

**FACTORS RESPONSIBLE FOR POOR ENGLISH LANGUAGE SUMMARY WRITING  
SKILLS IN THREE SELECTED SECONDARY SCHOOLS IN BUKWO TOWN  
COUNCIL.**

**BY**

**ATHIENO DAPHINE OSAMUK**

**BU/UP/2019/1450**

**SUPERVISOR**

**MUGALYA DAVID MICHEAL**

**A RESEARCH PROPOSAL SUBMITTED TO THE FACULTY OF SCIENCE AND  
EDUCATION IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF A BACHELOR'S DEGREE IN EDUCATION**

**OF**

**BUSITEMA UNIVERSITY**

**JULY 2022**

## Table of Contents

DECLARATION .....	Error! Bookmark not defined.
APPROVAL .....	Error! Bookmark not defined.
DEDICATION .....	v
ACKNOWLEDGEMENT .....	vi
ABSTRACT .....	vii
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1 Introduction: .....	1
1.2 Background to the Study: .....	1
1.2.1 Historical Perspective: .....	1
1.2.2 Theoretical Perspective .....	3
1.2.3 Conceptual Perspective .....	4
1.3 Statement of the Problem .....	5
1.4 Purposes .....	5
1.5 Objectives of the Study .....	5
1.6 Research Questions .....	5
1.7 Scope of the Study. ....	6
1.7.1 Geographical Scope .....	6
1.7.2 Subject scope .....	6
1.7.3 Time Scope .....	6
1.7.4 Content Scope .....	6
1.8 Significance of the Study .....	6
Conceptual Frame Work .....	6
CHAPTER TWO .....	9
LITERATURE REVIEW .....	9
2.1 Introduction .....	9
2.2 Theoretical Framework .....	9
2.4 To identify the effect of attitude on performance of the candidates in English in Uganda .....	11
2.5 To suggest how performance of candidates in English can be improved at Uganda Certificate .....	12
CHAPTER THREE .....	14
METHODOLOGY .....	14

3.1 Introduction.....	14
3.2 Research Design .....	14
3.3 Study Area and population of Study .....	14
3.4 Instruments Used for Data Collection .....	14
3.5 Sources of data.....	15
3.6 Data Analysis.....	15
3.7 Ethical Consideration:.....	15
3.8 Limitations .....	15
3.9 Delimitations.....	15
CHAPTER FOUR .....	16
DATA PRESENTATION, DISCUSSION AND ANALYSIS OF THE FINDINGS .....	16
4.1 Introduction.....	16
This chapter highlighted the findings of the study based on the data collected from the participants at Tororo municipality particularly in Tororo Town College, Tororo Girls and Tororo college secondary Schools. ....	16
4.2 Demographic Information of Participants .....	16
CHAPTER FIVE .....	25
SUMMARY OF FINDINGS, RECOMMENDATIONS, AND CONCLUSION.....	25
5.1 INTRODUCTION .....	25
5.2 SUMMARY OF THE FINDINGS.....	25
5.3 RECOMMENDATIONS .....	26
5.4 SUGGESTIONS FOR FUTURE RESEARCH.....	27
5.5 CONCLUSIONS .....	27
REFERENCES .....	27
APPENDICES .....	28
APPENDIX 1 .....	28
APPENDIX 2 .....	32
APPENDIX 3 .....	36
APPENDIX 4 .....	40

**DECLARATION**

I ATHIENO DAPHINE OSAMUK declare that this research proposal is my original work and has never been presented to any other institution of higher learning for the award of Bachelor's Degree in Education.

ATHIENO DAPHINE OSAMUK

Sign. *Osamuk*...

Date. *25<sup>th</sup> 02/2023*

**APPROVAL**

This is to certify that this research proposal has been supervised and is now ready for submission to the Faculty of Science and Education for the award of a Bachelor's Degree in education.

Sign.....

MR. MUGALYA DAVID MICHEAL

Supervisor

Date..... 25/02/2023,

## **DEDICATION**

I dedicate my work to my parents who laboured to ensure that I went to school, my sisters Trinah and Enid and my brothers James, George and Watson for their moral support and encouragement to ensure that I achieve my target with God's help above all.

## **ACKNOWLEDGEMENT**

A thousand thanks always and forever to my dear father Mr. Osamuk Brian Frederick and my mother Apio Christine Osamuk. They have been and always are marvelous and magnificent advisors as the tale I tell unfolds. They have also assisted me both financially, spiritually and morally in the making of this report.

I am also very grateful to my lecturers most especially Mr. Mugalya David Michael who has been a staunch support towards my report writing and to my friends am so happy and grateful.

Finally, thanks to my entire family for their encouragement and understanding.

Love you all.

