta Parents' Primary School
3. Bukagabo Primary School
4. Malongo Primary School
5. Nango Primary School
6. Bukatabira Primary School

3.4.POPULATION SAMPLE:

The researcher having sampled six primary schools in Malongo Sub County, Mayuge district; he also sampled a targeted population of 42 respondents in his sampled area of study.

Table 1: Shows the category of respondents.

Categories	No. of Respondents
Head teacher	6
Teacher	12
Pupils	18
Head of Department	6
Total	42

3.5. INSTRUMENTS OF DATA COLLECTION

By virtue of the nature of study, the researcher used the instruments / tools listed below:

- Questionnaires
- Interviews
- Observation

The researcher chose the above tools carefully and purposefully for collecting data from his area of study.

3.6. QUESTIONNAIRES

These were a set of structural questions both open and close ended written in simple form. They were given to the different categories of respondents.

3.7. INTERVIEWS

This was a verbal exchange of views between the researcher and the respondents. The researcher had a list of guide questions for given categories of respondents, which required oral answers. This was done for purposes of saving time and to ensure handy data collection. This interview was a face to face discussion with pupils, teachers, head teachers and heads of department of the sampled schools in Malongo Sub County of Mayuge district.

3.8. OBSERVATIONS

This is where the researcher fully and practically took part in the collection of data. He went directly and visited the sampled schools, looked at the classrooms and even observed teachers teaching lessons of English.

3.9. PROCEDURE OF DATA COLLECTION:

The procedure for collecting data from the selected schools were as follows:

The researcher was given an introductory letter by the college principal.

The researcher made appointments with head teachers of the selected schools to avoid inconvenience.

The researcher visited each school personally following the appointments made having given them questionnaires ahead of time.

The questionnaires were well sealed in envelopes to avoid loss and misplacement.

The researcher went to the schools as appointed and collected questionnaires, carried out interviews and observations and compiled his report.

Table 2: Showing no of questionnaires distributed and returned.

Primary school	Questionnaires			TOTAL
	Distributed	Returned	Unreturned	
Buluuta S.D.A	4	4	0	4
Buluuta Parents	4	3	1	4
Bukagabo P/S	4	3	1	4
Malongo P/S	4	2	2	4
Nango P/S	4	4	0	4
Bukatabira P/S	4	4	0	4
Total	24	20	04	24

A total of 24 questionnaires were supplied to the six sampled schools, each school receiving 4, - one for each category. Some were returned and others were not as indicated in the table above.

3.10. DATA PRESENTATION AND ANALYSIS

Having collected the data, the researcher compiled the information in accordance with the category of respondents. In doing so, the researcher used tables, and graphs.

3.11. LIMITATIONS OF THE STUDY

Despite the fact that the researcher gathered all the required information, he encountered a number of challenges among which were the following:

Having enough time for the researcher to gather all the required materials e.g. Newspapers, textbooks, some of which required money to buy them.

Coordinating all the six sampled schools was quite challenging to the researcher as it involved traveling long distances from one school to another.

Some head teachers were not easy to meet at their schools and those who were met also took time to yield positive attitude towards the researcher.

Some schools respondents refused deliberately to answer the questionnaires distributed to them and those who answered never did it in time.

The children (respondents) took time to pick confidence in the researcher, hence getting the required information out of them was not an easy task.

The researcher had a problem of bad roads, which were almost impassable because it was rainy during his time of study. Boda-boda transport charges were comparatively high due to bad weather.

CHAPTER FOUR

4.1. DATA PRESENTATION, INTERPRETATION AND ANALYSIS

The researcher organized the results of his study and presented it by use of figures, tables and descriptions. The selected schools were represented by letters as shown below:

Buluuta S.D.A Light Primary School	A
Buluuta Parents' Primary School	B
Bukagabo Primary School	C
Malongo Primary School	D
Nango Primary School	E
Bukatabira Primary School	F

QUALIFICATION OF TEACHERS OF ENGLISH

The researcher carried out an investigation into the teachers' qualifications through face to face interviews with head teachers and physical observation of staff lists on charts and gathered the under tabulated data.

