

**INFLUENCE OF EARLY BILINGUALISM ON THE LEARNING OF ENGLISH
LANGUAGE AMONG SECONDARY/PRIMARY SCHOOL PUPILS TORORO
DISTRICT**

BY

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**A RESEARCH PROPOSAL TO BE SUBMITTED TO THE FACULTY OF SCIENCE
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Declaration

I Ochieng John duly declare that the work presented is my original work and has not been presented for the award of degree in any other university.

Ochieng John

Signature..... Date.....

Approval

I madam Acen Rebecca Elyak as the candidates supervisor hereby confirm that the candidate carried out the work reported in this book under my guidance and supervision.

Acen Rebecca Elyak.

Signature..... Date

Dedication

I dedicate this research study to my beloved parents Mr.Osinde Paul and Anyango Denzi, Rev Simba James and Mom Shailer Compton, for their support and contribution towards my education.

Acknowledgement

I hereby take this opportunity to thank the Almighty God for the gift of life; strength and knowledge to accomplish this work.

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The summery

The purpose of this study is to investigate the influence of early bilingualism on the learning of English language in Tororo district since it is one of the districts with more than one tribe which influences the learning of English language. The study is to use a descriptive survey design which will use both quantitative and qualitative approaches to collect data and investigate the effect of early bilingualism in schools and its impact on English language. The study is to be conducted on the pupils of both government and private schools in Tororo. The sample includes head teachers, primary teachers and pre- parents among others. The study is to discover multilingualism positively affects the leaning of English language in both pr-primary and primary levels. It is also to unleash parents and other community member's attitude towards bilingualism in acquiring English language in schools.

CHAPTER ONE

Introduction.

1.1the background of the Study

Bilingualism is the ability of an individual or members of a community to use two languages. In addition, Pinter's (2006) describes bilingualism as having two languages and speaking them with the fluency characteristic of a native speaker. There are two ways (McLaughlin et al., 1995; Pinter, 2006; Tabors 2008) states bilingualism as the way in which children learn their second language simultaneously and sequentially. By learning the two or more languages concurrently, it ends up influencing the acquisition of English language in their early stage, this includes children of 3 years and above who are exposed to two different languages at the same time, it may involve children who are exposed to the language spoken by their parents at home and any other dialect used around home. They will easily acquire the two languages concurrently in their early stages.

This is due to the fact that children at the stage of 3-5 years think and talk in the language that is familiar to them and they can acquire any other language easily because their Language Acquisition Device is high (LAD) and language development in children at this early stage is very paramount because from birth to five years, children develop or acquire their second language very rapidly both at home and at school concurrently. In addition simultaneous learners also include children whose parents are from two different backgrounds and speak different languages at home for example the father is an Itsote and the mother is a Japadhola and at the same time they use English language at school. The children will end up using the most familiar language and may also be introduced or required to learn the second language.

Learning of two different languages at the same time takes place at any time or age and it is normally influenced by the children's attitude and motivation towards a Specific dialect. This is because language shapes our thoughts, emotions and determines our perspective of reality, (Gordon, 2004). Early bilingualism is very important measurement of a child's later performance in school; it's also connected to a child's various aspect of growth in life. It can

3.14 References

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