

**CHALLENGES AFFECTING THE TEACHING
OF ENGLISH LANGUAGE IN THE
SELECTED PRIMARY SCHOOLS
IN KOLIR SUB- COUNTY,
BUKEDEA DISTRICT.**

BY

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**A RESEARCH REPORT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR
THE AWARD OF THE BACHELOR OF
ARTS IN EDUCATION PRIMARY
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ECLARATION

I, Kiror Hellen, declare that, the work submitted is entirely my own work and has not been submitted to any institution for award of Bachelor in primary education

Signed: 

KIROR HELLEN

Date: 29/9/2018

PPROVAL

his is to certify that Ikiror Hellen did this study and wrote a report under my
osed supervision.

he report has been submitted for the award of Bachelor's degree in primary
lucation with my approval

igned: 

R. WERE FRED

ate: 29/09/2018

EDICATION

ith great love and faith, I dedicate this piece of work to my beloved parents,
others, sisters and husband who tirelessly met the obligations of my
lucation.

ay the Almighty bless you all.

ACKNOWLEDGEMENT

Special thanks to the Almighty God for his wisdom and love that enabled to overcome all hardship during my course.

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TO GOD AND MY COUNTRY

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ST OF ABBREVIATIONS

- PD Continuous Professional Development
- EO District Education Officer
- S District Inspector of Schools

3STRACT

ie study was carried out on challenges affecting the teaching of English in the lected schools in Kolir sub-county, Bukedea district.

ie following objectives guided the study; to find out the challenges affecting e teaching of English language, to identify the appropriate methods for aching English, to assess measures of encouraging the challenges of teaching nglish.

ie study adopted random sampling and five schools were sampled and 40 spondents were reached by use of questionnaires and interview guide.

ata collection and analysis was done and presentation of results. The findings dicated that poor teaching methods, absenteeism, late coming, inadequate ference books, mother tongue are the major challenges affecting the teaching English language in primary schools of Kolir sub-county, Bukedea district.

ie study recommends that, teachers should acquire new approaches, hniques and methodology in the classroom instruction to enable learners joy and like English as a subject and second language learners identity items learning while at home and school, stakeholders like DEO, DIS, CCTS carry it Continuous Professional Development (CPDs) on the teaching and learning English language.

overnment (the ministry of Education, Sports, Science and Technology in njunction with curriculum Development centre publishes enough text books e rhyme with the current syllabus.

ie study concluded that more appropriate methods be used in teaching of nglish language.

HAPTER ONE

0 INTRODUCTION

his study is meant to investigate the challenges affecting the teaching of English language in the selected schools in Kolir sub-county, Bukedea district.

In this chapter, the Researcher will describe the back ground to the study, statement of the problem, explain the purpose of the study, outline general and specific objectives to the study, state the research questions highlight the significance of the study, scope of study and the conceptual frame work.

1 BACK GROUND TO THE STUDY:

Kolir sub-county is found on the eastern part of Bukedea District bordering Miriti Sub-county and Sironko district to the North, Kamutur sub -county to the east and Kachumbala sub-county to the west.

Kolir as a sub -county is composed of five p/s schools Kagoloto, Kolir, Miroi, Anyipa, Miroi-rock and one secondary school of Kolir Comprehensive Secondary Schools.

However the schools are faced with challenges of teaching English language as second language.

Language education refers to the process of acquiring a second or foreign language. It's a primary branch of applied linguistic. However language can be considered interdisciplinary field.

Language can be acquired in many ways; for instance we can learn it formally in school, or informally at home. When we qualify education as language education, what have we added to the definition? This is a question M.A.K. Halliday asked himself over a quarter of century ago. The question came from a simple assumption that any type of education occurs through a medium of language. This justifies the concept when we speak of language education [LE] we want to trace the relationship between language as a medium of learning and language as substance of what is being learnt .

Stone (2005) and Kelly (2008) investigated possible boundaries for language education through the studying of history of language teaching and learning.

Whereas SPOLSKY (2000) created the concept of educational linguistic to respond to the need to train teachers and administrators in those aspects of linguistics which are crucial to education.

is for this reason that the researcher investigated the challenges affecting the teaching of English language as a second language in primary schools.

2 STATEMENT OF THE PROBLEM

Due to the interference of the first language which the children learn at home, learning the second language [English] may not be simple to many children hence English becomes a foreign language.

