

**THE IMPACT OF ENGLISH LANGUAGE AS A MODE OF
INSTRUCTION IN KIBALE SECONDARY
PALLISA DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE AND
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DECLARATION.

I, AMULEN EVALINE declare that this research report is my original work and its contents have not partially been presented for an academic award by any person in any university or institution of higher learning.

Signature..........

Date.....30th.01.2023.....

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ENDORSEMENT BY THE SUPERVISOR

This research report has been prepared under my supervision upon appointment by Busitema University.

MADAM KWAGALA OLIVIA

SIGN.....*ok*.....

DATE.....*30/01/23*.....

DEDICATION

I Amulen Evaline dedicate my dissertation work to my beloved father Mr. Okurut peter Florence and my late mother Mrs. Amujal Florence Okurut and uncle Okwalinga Steven for their tireless sacrificial efforts, moral, social, spiritual, physical and economic encouragement, for laying the foundation upon which my bright future has been built, my entire siblings for both spiritual and financial support, and to my brothers, sisters and friends who have supported me in one way or the other.

ABSTRACT

The research report identified the impact of English language as a mode of Instruction in the Academic performance of students in Kibale secondary school in Pallisa district. The study focused on how the learner's attitude affected their performance in learning English in Kibale secondary school. It identified the different roles of teachers in relation to English language towards the performance of students in kibale secondary School. The researcher employed research methods like document analysis, questionnaires, sampling technique, observation and interviews to collect data. The data was categorized through the use of descriptive statistics like frequencies and percentages. These results identified that for the students to achieve in learning English as a medium of commutation and instruction, home environment, parental involvement, learners' attitudes and motivation would contribute to the development of English language. Besides that the role of teachers in setting good climate, improving on the student's communication skills was more valued in developing English language which was the mode of instruction.

TABLE OF CONTENTS

DECLARATION	Error! Bookmark not defined.
ENDORSEMENT BY THE SUPERVISOR	Error! Bookmark not defined.
DEDICATION	iii
ABSTRACT	iv
CHAPTER ONE:	1
1.0 introduction.....	1
1.1. Background of the Study.....	1
1.2. Statement of the problem	2
1.3. Purpose of the Study	2
1.4. Specific Objectives	2
1.5 Research questions	2
1.6 The Scope of the Study	3
1.7 Significance of the Study	3
2.0 LITERATURE REVIEW	4
2.1 introduction	4
2.2. English language learning and teaching in classroom	4
2.3 Attitude of language learning towards the learner’s performance	5
2.4 Attitude and motivation in language learning	6
2.5 Factors contributing to attitude towards second language learning.....	6
2.6 Home environment	8
2.7 Role of teachers	8
2.8 Effective language learners	10
METHODOLOGY	12
3.0 Introduction	12
3.1 Research Design	12
3.2 Data collection	12
3.3 Sources of data collection	12
3.4 Research Instruments	12
3.5 population sample	12
3.6 Sample size	13
3.7 Procedure for data collection	13
3.8 Data Analysis	13

3.9 Limitations of the study	13
PRESENTATION AND ANALYSIS OF RESEARCH	14
FINDINGS	14
4.0 introduction	14
4.1.0 Gender of the respondents	14
4.1.1 Age bracket of the respondents	15
4.2 Attitude Of The Learners Towards English Language	15
4.2.1 English as a fun subject to learn.	16
4.2.2 English as an interesting subject	16
4.2.3 Favourite subject	17
4.2.4 Parents support in learning English language.	17
4.3 Role Of Teachers In Teaching And Learning The English Language.....	18
4.3.0 Using English language in daily conversations	18
4.3.1 Developing teaching and learning materials and appropriate planning	18
4.3.2 Creation of a positive learning environment	19
4.3.3 Assessment of the learners	19
4.4 How English Language Influences The Learners Performance In Other Subjects.....	20
DISCUSSION CONCLUSION AND RECOMMENDATIONS.....	24
5.0 Introduction.....	24
5.1 summary of major findings.....	24
5.1.1 findings about the attitudes of students	24
5.1.2 findings on the role of teachers	24
5.1.3 findings on how English language influences students performance	25
5.1.4 Conclusion	25
5.1.5 Recommendations	26
QUESTIONNAIRES FORMS FOR TEACHERS	29
QUESTIONNAIRES FORMS FOR STUDENTS	32

LIST OF TABLES

<u>Table 4.1.0 A shows the gender of the respondents.....</u>	14
<u>Table 4.1.1 shows the age bracket of the respondents</u>	15
<u>Table 4.2.0 shows the ease in learning english</u>	15
<u>The table 4.2.1below shows English as a fun subject</u>	16
<u>The table 4.2.2 shows the English as an interesting subject</u>	16
<u>Table 4.2.3 shows the favourite subject of the students.....</u>	17
<u>Table4.2.4 below shows the support parents give their children when learning English</u>	17
<u>Table 4.3.0 below shows how teachers motivate their learners to use English in their daily conversations.</u>	18
<u>Table 4.3.1below shows how teachers develop the teaching and learning materials in classroom setting. 19</u>	19
<u>Table 4.3.2 below shows how teachers creat the positive learning environment.</u>	19
<u>Table4.3.3 below shows how often the teachers assess their learners.</u>	20
<u>Table 4.4.0 below shows the level that learners understand mathematical concepts in english.....</u>	20
<u>Table 4.4.1 below shows how students understand English language in different subjects</u>	21
<u>Table 4.4.2 shows how students understood mathematicas in relation to gender.....</u>	22
<u>Table 4.4.3 shows the effectiveness of English towards helping students understand the</u>	22
<u>Table 4.4.3 shows the ability of the students to understand the language and their fluency.</u>	23
<u>Table 4.4.4 shows the extent at which students are were able to understand English language to better their academic performance in other subjects.....</u>	23

CHAPTER ONE:

1.0 introduction

1.1. Background of the Study.

English is spoken in five countries as the native language and in numerous other countries as an official language and language of instruction. In countries where English is the native language, it is taught to speakers of other languages as an additional language to enable them to participate in all domains of life of that country. In many countries where it is an official language and language of instruction, which includes former British Colonies in Africa and Asia, students tend to use English in specific domains particularly in schools since it is the medium of instruction and the most communication outside of school is in local languages

In Kenya, English is taught and used as a second language, this elevates English to a higher status than other local languages since it is a national and also official language at the same time. English is taught as a compulsory subject in education sector where it is used as a language of instruction from primary schools, secondary school's colleges and universities(Ongondo 2009). English holds a prestigious position in Kenya and in the whole world with so many people learning it as a second language in Kenya, most of the students who complete school are not able to communicate fluently using English and those still at school are not able to interpret questions perfectly and this has affected their performance in English as a subject and other subjects.

In Uganda, English language was introduced in the early 19th century by the British Colonial Administration. Although the English is a foreign language to Uganda, it is however both the official and language of instruction in secondary schools. Given the importance of English language as a subject it is significant therefore for the learner to demonstrate such ability in the way they respond to questions at all levels and yet it seems not to be the reality in most Ugandan secondary schools.

Uganda is richly endowed with a diversity of languages and lot of dialects, these form part of the first languages that in turn affects the student's understanding and conformity with the second language which is English which serves as a medium of instruction in Ugandan schools.

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