

**MOTHER TONGUE INTERFERENCE ON SPOKEN
ENGLISH PERFORMANCE OF SENIOR
SECONDARY SCHOOL STUDENTS IN ISIN LOCAL
GOVERNMENT, KWARA STATE**

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CERTIFICATION

This is to certify that this research work was carried out by **OLADELE, Israel Oluwatobi** with the matriculation number **EKSU/IL/R4/20/0141** and has been read and approved has meeting part of the requirements of the Department of English Language and Literature Studies, Faculty of Education, Ekiti State University, Ado Ekiti, Nigeria for the award of Bachelor of Arts Education B. A. (Ed.) Degree in English.

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DEDICATION

This project is dedicated to Almighty God, whose guidance and grace have made this journey possible. To Him be all the glory and praise.

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ABSTRACT

This study explores the influence of mother tongue interference on the spoken English performance of senior secondary school students in Isin Local Government Area, Kwara State. Through a survey research design, data were collected via questionnaires administered to students from five selected secondary schools in the area. The purpose was to assess the extent to which local languages impact students' ability to pronounce English words correctly during oral communication. The results show that a significant number of students exhibit phonological interference, with their native language affecting their English pronunciation. For instance, common English words such as "pipe" are pronounced as "paipu," reflecting the strong influence of indigenous language structures on students' speech. This phonological interference demonstrates how local linguistic patterns are transferred to English, impeding accurate pronunciation. Given these findings, the study recommends that students make deliberate efforts to improve their English pronunciation skills. Tools such as pronouncing dictionaries should be introduced to aid in this process. Additionally, schools should prioritize spoken English instruction and encourage students to practice consistently to minimize the influence of their mother tongue. Finally, the study suggests that the government play a more active role in improving spoken English education. This could include mandating oral proficiency exams at the conclusion of secondary education and equipping schools with language laboratories and other teaching aids. Such interventions are essential for fostering more accurate English pronunciation and enhancing students' overall language competence.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Language is one of the most distinctive attributes of humanity, characterized by a complex system of vocal sounds that convey meaning and facilitate communication (Rodman & Bhela, 2017). It serves as a fundamental aspect of human interaction, contributing significantly to social, economic, and political development. As a socio-cultural phenomenon, language performs vital communicative functions and reflects the identity of a community (Rodman & Bhela, 2017). For language to be effective, it must serve its communicative role in the society it exists in.

Language is ever-present in human activities, making it an essential medium for expressing thoughts, ideas, and emotions. Whether through face-to-face communication, telephonic conversations, or internal dialogue, humans are never free from language, which shapes their interaction with the world (Rodman & Bhela, 2017). The study of language, therefore, has practical implications in fields such as education, translation, interpretation, speech therapy, and computational linguistics (Rodman & Bhela, 2017).

A speech community, as defined by Ojo (2005), is a group of individuals who use the same language or linguistic signals for communication, whether in small groups, nations, or even occupational associations. In multilingual communities like Nigeria, where there are over 250 ethnic groups and 400 languages, language plays an essential role in distinguishing different cultural identities (Olagoke, 1981; Aziza, 1998). Nigerian

children acquire the four basic language skills of listening, speaking, reading, and writing in their mother tongue before being introduced to other languages (Farinde & Ojo, 2001).

Mother tongue, or the first language (L1), is acquired naturally during childhood and remains the primary language of use for many people throughout their lives (Farinde & Ojo, 2001). It aids in developing early linguistic concepts and enhances cognitive development. According to Farinde and Ojo (2001), the mother tongue helps individuals understand the world around them through a familiar linguistic framework. When learning a second language, such as English, a child's L1 influences their learning experience. English, introduced to Nigeria as a result of colonial and missionary activities, has since become the official language and a crucial tool for communication, administration, and commerce (Olaide, 2010; Salami, 2002).

English is widely used in Nigeria as a second language (L2) and is introduced to children from the fourth year of primary education, continuing through to the university level (Federal Republic of Nigeria [FRN], 2014). The National Policy on Education mandates the use of English as the medium of instruction from the fourth year of primary school, alongside the teaching of French as a subject (FRN, 2014). This policy underscores the significance of English as a lingua franca that unifies Nigeria's multilingual society.

Despite its importance, English language acquisition is often hindered by mother tongue interference. Salami (2002) emphasized the need for improving the quality of spoken and written English in schools, particularly given the diverse linguistic

backgrounds of students. The interference of the mother tongue on English pronunciation is a significant challenge, as students often transfer phonological features from their L1 to English (Farinde & Ojo, 2001). For example, Yoruba speakers may pronounce "pipe" as "paipu" due to phonological differences between the two languages (Salami, 2002).

To address this, some scholars recommend increased practice and exposure to English in schools, starting from primary education (Akinbote et al., 2003). Instructional materials and language laboratories are also essential for improving students' proficiency in English (Akinbote et al., 2003). However, Akinbote, Olusegun, and Iruegbe (2003) argue that mother tongue education plays a critical role in preserving cultural identity while facilitating learning. They suggest that both mother tongue and English instruction should coexist in early education to enhance literacy in both languages.

English, as Nigeria's official language, serves numerous functions beyond communication. It is the language of government, education, and media, and is necessary for upward social mobility (Adedimeji, 2007). In a multilingual society like Nigeria, proficiency in English enables individuals to participate fully in national and international affairs (Adedimeji, 2007). Nonetheless, mother tongue interference, particularly in pronunciation, remains a challenge, often exacerbated by poor teaching methodologies that rely on grammatical translation methods, wherein teachers explain English words using the mother tongue (Amuseghan, 2011).

Amuseghan (2011) further argued that spoken English is crucial for day-to-day communication and should be emphasized in schools. The oral aspects of English, such

as pronunciation and articulation, are particularly susceptible to mother tongue interference. Phonological interference occurs when the phonemes of the mother tongue are transferred to English, leading to mispronunciations (Amuseghan, 2011). For instance, Yoruba speakers might insert vowels between consonant clusters in English words, as the phonological structures of Yoruba differ significantly from those of English (Salami, 2002).

Given the pervasive influence of the mother tongue on English language use, it is imperative to assess the extent of this interference and recommend strategies to mitigate its effects in secondary schools. Proper pronunciation, phonological awareness, and adequate teaching resources are necessary to improve students' spoken English skills and reduce mother tongue interference (Corder, 2005).

Statement of the Problem

There is no doubt that government and private secondary school students face the problem of Mother Tongue (MT) interference in spoken English. For this reason, the researcher will carry out a survey in order to look into the influence of mother tongue on the spoken English of students with reference to some selected schools in Isin Local Government Area of Kwara State. The oral aspect of English language is the main focus of this research. The influence of mother tongue on the pronunciation of English words is one of the problems. The influence of the home background on the students' and pronunciation of English words is also a problem. One of the problems is a teacher's poor ability in teaching methodology.

Most teachers do not follow the teaching of English language in appropriate order. The four basic skills of language are listening, reading and writing. These steps are either presented in a wrong sequence or everything lumped together. Hence, series of works have been done concerning the problems of mother tongue language interference on the oral English of secondary school students in English language. It is however observed that little or no emphasis has been placed on the influence of mother tongue on the oral English of secondary school students especially in Isin, Kwara State. Consequently, there is a need to conduct a research on the influence of mother tongue on the spoken English of Secondary School students in Isin LGA, Kwara State to determine their causes and effects.

