EXPLORING TEACHERS' PEDAGOGICAL EXPERIENCES IN USING LOCAL LANGUAGES TO TEACH LITERACY I: A CASE STUDY OF A SELECTED PRIMARY SCHOOL IN WAKISO TOWN

MUKANTEEKO HARRIET
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A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND GRADUATE TRAINING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF EDUCATION IN LANGUAGE AND LITERATURE OF MAKERERE UNIVERSITY

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Declaration

I, Mukanteeko Harriet, declare to the best of my knowledge that this dissertation titled: "Exploring teachers' pedagogical experiences in using local languages to teach literacy I: A case study of a selected primary school, Wakiso Town" is my original work and has never been presented to any University or any other institution of higher learning for any academic award.

Signature .Mukanteeko Harriet Date..3/12/2024.....

Mukanteeko Harriet

2022/HDO4/20621U

Approval

This research proposal titled: “Exploring teachers’ pedagogical experiences in using local languages to teach literacy I: A case study of a selected primary school, Wakiso Town, Wakiso District l” has been submitted for examination with the approval of;

Signature ..... Date 03/12/2024

Dr. Rebecca Nambi

Signature ..... Date 3/12/2024

Dr. Nabutanyi Fred Edgar

Dedication

This research is dedicated to my darling husband Mr. Katende Godfrey, my parents especially my beloved mother, my children; Joshua, Jesse, Jovia Jeremiah, Silver, Peter, Maria, Mum Silver, my brothers Dr. Emma, Captain Sande, Apostle and Mrs. Rugumba, uncle Yusuf Ngobi for the enormous contribution they have rendered in my academic career.

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Table of Contents

Declaration i

Approval ii

Dedication iii

Acknowledgement iv

Table of Contents v

List of Figures ix

List of Tables x

Abbreviation and Acronyms xi

Abstract xii

CHAPTER ONE: INTRODUCTION 1

1.0 Introduction 1

1.1 Background to the Study 1

1.1.1Historical Perspective 1

1.1.2 Theoretical perspective 3

1.1.3 Conceptual Perspective 6

1.1.4 Contextual Perspective 9

1.2 Statement of the Problem 10

1.3 Purpose of the Study 11

1.4 Specific Objectives 11

1.5 Research Questions 11

1.6 Significance of the Study 12

1.7 Justification of the Study 13

1.8 Scope of the Study 14
1.8.1 Contextual Scope 14
1.8.2 Geographical Scope 14
1.8.3 Time Scope 14
1.9 Conceptual frame work 15
10.0 Operational definitions 16
11.0 Chapter Summary 16
CHAPTER TWO: LITERATURE REVIEW 17
2.1 Introduction 17
2.2 Theoretical review 17
2.3 Primary teachers' experiences of the use of local languages in the instruction of Literacy I . 21
2.3 Classroom Strategies used by Primary Teachers in the teaching of Literacy I through Local Language 23
2.4 Primary Teachers Experiences of the Challenges faced while teaching Literacy I through Local Language 27
2.4.1 Challenges faced by teachers 27
2.4.2 Ways Forward 30
2.5 Summary 32
CHAPTER THREE: METHODOLOGY 34
3.1 Introduction 34
3.2 Research Approach 34
3.3 Research Design 35
3.4 Population of the Study 35

3.5 Population Size and Population selection 36
3.5.1 Population size selection 36
3.5.2 Sampling Strategies 37
3.5.2.1 Purposive Sampling 37
3.6 Data collection Methods and Instruments 37
3.6.1 In-depth Interviews using Interview Guide 37
3.6.2 Observation using Observation Guide 38
3.6.3 Documentary Review 38
3.7 Validity of the instruments 38
3.8 Reliability of the instruments 39
3.9 Data Quality Control 39
3.9.1 Ethical Issues 39
3.9.2 Credibility 39
3.9.3 Dependability 39
3.9.4 Transferability 40
3.9.5 Conformability 40
3.10 Research Procedure 41
3.11 Data Analysis 41
3.12 Limitations and Mitigating Measures of the Study 42
3.13 Chapter Summary 42
CHAPTER FOUR: DATA PRESENTATION, INTERPRETATION AND ANALYSIS ... 43
4.0 Introduction 43
4.1 Participants Bio Data 43

4.2 Findings from the study objectives. 45

4.3 Objective Three: The Third objective was to establish the best practices and classroom strategies used by the lower primary teachers to teach Literacy 1 in local language in a selected primary school classes in Wakiso Town..... 57

4.4 Findings from the Observation 59

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS..... 63

5.0 Introduction..... 63

5.1 Discussion of Findings..... 63

5.2 Conclusions..... 71

5.3 Recommendations..... 71

5.4 Areas for further research 72

REFERENCES..... 73

Appendix I: Consent Declaration..... 79

Appendix II: Interview Guide for Lower Primary Teachers 80

Appendix III: Observation Guide for Pre- Primary Children 85

Appendix IV: Introductory Letter..... 86

List of Figures

Illustration of the theory..... 5

List of Tables

Table 4.1: Bio data 43

Table 4.2: Teachers' experiences regarding use of local language in instruction of Literacy 1... 46

Table 4.3: Challenges to use of local language in teaching of Literacy 1. 50

Table 4.4: Best practices and classroom strategies used by lower primary teachers to teach Literacy 1 in local languages. 57

Abbreviation and Acronyms

E-D	Education Devices
E-E	Education Environment
E-M	Education Materials
E-s	Education Systems
ICT	Information Communication Technology
ISTE:	International Society for Technology in Education
MoE&S	Ministry of Education & Sports
PBL:	Project based learning
TTI	Teacher Training Institution
TTIs	Teacher Training Institutions

Abstract

The study on the exploration of the teachers' pedagogical experiences in using local language to teach literacy I: a case study of a selected primary school lower classes, Wakiso Town was guided by David Kolbs' (1984) experiential learning model, the model focused on four critical aspects namely: concrete experience, reflective observation, active experimentation, abstract conceptualization as key pillars in the teaching of Literacy 1 through local language. The study addressed three research questions, which included: What are the lower primary teachers' experiences on the use of local language in the instruction of Literacy 1 in a selected primary school Wakiso Town? What challenges faced by the teachers while using local language to teach Literacy I in a selected primary school lower classes in Wakiso Town and What are the best practices and classroom strategies used by the lower primary teachers to teach Literacy I at the lower primary classes in Wakiso Town? This qualitative inquiry mainly used interviews, and observation research methods to collect data from lower primary teachers whose Literacy 1 lessons were observed. The findings indicate that teachers valued the use of local language, Luganda in particular in the teaching of Literacy 1. The study also established that despite the value attached to the use of Luganda to teach Literacy 1, the research setting had a number of restrictions against the use of local languages within the school. In a way, this seemed to affect learners masterly of the content learnt in class since they had no chance to practice it. The study recommends that teachers should be exposed to the various techniques of teaching in local language while still at the teacher training colleges to ease their actual practice when they join the field. The study further recommends that primary schools should develop internal systems to retool teachers on the best approaches of enticing learners to use local language as medium of instruction.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study explored the primary teachers' pedagogical experiences in using local language to teach Literacy I in local language within the lower primary classes at a selected primary school, Wakiso town. The study believed that teachers experience of the use of local language, the classroom strategies as well as the reflection on the potential challenges significantly influences the learners Literacy I achievement. The chapter presents the background in terms of the historical perspective, conceptual perspective, theoretical perspective as well as the contextual perspective.

1.1 Background to the Study

1.1.1Historical Perspective

The notion of the use of local language in the teaching of Literacy I in the primary school setting traces its inception in the ancient civilizations in the Roman Empire, during that time the children grasping of Literacy concepts was tagged to the mother tongue (Scarre 2021). The idea was gradually adopted by different western world as the best methodological approach for literacy enhancement more especially in the passing on of the rich cultural values of their societies (Ntalala, 2020). African adoption of local language instrument is rooted in the Egyptian civilization movements were, the Egyptian instructed their children in the basics of life through their local languages, the idea eventually spilled over to many African countries, Kenya inclusive but more particularly Uganda due to the influences of the civilization movements (Ssentanda, 2014). A thorough examination of the historical backdrop is required to grasp the delicate dynamics of adopting local languages as a medium of instruction in literacy education in

Uganda. Uganda's history is characterized by colonialism, independence wars, and a search for cultural identity, all of which have had a considerable impact on its language policies and educational practices (Nankindu. 2020). During the late 19th and early 20th centuries, Uganda came under British colonial rule with the British administration introducing English as the official language and establishing English-medium schools (Baker, 2019). This marked the beginning of a linguistic hierarchy, with English positioned as the language of prestige, education and administration while indigenous languages were neglected to informal settings and local communication.