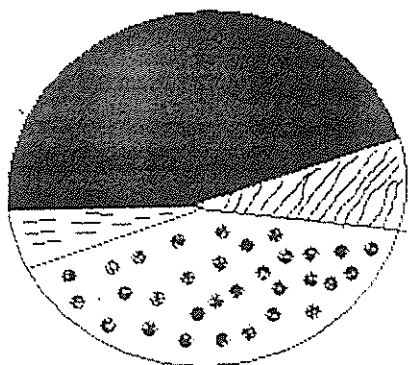
Table 3: Showing the qualification of teachers of English





SCHOOL	LT	G.II	G.III	G.V	TOTAL
A	3	0	2	1	6
B	2	1	2	0	5
C	1	0	2	0	4
D	3	0	3	0	6
E	4	1	2	0	7
F	2	0	3	1	6
TOTAL	16	2	14	2	34

The table above reveals that there is inadequate qualified teachers of English in Malongo Sub County.

The above information can also be represented using a pie-chart as indicated.

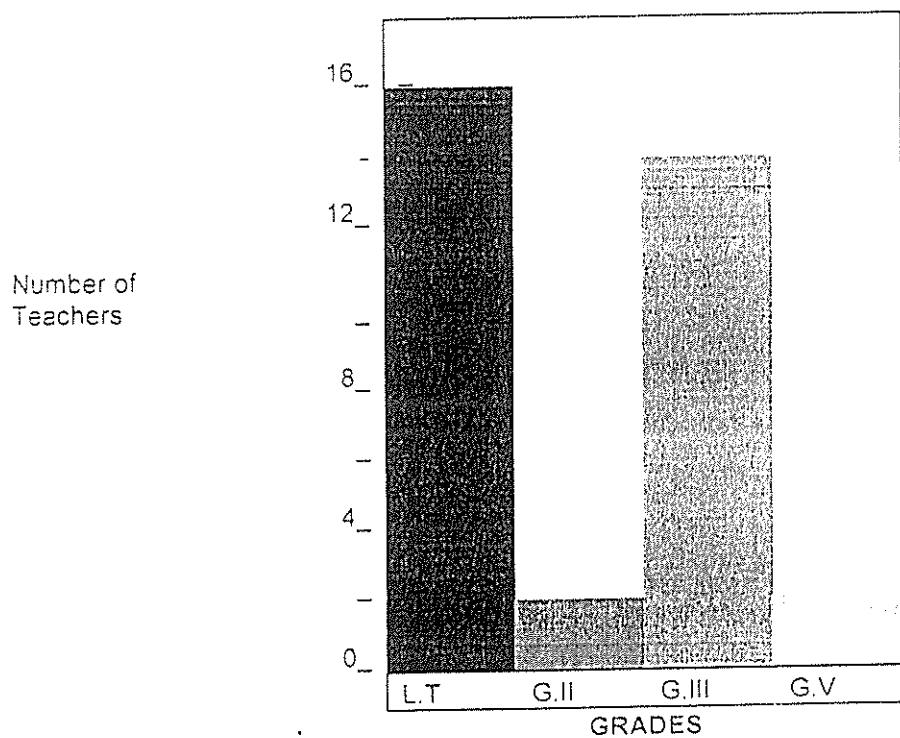
Fig. I Showing the qualification of teachers of English in Malongo Sub County.



-  Licensed teachers
-  Grade II teachers
-  Grade III teachers
-  Grade V teachers

The above information was further represented by a bar graph as shown below:

Fig 2: Showing qualification of teachers of English



The graph shows that the number of licenced teachers is higher than trained teachers with grade low and grade five taking the lowest level.

