

TEACHERS' ATTITUDES TOWARDS THE INTEGRATED-
FUNCTIONAL APPROACH TO THE TEACHING OF
LUGANDA IN SECONDARY SCHOOLS.



LUKWAGO YUSUF



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DECLARATION

I Lukwago Yusuf, declare that this dissertation is entirely my own original work and it has never been submitted for the award of any degree in any University.

Signature.....

LUKWAGO YUSUF

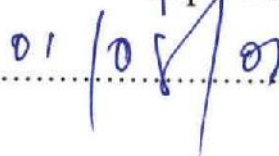
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APPROVAL

This is to certify that this research report of Lukwago Yusuf under the title: **“Teachers’ attitudes towards the Integrated Functional Approach to the teaching of Luganda in secondary schools”**, which has been under my supervision, is now ready for submission to the School of Graduate Studies, Makerere University.

Signature 

DR. F. MASAGAZI MASAAZI
Supervisor

Date 

DEDICATION

This work is dedicated to my late mother Joweria Namaganda and my young siblings, Zahara, Aisha and Mubarak, that you mean a lot to me and I will always remember you all.

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I would like to acknowledge the contribution of all lecturers in the Department of Language Education who have helped me in many ways. Special acknowledgement goes to Dr. Masagazi .F. Masaazi, my teacher at secondary and University levels who also doubled as my supervisor. His motivation and inspiration cannot be forgotten. I am more indebted to him than I can express.

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ABSTRACT

The study was carried out to examine the attitudes of Luganda teachers towards the Integrated -Functional Approach in Luganda teaching. The Integrated-Functional Approach has been described by Mulumba (2000) as the approach which involves teaching of the four cardinal language areas as a whole (grammar, literature, culture, and composition) within a specified period of time. This approach enables learners to acquire communicative competence in the language, interpretation of the discourse, and it is teacher centered. The origin of this approach is traced from innovation in approaches of teaching held during the twentieth century and the linguistic theories underlying them. Such approaches include; structural approach/linguistic approach, functional-notional approach, Grammar translation approach and situational approach.

A qualitative survey design was used to facilitate an in-depth examination of the variables in an area yet unexplored by research. Forty (40) teachers from forty secondary schools in Wakiso district were subjected to a Questionnaire and an interview. The data collected was presented in frequencies and percentages.

The findings of the study in chapter four disclosed that most of the teachers claimed to be knowledgeable about the Integrated-Functional approach to language teaching and only a few of them had never heard about it and Teachers' attitudes were generally positive to all who had tested the advantages of the Integrated-

Functional Approach to language teaching. Many of the teachers who argued for its usability in Luganda pointed out its advantages and benefits like development of constant teacher-students interaction, allowing the application of knowledge, development of communicative abilities and the bigger content coverage.

In conclusion therefore, since the study has revealed that few teachers are practically equipped with relevant knowledge for the use of the Integrated-Functional Approach, the basis of reversing this situation should be the training centers which retrain, devise, test and adopt the Integrated-Functional Approach and all relevant teaching and learning materials to be used.

The researcher recommended that Teachers in various schools should endeavour to participate in re-training courses and workshops which equip them with practical knowledge of handling the language as an Integral system using the Integrated Functional-Approach. Schools should provide sufficient teaching materials like text books, allocate enough time to cater for the demands of individual subject and see to it that teachers are adequately prepared to teach the language.

Finally, Training institution should be a basis of change in new development as regards language teaching. They should re-train, devise, test and adopt the Integrated-Functional Approach.

CHAPTER ONE

INTRODUCTION

Background

It is becoming increasingly evident to members of language teaching that there is a renaissance of faith and interest in approaches of teaching language today (Fonocchiaro, M & Brumfit, C. 1983). Language educators have attempted to solve the problems of language teaching by focusing attention exclusively on teaching approaches (Nsibambi, 1995). Although the question of how to teach languages has been debated for over twenty centuries, debate on teaching approaches evolved particularly over the last hundred years. This debate has provided the main basis for recent interpretations in approaches of language teaching.

An approach has been defined by Kagoda, (1989) as those assumptions, beliefs and theories about the teaching of language and language learning that provide oriental foundations for what language teachers ultimately do with learners in classrooms. Approaches provide the linguistic and psycholinguistic rationale for selection of particular teaching technique and activity.

Approaches emphasize the semantic rather than the grammatical potentials of language and lead to specification and organization of the

language teaching content by categories of function rather than by categories of form (Richards, 1989). So in his view Finochioro & Brumfit (1983), observed that approaches provide;

- (i) Interactional view which allows the realization of interpersonal relations and the performance of social transaction between individuals
- (ii) Functional view which is the vehicle of expression of meaning and understanding.
- (iii) Structural view, which organize language as a system of structurally related elements for the coding of meaning.

Finocchioro & Brumfit (1983) noted that in order to understand the need for innovation in approaches of teaching, it is desirable to look briefly at several approaches held during the twentieth century and the linguistic theories underlying them. Such approaches include; structural approach/linguistic approach, Functional-Notional approach, Grammar Translation approach and Situational approach. They further observed that, positive innovations in approaches of language teaching should examine theoretical principles underlying particular teaching and learning environment.

In view of the above innovators, Widdowson, (1990) argued that teaching of language as communication calls for an approach which brings linguistic skills and communicative abilities into close association with each other. This approach is the Integrated-Functional Approach to language teaching.

The Integrated-Functional Approach has been described by Mulumba (2000) as the approach which involves teaching of the four cardinal language skills that is reading, speaking, writing and listening as a whole and language areas such as grammar, literature, culture, and composition within a specified period of time. This approach enables learners to acquire communicative competence in the language, interpretation of the discourse, and it is teacher centered.

