MOTHER TONGUE INTERFERENCE IN THE ACQUISITION OF ENGLISH AS A SECOND LANGUAGE

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CERTIFICATION.

I certify that this project work was actually carried out by BABAFUNMBI ADENIKE AJE under the supervision of Dr Ebenezer Ogunrinde with the matric number ENG/14/1955 in the department of English and Literary Studies in Federal University Oye Ekiti.

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DEDICATION

This project is dedicated to the almighty God, my parents and my siblings. Prince and Mrs B.O Aje, Bisola and Babasola.

ABSTRACT

This study examines the effects of mother tongue on students in their efforts to acquire English as their second language. My scope of study was limited to Ado Ekiti in Ekiti state.

For the purpose of the study, the following hypotheses were postulated;

There will be no significant difference in the vocabulary and grammatical patterns of the L1 (Yoruba) and. L2 (English language) in the acquisition and subsequent performance of students in L2, English language,

There will be no significant difference in the phonological and the orthographical patterns, of L1 and L2 and the way they affect student's mastery of L2.

There will be no significant difference in the way home and linguistic background of students affect their translation of utterances and writing of sentences. From the findings of this study, all the null hypotheses were rejected.

Relevant data were collected using questionnaires and test items. The research population includes one hundred and fifty students and twenty teachers randomly selected from two randomly selected secondary schools.

The data collected were calculated and analyzed in percentages. The following findings and conclusions were arrived at:

The difference in phonological and orthographical systems in English and Yoruba leads to linguistic interference in acquiring English.

Students' mastery of English Language is affected by home and linguistic backgrounds. The differences in the grammatical and vocabulary patterns of Yoruba and English interfere with the students' mastery of English.

On the basis of these findings, some recommendations were made to improve the standard of teaching and to limit the linguistic interference

ACKNOWLEDGMENT

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CHAPTER ONE

GENERAL INTRODUCTION

1.1. Introduction

Brief History of English in Nigeria.

English language is a world language. It is spoken as a first language in Britain and America. But it is spoken as a second language in many more countries of the world as a result of colonization. Although a second language, it can even be regarded as one of the major languages in Africa because it has become such a vital and essential tool in the daily lives of the people in the continent. In 1953 the United Nations Education, Scientific and Cultural Organization (UNESCO) published a report arguing in favor of mother tongue (First language) instruction. UNESCO noted that the benefits of mother tongue instruction are along many dimensions.

Psychologically, mother tongue language is the system of meaningful signs that in his mind works automatically for expression and understanding Sociologically, it is a means of identification among member of the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium (UNESCO, 1953, p. 11).

A language is a second language when it is chosen as the official language of a people who have other languages. In several countries of Africa, including Nigeria, it is the official language, the language of government, education, administration and general national and international transactions. It also, in these countries, serves as the language of the law courts, the mass media and commerce. In many of 'such countries, it did not become important by choice. It

is the major aspect of British colonialism which has stuck like glue years after the countries regained their independence. Text books have remained in English especially in countries like Nigeria where there are numerous indigenous languages which deter curriculum planners from providing texts in so many languages.

In many African countries today, there could be no serious interchange of professional knowledge, no education beyond the primary school level, without the English language. The multiplicity of languages has seen to this and has placed English language in a very superior position as unifying force and will likely remain so for a very long time.

In Nigeria, the role of English is quite important especially since the problem of multiplicity of languages is really acute. It is, therefore, not foreseeable in future that any one language group will dominate the others successfully to become accepted as the language of education and government.

The assertion is without prejudice to the Federal Government of Nigeria s selection of Hausa,Igbo and Yoruba as her National languages. The importance of English language is so acutely felt that it has remained a compulsory school subject and a pre requisite for further education. Without a pass at the credit level, one does not hope to advance further in the country s educational ladder. This is the reason behind parents worry about their wards level of performance in the language. Such parents are quick to identify lapses which are sometimes erroneously regarded as marks of falling standards. Since English is needed for both internal and external communication, the teachers of the language have a lot of work to do. The major implication of the status of the language in Nigeria, and Africa as a whole for the teacher is that students must be led to learn to use what is internationally acceptable, not only in

structural usage but also in pronunciation and general usage. Spoken and written language must be intelligible for successful internal and external communication.

Whenever a second language is used as a language of education, it is only reasonable for us to 'accede that even the most elementary facts and ideas cannot be learnt until the child has acquired the language of instruction, at least in its oral form. The Mother Tongue is the language of the home, the language with which the child grew up; the language of his immediate community. Its importance in the education of the child cannot be questioned. Merriam-Webster defined mother tongue as 'the language that a person learns to speak first. A child, having spent his formative years at home and having learnt the language is best equipped to learn in it. Through this medium, a child can study almost any learning matter. Educationally, therefore, the mother tongue is very important. Where a foreign language has been adopted for use as a second language, it is only reasonable to set in motion activities that would lead to its mastery before it is used for teaching and learning.

There are other problems that can face a child whose mother tongue is different from the language of the school. He often tends to think in his mother tongue while expressing himself in the second language. This usually encourages rote learning and so impairs understanding. There is also the question of educational loss especially in systems where the use of the second language begins too early in the first few years of school. Such educational loses make it mandatory for a child to begin his educational career through his mother tongue while learning the second language as a school subject. With such a practice, the transition from home to school is gradual and rewarding.

1.2. Statement of Problem

The use of a particular form of a language by an individual reflects the individual s social status. That is why Blackar (1999) says, we actually live and behave in a world of language. Hence, the use of language to an extent is an item which reflects social identity.

In a politically, socially, culturally and linguistically diverse society, the learning and usage of a second language becomes very necessary not because it makes possible mutual interaction. In our Nigerian society, such is the situation because Nigeria has a geographical and political entity as was colonized by the British who were from a different linguistic background but English was adopted as a medium of communication and interaction.

Wilson and Smith (2009) states that, it is widely held and proven that human beings are disposed to learning certain types of language . This innate disposition enables one to acquire a first language and learn a second one. This ability however, differs from one individual to the other and this is what Elindor (1989) described as linguistic inequality a striking difference in the lexis users the difference that exists between these two speakers enables us to assess them as one belonging to a higher class and the other to a lower class in the social strata.

When we listen to most students in secondary schools in Ekiti traces of interference are observed. If we listen to some students and also listen to a monolingual student who is a speaker of Yoruba, we notice an obvious difference. We realize a considerable element of English in the student of Yoruba origin. Linguistically, the effect is located at the phonological level

When we also listen to the secondary school students in Ekiti at the phonological level, we hear how sounds in Yoruba are reproduced in terms of English; interference occurs. Here lies the problem which this study seeks to investigate.