Purpose of the Study

The general purpose of the study was to examine the mother tongue (MT) influence on the spoken English of senior secondary school students. Specifically, this study is to determine the;

- a. influence of mother tongue on students' performance in spoken English.
- b. influence of teacher's gender on the performances of students in spoken English.
- c. influence of teacher's qualification on the performances of students in spoken English.
- d. influence of teaching experience on the students' performance in spoken English.
- e. influence of home background on the students' performances in spoken English.

Research Question

The following research questions are raised to guide this study.

1. How does mother tongue interference influence oral English of Government and Private Secondary school students in Isin?
2. What is the influence of gender on the performance of students in spoken English?
3. What are the influences of the teacher's qualification on the performance of the students in spoken English?
4. What is the influence of teaching experience on the performance on students in spoken English?
5. What is the influence of home background on the student's performances in spoken English?

Research Hypotheses

The following research hypotheses are formulated to guide this study

- H01:** There is no significant differences in male and female students' performance in spoken English.
- H02:** There is no significant influence of teacher's qualification on the performance of the students in spoken English.
- H03:** There is no significant influence of teaching experience on the performance of the students in spoken English.
- H04:** There is no significant influence of home background on the students' performance in spoken English.

Significance of the Study

The findings of this study will help individuals and groups of people, curriculum planners, examining bodies, parents, textbook writers, educational administrators or learner - users of English in Isin to identify the phonological and speech problems they encounter while learning the second language. This study will urge at least some Isin learner - users of English language to be conscious of the way they speak English and how they pronounce words and construct sentences in English language. It will make them to correct and subdue negative influences of their mother tongue on their Spoken English. The essence of this study is to show the result of the co-existence of the mother tongue (Yoruba) and English language. The co-existence will allow students to be exposed to the interference of the two languages, where the interference occurs and how to minimize it.

Furthermore, Teachers of English language would find this study valuable. This study could benefit the teachers in their choice and emphasis, regarding ways in planning and presenting their lessons. This study will help the teachers of English language to know the measures to be taken in order to help students minimize their mother tongue language interference on spoken English. As a result of this choice, teaching/learning materials appropriate to the students' spoken ability could be selected and used for the lessons. Other teachers in the other fields could equally benefit from the present study. Aspects of knowledge organization and presentation that involve spoken English, analysis and transcription would definitely require insights from studies such as the present one.

Scope and Limitation of the Study

For the purpose of attaining the objectives of these findings the study covers Isin Local Government Area. This study focuses on Isin Local Government Area of Kwara state, Nigeria. The target scope of this study is the senior secondary schools in Isin local Government Area. The sample scope of this study is limited to five (5) secondary schools in Isin Local Government Area, Kwara State.

The sampling technique to be used is the sample random technique. The sample scope is limited to the selected schools above. The sample scope will be limited to one hundred (100) students; twenty-five (20) students from each school and it is restricted to only senior secondary school two (SS 2). The questionnaire will be used as an instrument for this study. Simple percentage will be used as the statistical scope of this study.

Operational Definition of Terms

The following terms are operationally defined as used in this study.

Mother Tongue (Mt): a language of one's parents or language of the child's immediate environment.

Oral English: the way sounds are being articulated to give a good and competent pronunciation.

Interference: when an individual allows the features of his/her mother tongue (Yoruba) to influence within the competence in the target language (English).

LIC: Language of immediate community.

Home Background: circumstance surrounding ones family, be it social class, experience and or education etc.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concept of Mother Tongue

Mother tongue refers to the language that a person acquires in early childhood, which naturally becomes their primary means of thought and communication. According to Awoniyi (2007), it is the language most frequently spoken within a community, and it serves as a crucial instrument for communication and cognitive development. Bamisaye (as cited in Webster's Comprehensive Dictionary of the English Language) reinforces this view, stating that the mother tongue, or first language (L1), is not learned through formal instruction but acquired through natural exposure during childhood. The first language helps encode early cognitive concepts and is integral to shaping a person's identity.

In some contexts, such as in Kenya and India, the term "first language" is used to describe the language of one's ethnic group, even if it is not the language in which the individual is most proficient (Wikipedia, 2022). Nutsukp (2007) similarly defines the first language as the language of one's parents or ethnic group, which a child acquires upon birth. This language subconsciously aids in the development of other linguistic skills, such as reading, writing, and speaking, as the child matures.

Ashworth (2007) highlights that the mother tongue also serves as a tool for expressing emotions, needs, and cultural identity. It differentiates people based on their linguistic and national origins. Consequently, the mother tongue not only facilitates communication but also reveals a person's cultural heritage and societal ties.

Meaning and Nature of Spoken English

Phonetics, a branch of linguistics, deals with the physical and acoustic properties of speech sounds. Phonetics focuses on how speech sounds are produced, transmitted, and perceived (Osisanwo, 2009). According to Crittenden and Bain (2004), phonetics encompasses the concrete characteristics of language sounds, including their auditory, acoustic, and articulatory dimensions. Ofuya (2007) further defines phonetics as the study of the physical properties of sounds used in language, particularly in English.

Akmajian et al. (2008) categorize phonetics into three distinct approaches: articulatory, acoustic, and auditory. Articulatory phonetics, as described by Lodge (2009), concerns itself with how speech sounds are produced in the vocal tract by the various speech organs. Osisanwo (2009) explains that this approach focuses on the specific functions of the organs involved in speech production. Acoustic phonetics, on the other hand, examines the physical properties of speech sound waves generated by the vocal tract (Ofuya, 2007). Auditory phonetics, according to Kreidler (2002), explores how sound waves are perceived by the ear of the listener and speaker, examining the differentiation and reception of sound waves.

Phonology, as distinguished from phonetics, studies the abstract and systematic organization of sounds in language. Osisanwo (2009) describes phonology as the study of sound patterns and systems that speakers must internalize to communicate effectively. Oyeade (2000) adds that phonology involves understanding how phonemes—the smallest units of sound—function within a language to create meaningful utterances.

Roach (2000) further explains that phonology focuses on the relationships between phonemes, addressing the abstract aspects of language sound systems.

Kundayo et al. (2008) suggest that phonology deals with the patterns of sounds in specific languages, and Clark et al. (2011) reinforce this view, describing phonology as the study of the systems and patterns of sounds in a given language. Phonology is crucial for understanding how speech sounds are organized and function within a language. Phonological analysis can be divided into two levels: segmental phonology and suprasegmental phonology (Osisanwo, 2007).

Segmental phonology studies individual sound segments and how they combine to form meaningful utterances. According to Osisanwo (2007), segmental phonology focuses on the specific phonetic segments of language, such as consonants and vowels, and their organization within speech. Suprasegmental phonology, in contrast, examines the features that extend over individual phonemes, such as stress, intonation, and rhythm (Reach, 2000). Osisanwo (2007) identifies these suprasegmental elements as essential for understanding the full complexity of speech communication.

Mother Tongue Interference on Learning English

The mother tongue influence on spoken English language is an effect of bilingualism or multilingualism. It is a linguistic situation whereby the features of the first language are being negatively transferred to the target language. It is a process that occurs during the period of learning. According to Alabi (2007), the term implies a re-arrangement of patterns that result from the introduction of foreign elements into more

highly structured domain of a language such as (bulk of) phonology, syntax as well as some areas of vocabulary culture and discourse. Some people claim that they can tell what part of the country a Nigerian belongs from the way he speaks English language (Alabi, 2007).

