

TITLE PAGE

INFLUENCE OF MOTHER-TONGUE ON THE LEARNING OF ORAL ENGLISH IN SECONDARY SCHOOLS IN ABA NORTH L.G.A. ABIA STATE

BY

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(NTI/PGDE/2015/4995)**

**A Thesis Submitted to the National
Teachers' Institute, Kaduna, in Affiliation
with National Open University of Nigeria
(NOUN) in Partial Fulfillment of the
Requirements for the Award of
Post Graduate Diploma in
Education (PGDE)**

OCTOBER, 2016

CERTIFICATION PAGE

This project has been read and approved as meeting the standard of the National Teacher's Institute, in partial fulfillment of the requirements for the award of Post Graduate Diploma in Education (PGDE) of the National Teachers' Institute (NTI), Kaduna, to **Biereonwu Helenmag Chinyere** whose registration number is **NTI/PGDE/2016/4995**.

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DEDICATION

This work is dedicated to my husband Engineer Magnus Biereonwu and
to my children

ACKNOWLEDGEMENT

The researcher appreciates Almighty who is her source of strength hope inspiration and wisdom for without him she could not do anything. The researcher's in-depth gratitude goes to her project supervisor, Mr. Ekeke O. G. for his fatherly advice and kind gestures towarded the successful completion of this study, as well as the center manager who gave her the motherly advice that endeared her throughout the programme and to do this wonderful project.

To her husband Engineer Magnus Biereonwu, she says a million thanks for providing the financial resources and the sustaining advice that helped to fuel the enthusiasm with which this programme was started to the end of it.

This appreciation cannot be concluded without the researcher saying a big thanks to her class friends and sisters in the Lord including Sister Ogbonna Ukwuoma, Ogechi Nwabueze, Chioma Theresa Ike, Maduka Chioma and Chibuzor Ezike for their labour of love cannot go unrewarded.

Finally to all who in one way or the other contributed to the success of this academic work. The researcher says may God bless all of you.

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ABSTRACT

This research was started with the aim of finding out the Influence of Mother Tongue Interference in the Learning of English Language by Students in Aba North L.G.A. Four research questions and four hypotheses were stated to guide the study. Literature were reviewed in relevant areas including the theoretical framework which was based on the theory of transfer of learning. The research design was a descriptive survey. A random sample of 35 students taken from a population of 380 students was used for the study. A 20-item structured questionnaire with reliability co-efficient of 0.79 was used for data collection. The data was analyzed using percentage and chi-square test which was conducted at 0.05 probability level. The conclusions drawn were that there are phonological interferences between Igbo and English language. The problems are more in vowel (Long and short) and vowel clusters. It appears silent consonant do not exist in Igbo language. One implication of their findings is that the tone of English from an Igbo speaker will have a discordant effect to the ears. Fund shortage was one limitation to the study. It was recommended that special attention be paid to the teaching of English phonology to Igbo learners and that further studies are carried out on the morphological interferences between Igbo and English languages.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Spoken communication is one of the major features of man that strongly distinguishes him from all the other animals, particularly the Chimpanzee that is about one hundred percent replica of human being. Spoken language is used to transmit ideas from one person or group of persons to another. There are many languages that are indigenous and are spoken in Nigeria. Chbuzo (2014:1) out rightly put it this way,

the population census of 1963 recorded a population of 6,000,000 or over in Nigeria. The most important tribes in Nigeria are the Hausas, Ibos, Fulanis, Kanuris, Ibibos, Tirs and Ijaws. But there could be as many as one hundred or more lumped together under these heading. Other Nigerians who are not included in these major tribes total over 3.6 million.

The advent of the white man to Nigeria in the early 19th century saw the emergence of another and more powerful cultural language, the English language, in Nigeria. This was the language of commerce and later of education of its inception. Because of the needs for the white men to help them to trade with the people of Nigeria, they started teaching Nigerians the rudiments of Arithmetic, English language, and writing (Fafunwa 1982:83), in Mbonu (2001). From this humble

beginning, English language transformed into an insurmountably leading language spoken all over the country both for learning and commerce. As a result of this, English language has been adopted and accepted as the Lingua Franca in Nigeria. It is made compulsory for students to learn and also given the first attention for determining student's performance at every level of the academic ladder. Because students have been accustomed to native language from birth, the structural and grammatical peculiarities of their native language create problems of proactive interference in their learning the English language. This and other problems caused by the mother tongue interference have been suspected as responsible for the mass failure of students in English language in both the internal and external examinations in Abia State.

A number of these interferences, from experience, are recorded in Igbo culture where the Onitsha people pronounce "Lorry" as "rory" more so, the Igbos tend to pronounce all the consonants in a word as well as have the tendency to end every word with a vowel sound. This peculiarity of the Igbo language makes it possible for Igbo learners of the English language to have initial problems in English language study. The mother tongue effect makes it easy to detect where any speaker of English language comes from especially when the interference is very obvious. Mother tongue peculiarities in spoken English are very

noticeable in Hausa language too. When a Hausa person begins to pronounce freedom as "preedom" and "Government" as "Gwovanament" or a Yoruba man pronouncing "Hausa" as "Ausa", "Affairs" as "Affears" or an Igbo man pronouncing "Bucket" as a "Boketi" or "Girl" as "Geli". The rhythmical and tonal features of letters are completely lost in the pronunciation of the native Nigerian speakers or of English language learner. It is to investigate these discordant element and the problems they cause in the learning of English language that this study has been undertaken.

1.2 Statement of the Problem

Every language is learnt by speaking it, writing or by reading materials that are written in that language. In the case of English language, problems arise because there has been an existing language which a native is used to, as a result of his birth and culture. The cultural peculiarity of English language in terms of totality, spelling and other structural patterns make it difficult for the Igbos to learn English language as a second language. There is no direct word for word interpretation between English and Igbo language. The spoken words of English language are pronounced in ways which, in most cases, do not apply and irritating to those who know the correct sounds. Most teachers of English language are learners, just like the students that

they are teaching. Most of the time, English language is taught verbally without any teaching aids which could ease the problem in teaching and learning English language.

All these teaching/learning problems in turn create problem of poor performance of students. Poor performance is reflected in not just the external examination but also in everyday use of the language. As people spell words the way they pronounce them, wrong spelling is usually numerous in a learners' written English grammar. Consequently, the problem of this study lies in trying to answer the following questions, "what are the vowel problems Igbos encounter in the learning of English language?" "What are the syllables turned problems Igbos have in the learning of English language?" "How do Igbo phonetic rules inhibit the learning of English language?"

1.3 Scope of the Study

The scope of the study was in two parts, the content scope and the area scope. In terms of the content scope, this study was limited to the problems of mother tongue interference in the learning of English language, while the area scope covered Aba North Local Government Area of Abia State. The variables of the study are the vowel problems Igbos encounter in the learning of English language; the syllables turned

problems Igbos have in the learning of English language, the consonant cluster problems Igbo speakers of English Language encounter and how Igbo phonetic rules inhibit the learning of English language.

1.4 Purpose of the Study

The primary purpose of the study was to investigate the problems of mother tongue interference in the learning of English language. In specific terms, this study focused on the following:

- i. The influence of Igbo consonants in the learning of English language.
- ii. The influence of Igbo vowels in the learning of English language.
- iii. The influence of Igbo consonants cluster in the learning of English language.
- iv. The influence of vowel clusters in the learning of English language.

