THE INFLUENCE OF ENGLISH LANGUAGE DEVELOPMENTAL TRENDS ON
TEACHING MORPHOLOGY IN SELECTED SECONDARY SCHOOLS IN
KABALE MUNICIPALITY KABALE DISTRICT

BY

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DECLARATION

I, **KENYANGI JUSTINE,** hereby declare that this research report titled "The Influence of English Language Developmental Trends on Teaching Morphology in Selected Secondary Schools in Kabale municipality-Kabale District" is my own work and has never been submitted elsewhere for any award.

Sign: .... ~ .. ~   Date:22/04/2021

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APPROVAL

This research report titled "The Influence of English Language Developmental Trends on Teaching Morphology in Selected Secondary Schools in Kabale municipality-Kabale District" has been submitted for examination with my approval as supervisor.

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DEDICATION

I dedicate this research report to my beloved and hardworking parents. They worked very hard (amidst stress and strain) to seem me through school

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I wish to express my heartfelt gratitude to the Almighty God for his grace throughout my life and for the good health that enabled me to go through rigorous process of developing this study. I am deeply indebted to my supervisor Mr. Arineitwe Evaristo of Kabale University for his invaluable guidance and support while developing this research work. I wish to thank my classmates for their moral support in the entire period we were together in and out of class. To all other persons who contributed to the development of this research I say thank you and may God bless you all.

LIST OF ACRONYMS

ELLs	English Language Learners
MoES	Ministry of Education and Sports
MA	Morphological Awareness
Ll	First Language
L2	Second Language
ELT	English Language Teaching
SIG	Special Interest Groups
CEF/CEFR	Council of Europe's Common frame Work of Reference for Languages
TBLT	Task Based Language Teaching

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ABSTRACT

The study was about the influence of English Language Development trend on Teaching Morphology in selected Secondary Schools in Kabale Municipality Kabale District. The study was guided by the following objectives namely; to identify the trends of teaching English language in secondary schools in Kabale municipality, to identify the roles of morphology among secondary school students in Kabale Municipality Kabale District, to find out the influence of the first language on learning and teaching English among secondary school students in Kabale municipality. The study was undertaken by the use of a descriptive research design and this helped in collecting data from a wide section of the study respondents. The study targeted four schools. The study sampled 100 respondents from a target a population of 128 including teachers and students in Kabale municipality. The study found out that change in teaching content and test design, respondents stated that there is change in teaching content and test design, changing the view of an English teacher, and English teaching and the ICT has also influence in teaching English language in schools. On roles of morphology, respondents stated that morphology helps children across different stages of reading development. Comprehension skills was more autonomous as being mentioned by the respondents such skills that are academically mediated to transfer communication e.g. skills of reading to skills of writing. Phonological process also influences the first language on learning and teaching English among secondary school students. The study concludes that teachers can tty to develop themselves, and the management can provide the opportunities for the teachers to develop and utilize the eresources for the betterment of teaching/learning. The study therefore recommends that teachers should be trained on how to handle students; if possible the government should recruit teachers purposely for teaching English to students. Government as a matter of priority should make available necessary facilities that will empower teaching and learning of English. Parents should arouse the interest of their wards by providing needed materials and conducive learning and studying environment at homes.

CHAPTER ONE
INTRODUCTIO

N 1.1 Introduction

This study was about the influence of English Language Developmental Trends on Teaching Morphology in Selected Secondary Schools in Kabale Municipality, Kabale District". This chapter presents the background of the study, the statement of problem, purpose of the study, objectives of the study, research questions, and the hypotheses, scope of the study, significance of the study, and definition of operational terms.

1.2 Background of the study

English language is originally the language of the foreigners which was later adopted as the language of classroom, government, business and commerce, education, mass media, and literature as well as external communication in most African common wealth countries. According to Lawal (2006:7-9) in Olaoye (2013) English is the brazen penetrating force, as a rapist, not sparing even French-another malevolent aggressor. The pervasive influence of English on other languages is in the area of homogenization. This refers to the increasing global similarity in the use of a particular language or particular languages. This means that Engh sh is used for almost similar purposes-official, co-equal, national, first language, second language, and other languages, the consequences of which are deadly.

Danladi (2014) asserts that the multiplicity of languages in Uganda is so obvious and egregious that languages of people living within a *25* Kilometer radius are massively different and incomprehensible to one another. The implication of this complex language situation is the absence of established effective communications between the ethnic groups, which becomes the basis not *only* for bigotry and hatred but for resorting to the use of English as a predominantly official language. It also implies that the choice of any of the three indigenous languages as a national language certainly will deteriorate to disintegration or the unpleasant feelings.

Although, English Language has been adopted as an official language many decades ago in Uganda, learners' still face difficulties learning it for many reasons. The chief reason is the fact that every Ugandan is endowed with his or her mother tongue but compelled to learn in second language or English.

Obinna (2010:34) states that second language refers to the language a person learns on top of his first or natural language. Although in some situations, the second language may be learnt almost simultaneously with the first language, generally it comes at a later stage in the process of social fonnation. Second language usually serves as a truce in a multilingual setting. Dada (2006:65) states that Uganda happens to be one of the most linguistically diverse countries in the world. In Uganda today, according to the I5th edition of the Ethnologue report for Uganda, there are over 50 living languages co-existing with one another. It is interesting to note that apart from the many indigenous languages, which are of course the mother tongues of Ugandans, non-indigenous languages such as English, French, Arabic, and Latin also exist. Uganda, no doubt, is a nation that has witnessed a cross-current of linguistic activities due to her inherent multilingual nature coupled with her colonial experience under the British.

Dada further opines that the issue of language contact and language conflict exists at three distinct but interrelated levels namely: the social, psychological and linguistic axes of the contact situation. The social aspect is concerned with issues like language choice or language use, the psychological aspect has to do with language attitude as well as language and ethnicity, while the focus of the linguistic aspects is on code-switching, interference, and so forth.

The word morphology is usually credited to the German poet, novelist, playwright, and philosopher Johann Wolfgang von Goethe (1749--1832), who invented it at the beginning of the 19th century in a biological context (Asade, 2000:34). *It* comes from Greek word morph which means 'form, shape and logos which means 'science', yielding 'the study of form or forms.' Biologists use this term to mean 'the study of the form and structure of organisms' and geologists use it to refer to 'the study of the configuration and evolution of land forms.' In linguistics, morphology is frequently defined as the study of the internal structure of words and the rules governing the formation of words in a language (Yule, 2010).

In addition, Adedimeji, (2010:1-2) refers to it as "the mental system involved in word formation" as well as a branch of linguistics that investigates words, their internal structure, and how they are created. This implies that morphology is indeed part of a speaker's grammatical knowledge of a language.

Morphology works in much the same manner, with students manipulating the parts of words to create new meanings or altered, but similar meanings.

Morphology relates to the segmenting of words into affixes (prefixes and suffixes) and roots or base words, and the origins of words. Understanding that words connected by meaning and connected by spelling can be critical to expanding a student's vocabulary. Developing an awareness of English morphology will enable language teachers to help their learners understand how words enter a language, what they consist of and how they are formed by combining prefixes, suffixes, and roots. Recent research suggests that learners with an awareness of wordformation processes tend to have larger vocabulary and better reading comprehension (Kieffer and Lesaux, 2008:23; Kieffer and Lesaux, 2012:54), and by extension better writing. Consequently, morphology can be a valuable instructional tool for language learners to develop and use vocabulary creatively.