This kind of skill in so far as it exists due to the recognition of typical pronunciation of English by the speaker involved. One of such typical features is that of Igbo speakers of English, even well educated, one tends to transfer the vowel harmony system of their languages into English language. They say (folo) instead of (fɒlθʊ) for the word "follow" because the sequence of (ɔ) and (ɔ) in two successive syllables is not permissible in Igbo Language. Alabi, (2007). Hausa speakers of English tend to insert a vowel between a syllable, for instance (rezigineɪfɛn) instead of (rezigineɪfɛn) for the word 'resignation.'

Furthermore, Yoruba speakers of English generally nasalize English vowels which are preceded by nasals. For example; they say (olori) for English word 'morning' (olori). Ofuaya (2007). Also, Yoruba speakers in Isin as the case study for this research are fond of inserting vowels between consonant clusters as this does not occur in the phonological structures of their language as well as in many cases after final English consonant. Thus: 'ija' for 'pipe'(water), other examples are; (oro) for 'stout' (wo) for 'free' (oferi) for 'fridge' (igba) for 'tree' (aburo for 'bread', (kadi) for card, (omo mi) for madam.

It is a well-known fact that the Nigerian students learn the English language mainly for their books. The teacher plays only a secondary role, especially once the only introductory stages have been passed. The Nigerian pupil who is thus left to a pronounced reliance on books finds that even the orthography of English is bewildering and almost

frustrating in its complexity and inconsistency. Apart from the fact that English orthography is different from that of his native tongue, although the basic alphabets fundamentally are similar at least in appearance and to a much less extent in the kind and quality of sounds represented. (Abiri et al, 1966).

The Yorba pupils are confronted with an inconsistent representation of sounds they find that similar sounds in English do not always have the same graphic representation as is evidence by the words; go, row, sew, though, toe, oh, folk and hoe. They even find that the same visual pattern does not always convey the same sound, as may be observed from the different sounds represented by the combination - 'ough' in these words: though, plough, and rough. (Abiri et al 1966).

Phonologically, English sounds include (g), (e), (3), (g), (tj), (f) and (ct3) which are not represented in Yoruba language are substituted with the equivalences in the words below:

Underlined sound	British Sound	Yoruba Equivalence
among	/ə/	/a/
shirt	/ʃ/	/s/
judge	/dʒ/	/j/
educated	/dʒ/	/d/
pleasure	/ʒ/	/s/
through	/ə/	/t/
there	/g/	/d/

Also, the errors which sprang up as a result of first language influence are grouped into seven (7) categories by Alabi, (2009).

- i. Over- differentiation of sounds; This happens when distinctions in Nigerian languages which are not present in English language are forced into English, for example; Hausa will say /kworent/ for 'current' instead of /kerent/, Igbo will say hjdl instead of 'oil' hill Alabi, (2009).
- ii. Under- differentiation of sounds: This occurs when one sound in the first language is used for more than one sound in English. For instance; Nigerian are vowel /i/ in the first language for /I/ and /i: / in English also /a/ in the first language for /æ/ and /a: / in English Alabi, (2009).
- iii. Hyper-correction: This is a peculiar problem faced by many Yoruba speakers during the learning of English. For example; Nigerians pronounce /tʃ/ and /s/ in words like wash and seed which is wrong, it should be /z/ and /s/ in worlds like wash and seed.(Alabi 2009)
- iv. Sound- substitution: Since the totality of English phonemes is considerably greater in number than the segments of our first language (mother tongue), the substitution of alien sounds with the close equivalents in first language seems inevitable. For example; /ei/ may be substituted for /e/, /z/, with /s/, /g/ for /d/ and /ə/ with /t/ as in 'dose tins' instead of 'those /ɢəvz/ things /əijz/ Alabi. (2009).
- v. Re- interpretation of sound: This occurs in consonant clusters that are combating more consonants side by side but do not feature in most Nigerian languages. 'Screw' is pronounced as 'Sicrew' (wrong) and fiful instead of 'people' Alabi, (2009).
- vi. At the supra segmental level, many Nigerian languages are syllable-timed. Accent is placed on each syllable. So, the transfer of this quality into English

would destroy the desired and correct intonation of rhythm of the utterances because English is stress-timed. (Alabi 2009).

The age at which students start to learn English language is the factors why many of the students find it hard to improve their speech habit. The home affords the child's first language lessons. His mother is the first language teacher. There is ample evidence to show that children to parents in the higher occupational groups are definitely superior in every phase of language than children from the lower occupational groups Jacob, (2014).

In the typical middle-class home, the child is taught early that language is important. He is encouraged to talk about his experience. He is surrounded with books and reading materials. His use of "proper" language formulation and vocabulary is a matter of concern to all. In the home of lower class, however the emphasis upon language is much different. There will be fewer books and magazines, there will be less encouragement and support for the child's use of 'proper' language usage while those from the illiterate homes do not have much opportunity to make use of the language. These differences are reflected in the speech development of children entering school Jacob, (2014).

Students already have their first language and as such face problem of interference in the English language. This means a negative transfer of their first language into the English language. Such negative transfer of habits from one language influences the speaking English of students (Obanya). Croft (2005) was of the opinion that in teaching and learning of a second language, one of the problems to resolve is the tyranny of the first language in the learners' usage of the other language which in this case is English

language. A study by Ofuya (2008) shows the need for introducing and emphasizing the spoken language at the early stages of language teaching and learning.

Furthermore, some students have educated parents that encourage them to speak the English language at home and at all times. This surely helps to improve the child's mastery of the language and also gives the child more confidence in the use of English language. This enables the child to speak freely in English language. On the other hand, some students that come from homes where their parents are illiterate farmers or labourers are not encouraged to speak English language because whenever the students speak English language, the parents and other members of the family make fun of the students so they are discouraged Ofuya (2008).

It is confirmed. by Obanya (2008) that many of the students who passed through standard private nursery and primary schools are better in spoken English than their counterparts who passed through the public primary schools. Print and Electronic media are among the range of amenities that the well-to-do parents can provide for their children because print and electronic media enhance knowledge and children are limited without the amenities. If they are deprived of electronic media, their learning will be hampered because no teacher can do the job of an electronic media. In the actual fact, children learn a lot more about language in an informal manner through the electronic media. Through the electronic media, children can learn English language by listening to or watching programme such as "empire kids". Therefore, early exposure to the media enables the children to learn English language better.

In the same rich families, their parents could afford to buy the children some picture books in English language which helped the children master English alphabets even before entering a classroom. This in virtually all the skill areas than their

counterparts who do not have such opportunities. The kind of home a child comes from helps in minimizing mother tongue influences on oral English. Mother tongue disrupts the smoothness of communication, students with lack of confidence tends to use mother tongue instead of proper English. Many students from different native cannot pronounce many words correctly. Some are ‘measure’, ‘pleasure’, ‘treasure’, ‘support’, ‘develop’, ‘College’, ‘bus’, ‘school’, ‘zero’, ‘pleasure’, ‘treasure’, ‘smart’, etc.... English is an evolving language. We can also speak English without the influence of mother tongue slowly. It cannot be done overnight.

For example, North India have the accent of pronouncing ‘sh’ as ‘is’ this is called mother tongue influence. While pronouncing “s” it is as “j” for example the word “position” as “Bojision”. If a south Indian and a North India suffer from this and are talking about making things ‘simple’ you might hear it as either “sinipi” or “Simple”. Or you could hear “igbonti” (construction), “kini” (what), “omi” (audio), iwedudu (breakfast). These are the few symptoms of this “disease” so, beware of “the disease”.