Thus: LT = 16

G III = 14

GII = 2

GV = 2

Through observations and oral interviews with teachers and children, the researcher investigated on the kind of methods employed while teaching English. The researcher examined both practical and non-practical methods. Practical ones included: Role-play, discussion, debate, field trip, story telling and DSS approach, non-practical included teach and chalk. The researcher's results were tabulated below:

Table 4: Showing different methods used by teachers

Methods	SCH. A	SCH. B	SCH. C	SCH. D	SCH. E	SCH. F	TOTAL
Debate	2	1	0	1	0	1	5
Role play	1	0	0	0	0	2	3
Discussion	2	1	1	1	3	1	9
Field trip	0	0	0	0	0	0	0
Teach and chalk	0	2	2	3	1	0	8
Story telling	0	1	1	1	2	1	6
D.S.S Approach	1	0	0	0	1	1	3
TOTAL	6	5	4	6	7	6	34

The researcher's results in the table above proved that although some practical methods were used, some teachers still use teacher-centered methods thus, in the whole sub county sampled schools;

5 teachers used debate

3 teachers used Role play

9 teachers used discussion

No teachers used field trip

8 teachers used talk and chalk

3 teachers used D.S.S approach.

The researcher thought it useful to show the information above in percentage thus:

14.7% use debate 17.6% use story telling
 8.8% use role play 8.8% use D.S.S Approach
 26.5% use discussion 0.1% use field trip
 23.5% use teach and chalk

The researcher also used a frequency table to represent the above information.

Table 5: Showing the frequency on the use of methods.

METHODS	TALLY	FREQUENCY
Debate	IIII	5
Role play	III	3
Discussion	IIII IIII	9
Field trip		0
Talk and chalk	IIII III	8
Story telling	IIII I	6
D.S.S Approach	III	3
TOTAL		34

The table above shows out of the 24 teachers from the six sampled schools, 8 teachers still use d talk and chalk method the rest use child-centered methods, but field trip is not used by any of the teachers.

The researcher also discovered that some teachers do not use enough instructional materials, be them local or commercial while others never use any of the two categories. It was also observed that some teachers rely more on commercial instructional materials. The table below shows the types of instructional materials used in conducting English lessons.

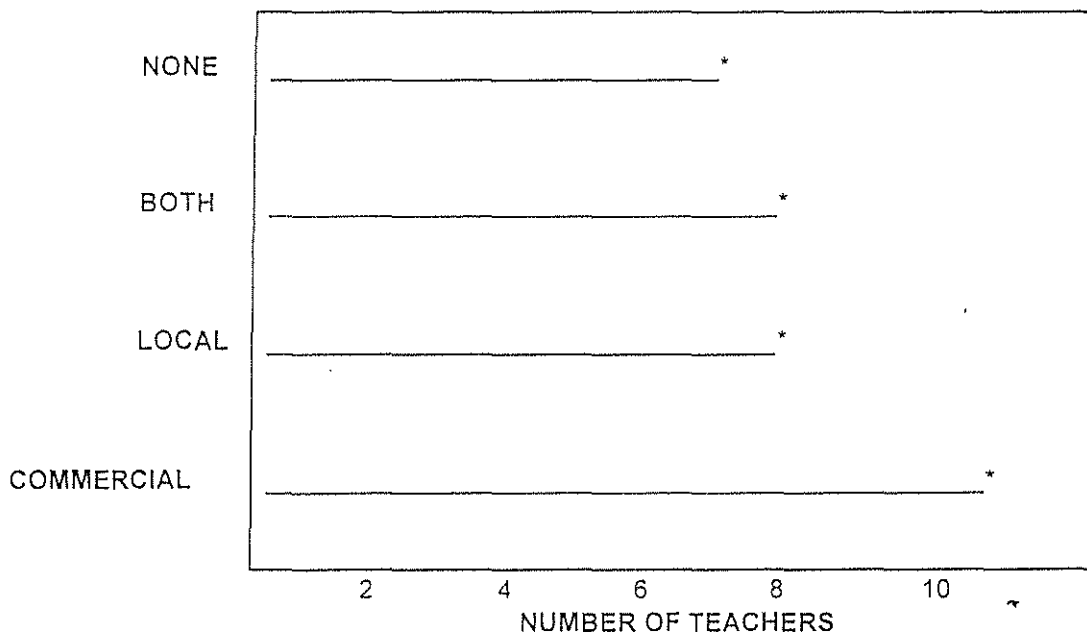
Table 6: showing types of instructional materials used.