In the years following Uganda's independence in 1962, the country's stance on language and education underwent a sea change as its leaders started highlighting the necessity of including indigenous languages in formal education (Castells, 2015). A study by Lüpke (2011) established that the lack of standardized orthographies and the diversity of dialects within each language group made it difficult to develop teaching materials and curricula in the local languages. Despite these obstacles, there was a surge in the promotion of indigenous languages in Literacy education during the 1970s (Shohamy, 2016).

Literacy education in the Ugandan education system, like in many countries, focuses on developing essential reading and writing skills in learners. The Ugandan education system has undergone several reforms in recent years with varying approaches to literacy education, but the fundamental goal of literacy education remains the same: to equip learners with the ability to read, write, and communicate effectively (Andema, 2014). Sifuna (2020) argue that the introduction of Universal Primary Education (UPE) in 1997 aimed to provide free primary education to all children and this policy significantly increased enrollment in primary schools,

which in turn expanded access to literacy education. A study by Shohamy (2016) established that Uganda's approach to literacy education is bilingual, with an emphasis on teaching learners in their mother tongue in the early years of primary education before transitioning to English.

In summary, the historical background of using local languages in literacy education in Uganda reflects a journey from a colonial education system with limited access to a more inclusive approach following independence. While progress has been made in expanding access to literacy education, challenges persist, and ongoing efforts are aimed at improving both access and quality of education in the country. The bilingual approach, recognizing both English and local languages, remains a crucial element of Uganda's literacy education strategy. This historical trajectory informs the contemporary discourse surrounding teachers' pedagogical experiences in using of local languages as a medium of instruction in literacy education, reflecting the nation's evolving educational landscape. Understanding this historical evolution is essential for comprehending the motivations, challenges, and strategies adopted by teachers' in using local languages as a medium of instruction in literacy education in Uganda's diverse multilingual landscape.

1.1.2 Theoretical perspective

The study was guided by David Kolbs (1984) experiential learning theory, which puts focus on learning by doing. Kolb's experiential learning theory was influenced by the work of other education theorists, including Jean Piaget, John Dewey, and Kurt Lewin. The theory describes the learning process whereby knowledge is created through experience, his theory explains that concrete experience, reflective observation, abstract conceptualization and active experimentation form a four-stage process (or cycle) transformed into effective learning.

David Kolb's (1984) Experiential Learning Theory (ELT) is reflected in the conceptualization of teaching Literacy I using Luganda, where the learning process is centered around concrete experiences, reflective observation, abstract conceptualization, and active experimentation. ELT emphasizes learning as a cyclic process where learners engage in experiences, reflect on them, conceptualize insights, and apply them in practice. This approach is evident in the methods discussed for teaching early literacy in Luganda.

Concrete Experience: Teachers engage learners with tangible, relatable experiences such as handling real objects (realia) and participating in culturally relevant activities like storytelling. These experiences align with learners' daily environments, making the learning process more meaningful and accessible. In Luganda instruction, this includes activities that utilize familiar cultural and linguistic contexts to help learners connect with literacy concepts directly.

Reflective Observation: Teachers and learners observe and reflect on their experiences during literacy activities. For example, after storytelling or a reading session in Luganda, learners are encouraged to reflect on what they understood, relate it to their environment, and discuss their thoughts. Teachers reflect on their pedagogical methods, identifying what works and areas needing improvement in delivering Literacy I lessons.

Abstract Conceptualization: Learners are guided to form abstract ideas or generalizations from their experiences. For example, learners might generalize the structure of a story or deduce patterns in letter-sound relationships while learning in Luganda. Therefore, teachers use these reflections to refine lesson planning and pedagogical approaches, drawing on theoretical knowledge of language and literacy to create a structured framework for learning.

Active Experimentation: Learners apply what they have learned by actively participating in literacy tasks such as reading, writing, or group discussions in Luganda. This phase enables them to test and practice their skills, reinforcing learning through action. In applying this, teachers implement innovative strategies based on their reflections and conceptualizations to improve engagement and learning outcomes.

This process can happen quickly or over an extended time. Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner "touches all the bases":

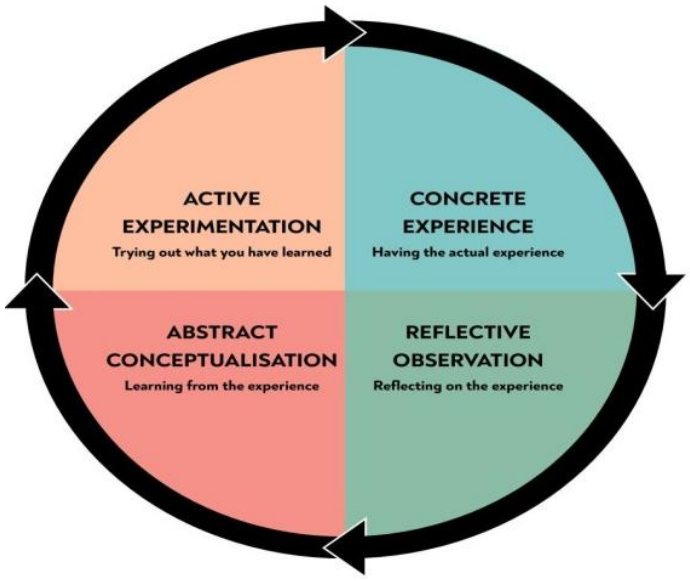


Figure 1: Illustration of the theory

David Kolbs Experiential learning theory (1984) emphasis that there is need for effective realization of the goals of the instruction of Literacy 1, the teachers should ensure that the four phases of the experiential learning namely concrete experience, reflective observation, abstract conceptualization and active experimentation are taken into consideration. According to Kolbs

(1984), primary children would find difficulties in learning of literacy skills through use of local language if the four phases are not taken into consideration.

In this study, Kolb's Theory has been applied in four ways; Teaching Pedagogies where teachers use experiential methods to make Luganda literacy instruction dynamic and engaging. Activities like storytelling, writing exercises, and group discussions provide concrete experiences that form the basis for reflection and learning.

Secondly, Child-Centered Learning where the use of Luganda enables learners to connect classroom activities with their real-life experiences, promoting reflective observation and deeper understanding. Thirdly, Teacher Reflection and Growth where their experiences to refine strategies, improving their pedagogical competences and aligning them with learners' needs are observed. And lastly, Skill Development. This is a cyclical process which helps both teachers and learners develop skills progressively, from initial exposure to active mastery of literacy concepts.

Therefore, incorporating Kolb's theory provided a structured yet flexible framework for teaching Literacy I in Luganda, emphasizing active engagement, reflective learning, and practical application to enhance literacy education.

1.1.3 Conceptual Perspective

Teachers' pedagogical experiences in using Luganda to teach Literacy I encompass their ability to employ concrete experiences, reflective observation, abstract conceptualization, and active implementation. These elements allow teachers to enrich their skills and creativity in teaching literacy. Through the use of Luganda, teachers empower learners by involving them in engaging activities, such as handling real objects (realia), observing, conceptualizing, and actively

participating in literacy-building tasks. This learner-centered approach fosters better comprehension and long-term retention of literacy concepts.

Luganda, as a local language, facilitates the transition from home to school by bridging the cultural and linguistic gap for learners. It aligns with the principles of early childhood education, which emphasize teaching foundational literacy skills in a familiar language to ensure a strong academic base (Ejuu, 2018). Pedagogical strategies in teaching early literacy using Luganda promote print awareness, phonological and oral language development, and emergent writing skills, all of which are critical for learners' future reading success (Geoffrey, 2019).

Teachers' pedagogical competence—the combination of skills, knowledge, values, and attitudes—plays a pivotal role in literacy instruction. Effective pedagogy in Luganda involves designing lesson plans, selecting appropriate teaching methods, conducting assessments, and fostering inclusive and reflective learning environments (Ryegard et al., 2010). By leveraging Luganda, teachers can adapt their practices to address diverse learners' needs, integrate cultural elements, and ensure meaningful engagement in literacy activities (Shohamy, 2016).

Early literacy skills, referred to as foundational or emergent skills, include phonological awareness, print knowledge, and oral language proficiency. Teaching these skills in Luganda ensures learners grasp critical concepts more effectively due to familiarity with the language. This foundation prepares learners for future literacy demands and mitigates reading difficulties often rooted in inadequate early literacy instruction (Minor, 2023).

Teachers' experiences significantly influence the integration of Luganda into literacy education. Exploring their beliefs about the efficacy of Luganda as a medium of instruction reveals insights into its impact on learners' reading and writing skills (Milligan, et. al., 2024). Effective

integration involves overcoming challenges such as limited teaching resources, resistance to local language use, and balancing curriculum demands while addressing learners' needs.

Incorporating Luganda into Literacy I involves diverse pedagogical approaches, including: reading sessions to enhance vocabulary and comprehension, writing exercises to develop written communication, storytelling to build oral language skills, group discussions to encourage critical thinking and interaction and cultural integration to contextualize learning and make it relatable (Shohamy, 2016).