In learning second language students must concentrate in pronunciation. As English has been an accepted as the language of travel. Many students feel shy to communicate with others. They endeavour to speak very rarely hence mother tongue influence. Every language affects English learners differently so, we can’t simply list out all the common mistakes. This post would be too long! If you are a complete newcomer to the country, you’re in, then it can be hard to identify at first. The longer you stay, the more often you’ll notice the same mistake occurring, which likely a sign of the mother tongue is interfering pay attention to mistakes you students make, and when you come across the same ones over and over again, ask somebody who speaks the local language if it might be caused by that language.

It's definitely worth doing this, because letting students know when they're being influenced by their mother tongue is a good way of stopping it happening again. Equally, if you start learning the local language, you'll find yourself understanding mother tongue influence a lot more, and will be able to correct it far more easily. This is an added bonus of taking the plunge and learning the language. You can also use other people's research, there are plenty of "How (language) affects English learning" article online and many books have been written on the subject too. All you need to do is find one that applies to the language (s) of the country you're in, and you'll be set.

Shruti Pal Central Institute of Education (India) Pronunciation is not a major problem in a language classroom until it hinders meaning making. For instance, when dealing with minimal pairs, it becomes essential to pay attention the pronunciation of words. In the Indian context, Hindi (and its dialects) is the mother tongue of a majority of the population and the number of speakers of English as a second language is on the rise. A good number of people use the two languages and the impact of Hindi on English pronunciation is evident in speech. The study talks about the differences in the sound systems of two languages (English and Hindi) and how these differences cause problems in acquisition of second language sound system. The study attempts to identify the sounds of English which are the most affected by the sounds of Hindi, and to suggest classroom activities to help reduce this effect. This paper also presents a few sample activities created for the purpose.

In the Indian context, the capabilities to converse in English have become an issue related to jobs and prestige. Indian movies such as "English" 'Vigils' reflects the state of the Indian society and the value that it attaches to the language and the skill. Speaking skill does not get its due share of attention in the average Indian classroom. It is assumed

that the learners will pick up the skill from other classroom activities and instructions. As a consequence, the India learners of English are not able to develop proper skill and confidence to converse in English.

Peanington and Richards, (2007), point out that ‘pronunciation is largely identified with the articulation of individuals’ sounds and to a lesser extent, with the stress and intonation patterns of the target language. This reflects in the India classroom as sounds are emphasized in the Indian classrooms but speech in native-like accent is not given much importance. Another reason for this could also be the fact that the variety and a number of dialects found is vast to such an extent that it is practically. Thus, the sounds of a language are very important in India classroom and are the area of problems relating skills. There is a need to identify the problems related to pronunciation in the India context.

The data analysis helped identify and conclude

- The major pronunciation problem areas faced by speaker of Hindi were:
 1. Fricative Sounds such as /s/, /ʃ/, /z/, /ʒ/, /dʒ/.
 2. Plural makers
 3. Consonant clusters.
 4. Vowel sounds which differed from the Hindi sound system and had varied spelling.
 5. Words which displayed a sound and spelling disparity.
- Out of a total of 13 selected sound positions, improvement was seen in 6 positions. The results were constant at 4 positions and showed a regress at 2 positions. It was observed that in the sounds showing regress in the two specific cases was due error different from that in the pre-test.

- The realization and acknowledgement of correct spoken language enhance the spoken skill of the learners in multifold manner. Learners were more confident in speech and attempted to speak in English more often.
- The consonant sounds are easier to learn than the vowel sounds. This is because the differences in the consonant sounds are more evident (to the Indian audience) in comparison to the minute differences in the vowel sounds.

Correct speech is emphasised over fluent speech in the Indian context. It is thus important to understand the factors affecting correct spoken English. The results of this study help us understand these factors and have implications for classroom planning and curriculum transaction. Teacher in the Hindi speaking belt can benefit from the study and help their learners work on their pronunciation skills by planning appropriate classroom activity and instruction.

Habib Labiba the language a person uses can be differentiating in to L1 and L2 that is first language and second language. First language is also known as mother tongue. That is the language a child first come in contact with depending on the environment he/she is born and raised while second language is a language that is later learnt at adult stage.

The research is aim at investigating or identifying the various ways or forms through which Hausa language interferes on the syntactic level of second language. Because of the late arrival of Europeans to Northern Nigerian where Hausa is spoken, English is not as fully embraced by the Hausas as is the case with their southern counterparts. English language seems to have some communication syllogisms, that is extension of sense and sure of lexical items and local idioms. The syntactic interference

of the Hausa language on English language is the focus of this research study. Therefore, this study aims at identifying the interference of Hausa syntax on the syntax of English.

The best way in which interference can be corrected is to apply the theory of contrastive analysis (C.A) where the different aspects of mother tongue first language are to be compared with those of the second language. This will help the learners to understand their problems and find the ways of solving them. More so, the use of contrastive analysis helps the teachers to point out which is/are to be given more attention in the second language learning, there is need also of constant practices if what has been learnt by the learners. Lado (2017) and Corder (2005), emphasize the practicability of language learning. It is only through this practical means that the learner can easily understand the knowledge of the target language.

The teachers to the second language learners should try to use the findings of psychologist, linguist and other researches to different researchers. This will help them to know more about the language and the model to be used for effective teaching without facing much difficulty in the process of teaching. The researcher also suggests that the teacher should be critical of the textbooks and select those who which are more appropriately clear for better language learning. Thus, it is significant for the teachers to look for the useful materials that the learners can understand easily. The teachers should also bear in mind that before teaching any aspect of the second language it is vital for them to look at its relationship with the first language. This will help them greatly to carefully plan their lessons and use appropriate teaching method. The second language learning teachers should bear in mind that the principles task in the second language learning is the mastering of the finite system by which linguistic creativity is achieved.

The researcher would like the teachers to take note of the suggestion given above, so that they can use them to minimize the problem of language transfer and other learning difficulties in teaching the second language. Judith Makse Patrick, it is a theoretical paper which highlights the interference of mother-tongue on the English pronunciation of senior primary school pupils in Nigeria. The Nigeria policy on Education stipulates that it is at this level pupils encounter English as a medium of learning for the 'first time' of each of the listed 521 local language listed, each community has its own peculiar challenges in this aspect of second language learning in this paper however, only four language from the current figure were studied; these are Yoruba, Hausa, Igbo and Tiv.

Attempt is made by studying some common errors of these set of second language learner from the language stated, implication for pedagogy stressed and some steps of remedial drills suggested which can be of use to teachers of English language at the target level in correcting and possible reduction of the effects of mother-tongue interference. From the forgoing so far, the importance of mother-tongue in the learning of English cannot be overemphasized. Language is said to be universal so these issues are not peculiar to Nigeria context. It is therefore necessary to tackle the issue of interference to bring a free flow from mother tongue to the learning of English among children.

Errors may occur due to the fact that some of the English sounds are not found in their mother-tongue it has rightly been observed that in the first language learning, the learner is highly motivated and is surrounded by a conducive linguistic environment, the kind that the second language learning lacks. This implies that though language learning is generally difficult, second language learning has greater problems which result in the greater number of errors in performance of second language users Onuigbo, in Aladeyomi and Adfunde. Interference can be identified according to regional variation in Nigeria,

especially, in phonology and Lexis. Certain pronunciation is identified with members of an ethnic group and when all the makers of the group are present in a particular speaker, one can be fairly certain that the speaker in question is a member of that ethnic group by birth or upbringing.