SCHOOLS	COMMERCIAL	LOCAL	BOTH	NONE	TOTAL
A	1	4	1	0	6
B	2	1	0	2	5
C	3	0	0	1	4
D	3	0	2	1	6
E	1	1	2	3	7
F	0	2	3	1	6
TOTAL	10	8	8	8	34

In the above table 10 teachers rely on commercial, 8 rely on local, 8 on both local and commercial, while 8 teachers never use any of the instructional materials shown.

The researcher used the graph below to represent his findings on the use of instructional materials.

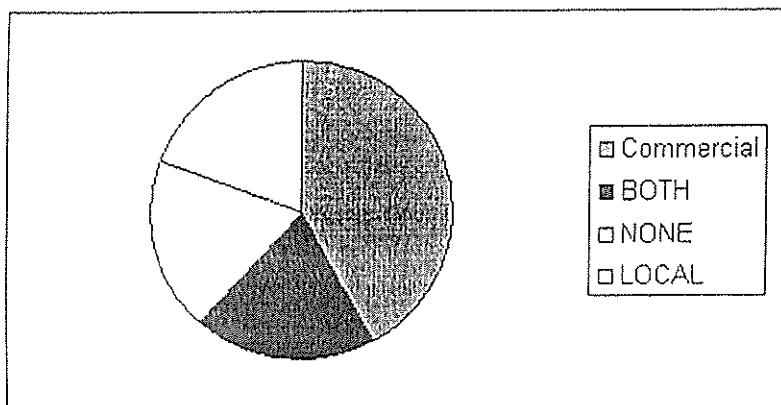
Fig 3: Shows how teachers use different instructional materials.



Below is a pie chart to show the above information in terms of degrees.

Fig 4: Showing teachers who use instructional materials.

Commercial	150.8
BOTH	69.7
NONE	69.7
LOCAL	69.7



Although teachers use instructional materials, most teachers rely on commercial instructional materials, some teachers use neither commercial nor local materials in teaching English language.

The researcher went ahead to investigate whether teachers of English made schemes of work and lesson plans or not. It was discovered that some teachers neglected lesson plans while others neglected the schemes of work and made only lesson plans. However, a good number was found with both tools.

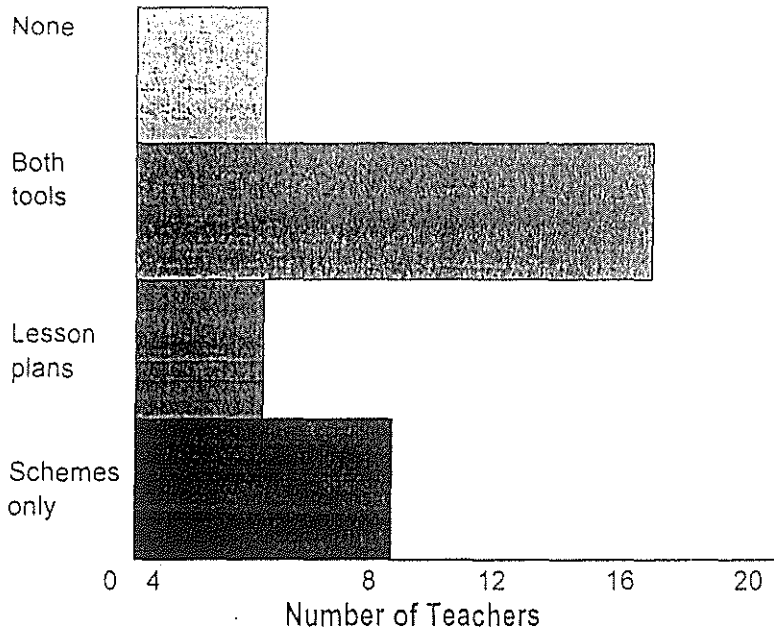
Table 7: Shows how teachers plan for English lessons

SCHOOLS	SCHEMES	LESSON PLANS	BOTH	NONE	TOTAL
A	1	1	3	1	6
B	2	1	2	0	5
C	1	1	0	2	4
D	1	0	4	1	6
E	2	1	4	0	7
F	1	1	3	1	6
TOTAL	8	5	16	5	34

From the above tabulated data it was found that: 8 teachers had schemes of work only
5 teachers had lesson plans only,
16 teachers had both tools at hand.
5 teachers had none of the two.