1.5 Significant of the Study

This study will likely be significant in many ways particularly to the stake holders in education; that is, the Government, the teachers,

parents, employers of labour as well as curriculum and curriculum materials developers.

Employers of labour particularly those that need people that are efficient in English language will likely have better qualified people for employment. This will also help them to reduce the cost of retraining of staff on fresh appointment as those new employees would have acquired most of the materials prior to employment.

The students through the result of this research may become aware of the possible learning problems that they will encounter in the course of studying English as a second language. A problem known is almost half solved. Hence, the knowledge of these problems will likely enable them to take early precautions against their occurrence.

The results of this research may enable a teacher to have pre-knowledge of the learning difficulties of learners of English as a second language and be in a position to avoid them before they occur. This he/she will do by placing more emphasis on these problems or by adopting a method that will enable him/her to take care of the problem.

Curriculum developers and those who design curriculum materials will be able to design curricular contents and materials that will enable second learners of English language as a subject to learn it without

tears. Hence, the performance of the students will, all things being equal improve.

Textbook writers in English language will likely bear these problems in mind in the development of study texts for different classes. Similarly, teachers and textbook evaluators will be enabled to use these identified problems as parameters for selecting texts for recommendation to their students. Hence any textbook writer who bears these problems in mind while writing his text will likely have larger share of the English language textbook market.

It is hoped that this research through its result will bring about general improvement, especially in the spoken English of our people, while parents and sponsors of education will be happy that the money they are injecting into education is yielding the expected dividend.

1.6 **Research Question**

To carry out the research the following questions were asked:

- i. In what ways do pre-acquisition of Igbo consonant influence the learning of English language?
- ii. In what ways do pre-acquisition of Igbo vowels influence the learning of English language?

- iii. In what ways do pre-acquisition of Igbo syllable timed consonants influence the learning of English language?
- iv. In what ways do the Igbo diphthongs influence the learning of English language?

1.7 Hypotheses

The following hypotheses were stated to help in the conduct of this research.

H₀₁: There is no significant difference in the number of students who read the identified consonants correctly and those who did not. **P < 0.05**

H₀₂: There is no significant difference in the number of students who read the vowel sounds correctly and those who do not. **P < 0.05**

H₀₃: There is no significant difference in the number of students who read the identified vowel clusters correctly and those who did not. **P < 0.05**

H₀₄: There is no significant difference in the number of students who read the syllable time consonants will and those who do not. **P < 0.05**

CHAPTER TWO

REVIEW OF RELATED LITERATURES

The review of related literature was divided into seven sub-headings as follows: Theoretical framework, conceptual framework, review of related empirical studies, and the summary of Review of related literature.

2.1 Theoretical Framework

Wilfred (1993-1956) in Chibuzo (2014) described interference theory as the impact prior experience has on current learning. In other words the theory has it that the learning of task A, will affect the learning of task B, for knowledge is acquired on the basis of previous knowledge. Furthermore, Delacco and Crawford (1988:102) in Mbonu (2001) maintained that in transfer of learning experience in one task influences performance on another task. They also identified three forms of transfer of learning.

1. **Positive Transfer:** This occurs when the previously learned materials enhances or facilitates the learning of subsequent tasks. For example there is positive transfer from pedaling tricycle to pedaling bicycle and from roller-skating to ice-skating.

2. **Negative Transfer:** This occurs when previously learnt materials disrupt the learning of a new task. For instance, when a person who is used to left hand driving visits a country where right hand driving is the rule, the person will unconsciously be switching to the left hand side of the road.
3. **Zero Transfer:** This occurs when previously learned material has no effect on learning of a new one. Precisely put, when new learning interferes with the materials previously learnt, it is referred to as retroactive interference while proactive interference occurs when previously learnt material interferes with the recall of the new one.

This theory is suited to this study because a language of different cultural background has its peculiar structures, which when they are acquired create problems in learning another language.

2.2 Conceptual Framework

Language Learning Situation

According to Atetwe (2013) language learning situation are commonly described as:

1. Mother language (L_1) situation;
2. Mother language (L_2) situation; and
3. Foreign language (F_1)

For the purpose of this study, the literature review concentrated on L₁ (Igbo language) and L₂ which is a second language (English language) situation which are of direct importance to the point in focus.

Mother Tongue Learning

Mother tongue is not congenital, hence, it is not inherited, and it has to be learnt through imitation and selective discernment. Every normal child learns to speak the language of his home environment, be it Yoruba, Igbo, Hausa, Efik, Tiv, and so on. To the child, it is a way of having all his needs satisfied, away of "getting by". There is enough research to prove that children learn better and achieve more cognitively when they use their mother tongue (L₁) as a medium of learning. The six-year Ife Yoruba medium of instruction project spear-headed by Fafunwa comes to mind here in support of this argument within the Nigerian content.

Nonetheless, learning a mother-tongue is a long and complicated process although we tend to take the language acquisition process for granted. It takes the child a long time to master the tone, structure and meanings associated with words in his language. From infancy, the child is engaged in crying, cooing and later babbling. He does not usually say any distinct word until around the age of twelve to fifteen months. He later begins to acquire words associated with specialized

meaning. With them he/she form sentences and formally refines his oral delivery.

Each stage demands a lot of time from the child. It is only much later that the child learns to read and write. Each stage of learning requires readiness in both mental and motor skills. Hence, the child must be appropriately physically developed in order to learn and speak his mother tongue with competence. Moreover, the organ of speech (e.g. lips, teeth, tongue, nose, vocal cords and so on) must be properly grown and mature if the child is to communicate with all competence.

The child learns mainly through imitation of adults around. Consequently, the adult speakers should not only be good models but they should also guide and motivate the child towards acquiring communicative competences in his mother tongue. The place of language teacher becomes a crucial one in the positive and successful achievement of competence in language learning.

Mother tongue learning, like any language learning is an on-going process. No one can ever know all about his mother tongue. There are always new words, new expressions and new ideas to be learnt. Proficiency in the mother tongue, before the introduction of any other language is advocated by language specialists as this is the "natural order" of language acquisition. It is natural for the child to first listen to

his own mother tongue before attempting to speak it. It is only much later that he learns to speak and write it. Teachers need to initiate this natural approach and be mindful of the fact that speech preceded writing and reading by thousands of years. Also, it is logical to learn spoken language before learning the symbols they represent.

Ogula, (2005) was in support of this approach, hence, he stressed that "it is essential to teach the mother tongue before an effective understanding of the NMT (Non-Mother Tongue) can be achieved". He cited experiences from South Pacific, (Cummins, 2000)) which tends to show that pupils acquire a better knowledge of English in a comparative short time and comparatively lower expenditure of effort when pupils were taught the mother tongue first.

In as much as this is timely, it does not mean that there are no elements of interference between the other. Difference in tonality, structure, labial and vocal movements in one language will no doubt affect the same sound, labial, vocal and nasal operation in the learning of the other languages. This is why it has been observed that the Hausa in attempting to pronounce the word "freedom" pronounce it as "preedom", the Yoruba pronounce "House" as "ous" and the Onitsha Igbos pronounce "lorry" as "rorry". It is the degree of the interference of Igbo language as mother tongue in the learning of English language

as (a non-mother-tongue) that this study is all about, though without losing sight of the facilitative effects of the same mother tongue in the learning of English language (non-mother-tongue).