Local language instruction, such as Luganda, emphasizes teaching in the language most familiar to learners, which improves comprehension, engagement, and critical thinking (Cummins, 2018). It is a dynamic interplay between teacher pedagogy, linguistic resources, and learners' literacy achievements. Teachers' reflections on the use of Luganda, their strategies, and their challenges provide a holistic understanding of its role in literacy education (Callan & Gallois, 2017).

Using Luganda to teach Literacy I not only improves literacy skills but also strengthens learners' cultural identity and inclusivity in education. However, success depends on equipping teachers with adequate pedagogical practices to foster early literacy skills effectively. Research shows that without sufficient foundational literacy skills taught in a familiar language, learners are more likely to struggle with later academic demands, leading to poor reading performance and lower educational achievement (Buckingham, et. al., 2023).

The use of Luganda in teaching Literacy I is a multidimensional practice that integrates cultural familiarity, effective pedagogy, and foundational literacy development. Teachers' experiences, experiences, and strategies play a vital role in leveraging Luganda as a tool for enhancing literacy outcomes. Addressing challenges and strengthening pedagogical practices in Luganda

instruction is essential for fostering literacy skills, promoting cultural preservation, and achieving educational goals in Uganda.

1.1.4 Contextual Perspective

The Ministry of Education and Sports (MoES) enrolled a thematic curriculum in 2007 whose aim is to address issues related to the use of local language as a medium of instruction for teaching learners in primary schools and directed that the use of local language should be embraced as a medium of instruction in lower primary classes (Grade 1 to 3) to improve the learners' participation in school (Dillman et al., 2020). Despite such reforms in the education system, majority of primary schools have for long relied on English as the primary medium of instruction in literacy education disregarding the rich linguistic diversity present within the country (Ingram, 2019).

Despite the push for the use of local language in the instruction of primary children in literacy learning reports from Wakiso town indicate, critical gaps in the use of local language in the teaching of Literacy I. A selected primary school teachers have been noted to have a track record of sidelining the use of local language in the instruction of children in preference to the use of English language (Wakiso Town Education Score Card, 2021). Preparation of pedagogical tools and the entire teaching and learning is majorly conducted in English despite the push for the use of local language by the town and the impressive developments in the use of local language in the instruction of children in the rest of the primary school in the surrounding communities (Wakiso District, 2022). A selected primary school has a track record of low performance out puts in literacy learning, in the town, despite the enormous, call for and support to adjust the teaching and learning programs in the schools. The slow progress in the attainment of the desired

literacy goals through use of local language could be attributed to several factors, key of all is the teachers' pedagogical experience (Bunch, 2013).

1.2 Statement of the Problem

Effective teaching and learning of Literacy I in early childhood is best achieved through the use of local languages, enabling learners to relate new knowledge to familiar concepts and practice it within their daily environments (Ingram, 2019; UWEZO, 2015). This approach fosters inclusive education, cultural preservation, and the use of linguistic resources (Ssentanda & Wenske, 2021). Despite Uganda's thematic curriculum initiative for lower primary, aimed at promoting local language instruction, challenges persist. Reports indicate declining literacy levels, poor compliance, and low achievement in some schools, including a poorly ranked primary school in Wakiso District (MoES, 2019; UWEZO, 2021; Wakiso District, 2021). This study investigates gaps in implementing local language instruction for Literacy I in Wakiso, seeking to propose an improved model to enhance its effectiveness and outcomes.

The failure to address these gaps in the implementation of local language instruction risks worsening literacy levels and lowering completion rates in the primary education cycle. Such outcomes would undermine Uganda's national education goals. This study, therefore, aims to identify the challenges constraining the effective use of local language instruction in Literacy I within a selected primary school in Wakiso District. The findings will inform the development of an alternative implementation model to improve the use of local languages in lower primary education, ultimately enhancing literacy outcomes and contributing to the broader objectives of Uganda's primary education system.

1.3 Purpose of the Study

The study explored the extent to which teachers' pedagogical experiences of using local language in Literacy 1 education can usefully improve the learning experiences of the learners in lower primary classes.

1.4 Specific Objectives

The specific objectives of the study were threefold:

1. To establish lower primary teachers' experience in the use of local languages in the instruction of Literacy 1 in a selected primary school lower classes in Wakiso town.
2. To assess the challenges faced by the teachers while using local language to teach Literacy I in a selected primary school lower classes in Wakiso town.
3. To establish the classroom strategies used by the lower primary teachers to teach Literacy I in local language in a selected primary school classes in Wakiso town.

1.5 Research Questions

The study was guided by these research questions

1. What is the lower primary teachers' experience on the use of local language in the instruction of Literacy 1 in a selected primary school lower classes in Wakiso town?
2. What challenges faced by the teachers while using local language to teach Literacy I in a selected primary school lower classes in Wakiso town?
3. What are the classroom strategies used by the lower primary teachers to teach Literacy I 1 in a selected primary school classes in Wakiso town?

1.6 Significance of the Study

This study would be significant to the following categories of people and institutions

Ministry of Education and Sports

The Ministry of Education and Sports can benefit from this study by gaining insights into the effectiveness of local language instruction and its impact on teaching and learning experiences of both the learners and teachers alike. The findings can help inform policy decisions regarding language of instruction and teaching methods, helping to align educational practices with the cultural and linguistic diversity of the region. The ministry could also use the study's findings to support teacher training programs and curriculum development on the use of local languages in the teaching-learning processes.

Language associations

Language associations can find the study valuable in advocating for the promotion and preservation of local languages in education. The findings could provide evidence of the benefits of using local languages in education, helping to raise awareness about the importance of linguistic diversity. Language associations could use the study to collaborate with educational institutions and policymakers to integrate local languages into the curriculum.

Cultural institutions

Cultural institutions can benefit from the study's findings by understanding how local language instruction contributes to the preservation of cultural heritage. The study could highlight the role of education in promoting cultural identity and provide insights into how cultural institutions can collaborate with schools to reinforce cultural values and traditions.

Teacher training institutions

Teacher training institutions could use the study's findings to enhance their programs by incorporating effective pedagogical approaches for local language instruction. The insights gained could inform curriculum development, preparing future educators to work effectively with diverse linguistic backgrounds and to leverage local languages in the learning process.

Parents

Parents could benefit from understanding the advantages of local language instruction for their children's education. The study's findings could encourage parents to actively support and engage with their children's learning experiences, fostering a deeper connection between home and school. Parents may also gain insight into how local language instruction can improve their children's academic performance and overall development.

Teachers

Teachers can use the study's findings to refine their instructional practices. Insights into effective teaching methods using local languages could help teachers tailor their approaches to better suit their students' needs. The study might offer strategies for creating more engaging lessons, fostering better student-teacher relationships, and maximizing learning outcomes.

1.7 Justification of the Study

The study of the teachers' pedagogical experience of using local language in the teaching of Literacy was propelled by the curiosity to navigate into the best approaches and models of improving the use of local language in teaching literacy one, following the gaps in learners' performance out puts since its implementation (UNICEF, 2020).

1.8 Scope of the Study

1.8.1 Contextual Scope

The scope of this study focused on exploring teachers' pedagogical experiences/practices viewed in terms of the techniques, approaches in teaching, learning, assessment, monitoring, and feedback delivery using local languages as a medium of instruction in Literacy 1 education in a selected primary school in Wakiso town.