Arguing for the Integrated - Functional Approach in language teaching Widdowson (1990) noted:

“If the aim of language learning is to develop the underlying interpreting ability, then it would seem reasonable to adopt an Integrated-Functional Approach to achieve it.”

The approach avoids treating the different skills and abilities that constitute competence in isolation from each other. Both teachers and learners benefit from the approach in the following ways:

- (i) Enabling the students to develop critical thinking abilities, and intelligible, appropriate and effective interpretation.
- (ii) Assisting learners to develop the ability to understand with reasonable ease what is being taught to them.
- (iii) Cultivating student desire to read by themselves and for their own satisfaction through research.
- (iv) Encouraging the students to develop the ability to read a wide variety of written materials for enjoyment, information, knowledge and also to ease the teachers' work load.
- (v) Motivating learners and elimination of monotony as well as increasing student-teacher interaction in class. (Nabukenya, 1997)

The Integrated-Functional Approach explores situations and notions with which students are likely to identify. It is a skill-based approach, which enables learners to acquire four cardinal language skills, speaking, reading, listening and writing (Nabukenya 1997).

According to Duff and Maley (1990), the main reasons for integrating these elements are linguistic, methodological and motivational.

Linguistically, by using a wide range of authentic texts we introduce learners to a variety of types and difficulties of English language. Methodologically, literary discourse sensitises readers to the processes of reading e.g. the use of schema, strategies for intensive and extensive reading etc. And, lastly, motivationally, literary texts prioritise the enjoyment of reading. Basing on that, if literature is worth teaching then it seems axiomatic that it is the response to literature itself which is important.

Therefore, the introduction of the Integrated-Functional Approach in Luganda teaching would require proper mastery of the subject matter, provision of teaching and learning environment, learners and teachers interaction in a mutual learning environment as well as teacher's willingness to proper use of the approach (Awonyi, 1982).

However, in developing such an approach, stakeholders can borrow ideas from other subjects. In that line of thinking Ssembatya (2003) notes:

"In order to realize the objectives of teaching Luganda, the approaches of doing so should be integrated in order to achieve the national aims of education and those of the learner at the end of the day."

The Integrated -Functional Approach therefore is conceived as a means of solving such problems of separate uncoordinated aspects and the deficiencies in language teaching. It is deemed a suitable approach to Luganda language teaching in order to change the seemingly outdated teaching methods. Much as the integrated - functional approach has been emphasized and given some publicity especially in the annual Luganda teacher's workshop, its applicability has not been given a full support (Mulumba, 2003). Many teachers still lack the proper knowledge of it, the exam oriented nature of teaching still holds them and the availability of teaching material is still a problem.

Attitude has been described by Shellie (2005) as a hypothetical construct that represents an individual's like or dislike for an item. Attitudes are positive, negative or neutral views of an "attitude object": i.e. a person, behavior or event. People can also be "ambivalent" towards a target, meaning that they simultaneously possess a positive and a negative bias towards the attitude in question. Attitudes come from judgments. Attitudes develop on the ABC model (affect, behavioral change and cognition). The affective response is a physiological response that expresses an individual's

preference for an entity. The behavioral intention is a verbal indication of the intention of an individual. The cognitive response is a cognitive evaluation of the entity to form an attitude.

Attitudes can also be looked at as the disposition or tendency to respond positively or negatively towards a certain thing (idea, object, person, and situation). They encompass, or are closely related to our opinions and beliefs and are based upon our experiences. Since attitudes often relate in some way to interaction with others, they represent an important link between cognitive and social psychology

Attitudes are expected to change as a function of experience. Shellie (1967) has argued that hereditary variables may affect attitudes - but believes that they may do so indirectly. Attitudes can be changed through persuasion. In that respect therefore, we should understand attitude change as a response to communication

However, the successful implementation of the Integrated-Functional Approach in respect to changes in people's attitudes calls for the teachers' support since their attitudes and interests determine what individual teachers will do or practice in the class. So their attitudes influence the

effect into tasks given which in turn, affects the likelihood of the success as Nabukenya (1997) noted that;

“Though the introduction of the Integrated-Functional Approach to language teaching is vital in the teaching and learning of Luganda teachers tend to have negative attitudes towards the new changes in the teaching and learning of the languages.”

The researcher therefore deems it pertinent to undertake a study that intends to find out teachers’ attitudes towards the Integrated-Functional Approach to the teaching of Luganda in secondary schools before its implementation, and also to find out whether teachers will embrace the approach to Luganda teaching or not.

Statement of the problem

The integrated-functional approach has been recommended to Luganda teachers as the best approach to teach Luganda through workshops, seminars, conferences such as the annual Luganda conference due to its ability to encourage maximum classroom interaction, active communication, development of analytical ability, application of knowledge, understanding of the content and grasping of the four cardinal language skills. However teachers’ attitudes towards new development in

language teaching have been reported to be varying (Wynne 1991), some are positive while others negative. Therefore the study intends to find out the Luganda language teachers' attitudes as stakeholders towards the Integrated-Functional Approach before its successful implementation in the teaching of Luganda and also to find out how effectively it would be used in teaching.

Purpose

The purpose of the study was to examine the attitudes of Luganda teachers towards the Integrated-Functional Approach in Luganda teaching.

Objectives

The objectives of the study were;

- (a) To find out whether teachers of Luganda are aware of the Integrated-Functional Approach in Language teaching.
- (b) To find out the teachers' attitudes towards the use of Integrated-Functional Approach to language teaching.
- (c) To find out how effectively the Integrated-Functional Approach can be used in teaching of Luganda.

