THE IMPACT OF MOTHER TONGUE ON CHILDREN’S LEARNING AT THE LOWER LEVEL OF PRIMARY EDUCATION
(A CASE STUDY OF SOME SELECTED PRIMARY SCHOOLS IN SOKOTO METROPOLIS)

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APPROVAL PAGE

This project has been read and approved as meeting the requirement for the award of Bachelor Degree in primary education (B.ED) in the Department of Adult Education and Extension Services, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto.

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Date
DEDICATION

This Research work is dedicated to Almighty God who in His infinite mercy spared our lives to witness this moment. We equally dedicated this work to our precious and loving parent for their steady support and encouragement through out the course of this programme.
ACKNOWLEDGMENTS

Glory to God Almighty, the most beneficent. All praise and honour is given to Him for his continuous mercy upon our lives till this moment.

Our acknowledgement also goes to my caring and humble project supervisor (Mal. A.K Muhammed) for his support advices and guidance throughout this project work may God Almighty bless and reward him abundantly (Amen).

Our appreciation also extend to all our lecturers of the Department of Adult education and extension services for the knowledge and useful advice they have instilled in us during our period of studies which can be useful during and after the course of study, Head of department (HOD) in the person of Prof. M.M. Jagaba, Dr. A.A. Bagudo (Mrs) the exam officer (AEES) our lecturer Mrs Aisha I. Zaid, Mal Abbas M, Dr M.L. Mayanchi, Dr. M. Alkali, Dr. K.H Abubakar (Mrs), Mal M.Y Akambi, Mal A. Alhassan to mention but a few may Almighty Allah bless them and spare their lives to receive the fruit of their labour (Amen)

We also appreciate the effort of our colleagues or course mate in the struggle despite the ups and down to ensure the achievement of our objectives.
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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Mother tongue as the first language of instruction in schools is an essential tool in whatever field we may find ourselves, without it any meaningful form of intellectual pursuit will be hindered. As we all know that most children who begin their education in their mother tongues make a better start as they demonstrate increased self confidence, and continue to perform better than those who start school in a new language (English). (Cummins, 2000)

The outlook of the education is brighter when the school builds on the foundation of mother tongue in teaching a second language.

It is therefore important that one understand the functions of mother tongue, particularly pupil’s learning through it as a-medium of instruction in school. This has been given a tremendous support by both educational authorities and the general public. (Baker, 2000)

This support however, rests on the general belief that the mastery of mother tongue assists in the understanding of other subjects like Art, Social Studies and Primary Science etc. The numerous studies in all parts of the world shows that the effective use of mother tongue tends to the better knowledge of a second or foreign language when it is acquired in a comparative short time. (Skutnabh, 2000)

It is commonly known that children who lack the knowledge of mother tongue, that is children who only know how to speak English language as their first language without the knowledge of the language of their immediate environment, usually perform lower in academic work. (Baker, 2000)
In Nigeria, almost every parent wants their children to acquire the knowledge of a second language as their first language at the expense of their immediate environment. [Modernization has affected the acquisition of mother tongue in this regards. Now the way children perform in school, is no more like before, their performance had greatly dropped down almost to zero point. In a situation where children are being introduced to the language of their immediate environment at their early age, when they begin schooling, their performance in academic "work will improve. That is why this research is been conducted in order to address the role of mother tongue as it relates to child education, but at the lower level of primary school. Primary one to three are the focus of the research with a case study of some selected Model Primary School in Sokoto metropolis

1.2 statement of the problem

It has been observed that the rates at which primary school pupils of nowadays are performing poorly is very alarming. This might not be unconnected with the fact that mother tongue as the first language of instruction in school and which had been stipulated in the National policy on Education (NPE, 2004) had not been use for instruction as required. And in line with this, therefore Pupils are facing a lot of challenges today with regards to their educational attainment or progress. Education, as we all know, is inevitable if one really wants to make it in life, though one may become somebody in life without it, yet it is generally believed that if one really wants to make it, education cannot be left behind.

Now it is a problem for students to have good grade. This problem does not only affect the children in lower classes and upper classes of primary school, even students of secondary schools are being affected. When one considers the performance of students writing S.S.C.E Exam this day, is far lower than the way
students perform in the past. This is the reason why the researchers decided to consider the roles of mother tongue in education, most especially as it relates to child education in primary school that is primary one to three with special reference to some selected Model Primary School so that this problem can be addressed and solutions to be proffered.

1.3 Objective of the study

The main objective of this study is to investigate the impact of mother tongue on children learning at the lower level of primary education. However, other specific objectives include

1. To find out ways by which pupils could be helped to solve the problem they have in learning new things in other language (English)

2. To find out whether the language teachers are applying the children mother tongue in the process of teaching and learning.

3. To find out ways of motivating of the pupils towards the uses of their mother tongue in communicating with their colleagues and teachers in primary one to three.

4. To find out ways of helping pupils to develop their linguistics competence as they are growing in life.

1.4 Research Questions

1. What are the ways by which pupils could be helped to solved the problems the have in learning new things in other language?

2. Are the language teachers applying the children’s mother tongue in the process of teaching and learning?

3. How can the pupils be motivated towards the use of their mother tongue in communicating with colleagues and teachers?
4. What are the ways by which pupils could be helped to develop their linguistic competence as they grow in life?

1.5 SCOPE OF THE STUDY

This research is officially planned to address the roles of mother tongue in relation to child education in the lower level of primary school (primary one to three) with a case study of some selected primary schools in Sokoto metropolis.

The research is limited to lower classes of some selected of primary schools in Sokoto metropolis due to the financial and time constraints coupled with the perceived administrative problem associated with some schools.

Nevertheless, the findings are applicable to all lower levels of primary school across the country. It should be noted that mother tongue does not only affect the learning of pupils of a particular school but all the children at lower classes of primary school across the country. In addition, the mother tongues we are going to examine are Hausa, Igbo and Yoruba.

1.6 Significance of the Study

Mother tongue (dialect) as the language of our immediate environment plays significant role in the life of our pupils, especially those in the lower classes. It gives them the appropriate skill that they need to acquire the knowledge of a second language (English).

English language as the second official language in Nigeria has become an essential tool to acquire the knowledge of other subjects taught in the lower classes and even in upper classes of our educational settings. It is therefore our conviction that the study will be of great use to all educationalist and language teachers in coming to term with pupil's ability to acquire the knowledge in mother tongue.
1.7 DEFINITION OF TERMS

1.7.1 Mother Tongue: This is the language that one first learns when one is a child. It is the language in which the speaker has the greatest number of vocabulary, that is to say that it is the language the user can use with all ease and competence.

1.7.2 Dialect: This is the form of language that is spoken in one area with grammatical word and pronunciation that may be different from other forms of the same language.

1.7.3 Primary School: This is a school for children between the ages of five (5) and eleven (11)

1.7.4 Education: This is the process of individual development in which the abilities of a person are brought out and practiced so that one becomes capable of useful behaviour.

1.7.5 Relation: This is the way in which two or more things are connected.

1.7.6 Child: Refers to a young human being who is not yet an adult. Example a child of three/a three year old child.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

As earlier mentioned in the introduction, mother tongue being the first language of instruction, is an essential tool in Whatever field we may find ourselves. Without the mother tongue, any meaningful form of intellectual pursuit will be hindered. In this sense, however, this chapter of the research project will take into consideration the meaning of mother tongue, dialect, mother; tongue education and why mother tongue is important for education.