The researcher presented the above information on a graph as below

Fig 5: Horizontal bar graph showing number of teachers who plan English lessons



CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATION

5.1. DISCUSSION RESULT OF HYPOTHESIS 1

In this hypothesis the researcher intended to find out whether the teachers of English were qualified or not.

According to the data gathered from the six sampled schools, it proved that there are inadequate qualified teachers of English.

The pie-chart that the researcher used to represent teachers' grades revealed that the highest percentage of teachers of English are licensed teacher followed by GIII teachers.

5.2. DISCUSSION RESULT OF HYPOTHESIS 2

This hypothesis revealed that although teachers are employing child-centered methods of teaching during English lessons, some teachers have failed to vary them and others are still sticking on teacher-centered methods, which do not involve the learners. The researcher also observed that some teachers are more interested in the discussion method.

Further more, the researcher discovered that some methods had been neglected by teachers e.g. field trip, role-play and D.S.S Approach.

5.3. DISCUSSION RESULT OF HYPOTHESIS 3

This hypothesis was geared at finding whether instructional materials were used by teachers during English lessons.

Through discussions and observation, the researcher discovered that instructional materials were used during English lessons but more teachers rely much on commercial instructional materials other than the local ones.

5.4. DISCUSSION RESULT OF HYPOTHESIS 10

This hypothesis was focused on the making of schemes of work and lesson plans.

The researcher's observations and face-to-face interview with the teachers revealed that a good number of teachers from the six sampled schools had both schemes and lesson plans, some teachers had only one item i.e. 8 had only schemes, 5 had only lesson plans while 5 had neither scheme nor a lesson plan.

5.5. DISCUSSION RESULT OF HYPOTHESIS 4-9

From the data collected in questionnaires and discussions help between the researcher and the respondents, the researcher discovered that:

- English teachers mix up languages during English lesson instead of sticking to English when teaching English.
- Children are not given enough time at home to do some activities that promote practice it was also discovered that some parent discourage their children to speak the language at home.
- The teachers themselves do not use English at school. Some few who use the language are not consistent in using it.
- The schools have at least some instructional materials provided by the government such as slates, text books, flash cards etc but some teachers do not use them and others do not know how to use them.
- Some teachers do not follow the timetable hence end up robbing children of their time for break and lunch.
- Head teachers do not spare time to supervise teachers' lessons.

5.6. CONCLUSION ON RESEARCH QUESTIONS

Basing on the above discussions and observations the researcher concluded that the poor performance of English language in Malongo Sub county is attributed to:

- Inadequate qualified teachers of English language. English is taught mostly by licensed teachers.
- Inability of teachers appropriate methods failure to vary and integrate the methods and total negligence of certain methods.
- Insufficient use of instructional materials and abstract lessons.
- Poor planning of English lessons. Some teachers having only one scheme or a lesson plan or neither of the two.
- Poor examples given by teachers of English thus using vernacular throughout the school hours.
- Lack of enough time for children's play so as to socialize with others and rest. Children learn more as they interact with one another.

- Poor use of instructional materials by teachers and negligence to use them, thus conducting abstract lessons.
- Most teachers do not follow the time table and this leads to over straining the children, causing boredom and hatred for the subject.
- Lack of supervision of teachers work. Some teachers end up not teaching the subject or teaching very little and with very poor methods. In such a way the syllabus is never completed or even followed either.

5.7.RECOMMENDATIONS

After careful and thorough study of the causes of poor performance in English in Malongo sub county and discussion, observations and conclusion made the researcher drew up the following recommendations. The recommendations are intended to cause an improvement in the performance of English as a subject.