Scope

The study limited itself to selected 'A' level secondary schools in Wakiso district. The study area was selected because there are quite many schools teaching Luganda which represent similar schools in the country. Forty schools were used in the study. In order to maintain the confidentiality of the schools codes were used in form of alphabetical letters (i.e. A, B, C, D). Forty teachers from forty selected schools were surveyed to establish their attitude towards the Integrated-Functional Approach to the teaching of Luganda in secondary schools. The focus of the study was on the teachers of Luganda in relation to the Integrated-Functional Approach.

Significance

The study will be significant in the following ways;

- (a) The study will make Luganda teachers aware of the Integrated-Functional Approach in Language teaching and its advantages hence be able to use it in Luganda teaching.
- (b) The study will assist teacher training institutions to become aware of the need to incorporate the Integrated-Functional

Approach to Language teaching in the teaching approaches so as to produce practical and effective Luganda teachers.

- (c) It will be a basis for further studies in the teaching approaches/methods.

CHAPTER TWO

LITERATURE REVIEW

The Integrated-Functional Approach in Language teaching has increasingly become a focus of many educationists in the field of languages. A considerable amount of literature on the Integrated-Functional Approach to language teaching has been done based on English language. As for Luganda, there does not appear to be any report or documentation on the Integrated-Functional Approach to language except for unpublished papers presented in conferences and workshops which give small hints on Integrated-Functional Approach as a method of teaching languages in general. In such situation it is only reasonable to use publications from English language and other related studies in African languages relevant to the study.

This literature review is based on the objectives of the study below;

- (a) The Integrated-Functional Approach as a valuable approach for Language teaching.
- (b) Teachers' attitudes towards the Integrated-Functional Approach to Language teaching.

- (c) How effectively the Integrated-Functional Approach can be used in Language teaching.

The Integrated -Functional Approach as a valuable approach for Language teaching.

For quite sometime, the Integrated-Functional Approach to language teaching has been a focus of many teachers as the central approach of teaching languages (The teacher's guide to secondary school syllabus, 2002). The launching of the Integrated-Functional Approach to language teaching was a result of identifying deficiencies in the way languages were taught, such as;

- (a) Inadequate preparation in active and effective listening and speaking skills.
- (b) Serious limitations in skills and attitudes normally derived from intensive and extensive reading.
- (c) Exposure to only stereotyped kinds of writing and general lack of co-ordination development of writing skills.
- (d) Lack of reading materials, visual facilities and sufficient stationery.
- (e) Lack of innovating opportunities for students to practice law, perform oral/aural skills, practical activities etc. (Nsibambi 1995)

So, the value of the Integrated-Functional Approach to language teaching is rooted from the above deficiencies in language teaching.

The approach encourages the learners to think by uprising problem solving tasks with informal transfer exercises, which involve completion of diagrams, charts, tables and graphs, (Mulumba 2001). The students are required to interpret knowledge and use it to solve and analyze problems as they arise. Learners are given an opportunity to develop their effective skills. Nabukenya, (1997) has also a similar view when she acknowledges that the Integrated-Functional Approach develops cognitive, effective and psychomotor domains. Learners are encouraged to express their emotions and to emphasize by sharing information and experiences with their colleagues, which contribute to the development of their understanding of the content learnt.

Similarly, Stern (1983) asserts that the Integrated-Functional Approach draws from the thematic communicating situation and structural approaches since it brings realistic and meaningful situations which enhance communicative interaction between students and the teacher.

Such approach draws from real life situations like school life and life outside classroom. In addition, Ssembatya (2003) observed that the Integrated-Functional Approach incorporates students' needs and interests; it integrates across writing within and outside Luganda so as to give an opportunity to students to learn about writing, tolerate and accept one another.

Learners should be encouraged to listen not only to their teachers but also to their classmates as well. The skills are integrated in such a manner that learners participate in different activities and tasks, for example in discussions and dialogue related to listening text. This definitely "opens" the "window" for their speaking skills. As these two skills, listening and speaking are practiced; learners are expected to read instructions and dialogue, then practicing their reading skill and re-influencing other minor skills (Akabway, 1992).

Integration increases motivation and arouses interest in the learners while reducing monotony (Nabukenya, 1997). When learners are challenged with tasks, they develop confidence of handling them and their participation increases drastically. Wright (1964) says that as a general rule, the teacher should do no more than 25% of the talking in class and the students permitted to do 75% of the talking. In this way integration

allows a teacher to be a conductor of the symphony or Chester not a performer, but the person who directs performers. This not only allows learners to think critically but also develop more related skills aimed at by the Integrated-Functional Approach described by Mulumba (2001) as;

- Active communication in the classroom
- Maximum classroom interaction in meaningful situations
- Co-operation rather than competition in the language classroom.
- Development of analyzing abilities
- Increased learner participation
- Development of the teacher-student interaction
- Application of knowledge to different life situations
- Understanding the content taught
- Grasping the four cardinal language skills that is; speaking, listening, writing and reading.
- Facilitating students' communicative competence as they are being prepared for life.

The introduction of the Integrated-Functional Approach to Luganda teaching would positively foster whole person development, as the learners are made to share information, cultural values and experiences while their attitudes and values are positively influenced.

Teachers' attitudes towards the Integrated-Functional Approach to Luganda language teaching.

Wynne (1991) noted that attitudes are of different kinds. There are those that influence learning and usage of new development plans and in particular that of a language teacher could be divided into attitudes towards self in relation to schoolwork and what he called scientific attitudes. These attitudes are significant because they influence what we feel we can do and how we feel about it. They also influence the effort put into the tasks given which in turn affects the likelihood of success.

On the influence of attitudes and interest in the life of the teacher, Wynne (1991) noted that attitudes determine what individual teachers will do or say in a particular situation, what they will enjoy or dislike, their reaction to events or new programmes in their own life and the world around. Shaw and Wright (1967) also argued that,

“When a person holds a particular attitude towards an object he is predisposed to act in a certain way towards that object.”