2.2 AN OVERVIEW OF MOTHER TONGUE

The word mother tongue means different things to different people. But before this, let us consider the meaning of tongue. Tongue according to the Sharter Oxford English Dictionary can be defined as the speech or language of a people, a race, or that of a particular class or locality. It can also be defined as a principal organ of speech in the faculty of speech that is, voice, words and language.

The word mother tongue is universal to all languages; every country in the world, including Nigeria has their own language, which is being referred to as their mother tongue. Mother tongue widely means the language of the immediate environment. Some people define it as our language or the language we speak.

Every normal human child can acquire his first language or mother tongue in any given environment. In this sense, mother tongue implies the language being spoken in one's immediate environment. Mother tongue is the language learned by children and passed from one generation to the next.

According to a journal on mother tongue, it is being described as the yearly periodical of the Association for the Study of Languages in Pre-History (ASLIP).
Mother tongue can also be seen as the first language learned at home in childhood and still understood by the individual at the time of the census. (http://stason.org)

Mother tongue is also the language which a person uses best and which is usually used for communication in

One’s family (household) (www.elemography- lab.pred.uth.grl.european-census). It is the first dialect a language spoken by a person in his earliest childhood. The Sharter Oxford English Dictionary describe it as the original language from which others spring.

Mother tongue, sometimes can also be seen as the language in which a person is as proficient in as a native inhabitant of that’s base community. The user’s proficiency in the use of mother tongue dominates the proficiency in using other languages.

Sometimes, it can be used as the language that a person learnt at home (usually from his parents).

The term mother tongue should not be interpreted to mean that it is the language of one's mother. In same partner societies, the wife moves with the husband and thus may have a different first language or dialect than that local language of the husband.

The children are likely going to pick up with the local country where they grow up rather than the language of their mother's speech country. In some countries such as Kenya and India, mother tongue is used to indicate the language of one's ethnic group (ethnic tongue).

A similar usage of the term was employed in Ireland. In the early twentieth century when Irish was being used as the mother tongue of all Irish people regardless of those whose first language was English. Also in Singapore, mother tongue refers to
the language of one's ethnic group regardless of the actual proficiency. English language was their first language which is the lingual Franca for most post independence Singaporeans to its use as the language of instruction in the public schools; even though it is not the nature language for most Singaporeans.

Tolkien in his (1955) lecture English and welsh distinguished the native tongue (mother tongue) from their cradle tongue, that is, the language one happens to learn during early childhood. 3-e's true native tongue may be different; possible may be determined by an inherited linguistic taste. This may later in life be discovered by a strong emotional affinity to a specific dialect.

2.3 DIALECT:

A dialect is any variety of language spoken in a specific community of people, most languages have dialects. Every one speaks a dialect. Infact everyone speaks an idiolect that is, a personal language. The English language used in different speech community/country differs though with slight element of closed - elatedness.

A group of people with very similar idiolects are considered to be speaking the same dialect. Some dialects, such as Standard American English are taught in schools and used widely around the world, others can be localized. Localized or uneducated dialects are not failed at attempt to speak the standard language. William Labon and others have demonstrated, for examples, that the speech of inner city blacks has its own intricate grammar i:e different in some ways from that of Standard English. It should be emphasized that linguists do not consider some dialects superior to others though speakers of the language may do so. Linguists do study people's attitude towards language, since people’s attitude have a strong effect on the development of people’s language.
Linguists call varieties of a language "dialects" if the speakers can understand one another and "languages" if they don’t. For example, Irish English and South American English are elects of English but English and German are different languages though related) (Markrose@Zompist.com).

2.4 MOTHER TONGUE EDUCATION

The constitution of every country regards language rights as raing of cardinal importance.

Hence the constitution protects the founding provision of the language to be educated in the official language, or the languages of their choice in public educational institutions.

According to section 29 (2) of South African's constitution, South Africans are entitled to education in the language of their choice, provided it is reasonably practicable. It is important to note that section 29 (page 2) does not specifically refer to mother tongue education; but to the language of their choice. Children do not have the capacity to choose the language of education for themselves the choice lies for all practical and legal purposes, in the hands of their parents, guardians and the government bodies. This is where the problem lies, because the overwhelming majority of black parents prefer their children to switch to English as the language of education as soon as possible.

African speaking parents are only lukewarm about mother tongue education. In a survey of Africans Medium Education by Hermann Giliomee, Chris, Heese and Lawrence Schlemmer, it was found among others things that there was still no special concern among parents regarding the decline of mother tongue education.
According to the study, many of the parents did not appear to beware of the educational value of mother tongue education and were rather more inclined to view the introduction of English as a gain rather than a threat.

**2.5 IMPORTANCE OF MOTHER TONGUE EDUCATION**

There can be no doubt where the interest of Childs has in respect to the choice of language for educational acquisition. It is now generally acceptable that mother tongue education might be essential at least for the first seven years of school. Dr. Michael Lecordeur '2009' refers to mother tongue education as a human right rather than as a privilege.

According to him, research shows that compulsory second-language education causes large scale illiteracy. Dr. Kuthteen 2009 Heugh, an expert in mother tongue education, is of the opinion that interruption of mother tongue education at too early a stage disrupts cognitive and academic development.

It is almost impossible for children to learn enough of a second language in three years and be able to switch to education in that language. Children generally need between six and eight years to learn a language before they use it as the medium of instruction.

Mother tongue education is also needed for the survival of indigenous languages and cultures. Giliomme, Heese and Schlemmer 2009 shows in their study that throughout the world, there is a tendency for smaller languages, that is, the languages of majority groups to experience enormous pressure in situations where they must co-exist.

According to section 28 (page 2) of the constitution, that is, Constitution of South Africa, a child's best-, interests are of paramount importance in every matter concerning the child. It is now generally accepted that mother tongue education is in
the child’s best interest. The child's interest therefore takes precedence over the parents right/desire to choose the language of education. It is similarly a fact that if the government does not rake immediate steps to create conditions for the development and use of all official languages - as required by section 6 (page 5) of the constitution - The prospects for our indigenous languages and for the future education of the children will be extremely negative. This therefore implies that much greater recognition should be given to the role of mother tongue instruction in our educational system.

2.6 THE SIGNIFICANCE OF ONE'S MOTHER TONGUE

Africans are becoming increasingly aware of the importance of the language in communication and understanding between nations in the world today.

For men/ it is very important to learn how to communicate with his surrounding. It is not possible to live without communication. If a person is dumb or deaf, he/she learns how to speak by sign language. Our characteristics of language as the mother tongue is finding names for objects and persons within the child's reach. So it is possible for a child to grasp, repeat and understand the word.

One's mother tongue makes it possible for a child to take :3’t in the knowledge of the society work. Another impact of the -ether tongue is that, it brings about the reflection and learning of successful social patterns of acting and speaking. It is basically responsible for differentiating the linguistic competence of acting that is, language used.