Yasir IqBal Department Language and Social Sciences AMA International University This paper aims to study new techniques in second language learning concerning the lively use of the mother tongue in classroom situations. In teaching English language classroom, different perspectives exist for and against the use of first language (L1) in English as a foreign language (EFL) classroom. The particular researcher examines and elucidates the impact of mother-tongue over learning a foreign language. Learning English is a great need of this age of globalization. As English language is a universal language, we can speak with people around the world one major objective for foreign language teaching and learning is to instruct the learner to be mastered in oral and written communication in the target language. It has been observed more influence on mother-tongue could reduce the efficient and accurate level of learning language.

In the meantime, Ur (12) observed that speaking is one of the most important skills it needs to be polished by the people to be mastered by the people in speaking such as grammar competence, listening skill, vocabulary and pronunciation.

1. Examination of young learners learning and development of linguistic context.
2. Questionnaire based on the attitude of student's preference in English over mother tongue in the Basic English language classroom and outside.
3. Focus groups, interview and text writing at AMAIUB pren 300 (preparatory English Language) the aim of the study is to discover the student, perception and

skill being multi lingual in English classroom and had given the assessment how the use of mother tongue in pre 300 may influence their identity. The interview questions were being asked in the light of language on identifies an impression of mind.

4. Students observed and answered realistically, the prohibition against mother tongue in the classroom, are most important.

Similarly, during the exploration of the student the perception and beliefs of Arabic speakers regarding status perception and belief influence the verbal interactions between mother tongue and child were also judged interpreting, illustrating that how local context impact in enhancement of vocabulary. Mohammed Sadiya Halima carried out a study on the influence of mother tongue on the spoken English of Television correspondent reporters' implications for SS students with a view to determine whether correspondent reporters use of English vowels, consonants and stress pattern are influenced by their mother tongue and also to see the implication on students. Consequently, three research questions were raised as follows:

Abdul Rahuman carried out a study to determine the mother tongue influence on learning English as a second language and related issues among Tamil speaking students. The sample comprises forty students from the first year of faculty of Arts, South Eastern university of Sri. Lanka. It covers Muslim and Tamil students of the Eastern province. Both qualitative and quantitative research methods were used for the purpose of this research. These are two types of data that include task sheets of errors and the background of the students. According to the survey, sentence of errors which had Tamil influence were identified. The Tamil sentence 'MINSARAN POAY WITTATHU' it one of the examples from the set it means "there is power failure". Student's approaches towards

the above sentence symbolize several types of errors and they are mostly influence by the mother tongue. Similarly, errors of other sentences in English translated from Tamil also improved the influence of mother tongue.

The influence of mother tongue in a second language learning process is inevitable. But it can be minimized considerably with the appropriate guidance. The knowledge on the area where interference is occurred and alternatives measures in teaching a second language will improve the quality of learning a second language.

Factors Influencing Mother Tongue on Spoken English Performance

The foundation for an eventual mastery of the four basic skills aimed by the Nigerian learners of English language- reading with reasonable understanding. Writing and speaking with reasonable accuracy and intelligibility and intelligent apprehension of spoken English are laid at the primary school stage. It is therefore of crucial importance that the teachers of the primary classes should themselves have acquired an adequate control of these skills. But unfortunately, this is far from being the case with most primary school teachers in Nigeria and those students will carry this to the secondary school.

It has been observed by the researcher that in order to learn a foreign language with any degree of success, a student must hear that language spoken often and well over a fairly lengthy period. In turn, the learners must understand and speak the language in situations within their personal experiences. Thus, the more the student is exposed to good model and the more relevant the materials appear to him, the more likely he is to make considerable effort needed to speak the language well Joseph, (2003).

Montaigne (2017) seems to prove this assertion in his essay titled "De l'insitution des enfants." Montaigne learnt to speak Latin as a child, he was subjected to the use of Latin every day and within two years, "without books, rules, Whipping or whining he

acquired as pure as a Latin tongue as his master could speak." But where the teacher is a bad model, the students are to in-exact repetition of sounds which remain unconnected but rather make students persistent in wrong pronunciation. In spite of the time and energy that might even be wasted on teaching such students speech behavior will remain unimproved or might even be destroyed completely. This problem is affecting many of our secondary schools in Nigeria. The situation would have been fairer for an English language teacher if the number of students per teacher had been kept smaller say between ten and twenty students per teacher.

Unfortunately, the situation in Nigeria today is such that an English teacher is given as many as fifty to two hundred students per class and he is expected to teach pronunciation to the class. In such a case, there is a limit to which the teacher can influence the students' speech behavior since the teacher has little or no room for monitoring individual student's performance. This apparent lack of concern for the individual in a pronunciation class is therefore a major factor as to why students' speech behavior has not changed in spite the vigorous teaching Montaigne, (2017).

The problems of equipment for teaching the pronunciation of English are also alarming. The use of pre-recorded material in the form of tapes could complement the efforts of the teachers in their teaching of English if they are available. But schools which can afford to purchase such materials as well as the machines for playing them are very rare indeed Yusuf, (2018). Any programme aimed at improving the teaching of English in Nigerian schools should include a consideration of the possibility of equipping miniature language laboratory. Although in the words of Corder (2005), the language laboratory that it is wrong to assume that a language laoratory is the final answer to all

language learning problems and whereas the language laboratory is just a powerful aid if properly used but a waste of time and resources if improperly used.

There is no gain saying the fact that well-furnished and adequately utilized language laboratory will foster the learning of pronunciation in schools. In spite of its value however, many schools and colleges do not have any and many teachers of English language have never used a language laboratory either for self-training or for training others Corder, (2005). The researcher cannot deny the fact that a well-equipped language laboratory affords the students the opportunity to listen to their teacher's model, carryout his instructions, copy his speech and answer his questions at once. It also affords the teacher the opportunity to monitor each student's speech production and advise the student without disturbing the level of development of other students Corder, (2005).

That apart, the students can listen to their own speech and make comparison with other models produced to aid them; they can make self-corrections if need arises. But most schools lack these facilities and so lack of teaching materials is a contributing factor to the mother tongue language influence on English words Dairo, (2005). For example, in a class of forty students or more, there is hardly any other way the teacher can individualize instructions on pronunciation in the absence of good teaching aids. The teacher can neither here nor correct at once the individual student's speech mistakes (Dairo, 2005).

Appraisal of the Literature Reviewed

The literature reviewed shows that use of mother tongue as a medium of instruction at secondary school education may be advantageous to the students since students at that age easily associate with a familiar language and mother tongue is their instrument of thought. However, the linguistic differences between mother tongue

language (L1) and English language (L2) - may either transfer or interfere with L2 acquisition. It can be deduced that indeed there is interference or transfer (negative or positive influence) of mother tongue to English. The gap that emanate from these findings is that they do not explicitly bring out an analysis of mother tongue and its influence on performance of English in the context under study.

In addition, the literature review addresses the issue of contrastive analysis which dwells on comparing various aspects of mother tongue interference on English language. The literature on contrastive analysis is important since it puts the researcher into questioning whether mother tongue in the context of study influences the students spoken English. Furthermore, the literature reviewed addresses the issue of some of the scholars like Kamano and Bamgbose have highlighted the importance of motivation self-confidence, a good self-image as an approach to teaching English. Various scholars have shown that there is a relationship between the use of mother tongue and learning of English skills.

However, they do not analyze mother tongue and its influence on performance of English. Therefore, there is need to analyze the use of mother tongue and its influences the acquisition of English skills. Moreover, there is need to find not only the prevalence of use of mother tongue but whether use of mother tongue has an influence in the performance of English in Isin. The literature reviewed has also discussed the issue of code switching, code mixing and the attitude of stakeholders towards use of mother tongue. It has also been noted that teachers have gone ahead and punished learners for speaking mother tongue in the school premises. Most schools in Kenya have internal language policies that ban the use of mother tongues in the school compound with an aim of improving the performance of English.