This as well has brought a challenge to teachers of English when teaching novice learners take long to understand various concepts in English language. This has also led to poor performance in English language as a subject. This study will establish the challenges affecting the teaching of English language.

3 SIGNIFICANCE OF THE STUDY

- The purpose of the study analyzes;
- The challenges affecting the teaching English which will help the following to improve the teaching of English language.
- The study will help the teachers of English acquire approaches, techniques and methodology in the classroom instructions.
- The study will help a child identify items that can be used for learning while at home.
- The study will help the stake-holders to carry out continuous Professional developments on the teaching and learning of English language.

4 GENERAL OBJECTIVES

The study summarizes the challenges affecting the teaching of English language in Koir sub-County, Bukedea district.

5 SPECIFIC OBJECTIVES

- The study was guided by the following objectives;
- To find out challenges affecting the teaching of English.
- To identify appropriate methods of teaching English language.
- To assess the measures of overcoming the challenges of teaching English language.

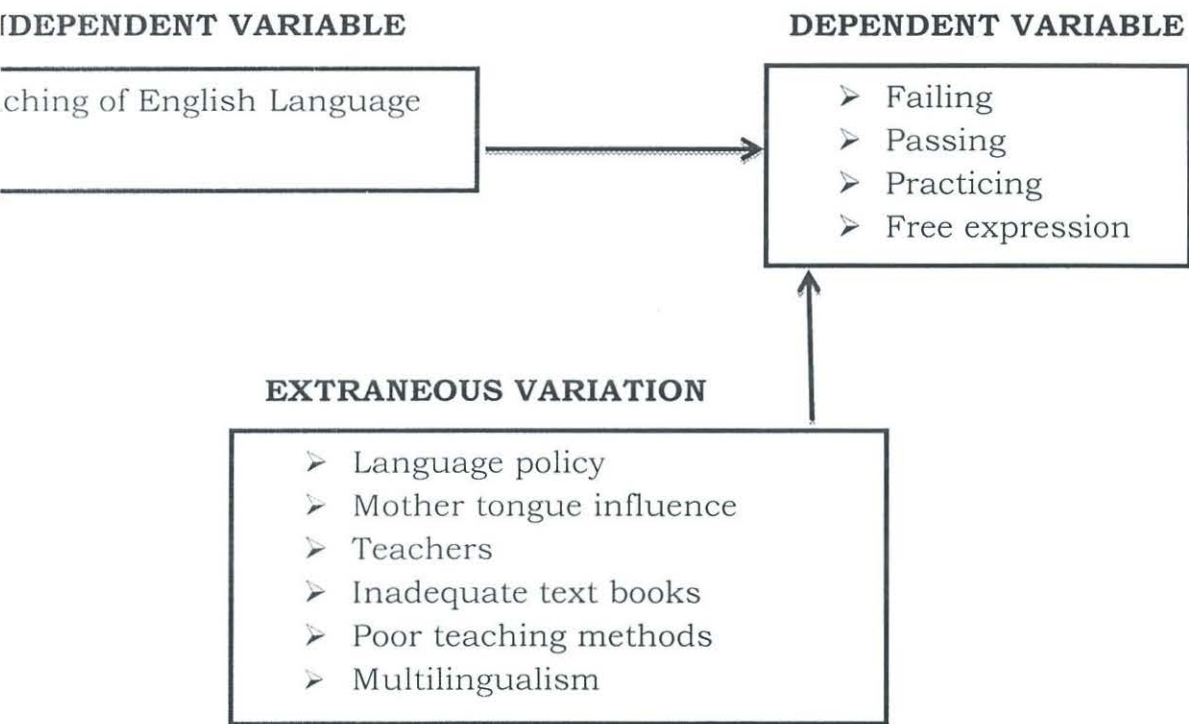
6 RESEARCH QUESTIONS

The following questions guided the researcher.

- What are the challenges facing the teaching of English language in Kolir primary schools?
- Which appropriate methods should be used in the teaching of English?
- Suggest measures of overcoming these challenges.

1 CONCEPTUAL FRAME WORK

Challenges affecting the teaching of English language



HAPTER TWO

LITERATURE REVIEW

0 INTRODUCTION:

This chapter presents an account of what has been published on the topic by edited authors and Researchers. It's a concise over view of what has been studied, argued and established about a topic and it will be organized chronologically and thematically. The researcher will visit various sources to gather knowledge and ideas which have been established on the topic.