Language is a medium of communication within the family and society. Every tongue expresses the culture of society to the complete satisfaction of its members. The language an individual speaks is to him the most expressive and often the most beautiful of all languages.
2.7 INCREASING INTELLECTUALS THROUGH LANGUAGES

A research suggested that non-English speaking child has often been forced to learn the second language immediately after entering school before the first language is established. When the second language is developed before the child has developed adequate cognitive skills in the native and the second language develop in limited ways; and may lead to intellectual and academic retardation. Therefore the time at which the language is being introduced is very important. (Leeper 1979)

Many modern psychologists think we can increase a child's intelligence by providing him with stimulating environment, plenty of concrete experience and helping him to understand his environment, and to express his experiences through the Increasing the child's ability to use language will help him to reason to consider, to compare and to predict possibilities. This can be made possible for the child through the use of the mother tongue for many years. (Margaret, 1968)

2.8 WHY MOTHER TONGUE IS TAUGHT

Educations are often much less aware about how quickly children can lose their ability to use their mother tongues even in the home context. Where the mother tongue is used extensively in the community, outside the school, then loss of languages among young children will be less or at minimal level. However, where language communities are not concentrated or “ghettoized”. (Ghetto: an area of a city where many people of the same race or background live separately from the rest of the population) in particular neighbourhoods, children can lose their ability to communicate in their mother tongue within 2-3 years of starting school. This may retain receptive understand in the skills in the language they will use the majority language in speaking with their peers and siblings and in responding to their parents.
By the time a child has become an adolescent, the linguistic gap between parents and children has become an emotional chasm. (Cummins, 2000). Pupils frequently become alienated from the cultures of both home and school with predictable results.

He emphasized that, to reduce the extent of language loss, parent should establish a strong home language policy and provide ample opportunities for children to expand the functions for which they use the mother tongue (e.g. Reading and Writing). As teachers, they can help children retain and develop their mother tongue 'by communicating with them in their mother tongue and by 'sharing languages vocabularies in the class. For instance, everyday a child may be required to bring one significant word from the home language into class and the entire class, including teacher, learns and discusses this word.

Furthermore, countless reasons abound why mother tongue should be taught in school for the following reasons, it is important to teach mother tongue carefully

i. The child's ideas and thought are best expressed in the language best known to him. If the child is been encouraged to think for himself, he must first be helped to think in his own language.

ii. The mother tongue is the child's contact with his home, family and village and education should give him better understanding and contact with the home and village.

iii. The culture of his people is found in the child's own language, the language should therefore be taught at his purest and best abilities so that the child can appreciate the literature, stories, songs and poems of his country and perhaps add his own contribution to them when he grows older.
2.9 HOW TO ENCOURAGE MOTHER TONGUE IN THE SCHOOL

To reject a child's language in the school is to reject the child when the message communicated to children in the school is "leave your language and culture at the school door" children also leave a central part of whom they are (their identities at the school house door when they feel this rejection, they are much less likely to participate actively and confidently in classroom instruction.

It is not enough for teachers to passively accept children's linguistic and cultural diversity in the school. They must be proactive and take intuitive to affirm children's linguistic identity by having posters in the various language of the community around the school.

The children can also be encouraged to write in their mother tongue, thereby generally create an instructional climate where the linguistic and cultural experiences of the whole child would be actively accepted and validated.

2.10 IMPORTANCE OF USING MOTHER TONGUE AS A MEDIUM OF INSTRUCTION IN PRIMARY SCHOOL

Mother tongue has positive effects on children linguistic and educational developments. When children continue to develop their abilities in mother tongue throughout their primary school years, they gain deeper understanding of the language and how to use it effectively. They have more literacy in second language and posses ability to compare and contrast the ways in which they are organized.

The importance of using mother tongue as a medium of instruction in primary school has been summarized as follows:

i. Encourages fluency in speaking language, the expression of local thought and use of the imagination.
ii. It affords encouragement to read as much as possible and to understand the author's meaning and evaluate his words.

iii. It affords the opportunities for listening and interpreting what is said.

iv. It encourages one to use his imagination and express his own ideas in writing.

2.11 THE ROLE OF MOTHER TONGUE IN CHILD EDUCATION

The role of mother tongue in child education cannot be over emphasized. A research result showed the performance of children from primary four (4) in both private and public schools. Twenty four (24) pupils from each school were asked to solve ten (10) arithmetic word problems. Involving "more" or "less" as the cue word. Answers were presented in English and in their native or mother tongue.

Retrospective clinical interviews were also conducted to find out how each child analyzed the meaning of each problem, before deciding which operation to be used in solving it. The results revealed that both public and private school children perform better both in skills and in strategies when problems were presented in their native language only the public school have the result to be significant because of the higher level at which the mother tongue is being used as a medium of instruction there.

Another research also showed us the role of the mother tongue perform in the education of the child. A small private school which was known as "Tera-Koya" school in the mid eighteenth century that contain but adults and children; that is, lower class children, mother tongue was used as a medium of instruction, a language common to both of them were able to perform excellently in all their subjects.

Stan, (1992) show an evidence from the second international science study how Japanese primary school children came first in primary science among the
countries of the world with Nigeria pupils coming last. Stan and Bambose observed that: most technologists in Japan were taught right from their youth in their own language. Hardly would one find average Japanese on the street who understands English language. This shows that science and technology and any other subject can flourish in mother tongue other than in English language. Similarly, such as Brazil, Taiwan, Holland, India, China, Russia, these nations were able to have breakthrough in science and technology because they were rooted in their mother tongue that is language of their immediate environment. These nations don't speak English as a national language, yet they are developed scientifically and technologically. From the result of the research above, we could see the role mother tongue performs in education of children.

In summary, the following conclusions are pertinent and justifiable:

i. Children are able to think and act fast when taught in their mother tongue.

ii. Mother tongue helps pupils to perform more excellently in their academic work than when introduced to second language at too early stage.

iii. Mother tongue enables children to be able to retain and reproduce whatever they learn in the school whenever the need arises even when it takes longer period of time.

iv. Children are able to develop fluency in second language which will help them to learn the term and concept of other subjects.

v. Through mother tongue, children are able to learn concepts and intellectual skills that are relevant to their ability to function in other languages. For instance, pupils who know how to tell the time in their mother tongue understand the concept of telling the time in second language.
vi. Children, through the use of mother tongue are able to develop the cultural, linguistic and intellectual capacity of our societies.

2.12 ROLE OF MOTHER TONGUE IN THE LEARNING SCIENCE AND TECHNOLOGY

In the field of science and technology, mother tongues still play some significant role. Taking Nigeria language into consideration, that is the three major ones Hausa, Igbo and Yoruba, some peoples argue against them as medium of instruction for science and technology center around the point that scientific terms cannot be expressed in these language. It is pertinent to state that Nigerian three major languages Hausa, Igbo and Yoruba have vocabularies for some scientific words, terms and concepts which are comparable to the language of some other parts of the world for instance, in Yoruba the attempts has been made by some authorities, such as (Fafunwa 1975, Alabi, 1976, Bamgbos 1984, Olarewaju, 1988, 1991) to develop scientific words in Yoruba through borrowing, coming and changing the coverage of words in addition to find out some words in Yoruba which can be effectively used in science.