A Second Language Learning

A speaker of second language (L₂) lives in a country where the language (L₂) is not the native language or in a country where the second language is the lingua Franca like Nigeria. However, the second language is used in the country as a means of communication between different speakers who also have their own native language (their own indigenous languages) as the language of a particular activity such as education, commerce, and/or politics.

While discussing the "second language" Wagikondi (2004) stated that the second language situation is one in which the language has special status in the community e.g. as the medium of instructions in sections of the education system, as the official language in the arts etc. In such situation there is usually a "Pervasive public awareness" of the language though the general standard of competence in it may not be very high. This distribution has a considerable effect on the attitude of learners and teachers towards their tasks, the kinds of common teaching techniques and the expected average level of achievement.

The above, can be seen as a perfect description of the situation in a country like Nigeria where "English" is used and accepted as the official language of communication among the over 110 million citizens from the 368 linguistic ethnic groups. It is through English language that the Nigerian students learn the entire subject of the curriculum.

So encompassing is the use of English language in Nigeria that Adebayo (2008) stated that the English language is about the most important of the entire heritage left behind by the British Colonial Administration. In Nigeria today, it is the language of government, business, commerce, education, mass media, literature and a great part of internal and external communication.

Second language learning methodologies should be tied to the ferments and structures used in learning the mother tongue which should have been mastered first. The mastering enhances the learning of subsequent languages.

Since the effective learning of a second language implies a maturity of "conscious learning", the second language should be introduced towards the end of the fourth year of formal schooling as a separate subject to be taught by well grounded language specialist, who will make sure that communication competence is acquired in it within the last two years of primary education. This is to make it easy to

become the language of instruction within the first year of junior secondary education and continues throughout the senior secondary and the tertiary levels of the educational system. Here adequate provision should be made for enough and qualified teachers who will continue to build upon the good language competency skills already started in the learners right from primary school.

Whatever languages are included in the Nigerian school curricular for learning and teaching, these should not be seen as strange non-existence (in other countries) and unrealistic languages. What we need is to define curriculum and methodologies to cater for our national needs and educate our teachers so that they can function effectively by bringing up their students to achieve high standard of communication competence in them.

Kolawole & Dele (2002) stressed that it is possible for each of our citizens to learn his mother tongue and at least two other languages, be able to communicate in each of the languages effectively and to these language varieties as the occasion demands.

Bamgbose, (2000) confirmed this possibility when he stated that a person can use different varieties of language for different purpose at different situations. He cited the example of Kenya where it is common

to hear a student speak to a lecturer in English, to a friend in Kikuya and to a hall partner in Swatis all within five to ten minutes intervals. However, the communication competence in the oral version of the language may be different as the phonics and stress patterns of one language are likely to be affected by the other language.

Language Policy in Nigeria

The first statement on language education policy in Nigeria can be found in the 1977 N.P.E. Even in this document, there is no specific separate policy on education per se rather, the whole idea of what is anticipated in language education runs through the entire document.

Kimani, (2012) suggests that the non-declaration of a language policy by the Nigeria government shows a shift of emphasis by default. Since the Nigerian Union of Teachers had recommended (in a philosophy of Nigeria Education 1981) that English should continue to be the language of instruction in Nigerian schools, it might have been assumed that the status quo would remain. One cannot but wonder if the omission of language policy statement is intentional. This is a very crucial vehicle of communication that a policy maker cannot afford to omit it either by design or default.

However, in the 2004 revised version of the N.P.E. a section titled "the importance of language" page 18 stated categorically that the government appreciates the importance of language in the educational process and as a means of preserving the people's culture. To promote national unity, each child is to be encouraged to learn one of the three major languages identified (Hausa, Igbo and Yoruba) other than his own mother tongue (F.R.N. 1981:9).

The document further stated that "the medium of instruction in the primary school is initially the mother tongue or the language of the immediate community and at a later stage, "English". It further added that, at the JSS level the two Nigerian languages that should be studied are the language of their own area in addition to anyone of the three main Nigerian languages: Hausa, Ibo and Yoruba, subject to availability of teacher".

Thus, the language policy in Nigeria has created more confusion than necessary. Now that the policy is not completely silent on language matters, it has put the issue so vaguely that it might have been better if it had kept silent to the issue. However, the vague language policy statements have created more confusion than necessary thus raising many probing questions in the minds of educationist, writers and researchers, some of which can be analyzed as follows:

- 1) If the major languages in Nigeria are considered to be just three (Hausa, Igbo and Yoruba), why then are more Nigerian languages other than these three used for news broadcasts, etc, across the nation? On what basis are these THREE languages chosen as the "major" languages out of the existing 368 languages?
- 2) Why does the government not go further to make more categorical definite statements as to which of the three languages should be learnt and used in specific geographically defined linguistic area?
- 3) Or, why does the government not consider making all the "THREE major languages" compulsory for all primary, junior secondary and/or senior secondary students to learn.
- 4) Why did the government make its declaration of the medium of instruction into the primary school as vague as it is? At what stage are the children supposed to change from the use of mother tongue (L_1) or the "language of the immediate community" as the medium of instruction? If the word "initial" is taken to mean from "primary one" in which class is the medium of instruction supposed to change to English language, primary one, two, three, four, five or six?

- 5) If the government feels that the JSS students should learn English and two Nigerian languages, why not state the specific language to be learnt for uniformity and/or clarity?
- 6) Why does the government not make categorical statements on the "one Nigerian language"? In addition to English that the SSS students are expected to learn as one of the "core subjects?" Will it be right if one educationist assumes that the "One Nigerian Language" is a language other than the student's mother tongue? Will it be wrong if another educationalist interprets this to mean the student's mother-tongue?
- 7) Again, why use of the word "any" to refer to a matter on an important/crucial policy statement. "Any of the three main Nigerian languages" makes the whole issue sound non-serious as the implementers may not know precisely what to do with regard to the language policy as it is now in Nigeria. There is therefore a need to redefine the language policy in clear, direct, unequivocal and practical terms for positive implementation at both the primary, JSS and SSS level if we are to achieve the laudable objectives of our 6-3-3-4 educational programme throughout Nigeria.

8) When the clause, "subject to availability of teachers", is added to the statement that asserts that JSS students are to learn the language of their own area in addition to any of the three main Nigerian languages, how are we to decide and know when the teachers will be available and when, in fact, this language policy can become a reality. Will one be making a wild-guess to assume that this might not become a reality before the year 2000 AD? Or more still in one's life time.

The Igbo Language

The Igbo language is classified generally according to Bartoo, (2004) as an Igboid language of the new Benue Congo belonging to the Niger Congo language phylum. It is one of the three major languages spoken in Nigeria (i.e. alongside Hausa and Yoruba). It is spoken in Abia, Anambra, Ebonyi, Imo and some parts of Delta and Rivers States.