Devonshire et al. (2013) compared the impact of Structured Word Inquiry with "standard classroom instrnction" (Bowers & Bowers, 2017: 136) on reading and spelling performance in younger children aged 5-7. Devonshire et al. (2013: 85) reported that the standard classroom instruction condition consisted of "traditional phonics". However, they also noted that the reading scheme being used was "not a phonic reading scheme; it takes more of a 'whole word' approach and children are encouraged to guess words from context or picture clues". Of those words that comprise more than one morpheme, 86% contain the suffixes '-ed' or '-s' that attach to stems (Masterson et al., 2010). Thus, Masterson et al. (2010) argued that instrnction on this limited set of suffixes may be appropriate during this period. It is against this background that the researcher intends to analyses the influence of English language development trend on teaching morphology in selected secondary schools in Kabale Municipality Kabale District.

1.3 Problem Statement

There are a number of debates on how a second language learners master the English language when exposed to an English language context in a classroom setting. Since vocabulary constitutes the building blocks of language and has an important role in language learning, many scholars have focused on the strategies of vocabulary teaching and learning (Ogundare, 2013:60).

According to Nordquist (2014:23), morphological analysis is mainly concerned with the comprehension of word meaning. She maintains that the biggest challenge among secondary school students struggling to comprehend complex words is lack of the ability to morphologically analyze complex words to uncover the words meaning.

Adekunle (1974:24), shows that learners' awareness of morphology develops throughout their childhood and adolescence; and they generally understand how inflectional and derivational morphemes are constructed to form a new word.

In Kabale municipality, most of secondary school students are still unable to acquire or even comprehend the language even after eleven years of learning the language at the primary and secondary levels. A study conducted among secondary school students shows that the most obvious weaknesses of the students lies in the area of morphology. Students face problems in the areas of prefixes and suffixes where they represent 60% of total grammar mistakes in language committed by the students (Ogundare, 2013:.67)

Students face problems with affixes such as plural inflection: -s, -es and -ies; adverbs: -ly and comparatives and superlatives: -er and -est. Secondly, spelling errors occur due to inappropriate use of derivational morphology, for examples, base (noise and breeze), and derived (noisy and breezy) forms. As a result, the lack of morphological knowledge among the local English learners contributes to the weaknesses and inability to acquire English vocabulary. Likewise, the researchers' experience of being an English language learner in secondary schools for more than 5 years shows that secondary school students mainly make errors similar to the findings mentioned by the local researchers. This indicates that there are universal types of morphologyrelated errors and that the patterns of mistakes are rather common. Students are in a state of confusion in using the suffix ed as a mark of past tense and as a mark of passive form; -s between plural mark and 3" petition singular mark. Sometimes, they generalize the idea of adding -s in both cases; as a plural mark and 3rd person singular mark.

Akande (2005:14) affirms that such errors are a result of their under-developed linguistic awareness such as morphological knowledge. On top of that, as Ogundare, (2013:66) reminds us, that if this problem is not dealt with care, it would be an ongoing concern in the body of research knowledge on English learners. Therefore, it is the experience of learning English and with such students that has given much drive to the researcher to conduct this research about the influence

of English language development trend on teaching morphology in selected secondary schools in Kabale Municipality Kabale District.

1.4.0 Objectives of the study

1.4.1 General objective

This study aimed at assessing the influence of English Language Development trend on Teaching Morphology in selected Secondary Schools in Kabale Municipality Kabale District.

1.4.2 Specific objectives

1. To identify the influence of English language developmental trends on teaching morphology in selected secondary schools in Kabale municipality.
iii. To identify the roles of morphology among secondary school students in Kabale Municipality Kabale District.
iv. To find out the influence of the first language on learing and teaching of English among secondary school students in Kabale municipality

1.5 Research Questions

This study was guided by the following questions;

1. What is the influence of English language developmental trends on teaching morphology in selected secondary schools in Kabale municipality?
i. What is the role of morphology among secondary school students in Kabale Municipality Kabale District?
iii. What is the influence of the first language on learning and teaching of English among secondary school students in Kabale municipality?

1.6 The Scope of the study

1.6.1 Content Scope

The study was limited to the influence of English Language Developmental Trends on Teaching Morphology in Selected Secondary Schools in Kabale municipality in Kabale District while following the set objectives that guide the study.

1.6.2 Geographical Scope

The study was conducted in Kabale Municipality Kabale district. Kabale municipality is located in Kabale district. Kabale district is located in Kigezi region in the south western part of Uganda. Kabale district is bordered by Rukungiri district to the North, Rukiga District to the Northeast, the republic of Rwanda to the East and south, Rubanda district to the west and Kanungu district to the North West. The study will consider the following schools namely Ndorwa, Kabale secondary, Rock high school and green high secondary school.

1.6.3 Time Scope

The study considered a period of five months that is October 2020 to February 2021.

1. 7 Significance of the Study

The study findings will stipulate ways of teaching and learning English language in secondary schools especially in Kabale District

The study findings will contribute to the development of authorship of text books for available reading materials in the library for creating awareness among the users about Influence of English Language Developmental Trends on Teaching Morphology in Selected Secondary Schools

The study findings will be helpful to the researcher in that it is one of the requirements towards the completion of his course.

1.8 Definition of Operational Terms

English is a West Germanic language that was first spoken in early medieval England and eventually became a global lingua franca.

The English language is the primary language of several countries (including some European countries) and a second language in a number of multilingual countries (including India, Singapore, and the Philippines). It's an official language in several African countries as well (such as Liberia, Nigeria, and Uganda).

Morphology is commonly defined as the study of the internal structure of words and the rules governing the formation of words in a language. Students of English need to establish a sound knowledge base in understanding the structure of words and word formation processes.

<center>**CHAPTER TWO**</center>

<center>**LITERATURE REVIEW**</center>

2.0 Introduction

This chapter is concerned with the review of information that had earlier been written down by different scholars on the topic. The literature review in this section is basically derived from the works of the previous researchers and scholars, observations and experiences as noted in textbooks, journals and other related infonnation on the same subject.

2.1 The influence of English language developmental trends on teaching morphology in secondary schools

2.1.1 Theories of the past decade of developmental trends

A few theories and trends that shaped the ELT during the past decade include Gardener's Theory of Multiple Intelligence (1993). The same was applied to language teaching as well. This has paved a way to focus the innate skills, preferences and abilities of students. TG grammar of Noam Chomsky gave an in-depth analysis of language learning vs. language acquisition. His observation of B.F. Skinner's Theory of Learning brought a revolution in the ideology of language learning as well as language acquisition. Moreover, Krashen's theory of Second Language Acquisition added spice to flavor. The Total Physical Response Theory of V. Asher focused on a successful adult second language learning as a parallel process to a child's first language acquisition. Furthermore, the general educational trends like Whole Language Approach, Cooperative Learning and Neuro Linguistic Programming have influenced language teaching and learning considerably. With the advent of e-communication, it has been made possible for the English language teachers to enrich their profession. Apart from this, the Special Interest Group (SIG), support group discussion and chat room have also enriched their profession.