1.3. Delimitation of the study

This project examines the effect of language interference on the academic performance of students in secondary schools in Ekiti and few challenges might be encountered in the course of this research which include;

Finance will be a great constraint. Cost of research questionnaire, transportation, time factor and other miscellaneous requirements that aid in carrying out this research successfully might be difficult to come by.

Also, there might be a problem of getting relevant data for this project work from the secondary school students; as students might feel reluctant to collect the questionnaire and to answer my proposed questions. And the lack of power supply might hinder the progress of this research.

1.4 Scope of the study

Language cannot be studied in isolation from the society, because men make up the society and the importance of language to man has remained unchallenged by any scientific linguistic research. Also, the importance of a second language that has almost assumed status in the society cannot be dismissed with a wave of hand. This research work will attempt investigating the effect of language interference on the academic performance and speech production of secondary school students in Ekiti state, focusing on the state capital.

1.5 Aim and objectives of the study

1.5.1. Aim of the study

This study is aimed at identifying the effect of language interference on the academic performance of students in secondary schools in Nigeria using Ekiti State students as case study. Owing to the importance of language to the Nigerian society, this research seeks to state the effect that language interference has on the academic performance of students and teachers competence, since English language is the second language they come in contact with in almost every subject in school.

1.5.2. Objectives of the study

1. To find out the level at which mother tongue can interfere in the learning of English language in secondary school.

2. To investigate the speech qualification of English teachers using questionnaires. Using Ekiti State as case study

3. To know how teachers makes use of correct teaching methods during the teaching of English language in Ekiti state.

4. To investigate whether background and environment also influence language. In order words to find out, how the language used in the child's immediate environment influences a child's use of language.

1.6. Significance of the study

This study will help to expose the numerous factors that influence the interference of the study of English language by the mother tongue or native languages. It will also identify the

effects of this interference on other study area that are based on the use of the English language as the basic communication.

This study will enable teachers to identify their problems in English language. This study will also enable student to understand how to make use of English words especially in pronunciation, intonation and phonetics. It will also enable the teachers to make more research on the use of English language.

Since English language has been used as a second official and sometimes even as a foreign language in Nigeria for a long time and give the inescapable behavior of language in contact, it is normal to expect it to have factors which can identify itself as bonafide subject, dialect, variety or idiom of world English. These may be seen as research findings relating to interference, derintation and creativity as are seen to obtain among speakers. In Nigeria, English is now the term Nigerian English is used to refer to the subject of English spoken or written by Nigerians, it is commonly known that the features of Nigerians English language, like those of other new English, are essentially inherent particularly at the early stages of learning by the mother tongue features.

In essence, this research would identify the causes of these interferences which shall include the various levels of interference; the learners home and linguistics background to English language; the differences in the patterns and structures of English language and the native language or mother tongue and the qualifications of the teachers who teach the subject. After which, a possible solution to help enrich the teachers and pupils understanding of the various aspect L1 and contact language will be provided. The essay intends to suggest possible

solutions that will take care of the interference problem in the students bid to acquire English as a second language.

1.7. Research questions

This research is guided by the following questions;

a.   Are students encountering difficulties in their academic performance?

b.   Are there noticeable differences when these students speak another language outside their mother tongue?

c.   At what level of linguistics is interference most noticeable among the secondary school students using Ekiti State students?

d.   Are code-mixing and code-switching predominant features in language interference?

f.   Will students notice the transfer of their indigenous language intonation patterns while speaking their second language?

The formulation of these questions was based on the consideration of the linguistic and socio-linguistic features among secondary school students in Ekiti State.

1.8. Justification of the study

This research topic   Mother Tongue Interference in Second Language Acquisition" is important because the problem is obvious in almost all the secondary schools in Nigeria. Some authors have outlined the problems confronting second language acquisition in Nigeria but few have

given us solutions. This research is set to look into the problems and proffer solutions to them with top priority given to the phonological aspect.

1.9. Conclusion.

This chapter basically discusses the introduction and basics of this research. It also indicates the purpose and aim of the research.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

Today, it is not uncommon for English language teachers to complain about the extremely poor standard of students in English language. On the other hand, there are a few of the students whose written and spoken English hardly reflect their educational attainment. For instance, it is not uncommon to hear a secondary school pupil say: my little brother is eating his big finger   , when he actually means   my little brother sucks his thumbs   .

One of the causes of such short coming could be traced to the problem of English language coming in contact with the mother tongue where English is the L2. As noted by Weireith (1968), he said that when languages come into contact, they are bound to influence each other positively or negatively. In a case of languages coming in contact, it is expected that the first language (L1) or mother tongue will, in many ways interfere with the acquisition of the

L2.what usually happens is that the pattern of L1 tends to be transferred unconsciously into the L2, which in this case is the English language.

In this chapter therefore, the research will review the available literature on   Mother Tongue in the acquisition of the English language as a second language , and the likely factors responsible for such interferences.

2.2. The mother tongue interference.

Many researches have already been done in the area of native language interference in the target language. However, the essay gives an account of the following readings about the topic under study. Ellis (1997) refers to interference as   transfer' that s the influence that the learner s Ll exerts over the acquisition of an L2.   He argues that transfer is governed by learner's perceptions about what is transferable and by the stage of development in L2 learning. In learning a target language, learners construct their own interim.

According to Bhela (1999) 'although foreign language learners appear to be accumulating enough knowledge, they come across problems organizing coherent structures when speaking relying on mother tongue structures in the foreign language, showing a gap between gathering knowledge and producing orally'. In the cases in which the gap increases and becomes more complex to solve thus, the possibility of mother tongue interference emerges. Odlin. (1989). defined the mother tongue interference as the   negative transference of linguistic patterns   . This means that students take the structure belonging to the mother tongue to construct messages in the foreign language, constraining their learning about new elements. Since they start making performance mistakes that gradually become competence errors.

Kohn (1986) stated that. "As a learning process, transfer supports the learner's selection and remodeling of input structures as he progresses in the development of his inters language knowledge. As a production process, transfer is involved in the learner's retrieval of this knowledge and in his efforts to bridge linguistically those gaps in his knowledge which cannot beside stepped by avoidance."

According to Ashworth (I992) ' the mother tongue or native language is the language which the person acquires in early years and which normally becomes his/her natural instrument of thought and communication'. An online article, entitled "Mother Tongue" defines mother tongue (first language. native language or vernacular) as the language a person learns first. And correspondingly the person is called a native speaker of the language The American Heritage Dictionary of the English Language Skiba. (2000) defines mother tongue as one s native language; the language learned by children and passed from one generation to the next; it is received by birth or from ancestors.