This carries more weight in Luganda teaching since most teachers may not be ready to take up new changes in the teaching as they continue to hold the same approaches of teaching throughout.

Attitudes have been reported to be a function of sex. In his study Lutaaya (1996) reported that female and male teachers tend to behave differently towards any changes in the teaching. He cited male teachers to be dominant persons and always ready to learn new programmes yet female teachers usually portrayed as being subordinates and confined to one programme.

Such situations may arise in Luganda teaching since there are equally the same numbers of teachers. So female teachers still can lag behind which may hinder the success of the approach to Luganda teaching.

Substantial research has been carried out to establish attitudes of various groups of teachers towards other issues of interest in Luganda. Other studies such as (Nabiccu, 2000) and Mulumba (2002) carried out similar investigations and established students or teachers' attitudes towards various issues of interest but few studies have been carried on the new approaches to Luganda teaching. Therefore, the current study confines the investigation on teachers' attitudes towards the new Integrated-Functional Approach and its applicability to Luganda language teaching.

How effectively the Integrated-Functional Approach can be used in Language Teaching.

In an effort to achieve the desirable aims of the Integrated-Functional Approach to Language teaching, it is important to remember that a good approach of teaching can result from only a constant observation of certain broad principles, (Ssembatya, 2003). An approach therefore must link up the learner and the teacher in an organic relationship with constant mutual interaction.

According to Aggarwal (1991), it is not satisfactory for teachers to have only a superficial knowledge of the language they are teaching but they should be conversant with all aspects of that particular language and being up-to-date with the latest development. From the same line of thinking, Clark & Starr, (1981) had this to say;

“Nothing reduces a teacher’s sense of security or his willingness to take advantage of freedom so seriously as does his ignorance of the subject matter he has to teach.”

This observation can be useful in the usage of the Integrated-Functional Approach to Luganda teaching since it calls for proper mastery of the subject matter at varying levels. Since it does not look at a particular

direction, teachers are lined to focus on different sections/subsections of the language taught.

For Awoniyi (1991), the emphasis of the Integrated-Functional Approach to language teaching should shift from verbalism and memorization to learning through purposeful, concrete and realization situations. So, in his view a teacher should not try to dominate the learners but rather to guide them in such away that they form their beliefs independently. He described the role of a teacher in such a situation as “a helper and a guide.”

This would be very important in such a way that the major aim of the Integrated-Functional Approach is to enable the learner and the teacher to interact in a mutual learning environment. So, for Luganda, if learners are given opportunity to express their views, that method would have to stimulate, guide and encourage them to learn and understand the content taught.

While the mastery of the content and the shifting of teaching from verbalism could be important, Widdowson, (1991) observed that the provision of a good library and teaching-learning materials would obviously increase elasticity or dynamism in teaching and learning . So, he called for provision of relevant textbooks, teaching materials and other

related services that will enable some children/learners to understand parts of the work alone or in groups. At this stage the Integrated-Functional Approach in Luganda would be effective given the fact that the relevant resources are available for use since it requires not a mere text book but a variety. The full and well utilization of the approach to Luganda teaching therefore would require the supplementary addition of relevant materials. The materials are required to integrate and disseminate information for proper usage and understanding.

Nabukenya (1997) in her study on how best we can adopt the Integrated-Functional Approach in Luganda teaching also suggests the co-operation of parents as a necessary requirement for the success of the Integrated-Functional approach. She observes:

“A teacher or an Institution will be able to introduce innovations more easily if the parents of the learners know enough about the purpose.”

This has more meaning in the teaching and learning of Luganda as regards the Integrated-Functional Approach because all the basic requirements needed like text books are provided by parents of the

learners. So they should be part and parcel of the positive change so as to boost its success.

Research Questions

The study endeavored to answer the following questions,

1. Are the teachers of Luganda aware of the Integrated-Functional Approach in language teaching?
2. What are the teachers' attitudes towards the Integrated-Functional Approach to language teaching?
3. How effectively can the Integrated-Functional Approach to language teaching be used in Luganda teaching?

CHAPTER THREE

METHODOLOGY

This chapter presents in detail the methodology which was adopted for the research. It gives a descriptive presentation of the design, area and population of the study, the sampling strategies, indicating the selection, size and structure of the sample, data collection procedure methods and instruments, validity and reliability of instruments and data analysis methods.

Research design

The study was qualitative in nature and it employed a cross-sectional survey design. The type of research design was selected because it allows sizeable amount of information about the problem under investigation to be collected. It facilitated a cross examination of variables and their interaction in order to give broad attitudes of teachers towards the Integrated-Functional Approach to Luganda language teaching in secondary schools.

Study area and population

The study was conducted in Wakiso District. Since most secondary schools in Wakiso district teach Luganda, many teachers were expected there. Schools in Wakiso represent many other schools in Uganda. The sample constituted schools with varied backgrounds and foundations, they were divided into rural, semi-urban and urban schools which formed the basis of equal chances of analysis and representation which could be generalized to other parts of the country.

A total of 40 teachers were selected by simple random sampling from 40 secondary schools in Wakiso district. Teachers of S.5 and S.6 were selected because the Integrated-Functional Approach is easily adopted at this level and it assumed that they possess analytical skills of using it in teaching. These respondents formed a statistically significant number for answering the research questions.

Instruments

All instruments that were used in the study were constructed by the researcher while moderation was done by colleagues and the supervisor

after which they were subjected to a pilot study and testing. The following instruments were used;

- (i) Questionnaires
- (ii) Interview guide

Questionnaire

The questionnaire was divided into 3 parts; part I endeavoured to find out teachers' awareness about the Integrated-Functional Approach, part 2, teachers' attitudes towards using the Integrated-Functional Approach to language teaching, and part 3 was to find out how effectively the Integrated Approach can be used in language teaching.