2.1.2 Modern Trends OF Teaching English

Deena (201 l) highlights that there are trends in teaching of English. "Change is the Goal of Teaching English" says Boraie "In my opinion there are two key changes in the purpose of teaching English. Firstly, as Penny (2009) noted, the goal is to produce fully competent English

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knowing bilinguals rather than imitation of native speakers. The purpose is not to aspire to become native speakers of English because we are already native speakers of our own but to focus on English as a means of communication. Secondly, English is not viewed as an end in itself but as a means to learn content such as science and mathematics".

2.1.3 The present developmental trend of teaching English

All over the world, the student centered English language teachers seem to have realized that gone are the days when teachers reined their class with all monopoly where the students remained as passive. There is rethinking regarding the growing interest of implementing the basic educational goals. Having realized the need of the hour; the English teachers convene different types of conferences and seminars to create a platform and to get to know the upcoming ideologies in the ELT and also to upgrade themselves professionally. Larsen Freeman (2007) asserts that it is the fifth skill of language that enables the efficiency to use grammatical structures with accuracy. Academic qualification alone may not help teachers to grow professionally, on the other hand, they need to be equipped themselves with the current practices. The teaching materials that are being used in our country are almost made available all over the world. There had been too many methodologies of teaching English language. One method is embraced as a development of the other. Still, no method has been a panacea for the solution of the ELT problems. At present, the era of method is over and the ELT as of the current scenario is in "post method thinking"

In 2015, the Consumer Electronics Show (CES) which was held at Las Vegas, gave a glimpse of ground breaking devices purely meant for students. These "showpieces" ranged from 3D printers to smart watches. The youth's requirements are matched by a new age device, be it studies or social media, travel or portability. The media streaming devices like the Google chrome cast and the Rokku make group studies become interactive and presentations surprisingly fulfilled one. One has to stream the media on to a smart TV using s dongle. Another blessing is the e-reader for the on-the-move generation. The all new- kindle paper white is a boon. Students can just tuck in thee- reader for easy reference. The portable document scanner like the Doxie Flip Cordless Flatbet Photo and notebook scanner are used to get the notes sorted. Other devices like copy and Olympus which have come with voice recorders can be utilized to record all the English lectures and be played as and when time permits. The laptop cooler like Thermapak's Heat shift could be

used to cool the laptops after long hours of use especially during the CALL sessions for those who want to share data, notes, they would very well invest on a Maxell Air Stash Wireless Flash Drive (The Hindu, The Education Plus, 7th July, 2014).

Academic qualification alone may not help teachers to grow professionally, on the other hand, they need to be equipped themselves with the current practices. The teaching materials that are being used in our country are almost made available all over the world. There had been too many methodologies of teaching English language. One method is embraced as a development of the other. Still, no method has been a panacea for the solution of the EL T problems. At present, the era of method is over and the ELT as of the current scenario is in ,post method thinking.

Change in the approach to teaching culture: Both the local or native and international culture dominates in English language classes. There is less focus on teaching the culture of native speakers of English unless there is a specific purpose for doing so.

Changing the view of an English teacher: It is increasingly being recognized that the quality or effectiveness of teachers is determined by their linguistic, teaching and intercultural competence rather than their being native speakers of English.

Change in teaching content and test design: Teachers use a range of local texts or English translations of literature in the classroom. The use of language as well as the use of a variety of accents in listening activities or tests is encouraged in the English language classroom.

English teaching and the ICT: The third dimension of globalization which is inseparable from English teaching is an advancement of Information and Communication Technology [ICT]. The field of the ELT has been deeply pervaded by the ICT. The easy access to technology has made infonnation possible for enhancement of learning programe and about 80% of it is in English (MC- Crum. R. et al., 1986). At the outset, the English teachers regarded internet as one of the alternative media to teach language (Warschauer, 1995). The followings are some of the ICT enabled teaching activities.

Computer mediated English: English, has been undoubtedly the lingua franca of the internet. The Computer Mediated English uses the language as per convenience and not by convention. For instance, using a single letter or number for a word. For instance ,,c, for ,s, ,u for ,,you and ,2

for .,two"; the use of acronyms like TTYL (talk to you later) WUATB (wish you all the best); using asterisks" "for emphasis and emoticons for smile, for frown etc. Realizing its significance as a source of communication, the linguistic elements and discourse of Computer Mediated Communication (CMC) need a serious concern.

 E-Leaming: With the proliferation of tablets and smart phones, it is believed that textbooks will disappear in a few years. Furthermore, the access to knowledge in terms of flexibility and mobility has changed drastically.

Strategic teaching and learning: Teaching in English language classes focuses on fostering the students thinking as well as language content, outcomes and learning activities. There are significant and complex student teacher interactions inside and outside the classroom. The gammification of learning is emerging as a way to make language learning more engaging and relevant to the younger generation.

Teachers as lifelong learners: In a knowledge based society and to remain competitive and employable, teachers are expected to engage in a continuous professional development or the professional learning activities from the beginning to the end of their careers. As with any other profession, teachers are also expected to assume a greater responsibility for their own professional learning, continually developing their knowledge and skills.

2.2 Role of morphology in English language learning among secondary school students
English morphology includes knowledge of both derivational and inflectional morphemes. While an awareness of inflectional morphology develops grammatical accuracy, an awareness of derivational morphology plays a significant role in promoting students' vocabulary knowledge. Nagy and Anderson (1984) estimate that 60% of the unknown words which English readers encounter in texts have meanings that may be predicted on the basis of their component morphemes. Similarly, Kieffer and Lesaux (2012:53) state that students who understand how words are created by joining suffixes, prefixes, and roots have greater breadth of vocabulary. This is largely because the large majority of English words have meanings that can be deciphered based on the separate parts of the word (Kieffer & Difelice Box, 2013: 186).

When language teachers introduce their learners to these strategies such as recognizing morphemes in reasonably common vocabulary, learners may be able to apply their knowledge of

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morphology to words they are not familiar with or familiar but encounter in a different morphological fonn. In order to enhance their students' MA, language teachers can implement a variety of activities (e.g., semantic maps; cut, mix, and match; find the word; find the word that begin with un-) that can be adjusted to suit each age group. For example, they could start morphology instruction for young learners with simple words and go on with more complex words (Torgesen, 2007). They could embark on this instruction for adolescents and adults with morphologically more complex words.

The importance of learning the relationship between spelling and sound in reading derives from the nature of alphabetic writing systems, in which letters or groups of letters consistently represent sounds. In contrast to the relationship between spelling and sound, the relationship between spelling and meaning is arbitrary, at least when words comprising a single morpheme are considered (Ogundare, 2013:74). For example, while words that look similar such as punt and pant also sound similar, they are not similar in meaning. In the absence of any underlying regularity, it is not hard to understand why learning to relate such words to meanings is very difficult; this is essentially a paired-associate learning task (Karimi:455). In such cases, learning the meaning of one printed word confers no benefits at all for learning the meaning of another visually similar word.

Morphological regularities also exist in spoken language (e.g., the stem 'trust' exists in spoken representations of trusty, distrust, and untrustworthy), and it is often noted that English spoken language morphology is impoverished relative to other languages (Liu, et. al, 2010: 98). This characterisation might lead one to argue that morphological knowledge may play a lesser role in English language processing than in other languages with richer morphology. However, what is relevant when discussing the place of morphology in reading acquisition is the extent to which morphological information is present in the spelling. Critically, morphological regularities are often far more salient in English spelling than in English spoken language.