On the other hand, Ashworth (I992) states that 'the second language is a language acquired by a person in addition to her mother tongue'. A similar definition of second language is given by the American Heritage Dictionary of the English Language mentioned above as the language you learn and adopt after learning yours. In his own View, Parry (1982) said that ... 'lack of mastery in the English language is due to the environment of the child'. Although English language is the pupils' L2, it is not the language of the community in which he lives. The language of the community is significantly different from English language. Parry (1982) added more that ... 'the child has little opportunity to speak or hear English, thus, he cannot acquire the fluency needed to cope with the secondary school course'.

On how home background affects the students' acquisition and mastery of English language, Ajayi (1977) said that students fed alien to the English language because of lack of initial exposure to the language within the family unit. He then said that students transfer this poor background into schools and this hinders their performances in the acquisition of the language.

Still on home background, Goldstein (1976) said ... the fact that much of the child's educational development takes place at home before he begins to attend school is an obvious fact. For instance, middle class home tends to provide environment more conducive to success in schools than to those of lower class families.

Weireth (1968) writing on environment said that ... when two or more languages are-being used in an environment or by an individual, then the concept of bilingualism is at play. This means that individuals within such an environment are going to acquire the two or more languages in use in that environment simultaneously or one after the other. Thus, two or more totally different or fairly similar or else very similar languages are being acquired by the individual in the community. The learner is therefore basically going to transfer his knowledge of his L1 into the learning process of his L2 so as to enhance the easy acquisition of his L2 and attempt to suppress features of his L1 which differ markedly from those of the L2 for an easier acquisition of his L1.

Besides the environment of the learner, the type of primary school he attended before going to the secondary school and his linguistic experience and exposure can also contribute in no small measure to the problem of interference. Obanya (1982), referring to the problem of writing English in schools, noted that ... at the primary school level, the typical Nigerian Child

has not done much writing in English. Writing further, he said that ... because of lack of written exercises in English at the primary school level, when the students get to the secondary school, they have to start learning the spellings and the punctuations in the English conventional way which is quite different from the conventional way of writing Yoruba which they are very much used to. This type of interference can be both orthographical and lexical.

Tiffen (1969) stresses the fact that the students   foundation in the primary school are inadequate and this aggravates their problems in studying English in the secondary school. He said that primary school children are often exposed to the poor, non-standard English of many teachers and fail to acquire the necessary skills in English language. Furthermore, Tiffen said that the local language is used as the medium of instruction in the first three years of primary education in many places and the resultant effect of this is the students   poor acquisition of and performance in English language at secondary school level.

The problem of interference is not restricted to pupils alone, it also affects the teachers. According to Bamgbose (1975) ... 'grammatical and linguistic problems are caused by the mother tongue interference which is encountered by both the teacher and the learners. Both of them have some phonological problems peculiar to their ethnic group and this affects their effective acquisition of the language.

2.3. Second language acquisition

Marysia (2004. p.8) observes that language acquisition is innately determined and that we are born with certain systems of language. This is supported by different linguistic scholars. For example. Chomsky (I975. p.26) asserts that each human being possesses a set of innate

properties of language which is responsible for the child s mastery of the native language. He further argues that this language mechanism defines the forms in which language may take. The innate properties of language are as well underlined in the philosophy of idealism. Plato puts it that we are born possessing all knowledge and our realization of that knowledge is contingent on our discovery of it'. All that we know already come pre-loaded on birth and our senses enable us to identify and recognize the stratified information in our mind". Marysia (2(1): p. 34) distinguishes between acquisition and learning: Acquisition is a sub conscious process which leads to fluency, learning on the other hand is a conscious process which manifests itself in terms of learning rules and structures.

Krashen (1985. p. 39) maintains that there are three operative internal processes when learners acquire second language. These are the monitor, filter and organizer. The monitor is responsible for conscious learning and has nothing to do with acquisition. Brown (1973. p. 21) claims that filter are responsible for extent in which the learner's acquisition of the second language is influenced by the social circumstances such as motivation and effective factors like anger and anxiety. The organizer determines the organization of the learner's language. It organizes the usage of incorrect grammatical instructions and provisional precursors, grammatical structures, the systematical occurrence of errors in the learnt item.

2.3.1. Processes of Second Language Acquisition

Proponents of second language acquisition theories, including Oliveri and Judie Haynes, another ESL teacher with 28 years of experience, identify five distinct stages of second language acquisition as originally espoused by linguist Stephen Krashen. These include the following:

1. Silent/Receptive

This stage may last from several hours to several months, depending on the individual learner. During this time, new language learners typically spend time learning vocabulary and practice pronouncing new words. While they may engage in self-talk, they don t normally speak the language with any fluency or real understanding.

This stage is controversial among language educators. Ana Lomba disagrees that second language learners are totally silent while they are in this first learning stage. Instead, Lomba states that speech is fundamental in language acquisition and learners excel in language acquisition when they apply what they learn as they learn it.

2. Early Production

This stage may last about six months, during which language learners typically acquire an understanding of up to 1,000 words. They may also learn to speak some words and begin forming short phrases, even though they may not be grammatically correct.

3. Speech Emergence

By this stage, learners typically acquire a vocabulary of up to 3,000 words, and learn to communicate by putting the words in short phrases, sentences, and questions. Again, they may not be grammatically correct, but this is an important stage during which learners gain greater comprehension and begin reading and writing in their second language.

4. Intermediate Fluency

At this stage, which may last for a year or more after speech emergence, learners typically have a vocabulary of as many as 6,000 words. They usually acquire the ability to communicate in writing and speech using more complex sentences. This crucial stage is also when learners begin actually thinking in their second language, which helps them gain more proficiency in speaking it.

5. Continued Language Development/Advanced Fluency

It takes most learners at least two years to reach this stage, and then up to 10 years to achieve full mastery of the second language in all its complexities and nuances. Second language learners need ongoing opportunities to engage in discussions and express themselves in their new language, in order to maintain fluency in it.

The key to learning a new language and developing proficiency in speaking and writing that language is consistency and practice. A student must converse with others in the new language on a regular basis in order to grow their fluency and confidence. In addition, Haynes says it s important for students to continue to work with a classroom teacher on specific content area related to the new language such as history, social studies and writing.

2.4 Mother tongue interference on English Language

Linguistic interference obtains at the phonological, grammatical and semantic levels. When a learner is confronted with a new language, he usually faces problems arising from the differences between the linguistic system of his L1 and the L2.

2.4.1 Pronunciation

From the foregoing so far, the importance of mother tongue in the learning of English cannot be overemphasized. Language is said to be universal so these issues are not peculiar to Nigerian context. it is therefore necessary to tackle the issue of interference to bring a free flow from mother-tongue to the learning of English among children.