Like most African languages, Igbo is a tonal language with two basic tones high (H) and low (L). The Igbo language has many dialects with varying degrees of mutual intelligibility. Although these dialects possess common lexical, phonological and grammatical properties, there are still structural differences between them. These differences however do not interfere with proper and adequate communication or mutual

intelligibility. Appreciable efforts have been made by scholars towards the promotion of the Igbo language and culture, such that a number of books, seminars and inaugural lecture papers, as well as dissertations have been produced to the effect that the language is fairly standardized with its own orthography and literatures.

However, there are still the need to keep up efforts at further development of the language especially as it concerns language teaching and learning. This implies that to maintain the level to a standard of developed language, continuous work and contributions are necessary to provide its growth.

Interference of Igbo Language to English Language Learning

Interference is simply the process by which one learning task obstructs or inhibits the learning of the other. It is either proactive or retroactive. When new learning interferes with the material previously learnt, it is retroactive interference, while proactive interference occurs when prior learning interferes with the learning and recall of new materials.

In language learning, interference refers to the adverse effects of features of one language on the acquisition or use of another language. It is an established fact that no two languages are exactly the same. No

matter the genetically relationship, and in spite of all known language universality, there are identified difference in the phonological, morphological, syntactical and semantic features of all the language of the world.

In the same vein, learning a second language is difficult when compared to the acquisition of first language. A child acquiring a second language is exposed to the "unstructured nature of the language" (Ochieng, 2006). As time goes on, the child manages to work out the rules with problems caused by the difference between the features of his/her mother-tongue and that of his second language. This is because according to Kimani, (2012) the system of the first language, both in sound and structure pose problems to second language learners because the skills acquired and transferred into the second language. This of course, is the phenomenon of interference defined by Adebayo (2008)) as the "The trace" left by someone's native language upon the foreign language someone has acquired or the influence of mother tongue on the individual acquiring or learning a second language.

Structuralists and psychologist believe that the more different and complex native languages are, the more difficult learning the target language will be. Kamano (2011). seemed to explain this when he asserted that learning a second language starts at a later stage when

language acquisition has already been accomplished and when many other processes of maturation like mental and physical processes have already been completed or nearing completion. Interference has been observed to occur along various levels of language learning: phonology, morphological, lexis, syntax and semantics.

Following the behaviourists trendiness to the role of the first language in second language acquisition they were suggested to several conditions for L_1 interference based on linguistic, psychological and socio-linguistic criteria. It has also argued that the nature and degree of L_1 interference on L_2 was observed to depend on the development sequence/stage of second language acquisition (Mbonu, 2001).

Looking at language criteria alongside the behaviorist theory, it is believed that language consists in the acquisition of new set of habits which are established by the association of stimuli and responses. Setati, Adler, Reed, & Bapoo (2002) claimed that the notion of interference has a central place on the behaviorists account of second language acquisition. In the process of learning a second language, learners transfers sounds, structure and usages from L_1 to L_2 . Positive transfer is said to occur when the features of the two languages are similar, while negative transfer occurs when there are differences between the features.

Psychologically the learners decide what should or should not be transferred. Kamano (2011). stressed that "the learner's" perception of first and second language typological distance (that is, the learners perception of the degree of difference between L₁ and L₂ constraints or biggers or transfers. According to him when a learner perceives that L₁ and L₂ are similar, they transfer, if not, transfer will not be made. Scanning L₂ features targets between equivalence and non-equivalence and establishing a crucial measure which separates equivalence from non-equivalence. One can establish such typological similarities with this type of scanning; only those L₂ elements which fall within the crucial stage of equivalence are matched and substituted for by their L₁ equivalence.

From socio-linguistic perspective the values attached to items of a first language also determine the interference potential of its features into a second language. Setati, Adler, Reed, & Bapoo, (2002) held the view that less prestigious sounds occur in informal situation while more prestigious one appear on formal usages. He explained further that highly valued sounds are expected to show a higher transfer or interference potentials than less valued sounds. How much of these contentious sayings are true is still being investigated and are yet to be

proved empirically. However, what is important is that interference is a reality in language learning transfers.

2.3 Review of Empirical Works

The first study that was reviewed was the study of Atetwe (2013). The study sought to find out the influence of use of mother tongue on students' performance of English in KCSE in Gatundu District, Kiambu County, Kenya. He reviewed literature from across the globe, regionally and locally to provide various perspectives regarding the use of mother tongue in school and its influence on performance in English. The literature reviewed highlighted how first language affects second language. It discussed both contents in favour of use of mother tongue and contents against the use of mother tongue among other issues. In the study, the target populations were students and English teachers from public day secondary schools in Gatundu. Five Schools were sampled using simple random sampling while 191 students were sampled using stratified sampling and systematic random sampling respectively. Eight Teachers were sampled using purposive sampling technique. The study used cross-sectional survey design. Questionnaire were used to collect data from students and teachers, while an interview

guide was used to collect data from the teachers. Quantitative data were summarized using descriptive statistics and presented using tables and bar graphs while qualitative data was put under themes and presented in narratives. The study found out that use of mother tongue had a negative influence in performance of English in public day secondary schools of Gatundu. It emerged from the study that use of mother tongue influences the way students write and pronounce in English, hence negatively influencing the performance of English in KCSE. Among other recommendations, the study recommended that teachers should come up with teaching methods that are interactive in the English curriculum so as to ensure that students are given an opportunity to interact with each other in English. Finally, the study suggested that this research should be replicated in other districts where students do not perform well in English to corroborate findings on how mother tongue influences performance of English.

Chibuzo (2014) investigated the influence of mother tongue in Nigeria spoken English using Ibibo language as an example. In this work, the researcher administered structured questionnaire to five secondary schools and to fifty SS3 students. The responses elicited were analyzed in the light of the differences and similarities between English and Ibibo. Akpan's work relates to the present study in that

both are studies in mother tongue interference. Yet they differ to this extent that Ibibio differs from Igbo, meaning that areas of interference can never be the same.

Ndimele (1997) in Chibuzo (2014) did a study on “phonological problems in second language learning”. It is a study in which another investigator investigated Igbo students’ phonological problems (pronunciations) in second language (English) grammar. She used informal face-to-face oral interview or observation method to determine pronunciation difficulties of the Igbo learners of English grammar. The interview was guided by structured interview schedule and the administration was that the researcher observed learners pronunciation problems. Thirty students used for the study were drawn from SS1, 2 and 3 in two secondary schools, one of which was private.

2.7 Summary of Literature Review

In this study, literatures were reviewed in relevant areas including the theoretical framework which was based on the social interaction and the school itself a microcosm of the larger society, hence the adoption of this tongue.

The place of language in communication was also reviewed, it was found that language is a vital tool in the transmission of ideas between

person and groups. Language enhances the feeling of social belongingness and proficiency. It enhances the quality of information passed or received.

Literature were also reviewed on language situation of L₁ and L₂, that is the mother tongue and a second language. It was found that the learning of the mother tongue follows a psychological process of maturation while the learning of a second language is based on the psychological learning theories of transfer of knowledge and interference. It was found also that while Nigeria is trying to develop both culturally and scientifically that her language polities are not coherent.