Interview guide

The researcher interviewed teachers of Luganda in 'A' level. The interview questions were in English and Luganda to conveniently ease the process of responding to questions since many teachers use both languages interchangeably. The interview guide focussed mainly on teachers' awareness of the Integrated-Functional Approach, their attitudes towards the use of this approach and how effectively the approach could be used in teaching the language. Besides the general questions, the

interview focussed on each individual teacher's response in the questionnaire.

Data from the interview was tape-recorded and later transcribed according to themes expressed in the instructed questions in the interview guide.

Validity

The research instruments were given to the supervisor, senior researcher at the school of education Makerere University and students. They were required to comment on the questions in terms of wording, language, clarity and the comprehensiveness of the instruments in relation to the set objectives as recommended by Ary, Jacobs and Razavieh (1990). The instruments were then revised taking into account the comments from all these people. The content validity index (CVI) was also used to determine the validity of instruments. Supervisors from the school of education independently judged the relevance of items in the questionnaire and interview guide using a two rating code i.e. (a) relevant (b) not relevant. The content validity index (CVI) quantified the agreement between the two respondents using the following formula

$$CVI = K/N$$

Where:

CVI = Content validity ratio

K = total number of items

N = total number of items in the questionnaire

The CVI was 0.82; this CVI was above the recommended value of 0.70 and this proved the validity of instruments.

Reliability

To ensure reliability, the instruments were pilot tested on 15 respondents and the results were computed using the Cronbach's Alpha co-efficient formula below;

$$\alpha = \frac{K}{K-1} = \frac{\{1 - \sum SD_i^2\}}{SD_t^2}$$

Where:

K = Number of items included in the instruments.

SD_i^2 = Variance of individual items in the instruments.

SD_t^2 = Variance of different items added

Σ = Summation.

The reliability of the questions was established at 0.872 which is within the accepted range of 0.7-1.0.

Procedure

An introductory letter from the School of Education, Makerere University was obtained and this was used to get entry into the selected secondary schools in order to administer questionnaires and carry out interviews. The researcher contacted the selected secondary school administration personally to seek permission for carrying out the study. A simple random sampling was used in situations where a school had more than one teacher. One teacher was selected from each school. The researcher interviewed the teachers after going through their answered questionnaires.

Data analysis

After data collection, responses from questionnaires were organized and scrutinized to derive percentages and frequencies under the quantitative method. The interview method of data collection was used to reinforce questionnaires in order to establish consistency. Percentages and frequencies were used in the discussion and interpretation of the data. Qualitative data was presented and analyzed objective by objective. This presentation and analysis was highly descriptive in nature.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter teachers' responses are presented and analyzed qualitatively, response by response, Interpretative statements on the teachers' attitudes towards the Integrated -Functional Approach to the teaching of Luganda in secondary schools contributed to the conclusions in chapter five. The data has been presented in this chapter under their respective objectives.

Background information for the respondents (Teachers)

Training

All teachers had had professional training background in the teaching of Luganda. Table I is a summary of their responses to Q.1 what are your professional qualifications?

Table I: Professional Training

Qualification	F	%
Diploma in Education	6	15
Bachelor of Arts	0	0.0
Bachelor of Education	10	25
Bachelor of Arts with Education	24	60
Master of Education	0	0.0
N	40	100.0

N = Number of subjects

F = Frequency of responses

The table above indicates that a bigger percentage, 60% of the teachers qualified to teach Luganda with a Bachelor's degree in Education, 10 teachers have both a degree and diploma and also 15% only with diploma. There is a notable lack of highly trained teachers with Master's degree yet it is a formal basis of integrating approaches in language teaching.

Teaching experience

The teachers' experience in teaching Luganda at secondary school level was indicated in Q.2, which was phrased; **For how long have you taught Luganda?**

Table 2: Teaching Experience

Number of years	F	%
0-3years	10	25
4-6years	22	55
7-10years	4	10
10+years	4	10
N	40	100.0

N = Number of subjects

F = Frequency of responses

From the table above, only 4 teachers (10%) had taught for 10 years and 4 teachers (10%) from 7 to 10 years. 10 teachers had taught for 3 years and below while a bigger percentage, 55% had taught between 4 and 6 years. Considerably quite a big number of teachers had received a recommendable experience in teaching Luganda in secondary schools.

Job satisfaction

This information was gathered from teachers' responses to Q3 and Q4. Thus, the questions were; Q.3 **Are you satisfied with your job?** Their responses are indicated in the table:

Table 3: Job satisfaction

Responses	F	%
Yes	30	75
No	10	25
N	40	100.0

N = Number of subjects

F = Frequency of responses

The table above indicates that a bigger percentage 75% of the teachers were satisfied with their jobs and only 25% were dissatisfied with their jobs. Most of the teachers, who reported dissatisfaction, cited financial remuneration, Lack of adequate teaching resources and conditions of service. This shows that their satisfaction in the teaching of Luganda has not been heavily crippled by working environment and the nature of the subject but rather the financial attachment and the teaching resources available for effective implementation of the desired content. In a further interview teachers cited the nature of student, who take Luganda and the inferiority complex, which originate from parents and the public.

Objective one .Teachers' awareness of the Integrated Functional Approach

To obtain information about teachers' awareness of the Integrated Functional Approach to Luganda teaching in secondary schools, question 5 and 6 were responded to as follows.

Q.5 Have you ever heard of the Integrated Functional Approach to language teaching? The responses are indicated in table 4.

Table 4 Teachers' awareness of the Integrated Functional Approach

	F	%
Yes	36	90
No	4	10
N	40	100.0

N = Number of subjects

F = frequency of responses

From the table above a big number of teachers, 36(90%) claimed to be knowledgeable about the Integrated Functional Approach to language teaching and only 4 (10%) had never heard about it.