Errors may occur due the fact that some of the English sounds are not found in their mother-tongue. It has rightly been observed that in the first language learning, the learner is highly motivated and is surrounded by a conductive linguistics environment, the kind that the second language lacks. This implies that though language learning is generally difficult, second language learning has greater problems which results in the greater number of errors in performance of second language users (Onuigbo. 1984 cited in Aladeyomi and Adetunde. 2007).

Bhelda (1999) opined that in as much as the second language learning environment encompasses everything the language learner hears and sees in the new language. the learner s goal is the mastery of the target language. The learner begins the Ieaming task of learning a second language from point zero (or close to it) and. through the steady accumulation of the mastered entities of the target language, eventually amasses them in quantities sufficient to constitute a particular level of proficiency. Ll interference when speaking or writing in a second language is generally a lifelong experience which needs continuous attention. sometimes even up to adulthood the lexical stress patterns of their mother tongue in their second language (English) oral production, are not shaken off in spite of years of teaching and listening.

Interference can be identified according to regional variations in Nigeria, especially, in phonology and lexis. Certain pronunciations are identified with members of an ethnic group and when all the markers of the group s accents are present in a particular speaker. one can be fairly

certain that the speaker in question is a member of that ethnic group by birth or upbringing. or both. So, it is easy to identify Yoruba. Igbo. Tiv, Hausa speakers, just a few out of about 400 languages in Nigeria (Idowu, I999).

Onike (2009) posited that interference is a psycho linguistic concept which is a reality in language learning. Errors in second language learning are partly attributable to interference. Theorists of interference believe that acquisition of the first language usually affects performance in subsequent language acquired. Interference as a linguistic problem is common in communities where second languages (usually the lingua franca) must be learnt. In other words, interference is a term which refers to a situation whereby two different languages overlap. Interference is either positive or negative transfer of the linguistic knowledge of a language into performance in the other. Negative transfer pertains to difficulties in using the target language which are mainly attributed to mother tongue interference. Positive transfer however implies the ease or facilitation in learning the L 2 resulting from similarities between the L l and L 2.

2.4.1.1 Two types of interference can be distinguished.

The first type is the proactive interference. This is an interference phenomenon that helps in the acquisition of the target or subordinate language. For instance, the presence of certain consonants and vowels in Nigeria indigenous languages facilitate the acquisition of such similar sounds of the English language. Such sounds include bilabial plosive voiced /b/, voiceless alveolar plosive /t/, /d/ as well as short vowels such as /i/, /u/, and /e/.

The other type of interference is the retroactive type; this type retards the process of the acquisition of the target language. According to Bamgbose (1971), most of the phonetic

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characteristics in the English of Nigerians can be traced back to the transfer features from their local languages (see some examples below).

Yoruba

Yoruba people are one of the largest ethnic groups in West Africa. The majority of the Yoruba speak the language which is said to be a tonal language just like lgbo and Chinese. The Yoruba constitute 30 million individuals throughout West Africa and are found predominantly in Nigeria with approximately 2% of its total population.

Yoruba live in Western part of Nigeria. Ekiti, Lagos, Ogun, 0ndo, Osun, Oyo, Kwara, Kogi state as well as Edo. There are also substantial indigenous Yoruba in the Republic of Benin. Togo, Jamaica, Brazil, Bahamas, Ghana, USA, Guyana to mention a few (Wikipedia. 2009).

The sound system of their mother has a considerable effect on how the students acquire and use English. According to Tiffen (1969) ... each language has a different sound system, a different set of meaningful sounds contrasts or phonemes as they are called. He further said that Yoruba works on seven vowel system while English Works on twelve pure vowels plus eight diphthongs and the learner of English tends to transfer his own sounds to the English he learns. Tiffen (1969) gave the following examples: The long and the short vowels contrast as in "Lid" and "lead" are rarely made; in both cases, the student uses (the long Vowel). Also, the English central vowels/ /and / :/ as in 'better' /b :t / and 'fur'/f :/ present a lot of difficulties for the students. This is simply due to the fact that the two vowels are not present in his sound system. Diphthongs too are often reduced to, singular vowels; like in 'snake' /sneik/ the student pronounces /snek/

Some of the English consonants are absent in Yoruba Examples are[z as in zip, t as in church /tʃ:t / , V as in 'very' -/veri/ as in measure -'/me /. as in 'truth' /tru / , as in the-/ / and as in 'judge'-/ / and for all these, the students use:[s,f, , ,j,a,t,d,j] respectively. There is also difference of sound distribution, that is, the syllabic structures of the two languages. In English syllables, we have consonant clusters unlike the Nigerian languages, particularly Yoruba that operates open syllable structure. For instance, English works on Cö-3VCo-4 which means we can have up to three consonants clustering at the initial position of a word before the nucleus vowel and up to four consonants clustering at the final position after the vowel. Thus, when there is CCVC (i.e. two consonants before and one after the vowel) as in 'Bread' /br d/, the tendency is for the L2 learner to introduce his syllable system of CVCV ... for /buredi/. Differing stress and intonation system often affect the way students acquire and use English. For instance, while English works on stress marks and intonation (secondary and primary stresses), the Yoruba is a tone language (i.e. high tone (), mid tone (-) and low tone (ˋ). Also, differences in grammatical patterns pose a lot of problems for learners of L2.

2.4.2. Grammatical level of Interference

On vocabulary, Bamgbose (1982) said that ... many English lexical items have developed special meanings in Nigerian usage. He gave the following examples:

WORD   USAGE

BRANCH: (call on-   (I am going to branch at my

one s way to   Uncle s house)

another place)

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11. GLOBE: (Electric   (No light because there is

bulb)   no globe)

111. DROP: (alight   (I will drop at the round

from a car)   about)

Still on vocabulary, Bamgbose (1982) went further to say that students misuse some words like

"lend and borrow   ,   hear and perceive". For instance, a student can say: "I hear the odor"

   I borrowed him my pencil"

Because of the meanings the words have in Yoruba Bamgbose (1982) said phonologically, there is substitution of Yoruba sounds for English words. For example, pairs such as "beat" and "bit", "cord" and   cod   are pronounced alike without any distinction of vowel length or quality ... Syntactically, he said there is the use of the Yoruba topic construction in place of sentence stress. For example, instead of 'this man hates me', what we hear is "This man, he hates me   . Bamgbose concludes by saying that ... there are quite a number of words whose meaning in Yoruba is transferred into English. For instance, the Yoruba word for "visitor" translates into English "stranger   . So when the Yoruba person says in English, "You have a stranger", what he really means is 'there is a visitor for you   .