One particularly interesting aspect of English morphology is that the writing system sacrifices regularity between spelling and sound in order to communicate this important information about meaning. If spelling-sound transparency were prioritised, then one would spell the words discussed above as 'busted', 'snord', and 'kict'. Yet, the writing system admits spelling-sound inconsistency (e.g., the spelling "-ed" maps to multiple sounds) in order to create a reliable

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orthographic cue *to* meaning: word final spelling '-ed' denotes the past. For example, there are irtually no cases *in* which words with a single morpheme contain word final spelling '-ed' Berg, Buchmann, Dybiec, &Fuhrhop, 2014).

Morphology provides a bridge between form and meaning in alphabetic languages, and I have argued that this is particularly true in English spelling, where morphology is highly visible. We have seen that the analysis of morphological information contributes to rapid word recognition in skilled adult readers, and that different forms of morphological information seem to be available to children across different stages of reading development. One important question therefore concerns whether and how reading instruction programmes should be designed to communicate morphological information.

2.3 Influence of first language on learning and teaching English language in schools

It is popular belief that foreign language is strongly influenced by the learners' first language. Ellis (2009) observes that the first language has a negative influence on the learning of the second language. That is the first language gets in the way or interferes with the learning of foreign language such that features of the first language are transferred into the foreign language. As cited by Ellis (2009, p. 150), "there is never peaceful co-existence between two language systems in the learner, but rather constant warfare, and that warfare is not limited to the moment of cognition, but continues during the period of storing newly learnt ideas in memory°°.

In this region, Runyankole-Rukiga .is learned infonnally from birth by hearing purposeful speech. This is a situation that influences the learning of English which is differently structured, having timetabled and examination done both at school level and national level. RunyankoleRuk:iga get deep in to the mind of the learners in this sub county because it is learned through love in a relaxed friendly atmosphere with care from parents and relatives. This feasibly makes the learning of English to be difficult for these learners because it is taught by teachers who are impatient and not native speakers of the language.

Leaming of Runyankole-Rukiga takes place naturally and informally with children discovering rules by trial and en-or method or through play and experimentation. This influences the learning of English which is bogged down with memorization of vocabulary or rules of grammar and analysis of tenses. Learners are not naturally used to this artificial and formal learning. Runyankole-Rukiga has great exposure from the parents, siblings, relatives and other adults where English is only mate by these learners at school. Because Runyankole-Rukiga is a first

language for them, it suffers no interference by any other language. English suffers interference from Runyankole-Rukiga as the natural instrument of thought. English lack motivation to be **learned** because learners have acquired Runyankole-Rukiga as the basic survival need for interaction with the environment. Learners therefore are advised to have transition techniques to enable them acquire English as a second language

Mother Tongue interference on English language can be dealt with when there is smooth transition from Mother Tongue to second language. A study outlined by Skehan (2009) suggests that a person can always be ready to speak a language no matter what level one is at. Tharp and Gillimore (2008, p. 39) support that people can communicate with limited words in a given language. Halliday (2005, p. 33) contends that; majority of learners take long before they start speaking a second language like English, the reason being that they are not ready and free to speak the language.

Some learners wonder how they can speak English, when they have few words in it. Tharp and Gillimore (2008, p. 40) argue that the learners should use the little amount of words that they know. Adam (2010, p. 6) maintains that; in order to make transition from Mother Tongue to second language (English), transition skills from first language to second language are important. This is so because the skills shed light on how learners can build on when acquiring English literacy. Learners are encouraged to use these skills for the smooth transition from their Mother Tongue to English. Some of these skills are phonological process skills, orthographic skills, comprehension skills and strategies.

Phonological process: Phonological process is the study of sound of a particular language. Phonological awareness implies that speech is composed of units which facilitate the understanding of the relationship between sounds and symbols in alphabetical language (Adam, 2010, p. 6). Learners to some degree need this skill of transition to enable them understand the sounds in English language and their symbols.

Orthographic skills (skills of pronouncing letters correctly): The study conducted by Krashen (2005, p. 6) found that; Spanish pupils speaking English produce more than four times as many predicted errors as the English speaking pupils. This is due to skills of pronouncing letters correctly. The orthographic skills can therefore help the learners to develop the correct pronunciation leading to smooth transition. The purpose of orthographic skill to learners is to

expose them to environment where practice is given priority and willingness of making mistake **tn learn.** This will also make them to have comprehension skills and strategies.

Comprehension skills and strategies: Deci and Ryan (2005, p. 13) examined the cross language transfers of comprehension skills and strategies. Their studies indicate that students' reading performance at the end of sixth grade was most highly correlated with their reading in Spanish a year earlier. They concluded that skills that are academically mediated do transfer e.g. **skills** of reading to skills of writing. However, the above skills are very important since they help he learners to transfer the knowledge and skills that they already have to the second language.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used in the study. It gives a summary of the research design, study population and sample size, data collection instruments, data type, data processing and presentation and the problems encountered during the process of data collection and analysis.

3.1 Research design

The study was undertaken by the use of a descriptive research design and this helped in collecting data from a wide section of the study respondents. This kind of the study designed was preferred as it generates quick results (Bums, 2000:8). These helped the researcher to save time during data collection. Qualitative research approach was mostly applied to provide answers to the questions of who, what, when, where, and how relevant to a particular research problem. In broad terms, qualitative research is an approach that allows you to examine peoples' experience in detail by using a specific set of research methods such as in-depth interviews, observation, content analysis, visual methods.

3.2 Study Population

Target population is defined as a set of individuals, cases/objects with some common observable characteristics of a particular nature. According to Ngechu (2004), a population is a well-defined or set of people, services, elements, and events, group of things or households that are being investigated. This definition ensures that population of interest is homogeneous. Population studies are more representative because everyone had equal chance to be included in the final sample that was drawn according to Mugenda (1999:38). The study targeted four schools of Ndorwa secondary school, Green Hill secondary school, Kabale secondary school, and Rock high school. The study targeted a population of 128 including teachers (08), and students (120) in Kabale municipality. The study used the above categories of people since they are the stakeholders in the education system and are believed to be knowledgeable about the influence of English Language Developmental Trends on Teaching Morphology in Selected Secondary Schools in Kabale municipality Kabale District.

33 Sampling procedure

33.1 Selection of

schools

Respondents were grouped into three strata; Head-teachers, teachers, and students in the study area. English teachers and students were selected using stratified sampling. Stratified sampling was preferred because it is non-biased. Head-teachers and students from each school were selected as study respondents who were selected purposively. Head teachers were utilized as key :nformants. In all, 100 respondents were selected from the study.

Table 1: Sample size and technique

No.	Category of respondent	Population	Sample size	Sampling technique
2	English language teachers	008	08	Simple random
3	Students	120	92	Simple random
	Total	128	100	

~~Source; Morgan table, (1970)~~

3.4 Sample size and sample technique

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample (Kothari, 2004). As per this study, the researcher intends to focus on students, teachers and head teachers. And therefore 100 respondents was considered as the sample size

3.5 Sources of data

The study was used both primary and secondary data and this was done through utilization of quantitative approach of data collection. In quantitative approach, the design was developed at

the beginning of the research and deviation of any kind was not be permitted as such deviation is cought to cause problems; communication and interaction objectively define the fashion, data analysistook place only when the process of data collection are completed, the data collection methods was standardized and fixed leaving no options for correction and adjustment.