But the responses to question 6, show that very few teachers practically understand the Integrated Functional Approach to language teaching. Those who understand the Integrated Functional Approach described it as;

R1- Integration of different language areas within a lesson.

R2- Teaching different areas of a language from one area.

R3- Involving different/numerous disciplines/language areas while teaching a particular concept in a language.

However, in a further investigation through the interview protocol, many teachers gave varying vague understanding of the Integrated Functional Approach to language teaching as below:

- R4: This is where a teacher goes to teach while expanding on various themes on a topic and relate them to daily experiences of students.
- R5: Using machines such as TV and radio tapes for listening.
- R6: The policy of handling Luganda language as an integral system with other languages.

To some teachers, Integrated Functional Approach means a device or a teaching aid used by a teacher in teaching a language while others relate it to a way of understanding other languages or the real life experience of the learners. This means that those who did not understand the Integrated Functional Approach to language teaching could not use it in the teaching of Luganda or they use it unknowingly if there is a need.

Use of Integrated Functional Approach

In order to obtain information on the use of the Integrated Functional Approach to Luganda teaching, questions 7, 8 and 9 were used.

Q.7 Do you use the Integrated Functional Approach in Luganda teaching? Their responses were:

Table 5: The use of Integrated Functional Approach

	F	%
Yes	30	75
No	10	25
N	40	100.0

N = Number of subjects

F = frequency of responses

The table above shows that most of the teachers, 30 (75%) use the Integrated Functional Approach in the teaching of Luganda and only 10(25%) do not use it, including 4(10%) teachers who had never heard about it(refer to table 4). So, 6(15%) teachers who have some knowledge about it do not actually use it in the teaching of Luganda.

Further investigation in the usability of the Integrated Functional Approach to Luganda teaching indicated that some teachers use it effectively and others do not. The teachers who actually use the method effectively described how they use it in the responses below;

R7: I use one paper to relate to other areas of the language we teach.

R8: I use literature texts to teach grammar, proverbs, idioms, summary etc.

R9: From a literature extract all other areas/aspects of the language are linked say; culture, language use, because literature highly deepens and describes them in a convincing way.

The above responses clearly show the way teachers use the Integrated Functional Approach to create a basis for beginning the relationship with other language areas for better understanding.

Still, some teachers could not defend their effective usability of the Integrated Functional Approach as they claimed. This was evident from the vague responses they gave below;

R10: By explaining some topics, which are also found in English and Arabic languages like pronouns for easy understanding.

- R11: Personally, I use it by starting with what is in students' experience.
- R12: By making one student to read the set book in paper three while others are listening.
- R13: I use a television set and a radio to bring in practically applicable scenes knowing that we are in third world schools.
- R14: Students are grouped to discuss topics in relation to the different skills of language that are applicable to the topic in discussion.

The above responses clearly suggest that even though teachers claim to use the Integrated Functional Approach, still they do not effectively understand how to use it.

The 10(25%) teachers who do not use the Integrated Functional Approach had varying reasons described in their responses below:

- R15: Conditions of service, limited time based on syllabus driven teaching and examinations cannot allow me to use that method.
- R.16: I have never been taught to use it in the teaching of Luganda.
- R17: As noted above, I had never heard about it.

The basis of inability of teachers to use the Integrated Functional Approach to Luganda teaching is subjected to baseless understanding of

the approach and the disadvantages of this approach, like time consuming, effective understanding of the content and preparations.

Objective two. Teachers' attitudes towards the use of Integrated-Functional Approach.

In order to obtain Teachers' attitudes towards the use of Integrated Functional Approach to Luganda teaching, Question 10 ad 11 were used.

Qn 10: Can the Integrated Functional Approach be applicable to Luganda Teaching? Teachers' responses were;

Table 6: Attitudes of Teachers

	F	%
Yes	30	75
No	10	25
N	40	100.0

N = Number of subjects

F = frequency of responses

The table above shows that the same number of teachers 30(75%) who claimed to be using the Integrated-Functional Approach in Luganda argue for the application of this approach in the teaching of Luganda. And

still the same number 10(25%) of teachers who were not in for its usability. The basis of this position by these teachers was little knowledge about the approach and the nature of the examination oriented syllabus.

On the other hand, the majority of the teachers who argued for its application to Luganda teaching enumerated the following benefits which they seem to have found in this approach;

- It develops constant teacher-student interaction
- It increases learners' participation
- It allows the application of knowledge to different life situations.
- It develops the communicative competences
- It allows learners to acquire the four desired skills of a language i.e., speaking, reading listening and writing.
- It forms meaningful classroom interaction and co-operation.
- It develops principles of language analysis and effective understanding of the content taught.
- It brings out a learner as a complete whole.
- It facilitates bigger content coverage within a short time
- It provides a basis for lifting the weaker students.

The above responses summarize the need for a skill-based approach, which explores situations and notions desired for better learning.

Objective three. How effective the Integrated Functional Approach can be used in Luganda Teaching

To obtain information on how effective the Integrated -Functional Approach can be used in Luganda teaching, question 12 was used.

Qn.12 How best should the Integrated Functional Approach be used in Luganda teaching? (Suggest ways).

Both in interview protocol and questionnaire guide, teachers had similar suggestions, which included the following:

- By choosing topics which are related for easy integration in teaching and learning.
- Basing the beginning of teaching from the interesting paper like literature.
- Following the general aims and objectives of the education system, so as to teach the recommended content.
- Encouraging learners to actively participate in teaching and learning

- Providing the necessary teaching and learning materials for both teachers and learners.
- Localizing the Integrated -Functional Approach in the teaching and learning environment of individual teachers.
- Retraining teachers through workshops, seminars and training colleges to integrate all the language areas in the teaching and learning.
- Encouraging individual teachers to learn to prepare themselves before teaching and learning takes place.
- Availing reading materials to teachers which are crucial in understanding the Integrated-Functional Approach to language teaching and its applicability to Luganda.
- Allowing students to form groups of discussion as a basis of analyzing different integrated areas of the language.
- Encouraging team teaching of a particular concept and inviting other language teachers to share experiences in the integrated language aspects or parts.
- Introducing this approach to teacher training institutions.