Igbo language is found to be peculiarly characterized by tonality which is exhibited in tone marking of the up, lower and neutral positions in some characters a kin to what is called stressed in English language. It was also observed that the degree of interference between any two culturally separated languages is dependent on the distant (differences) between the two languages. Throughout the literature review no work was seen to have been done on the interference problems between English and Igbo Languages in Aba North Local Government Area of Abia State, hence the desire of this researcher to embark on this study.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter dealt with research methodology. In specific terms, this chapter treated the Research Design, Area of the Study, Population, Sample and Sampling Techniques, Instrument for Data Collection, Validation of the Instrument, Reliability of the Instrument, Methods of Data Collection and Methods of data analysis.

3.1 Research Design

The design of this research was a descriptive survey. This design was chosen because it is the design that enabled the researcher to collect data on the problem being solved. It also permitted the use of a statistical package for the social sciences to analyze the data.

3.2 Area of Study

This study was carried out in Aba North Local Government Area. This area is a highly developed metropolitan district with a few sub-urban areas. The metropolitan area has many schools built in close juxtaposition with trading and manufacturing firms. The area is populated by a mixture of traders, artisans and civil servants.

3.3 Population for the Study

The population for the study consisted of all the SS3 students in all the secondary schools in Aba North Local Government Area. This class is chosen for this study because they have been exposed to English language as a second language more than any other class in the secondary and still with the "Traces" of their mother tongue which appear to be permanent feature in them. The population is shown in table 1 below.

Table 1: Number of SS₃ Students in Aba North L.G.A. per School

S/N	NAME OF SCHOOLS	MALE	FEMALES	TOTAL
1.	Boys Technical College Aba	30	-	30
2.	Eziama High School, Aba	45	-	45
3.	Girls' High School, Aba	-	50	50
4.	Girls' Technical College, Aba		30	30
5.	Osusu Secondary School	50	35	85
6.	Secondary Technical Sch.	-	-	-
7.	Wilcox Memorial Sec. Sch.	37	-	37
8.	Sacred Heart College	23	40	63
	Total	185	153	340

Source: S.E.M.B Aba Zonal Office. 20/09/2016

3.4 Sample and Sampling Techniques

A stratified random sampling technique using balloting was used to select the students for the study. The population was stratified into males and females and balloting method used to select the number of

students needed for the study. The schools to be used were likewise sampled. The schools and students sampled for the study are shown in the table 2 below.

Table 2: The Schools and Students Sampled for the Study

S/N	NAME OF SCHOOLS	MALE	FEMALES	TOTAL
1.	Girls' High School, Aba	-	8	8
2.	Boys Technical Collage, Aba	11	-	11
3.	Umuola Egbelu Secondary Sch	6	29	35
	Total	17	35	54

Table 2 shows that a total of 3 schools were selected for the study giving 40% of the schools. They are distributed to one male school, one female school and one mixed school. A total of 35 students, being 9% of the students were used for the study.

3.5 Instrument for Data Collection

The data collection instrument was called "Influence of Mother Tongue on Spoken English Questionnaire" (IMTSEQ). The instrument was a 20-item reading material developed by the researcher. It is made up of two parts A and B. Part A was the personal data section while part B was the core items section. Part B contained 4 clusters depending on the number of research questions stated. Each cluster was made up of 5 items. It has four sections. Each section was designed to elicit

information on a given relevant section of the research questions that were asked. The response option used to design the instrument was the 2-point scale of right or wrong.

3.6 Validation of the Instrument

The instrument was face and content validated. This was done by giving copies it to the researcher's supervisor and two other lecturers one of whom was in English language department and the other in measurement and evaluation to read and make corrections. The corrections they made were incorporated in preparing the final version of the instrument.

3.7 Reliability of the Instrument

The determination of the reliability co-efficient of the instrument was done using the split half method. The instrument was administered to a set of 20 students once and the Cronbach Alpha correlation co-efficient used to calculate the reliability value. This had a value of 0.76.

3.8 Methods of Data Collection

The researcher administered the instrument on the students herself. They are guided through the reading materials while the

researcher rate their performance on a rating scale she had prepared for the purpose.

3.9 Method of Data Analysis

The data collected were analyzed using the frequency counts, percentage and chi-square. Specifically frequency tables were used to answer the research questions while Chi-square was used to test the hypotheses.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

The data collected were tallied and presented as frequencies, percentages and chi-square was used to analyze the data. The results were presented separately for individual research questions and separately too for individual hypotheses.

4.1 Analysis of Research Questions

Research Question One

In what ways does pre-acquisition of Igbo consonants influence the learning of English language?

Table 3: Results of Data Analyzed on the Influence of Pre-acquisition of Igbo Consonants on the Learning of English Language

S/N	IDENTIFIED CONSONANTS	NO. RIGHT	NO. WRONG	TOTAL	PERCENTAGE RIGHT	PERCENTAGE WRONG
1.	Hour	5	30	35	14	86
2.	Plumber	10	25	35	29	71
3.	Listen	9	26	35	26	74
4.	Coup	15	20	35	43	57
5.	Often	16	19	35	46	54
	Total	55	120	175	31	69

Table 3 shows that 5 students or 14 percent pronounced "Hour" correctly while 30 or 86% got it wrong. "Plumber" was pronounced correctly by 10 students or 29% while 25 students or 71% pronounced it wrongly. "Listen" was pronounced correctly by 9 students or 26% of the students while 26 students or 74% got it wrong. "Coup" was correctly pronounced by 15 or 43% of the students while 20 or 57% got it wrong.

Research Question Two

In what ways do pre-acquisition of Igbo vowels influence the learning of English Language?

Table 4: Results of Data Analyzed on the Influence of Pre-acquisition of Igbo Vowels on the Learning of English Language.

S/N	IDENTIFIED CONSONANTS	NO. RIGHT	NO. WRONG	TOTAL	PERCENTAGE RIGHT	PERCENTAGE WRONG
6..	Cat, cart	3	32	35	1.17	98.23
7.	Pull, pool	-	35	35	-	100
8.	Fit, feet	1	34	35	0.57	99.43
9	Bird, bed	10	25	35	5.71	94.29
10.	Hit, heat	5	30	35	2.86	97.14
	Total	19	156	175	10.31	89.61

Table 4 shows that 3 students or 1.17% can differentiate between the long and short sound while 98.23% got it wrong. 'Pull and pool' were both wrongly pronounced by 36 students. Only 1 student or

0.57% of the students pronounced 'fit and feet' correctly while 99.43% or 34 students pronounced it wrongly. For 'hit and heat' 5 or 2.86% of the students pronounced it correctly while 30 or 97.14% of the students pronounced it wrongly.

Research Question Three

In what ways do pre-acquisition of Igbo syllable-timed consonants influence the learning of English Language?

Table 5: Results of Data Analyzed on the Influence of Pre-acquisition of Igbo Syllable-Timed Consonants on the Learning of English Language

S/N	IDENTIFIED CONSONANTS	NO. RIGHT	NO. WRONG	TOTAL	PERCENTAGE RIGHT	PERCENTAGE WRONG
11.	Gmelina	20	15	35	57.14	42.86
12.	Psychology	30	5	35	85.71	14.28
13.	Psychiatrist	25	10	35	71.42	28.57
14.	Rheumatism	23	12	35	65.71	34.29
15.	Sting	23	12	35	65.71	34.29
	Total	19	156	175	175	10.31

The researcher observed that 20 students or 57.14% of the students pronounced 'Gmelina' correctly while 42.86 pronounced it wrongly. 'Psychology' was correctly pronounced by 30 students or 85.71% of the student while 14.28 got it wrong. For psychiatrist 25 students or 71.42% of the students got it right while 28.57% got it

wrong for 'sting and rheumatism' 23 students or 65.71% got them right while 34.29% or 12 students got both wrong.