3.6 Data collection

methods 3.6.1 Interview

method

Face to face interviews were carried out with the head teachers and teachers to cross check the response from the questionnaire. These were designed in a way that more specific and truthful answers are got. These helped to capture infonnation, not provided by the questionnaires. The method used interview guide to capture the respondents' views. This method is preferred because of its flexibility and ability to provide new ideas on the subject (Kothri, 1990:78). This method was applied to students since the researcher needs to probe more from learners than teachers and head teachers.

3.6.2 Questionnaire method

This is an important method of data collection. Judd (1991:17) said that a questionnaire is justifiable in data collection mainly because; it enables the researcher to collect large amount of data within a short time period, it also provides opportunity for respondents to give frank, anonymous answers. One set of questionnaire was designed for teachers and students to fill in their own time; it included both open and closed ended set of questions that were answered. The questionnaire was written in a simple and clear language for the respondent to feel free while answering. In addition to that the use of questionnaire is considered vital to the research since it provides accurate infonnation regarding the study.

3. 7 Research instruments

The study used two categories of research instruments; self-constructed and self- administered questionnaires and an interview guide. Both open and closed ended questions were designed for each category of respondents.

3.7.1 Questionnaire

These are self- constructed and self- administered to head teachers and English language teachers **to** find out their opinions and attitudes on the influence of English Language Developmental Trends on Teaching Morphology in Selected Secondary Schools in Kabale municipality. The questionnaire method was preferred because it is a time saving tool.

3.7.2 Interview guide

Interview guides were used to co1lect data from the informant while seeking in-depth information from the students who are being affected by the English language development and learning of morphology in secondary schools. All interviews were conducted using set of structured interview questions.

3.8 Ethical consideration

When human beings were used as study participants in research investigations, care was exercised in ensuring that the rights of those respondents are protected. The researcher respected human dignity by not revealing the identity of the respondents in the study. To this end, a letter of introduction was got from the Dean of Faculty of education, seeking permission to conduct the study after being directed by the supervisor to do so. This letter was presented to the respondents in the study area for permission to conduct the study. Once the permission was granted, the researcher distributed the questionnaires to the respondents in addition to interviewing them and the next stage after was analyzing the data collected from the study respondents for writing the report.

3.9 Data Analysis and Management

Data analysis was done after collecting the raw data from the field, editing and checking for accuracy of information, consistency and uniformity. The collected data was analyzed both quantitatively and qualitatively. Quantitative data was grouped and statistical description such as tables showing frequencies and percentages was developed for better representation of the study findings.

Qualitative data refers to the data collected from respondents that can not be easily presented in numerical fonn and the researcher analyzed this type of data by only identifying the responses from respondents that was relevant to the research problem at hand (Stergios, 199l; Vlahos, 1984). Mainly such data was analyzed in way of explaining the facts collected from the field

under which the researcher was in position to use themes developed from the study objectives as the researcher also was in position to quote respondents responses.

3.10 Limitations of the Study

The researcher anticipated that at some point, not all respondents would be in the study area especially teachers as at times they had fixed programs in doing their works. The researcher however, arranged with them to fix appropriate time in order to collect reliable and valid infonnation.

There were extraneous variables which are beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study. As a remedy the researcher explained objectives to the respondents and educate them about the purpose of the study.

There were cases of some questionnaires being returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. However, the respondents was reminded not to leave any item in the questionnaires unanswered and was closely followed up to the date ofretrieval.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION 4.1 Introduction

This chapter presents the findings of the study. The researcher used secondary school head teachers, teachers and students in Forms three and four in Kabale District to collect the required data for the study. Data analysis was based on the study objectives namely; to identify the trends of teaching English language in secondary schools in Kabale municipality, to identify the roles of morphology among secondary school students in Kabale Municipality Kabale District, to find out the influence of the first language on learning and teaching English among secondary school students in Kabale municipality. Variables and research presentation were based on research questions using systematic approach. The main issues discussed included the following:

Questionnaires return-rate, demographic information of the respondents, the schools and responses to the research questions.

4.1.1 Questionnaire Return Rate for Respondents

The study involved 04 (four) secondary schools in Ka.bale District. Questionnaires were used as the instruments for the study. All the 08 questionnaires administered to teachers in randomly selected schools, were returned. Out of 92 interview guides administered to students, only 81 were returned and did not therefore affect the findings of the study. This represents 88 percent and was accepted.

4.2 Data presentation and interpretation

A number of variables pertaining to the respondents' background were considered during the study. Respondents' age, sex and level of education, marital status of respondents were key variables that were explored.

4.2.1 Demographic characteristics

A total of 100 respondents was selected for the study. Only that 89 were filled and therefore considered for the study. The researcher considered the age, sex, marital status and education levels of respondents. The biographic data was very essential for the researcher and the study in order to describe the best respondents selected for the study as presented in table 2 below

4.2.1 Age of respondents

Table 2: Age of respondents

Age of respondents	Frequency	Percentage
15-25	83	96.5
26-35	02	02.2
36-45	03	03.6
46-55	01	01.2
>56	00	000
Total	**89**	**100**

Source: Primary Data, 2021

From the table 2 above, results indicate that 83 of respondents representing 96.5% was the biggest number of respondents which were between 15-25 years of age and these were mostly students in Senior three and four; while the smallest number of respondents was registered with 01(1.2%) of respondents who were between 46-55 years of age, 3.6% was also found to be for the age bracket of 36-45 years while 26-35 was also represented by 02(2.2%) of the respondents. The above age differences gave the researcher a chance to explore the views of respondents with varying age ranges and this broad experiences on the context of the study is vivid. This shows that majority of the respondents were in youthful and middle age; and were capable of aggressively pushing to answer the questions about English Language Developmental Trends on Teaching Morphology in Selected Secondary Schools in Kabale Municipality Kabale District.

4.2.3 Sex of respondents

In this case, data was sought about the gender of the respondents. This was expected to guide the researcher on conclusions regarding gender diversity of respondents in the surveyed areas and their linkage of English Language Developmental Trends on Teaching Morphology in Selected Secondary Schools in Kabale Municipality Kabale District.

Figure 1: Sex of respondents

Gender of respondents

> 47.9
> 52.1
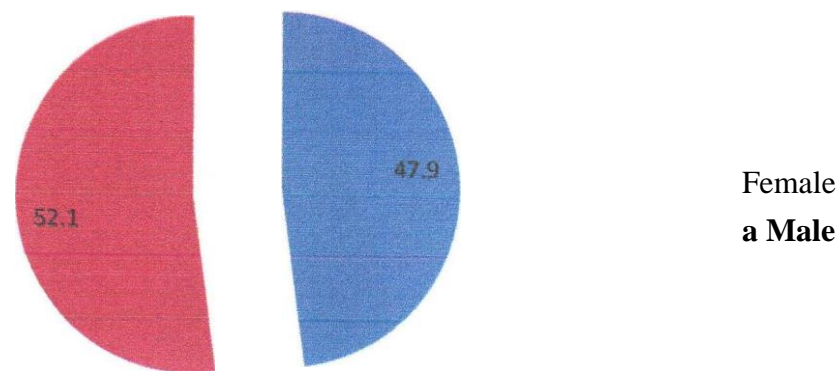
Female
a Male

Source: Primary Data, 2021

From figure 1 above, it was recorded that most respondents were males with a percentage of 46(51.7%), and males were found to have contributed 43(48.3%). The researcher considered sex to ensure that there is gender balance among the respondents. It is evident that in all the locations the important decisions like responding to survey questionnaire were in the domain of females. Gender of the respondents was therefore a very important human capital influencing participation in activities related to learners' poor perfonnance in English language in secondary schools. The low percentage of male participation in value addition may suggest their low numbers in schools and also it be determined by the type of sampling that was used to select the sample size.

