

Studies on language and its impact on the development of mathematics learners
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Within the field of mathematics education, the central role language plays in the SBS learning, teaching, and doing of mathematics is increasingly recognized, but there has been no agreement about what this role or roles might be or even about what the term language itself encompasses. The purpose of the study will be to examine the influence of language related factors on the development and performance in Mathematics among learners; a case of selected secondary schools in Nairobi County, Kenya. To achieve this, the researcher will use research questionnaires on influence of language policy, remedial language, teaching methods and possible strategies used in order to meet the objectives of the study. The study will adopt a case study design to determine the influence of language related factors on academic performance among Mathematics learners in secondary schools. The study will use a sample of 5 Head teachers/ Principals, 40 teachers and 80 Secondary school pupils within Nairobi County. Data will be coded and classified into major themes from which a summary will be made. Qualitative data will be analyzed using descriptive statistics and supported by tables, pie charts, frequency distribution tables and percentages. Data analyzed will form the basis for research findings, conclusions and recommendations. The findings from the study could be useful in providing policy makers, County Directors of Education, the Ministry of Education, the Government of Kenya and National and International Non-Governmental Organizations and all the stake holders in the Education sector with essential information on the influence of language and its related factors on academic performance among Mathematics Learners in Nairobi and Kenya as a whole. Mathematics Learners in Secondary Schools can be given equal access and quality education by the government by ensuring that they are taught and tested in languages they understand as they learn the official languages. Teachers handling these pupils could be given special training and where possible the teachers who share the pupil's cultures and practices from the respective schools and regions could be hired to assist in the implementation of the Mathematics curriculum. Above all, suitable language teaching methods and strategies could be adopted to ensure quality teaching and learning among Mathematics Learners in Kenya.

Keywords: Learning mathematics; Language; Development of mathematics learning.