Research Question Four

To what extent does pre-acquisition of Igbo Diphthongs influence the learning of English Language?

Table 6: Results of Data Analyzed on the Influence of Pre-acquisition of Igbo Diphthongs on the Learning of English Language

S/N	IDENTIFIED CONSONANTS	NO. RIGHT	NO. WRONG	TOTAL	PERCENTAGE RIGHT	PERCENTAGE WRONG
16.	Soar	5	30	35	14.29	85.71
17.	Mauve	20	15	35	57.14	42.86
18.	Fuel	6	29	35	17.14	82.86
19.	Boil	6	29	35	17.14	82.86
20.	Bear	8	27	35	22.86	77.14
	Total	45	130	175	25.71	74.29

The researcher observed that 5 students or 14.29% of the students pronounced 'soar' correctly while 30 students or 85.71% of the students pronounced it wrongly. For 'boil' 6 students or 17.14% of the students pronounced it correctly while 82.86% of the students pronounced it wrongly. 'Fuel' was correctly pronounced by 6 students or 17.4% of the students while 82.86% of the students pronounced it wrongly. For 'mauve', 20 students or 57.14% of the students

pronounced it correctly and 42.86% pronounced it wrongly. For 'Bear', only 8 students or 22.8% of the students pronounced it correctly while 77.14% or 27 students pronounced it wrongly.

4.2 Test of Hypotheses

Four null hypotheses were tested. The tests were conducted using the chi-square statistics at 0.05 level of significance. The results were presented in tables as shown below. The results were presented in tables as shown below.

Hypothesis One

There is no significant difference in the number of students who pronounced the identified consonants correctly and those who did not.

$$P < 0.05$$

Table 7: Results of Chi-Square Test on the Influence of Igbo Consonant on the Learning of English Language

	Right	P	df	X²_{cal}	X²_{crit}	Decision
Observed	55	<0.05	4	10.86	9.49	Reject H ₀
Expected	87.5					

From table 7 the total number of students' who got the correct pronunciation of the consonants was 55 while the total wrong

pronunciation was 120. The table expected pronunciation was 87.5. The calculated chi-square was 10.86 while the critical value of the chi-square at 0.05 level of significance was 9.49. The Null Hypothesis was rejected.

Hypothesis Two

There is no significant difference in the number of students who pronounce the identified vowels correctly and those who did not.

Table 8: Results of Chi-Square Test on the Influence of Igbo Vowels on What?

Expected	P	DF	X²_{cal}	X²_{crit}	Decision
86	<0.05	4	13.68	9.49	Reject H ₀

The researcher observed that 19 out of 175 pronunciations of the vowel sounds were correct when it was expected to be 86. The critical value of chi-square was 9.49 at 0.05 level of significance. The Null Hypothesis was rejected.

Hypothesis Three

There is no significant difference in the number of students who read the identified consonant clusters correctly and those who did not.

Table 9: Results of Chi-Square Test on the Influence of Igbo Consonant on the Learning of English

Observed	Expected	P	Df	X²_{cal}	X²_{crit}	Decision
121	87.5	<0.05	4	7.33	9.49	Do not reject H ₀

From table 9 the number of correct pronunciation of the identified consonant cluster was 121 while the total pronunciations was 175. The degree of freedom was 4, the calculated chi-square was 7.33. The critical chi-square value was 9.49. The Null Hypothesis was not rejected.

Hypothesis Four

There is no significant difference in the number of students who read the identified vowel clusters correctly and those who did not.

$$P < 0.05$$

Table 10: Results of Chi-Square Test on the Influence of Igbo Vowel Cluster (Diphthongs) on the Learning of English

Observed	Expected	P	df	X²_{cal}	X²_{crit}	Decision
45	87	<0.05	4	23.34	9.49	Reject H ₀

The observed frequency was 45 while the expected was 87. The degree of freedom was 4. The calculated chi-square was 23.34 while

the critical value of chi-square at 0.05 level of significance was 9.49. The Null Hypothesis was upheld.

4.3 **Summary of Data Analysis**

From the results of the data analysis made, the following stand out clearly:

1. Few students pronounced the consonant well. This means that the pre-acquisition of Igbo consonants has enhancing effect on the learning of English language.
2. Few students could differentiate between long and short vowel sounds. This show that pre-acquisition of Igbo vowel has inhibited effect in the learning of English language.
3. Many students pronounced the consonants clusters well. This means that pre-acquisition of Igbo consonant strings has supportive effect to the learning of English language. Few students pronounced the vowel cluster poorly. This means that pre-acquisition of Igbo vowel clusters has inhibitive effect in the learning of English language.

CHAPTER FIVE

5.1 Discussion of Results

Research question one was asked to find out the ways pre-acquisition of Igbo consonant influence the learning of English language. In investigating this research question, there are some words in English language in which some of the consonants are not pronounced or slightly pronounced. These words could create serious confusion in early learner of English language. Such word include aisle – it is pronounced as izl.

Some special sentences containing these words were presented to the students to read. From the results of the data analysis presented in table 4.1 in chapter four, the researcher observed that only few correct pronunciations were made. The test of hypothesis conducted at 0.05 level of significance using the chi-square statistics rejected the null hypothesis and “accepted the alternative”. This means that pre-acquisition of Igbo consonants influence the learning of English language.

During the data collection, the researcher made some observations in the students’ pronunciation of the words including the silent consonants. For instance the “b” in “plumber” was distinctly

pronounced, the "E" in listen was also distinctly pronounced. The finding is in line with the findings of McGregor (1970:29) in Chibuzer (2014) who observed that the system of the first language both in sound and structure pose problems to the second language learner because the acquired features of the first language are carried into the second language.

Research question two on the other hand was asked to find out the ways pre-acquisition of Igbo vowels influence the learning of English language. To investigate this, some sentences that contain long and short vowel sounds were presented to the students. The intention was to see if the students can differentiate between the long and short vowel sounds. From the results of the data analysis made in the preceding chapter, the researcher found out that only few correct pronunciations were made.

This finding was confirmed by the results of the chi-square test conducted at 0.05 level of significance. Hence by this test all null hypothesis was rejected and the alternative upheld. This means that pre-acquisition of Igbo vowels negatively influence the learning of English language.

While listening to the students during data collection, the researcher observed that the students could not differentiate between the long and short vowels. Specifically, the students gave all the vowels meaningless sound. This tended to suggest that the Igbo language recognize the long vowels in Igbo language. This observation made by McGregor (1970:29) in Chibuzor (2014) that some features of L_1 interfere with L_2 .

Research question three was asked to find out the ways pre-acquisition of Igbo consonants clusters influence the learning of English language. The results of the data analysis presented in table 4.3 in chapter four showed that few correct pronunciations were made. The result of the chi-square test did not reject the null hypothesis. This showed that pre-acquisition of consonant clusters in Igbo language does not have any negative influence in the learning of English language. The students pronounced the consonant clusters very well. Thus Igbo consonant clusters have facilities effects in the learning of English language.