The researcher used sources like Books, and E-books (Electronic books), dissertations and Reports, internet Document, Publications for example newspapers, journals and Magazines. These can be discussed following the objectives.

1 The challenges affecting the teaching of English language.

Following Spolkys (2000) definition or from psychological, Educational anthropological point of view cited the following challenges as being those affecting the teaching of English language:

Language policy and Management, that is to say national and international linguistic policies, education systems, syllabus design, teacher formation and training.

Literacy, bi – and multi-literacy development, that is Bilingual education CLIL language as a medium of instructions, classroom languages use cross-curricular language development. This is as a result of Uganda being a multi-lingual society and the same applies to most of our schools today.

The also sighted linguistically and culturally responsive Education as another challenge affecting the teaching of English .That is minority and additional language development in Educational contexts; language education in the presence of language disorders or disabilities, sign language ,intersections between formal and informal context in language development.

2. Appropriate methods of teachings English language

According to Richards J and Rodgers T(1999) listed the following methods of teaching English as a second language.

The direct method, In this method the teaching is done directly and entirely in the target language .The learner is not allowed to use his or her mother

ngue. grammar rules are avoided and there is emphasis on good pronunciation

Grammar translation:- Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long list of vocabulary learnt by heart. There is little or no emphasis on developing oral ability.

Audio lingual:- The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form.

The structural approach:- This method sees language as a complex of grammatical rules which are to be learnt one at a time in a set order. For example the verb "to be" is introduced and practiced before the present continuous tense which uses 'to be' as auxiliary

Suggestopedia:- The theory underlying this method is that, language can be acquired only when the learner is receptive and has no mental blocks. By various methods, it is suggested to the student that the language is easy and in this way mental blocks to learning are removed.

Total Physical Response (TPR):- This method works by having a learner respond to simple commands such as "stand up", "close your book", "go to the window and open it". The method stresses the importance of oral comprehension.

Communicative language teaching:- The focus of this method is to enable learners to communicate effectively and appropriately in the various situations in which he or she would be likely to find himself /herself in. The content of CLT courses are notions such as inviting, suggesting, complaining, or notion such as the expression of time, quality, location.

The silent way:- This is called so because the teacher has little to say in order that the learner can be in control of what he/she wants to say. No use is made of the mother tongue.

Community language learning:- In this method attempts are made to build strong personal links between the teacher and the learner so that there is no block to learning. In this method there is much talk in the mother tongue which is translated by the teacher for repetition by a learner.

Immersion:-This responds to a great extent to the situation we have at our schools.

SL students are immersed in the English language for the whole of the school day and expected to learn mathematics ,science through the medium of the target language; English .

Immigrant learners who attend local schools find themselves in an immersion situation, for example refugee children from Bosnia, attending German schools or Puerto Ricans in American school.

Task – Based language learning :- The focus of the teaching is on the completion of a task which in itself is interesting to the learning. Learners use the language they have already learnt to complete the task and there is little correction of errors. (This is a predominant method in the middle schools.) The tasks are sub-summed in a major topic that is studied for a number of weeks.

The tasks include; reading, searching internet, listening to taped material, collecting important vocabulary to teach other learners.

The natural approach:-This approach propounded by professor S.Krashen, stresses the similarities between learning the first and the second language by learners being exposed to language that is comprehensible to them.

According to See Willis D.1990, the lexical syllabus, Collins Co-build.

The lexical syllabus:-This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches those words in a graded order of their frequency and great emphasis is placed on the use of authentic materials.

3. Ways of improving the teaching of English language

According to Wall Street, 30 Jun, 2017, he identified the four major skills which include listening, speaking, reading and writing that we need to develop for complete communication.

By using real materials like pens, balls, mats as this will enable to understand what they are doing easily.

Teachers should be given refresher courses on how to teach English. This can be conducted by district officials like DEO, DIS, and centre coordinating tutors at sub-county level.

Emphasis should be put on grammar rules and learners should be encouraged to use English in their daily life by use of dialogues and conversations.

Drilling learner's right from lower primary in English language.