This study sought to find out whether there was an influence of use of mother tongue on performance of English. So, in what ways does the use of mother tongue influence the learners' performance in English? The inadequacies and weakness from other studies have led to various scholars for instance, Hasindu (2009) and Ochieng to recommend that a study be done on the influence of mother tongue on performance of English. Consequently, the researcher endeavored to find out whether there is an influence of use of mother tongue in public and private day secondary schools of Isin on students' performance in English.

Literatures of many scholars have been reviewed in investigating how first language influences the spoken English of secondary school students. Views of various scholars have been looked into, in the aspect of phonetics and phonology, the status of the languages under study that is, Yoruba language, English language and Nigerian English. Also, the aspect of interference or the influence it has on students. According to Alabi (2009). The errors which sprang up as a result of first language influence is grouped into seven (7) categories which could be; over-differentiation of sounds, under-differentiation of sounds and taking English language for a syllable-timed language instead of stress-timed and have all been treated in the literature review.

It has been known and investigated from previous and modern investigations that the influence of first language on spoken English can be caused by the home background of the students. The educational qualification of the teacher, parents, occupation and social status can influence the spoken English of the students. The environment of a student can also influence the kind of spoken English that such student will use. On the basis of the literature reviewed, the homes from which the students come from influence their learning rate in spoken English. According to Jacob (2014), the differences in the

homes of the students will reflect in the speech development of the students. A study by Obanya et.al., show the need for introducing and emphasizing the spoken language (English) at the early stages of learning and teaching of English language and this depends on the homes of the students whether from the Literature parents' homes or the illiterate parents' homes.

The availability of pronunciation equipment, materials and model teachers influence the students' learning rate in spoken English. The language laboratory is one of the important equipment of language teaching. The essence of the language laboratory is shown by Corder, (2005), that a school that wants to teach spoken English to the students so that they will be proficient in pronunciation must possess a language laboratory that is well equipped. A well-equipped laboratory according to Corder (2005), affords the students opportunity to listen to their teacher's model, carryout his instructions and make the students effective in spoken English.

Poor teaching can also influence the spoken English of students. The environment in which the class takes place matters a lot to the effective and efficient teaching of spoken English. The situation in Nigeria today is such that an English teacher is given as many as fifty (50) to two hundred (200) students per class and he/she is expected to teach pronunciation to the class. In such a case, there is a limit to which the teacher has little or no room for monitoring individual students' performances Montaigne (2017). The literature reviewed has been carried out to investigate the influence of first language on the spoken English of secondary school students in Isin Local Government Area of Kwara State.

CHAPTER THREE

RESEARCH METHOD

This chapter describes the methodology that guided the study. The focus is on the techniques and procedures to be used with detailed information on the methods that was employed in carrying out this study and it is presented under the following heading:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research is a descriptive survey type. According to Hassan (2006), descriptive research allows assessment of certain attribute, properties or characteristics in a situation at one or more point in time. In this method, the researcher collect information from representatives' sample upon which inferences are drawn about the perception of the population. The descriptive survey is considered appropriate for this study since the population comprises secondary school students of selected government and public secondary schools in Isin and the extent to which the use of mother tongues influences

spoken English. The study therefore describes the influence of mother tongue on the spoken English of students in secondary school in Isin LGA, Kwara state.

Population of the Study

Population refers to the universe or the entire group of persons, objects or events whose characteristics are being studied (Oke 2005). The population for this study comprises the students of Isin local Government Area of Kwara State. The target populations is (5) selected secondary schools of SSS2 students in Government secondary schools in Isin. Also 20 teachers and 6 principals were randomly selected for the study through random sampling.

Sample and Sampling Techniques

The participants for this study were SS2 Secondary School students from Government and Private secondary schools in Isin Local Government Area. The sample for this study would be drawn from (5) selected schools which is twenty students each school making one hundred students in all the five (5) selected schools. The students would be randomly selected from senior secondary school three of the (5) selected schools. The selected students in the five (5) secondary schools will be one hundred students all together.

Research Instrument

The collection of data was carried out with the use of questionnaire. A self-developed questionnaire was employed for eliciting responses from the students. The questionnaire contains vital information on the influence of mother tongue language on

spoken English. The questionnaire are prepared by the researcher and was administered to the secondary school students in five (5) selected schools in Isin Local Government Area, Kwara State which are; Commercial Secondary School, Orago, Ansarudeen Islamic High School, Ijagbo, Community Secondary School, Alla Grammar School and Odo-Eku Muslim Community Secondary School.

The questionnaire would have two parts, the first part of the questionnaire contains the personal information about the students, such as; What is your name, sex, and what is your father and mother' occupation. The second part will contain questions that have been formed from the purpose of the study which deals with the background of the students, availability of language teaching equipment and so on.

Validity of the Instrument

Validity and reliability of instruments are important since they focus on accuracy and meaningfulness of inferences. The research instruments have to realize the true value of what is being measured and also measure the degree to which a research instrument yields consistent result. The questionnaire would be shown to experts who are experienced lecturers in the field of Academics while the supervisor would eventually modify the questionnaire and interview questions for administration on the respondents. Having satisfied with them for use, the final print out would be made.

Reliability of the Instrument

Reliability is the consistency, accuracy, stability and trustworthiness of measuring instrument or scores obtained i.e. how far he same test were given the same result if it

would be done again by the same respondent at different occasions or with different sets of equipment items under same condition (Oladele, 1997). Mugenda (2003) explains that reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. In this study, data collection tools were tested and retested with a population similar to the target population but was not involved in the final study to ensure that the instruments produce results that are consistent with the research questions.

Thus, the tool tested and re-tested in a public day school in Isin Local Government Area but the school would not be involved in the actual sample. The questionnaires would be administered to 10 students in the school and coded manually since the sample was small. The same questionnaire was administered after two weeks to the same students and again coded manually and a reliability index of 0.78 was recorded.

Procedure of Data Collection

A letter of introduction was collected from the Department of English to the six (6) schools sampled for the study. The demography information of the respondents and research questions would be analyze using frequency counts and percentage. The simple percentage technique would be adopted for this study. The researcher went personally to the selected schools and administered the questionnaire on the sample respondents. The sample English teachers were given the questionnaire in the staffroom, the principals in their office and the students were given the questionnaire in the classroom. The respondents were given sufficient time supply necessary information for the

questionnaire. All the questionnaire would be collected back immediately, after the respondents have supplied the necessary information.

Method of Data Analysis

Data analysis involves computation of certain measures along with the searching patterns of relationships that exist between the dependent and independent variables. The data collected were analysed using descriptive statistics (frequency count and percentage).

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

This chapter presents the analysis of data, result derived from the analyzed data and the discussion. The analysis is in line with the research questions in chapter one. The results of the survey are presented in a descriptive format supported by presentation of tables. A total of 100 questionnaires were administered to the students and all were returned giving a 100% response rate. The 100% response rates achieved are well for research. The chapter finally presents findings on strategies to improve performance of English in senior secondary school students.