2.4.3. Semantic level of Interference

On spelling, Tiffen (1969) said ... another source of interference lies in the irregularity of English spellings which causes students to pronounce words as they are spelt. Examples are 'demise' -/dimais/, 'insatiable' _/insei bl/ 'goal'-/ eil/. The Nigerian languages orthography is

comparatively regular; that is, there is close correspondence between sound and letter, unlike in English where same letter or combination of letters may have quite different sounds in different words. For instance, 'a' in 'father' /fa: /, 'fall' -/ f :l/ and 'any' /eni/

Talking about structural differences, Obanya (1982) said that ... English language combines its words to form acceptable sentences in ways that are unique to specific languages. In syntactic pattern, what is acceptable differs from one language to another... He gave the following examples:

"A round box" in English means "Apoti roboto" in Yoruba, that is "a box round" which is not conventionally acceptable in English.

0n structural relationship, Adekunle (1979) said that ... it is possible to discover the effect of language interference in some structural relationships, like the use of reflexive pronouns. He said that the English uses three forms to indicate three types of reflexive actions as follows:

a) We love ourselves i.e. (everybody loves himself)

b) We love each other i.e. (one person loves the other and vice versa)

c) We love one another i.e. (mutual love among more than two people).

As a result of the pattern in Yoruba, it is the form (a) that is used for all the three forms. Thus, L1 learner or L2 would say "we love ourselves" in the three cases above.

Adekunle (1979) went further to say that unlike English words, most of the Nigerian native words are monomorphic; that is, not divisible to smaller meaningful units. In English

words, there are inflections for noun: and verbs unlike the Nigerian languages where independent articles are used with words.

Translation is another problem that arises from linguistic interference. Anthony (1972) writes on this by saying that it is perhaps a truism to suggest that if a person knows Yoruba, he will understand more of the syntax and hence, more of the meaning of a mediocre Yoruba candidate's English essay than if he does not.

Abiola. (1977) said that another thing that hinders students' mastery of English language is the clash in conceptionalization thus created by the translation of another tongue to a foreign language. This, he says determines the child's linguistics competence in understanding and mediating the new forms of learning present in school. Speaking generally on interference and mastery of L2, Banjo and Unoh (1976) say that mastery of English depends on the learner's ability not only to express his meaning but express it in the most appropriate structure in any language.

2.5. Conclusion

Mother-tongue has been identified as a panacea for the acquisition of L2 in Nigeria, which for majority senior primary school pupils it is English language. Therefore, its importance should not be underestimated. This paper recommends that teachers of English language should be dedicated and patient in handling these children in developing their speaking skill as a foundation.

Teachers should make effort in designing children friendly activities in class as regards to remedial drills in correcting errors transferred from mother tongue according to the need of the

ethnic group of an environment. This is in line with what Oglan 1997 cited in Oluwole (2008) stressed that an activity classroom where learners especially at the primary school level, aiming to make learning fun should be encouraged.

CHAPTER THREE

METHODOLOGICAL DETAILS

3.1 Introduction

This chapter presents the research procedure. The researcher provides the detail of the method of research used in collecting data for the project which also includes the instrument used. It defines clearly the target population for the research, the data gathering instrument used for the research, the procedure for data collection and also the data analysis techniques. This work also made use of primary and secondary sources of data.

3.2 Methodology

This research is to analyze the use of language in secondary schools in Ekiti State using the two sections (public and private schools) through the means of questionnaires.

This research will analyze the results gotten from questionnaires distributed to the students. Their teachers will also be carried along in the exercise, especially English teachers.

It is a common believe in Nigeria that children from poor background and children who grew in the slums are more affected by mother tongue interference; public schools in Nigeria accommodate most of these kinds of students and also teachers alike. So, most of the questionnaires will be focused on this aspect of people.

The data will be analyzed using phonological rules because this is the most pervasive type of interference according Romaine (1989, p.52).

In the process, if tape recording will be useful, it will also be used to record some selected people in the school and oral interviews can also be conducted.

These are some of the methods that have been chosen for the success of this work.

3.3 Research design

This research was designed to investigate the interference of mother tongue with English language during the course of English language teaching as a second language and also during speech making. For this purpose, two sets of questionnaires were designed. The first set of questionnaire was designed for teachers of English in the two randomly selected secondary schools which are Government College Ado Ekiti and Greater Tomorrow Model College Ado Ekiti. The questionnaire was to obtain useful information about the teachers of English language on:

(i) Their qualifications,

(ii) Adequacy of text books and its effective usage

(iii) Phonological and orthographical problems arising from students   work.

The second set of questionnaire was designed for and administered on the one hundred and fifty randomly selected students from the two randomly selected schools. It was to find out their linguistic background and possible interference of the mother tongue with English language.

The last items given to students included:

(i) Dictation of five pairs of words very near in sound but with different spellings;

(ii) Translation of five Yoruba sentences to find out the effect of transliteration on English language.

3.4 Research instrument

The main instrument used for this study was the questionnaires. Two sets of questionnaires were designed for this purpose. The first questionnaire, meant for the teachers, was to obtain useful information about the teachers' qualifications, availability and suitability of text books the way English language is taught and the students' oral or spoken English competence as observed by the teachers. In some cases, teacher's qualification is a hindrance to a child's fluent acquisition of a second language. Some schools have teachers who speak Yoruba English, pidgin and even Yoruba while teaching. This questionnaire is not limited to only English teachers but also other teachers of the research population.

The second questionnaire, meant for the students, was to find out their linguistic background. The test items given to the students included dictation of five pairs of words, each pair very near in sound but different in spellings. The other test item was on translation which was to find out the effect of transliteration on English language thereby discovering the possible

interference or otherwise of, mother tongue and English language. There were five sentences in mother tongue for the students to translate into English language.

3.5 Sampling and sample procedures

3.5 Description of the Sample and Sampling Procedures

The participants for this study were students and teachers of English in Ekiti. The sampling was through probability and non-probability sampling techniques. Precisely, the study employed simple random sampling, systematic random sampling, stratified sampling and purposive sampling as discussed in the sections that follow

3.5.1 Sampling of Schools

Two schools were selected to stand as whole for bothering private school and public school setting. The schools were sampled through simple random sampling.

3.5.2 Sampling of Students

Students from SS1 to SS3 were considered in this study. Gay. Mills and Airasian (2009) observe that in sampling, 20% of the target population is adequate for a population size of between 501 1000. Therefore, with a target population of 750 the researcher picked 150 students which were 20% of the sample population. The 20% of the selected students' population was evenly distributed between the classes. With a sample of I50 students from the 2 schools, Systematic random sampling was used to select participants from each class. A class list for each class was obtained and every nth student was picked. For instance, School A had a class of 39 48 SS 3 students; every second student was picked from class list to get 24 students from that class.