Research question four sought to find out the ways pre-acquisition of Igbo vowel clusters influence the learning of English language. From table 4.4 in chapter four find out the number that made the correct pronunciations. The only vowels cluster the students tried to pronounce

correctly were “boil” and “bear”. The rest “soar”, “mauve” and “fuel” were read with vernacular intonation.

The test of hypothesis that was conducted in respect to this research question was rejected at 0.05 level of significance. This means that pre-acquisition of Igbo vowel clusters has negative influences on the learning of English language.

These findings may be partly responsible for the poor performance of students in English language in both the internal and external examinations. Thus, Ndubuisi (1995:91) in Chibuzo (2014) had found out that interference problems occur at different levels of English learning including phonology, morphology, lexis syntax and semantics. Therefore, the occurrence of these phonological problems is not out of place in Igbo learners of English language.

Conclusion

Based on this research the following conclusions were drawn:

1. There are phonological interferences of Igbo language in the learning of English language.
2. These phonological problems occur with the consonant (single consonant), single vowels and vowel clusters

3. Pre-acquisition of Igbo consonants clusters have a facilitative effective in the learning of English language.

5.2 Educational Implication of the Study

The findings of this research have educational implications:

1. The fact that students of Igbo origin have phonological problems in the learning of English language implies that the school curriculum should be made to cater for those problems as special learning problems.
2. The students will tend to do a one-to-one direct transfer of English to Igbo language; another implication is that the tone of an Igbo speaker of English languages will be flat, discordant and disharmonious, hence, they will need special language teachers to handle them particularly in phonetics.
3. For Igbo students to do well in English language, it means that special phonological exercise should be conducted in their English curriculum otherwise their study of English language will tend to conflict with the Igbo language.

5.3 Limitation of the Study

This study encountered a number of problems while it was being carried out. The first of the limitations was the delay in data collection caused by the respondents. The frequent scheduling and rescheduling of the visiting day by the respondents was a big delay factor in data collection and the writing of this project.

Another problem of this research was the heavy rains that fall during this period the data were collected. This made the researcher to put off the visit to some of the schools sampled for study. Another problem which the researcher encountered in the course of this study was shortage of funds for the research. The money needed for this research was not completely available at the time it was so much needed. As it was coming in ticks helped to delay this study.

5.4 Recommendations

Based on the study the following recommendations were made:

1. Special emphasis should be made in the teaching of phonology to Igbo learners of English language.
2. Special emphasis should be laid on the teaching of the vowel sounds, including the long vowels the short vowels and the silent consonants.

3. The introduction of oral English in the secondary school curriculum will go a long way in solving these problems. This oral English should be practically done and not written.

5.5 Suggestions for Further Studies

Based on this research, the following suggestions were made for further studies:

1. Further studies should be carried out on the syntactical problems of Igbo learners of English language.
2. Further studies should also be carried out on the morphological problems which Igbo learners of English language counter.

5.6 Summary of the Entire Study

The research was stated with the aim of finding out the influence of mother tongue interference in the learning of English language by students in Aba North L.G.A. Four research questions and four hypotheses were stated to guide the study. Literatures were reviewed in relevant areas to the study including the theoretical framework which was based on the theory of transfer of learning. The design was a descriptive survey. A random sample of 35 students taken from a

population of 380 students was used for the study. A 20-item structured questionnaire with a reliability coefficient of 0.79 was used for data collection. The data were analyzed using percentages and chi-square test which was calculated at 0.05 probability level. The conclusions drawn were that there are phonological interferences between Igbo and English language. These problems are made in vowel (long and short) and vowel clusters. Igbo consonant clusters have facilitative effects on English language study. It appears that silent consonants do not exist in Igbo language. One implication of those findings is that the tone of English from an Igbo speaker will have a discordant effect. Fund shortage was one limitation of the study. It was recommended that special attention be paid on the teaching of English phonology to Igbo learners and that further studies are carried out on the morphological interference between Igbo and English language.

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**National Teachers' Institute
Kaduna
23rd August, 2016.**

Dear Respondent,

Influence of Mother Tongue on Spoken English Questionnaire

I am a Post Graduate Student of National Teachers' Institute, Kaduna. I am carrying out a research on the Influence of Mother-tongue in Teaching and Learning English Language in Secondary Schools. The study is being undertaken purely for academic purpose.

Consequently, you are requested to respond to the items in the questionnaire as objectively as you can. The information you will give through this questionnaire will be regarded as confidential and will be also treated. They will also not be used for any other purpose except those defined by the objective of this research.

Thanks.

Bireonwu Helenmag Chinyere
(Researcher)

SECTION A

PERSONAL DATA

Please put a tick (✓) in the correct boxes below to indicate which of the statement(s) that applies to you.

Name:.....

Class:.....

Sex: Male Female

Status: Teacher Student

STUDENTS READING MATERIAL

SECTION B: MOTHER-TONGUE QUESTIONNAIRE

INSTRUCTION: **Read the sentences below, the way you feel they should be read, pronounce all the words very well.**

CLUSTER A: VOWELS

1. The cat is behind the cart.
2. Don't pull the cow to the pool.
3. The stockings fit your feet.
4. The bird is under the bed.
5. The mad man hits him with much heat.

CLUSTER B: CONSONANTS

6. He left for the past two hours.
7. The plumber is an old man.
8. Please listen to me.
9. Tunji was involved in the carp
10. I often travel to England.

CLUSTER C: VOWEL CLUSTERS

11. The eagle soars in the sky.
12. The water boils as the kettle heats up.
13. He has born the foil in the fin
14. Ngozi toils very hard
15. The hunter killed the bear.

CLUSTER D: CONSONANTS CLUSTERS

16. The cinema is in front of my house.
17. They studied psychology in the university.
18. Mr. Uche is a psychiatrist.
19. A string of the guitar has cut.
20. My grand-father has rheumatism.

CONTROL OR ANSWER SHEET (FOR RESEARCHER)

INSTRUCTION: For any of the sound made well put (✓) in the box beside it or (x) if improperly made.

1. The cat is behind the cart.
2. Don't pull the car to the pool.
3. The stockings fit your feet.
4. The bird is under the bed.
5. The mad man hits him with much heat.

6 He left for the past two hours.

7 The plumber is an old man.

8 Please listen to me.

9 Tunji was involved in the misharp

10 I often travel to England.

CLUSTER C: VOWEL CLUSTER

11 The *eagle* soars in the sky.

12 The water boils as the kettle heats up

13 He has torn the foil in the tin.

14 Ngozi toils very hard.

15 The hunter killed the bears.

CLUSTER D: CONSONANT CLUSTER

16 The cinema is in front of my house.

17 He studied psychology in the university.

18 Mr. Uche is a psychiatrist.

19 A string of the guitar has cut.

20 My grandfather has rheumatism.

TEST OF HYPOTHESIS TWO APPENDIX ONE

H₀: There is no significant difference in the number of students who read the identified consonants correctly and those who did not.