Savery (1967) presented a sample of comparative science nomenclature in the following language English, German, Swedish, French, Spanish and Italian. An attempt was also made to add the equivalent of some of these scientific words in Yoruba, Igbo and Hausa language as shown below.
### ELEMENTS

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### COMPOUNDS

<table>
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<tr>
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<th>German</th>
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<th>French</th>
<th>Spanish</th>
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<th>Yoruba</th>
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<td>Gishiri</td>
</tr>
</tbody>
</table>

**Source:** Savery (1967) sample of comparative science nomenclature

### INVERTEBRATES

<table>
<thead>
<tr>
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<th>German</th>
<th>Swedish</th>
<th>French</th>
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<td>Katze</td>
<td>Kalf</td>
<td>Chat</td>
<td>Gatto</td>
<td>Getto</td>
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<td>Nwaolgbo</td>
<td>Kyanwa</td>
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<td>Hund</td>
<td>Chien</td>
<td>Pemo</td>
<td>Cane</td>
<td>Aja</td>
<td>Nkita</td>
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<td>Hast</td>
<td>Chand</td>
<td>Gasetllo</td>
<td>Devallo</td>
<td>Esin</td>
<td>Ininya</td>
<td>Duki</td>
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<td>Karin</td>
<td>Lapin</td>
<td>Conege</td>
<td>Conigblo</td>
<td>Ehoro</td>
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<td>Zomo</td>
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<td>Schalf</td>
<td>Ear</td>
<td>Monti</td>
<td>Queja</td>
<td>Pecora</td>
<td>Aguten</td>
<td>Huru</td>
<td>Tunkiya</td>
</tr>
</tbody>
</table>

Source: Savery (1967) sample of comparative science nomenclature

The above list shows how flexible the languages are in accommodating new words in addition to the fact that the language also have equivalents for some of the scientific words. These words are in common use at home, schools, market and everywhere such that when students came across them, they do not present much difficulty. We should bear it in mind that language influences through process of the learning. The understanding of science and other subjects. Deliberates efforts should be made to enable students to learn science and other subjects/courses in their mother tongue as much as possible. The idea of forcing student to think in the foreign languages is unprofitable. It does not help Student to be creative but reduces them to "robot" who merely the roles given to them by their teachers and reproduce same when required without demonstrating appreciable degree of understanding of the information and process under consideration. If students merely memorize the facts, principles and generalization only to be regurgitated during examination, they will not be in a position to use the knowledge acquired since as not been internalized.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION

The study of the role of mother tongue in relation to child education at lower level of primary schools, that is primary one to three intend specifically to find out the actual causes of children in ability to perform excellently in their study.

In view of this, questions will be asked on the causes of children poor performance and how this problem can be solved. Also we will find out whether their teachers, when teaching them do make use of their mother tongue.

The selection of the respondents will be randomly done by researchers to ensure fair representative of the people. This is so because use it is impossible to collect each person's views or opinions. Also because of the large number and nature of the population and also the financial and time factor involved.

3.2 RESEARCH DESIGN

The type of research design used in this project work is descriptive survey approach. In use of this design allow the use of questionnaire and participates as direct source of data.

3.3 POPULATION

According to Benneth etal (1984) population is any group of people or observation which includes all possible members in that category. For the purpose of this study, five (5) schools were selected within Sokoto metropolis. These schools include

- Muhammed Bidda Model Primary School
- Muhammed Bankanu Model Primary School
3.4 SAMPLE AND SAMPLING TECHNIQUES

In observing the role of mother tongue in relation to child education at lower level of primary schools with some selected Model Primary Schools in Sokoto as a case study, random sampling was to select the schools where respondents were drawn.

Random sampling is a process whereby every member of the population has an equal and independent probability of being included in the sample in any point in time and at any point in sequence (Wright 1986). Hence in the sample chosen, it is assumed that no section of the population is left un-represented.

3.5 INSTRUMENTATION

In this research, the following instruments were be used in collecting information or data, these include: questionnaires and interview.

Under questionnaires there are two types, which are open and close types. Open type of questionnaire is the one which allows respondents to express ones feelings without any hindrance or restriction of opinion, while the close type refers to the type of questions that limit the respondents giving reasons in support of one's view. That is the respondents are restricted to a list of possible answers.

Base on this, therefore, twenty five questionnaires will be set and distributed to teachers and another seventeen questionnaires to the Head of the schools while students shall be interviewed in line with the topic at the same time. The above tools were used so that accurate and the true feelings of the respondents were reflected received in their answers.
Furthermore, the questionnaires collected have assisted the researchers immensely by giving valid information about the research topic as analyzed.

3.6 METHOD OF DATA ANALYSIS

The data collected from the field were analyzed by using frequency and percentage tables to justify the information obtained from the respondents.
CHAPTER FOUR
DATA ANALYSIS

4.1 INTRODUCTION

The presentation and analysis of the data collected for the study is divided into two sections. The first section is based and centered on the information collected from members of the teaching staff and the second section is based on the responses on the views of the educational administrators. Therefore, the analysis of the data in the section is based on the responses to the questionnaires distributed to both the teachers and educational administrator within the selected schools in Sokoto metropolis is to help us find out through the educational administrator and teaching staff the roles that mother tongue play in the performance of pupils in lower primary schools, that is, pupils in primary one to three in the selected schools.

There are twenty five (25) questions to be answered in the teacher’s questionnaires and seventeen (17) questions for the educational administrator. The teachers questions has been summarized to seventeen (17) because some questions are attach with each other. Also the headmasters question has equally been summarized from seventeen to fifteen because some questions are attached with each other. For example, from the teachers questionnaire, question number one (1) and two (2) has been put together as one some other questions such as three (3) and four (4) twelve (12) and thirty (13), fourteen (14) and fifteen (15), sixteen (16) and seventeen (17), eighteen (18) and nineteen, (19) and questions number twenty (20) and twenty one (21) has been put together respectively. In the same way from the Educational administrators, questionnaires, some questions have been put together as one such as, question number six (6) and seven (7), ten (10) and eleven (11), thirteen (13) and fourteen (14) respectively.
This is done in order to ensure easy collection and interpretation of the data collected from both headmasters and teachers.

4.2 Presentation of Data

A total of thirty-eight (38) questionnaires were distributed to thirty-eight (38) teachers from various schools selected for the collection of data. All the questionnaires were filled and returned to the researchers, having got the responses; the researchers proceed with the analysis of the data.

The responses given by the teachers on the answered questionnaires are thus presented below:

**TABLE 1:**

**QUESTION** - Do you get Satisfactory Responses from the Students/ Pupils?

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>53%</td>
</tr>
<tr>
<td>Yes</td>
<td>18</td>
<td>47%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: Researchers field work, 2014*

**QUESTION** - If No, How Do you encourage them to participate more?

From the above table, we can see that (53%) of the teachers said they are satisfied with the responses of their pupils in the class during lesson, because they have been teaching them with the language of their immediate environment, while (47%) said they are not satisfied, with the responses of their pupils during lessons which could be said that they have not been using their indigenous language to teach them.
TABLE 2:

**QUESTION**- Do you Think Mother Tongue plays any Role in the and performance of the primary school children?

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>84%</td>
</tr>
<tr>
<td>Yes</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researchers field work, 2014

**QUESTION**- If yes states one of such role

From the above table (84%) of the teachers accepted that mother tongue plays some roles with regards to the better performance of the pupils while (16%) did not accept the fact that mother tongue aid/assist pupils to have better performance in their subjects. The part (B) of the question asked, if yes, state one major way. With regards to this questions one reason were given which are as follows:-

1. It drives lesson more for the pupil’s clarity
2. It helps pupils to have a better understanding of the subjects.
3. It effects the pronunciation of some English vowels and consonant sounds.
4. It helps them to have concrete foundation in different subjects.
5. It helps them to understand the meanings of words e.g. dream.
6. It aids their learning (effective learning take place).