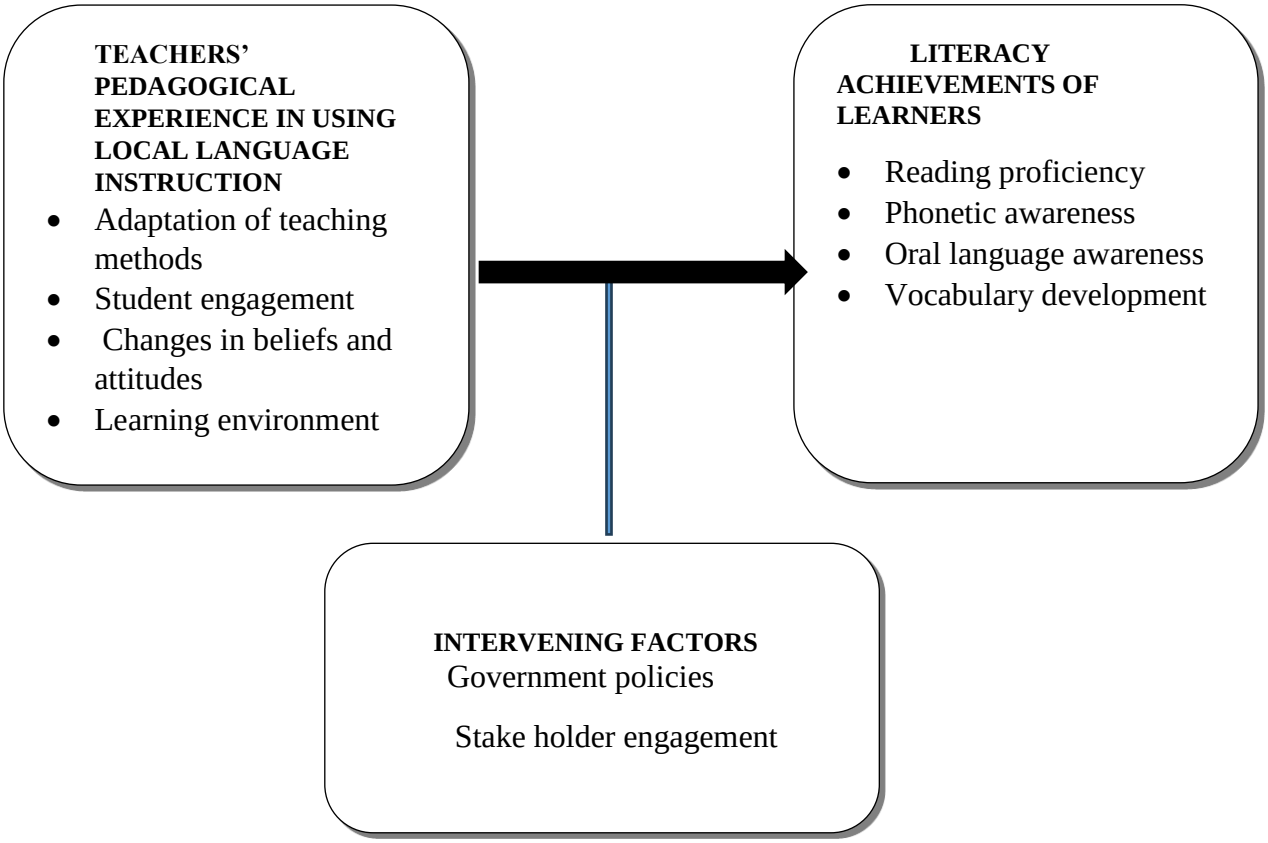
1.8.2 Geographical Scope

This research study was undertaken at a selected primary school located in Wakiso town. Wakiso town is a locality in central Uganda. The school is located 13 kilometers away from Kampala Capital City Authority. The school is mainly government aided with varying characteristics in terms of age levels of the teachers, social- economic status of the learners as well as cultural influence. The school was sampled out for study because of enormous gaps in the teaching of Literacy reflected in the Wakiso District Education Performance Reports. The school has been noted for scoring low ratings in terms of the implementation of the thematic curriculum, and more particularly in the teaching and learning of Literacy I (Wakiso District Education Score Card, 2021).

1.8.3 Time Scope

The study focused on the period 2021 to 2022 because of the Wakiso town education reports on the existing gaps in the implementation of the thematic curriculum.

1.9 Conceptual frame work



Source: Adapted from David Kolbs (1984) experiential theory of learning.

The study believed that when teachers' pedagogical experience in using local language instruction reflected through adaptation of teaching methods, student engagement, changes in beliefs, attitudes and learning environment are taken into consideration, they will have appositive influence on the lower primary learner's achievement in terms of Reading proficiency, Phonetic awareness, Oral language awareness and Vocabulary development. But this is dependent on several intervening factors key of which is the government policies and stake holder engagement.

10.0 Operational definitions

Pupils in the context of this study the term pupils refer strictly to children between the ages of 5-6 in the lower Primary classroom setting.

Teacher standards to represent any body involved directly in the teaching and learning process, more particularly in the assessment of the pupils' literacy achievements.

Wakiso town standards to represent only that geographical mapping located 13 kilometers away from Kampala Capital City and within Wakiso District.

Assessment in the study deals with finding out and tracking the learner levels of attainment in reading goals as defined by the Ministry of Education and Wakiso town education department.

Enrolments refers to how many learners are within the primary school system at a given point in time.

11.0 Chapter Summary

The chapter dealt with an exhaustive discussion of the background of the study by delving into the historical under pinning, conceptual, theoretical as well as the contextual. The chapter identified the specific guiding objectives, research questions, statement of the problem, scope, significance and identified the key operational definitions used in the study. The next chapter presents the thematic review of literature guided by the three specific objectives of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviewed related literature on teachers' pedagogical experiences of utilizing local language in Literacy 1 education and how it can usefully improve the learning experiences of the learners. Guided by the theoretical stance and the three objectives, the study thematically explored the teachers' pedagogical experiences in using local language in the teaching of Literacy 1 in primary school. The study specifically addressed the teachers' classroom strategies when using local language to teach Literacy I, examine teachers' experiences of the use of local languages in the instruction of Literacy 1 and examine teachers' reflections on the challenges they face when using local languages to teach Literacy 1.

2.2 Theoretical review

David Kolbs (1984) experiential theory which views learning of Literacy I in the primary school through doing guided by the four phases of his theoretical stance. In line with the tenets of his experiential theory the teachers' experiences of the use, classroom strategies and reflection of the challenges can be better addressed through concrete experience, reflective observation, abstract conceptualization and active experimentation. According to the scholar school of thought, teachers can effectively teach Literacy one through the introduction of concrete experience, whenever learners have the chance of touching the real objects, their understanding of Literacy one through the use of local language is enhanced. Kolbs through his experiential theory and more particular on the construct active implementation, calls for the implementation of classroom strategies geared at nurturing the learners' interest in the use of local language to enhance the understanding and masterly of Literacy one basic principles in lower primary.

In line with the David Kolbs theoretical stance of emphasis doing, the teachers should perceive learner's activeness, doings as critical pillars of their learning of Literacy I. Whenever learners are actively involved and take actions in the course of Literacy I, learning the realization of the goals of teaching Literacy I becomes easier.

Experiential learning involves the transformation of experience into effective learning. Kolb's experiential learning theory stresses how our experiences, including our thoughts, emotions and environment, impact the learning of Literacy I in the primary school setting.

David Kolbs Experiential learning theory (1984) emphasis that the need for effective realization of the goals of the instruction of Literacy 1, the teachers should ensure that the four phases of the experiential learning namely concrete experience, reflective observation, abstract conceptualization and active experimentation are taken into consideration. According to Kolbs (1984) primary children will find difficulties in learning of literacy skills through use of local language if the four phases aren't taken into consideration. Although David Kolbs (1984) experiential theory is so instrumental to the learning of Literacy I in the lower primary school setting, as viewed in its connectivity with the three-objective guiding this study the theory has been subjected to multiple criticism from his associates, with the focus of widening our understanding of the basic principles guiding the effective and efficient learning of Literacy I in the primary school setting.

Criticism to the theory

According to Boud et al. (1985) the model does not sufficiently acknowledge the power of reflection on learning. He underestimated the fact that all of the four phases he identifies could occur simultaneously (Jeffs & Smith, 1999). Experiential learning is not just a plug and play

option. It can take time for the lower primary learner to get used to the experiential process. Although David Kolbs (1984) Experiential candidly stresses the fundamental pillar of reflective observation, it does not occur instinctively. It will take a change of mind and heart to start investigating experiences, it takes effort, desire and takes dedication which may not necessary be existent in the lower primary teachers at a selected primary school.

This is especially true for those who have been more accustomed to a teacher-centered learning approach. Ponder what it is like to move from an entirely lecture approach to a hands-on learning approach. The same idea applies for those who are used to a teacher-centered approach and attempting to start using experiential learning.

Another criticism is that practitioners will jump into using experiential learning without understanding the barriers such as attempting to do too much. The introduction of experiential learning to a new learner demands, starting with a small project or small learning experience before tackling larger investigations. The learners deserve to be given enough time to conceptualize abstract activities which is left hanging by David Kolbs experiential theory. Many educators attempt to introduce experiential learning but are determined to confine it to part of a class period. More open-ended time frames need to be made available for the practice and especially for the new experiential learner.

Solitary learning is often mistaken as a concept of experiential learning due to the reflective component. Learners need to be encouraged to collaborate with others. When using experiential learning within a classroom setting, set aside time for quiet learning for the introverted, solitary learner and more interactive time for the extraverted, social learner. Encourage both types of learners to attempt learning in their less preferred method. Do not introduce too much

information or experiential guidelines at one time. This will imitate and frustrate a new learner. Additionally, there is a careful balance between the active learning experience and the analyzing time and reflection.

“Reluctant learners” is also a consideration when introducing any new learning/teaching methodology. Teachers’ sensitivity to these individuals, remembering that everyone adapts to change at different rates.

Individuals can use a less structured approach or include a more structured approach like using reflective learning steps. Many educators wrongly assume that experiential learning is completely without structure and requires little to no planning (Jonathan and Laik, 2021). Experiential learning can be a bit unscripted, but this does not mean that planning should not take place.