4.2.4 Marital status of respondents

In this case, data was sought about the marital status of the respondents. This was done to guide the researcher on conclusions regarding the Influence of English Language Developmental trends on teaching morphology in Selected Secondary Schools in Kabale Municipality Kabale District

Figure 2: Marital status of respondents

100% 22.4
90% 1.6
80%
70% v.
60% Marri
50 ed
%
40 □ Other
% s
30
% ■ Single
20% 10%' Marital status of
respondents
0% -------------------

76
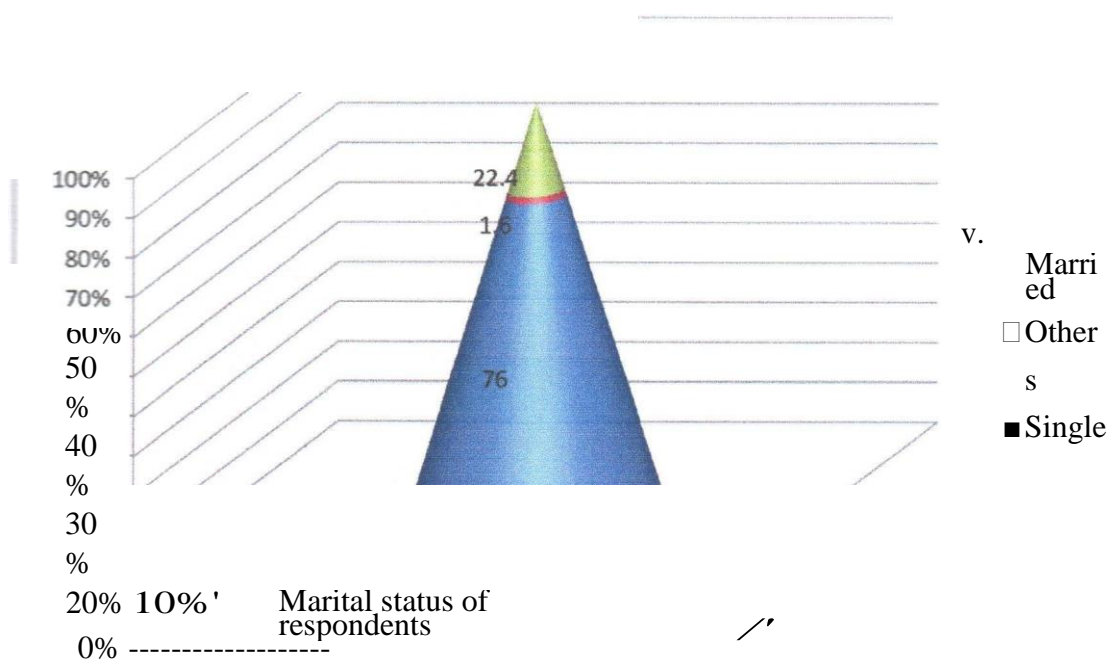
Source: Primary Data, 2021

According to the results presented above in figure 4.2, the highest number of respondents were single with 84(94.4%) of respondents, the least status being those who were the others (separated, widow/widower and divorced) with 1(1.1%) of respondents. While the married were represented with 4(4.5%) of the respondents. This was done by the researcher to have different views from these different statuses depending on how they understand the Influence of English language developmental trends on teaching morphology in Selected Secondary Schools in Kabale Municipality Kabale District. This shows that majority of the respondents were below 30 years and most of them being students who were capable of providing realistic information to the study since they are the key holders in English Language developmental trends and teaching morphology in secondary schools.

4.2.4 Level of education of respondents

In this case, data was sought on respondents' highest educational level. This was expected to guide the researcher on intellectual maturity and comprehension ability of respondents in relation to Influence of English Language Developmental Trends on Teaching Morphology in Selected Secondary Schools in Kabale Municipality Kabale District

Figure 3: Level of education of respondents

Level of education of respondents

Secondary
16.3   Diploma
Degree
☐ Postgraduate
2.9
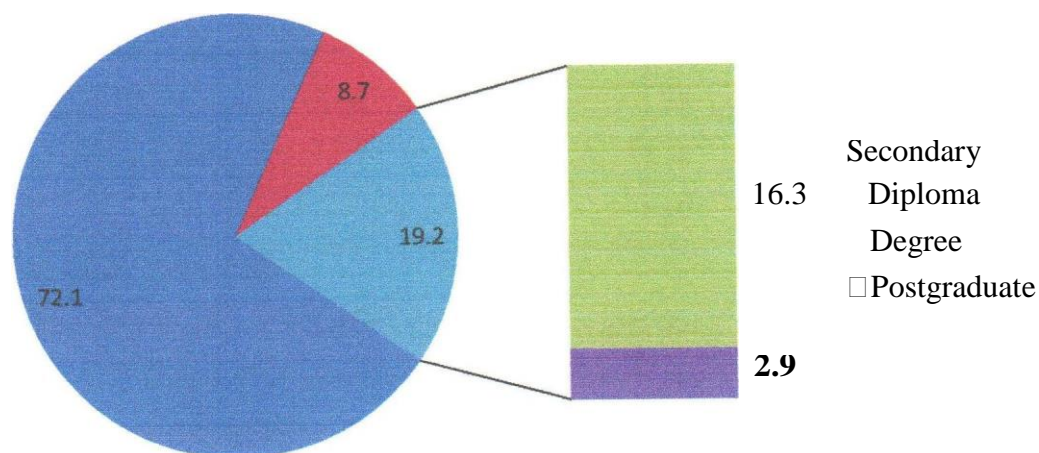
Source: Primary Data, 2021

As regards to the results presented above in figure 3, most respondents had secondary as their highest level of education with the biggest number of respondents at 83(93.3%) of respondents. The least of the respondents had postgraduate as their highest level of education with 2(2.9%) of respondents, 3(3.4%) of respondents had degrees in education as their highest level of education while 1(1.1%) of the respondents had diplomas in education as their highest level of education. Despite the different levels of education, it never prevented the respondents from providing data to the researcher. Education level had a strong influence on the involvement in value addition. It is therefore right to conclude that both head teachers and teachers in the district are professionally trained and their responses are treated as acceptable. However, further training for efficient management is called for

4.3 Trends of teaching English language in secondary schools in Kabale municipality.

To answer the objective number one of the study, the researcher sought from respondents to reveal some of the trends of teaching English language in secondary schools in Kabale municipality. The researcher went on to ask the respondents to reveal some of the trends of teaching English language in secondary schools in Kabale municipality

Table 4: Trends of teaching English language in secondary schools in Kabale municipality

Response	Frequency	Percentage
Change in teaching content and test design	24	27
Changing the view of an English teacher	22	25
Change in teaching content and test design	25	28
English teaching and the ICT	18	20
Total	**89**	**100**

Source: Primary Data, 2021

The results presented above in table 4 indicate that respondents were asked to state the trends of teaching English language in secondary schools in Kabale municipality 25(28%) of respondents stated that there is change in teaching content and test design. Since there is use of language as well as the use of a variety of accents in listening activities or tests is encouraged in the English language classroom, 24(27%) of respondents stated that there is change in teaching content and test design. 22(25%) of the respondents said that there is changing the view of an English teacher. 18(20%) of respondents said that English teaching and the ICT has also influence in teaching English language in schools.

