

**THE EFFECT OF LOCAL LANGUAGE ON LEARNERS' PERFORMANCE  
IN ENGLISH LANGUAGE IN BUSOLWE TOWN COUNCIL  
BUTALEJA DISTRICT**

**BY**

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**DECLARATION**

I Hiriga Hussein declare that this Research report is my original work and it has never been submitted to any other institution of higher learning for award of a Bachelor's Degree in Primary Education.

Sign:.....

Date:.....

**APPROVAL**

This research report has been undertaken with my supervision and is now ready for submission to the Academic Board of the Faculty Science and Education

Name of supervisor:

**KWAGALA OLIVIA**

Sign: .....

Date: .....

## **DEDICATION**

I would like to dedicate this report to my parents, *Musiginyi Edris* and *Nakamome Jamawa*.

My wives, *Logose Alima* and *Hiisa Fatima*

My children, *Hiriga Swabra* and *Hiriga Laira* for the support they provided towards my academic struggle.

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## TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL .....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT .....	iv
ABSTRACT.....	viii
CHAPTER ONE .....	1
1.0 Introduction.....	1
1.1 Background to the Study .....	1
1.2 Statement of the Problem .....	3
1.3 Objectives of the Study .....	4
1.4 Research Questions .....	4
1.5 Scope of the Study .....	5
1.6 Significance of the Study .....	5
CHAPTER TWO - LITERATURE REVIEW .....	6
2.0 Introduction.....	6
2.1 Literature Review on Effect of Local Language on pupils' Academic performance in English Language.....	6
2.2 Reading Development and Instruction .....	8
2.3 Teacher .....	11
2.4 Peer group/Parent and society.....	11
2.5 The effect of Failure of the learners' level of Literacy on Academic Performance.....	12
2.6 Effect of using local Language on English Performance.....	13
2.7 Ways of Improving the Performance of Learners in English Language .....	14
CHAPTER THREE- RESEARCH METHODOLOGY .....	16
3.0 Introduction.....	16

3.1 Research Design..... 16

3.2 Study Area..... 16

3.3 Study Population..... 16

3.4 Sample Size and Sampling Techniques..... 16

3.5 Data Collection Instruments..... 17

3.6 Questionnaires..... 17

3.7 Interview Guide ..... 17

3.8 Validity and Reliability of the Research Instruments..... 18

Validity ..... 18

Reliability ..... 18

3.9 Data Collection Procedure..... 18

3.10 Data Analysis ..... 19

3.11 Ethical Consideration..... 19

CHAPTER FOUR- DATA PRESENTATION AND DISCUSSION OF RESULTS ..... 20

4.0 Introduction..... 20

4.1 Response rate ..... 20

4.2 Gender of Respondents..... 21

4.3 Effects of Local Language on Pupils’ Academic Performance in English Language..... 21

4.4 Factors that lead to the Failure of Pupils in English Language ..... 23

4.5 Effects of Failure of Pupils in English Language in Primary Schools ..... 24

4.6 Possible ways of Improving the Performance of Pupils in English Language ..... 26

CHAPTER FIVE - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....28

5.0 Introduction ..... 28

5.1 Summary of Findings ..... 28

5.2 Conclusions ..... 29

5.3 Recommendations .....29

REFERENCES .....

APPENDIX I: QUESTIONNAIRE FOR TEACHERS AND PUPILS.....33

APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS.....35

APPENDIX III: INTERVIEW GUIDE FOR PARENTS.....36



## ABSTRACT

The purpose of the study was to establish the effect of local language on learners' performance in English in Busolwe Town Council, Butaleja District. The objectives were to examine the effects of Local language on Academic performance in English language in selected primary schools in Busolwe Town Council, Butaleja District; To analyze the factors that lead to the failure of pupils in English language in selected primary schools; To examine the effects of failure of pupils in English language in primary schools; and to identify possible ways of improving the performance of pupils in English language. The study used a descriptive cross section survey design that based on questionnaires and interviews. The population included the head teachers, teachers, parents and learners in the government aided primary schools in Busolwe Town Council, Butaleja District. Quantitative methods were used to analyze the data. Quantitative data analysis was done by use of frequency tables. The findings show that 99% (386) of the questionnaires that were distributed were returned while 1% (4) was not returned. The study had more female respondents than male ones. 41% (160) was for male respondents compared to 59% (226) who were female respondents. The study found out that that literacy promotes interpretation of questions. Regular use of local language at school makes pupils to fail English. The study concludes that pupils who perform poorly in English have reduced interest in academic work. Those who fail English resort to use of local language for communication. The study finally concludes that emphasizing use of English in the daily life of pupils can help to improve the performance of pupils in English Language. The study recommends that teachers should create activities that can enable pupils to speak English language rather than speak the local language to help pupils to improve their performance in English. Teachers also need to encourage pupils to use English in their daily life for mastery. This can help them to get used to using English and in turn improve their performance.

## **CHAPTER ONE**

### **1.0 Introduction**

This chapter presents the whole background to the study. It shows statement of the problem, objective to the study, research question, the scope and significance of the study

### **1.1 Background to the study**

School systems are often challenged to meet needs of pupils who are not performing at grade level expectations and provide support services to help those pupils to close the achievement gap. One program that has been adopted in the hopes of Achieving that goal is Response to Intervention (RTI) which promotes early intervention for pupils who are only slightly behind their peers however; state funding isn't available to operate this type of program Ministry Of Education and Sports (MOES 2016).

If schools cannot independently fund a Response to Intervention (RTI) Program, pupils must struggle until they fall far enough below the benchmark to qualify special education services which are state funded.

Logically, as the achievement gap grows larger, the odds of pupils closing it become increasingly less likely. Schools must take action early, but a full scale Response to Intervention (RTI) program that can target pupils' needs in multiple subject areas is expensive. For schools sites where funds are limited, such as the one involved in this study, it is possible that the limited resources available for early intervention programs can be allocated towards a single subject area which can improve pupils' performance in other areas. Since reading is a skill utilized in every academic subject area, it is a logical domain to examine for a correlation relationship with other subject areas. In this study, data was collected on pupils reading performance and math performance at the school side of study.

Globally local language is the primary language of the majority of people in the United Kingdom, the United States, Canada, Australia, New Zealand, other former colonies of Britain, and territories of the United States. It is also an official or semi-official language of many countries with a colonial past, such as India, Uganda, Pakistan, and South Africa. Even in countries where English is not a primary or official language, it is taught as a foreign language used as the language of technology and diplomacy. English is spoken in most parts of the world than any other language and by more people than any other language except Chinese.

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