

**TO INVESTIGATE THE APPROPRIATENESS OF USE OF VERNACULAR
AS LANGUAGE OF INSTRUCTION IN LOWER PRIMARY IN IGEMBE
SOUTH DISTRICT, MERU COUNTY.**

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ABSTRACT

In many communities in Kenya, mother tongue is the language of instruction used to impart indigenous education in children. It is also used to transmit and preserve culture from generation to generation. Language policy states that mother tongue should be used as language of instruction in early years of school to preserve the Kenyan culture and to ensure smooth transition from home to school. Despite the policy being in place, it is yet to be implemented in many schools due to several factors. This research projects presents investigation of the study that will be conducted in three rural schools in Igembe South District, Meru County to establish the suitability of mother tongue as the language of instruction in early years of school and the key factors affecting its use. In order to revitalize African languages and advocate for their use as media of instruction in Kenyan schools, it is important to investigate and document the teachers' attitude towards the use of these languages in teaching. The research on which this project is based set forth to explore the challenges they face and the perceptions they hold in relation to the use of the mother tongue in their teaching. The data will be qualitatively analyzed and the emergent findings support the claim that the use of learners' mother tongue is beneficial to learners. The population of the study will be 36 pre-primary and 36 lower primary school teachers randomly selected from three schools drawn from three zones (Maua, Laare and Kiengu). The sampled schools will have an overall population of 1600 students and a total 480 students will take part in filling in the questionnaires.

Key Words: Mother tongue, language policy, language of instruction, preserving culture