Descriptive Data of Respondents

Table 1: Demographic Information on Students and Parents' Occupation

S/N	Variables	Frequency	Percentage
1.	Gender		
	Male	49	49.0
	Female	51	51.0
	Total	100	100.0
2.	Age in Years		
	13 – 15	55	55.0
	16 – 18	41	41.0
	19 years and above	4	4.0
	Total	100	100.0
3.	Fathers Occupation		
	Civil Servant	50	50.0
	Business man	30	30.0
	Craft man	2	2.0
	Others	18	18.0
	Total	100	100.0
4.	Mothers Occupation		
	Civil Servant	39	39.0
	Business man	35	35.0
	Craft Woman	8	8.0
	Others	18	18.0
	Total	100	100.0
5.	Father's Educational background		
	Uneducated	2	2.0
	Primary	22	22.0
	WAEC	43	43.0
	Others	35	35.0
	Total	100	100.0
	Mother's Educational background		
	Uneducated	6	6.0
	Primary	35	35.0
	WAEC	54	54.0
	Others	5	5.0
	Total	100	100.0

Table 1 reveals the demographic data of respondents; on gender, 49 (49.0%) were male while 51(51.0%) were females, this implies that females participated more than other gender in the study. On age, 55(55.0%) were between 13 – 15 years of age,

41(41.0%) were between 16 – 18 years of age while 4 (4.0%) were 19 years and above; this implies that respondent who were between 13 – 16 years of age participated more than other age groups in the study. On fathers' occupation, 50(50.0%) were civil servants, 30(30.0%) were business men, 2 (2.0%) were crafts men while 17(17.0%) were engaged in other jobs, this implies that fathers whose occupation were civil servants participated more than other groups in the study. based on mothers occupation, 39(39.0%) of the respondents were civil servants, 35(35.0%) were business women, 8(8.0%) were crafts women and 18(18.0%) were engaged in other jobs, this implies that mothers whose occupation were civil servants participated more than other groups in the study.

On father's educational background, 2(2.0%) of the students' father were uneducated, 22(22.0%) had primary six qualifications, 43(43.0%) had WAEC qualification while 35 (35.0%) had other qualifications, this implies that fathers who had WAEC qualification participated more than other groups in the study. On mother's educational background, 6(6.0%) of the students' mothers were uneducated, 35(35.0%) had primary six certificate, 54(54.0%) had WAEC certificate while 5(5.0%) had other qualifications; this implies that mothers who had WAEC qualification participated more than other groups in the study.

Answering of Research Questions

This part presents the result of the survey conducted for students on the influence of mother tongue on Spoken English. The purpose was to determine the mother tongue influence on students' performance in Spoken English.

Research Question 1: What are the influences of Mother Tongue on the students' performance in Spoken English

Table 3: Influence of Mother Tongue on the Students' Performance in Spoken English

S/N	Items	Yes %	No %
1.	Do you communicate in English language at home?	32	68
2.	Do you have a private English language tutor at home?	27	73
3.	Do you have time to read or study on your own at home?	96	4
4.	Do your parents teach you English at home?	32	68

Table 3 showed the extent to which mother tongue influences students' performance in Spoken English. It was revealed that students who do not use English as the major means of communication at home are not likely to perform well in spoken English. 32 (32%) of the students communicated in English at home while 68 (68%) of the students did not communicate in English at home. The table showed that 73(73%) of the students did not have a private English language teacher at home while the remaining 27% had private English tutor at home. The table also showed that 96% of the students had time to read or study on their own at home while 4% of the student did not. The table showed that 32 (32%) of the students that their parent teaches English at home while the remaining 68 (68%) parent do not teach them. This study showed that Mother Tongue highly influences students' performance in Spoken English in Isin Local Government Area, Isin Kwara State.

Research Question 2: What are the influences of non-availability of language equipment on the students' performance in pronunciation?

Table 4: Non-availability of Language Equipment Influence on students' performance in Oral English

S/N	Items	Yes %	No %
5.	Is your spoken English class a crowded one?	45	55
6.	Is there a library in your school?	80	20
7.	Do you access English textbooks in your school?	64	36
8.	Does your teacher make use of language laboratory?	4	96

Table 4 showed non-availability of language equipment influence on the students' performance in oral English. It was revealed that some oral English classes are crowded ones, 45(45%) of the students' oral English while 20% did not, 64% of the libraries had textbooks in which the students had access to while 36 % did not. 4% of the students' schools had language laboratory while 96% did not have. This implies that non-availability of language materials influences the performance of students in Spoken English.

Research Question 3: What is the influence of poor teaching on the performance of students in oral English?

Table 5: Influence of Poor Teaching on Students' Performance in Oral English

S/N	Items	Yes %	No %
9.	Does your English teacher come to class regularly?	87	13
10.	Has your English teacher ever come to the English class with recorded voices of native speakers of English?	9	91
11.	Does your English teacher give you practical exercises in the oral English classes?	63	37
12.	Does your teacher correct you whenever you make error in Speaking English?	83	17

Table 5 revealed responses on the influence of poor teaching on students' performance in oral English. The result showed that 87% of the students' English teachers came to class regularly while 13% did not, 9% of the students' English teachers has always come to the oral English classes with recorded voices of the native speakers of English while 91% of the English teachers did not. The table also showed that 63% of the students' teachers gave practical exercises in the oral English classes while 37% did not, 83% of the respondents were corrected by their teachers whenever they make error in oral English while 17% were not. This implies that poor teaching has influence on students' Spoken English.

Discussion of Findings

The findings revealed that pronunciation has become a problem in the teaching of spoken English in Senior secondary school Isin local government. This is as a result of lack of language learning facilities has a great influence on the spoken English of the student. This is supported by Herrick and Jacob, (1999), that children of parents in the higher occupational groups are definitely superior in every phase of language to children from the lower occupational groups. This is also supported by Adegbite (2008), that parents of the rich families could afford to buy the children some picture books in English language which helped the children master English alphabets even before entering a classroom. This shows that the kind of family or community a child is exposed to helps in minimizing mother tongue influences on spoken English.

It is a well-known fact that Public and Private secondary school student of Isin learn English language mainly to pass examination. The teacher plays only a secondary role, especially once the only introductory stages have passed. Thus, senior secondary schools in Isin pronounced words based on the influence of their first encounter with the world. The government secondary school students are left to pronounced reliance on books finds that even the orthography of English is bewildering and almost frustrating in its complexity and inconsistency.

The students are confronted with an inconsistent representation of sounds. The student realized that similar sound in English do not always have the same graphic representation as is evidence by the words, go row, sew, though, toe, oh, folk, and hoe. They even find that the same visual pattern does not always convey the same sound, as may be observed from the different sound represented by combination though, in these words, though plough, tough and fongh. /ʃ/, /θ/, /ʒ/, /ð/, /ʒ/ /ə/ and /dʒ/ which are not represented in their native languages are substituted with the equivalences in the word below>

Underlined sound British sound Yoruba equivalence

among	/θ/	/a/
shirt	/ʃ/	/s/
judge	/dʒ/	/j/
educated	/dʒ/	/d/
pleasure	/ʒ/	/s/

through	/θ/	/t/
mere	/ə/	/d/

Errors are bound to spring up as result of mother tongue influence.

Vowel sound	/i:/ is	/i/ in Yoruba language
	/æ/	/a/
	/ɟ/	/z/
	/ʒ/	/s/ etc.