4.3.2 Roles and awareness of morphology among secondary school students in Kabale municipality.

To answer the objective number one of the study, the researcher sought from respondents to reveal some of the roles of morphology among secondary school students in Kabale municipality. The researcher went on to ask the respondents to reveal some of the roles of morphology among secondary school students in Kabale municipality

Table 4: Roles of morphology among secondary school students

Roles	Frequency	Percentage
Morphology provides a bridge between form and meaning in alphabetic languages	24	27
Morphological information contributes to rapid word recognition in skilled adult readers	22	25
It helps children across different stages of reading development	25	28

It also helps readers in writing and spelling of words	18	20
Total	**89**	**100**

Source: Primary Data, 2021

The results presented above in table 4 indicate that respondents were asked to state the roles of morphology among secondary school students in Kabale District 25(28%) of respondents stated that morphology helps children across different stages of reading development, 24(27%) of respondents stated that awareness of morphology provides a bridge between form and meaning in alphabetic languages especially when there was writing of sentences. 22(25%) of the respondents said that morphology awareness also helps to understand morphological information which contributes to rapid word recognition in skilled adult readers. 18(20%) of respondents said that morphological awareness also helps readers in writing and spelling of words during their reading times.

4.3.3 The influence of first language on learning and teaching English among secondary school students in Ka bale municipality.

Responses	**Frequency**	**Percentage**
Orthographic skills	22	24.7
Phonological process	25	28.1
Comprehension skills and strategies	27	30.3
Mother tongue influence	15	16.9
Total	**89**	**100**

Source; Field research (2021)

vi.

Influence of first language on learning and teaching English among secondary
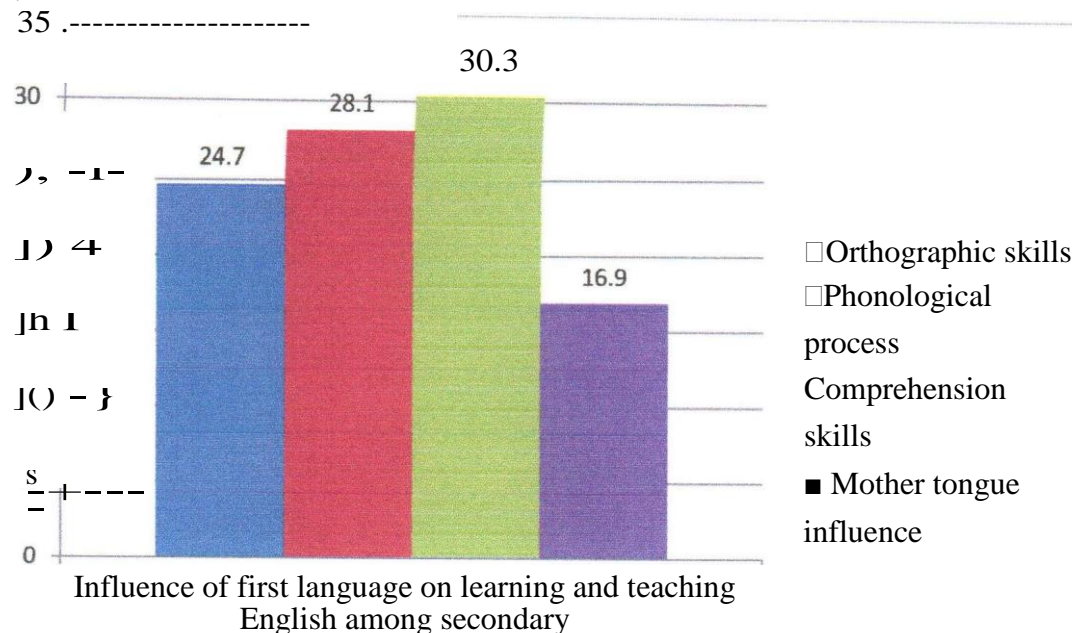
The influence of first language on learning and teaching English among secondary in Kabale District is highlighted as in the graph above, according to the results in the table, comprehension skills was more autonomous as being mentioned by the respondents with 22 respondents representing 30.3% of the respondents. Such skills that are academically mediated to transfer communication e.g. skills of reading to skills of writing. However, the above skills are very important since they help the leamers to transfer the knowledge and skills that they already have to the second language; this will even improve the performance of such students

Phonological process also influences the first language on learning and teaching English among secondary school students. Phonological awareness implies that speech is composed of units which facilitate the understanding of the relationship between sounds and symbols in alphabetical language. This helps students to understand better English language since it is a second language 25 respondents representing 28.1 % of the respondents.

Orthographic skills also influences the first language on learning and teaching English among secondary school students, this was revealed with 22 respondents representing 24.7% of the respondents. It was revealed from the teachers that when parents are involved in learning of English of their children, it can make it easy for the students to learn more of English especially

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when the parents can use English when they are at home and support them in buying for them supportive materials that can be used for learning

From interviewing some students, it was seen that mother tongue also influences the learning and teaching English among secondary, this was revealed by 15 respondents representing 16.9% of the respondents.

CHAPTER FIVE
SUMMARY, CONCLUSION AND
RECOMMENDATIONS 5.1 Introduction

This chapter contains summary, conclusions and recommendation based on the analysis of the results and according to the objectives of the study

5.2.1 Summary of Findings

A total of 100 respondents were selected for the study. The researcher considered the age, sex, marital status and education levels of respondents. From the table 2 above, results indicate that 83 of respondents representing 96.5% was the biggest number of respondents which were between 15-25 years of age and these were mostly students in Senior three and four; while the smallest number of respondents was registered with 01(1.2%) ofrespondents who were between 46-55 years of age, 3.6% was also found to be for the age bracket of 36-45 years while 26-35 was also represented by 02(2.2%) of the respondents. From the figure l above, it was recorded that most respondents were males with a percentage of 46(51.7%), and males were found to have contributed by 43(48.3%). According to the results presented above in figure 4.2 shows that the highest number of respondents were single with 84(94.4%) of respondents, the least status being those who were the others (separated, widow/widower and divorced) with 1(1.1%) of respondents. While the married were represented with 4(4.5%) of the respondents. As regards to the results presented above in figure 3 shows that, most respondents had secondary as their highest level of education with the biggest number of respondents at 83(93.3%) of respondents. The least of the respondents had postgraduate as their highest level of education with 2(2.9%) of respondents, 3(3.4%) of respondents had degrees in education as their highest level of education while 1(1.1 %) of the respondents had diplomas in education as their highest level of education.