With the few reasons given by the respondents, it shows clearly that mother tongue as the language of the immediate environment should be encouraged and always be used by the teachers whenever they are teaching.
TABLE 3: QUESTION- Is there any policy statement for mother tongue education in Nigeria.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>68%</td>
</tr>
<tr>
<td>Yes</td>
<td>12</td>
<td>32%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: researchers field work, 2014

Based on the percentage of the respondents from the above table we can see that Nigeria Government gives full support for Mother Tongue Education because (68%) of the respondents say Nigeria Government gives full support for Mother tongue Education, while (32%) says that there is no recommendation given by the Nigerian government to support mother tongue education.

TABLE 4:

QUESTION: Do you think that mother tongue can influence pupils understanding of other subjects?

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>87%</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014

The table above shows the fact that mother tongue helps the pupils to gain the knowledge of other subjects. The percentage of those who say yes compared to the percentage of those who say No shows the evidence clearly.
**TABLE 5:** Mother tongue interference at the early stage of child learning affects cognitive and academic development of children.

**QUESTION**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>55%</td>
</tr>
<tr>
<td>Yes</td>
<td>17</td>
<td>45%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: researchers’ field work, 2014*

From the table above, we can see clearly that mother tongue interference at the early stage of child learning affects cognitive and academic to permit of children according to the percentage of the respondents.

**TABLE 6:**

**QUESTION:** Do your pupils enjoy Lesson whenever you are teaching them with the Language of the Immediate Environment?

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>79%</td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: researchers’ field work, 2014*

From the above table, (79%) teachers said whenever they are teaching their pupils with the language of the immediate environment that they always enjoy it, while (21%) said it does not make their pupils happy any time they are using it to teach them. But from the percentage of the respondents, we can agree that mother tongue should be used by the primary 1 to 3 teachers to teach their pupils anytime
they are teaching them because it makes them happy and as such they have great chances of better performance in all their subjects.

**TABLE 7:**

**QUESTION:** State ways by which the use of Mother Tongue in the School by the Class Teachers affect the Behaviour of the pupils?

a. It makes them to respect their elders  
b. It makes them to be rue to elders  
c. It helps them to contribute to the development of society.  
d. It makes them to reject the culture and tradition of the society.

From the above, we can see that the use of mother tongue in the school by the class teachers helps the pupils to have positive response to the progress and the development of the society.

**TABLE 8:**

**QUESTION:** The Ability of the Child to use his/her mother tongue helps him/her to reason, consider, compare and predict possibilities.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>82%</td>
</tr>
<tr>
<td>Yes</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source: researchers’ field work, 2014**

Form the above table, (82%) of the respondents agreed that the ability of a child to use language assist him to reason, to compare, to predict possibilities etc. while (18%) do not agree.

In the real sense, it helps a child to do all these because it is a language in which they have basic knowledge.
TABLE 9:

**QUESTION**- If a child is introducing to second language (b2) before the first language, what would happen to the performance of that child?

The responses to this question by some respondents are as follows:-

1. There will be a lot of language conflict for the child
2. He may not be able to speak the first language fluently.
3. The performance will be good and he will be able to speak fluently.
4. Poor performance because the child has to be in the first language before the second.
5. Nothing will happen to the performance, but in these are of mother tongue there will be problem.

These are some points given by some respondents who attend to the question. By these responses we could agree that the child will not be able to perform well because a child must have basic knowledge of the language of his immediate environment which will help him to understand the concept of other subject before the introduction of second language.

TABLE 10:

**QUESTION**: Do you agree with the policy statement that primary 1 to 3 teachers must make use of the language of the Immediate environment while teaching the pupils/ students?

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>66%</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014
Based on the table above, questions 13 says if yes give some reasons. These are some of the reasons given by the respondents:

1. It will enable them to have good foundation for learning.
2. The lesson will be effective.
3. Pupils will understand the lesson.
4. Ability to adapt easily.

About 5 respondents said, that is how it was stated in Universal Basic Education (UBE) Policy that the use of mother tongue by primary 1 to 3 teachers is a must for them and if we look at the percentage of the respondents on the above table and the reasons given we agree that primary 1 to 3 teachers must be making use of the language of the immediate environment while teaching their pupils.

**TABLE 11:**

**QUESTION:** The performance of children is improved when they are been taught by their mother tongue

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25</td>
<td>66%</td>
</tr>
<tr>
<td>Yes</td>
<td>13</td>
<td>34%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: researchers’ field work, 2014*

Part two of this question says if yes state the reason.

These are some of the reasons given by some of the respondents:-

1. It is the first language being taught by students.
2. It is the language used in their environment.

The percentage on the above table shows that children if taught by their mother tongue will improve their performance easily.
### TABLE 12:

**QUESTION**- The performances of primary school leavers are less encouraging nowadays

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>32%</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>15%</td>
</tr>
<tr>
<td>Nil</td>
<td>10</td>
<td>53%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: researchers’ field work, 2014*

Based on this question some respondents could not give any reason but for some who could, their reasons are as follows:-

1. The subjects have traditional language which is not used to teach
2. No proper rudiment of science courses.
3. No emphasis on the mother tongue.
4. Most students do not know the names of some things in their environment
5. Because most subjects are English language taught in English alone.
6. Actually, they are having their performance very low in nowadays because their teacher has not been using the language of the immediate environment because their opinion is that is cannot be done though it.
TABLE 14:

QUESTION- Mother Tongue makes it easier to understand the process of knowledge acquisition

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>37%</td>
</tr>
<tr>
<td>Yes</td>
<td>24</td>
<td>63%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014

From this table about (37%) agreed but the highest part of the respondents disagreed that mother tongue makes the process of knowledge acquisition easier for students to understand but in the real sense it does. Part B of the question says if yes state the ways.

Some respondents who say yes gave the following reasons.

1. Because they have already know so many things in their mother tongues.
2. Scientific words must be in the mother tongue.
3. All the words must be translated in mother tongue
4. The difficult words can deduce to mother tongue

TABLE 14:

QUESTION: Language proficiency can be improved through the peer group

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>50%</td>
</tr>
<tr>
<td>Yes</td>
<td>19</td>
<td>50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014

The second part of the question says if yes how?
From the above table (50%) of the respondents says yes, while (45%) says no and (5%) are in between they either say yes nor no. then the part (B) of this question says if yes how? Only one respondent was able to give reasons on how language proficiency can be improved through the peer group and the reason is this: by identifying names of items while playing using local names.

**TABLE 15:**

**QUESTION:** Do you think that school subject will be well taught in Mother Tongue in Nigeria

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25</td>
<td>63%</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>37%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014

The above table shows that if school subject are taught by using mother tongue, it will be well understood, reasons because the mother tongue is the first language (L1) and pupils will understand it better.

