

**HOW INADEQUATE TEXTBOOKS AFFECT THE TEACHING AND LEARNING OF
THE ENGLISH LANGUAGE.**

BY

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DECLARATION

I CHEKWECH ELIZABETH FAITH declare that this research Proposal is my original work and has never been published or submitted to any university or institution of higher learning for the award of a Degree in Education.

Signature

Date -----

APPROVAL

This research proposal will be under taken with my supervision and will be submitted to the academic Board of the Faculty of Education and Science of Busitema University Uganda for the award of a Bachelor’s Degree in Education.

SUPERVISOR

NAKAZINGA RACHEAL

Sign.....

Date.....

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DEDICATION

I dedicate this work to my beloved Mother, Auma Jessica Draparaku, for her selfless sacrifice to educate me and my siblings. If it were not for her, I would not have had an education up to university level. Thank you for encouraging me to do my best, and supporting me financially, emotionally and spiritually. Thank you for making my education and the education of my siblings a priority. May the Good Lord bless the sacrifice of your hands. AMEN! Above all, this is dedicated to the Almighty God, by whose grace I am alive and has gone to school and reached this far with my education. May His name be praised and glorified for ever and ever! AMEN!

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ABSTRACT

This study examines how inadequate teaching and learning materials, affect the teaching and learning of the English Language. To investigate this issue, the study will be carried out in Progressive Secondary School Kitintale and Luigi Giussani High School.

The researcher will seek opinions and responses from, teachers and learners concerning the importance of having adequate textbooks for the teaching and learning of the English language.

The Descriptive Research Design will be used through face to face discussions, interview guides and questionnaires after which data will be collected from respondents.

Data collection will be analyzed by frequency counts which will be computed into percentages and tabulations.

CHAPTER ONE

1.0 INTRODUCTION

English language is the official language of Uganda. It is also the official medium of education in the country. In secondary school, English language is considered among the seven compulsory subjects in the old O’Level curriculum and the new curriculum. It is therefore important for a student to have a good command of the English Language, in order to excel in the Uganda Certificate of Education examinations.

In some schools, especially in rural schools and poor schools, there is a challenge of inadequate teaching aids such as English textbooks, novels and plays. This has made it very difficult to conduct English language lessons. For cases such as reading comprehension, it is difficult to teach and learn because many of the students will not have access to a textbook on their table during a lesson. This means that they will not be able to read a given passage and answer the questions for that very passage. These students without a textbook, will not be able to pay attention in class, and fail to answer the questions of a given passage, or any other kind of exercise they are to attempt.

1.1 BACKGROUND OF THE STUDY

When teaching the English language, teachers focus on ensuring that learners have a mastery of the four language skills that is listening, speaking, reading and writing. In the old Ugandan curriculum, learners sit for written examinations. Learners sit for two papers of the English language. Paper one of the English language focuses on functional writing. Paper two on the other hand focuses on grammar, summary writing and reading comprehension. The later will test students’ ability to read, listen and comprehend written works in English such as passages, and whether learners can construct correct grammatical sentences. The former basically tests whether learners can write creatively and impressively using the English language.

The common textbooks used to teach the English language in Ugandan schools are English in Use, Practical English and Head Start Secondary English books. These books are used to teach learners and are usually used during reading comprehension lessons. At each table in a classroom, students will need at least one textbook for threes students at the table. The students will need to read a

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