The above responses call for teachers' awareness and accessibility to all relevant information needed to develop capacity for clear thinking and provision of various opportunities to learners to be able to apply the knowledge and skills through the Integrated-Functional Approach to Luganda teaching.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The findings of the study which were presented in chapter 4 have provided insights into the attitudes of teachers towards the Integrated Functional Approach to Luganda teaching. This chapter therefore, presents a discussion basing on these findings related to literature and the objectives of the study stated in chapter one and reflected in the research questions at the foot of chapter two. Areas for further research are also suggested at the end of the text.

DISCUSSION

Question one

Are the teachers of Luganda aware of the Integrated-Functional Approach in language teaching?

The findings of the study in chapter four disclosed that most of the teachers, 36(90%) claimed to be knowledgeable about the Integrated-Functional Approach to language teaching and only a few of them 4(10%) had never heard about it. Further investigation revealed that although majority of the teachers claimed to be knowledgeable about it, very few of

them had a practical understanding of this approach to language teaching. Many teachers described the approach as a device or a teaching aid used by the teachers of the language, others related it to the way of understanding the other languages like English while others described it as the real life situations of the learners.

The above evidence is enough to conclude that many teachers hardly understand the Integrated Functional Approach. Hence, its usability in classroom teaching is doubtful or they use it without their knowledge.

About its usability in classroom, quite a big number of teachers (75%) claimed to be using it and only a small percentage (25%) do not use it. Few teachers actually described the appropriate ways of using the approach through creating relationship with other language areas in teaching and learning. Many teachers could not defend their appropriate ways of using the approach as many were talking about relationship with other language, use of television sets and other teaching aids in teaching. But some teachers still gave genuine reasons which affect their effort to use it like limited time available in relation to examination syllabus oriented

teaching, content coverage and limited knowledge about their use of the Integrated Functional Approach to Luganda teaching.

The above findings contradict the effort and emphasis of Aggarwal (1991), that teachers should be conversant with all aspects of that particular language and be up to date with latest development because the basis of sharing the advantages of Integrated-Functional Approach highly depends on individual teachers, the availability of teaching aids and other teaching resources to be able to positively foster a whole person development, as the learners are made to share information, cultural values and experiences. So there is a need to check the background abilities of the individual teachers in relation to the content or all language aspects and their awareness of the Integrated Functional Approach so as to achieve the desirable benefits.

Question two

What are the teachers' attitudes towards the Integrated Functional Approach to Luganda teaching?

Teachers' attitudes were generally positive to all who had tested the advantages of the Integrated-Functional Approach to language teaching.

Many of the teachers who argued for its usability in Luganda pointed out its advantages and benefits like development of constant teacher-students interaction, allowing the application of knowledge, development of communicative abilities and the bigger content coverage. The above teachers' attitudes positively reflect what Nabukenya (1997) emphasized that the Integrated Functional Approach develops cognitive, effective and psychomotor domains and it encourages learners to express their emotions which contribute to the development of their understanding of the content learnt.

On the other hand, there is need to acknowledge the fact that many teachers have little or no clear information or understanding of this approach. That is why many opted for re-training through workshops and seminars so as to be equipped with skills of handling the nature of the examination oriented syllabus. Still, attitudes were reported to be a function of sex and differential in many aspects depending on the issue therefore there is need to address individual teacher perception in relation to the Integrated-Functional Approach and its usability through these workshops and seminars.

Question Three

How effectively the Integrated Functional Approach to language teaching could be used in Luganda teaching?

Drawing from the findings of the study, few teachers are practically equipped with relevant knowledge for the usability of the Integrated Functional Approach, so most of their suggestions dwell more on availing knowledge to teaching of Luganda using this approach and more so using workshops, seminars and other refresher training courses or training manuals for effective understanding. The findings further revealed that all teachers were trained professionally to teach Luganda. So these in-service training workshops will greatly add to what is already known.

Further investigations through the interview guide revealed more suggestions like availing reading materials, localizing the approach for better understanding and the provision of teaching and learning materials for teachers and learners. Clear accessibility to all relevant information (teaching and learning) develops capacity for clear thinking and provides capacity and opportunities to learners to apply knowledge and skills learnt. These skills are required to investigate and disseminate information for proper usage and understanding.

Above all it is proper to agree with Lekeru, (1993), that training institutions should be a center for devising, testing and adapting the Integrated-Functional Approach and all relevant materials to be used. Still other observations from Widdowson, (1991) revealed the importance of a good library and teaching-learning materials which increase elasticity or dynamism in teaching and learning. So this is a source of change from verbalism and memorization to learning through purposeful, concrete and realization as it was desired by Awoniyi (1991). Therefore the full utilization of this approach will highly depend on the provision of various opportunities to learners to be able to apply practically the knowledge and skills learnt.

CONCLUSION

The study was carried out to examine the attitudes of Luganda teachers towards the Integrated-Functional Approach in Luganda teaching. From the findings of the study in chapter four and the foregoing discussion in chapter five, we can draw these relevant conclusions below:

- Most teachers are knowledgeable about the Integrated-Functional Approach to language teaching and only a few of them had never

heard about it. But very few of them had the practical understanding and usability of this approach though they claimed to be using it in teaching.