Effort was made to ensure that equal number of girls and boys were sampled separately through stratified sampling since all sampled schools were mixed schools (stratified sampling ensures that different groups of the population are represented in the sample).

3.5.3 Sampling of Teachers

Teachers were selected from the sampled schools using purposive sampling. Purposive sampling is where the choice of units depends on the subjective judgment of the researcher (Mertens. 1998). This means the researcher selects the subject based on his/her views that such person has the relevant information which is important to the study. All English teachers were selected from the schools that were selected to make a total of 20 English teachers. English teachers were selected because they were considered to have relevant information about the influence of mother tongue in performance of English.

3.6. Procedure for data analysis

The data obtained from the study was analyzed according to the sections of the problem under investigation following the postulated hypotheses; Teachers' questionnaire was analyzed into three categories viz:

(1) Subjects' qualification

(ii) Adequacy of test books

(iii) Vocabulary and grammatical differences;

while the students' questionnaire was analyzed under the home and linguistic background.

The measure used in analyzing the data is the percentage.

3.7 Conclusion

This chapter discussed the method and the instrument used in data collection. The next chapter (chapter four) will focus on presentation and analysis of data.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION 0F FINDINGS

4.0 Introduction

This chapter presents, interprets and discusses the findings in relation to research questions under the following themes: questionnaire return rates, background information of participants and prevalence of use of mother tongue. It also discusses the findings on perception of teachers and students on the influence of mother tongue on performance of English measures taken to curb use of mother tongue and challenges brought about by use of mother tongue. The

chapter finally presents findings on strategies to improve performance of English in secondary schools in Nigeria.

4.1 Questionnaire Return Rate

The researcher administered a total of 150 questionnaires in 2 secondary schools in Ekiti state. All the questionnaires were returned which translated into a return rate of 100 percent which was very appropriate for this study. This high return rate could be due to the fact that the researcher administered the questionnaires himself and waited for students and teachers to fill and then collected them on the same day. According to Henman and Hedbom (1979) 70 % or higher questionnaire return rate is very good. Hence, the researcher analyzed a total of 150 questionnaires. Interviews were conducted in the 2 sampled schools. The interviews focused on the 20 teachers in the 2 sampled schools. This enabled the researcher to ask specific questions which led to answering the research questions.

Research Question 1

Table 1: Teachers   response to their teaching qualification.

ITEM	NO OF RESPONSES	%
graduate with the teaching qualification(i.e B.Ed (ENG))	6	30

Graduate without teaching qualification	5	25
N.C.E teachers with English as major	3	15
N.C.E teachers without English as major	3	15

From the result above, it can be Seen that 30% Of the respondents had teaching qualification as graduates while 15% had teaching qualification as N.C.E. Forty 40% of the respondents had no teaching qualification while 15% had below N.C.E. certificate.

Table 2: Teachers   response to the adequacy of text book

ITEM	NO OF RESPONSES	%
Text books adequate	12	60
Text books not adequate	8	40
Total	20	100

It could be seen from the table above that 60% of the respondents believed that the text books, used in teaching English were adequate while 4O% of the S_s indicated that text books were inadequate.

Table 3: Responses of teachers as regards traces of direct translation in pupils work (vocabulary and grammatical patterns)

ITEM	NO OF RESPONSES	%
Traces of direct translation from Yoruba to English	20	100
No traces of direct translation from Yoruba to English	-	-
Total	20	100

It is evident from the table above that 100% of the respondents noticed traces of direct translation from Yoruba to English in the work of their pupils

Table 4: Students   response to their home and linguistic background

ITEM	NO OF RESPONSES	%
Students whose parents are graduates and N.C.E holders	60	40%
Students whose parents are secondary school dropout	65	43.3%6
Students whose parents are	25	16.6%

stark illiterates		
Total	150	100%

The findings from this table show that 16.6% of the S_s sampled for this Study, are from illiterate parents while parents of 40% of them are WAEC and Primary School Certificate holders, The remaining 40% are students

4.3 Prevalence Use of Mother Tongue

This section seeks to answer research question one. Research question one sought to find out the prevalence of use of mother tongue in secondary schools in Nigeria using Ekiti as case study. The prevalence of use of mother tongue was investigated through various items of the questionnaire. Both teachers and students were asked whether they used mother tongue and code switched. They were also asked the frequency in which they used mother tongue and code switched.

4.3.1 Students   Response on Prevalence Use of Mother Tongue

In finding out the prevalence of use of mother tongue, students were asked questions that sought to find out whether students and English teachers switched languages (code-switched).

Table 5 shows a summary of the findings.

ITEM	NO OF RESPONSES	%
English/Yoruba language mix	45	30%
English	23	15%
Yoruba	82	55%

Table 6 above shows that 55% of the students spoke in their mother tongue while 15% Spoke in English, and 30% in mixed language, that is, English and their indigenous language. With such a high prevalence of use of mother tongue, there is a high likelihood for mother tongue to interfere with performance of English as Njoroge (I987) indicates that high prevalence of use of mother tongue influences the performance of English

4 3.1 Teachers   Responses on Prevalence of Use of Mother Tongue

The study sought to find out whether teachers use mother tongue and code switch in class. Teachers were required to respond to the question on how often they speak mother tongue in class and how often they switch languages they were also asked how often students speak in mother tongue. Table 6 summarizes the responses to these questions.

Table 6: **Teachers   Responses on Prevalence of Use of Mother Tongue**

ITEM	VERY OFTEN	OFTEN	RARELY	NOT AT ALL
How often do you speak using mother tongue in the classroom	-	-	-	100%
How often do you code switch during teaching	-	40%	60%	-
How often do you speak mother tongue in school	60%	-	30%	10%

Table 6 shows that (20) l00% of teachers indicated that they did not speak in mother tongue in class. However, a majority of teachers, 60% confirmed that they rarely switched language while 40% continued that they often switched language. None of the teachers either code switched very often or never code switched. Therefore, according to the findings, all teachers code switched languages. Since all English teachers agreed that they code switched, this indicates a high prevalence of use of mother tongue since code switching permits the use of mother tongue. This has an eventual influence in performance of English.

A majority of teachers 60% pointed out that students used mother tongue very often while 30% indicated that students used mother tongue rarely. Only 10% indicated that students never used mother tongue. Therefore, a total of 90% of the teachers indicated that students used

mother tongue very often and students used mother tongue rarely. These findings confirm that the prevalence of use of mother tongue in secondary school is very high.