Sensitizing learners to learn English just as they learnt first language (mother tongue)

Giving extra time for English lessons(remedial lessons).

Nearby schools should organize micro and peer teaching amongst themselves.

This can minimize direct translation of English.

Learners should be introduced to a number of activities like reading, telling stories, riddles, proverbs, conversations and dialogues, so as to develop speaking skill.

CHAPTER THREE

METHODOLOGY

0 Introduction:

In this chapter, the researcher described what was done, what data are needed, how the collection of data and tools that were used, how sample data were selected and the methods of analyzing data.

1 Area of Study

The study was carried out in Kolir sub county Bukedea district focusing the selected primary schools of Kagoloto, Kolir, Kanyipa, Okula and Miroi Rock

2 Research design

The study involved interview method, qualitative and quantitative methods of collecting and analyzing data. Tables are used to present the findings.

3 Population target for study

The study population comprised of head teachers, teachers and pupils of the selected schools.

4 Sample size and selection

The data was got from the five (05) selected schools, forty(40) pupils, ten (10) teachers and five (05) head teachers. The schools, teachers and pupils will be chosen using simple random sampling, the head teachers were selected purposively.

sample of the sample size

covered 40 respondents as presented below in table 1

SCHOOL	HEAD TEACHER	TEACHER	PUPILS	TOTAL
Kagoloto p/s	1	2	05	08
Kolir p/s	1	2	05	08
Miroi rock p/s	1	2	05	08
Kanyipa p/s	1	2	05	08
Okula p/s	1	2	05	08
	05	10	25	40

5 Source field

The major source of the data was the field.

The primary data was got through questionnaires and respondents.

6 Data collection instruments

The data was collected using a number of tools as expounded below.

Secondary data was obtained from written documents and materials like text books, reports, magazines, journals, newspapers among others.

6.1 Questionnaires

This will be given to two categories of respondents, and these will be the teachers and pupils of the selected schools. This was used because it was confidential and it is also easy to administer.

6.2 Interview guide

This was targeted the head teachers of the five selected primary school. It was selected because it gave strategic information or since they are the immediate supervisors of teachers.

7 Research procedure

After getting a letter from the University (Kampala International University) U, it was presented to relevant authorities to seek permission to access respondents and there after questionnaires will be distributed and interviews done and data collected and recorded.

8 Data Analysis

The information that will be got by use of interview guide will be analyzed qualitatively in a narrative form. The information that will be collected from questionnaires will be analyzed using grouping into percentages and frequencies.

9 Ethical consideration

An introductory letter will be got from the university (Kampala International University). This letter will be presented to the head-teachers of the selected

hool to authorize the researcher to present his or her questionnaires to his or
er respondents.

9.1 Limitations

ie following limitations delayed the collection of information.

- financial constrains mostly during collection of information.
- ime factors, since one will be expected to be at work place, their immediate
supervisors.
- ome respondents can hode introduction/ true facts.
- /eather factors for example rainfall, poor terrain systems.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

0. Introduction

This chapter presents an analysis of the findings the researcher obtained from the field that was undertaken for the study and related to the objectives of the study. Using the methodology as presented in chapter 3, the researcher collected data and discussed under the themes; Background of characteristics of the respondents, the challenges affecting the teaching of English language, appropriate methods of teaching English, measures of overcoming the challenges.

1.0 Background characteristics of the respondents.

Background characteristics like gender, ages and classes are discussed in this section. This was meant to better understand the demographic characteristics of the respondents.

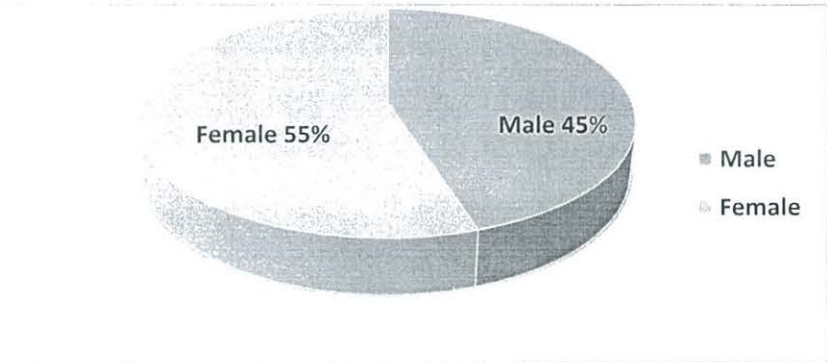
1.1 Sex composition of the respondents.