Syntactically, the student finds it hard to make a proper expression or construct sentences in a standard English, they rather express it based on their mother tongue knowledge. The last area tested was oral communication. Communication is influenced by the confidence that a student has, as well as the awareness and understanding of vocabulary and syntax. The performance of Yoruba medium of instruction group in the oral communication test was much better than their performance in the syntax text. The positive results in the oral communication test for the Yoruba medium of due to the participants in this study might be due to the participants having sufficient oral communication skills in their mother tongue language.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The outcome of this study is as follows;

1. Mother tongue has a great influence on the spoken English of students.
2. Lack of language teaching equipment affects the spoken English of students.
3. Poor teaching method is also a factor that influences mother tongue on the spoken English of students.
4. Yoruba speakers of English generally nasalize English vowels which are preceded by nasals for example; gthey say /mɔnin/ for English word “morning” /mɔ.nin/. Also, Yoruba speakers as the case of study for this researcher are fond of inserting vowels between consonant clusters as this does not occur in the phonological structures of their language as well as in many cases often final English consonant. Thus. /paipu/ for ‘pipe’ (water) other example are, /situati/ for ‘stut’ /firi/ for ‘free’ /firi/ for ‘fridge’ / tiri/ for ‘ree’ /bured/ for ‘bread’.

The purpose of this research is on the influence of mother tongue on spoken English among selected Government and Private Secondary school in Ilorin West Local Government Area. The researcher points from other studies that consider the use of mother tongue as a factor that influences performances of English. This study precisely analyzed the influence of mother tongue on spoken English in Government and Private

secondary schools in Ilorin west, the researcher used questionnaire to collect data from the respondent.

The significance of the study is that it would provide useful information to all education stakeholders on how to improve performance of spoken English in Government and Private secondary schools. Reviewed literature was done on influence of mother tongue on spoken English. It addressed the phonetics and phonology, transfer or interference, the status of language on the influence mother tongue and on spoken English. However, literature review did not show an analysis of use of mother tongue and its influence on spoken of English. The researcher used a survey design of government secondary schools in Ilorin West. Students were sampled to participate in the study and information was obtained through Questionnaire, quantitative data were obtained

5.2 Conclusion

Sequel to the analysis of the data collected for the study- the influence of mother tongue on the spoken English of secondary school students in Ilorin West Local Government Area of Kwara State, the following conclusions were reached. English language is inevitable to individual's life because of its role as a world language; it is useful in communication in Nigeria especially economically, politically, socially and educationally. But with the use of English, there are some factors that are responsible for the influence of mother tongue on oral English of students.

Through the research work, the following findings were revealed. It was discovered that the learners (students) have problems with most of the sounds which were

available in their mother tongue and they replaced the sounds with the ones that were found. They were also unable to differentiate a sound from other related and counterpart sounds. More so, the students pronounced sounds according to how the words were written down. This is because in the students' mother tongue (Yoruba), words are written as they were pronounced and vice versa. The students find consonant clusters problematic and they removed certain consonants where there is a consonant cluster.

It was discovered that the students' home background influences their performance in oral English. English language teachers were more academically qualified than professionally qualified. Lack of language teaching equipment affects the spoken English of students. Many schools and colleges do not have any language teaching equipment, for example; language laboratory. Some of the teachers are good models while some are not efficient in their work because they have never used radio or tape recorder which is practical enough to aid good English pronunciation. Thus, it was found that poor teaching of pronunciation affects the Spoken English of students.

5.3 Implication of the Study

Mother tongue interference refers to the influence of a learners native language on the acquisition and use of second language. the study investigates the implications of mother tongue on the English language proficiency of senior secondary school students in Isin Local Government, Kwara State. This study highlights the importance of considering mother tongue interference in language education and provides insights for

educators, policy makers and researchers to develop effective strategies for improving language teaching and learning.

5.4 Recommendation

Based on the findings from this study, the researcher would like to recommend as follows:

1. It is advisable that parents encourage their children to strive harder to learn and speak English language both within and outside the home. The parents should also assist the schools to equip their language laboratories, libraries either in cash or in kind because the Government alone cannot do this.
2. Furthermore, the students need to be enlightened on why they should be able to use English language fluently. They should use their leisure hours to read novels, newspapers and magazines at home. Students should be exposed to English language earlier in life so that they would master the pronunciation pattern better.
3. The number of students per teacher that is (in the English class) should be kept smaller, say between ten and twenty students per class so that the teacher will be able to monitor individual students' performance. Over-crowded class should be avoided in oral English classes.
4. Students should be encouraged and motivated when they use English language more fluently. This could be done through organized activities like debates, literary activities, and drama and general discussions.

5. Teachers of English language should discuss with the students using the English spoken language always. Teachers should teach English like they would teach in the mother tongue. Teachers should also make the teaching of English as real as possible through the use of adequate language teaching aids.
6. Moreover, teachers who teach other school subjects should show good examples in their own speech and cooperate with the English teachers by paying good attention to the spoken English of their students.
7. Government should ensure that Spoken English is taught to the students and the examination at the end of the secondary school education should be made compulsory for all students with adequate implementation by the Government. The Government should provide language laboratory and other equipment to facilitate good teaching and learning of Spoken English.

5.5 Limitation of the Study

The investigation into mother tongue interference among senior secondary school students in Isin Local Government, Kwara State faced several constraints: small sample size (100 students) and limited geographical scope and reliance on self-reported data and limited language tests.

5.6 Suggestions for Further Studies

On the part of the students, students should try to learn and master the area of differences between the sound system of their mother tongue and the sound system of English language. They should also be conversant with the proper usage of the English

language sounds. They should try to apply the proper pronunciation on English words whenever they are speaking. They should be a companion of their pronouncing dictionary.

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APPENDIX
DEPARTMENT OF ENGLISH EDUCATION
EKITI STATE UNIVERSITY, ADO-EKITI, NIGERIA
QUESTIONNAIRE ON INFLUENCE OF MOTHER TONGUE INTERFERENCE ON
SPOKEN ENGLISH PERFORMANCE

Dear respondent,

This questionnaire is designed to elicit information on mother tongue influence on spoken English on the academic performance of senior secondary school students. This questionnaire is designed to gather information to assist in carrying out this research. Kindly respond honestly by ticking the appropriate honest responses to the items in the questionnaire would be going a long way in assisting the research to make vital suggestions on how secondary school student's academic performance would be improved. Information given would be treated with utmost confidentiality.

Thanks for your co-operation.

Yours faithfully,

Oladele Israel Oluwatobi

EKSU/IL/R4/20/0141

SECTION A: PERSONAL DATA

Gender: Male () Female ()

Age: 13-15years () 16-18years () 19 years above

Occupation: Civil Servant () Business () Craft () Others ()

Father's Occupation: Civil Servant () Business () Craft () Others ()

Mother's Occupation: Civil Servant () Business () Craft () Others ()

Father's Educational Background: Educated () uneducated ()

Mother's Educational Background: Educated () uneducated ()

SECTION: B

INTRODUCTION: respond to the box provided except where it is not provided.

S/N	ITEMS	Yes %	No %
Research Question 1: What are the influences of Mother Tongue on the students' performance in Spoken English			
1.	Do you communicate in English language at home?		
2.	Do you have a private English language tutor at home?		
3.	Do you have time to read or study on your own at home?		
4.	Do your parents teach you English at home?		
Research Question 2: What are the influences of non-availability of language equipment on the students' performance in pronunciation?			
5.	Is your oral English class a crowded one?		
6.	Is there a library in your school?		
7.	Do you have access to English textbooks in your school?		
8.	Do your teacher make use of language laboratory?		
Research Question 3: What are the influences of poor teaching on the performance of students in oral English?			
9.	Does your English teacher come to class regularly?		
10.	Has your English teacher ever come to the English class with recorded voices of native speakers of English?		
11.	Does your English teacher give you practical exercises in spoken English?		
12.	Does your teacher correct you whenever you make error Speaking English?		