- Many teachers claimed to be using this approach in teaching but few of them could defend its appropriate usage in classroom teaching. This shows that even though teachers have some knowledge about the use of this approach, the reality still prevails that they lack clear and proper mastery of the approach and how best to use it in classroom teaching. Still it was noted that teachers are still challenged by the examination oriented syllabus, content coverage and time in relation to Integrated- Functional Approach.
- It was noted that teachers' attitudes were generally in favour of the usability of this approach in Luganda teaching due to its advantages over other approaches but there is need for continuous retraining of teachers so as to acquire appropriate skills desired for effective use of the Integrated -Functional Approach.



- Finally, since the study has revealed that few teachers are practically equipped with relevant knowledge for the use of the Integrated-Functional Approach, the basis for reversing this situation should be the training centers to retrain, devise, test and adopt the Integrated-Functional Approach and all relevant to the teaching and learning of the language.

RECOMMENDATIONS

Given the fact that the Integrated-Functional Approach to language teaching has a strong bond with the development of analytical abilities, effective communication, maximum classroom interaction, application of knowledge and grasping of the four cardinal languages skills, the researcher makes the following recommendations to teachers, ministry of education and further researchers:

To teachers:

1. Teachers in various schools should endeavour to participate in re-training courses and workshops which equip them with practical knowledge of handling the language as an Integral system using the Integrated Functional Approach.

2. Schools should provide sufficient teaching materials like text books; allocate enough time to cater for the demands of individual subjects and to see to it that teachers are adequately prepared to teach the language.
3. Teachers should endeavour to rotate in all language areas being taught by avoiding meaningless specialization because Integrated-Functional Approach requires a teacher with broad perspective of all language areas.

To the ministry:

1. Training institutions should be a basis of change in new development as regards language teaching. So they should re-train, devise, test and adopt the Integrated-Functional Approach.
2. There is a need for educators to have regular workshops based on development of approaches on the teaching of Luganda language, like the Integrated-Functional Approach.

3. Regular inspection to monitor the quality of teaching using the Integrated-Functional Approach should be carried out to identify and assist those teachers who are lacking competence.

Further Investigation

The study was limited by its scope to a few schools in a limited area. Further research needs to cover other parts of the country where Luganda is taught.

Further investigation should focus on the performance of students taught using this Integrated-Functional Approach, its limitation to effective usage and other prospects and development in language teaching. So in brief, there is a lot more investigation needed since there is little research done in the area so far.

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A QUESTIONNAIRE FOR LUGANDA TEACHERS

The purpose of this questionnaire is to collect information about teachers' attitudes towards the Integrated-Functional Approach to the teaching of Luganda in secondary schools (Please answer all the following questions fully and as honestly as possible).

Name of the school

Please indicate your response with a tick in the box against the alternative you find most appropriate.

1. What are your professional qualifications?
 - (a) Diploma in Education []
 - (b) Bachelor of Arts []
 - (c) Bachelor of Arts with Education []
 - (e) Master of Education []

2. For how long have you taught Luganda?
 - (a) 0-3years []
 - (b) 4-6years []
 - (c) 7-10years []
 - (d) 10+years []

3. Are you satisfied with your job?
- (a) Yes []
- (b) No []
4. If not what are the reasons for your dissatisfaction? (Rank order only those reasons which apply to you personally. Give rank 1 to the most important reasons, then 2 to the next and so on).
- (a) Conditions of service []
- (b) Financial remuneration []
- (c) Nature of the subject []
- (d) Lack of adequate teaching resource []
- (e) Working environment []
- (f) Any other specify
-
5. Have you ever heard of the Integrated-Functional Approach to language teaching?
- Yes [] No []
6. If so, what is it?
-
-

7. Do you use the Integrated-Functional Approach in Luganda teaching?

Yes [] No []

8. If Yes, how do you use it?

.....
.....
.....

9. If No, (7above) why?

.....
.....
.....

10. Can the Integrated-Functional Approach be applicable to Luganda teaching?

Yes [] No []

11. If Yes or No, Why?

.....

12. How best should the Integrated Functional Approach be used in Luganda teaching (suggest ways).

(i)

(ii)

(iii)

(iv)

Thank you for your cooperation

INTEVIEW GUIDE FOR THE TEACHERS

1. Training background and professional development.
2. Teaching experience
3. Teacher's awareness of the Integrated -Functional Approach to language teaching.
4. Teacher's attitudes towards the use of Integrated -Functional Approach to Luganda teaching.
5. How effective can the Integrated- Functional Approach be used in Luganda teaching (suggest ways).
6. Any other information.

(Other questions will be derived from individual teachers' responses).

MAKERERE

P. O. Box 7062 Kampala-Uganda
E-mail: dl@educ.mak.ac.ug



UNIVERSITY

Tel: 256 - 41 -534177
Cables: "MAKUNIKA"

DEPARTMENT OF LANGUAGE EDUCATION
SCHOOL OF EDUCATION

Your Ref:

Your Ref:

Date:

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Dear Sir/Madam,

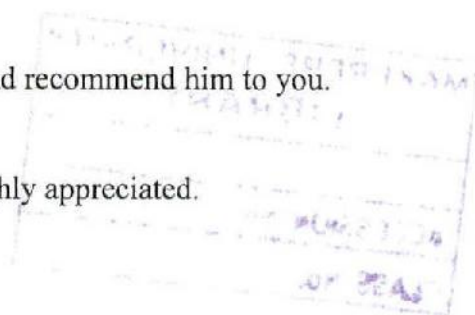
Re:

The bear of this letter is a Master of Education student in the Department of Language Education. He is carrying out research as part of his MED degree Requirements.

The purpose of this letter is to introduce and recommend him to you.

Any assistance rendered to him will be highly appreciated.

Yours faithfully,



Dr. F.M. Masagazi

AG. HEAD OF DEPARTMENT.