## **ABSTRACT**

This research proposal provides an insight on the factors responsible for poor English language summary writing, as English language summary writing skill has a great importance in language education, and in the field of teaching Language for Academic Purpose, it is shown that the development of this skill is one of the most difficult skills for learners. This study is part of a larger project and its main purpose is to open the black box by exploring the relationship between performances of summary writing in English language of lower secondary level and the strategies used for summary writing in English language.

This study will dwell on the factors responsible for poor English language summary writing and the strategies of improving the English language summary writing skills in lower secondary level. The study will be of immense importance to the teachers of English, language students, curriculum planners, examining bodies, text book writers, educational administrators, possibly parents, researchers and other interested bodies in the field of language and communication studies.

This study will be conducted three selected schools of Boda collage academy, St Joseph secondary school and Bukwo parents' secondary school in Bukwo Town Council.. Sampling techniques like purposive, systematic, and simple random sampling will be used to select respondents. The researcher will administer a work sheet and interview methods for collecting data from the students and data will then be analysed qualitatively.

Regarding the ethical considerations, the researcher will provide the respondents with the necessary information concerning the main purpose of the research, expected duration, procedures followed and the researcher will be in position to keep privacy and not disclose the confidentiality of respondents.



## **CHAPTER ONE**

### **INTRODUCTION**

#### 1.1 Introduction:

This chapter presents the background to the study, the statement of the problem, the purpose of the study, the objectives and research questions, the scope of the study and significance of the study.

#### 1.2 Background to the Study:

This section covers the historical perspective, theoretical perspective, conceptual perspective, and contextual perspective

##### 1.2.1 Historical Perspective:

Globally, English has assumed its place as the language of communication within the new linguistic global order. The choice of English has been viewed from different perspectives. For some, it is part of a steadily developing socio-economic conspiracy. For others, it relates to the need to have a single common utilitarian language. In the past, other languages have assumed the role of 'lingua franca' in a given territory, or socio-economic domain. But now, and over the next fifty years, English is viewed as the language which will be increasingly used to serve the demands of the globalizing economies. However, the adoption of English as a medium of instruction may result in positive or negative students' academic performance. Caustically referred to as the language of instruction, if not occasionally destruction, adoption of English as the medium of learning is responsible for widespread poor academic performance in various continents (Chapple, 2015). In some of the poorest countries in the world, the use of a foreign language such as English as the medium of instruction in schools is directly linked to poor students' academic performance and failure (Milligan & Tikly, 2016). In some countries, attempting to learn through English has led to low academic performance and high dropout rates (McKeown, 2016). However, in some countries, it has been introduced using appropriate educational principles leading to high level of students' academic performance (Tembe & Norton, 2011). In sub-Saharan Africa (SSA), colonial languages have been mainly adopted as a Medium of Instruction (MOI) at schools since the political independence. It is because colonial languages were retained as official languages in the post-colonial societies and the languages are used in schools under the government policy (Erling, Adinolfi & Hultgren, 2017). The

#### 5.4 SUGGESTIONS FOR FUTURE RESEARCH

The study was only conducted in the three schools in Kisoko sub-county but did not cover the whole schools in the country (Uganda) and hence the similar study should be conducted in other schools and sub-counties in Uganda solve such challenges. The study should be conducted on causes of negative attitude towards performance in English in other classes like p.3 to p.4.

#### 5.5 CONCLUSIONS

Having analyzed the research finding, the following issues immersed, though candidates identify partners and teammates, they should be serious with what is being done, there is need to adhere to school rules and regulations as it will make the candidates who are found of speaking vernacular to begin speaking English

#### REFERENCES

- Cleophans Ondieki and Naomi Mbugwa (2004) Comprehensive Social studies Std. 7 Longhorn publishers Nairobi.
- Cauley K.M and Linder F (2002/2003) Education psychology, Virginia common Wealth University.
- Farrant J.S (1964) Principles and Practices of Education (Longman Singapore)
- FAWE (1994), School Dropout and Adolescent Pregnancy. A Report on the Ministerial Consultation held in Mauritius, September 1994.
- Kaganda( 1997), Basic Economics, Kampala Uganda
- Fitzsimons, Emla (2002) Risk, education and child labouri..n Indonesia. Mimeo, Institute for Fiscal Studies, London.
- MOES (1999), Factors Influencing Effectiveness in Secondary Schools: Improving Education Quality (IEQ) Project, National Examinations Board, Ministry of education and Sports, Kampala.
- MubatsiAsinjaHabati (2009) Independent, Kampala Uganda.
- Nakanyike M, Kasente DH and Balihuta A (2002), Attendance Patterns and Causes of Dropout in Primary Schools in Uganda. Ministry ofEducation and Sports, Kampala
- Obong Florence Capuc (2006), Causes Of Poor Performance In Community Polytechnic Certificate Examinations, Kampala Uganda Wambuzi G. (2002). Sharing Our World. Macmillan, Kampala Uganda
- Wambuzi G. (2002). Sharing Our World. Macmillan, Kampala Uganda`