

The Effects of Incompetence in the Use of Mother Tongue on the Spoken English of Selected Primary School Pupils in Abeokuta South Local Government, Ogun State, Nigeria

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Abstract

This study examined the effects of incompetence in the use of mother tongue on the spoken English of selected Primary School pupils in Abeokuta South Local Government, Ogun State, Nigeria. The study used structured questionnaire and interview guide as data collection instruments. The target population was 110 respondents. The sample was obtained by the use of simple random and stratified sampling techniques. The study samples were pupils from Government Primary Schools in Abeokuta South Local Government. The result revealed that the majority of the pupils exhibited mother tongue interference in their oral production stage and that the local indigenous languages interfered with the pronunciation of English words to a large extent such that they pronounce 'people' as 'fiful'. The findings also revealed that there is no significant difference between inadequate teaching materials, shortage of funds towards the promotion of mother tongue (Yoruba) and spoken English of primary school pupils in the study area. The study recommended among other things that government should provide the necessary support for schools in the areas of teaching and learning materials, funds and other related materials that can enhance the effective use of the mother tongue towards the spoken English of Primary School pupils. Government should ensure that oral English is taught to the pupils and the examination at the end of primary school education should be made compulsory for all pupils. Additionally, the Government should provide language laboratories and other equipment to facilitate good teaching and learning of oral English.

Key words: Education; Effective; Government; Learning; Teaching