H_A: There is significant differences in the number of students who read the vowel sound correctly and those who did not.

$$P < 0.05, df = (R - 1)(C - 1) = (2 - 1) (3 - 4) = 1 \times 4 = 4$$

Decision Rule: If $X^2_{cal} \geq X^2_{crit}$ reject H₀.

$$X^2 = \frac{\sum(O - E)^2}{E}$$

	E	O - E	(O - E)²	$\frac{(O - E)^2}{E}$
5	11	6	36	3.27
10	11	1	1	0.09
9	11	2	4	0.036
15	11	4	16	1.45
16	11	5	25	2.27
30	24	6	36	1.50
25	24	1	1	0.04
26	24	2	4	0.17
20	24	4	16	0.67
19	24	5	25	1.04
				$\frac{\sum(O - E)^2}{E} = 10.86$

$$X^2_{cal} = 10.86 \times X^2_{crit} = 9.46$$

Decision: Since X^2_{cal} of 10.86 is greater than X^2_{crit} of 9.49, H_0 was rejected.

TEST OF HYPOTHESIS TWO APPENDIX TWO

H_0 : There is no significant difference in the number of students who read the vowel sound correctly and those who did not.

H_A : There is significant differences in the number of students who read the vowel sound correctly and those who did not.

$$P < 0.05, df = (R - 1)(C - 1) = (2 - 1)(5 - 4) = 1 \times 4 = 4$$

Decision Rule: If $X^2_{cal} \geq X^2_{crit}$ reject H_0 .

$$X^2 = \frac{\sum(O - E)^2}{E}$$

	E	O - E	(O - E)²	$\frac{(O - E)^2}{E}$
3	3.8	-0.8	0.64	0.17
0	3.8	-3.8	-14.44	1.00
1	3.8	-2.8	7.84	2.06
10	3.8	6.2	38.44	10.12
5	31.2	1.2	1.44	0.32
32	31.2	0.8	0.64	0.02
35	31.2	3.8	14.44	6.46
34	31.2	2.8	7.84	0.25
25	31.2	-6.2	38.44	1.25
30	31.2	-1.2	1.44	0.05
				$\frac{\sum(O - E)^2}{E} = 13.68$

$$X^2_{cal} = 17.33 \times X^2_{crit} = 9.46$$

Decision: Since X^2_{cal} of 13.68 is greater than X^2_{crit} of 9.49, H_0 was rejected.

TEST OF HYPOTHESIS THREE

H_0 : There is no significant difference in the number of students who read the syllable timed consonants correctly and those who did not.

H_A : There is significant difference in the number of students who read the consonant clusters correctly and those who did not.

$$P < 0.05, df = (R - 1)(C - 1) = (2 - 1)(S - 1) = 1 \times 4 = 4$$

Decision Rule: If $X^2_{cal} \geq X^2_{crit}$ reject H_0 . $X^2 = \frac{\sum(O - E)^2}{E}$.

	E	O - E	(O - E)²	$\frac{(O - E)^2}{E}$
20	24.2	-4.2	17.64	0.73
30	24.2	-5.8	33.64	1.39
25	24.2	0.8	0.04	0.03
23	24.2	-1.2	1.44	0.06
23	24.2	4.2	1.44	1.06
15	10.8	-5.8	17.64	1.63
5	10.8	-0.8	33.64	3.11
10	10.8	1.2	0.64	0.06
12	10.8	1.2	1.44	0.13
12	10.8	1.2	1.44	0.173
				$\frac{E(O - E)^2}{E} = 7.33$

$$X^2_{cal} = 17.33 \times X^2_{crit} = 9.46$$

Decision: Since X^2_{cal} of 13.68 is greater than X^2_{crit} of 9.49, H_0 was rejected.

TEST OF HYPOTHESIS FOUR

H_0 : There is no significant difference in the number of students who pronounce vowel cluster correctly and those who did not.

H_A : There is significant difference in the number of students who pronounce vowel cluster correctly and those who did not.

$$P < 0.05, df = (R - 1)(C - 1) = (2 - 1)(5 - 1) = 1 \times 4 = 4$$

Decision Rule: If $X^2_{cal} \geq X^2_{crit}$ reject H_0 . $X^2 = \frac{\sum(O - E)^2}{E}$

	E	O - E	(O - E)²	$\frac{(O - E)^2}{E}$
9	9	-4	16	1.78
6	9	-3	9	1.00
6	9	-3	9	1.00
20	9	11	121	13.44
8	9	-1	1	0.11
30	26	4	16	0.62
29	26	3	9	0.35
29	26	-3	9	0.35
13	26	-11	121	4.65
27	26	1	1	0.04
				$\frac{\sum(O - E)^2}{E} = 23.34$

$$X^2_{cal} = 23.34 > X^2_{crit} = 9.49$$

Decision: Since X^2_{cal} of 23.34 is greater than X^2_{crit} of 9.49, H_0 was rejected.

APPENDIX 1

In what why do pre-acquisition of Igbo Consonants influence the learning of English language?						
S/N	Identified consonants	Number Right	Number Wrong	Total	Percentage Right	Percentage Wrong
1.	Hour	5	30	35	14	86
2.	Plumber	10	25	35	29	71
3.	Listen	9	26	35	26	74
4.	Coup	15	20	35	43	57
5.	Often	16	19	35	46	54
	Total	55	120	175	31	69

APPENDIX 2

In what why do pre-acquisition of Igbo Vowels influence the Learning of English language?						
S/N	Identified consonants	Number Right	Number Wrong	Total	Percentage Right	Percentage Wrong
6.	Cat, Cart	3	3	35	1.17	98.23
7.	Pull, Pool	-	35	35	-	100
8.	Fit, Feet	1	34	35	0.57	99.43
9.	Bird, Bed	10	25	35	5.71	94.29
10.	Hit, Heat	5	30	35	2.86	97.14
	Total	19	156	175	10.31	89.61

APPENDIX 4

In what why do pre-acquisition of Igbo Syllable-timed Consonants on the learning of English language?						
S/N	Identified consonants	Number Right	Number Wrong	Total	Percentage Right	Percentage Wrong
11.	Gmelina	20	15	35	57.14	42.86
12.	Psychology	30	5	35	85.71	14.28
13.	Psychiatrist	25	10	35	71.42	28.57
14.	Rheumatism	23	12	35	65.71	34.29

15.	Sting	23	12	35	65.71	34.29
	Total	19	156	175	175	10.31

APPENDIX 4

In what why do pre-acquisition of Igbo Diphthongs influence the Learning of English language?						
S/N	Identified consonants	Number Right	Number Wrong	Total	Percentage Right	Percentage Wrong
16.	Soar	5	30	35	14.29	85.71
17.	Mauve	20	15	35	57.14	42.86
18.	Fuel	6	29	35	17.14	82.86
19.	Boil	6	29	35	17.14	82.86
20.	Bear	8	27	35	22.86	77.14
	Total	45	130	175	25.71	74.29

Appendix 1 shows that 5 students or 14% pronounced "Hour" correctly while 30 or 86% got it wrong.

Appendix 2 shows a minute number of students can differentiate between the long and short sounds.

Appendix 3 shows the greater percentage were able to pronounce correctly timed-consonants.

Appendix 4, the researcher observed that few students were able to pronounce correctly as a result of Igbo Diphthongs.