Table 7:

ITEMS	NO OF RESPONSES	AVERAGE MARK OBTAINED
Students whose parents are graduates and N.C.E holders	60	42%
Students whose parents are secondary school and primary school certificate holders	65	38%
Students whose parents are illiterates	25	20%
Total	150	100%

It is evident from the table above that in the test given on dictations, pupils whose parents are graduates and N.C.E. holders scored an average mark of 42 while those whose parents are illiterate, scored an average mark of 20. Also, the remaining average mark of 38 was scored by S_s whose parents are WAEC and Primary Six Certificate holders.

Table 8:

ITEMS	NO OF RESPONSES	AVERAGE MARK OBTAINED
Students whose parents are graduates and N.C.E holders	60	41%

		32%
Students whose parents are secondary school and primary school certificate holders	65	
Students whose parents are illiterates	25	27%

From the table above,   it is evident that SS whose parents are illiterates scored an average mark of 27 while those whose parents are graduates and N.C°E. holders, scored 41 on the average and those whose parents are WAEC and Primary Six Certificate holders scored 32.

Table 9:

RESPONSES	YES		NO	
	NO	%	NO	%
Your school has a language policy	144	96	6	4
The language policy prevents students from speaking mother tongue	123	82	27	18
You are punished for using mother tongue	138	92	12	8
Students who speak in English are rewarded in some forms	18	12	132	88

Table 9 shows that (144) 96% of students responded by indicating that their schools had a language policy while (6) 4% of the respondents indicated that their school did not have a language policy. This shows that secondary schools in Nigeria have a language policy. Teachers indicated during the interviews that their schools use language policy as a document to help them curb use of mother tongue. Availability of a language policy is one of the measures taken by schools to curb the high prevalence of use of mother tongue in secondary schools

The study further wanted to find out whether a Language Policy prohibits students from speaking in mother tongue. Table 9 shows that 82% of the students agreed that indeed their school language policy prevents them from using mother tongue while 18% cantered this opinion saying that language policy did not prohibit them from using mother tongue in conversations. This shows that a language policy plays an important role in prohibiting students from speaking in mother tongue.

Furthermore, (138) 92% of the students admitted that they were punished whenever they used mother tongue in school while (12) 8% indicated that they were not punished. 0n the other hand. 88% of the students indicated that they were not rewarded for conversing in English while 12% said that they were rewarded for conversing in English. These findings indicate that students are punished often and rarely rewarded.

Moreover, teachers responded to questions that required them to bring out measures that should be taken to curb use of mother tongue. Table 10 summarizes the findings.

Table 10:

RESPONSES	YES		NO	
	NO	%	NO	%
Your school has a language policy	20	100	-	-
The language policy prevents students from speaking mother tongue	12	6	8	40
You are punished for using mother tongue	20	100	-	-
Students who speak in English are rewarded in some forms	-	-	20	100

Table 10 shows that when teachers were asked whether there was a language policy in their school, (20) 100% of them acknowledged the availability of a language policy. Furthermore, (12) 60% agreed that the language policy in their school stopped students from conversing in English while (8) 40% indicated that the language policy did not stop students from conversing in mother tongue. These findings indicate that indeed a language policy stops students from

using mother tongue in the school. Thus, Nigerian secondary education has language policies that help to deter students from speaking mother tongue.

In addition, the table shows that (20) 100% of the teachers indicated that students were punished for conversing in mother tongue while (20) 100% of the teachers agreed that students were not rewarded for conversing in English. Reward and punishment is important in learning a second language as Krashen (2009) argues. Therefore the imbalance that appears to come out from the findings needs to be taken into account. These findings concur with Bamgbose (2000) who acknowledges that teachers tend to focus on punishing those who use mother tongue than rewarding those who do not. Punishment and rewards are important in second language acquisition as Krashen (1985) claims that learners with high motivation, self-confidence and a good self-image are better equipped for success in second language acquisition. It is therefore important for teachers to punish students who use mother tongue and reward those who use English in their conversation.

Another measure to curb use of mother tongue identified during the findings with English teachers is that students found speaking in mother tongue were compelled to write grammatically correct apology letters. Teachers also considered coming up with debating clubs in an effort to encourage students to speak in English. In addition, teachers also identified punishment that caused discomfort to students by making them, for instance, sit on the air as a form of punishment.

Table 11:

RESPONSES	YES		NO	
	NO	%	NO	%
Encouraging students to read story books help improve their language use	144 96		6	4
Learning resources for English available in school influences performance of the students in English	106 70		44	30

Table 11 shows that (144) 96% of students indicated that encouraging students to read story books helped them improve in performance of English while (6) 4% were of the contrary opinion. Moreover, (106) 70% of the students indicated that the availability of English learning resources influence performance in English, while (44) 30% were of the opinion that availability of learning resources does not influence performance in English. These findings show that encouraging students to read story books and availing learning resources to students helps them to improve their performance in English. These are strategies that can be used to improve the performance of English. Furthermore, teachers were asked questions regarding strategies to improve performance. Table 12 summarizes their finding.

Table 12:

RESPONSES	YES		NO	
	NO	%	NO	%
Punishing students for using mother tongue improves their performance in English language	12	60	8	40
Learning resources contribute to improvement in English language	20	100	-	-

Table 12 shows that (12) 60% of the teachers agreed that when students are punished for using mother tongue. They improve in their performance of English while (8) 40% of the

50

teachers were of the opinion that punishing students does not help them improve in performance of English. The findings mean that if students are punished for conversing in mother tongue, they stop using mother tongue and thus improve in their performance of English. The findings herein imply that use of mother tongue influences negatively the performance of English.

Table 12 shows that 100% of the teachers indicated that learning resources contribute to the improvement of English. These findings show that availability of learning resources contribute to improved performance in English. Therefore, apart from stopping usage of mother tongue, schools should endeavor to provide sufficient learning resources for them to realize an improvement in performance of English.

Generally there was a view that making a language policy that would be strictly followed was important. Some students felt that teachers should avoid mixing up languages (code switching). They felt that code switching was not helpful. There was also a call for provision of sufficient learning resources which is in agreement with Ouma (20l0) who identified inadequate resources as one of the factors that influence the performance of English. Students were of the opinion that they needed to be encouraged to speak in English and be complimented verbally. In addition, students wanted their schools to buy adequate story books, newspapers and interesting magazines for the learners. There was need for rewarding those who speak in English. Students also felt that building of libraries was important in providing students with an opportunity to develop a reading culture. There was a general feeling from students that students who perform well in English should be rewarded. Finally, introduction of programs that help students to socialize in English e.g. debate with other schools was thought to be helpful.