Whereas the scholar insists on the four-phase approach in using experiential learning to teach Literacy I, evidence indicates that teachers in the lower primary settings should be prepared to let go off their plans and move in a completely different direction. This part of experiential learning can be disconcerting to educators who are used to having objectives, concrete plans, timelines and rubrics. This lack of clarity in planning, however, does not impede the learning experience. It actually enhances learning as the learner will walk down unexpected venues that lead to unexpected insights, learning and growth.

The scholar ignored the critical significance of formal, traditional assessment practices when using experiential learning which can be frustrating to educators.

2.3 Primary teachers' experiences of the use of local languages in the instruction of Literacy I

The study of Bishop (2015) assessed the teachers' experiences comprehensively to understand how their beliefs and attitudes shape their teaching practices and, subsequently, the literacy development of learners in Literacy I. By examining this interplay, their study provided valuable insights into the role of teachers' experiences in the success of local language instruction in early literacy education.

In the context of Literacy as defined in the study, teachers' experiences are especially significant regarding the use of local languages in the instruction of Literacy 1 in lower primary schools. Their beliefs about the use of local languages have a direct impact on how they design and implement the teaching of Literacy 1 (Shohamy, 2016). If teachers have positive experiences of the use of the local language, it is likely to influence their choice of materials, teaching methods, and classroom strategies, all of which are crucial in fostering the learners' initial literacy development (Neubauer, et. al.,2019). Conversely, if teachers have concerns or reservations about using the local language, this may impact the way they approach the teaching of Literacy I to the learners (Ahabwe, 2011). Their experiences can influence the level of support they provide, the engagement of the learners and the overall effectiveness of literacy instruction in the local language. Whereas the two scholars viewed the success of the teacher's usage of local language to teach literacy one as being mainly dependant of the teacher intrinsic and controlled factors. The study found out that, there is an interplay of factors within and outside the learner and the teacher which significantly affects the teacher ability to teach Literacy one in local language.

A study by Baker (2019) also established that teachers' experiences may reflect the recognition of the importance of preserving and promoting the local language as a medium of instruction in lower primary schools. They may view the use of the local language as a means of connecting learners with their heritage, traditions, with the broader community that the learners are in. Teachers' experiences regarding the effectiveness of using the local language in Literacy I are paramount as they may believe that learners learn to read and write more efficiently when taught in their native language. This perception aligns with a study by Callan and Gallois (2017) that suggests that learners are more likely to acquire literacy skills in a language they understand if introduced at an early age.

Teachers may know that using the local language enhances learners' engagement and motivation (Carter & Long, 2019). When learners can access literacy instruction in a language familiar to them, they are more likely to be actively involved in learning activities and exhibit enthusiasm for reading and writing (Metila, 2018). Teachers may hold the belief that using the local language in literacy instruction positively influences cognitive development (Burto & Bartlett, 2015). They may understand that students' cognitive skills, including critical thinking and problem-solving, are better nurtured when they are taught in a language they comprehend.

Teachers' reflections may also touch on community experiences and understanding of using local languages in the teaching of Literacy 1. Community experiences as defined by Mackenzie and Gannon (2019) are the attitudes, beliefs, and opinions held by members of a local community as well as other educational shareholders regarding the use of their local language in education, specifically in the context of teaching Literacy I in lower primary schools. Some communities may prioritize the use of a dominant language such as English, which can create a disconnect

between teachers' practices and community expectations in regards to the use local language in literacy education (Baker, 2019). These experiences play a significant role in shaping language-in-education policies and practices.

A study by Muthwi (2012) also established that teachers' experiences may reflect their willingness to adapt their pedagogical strategies and approaches to cater to the specific subject needs of their learners. They may view this adaptability as a valuable skill. According to a study by Ahabwe (2011), it was established that teachers may hold experiences regarding the importance of ongoing professional development in regard to the effective implementation of a local language program in the respective schools. This was majorly attributed to their belief that continuous training and collaboration with colleagues is essential for effective teaching of Literacy 1 using local languages.

2.3 Classroom Strategies used by Primary Teachers in the teaching of Literacy I through Local Language

According to Lantolf (2000) study, classroom strategies refer to the specific methods, techniques, approaches, and practices that teachers employ in the classroom to facilitate the effective teaching and learning of literacy skills using the local language. These approaches encompass a wide range of instructional and managerial techniques aimed at fostering a supportive and effective learning environment for learners (Baker, 2019). In the context of the study, the term classroom strategies represent the varied and adaptable methods that teachers employ to effectively teach Literacy I using the local language. The study seeks to explore which specific strategies are being utilized, how teachers implement them, and the impact of these strategies have on the learners' learning and development of literacy 1 skills in the local

language. By understanding and analysing these strategies, the study aims to provide insights into best practices and challenges related to teaching Literacy1 using local language.

The use of local languages can help learners to develop their skillsets by learning through imitation, recitation, and demonstrations which are child-centred approaches (Akello et al., 2016). Integrating continuous local language assessment in the teaching-learning process enables learners and teachers alike to receive immediate feedback about their performance (Ngunga, 2011). The teachers must carry out continuous assessment in the same medium of instruction. This provides them with the opportunity to know how well they are doing and what else they can do to right their mistakes and enhance their performance in so doing (Cummins, 2018).

Teachers of multilingual classes can also use more than one local language in the same lesson to give instructions or pose questions (Ingram, 2019). This is called code switching which is a short-term alternation between languages. According to Muthwii (2012), in code switching, the multilingual teacher uses the learners' mother tongues to explain and exemplify the terms and academic content of the target language of instruction. The learner gets involved in practical skills from which related grammar, sentence structure and vocabulary are learned. However, this type of teaching often makes it difficult for learners to form required concepts and the language acquisition of the affected learners will be slower than expected (Mackenzie & Gannon, 2019).

The literature on reading approaches in Literacy 1 classes has shown that strategy instruction is one of the most effective means of helping learners to overcome their reading problems (Cater & Long, 2019). Cater and Long (2019) further state that strategy instruction across a variety of domains builds on the notion that less skilled learners should learn reading strategies that mimic those exhibited by skilled learners. In the literacy context, reading strategies indicate how readers

perceive a task, what textual cues they attend to, how they make sense of what they read and what they do when they do not understand (Akello et al., 2016). The reading strategies are defined as deliberate, conscious procedures used by learners to enhance text comprehension and their application is believed to contribute to efficient learning (Shohamy, 2016). Burton and Bartlett (2015) are of the view that teachers' knowledge and application of strategy instruction is important to improve learners' reading proficiency.

According to Ehri (2020), phonics instruction is a foundational element of literacy education, especially in the early stages of education where learners are introduced to reading and writing in the local language. In Literacy I, phonics instruction is a teaching strategy where teachers help learners learn the relationship between sounds (phonemes) and letters (graphemes) in the local language (Tunmer & Arrow, 2013). Phonics instruction typically follows a systematic approach, where teachers introduce the sounds and symbols of the local language in a structured and progressive manner. Learners learn the relationship between specific letters or letter combinations and the sounds they represent in the local language, which is a fundamental notion in phonics instruction (Meyer, 2011). For example, they might be taught to blend the sounds /c/, /a/, and /t/ to read the word cat. Phonics instruction is a critical component of early literacy development, enabling learners to become more proficient readers and writers in their local language (Ehri, 2020). It equips them with the skills needed to decode unfamiliar words, build vocabulary, and develop comprehension abilities. In the context of the study, understanding how teachers employ phonics instruction and the strategies they use to make it engaging and effective is essential for assessing the impact of local language instruction on the learners' Literacy I development.

Vocabulary building is an essential component of literacy development, as a rich and diverse vocabulary is key for leaners to understanding and expressing ideas effectively (Lantolf, 2000). Vocabulary building involves introducing learners to a wide range of words and helping them understand their meanings (Neubauer et al., 2019). In the context of the study, understanding how teachers employ vocabulary building using the local language in their teaching is critical for assessing how well learners are acquiring and using new words. According to the Ministry of Education, teachers employ techniques such as word walls, word games, and interactive activities to expand the learners' vocabulary and comprehension (MoES, 2023). For example, in the classroom, teachers may create word cards or displays with visually appealing and easily readable words in the local language. These serve as references for learners and reinforce their exposure to new words (Shohamy, 2016). Effective vocabulary building strategies not only enhance learners' language skills but also contribute to their overall comprehension and communication abilities in the local language.

According to a study by Tunmer and Arrow (2013), teachers rely on storytelling and interactive reading aloud as important classroom strategies when using the local language to teach Literacy I. Storytelling encompasses the oral tradition of sharing stories, both traditional and contemporary, in the local language (Ngunga, 2011). Storytelling is a powerful strategy for promoting literacy and language development in the local language. And on the other hand, interactive reading aloud is a pedagogical strategy where teachers read aloud to learners Literacy 1 content in the local language and engage them in discussions and activities related to the text (Metila, 2018). Storytelling and interactive reading aloud encourage learners to become active participants in the learning process, where they not only comprehend the text but also think critically, express their thoughts, and develop their language skills effectively (Tupas, 2015). In

the context of the study, understanding how teachers use storytelling and interactive reading aloud to engage learners in the local language contributes to a comprehensive view of the pedagogical experiences and literacy development of learners in Literacy I.