From the research carried out, it was found out that the respondents comprised of both male and female as shown in the table 2 below.

Table 2: Showing sex composition of the respondents.

Gender	Frequency	Percentage %
Male	18	45
Female	22	55
Total	40	100

Pie chart showing the percentage of gender



Source: field.

The study findings indicated on the pie chart showed that females had a bigger share of participation that is 22(55%) than males 18(45%)

Therefore this implies that, females are more informed of challenges affecting the teaching of English language in most schools. This was in line with selected schools on the interview guide.

1.2 Age of the respondents.

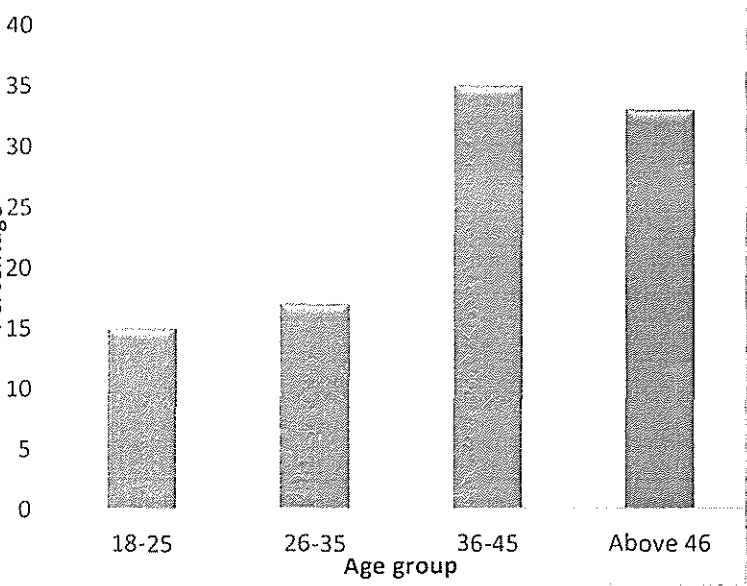
Table 3 presents the composition of the respondents in terms of age.

Table 3: showing age distribution of the respondents.

Age group	Frequency	Percentage
18-25	06	15
26-35	07	17
36-45	14	35
Above 46	13	33

Source: field

The graph showing parentage frequency against age group



Source: field.

From the graph above, it was seen that the majority of the respondents in the age bracket 35-45 that is (35%) which is the biggest. The age bracket above 46yrs had 33%, between 25-35 had 17% and 18-25 had 15% which is the

west composition. This therefore implies that only those teachers who teach upper primary classes have been able to face a number of challenges in teaching English language as a second language since in lower primary only the mother tongue which is the first language is used as a medium of instructions most of the time.

2.0 Analysis of the findings based on the research objectives'

The results have been presented in accordance with the research objectives that guided the study. Tables have been used in presentation of the results.

2.1 Research objective one:-To find out challenges affecting the teaching of English language.

Table 4 below presents the results obtained.

Table 4: Showing the challenges affecting the teaching of English language.

Challenges	Frequency	Percentages
Language policy	4	10
Mother tongue influence	5	12
Teachers	3	8
Inadequate text books	16	40
Poor teaching methods	10	25
Multilingualism.	2	5
Total	40	100

Source: field

Looking at table 4 it was found out that, most respondents said that the greatest challenge affecting the teaching of English language is inadequate text books or in general inadequate instructional materials. Teachers teach in abstract. This factor had the greatest number of respondents, that is 16(40%), poor teaching methods followed with 10(25%), this indicates that the methods used for teaching English are never child-centered methods but teacher centered. Mother tongue influence agreed as a challenge by 5 respondents giving a percentage of 12%, language policy and teachers were also seen as challenges with 4 (10%) and 3 (8%) respectively. Multilingualism was agreed by 2 (5%) of the respondents.

This therefore implies that the teaching of English is greatly affected by a number of numerous challenges.