Similarly, teachers had sentiments that reflected those of the students during the interviews. They emphasized that students should be encouraged to speak in English, read English story books and give reviews. Teachers generally felt that adequate learning resources should be availed in schools for them to realize better performance in English. They suggested more forums that would give students opportunities to speak in English apart from debate club should be established. Teachers also identified their obligation to develop a more student oriented method of teaching e.g. encouraging students to research more and giving student assignments as strategies that would improve performance of English.

In addition, students indicated that they were given novels and were encouraged to read them. They also pointed out that they were given revision past papers which helped them to improve their performance in English. Furthermore, students noted that there was effort to prohibit students from speaking mother tongue. They also felt that it was important to deter students from using mother tongue by punishing them and also encouraging students to think and write in English. Students also observed that teaching and non-teaching staff were encouraged to use English while communicating in both formal and non-formal contexts within the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the researcher presents the summary and conclusions drawn from the findings of this study. The chapter also presents recommendations and suggestions for further research.

5.2 Summary of the Study

This study is an analysis of the influence of mother tongue on second language acquisition using secondary schools in Ekiti as case study. It provided a background on the influence of mother tongue on the acquisition of English language in Nigerian students. In the background to the problem, the researcher has pointed from other studies that consider factors that influence performance of English that use of mother tongue as a factor that influence performance of English has been identified by various scholars. This study precisely analyzed the influence of mother tongue on performance of English in Ekiti. The researcher used five research questions to guide the study and came up with data on the influence of mother tongue on performance of English in secondary schools in Nigeria

The significance of the study is that it would provide useful information to all education stakeholders on how to improve performance of English in secondary schools. For example the Secondary school principals would use the findings to come up with feasible and informed language policies. The study was conducted in secondary schools in Nigeria and was delimited to students and English teachers. Review of the related literature was done on influence of mother tongue on performance of English. It addressed the issue of code switching. transfer or interference, perception of mother tongue and influence on performance of English. However,

literature review did not show an analysis of use of mother tongue and its influence on the performance of English. Thus this study analyzed the use of mother tongue and its influence on performance of English.

The researcher used a survey design. Secondary schools in Ekiti State were studied. English teachers and students were sampled to participate in this study. Information was obtained from students through questionnaires focusing on English teachers. Both quantitative and qualitative data were obtained. Research experts from the Department of Post Graduate studies were consulted which ensured content validity of the instruments. Reliability was also ensured through test retesting of the instrument where Pearson product moment correlation co-efficient was calculated and a value of 0.87 was obtained for the students   questionnaires while a value of 0.79 was obtained for the teachers   questionnaires.

Quantitative data were analyzed with help of SPSS version 17.0 while qualitative data was analyzed through arranging responses into themes and summarized using descriptive reports. Analyzed data was presented in frequency tables.

The essence of this research was to identify the effect of mother tongue interference on the students while acquiring English as a second language. The findings in the research justify the followings:

It is not uncommon, as table 1 justifies, to find graduates whose subject specialisation is not English teaching English in the upper classes. For instance; only 45% of the respondents (30% graduates and 15% N.C.E. holders) had the relevant teaching qualification to handle English language. It is not unlikely that the knowledge being imparted Ey the remaining 55%, Who had

no teaching qualifications, might affect adversely students' mastery of L2. This is what Tiffen (1969) meant when he said:

... those who are not relatively low educationally have had little or no training in teaching English.

It was discovered during the research that there were vocabulary and grammatical differences between L1 and L2. This is evident from the results on tables 3 and 7 where 100% of the Ss indicated that there were traces of direct translation from Yoruba to English in the pupils works. No doubt, these linguistic differences had effect on students' mastery and acquisition of L2. Moreover, it was discovered that though majority of the students were from literate homes, (40% from graduate and N.C.E. holders and 43% from Grd II/WASC and Primary Six Certificate holders) which should give the students opportunity for good linguistic and home background. However, test items given to the SS (Appendix II and IV) showed that some of them performed relatively poor. It should be noted that the home and linguistic background had some positive effect on some of these pupils. See Tables 6 and 7. In the same test on translation, which was to cater for vocabulary and grammatical differences, it was discovered that we had some pupils whose parents were illiterate and yet scoring high marks than those from literate homes who scored low marks.

5.3 Recommendations

In order to enhance understanding and acquisition of English as a second language, and to reduce linguistic interference, the researcher suggests the followings:

Students should be made aware of the differences in the phonological, orthographical, vocabulary and grammatical patterns in English and Yoruba

Also, more written and practical discussions involving students should be encouraged. Such discussions could be in the form of debate, symposium and quiz. The written and practical work could also be in the form of introduction of oral English in the school curriculum and more oral work like Speech drills.

The government should strive to introduce adult education and compulsory mass literacy program. This will help improve home and linguistic backgrounds of the pupils. Also, only qualified teachers should be engaged to handle the subject as this will help a lot.

Teachers should cultivate a positive perception towards the use of English in school. They should be role models to the students and encourage them to converse in English.

Schools should come up with a reward punishment system to encourage use of English and discourage use of mother tongue.

Teachers should come up with teaching methods that are interactive to ensure that students are given an opportunity to interact with each other in English so that students can have good communication skills.

5.4 Conclusion

The study established students use of mother tongue is prevalent among students of the secondary schools of Nigeria using Ekiti as case study. Students and teachers code switched

for various reasons. . Thus it was concluded that the prevalent use of mother tongue adversely influenced performance of English.

The perception of teachers and students regarding influence of mother tongue on performance of English is equally important. Teachers and students hold the perception that use of mother tongue has a negative influence on performance of English. The perception that use of mother tongue influence negatively performance of English was the general conclusion drawn from both the English teachers and students.

To curb use of mother tongue, proper measures need to be put in place; language policies can reduce the use of mother tongue if they are implemented in the right way. An established mechanism that ensures students are rewarded and punished in equal measure can help to deter use of mother tongue and encourage use of English. It was thus concluded that teachers reward for students who use English and punishment for those who use mother tongue is important to encourage students to converse in English and deter those who intend to converse in mother tongue.

Challenges that are as a result of use of mother tongue are varied. Use of mother tongue brings about challenge in pronunciation and writing in English. Students also exhibit a challenge of lack of confidence and poor communication skills as a result of use of mother tongue. The challenges that can arise can be eliminated by provision of a conducive environment for learners to use English. Therefore, it was deduced that use of mother tongue influences writing and pronunciation of English worth and this performance of English.

Finally, strategies to be used to improve the performance of English are of importance. Consequently, the general conclusion was that teachers have to provide students with an environment to cultivate their reading skills and spoken English. It was also deduced that using English as the language of interaction through debates and discussions in class was important.

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