Classroom strategies are a set of purposeful and planned approaches that educators employ to create a dynamic and effective learning environment within the classroom (Callan & Gallois, 2017). These strategies are tailored to meet the specific learning needs of the learners, ensuring that they can acquire essential skills and knowledge successfully. In the context of the study, classroom strategies encompass methods and techniques teachers use to teach the foundational literacy skills that are integral to Literacy I, focusing on the use of the local language as the medium of instruction.

2.4 Primary Teachers Experiences of the Challenges faced while teaching Literacy I through Local Language

2.4.1 Challenges faced by teachers

In this study, teachers' reflections on the challenges they face when using local languages to teach Literacy I are a critical aspect of the study. Understanding these challenges is essential to comprehending the complexities and nuances of using the local language as a medium of instruction in the early stages of literacy development. It will provide insights into the real-world complexities of using local languages to teach Literacy I as outlined in the study of Tupas (2015). By exploring these challenges, the study can offer recommendations and insights into how to improve the effectiveness of local language instruction and support teachers in overcoming the barriers they face in providing quality education in early literacy. Additionally, it

can shed light on the broader implications of language-in-education policies and their impact on the literacy development of young learners.

Limited instructional materials are a significant challenge that teachers face when using local languages to teach Literacy I. A study by Ingram (2019) established that this challenge pertains to the insufficient availability of appropriate teaching resources and materials in the local language, which hinders effective literacy instruction and can directly affect the learners' learning outcomes. One major challenge is the scarcity of age-appropriate instructional materials in the local language and in many cases making it challenging for teachers to follow a structured curriculum (Tandika, 2022). Teachers often struggle to find suitable textbooks, workbooks, and reading materials, making it difficult to deliver effective literacy instruction. Reading materials such as storybooks, graded readers, and other texts suitable for Literacy I may be scarce in the local language (Shohamy, 2016). Even when instructional materials are available in the local language, their quality may vary as some materials may lack cultural relevance, or they may not be appropriately designed for the developmental level of Literacy I learners (Ssentanda & Wenske, 2021).

Teacher competence in using the local language involves having a strong command of the language, including the ability to speak, read, write, and understand it fluently (Penny et al., 2018). Without a high level of language proficiency, teachers may struggle to effectively communicate and teach literacy skills to students. Teacher Competence in the context of using local languages to teach Literacy I as defined by Burton and Bartlett (2015) refers to the knowledge, skills, and proficiency of teachers in effectively using the local language as a medium of instruction to impart literacy skills to young learners. A study by Tembe and Norton

(2018) also established that many teachers may not be fully proficient in the local language, particularly when it is not their native tongue. Teachers and learners in a given region may have diverse language backgrounds, even within the same local language. This diversity can pose challenges for teachers in terms of accommodating different dialects and ensuring that their language use is inclusive (Muthwii, 2012). This can affect their confidence in teaching and their ability to provide clear explanations and instructions to students.

Policy and Curriculum Alignment is a critical aspect of the study and it pertains to the degree to which educational policies and curriculum guidelines are in harmony with the use of local languages as the medium of instruction in Literacy 1 (Carter & Long, 2019). These policies set the overall direction for language use in the educational system. Policy and curriculum alignment is essential for creating a supportive and conducive environment for the use of local languages in Literacy I (Castells, 2015). When policies and curriculum are in harmony with the use of local languages, it facilitates effective instruction, supports teachers, and ultimately enhances students' literacy development (Mackenzie & Gannon, 2019). However, misalignment can lead to inconsistencies, confusion, and challenges in literacy instruction, making it vital for educational authorities to consider and address these issues (Bishop, 2015). Teachers may face challenges aligning their instructional practices with national or regional policies and curricula. A study by Ngunga (2011) also further revealed that these policies may not fully account for the unique dynamics of local language instruction thereby causing a discrepancy in implementation of effective teaching strategies in Literacy 1 using the local language. The alignment of language-in-education policies with the use of local languages is therefore crucial.

A study by Meyer (2011) established that standardization issues arise when it's unclear which dialect or orthography should be used for literacy instruction. Local languages may have multiple dialects or variations in their writing systems. In some cases, local languages may lack standardized orthography or vocabulary, making it challenging to establish consistent teaching materials and assessments (Meier, 2017). Standardization in the context of using local languages to teach Literacy I refer to challenges related to creating consistent and uniform materials, curriculum, and assessments in the local language for teaching Literacy 1 (Porto, 2019). Nyimbili and Mwanza (2021) urged that inconsistent quality of instructional materials, such as textbooks and workbooks, can impact the effectiveness of literacy instruction. Local languages are often closely tied to specific cultures and standardization issues may involve addressing cultural sensitivities and ensuring that instructional materials and methods are culturally appropriate to the learners (Johnson, 2016). Teachers may struggle to find consistent terms for teaching Literacy 1 concepts, sometimes leading to confusion among students.

2.4.2 Ways Forward

To address the challenge of limited instructional materials, it's essential for educational authorities, policymakers, and stakeholders to prioritize the development and distribution of high-quality, culturally relevant, and age-appropriate materials in local languages (Meier, 2017). Additionally, providing teachers with training and support for material adaptation and creation can help mitigate this challenge. By addressing these issues, learners in Literacy I can receive more effective and engaging literacy instruction, ultimately enhancing their overall educational experience.

In situations where there's a lack of instructional materials in the local language, teachers with high competence are capable of adapting or creating their own materials to support literacy instruction. Highly competent teachers are resourceful (Meier, 2017). They can draw on their linguistic expertise to develop creative teaching aids and materials. Teacher competence in using the local language to teach Literacy I is critical for achieving positive learning outcomes. This includes developing worksheets, flashcards, and other teaching aids. When teachers are highly competent, they can effectively bridge the gap between students' existing language proficiency and the development of literacy skills (Nyimbili & Mwanza, 2021). This resourcefulness is essential for overcoming such challenges.

Policies should address the preparation and training of teachers to ensure they have the necessary skills and competence to teach literacy 1 in the local language (Johnson, 2016). Training programs and professional development opportunities should be aligned with these policies. In regions where learners transition from local languages to dominant languages, policies should provide guidelines and support for this transition (Porto, 2019). This ensures a smooth progression in literacy development. Addressing teacher preparation and training, as well as providing guidance for language transitions in policies related to teaching Literacy I in the local language, is essential for the success of language-in-education initiatives (MoES, 2023). Policies should encourage and support on going professional development opportunities for teachers (Aebersold & Field, 2017).

According to Nyimbili and Mwanza (2021), policies should encourage community engagement in decisions related to language use in education. In contexts where local languages are valued, involving the community in policy discussions can promote alignment. Encouraging community

engagement in decisions related to language use in education is a key principle of inclusive and effective language-in-education policies (Johnson, 2016). Meyer (2011) argued that this approach recognizes the significance of local languages and the importance of community involvement in shaping educational practices. In cases where there may be opposition to language-in-education policies, involving the community in discussions can help address concerns, build consensus, and minimize resistance.

Clear policies that support the use of the local language for literacy instruction are essential for creating a conducive environment (Porto, 2019). Developing a standardized curriculum for literacy instruction in the local language can be challenging. Curriculum developers must ensure that the content is age-appropriate, covers essential literacy skills, and aligns with educational standards (Aebersold & Field, 2017). Teachers need standardized training in the use of local languages for literacy instruction and the training programs should cover consistent methodologies and best practices, ensuring that teachers have the necessary skills to teach effectively (Meier, 2017).

2.5 Summary

In conclusion, this chapter has delved into the multifaceted world of language-in-education policies and practices, particularly in the context of teaching Literacy I in the local language in lower primary schools. The literature has revealed several key areas of concern if the teacher's ability to use local language to teach Literacy one is to be a success. These major takeaways underscore the significance of language in early education and the importance of addressing various challenges and considerations to ensure effective literacy instruction. The centrality of language as a medium for teaching and learning cannot be understated. The early years of a

child's education are foundational, and the language used in instruction significantly shapes their cognitive development, literacy skills, and overall educational experience. Thus, decisions regarding language-in-education policies and practices must be well-informed and carefully considered. The complex interplay of linguistic, cultural, educational, and policy factors underscores the importance of conducting thorough and context-specific research to contribute meaningfully to the field of language-in-education policies and practices. The next chapter intends to discuss the methodology to be used to collect and analyze data on the subject in context.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter presents the research Approach, research design, data collection tools, sample size, sampling techniques, population and the ethical standards which guided the collection, analysis and presentation of data.