2.2 Research objective two: To identify appropriate methods of teaching English language.

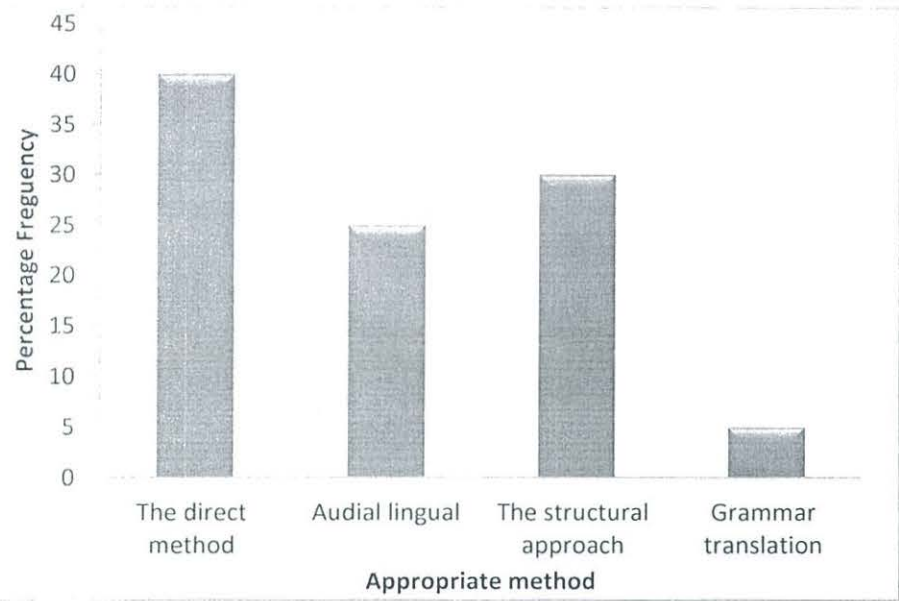
This section presents an analysis of data on the appropriate methods of teaching English language. The following were considered among others; The direct method, audial lingual, the structural approach, grammar translation.

Table 5: Showing appropriate methods of teaching English language

Appropriate method	Frequency	Percentage
The direct method	16	40
Audial lingual	10	25
The structural approach	12	30
Grammar translation	02	05
	40	100

Source: field

The table 5 is reflected as shown in the bar graph below;



Source: field

From the above graph 40% of the respondents said that the direct method is the most appropriate method of teaching English language, 25% said audial lingual method is an appropriate method, 30% of the respondents considered the structural approach as good method of teaching English language and 05% preferred using grammar translation method in the teaching of English language.

This implies that the best method of teaching English language is the direct method since it had the greatest percentage of the respondents.

2.3: Research objective three: To assess the measures of overcoming the challenges affecting the teaching English language. Thus in order to find the measure of overcoming the challenges affecting the teaching using real materials or use of instructional materials in teaching, choosing appropriate methods and techniques of teaching, provision of enough text books, encouraging teachers of English to attend continuous professional developments (CPDS).

Table 6: Showing the measures of overcoming the challenges affecting the teaching English.

Measure	Frequency	Percentage
Teaching using real materials (IMS)	16	40
Choosing and using appropriate methods	11	27
Provision of enough text books	10	25
Encourage teachers to attend CPDs	03	08
Total	40	100

Source: field

From the above table, 16 (40%) of the respondents said that teaching using real materials helps to improve the teaching of English in our schools, 11 (27%) said that choosing and using appropriate methods like direct method can help reduce the challenges faced in the teaching of English language, 10 (25%) of the respondents reported that provision of enough text books of English equally helps to overcome the challenges faced in teaching English language.

These text books should also be from various or different publishers. The least group of respondents were 3 (08%) who suggested that teachers should be encouraged to attend continuous professional Developments (CPDS) as a measure of overcoming the challenges affecting the teaching of English language.

Further more teachers and head teachers were asked other measures of overcoming the challenges affecting the teaching of English language. Their responses were as follows;

Learners should be given remedial lessons

Sensitization of learners, teachers, parents and community

Development of the four skills of English, that is listening, speaking, reading and writing.

Learners should be drilled well in English right from their early age of attending school.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

0 Introduction

This chapter presents the discussions, conclusion and recommendations of the study which were obtained from the findings of the study as analyzed in the previous chapters in line with the objectives that guided the study used while collecting data for the study and these are as follows;

1 Discussions of findings according to research objectives

1.1 Challenges affecting the teaching of English language.

According to findings in chapter 4 table 4 indicate 40% of the respondents saying that the most challenge affecting the teaching English is inadequate text books, 25, poor teaching methods, 12% said that mother tongue influence affects teaching of English, 10% language policy, 8% agreed to teachers being a challenge and multilingualism 05% of the respondents.

