

**THE IMPACT OF MOTHER TONGUE ON GRAMMAR AND SENTENCE
STRUCTURE ON STUDENTS IN SECONDARY SCHOOLS IN BUSIA DISTRICT**

BY

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Statement of Declaration:

I declare that this research is my original work, and its contents have not partially or wholly been presented for an academic award by any person in any University or Institution of Higher Learning.

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Endorsement by the Supervisor

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

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Date... 22/Feb/2023

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DEDICATION:

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Contents

List of Tables	8
INTRODUCTION:	9
1.0 Introduction	9
1.1 BACKGROUND OF THE STUDY	9
1.2 Statement of the Problem	11
1.3 Purpose of the study	11
1.4 Objectives of the study	11
1.6 Significance of the study	12
1.7 Conceptual Framework of the study	13
1.8 Definition of key terms:	13
LITERATURE REVIEW	14
2.0 Introduction	14
2.1 The positive impact of the mother tongue on the grammar and sentence structure:	14
2.2 The negative impact of mother tongue on grammar and sentence structure:	15
2.3 How the impact of the mother tongue on the grammatical and sentence structure of learners can be minimized:	16
CHAPTER THREE	17
METHODOLOGY	17
3.0 Introduction	17
3.1 Research Design	17
3.2 Study Population	17
3.3 Sampling Strategies	17
3.4 Data Collection	18
3.5 Data Analysis	18
3.6 Ethical Consideration	19
3.7 Limitations to the Study	19
CHAPTER FOUR	20
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	20
4.0 Introduction	20
4.2 Discussion of results	23
CHAPTER FIVE	26
SUMMARY, RECOMMENDATION AND CONCLUSION	26

5.0 Introduction	26
5.1 Summary	26
5.2 Conclusion	26
5.3 Recommendations	27
Appendices	30
APPENDIX A: QUESTIONNAIRE USED FOR LEARNERS	30
APPENDIX B: Budget:	32
APPENDIX C: WORK PLAN	32

List of Tables

Table 1: Sex of Respondents	19
Table 2: Tabular interpretation of local language use	20
Table 3: Local language use in school	20
Table 4: where/when/with whom learners use local languages	21
Table 5: Does local language affect performance in English	21

CHAPTER ONE

INTRODUCTION:

1.0 Introduction

This chapter consists of the study background, the statement of the problem, the aim/purpose of the study, the study objectives, the research questions, and the significance of the study, the scope and conceptual framework.

1.1 BACKGROUND OF THE STUDY

In the world today, due to globalization, English language is becoming an integral part of the daily activities of everyone (Kambala, 2021), where teaching and learning is mostly carried out in English language plus it being introduced as a subject of its own. In Uganda, students consist of many ethnic groups and cultures. Due to the cultural diversity, the country has a variety of languages that are used in everyday communication. Because each ethnic group has its own mother tongue, English language was adopted as an official language to be used in educational institutions and other official sectors such as trade, health, public addresses among others. Children are taught right from childhood in English language, but are free to interact in their mother tongues.

Mother tongues, as defined by Oxford (1990), is the first language that a human being masters from birth as they join their fellow humans of the same language community. This means that the mother tongue is the language with which an individual is most familiar and has been in contact with for a long time. As such, when introduced to the English language, it is undeniable that learners' mother tongues may impact their grammar and sentence structure, either positively or negatively, a language user's mother will have an impact on their second language (Erarslan & Hol, 2014).

According to Nguyen (2012), the mother tongue helps children to easily understand concepts; lexical or grammatical or academic. According to Padhila (2007), students that were used to their mother tongues in their daily activities easily transferred lexical and grammatical elements to their second language (English), which made it easier for them to grasp content. However, it is noted that those they also faced difficulty in using another language (especially when they have used

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