**TABLE 16**

**QUESTION:**- All school subjects are taught in mother’s Tongue, will pupils find learning more meaningful?

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>82%</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014
The above table shows that science will be more meaningful in Nigeria if taught in mother's tongue because it will aid their understanding in science subjects which will help them to have good performance and as such a better future for Nigeria.

**TABLE 19:**

**QUESTION** which method of teaching do you think can be used for making slow learners to perform better in the school?

<table>
<thead>
<tr>
<th>METHODS</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstration method</td>
<td>12</td>
<td>31.579%</td>
</tr>
<tr>
<td>b. Play away method</td>
<td>20</td>
<td>52.63%</td>
</tr>
<tr>
<td>c. Discussion method</td>
<td>6</td>
<td>15.789%</td>
</tr>
<tr>
<td>d. Lecture method</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>38</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: researchers’ field work, 2014*

From the above table, we can see that play away method is the best method the class teacher can use for slow learners to perform better, followed by demonstrative method, then discussion method. Lecture method cannot be used for children because it makes teacher to dominate the class and it involves a lot of talking without writing anything on the chalk board. As a result, lecture method is not appropriate for children in general not to talk of slow learners.
ANALYSIS OF DATA OBTAINED FROM EDUCATIONAL ADMINISTRATORS

The presentation and analysis of the data in this section is based on the responses to the questionnaire distributed to the Educational administrators of two (2) different local governments in Sokoto metropolis. The LGA are: Sokoto South and Sokoto North Local Government Area.

The primary aim of this questionnaire is to assist in finding out the role that mother tongue play in education especially, children in lower primary school.

**TABLE 1:**

**QUESTION - How many schools do you have in your LGA?**

<table>
<thead>
<tr>
<th>LGA</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sokoto South LGA</td>
<td>27</td>
</tr>
<tr>
<td>Sokoto North LGA</td>
<td>29</td>
</tr>
</tbody>
</table>

**TABLE 2:**

**QUESTION - Is the school Environment conducive for learning?**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014

**TABLE 3:**

**QUESTION - Are the classes in the school enough for the pupils?**

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014
The classes suppose to be big enough, because inadequate: classes can affect the pupils learning no matter the method and language used.

**TABLE 4:**

**QUESTION** - One of the purposes of mother tongue as a medium of instruction in school is to help pupils to understand the concept of culture and tradition of the society

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: researchers’ field work, 2014*

Mother tongue as a medium of instruction in school assist pupils to understand the concept of culture and tradition of the society with mother tongue as a medium of instruction in school pupils are learning some vital tradition and culture of the society consciously and unconsciously.

**TABLE 5:**

**QUESTION** - The ability of pupils to think wider and partake in class activities is as a result of using mother tongue as a medium of instruction in the schools.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: researchers’ field work, 2014*

Really, mother tongue help pupils to think wider because before they understand what their teacher is teaching them and this is where he/she is heading to,
they do not need to crack their brains/heads and as such active participation takes place.

**TABLE 6:** the performance of pupils especially in all school subjects is always low. Is it because their teachers are not using the language of the immediate environment when teaching them.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Source: researchers’ field work, 2014*

The question under the above table is about the low performance of students, in all school subjects.

The question is trying to find out whether their teachers have not been using the language of the immediate environment when teaching them. From the percentage of the respondents we can see where the problem lies, their teachers have not been using their immediate environment’s language when teaching them and that is why they have been having low performance especially in SSCE result.

To encourage them according to the response from one of the respondents, teaching should be done using mother tongue.
TABLE 7:

QUESTION - Does mother tongue have anything to do with student's performance in school subjects?

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014

Actually it does, it aid student's performance. For instance Japanese pupils came first in primary science among the countries of the world and Nigerian pupils came last because most Technologist in Japan were taught from their youth in their own language. This is the evidence that science and technology and any other subject can flourish in mother tongue other than in English language, (Stan and Bambose, 1992 and 1987).

TABLES:8

QUESTION – As a educational Administrator when you are inspecting the teachers have you ever seen any of them using the language of the immediate environment while teaching?

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014
TABLE 9:

QUESTION - As a educational administrator, are you happy with the performance of pupils under your LGEA

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014

The question for the above table is connected with question number eleven (11) which says if no, what do you think can be done to make them perform better? The response was that teachers should be motivated and be paid all their entitlement when due.

TABLE 10: In the primary school some pupils are fast learners while some are slow learners. What do you think can be done to encourage the slow learners for better performance?

RESPONSES

The question for the above table is to find out the best way method that can be used by the class teacher to assist the slow learners in the class to perform better. The response was that teachers should redouble their effort and give special consideration to the low learners.
TABLE 11:

QUESTION - Does Mother Tongue play any role in the performance of pupils?

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014

In connection with the above question, question 14 says; if yes state one of such roles. The answer that all the respondents gave is that, it will help the pupils to understand the lesson which is one of the vital roles the mother tongue play with regards to the performance of pupils.

TABLE 12:

QUESTION - Does your pupils enjoy lessons whenever their teacher is teaching them with the language of the immediate environment?

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>FREQUENCIES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014
TABLE 13:

QUESTION- How many classes do you have in each school in your LGEA?

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>NO. OF CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Muhammed banked Model primary School</td>
<td>22</td>
</tr>
<tr>
<td>2. Muhammed Bida Model primary School</td>
<td>24</td>
</tr>
<tr>
<td>3. Sarki Adar Model Primary School</td>
<td>30</td>
</tr>
<tr>
<td>4. Muhammed Labbo Model Primary School</td>
<td>26</td>
</tr>
<tr>
<td>5. Ibrahim Dasuki Model Primary</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: researchers’ field work, 2014

From the table above we can see that there are enough classes for pupils to have effective learning.

TABLE 14

QUESTION- How many language teachers do you have in your school?

Sokoto South LGA – 81

Sokoto North LGA – 56

Looking at the responses on the above table, that is, number of language teachers from each school above.

It that there is no class that will be left out without any teacher to attend to the pupils there. As a result of this s will not lack the privilege and advantage of being expose to immediate environment's language and as such they will be having better performance which could be the reason why the educational instructors are satisfied with the performance of their pupils.
4.3 DISCUSSION

In the preceding chapters, an attempt was made to trace: analyze the role of mother tongue and its relationship with child education. That is to say how mother tongue affect the performance of children has been influenced through the use of mother tongue as a medium of instruction in school and this has attracted the attention of our government that they have make it one of the policy in the policy for education which intensify that teachers especially the primary school teachers must ensure that they make use of the language of the immediate environment whenever they are teaching pupils in the class.

With reference to table three (3) from the teachers responses, the collated data indicated that 68% of teachers show their evidence that Nigerian government gives full support to mother tongue education. This is due to that facts that interruption of mother tongue education at too early stage disrupts cognitive and academic development of children (tables) with 53% of the respondents say yes. In view of this, to provide good learning condition for children and in order to protect them from having cognitive problem and to provide wide space for them to develop academically, it become imperative for our government to do some thing to help these children. Also they knew that these children are the future leaders of this country and as a future leader to be able to function effectively there must be balancing as far as academic is concern.