- The government should post more trained and qualified teachers to Malongo sub county.
- Qualified teachers handling English must have passed English at O'level and Grade III.
- Teachers should vary methods or integrate where possible while teaching the subject.
- Head teachers and heads of department should supervise teachers' work to ensure that:
 - i. Teachers plan well and ahead of time.
 - ii. Instructional materials are properly used.
 - iii. Better methods are employed during English lessons.
- Children should not be deprived of their time to play as it helps them to drive away boredom.
- The medium of communication among teachers should be English while at school.
- Regular refresher courses should be conducted to help update the teachers.
- The duration for the lesson should strictly be 30 min for lower and middle, and 40 minutes for upper primary.
- More instructional materials that suit the subject should be supplied to schools A,B,C,D,E and F by the government.
- The district education department should organize regular supervision of the above sampled six schools.

However the above recommendations should be put into consideration as by so doing, the tendency of incompetence and negligence will be eradicated.

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APPENDIX II

QUESTIONNAIRES TO HEADS OF DEPARTMENTS

(tick where appropriate)

1. Do you have enough qualified teachers teaching English?

Yes No

If no, why?.....

2. Do teachers attend any English seminars?

Yes No

If not, why?.....

3. Do teachers have positive attitude towards English?

Yes No

If no, why?.....

4. Do teachers encourage learners to practice English?

Yes No

If no, why?.....

5. Do teachers use better methods in English lessons?

Yes No

If yes name them.....

6. Do teachers vary methods while teaching English?

Yes No

7. Do you have enough textbooks?

Yes No

If no, why?.....

8. Do learners use well their learning materials?

Yes No

If no, why?.....

9. Do you have an English syllabus?

Yes No

If no, why?.....

10. Do you supervise teachers' work?

Yes No

If no, why?.....

APPENDIX III

INTERVIEW GUIDE TO HEAD TEACHERS

1. Do you have enough qualified teachers for English?

Yes No

If no, why?.....

2. How many periods is English taught per week?

.....

3. Do teachers attend English seminars?

Yes No

If no, why?.....

4. Do teachers have positive attitude towards English?

Yes No

If no, why?.....

5. Do you encourage learners to practice English?

Yes No

If no, why?.....

6. Do teachers use different methods in teaching English?

Yes No

If no, why?.....

7. Do you have enough textbooks for English?

Yes No

If no, why?.....

8. Do teachers use different instructional materials?

Yes No

If no, why?.....

9. Do you supervise teachers' work?

Yes No

If no, why?.....

10. Do teachers make schemes of work and lesson plans?

Yes No

If no, why?.....

APPENDIX I V

INTERVIEW GUIDE TO LEARNERS

1. What is your name?.....

2. What is the name of your father?.....

3. Which language do you use at home?.....

4. Do you learn English at school?

Yes No

5. Do you speak English at school?

Yes No

6. Do teachers teach you English in English?

Yes No

7. Do you have Role plays during your lessons?

Yes No

Field trips Yes No

Excursions Yes No

8. Do you go for break/lunch in time?

Yes No

9. Do you read some books at school?

Yes No

10. Do teachers mark your English books?

Yes No

APPENDIX V

QUESTIONNAIRE TO TEACHERS OF ENGLISH

1. Are you a qualified teacher?

Yes No

Tick where appropriate, Grade II III V

If no, state reason why?.....

2. How many pupils do you teach a week?

(State no.).....

3. What language do you use while teaching English?.....

4. Do you apply a variety of methods to teach English?

Yes No

State some of the methods you use:

.....

5. Do you use instructional materials during your lessons?

Yes No

6. What type of instructional materials do you use?

Commercial Local Both None

7. Do you plan well for your English lessons?

Yes No

If No, why?.....

8. Does the school provide you with stationery for planning?

Yes No

If No, why?.....

9. Does the head teacher/head of department supervise you?

Yes No

If Yes, how often? (state number of times).....

10. Do you have enough English text books?

Yes No

11. What is the learners' attitude towards English lessons?.....

12. Identify four difficulties encountered during the process of teaching/learning English.

i.

ii.

iii.

iv.