5.2.2 Trends of teaching English language in secondary schools in Ka bale municipality.

The results presented above in table 4 indicate that respondents were asked to state the trends of teaching English language in secondary schools in Kabale. It was revealed that change in teaching content and test design, respondents stated that there is change in teaching content and test design.

5.2.3 Roles of morphology among secondary school students in Kabale municipality.

The results presented above in table 4 indicate that respondents were asked to state the roles of morphology among secondary school students in Kabale District. And respondents stated that morphology helps children across different stages of reading development, respondents stated that awareness of morphology provides a bridge between form and meaning in alphabetic languages especially in the writing of sentences, and respondents said that morphology awareness also helps students to understand more infonnation which contributes to rapid word recognition in skilled adult readers, and also respondents said that morphological awareness also helps readers in writing and spelling of words during their reading times.

5.2.4 The influence of first language on learning and teaching English among secondary school students in Ka bale municipality.

Comprehension skills was more autonomous as being mentioned by the respondents such skills that are academically mediated to transfer communication e.g. skills of reading to skills of writing. Phonological process also influences the first language on learning and teaching English among secondary school students. Orthographic skills was also influences the first language on learning and teaching English among secondary school students. From the interviewing with some students, it was seen that mother tongue can also influence of first language on learning and teaching English among secondary.

5.3 Conclusion

Based on the findings of this study, the following conclusions were made:

Morphology is a major organising principle of English and other alphabetic languages, but has been neglected in theories of reading acquisition, partly because of a focus on morphologicallysimple words in the most successful theoretical models, and partly because of a tendency to focus on younger children. In this article, the study asserted that learning to appreciate morphological relationships may be a vital part of acquiring the direct pathway between spelling and meaning, necessary for skilled adult reading. The study suggested that morphological relationships are highly visible in English spelling. There is ample evidence that these relationships are represented as long-term knowledge in adult skilled readers, although work is really only just beginning to uncover how morphological knowledge in young children becomes represented in such a way that can be accessed rapidly in word recognition. The study argued

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that the acquisition of this form of knowledge is associated with the ongoing development of reading expertise and becomes represented in the central reading pathway. Moreover, experimental learners who received instructional treatments are able to guess the meaning of complex words based on their morphological awareness (Curinga, 2014; Khdadoust et al, 2013; Gomez, 2009). Hence, the process of developing morphological awareness should be taken into consideration as it contributes to learners' vocabulary growth (Al Farsi, 2008). There are many challenges that the teachers and the learners face in the learning of English in Uganda. There are many factors that contribute to such learning challenges. In this case, the role of teachers as well as management can play very important role. The teachers can try to develop themselves, and the management can provide the opportunities for the teachers to develop and utilize thee-resources for the bettennent of teaching/learning.

5.4 Recommendations:

The study therefore recommends that

Schools should have experimental learners who receive instructional treatments which are able to guess the meaning of complex words based on their morphological awareness.

The process of developing morphological awareness should be taken into consideration as it contributes to learners' vocabulary growth

Government as a matter of priority should make available necessary facilities that will empower teaching and learning of English.

The role of teachers as well as management should be improved in schools as its very important role. The teachers can try to develop themselves, and the management can provide the opportunities for the teachers to develop and utilize the e-resources for the bettennent of teaching/learning.

Teachers must reward efforts of learners so as to motivate their struggle to acquire the language skills.

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APPENDICES
APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear Respondents,

I am **Kenyangi Justine,** a student of Kabale University in the final year carrying out a research study on the topic of "the Influence of English Language Developmental Trends on Teaching Morphology in Selected Secondary Schools in Kabale municipality District". This is to fulfill the partial requirements for the award of a degree in education secondary. Therefore be rest assured that the information given will be used for only academic purposes and will be treated with total

confidentiality.
THANK YOU IN ADVANCE

. . . . ● · · .....

KENYANGI JUSTINE

Note: Please tick or fill in the appropriate space provided.

SECTION A: BACKGROUND OF THE RESPONDENTS

1. Gender of the respondent

a). Male   D   b). Female   D

2. Age of the respondent

a). Below 25 years ☐   c). 36-45 years LJ e). above 55 years CJ   b). 26-35 years d) 46-55 years   rs CJ

3. Marital status of the respondent

a). Married   CJ   b). Single   s

c). Widowed   CJ   d). Separated/divorced   D

4. Education level of the respondent a). Diploma CJ b).   r Diploma c). Degree D d) Masters CJ

d). Others (Specify)
.

5. For how long have you been in this school?

(a) Less than 5 years   D

(b) 5 10years (t

(c) 11-15   D

d) 15 and above   D

SECTION B: Trends of teaching English language in secondary schools

6. Do you know the influence of English language developmental trends on teaching morphology in selected secondary schools in Kabale municipality?

(a) Yes   D

(b) No   D

7. If Yes, mention them?

1. . ...

2 .... ··• ....

3.. ....……

SECTION C: Roles of morphology on students in secondary schools

8. What is the role of teaching morphology to students in secondary schools in Kabale?

1. . ...

2 ....

3 ....

SECTION D: The influence of English language development trends among secondary school students in Kabale district

9. What do you think can be the influence of English language developmental trends among secondary school students in Kabale district?

1. ....

2 ....

3 ....

THANK YOU VERYMUCH

STUDENTS Dear Respondents,

I am **Kenyangi Justine,** a student of Kabale University in the final year carrying out a research study on the topic of "the Influence of English Language Developmental Trends on Teaching Morphology in Selected Secondary Schools in Kabale municipality District". This is to fulfill the partial requirements for the award of a degree in education secondary. Therefore be rest assured that the information given will be used for only academic purposes and will be treated with total confidentiality.

THANK YOU IN ADVANCE

.. , ...

KENY ANGI JUSTINE

SECTION A: BACKGROUND OF THE RESPONDENTS

1. Gender of the respondent

A). Male   D   b). Female   D

2. Age of the respondent a).

Below 15 years ☐ c). 21   b). 16-20 years   D

and above D e). above 55

years D

3. Marital status of the respondent   t

a). Married   D   b). Single

c).   D   d). Separated/divorced   D

Widowed

.... ---

4. Class of the student ....

5. Do you think there are English language developmental trends in secondary schools?

(a) Yes   t   (b)No   D

6. If Yes, mention them?

....

....

7. What is the role of morphology on English language learners by students?

....

....

....

8. What do you think can be the influence of English language developmental trends among

secondary school students in Kaba.le district?

....

....

....

THANK YOU

APPENDIX III: SAMPLE DETERMINATION

TABLE Table showing sample size for finite po1>ulation

To simplify the process of determining the sample size for a finite population, Krejcie & Morgan (1970), came up with a table using sample size formula for finite population.

UiOII! 3.1

Table fr *Deer.btng Scopa Ste ef* a {own *P*

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30	*28*	!4-	:03	340	:s:	1000	~-s	~500	*35.*
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95	6	11	*359*	*750*	25.:	2600	*335*	iOOOC-00	3g.

.\<.,t *Ni:*   5   ±   ~-~ S't-;   *K.r,;:i* & *.lfcrg:*
   i: **Pcpuai**   .   ~p/i   £   : *m*   *.:ro*

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