From table 2 in the teacher's responses, 84% of the teachers accepted that mother tongue plays some roles concerning the better performance of the pupils with reasons. These reasons are as follows:

1. That mother tongue drives lessons more for pupil's clarity.
This is because the language is not strange to them as a result of this, the lesson is clear which make it easier for them to understand what their teacher is saying or teaching them.

2. It affects the pronunciation of some English vowels and consonant sounds; because in their dialect, that is, the language they speak in their environment have some grammar which if they can understand, will help them in the pronunciation of some English vowels and consonant sounds.

3. It helps them to have concrete foundation in different subjects. This is the reason why the Japanese pupils were able to came first among the countries of the world in primary science because most of their technologists were taught right from their youth in their own language. So, for Nigerian pupils to have good foundation in all their subjects and to be able to have best performance when it comes to international competition, mother tongue should be used in all our schools especially in our primary schools as a medium of instruction.

From question "4, the question there is asking whether it is true that mother tongue can influence pupils understanding of other subjects. According to the responses of the respondents (that is, the teachers) 87% of them says yes while the remaining 13% says No. According to this responses, the evidence has show clearly that mother tongue assist pupils not only to gain the knowledge of other subjects but to stand boldly and speak any where they may find themselves because they already have enough grammar which is the basic for them to understand the concepts of other language such as English language, Mathematics, the language of primary science and other subjects.
The question for table 8 said, state ways by which the uses of mother tongue in the school by the class teachers affect the behaviour of the pupils. What the researcher is trying to find out here is this, roes the uses of mother tongue in the school makes the pupils to have negative behaviour or positive behaviour towards the elders and towards the culture and traditions of the society? The result shows that if teachers should be allowed to be making use of mother tongue, that is, the language of the immediate environment whenever they are teaching the pupils in the class, that their behaviours to the elders and to the development of cultures and traditions of the society will be positive. Looking at the percentage 34% and 42% of the respondents says it make them to respect the elders and it helps them to contribute to the development of the society respectively, while 8% and 16% of the respondents says it makes them to be rude to elders and that it makes them to reject the culture and the tradition of the society respectively which is absolute wrong.

The question under table 11 says, do you agree with the policy statement that primary one (1) to 3 teachers must make use of the language of the immediate environment while teaching the pupils? Based on the response 64% of teachers themselves says it is a must apart from the fact that government, according to the policy on education has make it compulsory for all primary teachers particularly those teachers who are dealing with primary one to three. This is because it will make them to have good foundation for learning (according to the response of one of them) others still said in support of this, that the lesson will be effective, that pupils will understand the lesson and that it will give them the ability to adapt easily and as a result of this they will have a wide range of better performance rather than when other language is been use.
From table 7, we can see that whenever the teacher is teaching the pupils through the language of the immediate environment that pupils are always happy and that they are enjoying the lesson. This is one of the reasons why teachers must be making use of pupils own language. Because when they are nappy they feel relax and avoid every unnecessary fear that may want to dominate their heart and make them to lose interest in reading their books and even hate their teachers and try to avoid them whenever they see them.

Further more, if this hatred continues, it may lead to their cognitive problem which will eventually result to poor performance in their academic. In view of this, parents, guardians and teachers should make effort to create an avenue for effective communication to the pupils through the language of the immediate environment so that the future of these pupils will not be negatively affected as a result of early introduction of second language.

From table 9, it is clearly agreed that the ability of a child to use his/her mother tongue language helps him/her to reason, consider, compare and to predict possibilities. Yes, because it is the language in which they have basic knowledge. This is the reason why teachers should not be hindering pupils to communicate with their language in the school because when a child's language is rejected in the school, it is like you are rejecting that child and when the only message communicated to them in the school is leave your language and culture at the school door, children also leave a central part of whom they are, that is, their identities at the school house door when they feel this rejection and at last they are much less likely to participate actively and confidently/effectively in classroom instructions. So teachers should try at all cost to accept pupils language if they want them to be having good and better performance in all their subjects.
Table 6 under the data collated from teachers responses, based on the percentage, we can agree that school subjects be more meaningful and be more efficient in Nigeria if taught in mother tongue. According to the response 63% agree while 37% of the teachers said it will not be sensible that school subject should be taught in Nigeria through mother tongue. This argument has far be in existence, but according to Fafunwa 1975, Alabi 1976, Bangbose and Olarewaju, 1984 and 1988 respectively have prove the fact that Nigeria three major languages that is Igbo, Hausa and Yoruba have vocabularies for some scientific words, terms and concepts which are comparable to the language of some other parts of the world.

In view of this school subjects will be more meaningful to Nigerian people if is been taught in mother tongue. Seven considering the development that has taken place in Japan's Brazil's and Taiwan's technology as a result of using mother tongue as a medium of instruction for their children in the school.

Table 6 under the educational administrators, responses, we can see the reason why pupils performance especially in all school subject is always low. The reason is because most of their teachers have not be making use of mother tongue when teaching them, so to avoid this problem their teachers should at least try to explain some points to them in their own language especially some very difficult ones that they cannot understand except if it's been break down through different languages before they can understand.

Table 5 under the educational administrator responses, the question there is asking whether the ability of pupils to think wider and partake in class activities is as a result of using mother tongue as a medium of instruction in the schools. Actually, the answer is yes, mother tongue helps pupils to think wider and as well to
participate more in class activities. This is why teachers should try to accommodate pupils in the class with their languages.

Table 11 under the educational administrators responses, the question there is asking whether mother tongue plays any role in "the performance of pupils. Actually it does, because it aid their understanding towards what their teacher is teaching them and it gives them the ability to adapt easily exactly as we can see it clearly under teachers discussion table 2

Table 12 under the educational administrators responses is asking whether the pupils enjoy, lessons whenever- their teacher is teaching them with the language of the immediate environment. Also this one has been discussed under the teachers discussion table 7.

Table 13 under the educational administrators responses said how many language teachers do you have in your schools of which Sokoto south LGA has 81 all together and Sokoto North LGA has 56 all together Considering the average number of language teachers under each school, we would agree that government is trying at all cost to ensure that no school lack language teacher this is why they are still making adequate effort in order to produce more language teachers build faculties of language in all our tertiary institutions because they know that this will help the nation to develop more and to achieve their vision 20, 20, 20 will be more easy.

4.4 SUMMARY OF MAJOR FINDINGS

From what has been analyzed concerning the role that mother tongue play in relation to the education of children especially in the lower level of primary education the following findings were arrived at;
1. Children can be helped to solve their learning problems if they are constantly taught in their mother tongue.

2. Majority of the teachers in public primary schools use the child’s mother tongue in teaching. However, teachers of private primary schools do not use mother tongue for teaching at the lower level of schooling.

3. School children could be motivated to develop interest in learning by using mother tongue if teachers could put more emphasis on the use of mother tongue.

4. There are various ways by which pupils could be helped to develop their linguistic competence as they grow in life. One of such ways is the constant use of mother tongue for teaching at the lower level of primary schooling. Nigerian government should not forget to continue to support mother tongue as a medium of instruction in all our schools especially for our children in primary schools.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

This research project was conducted to investigate the impact of mother tongue on children learning at the lower level of primary education using some selected primary schools in Sokoto metropolis as case study.