3.2 Research Approach

Research approaches are plans and procedures for research that spell the steps from broad assumptions to detailed methods of data collection analyzing and interpretation Creswell (2019). The distinguishing features of qualitative research are that it relies on linguistic words, rather than numerical data, employs meaning based rather than statistical forms of data analysis and is naturalistic, focusing on natural settings where interaction occurs, that is, viewing social life in terms of processes that occur rather than static terms. In this regard Berg (2007) pointed out that qualitative research seeks answers to questions by examining various social settings and the individuals who live in these settings. Qualitative research is inherently multi in focus reflecting an attempt to secure an in depth understanding of the phenomena in question (Flick, 2007). The combination of multiple methodological practices, empirical materials, perspectives and observers in a single study is best understood than a strategy that adds rigor, complexity, richness and depth to any inquiry (Flick, 2007). This study used the qualitative, approach because qualitative methods are effective in discovering the meaning that people give to events they experience (Creswell, 2014). The rationale for using the qualitative research approach is that it offers the study deeper and richer understanding of the primary teacher's pedagogical

understanding of the use of local language in the teaching of Literacy one grounded in the participants' lived experience.

3.3 Research Design

The research was intended to adopt a descriptive case study research design because of the need to get deeper understanding of the teachers' pedagogical experiences in the use of local language in the teaching of Literacy I in Uganda with specific reference to a selected primary school in Wakiso town. A qualitative design is intended to enable the researcher explore individuals' diverse experiences and their subjective perspectives (Maxwell, 2013). By applying this design, the researcher intended to closely examine the current status as regards the teachers" pedagogical experience in the Use of Local Language in the teaching of Literacy I within the specific context with a hope of understanding the wider context. This qualitative approach was chosen to generate In-depth opinions, views, attitudes and information. The researcher would thus be able to bring in the diversity *of views from informants* (Lim 2024). Having the voice of study participants would ensure that the findings are grounded in participants' experiences. Data analysis was inductively built from particular to general themes, and the researcher would make interpretations of the meaning of the data.

3.4 Population of the Study

The study collected data from primary one to primary three teachers within a selected primary school, and was selected without sex bias because they are the implementers of Literacy I curriculum in the primary school setting. The observation of the learners provided rich knowledge which became the basis of the argument for understanding the teachers' pedagogical experience in the teaching of Literacy I. A small sample size was taken to attend to the details of the respondents as recommended by (Creswell, 2014). Reports such as the Wakiso District

Education Survey (2021) highlighted significant gaps in compliance with local language instruction policies and low literacy outcomes in the district. a selected primary school was identified as one of the worst-performing schools in these reports, indicating the presence of systemic challenges in implementing local language-based pedagogy. I therefore, selected a selected primary school in Wakiso Town based on its representation of systemic challenges in local language pedagogy, its relevance to the study objectives, and practical considerations for conducting in-depth qualitative research. The case study approach allowed the researcher to explore real-life experiences, strategies, and challenges in a targeted educational setting.

3.5 Population Size and Population selection

3.5.1 Population size selection

A total of 4 participants participated in the study with specific consideration of the teachers of Literacy I who were selected purposively. Teacher with 5-10 years of experiences in the school were considered in the study because, they are believed to be in possession of rich experience in the subject as well as well-versed with the trends of the school as far as the factors constraining the teaching of Literacy in lower primary is concerned. The final sample size was determined by saturation**,** according to Maxwell (2013, saturation is a sample determination method for qualitative studies where the researcher stops collecting information if no new information is being found. The selection of four teachers in a selected primary school was justified as it balanced depth, diversity, and manageability, aligning with the study's qualitative case study design. This approach ensured a focused, detailed exploration of teachers' pedagogical experiences, contributing valuable insights into the challenges and strategies of teaching Literacy I using Luganda.

3.5.2 Sampling Strategies

3.5.2.1 Purposive Sampling

The study only sampled out experienced and knowledgeable staff to participate in the study. The teachers were pseudo named and coded as A, B, C, D. According to Dhivyadeepa (2015), this technique also known as judgmental sampling is where the researcher on his/her own judgment targets specific participants of the target population to participate in the study because they have perceived knowledge or experience in relation to the study variables under investigation. Purposive sampling is advantageous in that it enables the researcher to have an in-depth analysis of the most relevant and critical information pertaining to the study variables. Convenient sampling was used to sample the Pupils, the ease of reach of a particular learners determined one participation in the study (Creswell, 2014).

3.6 Data collection Methods and Instruments

3.6.1 In-depth Interviews using Interview Guide

For this particular study a semi-structured type of interview was adopted using an interview guide with open-ended questions (Maxwell, 2013). The researcher considered this type of interview important because it involved face to face interaction, it was flexible, adaptable, and was found relevant and useful on many people. It also helped the researcher to capture the non-verbal cues like facial expressions, gestures, eye contact, postures, touch and body movements from the experienced teachers at the a selected primary school. All the participants included in the study were contacted in advance to fix an appropriate date for interviews. Reasons for this arrangement were mainly to create maximum co-operation and friendliness with respondents prior to the interviews (Maxwell, 2013). Interviews were conducted across all the specific objectives of the study.

3.6.2 Observation using Observation Guide

The researcher adopted observation method guided by an observation guide to capture key aspects necessary for enriching the research findings. In this process, the researcher took the position of a non-participant observer and record the data as it appeared on the observation guide which were later interpreted and analyzed. This technique helped me to avoid reporting bias from individuals, overcoming language barriers, also to capture the naturalistic behaviors that were visible.

3.6.3 Documentary Review

Documentary review was used in that the research reviewed all documents related to the use of local language to teach literacy one in the lower primary classes. Any tangible or digital record that contains information which was found relevant to the study was reviewed. This method involved the systematic examination and analysis of existing documents, records, texts, or any written, visual, or recorded materials such as text books, examination scripts and learner's books which were found relevant to the study.

3.7 Validity of the instruments

To ensure validity of the research instruments, the researcher used simple, clear and well-articulated items in the data collection instruments. The interview items were simple, short, clear and well-articulated and conducted in a professional way to attract the respondent's active participation. The researcher also triangulated to ensure that the ability of the tool to produce consistent results was guaranteed.

3.8 Reliability of the instruments

To ensure that data was reliable, the researcher ensured that data was only collected from concerned and knowledgeable respondents in the field of the study. These included lower primary teachers from primary one to primary three with three to five years of experience within the school.

3.9 Data Quality Control

3.9.1 Ethical Issues

Data collection tools ensured that they did not solicit participants' real names, age and marital status because this information was not found necessary for the study. Participants were therefore being assigned pseudo names A, B, C, D. The purpose of the research, data collection tools, relevancy of the findings were clearly explained to the participants before and during the study process. Participants' consent formally sought before including them in the sample and this encouraged them to be honest and open minded (Creswell, 2014).

3.9.2 Credibility

To ensure trustworthiness of data collected and analyzed, triangulation and member checking techniques were used in this study. Triangulation involved the use of two data collection methods and tools, use of many resource persons, use of several data sources and application of the assumptions of the theory to explain this study. Member-checking involved engaging peer researchers, participant engagement and research supervisors to verify the entire process of data collection and analysis (Creswell, 2014).

3.9.3 Dependability

This study used inquiry audit as a technique to ensure dependable results. This employed external persons including other expert researchers in language to verify the process, study

findings, analysis and interpretation of the findings of this study. The researcher also kept in close contact with the participants for one week to build the rapport to reduce reactivity effect hence increasing dependability of the results collected (Creswell, 2014).

3.9.4 Transferability

Observation and interview notes, along with audio recordings and pictures taken from the field, were used to validate the information in the literature review and verify the cross-cutting data.

This was done to ensure that the instruments solicited only the needed data. Additionally, some participants and peer colleagues in research were involved in member-checking the collected data to ensure its quality and trustworthiness, thereby confirming the transferability of the instruments used in the study (Creswell, 2014)

3.9.5 Conformability

The study ensured that all processes of the research process are documented for reference by other researchers and the audience. Researcher's attitudes will be kept out of the study while the participants and their views were treated with confidentiality and materials were quashed after the entire research process (Creswell, 2014).

Observation and interview notes, along with audio recordings and pictures taken from the field, were used to validate the information in the literature review and verify the cross-cutting data.

This was done to ensure that the instruments solicited only the needed data. Additionally, some participants and peer colleagues in research were involved in member-checking the collected data to ensure its quality and trustworthiness, thereby confirming the transferability of the instruments used in the study (Creswell, 2014).

The study ensured that all research processes were documented for reference by other researchers and the audience. The researcher's attitudes were kept out of the study, while participants and their views were treated with confidentiality. All materials were destroyed after the entire research process (Creswell, 2014).