It is confirmed by 40% of respondents who said that inadequate text books was affecting most primary schools which does not enable effective teaching.

This makes most learners not to coordinate what they see in the text books and chalkboard.

The results of the study prove that the great challenge is inadequate text books, since most schools don't have libraries in their reach, children as well face a challenge in learning in the same way teachers face while teaching.

As a result of the above challenges teaching and learning of English language is greatly affected in Kolir sub-county primary schools, Bukedea district.

1.2 Appropriate methods of teaching English language.

The findings on the appropriate method of teaching English language showed that a majority of teachers 16 (40%) agreed that the direct method is the most appropriate method for teaching English, 12 (30%) agreed to the structural approach, 10 (25%) said that audial lingual is appropriate and 02 (05%) suggest grammar translation.

Based on the above findings a number of appropriate methods were identified by the respondents and grammar translation though being an identified

method only had the least number of respondents indicating that it is not best method for teaching English.

Due to the above, the teaching of English language has been affected so much in Kolir sub-county, Bukedea district.

1.3 Measures of overcoming challenges

The findings on the measures of overcoming the challenges of teaching English language indicated that very few respondents considered attending Continuous Professional Developments (CPDs) is a measure to overcome the challenge.

This was asserted by 03 (08%) of the respondents, likewise to 10 (25%) who stated that, provision of enough text books and 11 (27%) said that choosing and using instructional materials well can help overcome the challenge of teaching English language. A majority of the respondent agreed to teaching using real materials (relia) as a measure of overcoming challenges of teaching English language. This was asserted by 16 (40%) of the respondents who were none other than teachers and head teachers of primary schools in Kolir sub-county, Bukedea district.

2 Conclusion

The research was about the challenges affecting the teaching of English language. The researcher was interested in finding out the challenges which appropriate methods could be used in teaching and learning of the challenges affecting the teaching of English language.

The study covered five (5) schools and a total of fifty (50) respondents were selected.

Questionnaires and interviews were the instruments used for collecting data. They collected, and analyzed using tables, pie chart and graphs.

Despite the fact that a number of appropriate methods of teaching English language like, the direct methods, audial lingual, and structural approach have been used by teachers of Kolir sub-county, the teaching of English still face numerous challenges like mother tongue influence, poor teaching methods, inadequate text books, improper selection and usage of instructional materials among others.

It is also important to note that, there is a great need for parents, stakeholder and government to provide enough scholastic materials and text books respectively to learners and schools so to improve on the teaching and learning of English language.

3 Recommendations based on the research findings.

ie ministry of Education, Science, Sports and Technology in conjunction with
e National Curriculum Centre to supply the most recent text books that
atch with the curriculum.

arents should provide or buy enough scholastic materials for use at school.

ie education office, District education officer, district inspector of schools,
ntre coordinating tutors and head teachers should monitor and assess the
achers of English regularly.

achers should guidance and counseling to children to like English language.

ildren should continuous practice English in reading, speaking and writing
velop the four major skills of language as a second language).

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ppendices

ppendix 1: Questionnaire for teachers

ear Sir Respondent;

ne purpose of this questionnaire is to find out the challenges affecting the
aching of English language.

ou are kindly requested to assist in providing the required information by
choosing the alternative below;-

ection I: To find the challenges affecting the teaching of English
nguage

1. Name _____ of _____ the _____ school
.....

2. Age of the respondent.

a. 20 – 25 c. 31 – 35 e. 36 – 40

b. 26 – 30 d. 41 – 45 f. 46 above

3. Do teachers face challenges in teaching English as a second language?

a. Yes b. No

If Yes, what are these challenges.....
.....
.....

4. How do children in your school perform in English as compared to other
subjects?

a. Excellent c. Good d. Poor

b. Very good d. Fair

ection II: To identify the appropriate methods for teaching English?

5. Do teachers of English use the most appropriate methods for teaching
English?

a. Yes b. No

If yes, suggest some of these methods

.....

.....

.....

.....

Section III: Measures of overcoming the challenges affecting the teaching of English.