The research was conducted with a view to find solution to the problem of mass failure of our primary school children which may perhaps be connected with teacher’s refusal to make use of the language of the immediate environment for instructional delivery at the lower classes of primary schools, as prescribed in the National Policy on Education (NPE)

5.2 CONCLUSION

Based on the information provided in the previous chapters of this research, it is clear that mother tongue as a medium of instruction in our schools should not be overemphasis mother tongue as a medium of instruction should continue to be given support by government, institutions both private and public, individuals and even by our teachers not only at primary school level but up to the tertiary institutions.

5.3 SUGGESTION/ RECOMMENDATION

From what has been said so far in the previous chapters of this research project with regards to the impact of mother tongue in education especially to the beginners. That is, the pupils at lower classes level of primary school (pry 1 to 3) in order to enhance their better performance in all subjects, we are suggesting or recommending that first of all

1. Pupils should be encourage to learn thought their own mother tongue so that they will be able to have solid foundation for learning.
2. Their teachers also should be encourage to always use the language of the Immediate environment when teaching, the lower classes of primary schools this will facilitate effective teaching and active participations of the pupils.

3. Government and other institutions of learning should continue to support mother tongue education at various levels. Language books should be produce and encourage to be used both by teachers and pupils.

4. Teachers who cannot speak the language of the immediate environment should not be allowed to teach in the lower classes, doing so will continue to create problem in the process of learning.

5. Teachers should not passively accept children’s linguistic and cultural diversity in the school rather they must be proactive and take initiative to affirm children linguistic identity by having posters in the various languages of the community around the school.
REFERENCE


Savery, (1967). Sample of comparative science nomenclature


The Sharter Oxford English Dictionary
APPENDIX ‘A’

QUESTIONNAIRE FOR CLASSROOM TEACHERS’

Dear Sir, Madam,

We are final year students of Usman Danfuyo University Sokoto, Department Adult Education & Extension Services, Faculty of Education & Extension Service Currently carrying out a research on the impact of mother tongue on children learning at the lower level of primary education.

A case study of some selected primary schools in Sokoto Metropolis.

This research is in partial fulfillment for the award of B.Ed degree in primary education.

Based on this, we present this questionnaire to you, requesting you to kindly respond to all the items on the questionnaire. Note that, any information given by you will be treated with much confidentiality.

SECTION A: (PERSONAL DATA OF RESPONDENT)

Name of school__________________________________________________________

Sex:_______________________________________________________________

Qualification_________________________________________________________

Area of specification_________________________________________________

Years of teaching experience__________________________________________

SECTION B: (QUESTIONS)

Pls kindly tick the box that best suit your opinion

1. Do you get satisfactory responses from the student?
   Yes [ ] No [ ]

2. If no, how do you encourage them to participate more?
   ________________________________________________________________

3. Do you think mother tongue plays any role in the aid performance of primary school children?
   Yes [ ] No [ ]

4. If yes, state one of such role_________________________________________
5. Is there any policy statement for mother tongue education in Nigeria?
   Yes ☐ No ☐

6. Do you think that mother tongue can influence pupils understanding of other subjects?
   Yes ☐ No ☐

7. Mother tongue interference at the early stage of child learning affects cognitive and academic development of children
   Yes ☐ No ☐

8. Do your pupils enjoy lesson whenever you are teaching them with the language of the immediate environment?
   Yes ☐ No ☐

9. State ways by which the uses of mother tongue in the school by the class teachers affect the behaviour of the pupils?

10. The ability of the child to use his/her mother tongue helps him/her to reason, consider, compare and predict possibilities.
    True ☐ False ☐

11. If a child is first introduce to second language (L2) before the first language, what will happen to the performance of that child?

12. Do you agree with the policy statement that primary one to three teachers must make use of the language of the immediate environment while teaching the pupils?
   Yes ☐ No ☐

13. If yes state one reason

14. The performance of children is improved when they are being taught by their mother tongue
   Yes ☐ No ☐

15. If yes state the reason

53
16. The performances of primary school leavers are less encouraging nowadays?  
   Yes ☐ No ☐

17. If yes give reasons__________________________________________________________

18. Mother tongue makes it easier to understand the process of Knowledge acquisition.  
   Yes ☐ No ☐

19. If yes state the ways__________________________________________________________

20. Language? Proficiency can be improved through the peer group  
   Yes ☐ No ☐

21. If yes state how?____________________________________________________________

22. Do you think that school subject will be well understood if taught in mother tongue in Nigeria?  
   Yes ☐ No ☐

23. If yes or No why____________________________________________________________

24. If all schools subject are taught in mother tongue will pupils find learning more meaningful?  
   Yes ☐ No ☐

25. Which methods of teaching do you think can be used for making slow learners to perform better in the schools?  
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
APPENDIX ‘B’

QUESTIONNAIRE FOR EDUCATIONAL ADMINISTRATORS’

Dear Sir/ madam,

We are final year students of Usman Danfuyo University Sokoto, Department Adult Education & Extension Services, Faculty of Education & Extension service currently conducting a research on the impact of mother tongue on children learning at the lower level of primary education.

A case study of some selected primary schools in Sokoto Metropolis.

This research is in partial fulfillment for the award of B.Ed degree in primary education.

Based on this, we present this questionnaire to you, requesting you to kindly respond to all the items on the questionnaire. Note that, any information given by you will be treated with much confidentiality.

Thank you.

Tick in the boxes that corresponded with the correct answers and briefly comment where necessary.

SECTION A: (PERSONAL DATA)

Name of LGEA

Sex:__________________________________________

Qualification ______________________________________

Working Experience (years)__________________________

SECTION B: (QUESTIONS)

Pls kindly tick the box that best suit your opinion

1. How many schools do you have in your L.G.A?____________________________

2. Are the school environment conducive for learning?

   Yes  □□□ No □□□

3. Are the classes in the school enough for the pupil?
4. One of the purpose of mother tongue as a medium of instruction in school is to help pupils to understand the concept of culture and tradition of the society.

Yes ☐ ☐ No ☐ ☐

5. The ability of pupils to think wider and partake in class activities is as a result of using mother tongue as a medium of instruction in the schools.

Yes ☐ ☐ No ☐ ☐

6. The performance of pupils, especially in all school subjects is always low. Is it because their teachers are not using the language of the immediate environment when teaching them?

Yes ☐ ☐ No ☐ ☐

7. If yes, how can we encourage them?

__________________________________________________________

8. Does mother tongue have anything to do with pupils’ performance in school subjects?

Yes ☐ ☐ No ☐ ☐

9. As an educational administrator, when you are inspecting the teachers have you ever seen any of them using the language of immediate environment while teaching?

Yes ☐ ☐ No ☐ ☐

10. As an educational administrator, are you happy with the performance of your pupils under your LGEA?

Yes ☐ ☐ No ☐ ☐
11. If no, what do you think can be done to make them perform better? __________________________________________________________________________

12. In the primary school some pupils are fast learners, while some are slow learners. What do you think can be done to encourage the slow learners for better performance?

________________________________________________________________________________________

13. Does mother tongue play any role in the performance of pupils?

Yes ☐  No ☐

14. If yes state one of such role __________________________________________________________________________

15. Does your pupils enjoy lessons whenever their teachers are teaching them with the language of the immediate environment?

Yes ☐  No ☐

16. How many classes do you have in each school in your LGEA?

17. How many language teachers do you have in all your schools?

________________________________________________________________________________________