6. Do you think the challenges in teaching of English can be overcome?

a. Yes ☐ b. No ☐

7. What measures can be put in place to help overcome the above challenges.

.....

.....

.....

.....

.....

.....

.....

.....

Appendix II: Questionnaire for pupils.

Dear respondent

The purpose of this questionnaire is to find the challenges affecting the teaching of English language.

You are kindly requested to assist in providing the required information by choosing the alternative below;

1. Name of the school

2. Age of respondent

a. 5 – 10 c. 16 – 20

b. 11 – 15 d. 21 above

3. Do you enjoy learning English lessons?

Yes No Not sure

4. Do your teachers teach you using real objects?

Yes No Not sure

5. Do your teachers provide text books for reading during the English lesson?

Yes No Not sure

6. Do you concentrate on your school work at home?

Yes No

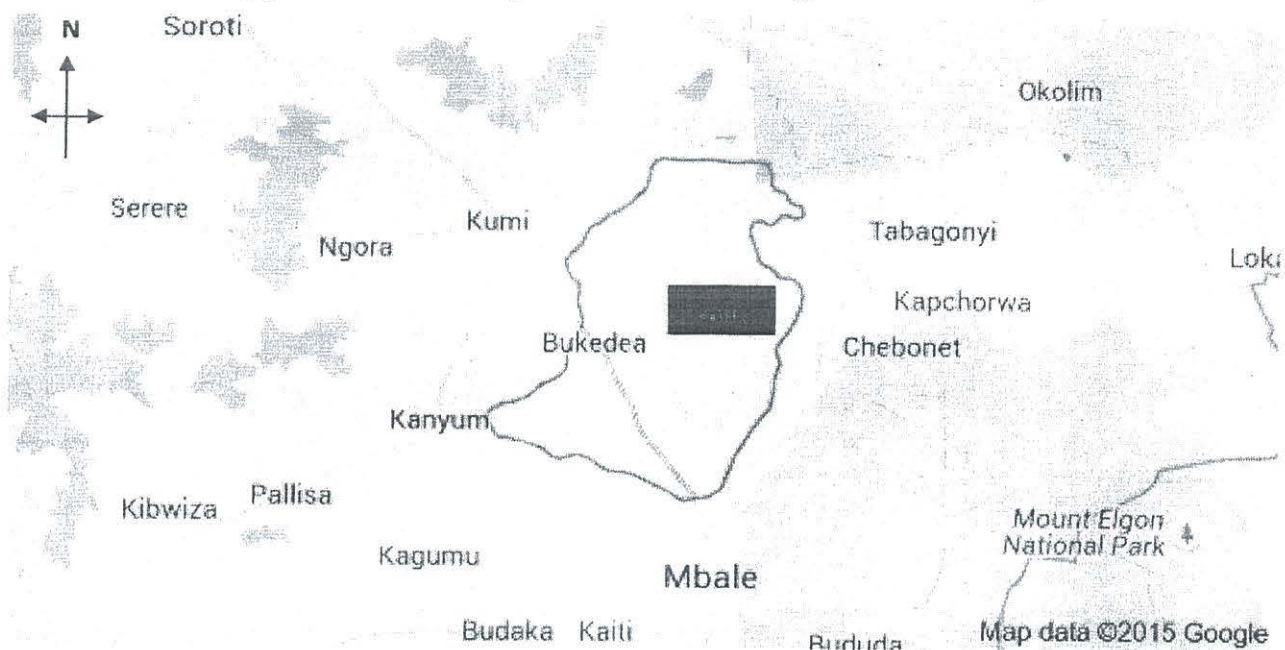
ppendix III: Interview guide for Head teacher

- 1. How old are you?
.....
- 2. Do children in this school attend school regularly?
.....
.....
- 3. What challenges do teachers of English face when conducting English lessons?
.....
.....
.....
- 4. What kind of learning materials do teachers of English use for teaching English?
.....
.....
.....
- 5. What methods do teachers use when teaching?
.....
.....
- 6. How do you help your teachers to teach English language effectively?
.....
.....
.....
- 7. How is the performance of English as compared to other subjects in this school?
.....
.....
- 8. How would other stakeholders help to improve on the teaching of English as a subject?
.....

[illegible]

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Appendix V: The map of Bukedea showing the area of study



Key

 Koir Sub-county (Area of study)