3.10 Research Procedure

The researcher acquired a letter of introduction from the Dean School of Education after approval of the research proposal. Data collection tools were piloted, tested, and revised before actual data collection. The dissertation was presented to supervisors for correction and later submitted for external examination which would lead to final defense and graduation.

3.11 Data Analysis

Data processing involved scrutinizing of the respondent's views given to only concentrate on the thick data deemed necessary for the subject under investigation. Data was edited, sorted, and interpreted. I checked for uniformity, consistency, legibility, and comprehensibility. Finally, after the editing, coding, classification of data, the development of themes guided by the study objectives followed. Qualitative methods of data analysis suggested by Creswell (2014) was used to analyze data. Content analysis involved, data reduction, data display and verification (Kvale & Brinkmann, 2009). Patterns within data were being identified, analyzed and reported by organizing data into distinct themes. Clusters of text (verbatim) with similar meaning were presented together and analyzed in relation to the research questions. Similarities and differences between the concepts within the data was identified, through a rigorous process of data familiarization, theme development and revision. The intensity and frequency with which certain ideas were mentioned were ascertained. The reasoning and meaning behind the ideas were

established. The frequency of concepts was used to show the measure of direction or bias in data interpretation.

3.12 Limitations and Mitigating Measures of the Study

The study was constrained by Time limitation since the research was conducted in a period deemed for the normal school calendar with multiple academic tasks. This was solved by planning in advance with the teachers and the school's administration in time and only interviewing them in their time of convenience, say break time and Lunch time or even in the late evening when all school activities are completed.

The researcher experienced financial constraints due to the economic crisis world over, but this was addressed by sticking to the set budget and avoiding unnecessary expenses.

The researcher experienced unpredicted weather changes, sometimes it was too hot during the day and extremely cold in the morning the researcher improvised depending on the status of the weather to accomplish her research work

3.13 Chapter Summary

The chapter presented the methodology as was used in the collection of data. The research approach, research design, data collection methods and tools, population selection, sample size, validity, reliability as well as covered the procedure the researcher used to collect the data. The next chapter presents the findings from the field basing on the three specific objectives.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 Introduction

In this chapter the presentation of the study findings, their presentation, interpretation and analysis are offered. These are presented, interpreted and analyzed beginning with participants bio data. This was followed by the presentation, interpretation and analysis of findings for each of the three study objectives. These findings are offered in the following sub-sections.

4.1 Participants Bio Data

In this section participants bio data by age, gender, marital status, experience and qualification are offered. This bio data is presented in Table 4.1:

Table 4.1: Bio data

Bio data	Categories	Frequencies
Age	20-29 years	00
	30 39 years	2
	40-50 years	1
	50 plus years	1
Gender	Male	1
	Female	3
Marital status	Single	00
	Married	04
Experience	0-4 years	00
	5- 9 years	1
	10 plus years	3
Qualifications	Certificate	01
	Diploma	03
	Degree	00

Source: (Primary Data 2024)

In terms of age most of the study participants were aged between 30-39years, followed by those between 40-49years followed by those between 20-29 years. The last category were teachers in the age 50-59 years.

The second important bio data characteristic was sex of participants. The data revealed in table 4.1 shows that, study participants were still in their active and productive age which gives them an opportunity to effectively use local language in the teaching of literacy 1.

Most of the study participants were female compared to males. For example, the study's participants of four (4), three (3) were women and only one (1) was male. This suggested that most teachers in lower primary section at a selected primary school in Wakiso town were female. This tallies with national teacher establishment which indicates that most primary school teachers are females.

The third demographic category of the study for which data was collected was the marital status of the participants. Study participants indicated that majority were married. This was opposed to a few who were single. Such findings implied that since these teachers were of a mature age, they were more likely to get married as this was in addition source of responsibility to teach literacy effectively on the job.

Another demographic category about which data was collected was the experience of the participants. The data presented in table 1 above shows that the majority of the study participants revealed that they had experience of more than five years on the teaching process. This was opposed to the few who had experience of less than five years in the teaching profession. These results implied that teachers who participated in this study had reasonably adequate experience to teach literacy using local languages.

4.2 Findings from the study objectives.

In this section, findings obtained from the three specific objectives are offered, that is to say teachers' experiences of use of local languages in instruction of literacy, challenges faced by teachers while using local languages to teach literacy and best practices and classroom management strategies used by lower primary teachers to teach literacy in local language in a selected primary school in Wakiso District. Data was collected from four participants. At a selected primary school, I introduced myself to the head teacher whom I requested to identify lower primary school teachers to participate in the study.

4.2.1 **Primary Teacher's Experiences of Use of Local Languages in Instruction of Literacy**

1 The first objective of the study was to establish primary teacher's experiences of use of local languages in instruction of Literacy 1 in a selected primary school in lower classes in Wakiso town. Participants' results revealed mixed and varied experiences of teachers using local languages in the instructions of Literacy 1 in lower primary classes in Wakiso town. Some had indicated positive experiences regarding the same while some other teachers had indicated negative experiences in use of local languages when teaching literacy 1 in lower classes of primary schools.

Table 4.2: Teachers' experiences regarding use of local language in instruction of Literacy 1.

Experiences	Number of participants
Positive	02
Moderate	01
Negative	01
Table	04

Table 4.2 shows that most of the study participants had indicated that they had positive attitudes towards use of Luganda local language during instruction whereas other had moderate and negative attitudes.

Theme. Positive experiences regarding use of local languages in teaching of literacy one in a selected primary schools in Wakiso District.

Results majorly indicated that participants of the study had positive experiences regarding use of local languages when teaching literacy one in lower classes of a selected primary school in Wakiso town council, Wakiso District. Such participants were of the view that learners are friendlier with their local languages and that once these are used as a media of instruction, they could better understand English and other languages of instruction. Such participants therefore indicated that as local languages are used pupils understanding is widened and that their literacy skills improve accordingly. Participants A on this stated that;

> Learners should be taught in their local languages in lower classes. Once they understand their local languages, it is easier to understand concepts and other issues and activities taught in foreign languages. When teaching like body parts learners and teachers were

> mentioning body parts in Luganda language that is to say Olubuto, ennyindo, emimmwa etc. It is for this reason that I strongly recommend that in all lower classes, local languages should be used to ease the teaching learning process.

This finding therefore revealed that local languages used in the teaching of literacy in lower classes impact positivity on learners understanding. It is for this reason that some teachers endeavor to use these local languages.

Another teacher participant C in the study revealed that;

> Learners are born at times knowing their local languages. In whatever, they do during those early years of training in primary schools they need to be made aware all details about their local languages. It corresponds well with the thematic curriculum policy that calls for teaching literacy one (Science and SST) and other subjects in local languages. The teacher was heard asking pupils to mention people at home, names like mwanyina, kojja, ssenga, maama taata were mentioned. Doing this, is a big step towards making these pupils master their environment and other social activities, local objects and others. This makes them feel at home and take learning as an integral part of their learning life. Hence, it is a positive move to teach literacy one using these local languages at a selected primary school as doing this brings teaching and learning closer to these pupils.

These results therefore, suggested that teachers' experiences regarding use of local languages when teaching literacy, one was positive. It makes these pupils fully part of the teaching and learning process in their social realm. Actually, many of these pupils in lower primary schools learn literacy one using their own languages.

Likewise, another teacher participant D opined that;

> Using local languages (Luganda) when teaching literacy one in lower primary classes makes pupils own the process of teaching and learning. Such local languages bring out the experiential dimension. In the past years of my teaching I say that this was the missing gap when teaching Literacy to pupils. It aligns well with the thematic curriculum which favors more of using local languages in lower primary classes as many experts have discovered that with use of such local languages in teaching enhances their conceptualization of knowledge and the products use it as a stepping stone to master other languages

These results implied that the use of local languages in the instruction of literacy one in lower primary classes of a selected primary school was pivotal in that creation of a strong foundation for effective understanding of literacy one.

Theme; Moderate experiences towards use of local languages

Another teacher who participated in the study teacher B stated that;

> To some extent the use of local language when teaching literacy, one is preferable while on other cases it is not a good choice to associate to teach literacy one. We are in a global world where our children need an international language as a media of teaching literacy. Thus, when local languages are used pupils' potential to grow academically is interfered with.

Such findings suggested that although some teacher participants wholesomely use local language (Luganda) while teaching literacy one to pupils in lower primary class, it at times derives the opportunity of these learners to match with their counterparts on the international scene who study using other international languages.

Negative experiences regarding use of local languages when teaching literacy one. Some of the participants were vehemently having negative experiences regarding use of Luganda local languages when teaching literacy one among pupils in a selected primary school lower classes. In line with the above, one of the study participants revealed that;

> We transferred from use of local languages when teaching learners in lower classes. Wakiso for sure encircles Kampala District the capital city of Uganda which is so cosmopolitan. Due to this cosmopolitan nature, there are people of diverse backgrounds from neighboring countries and tribes around. It is therefore better to teach literacy one using any other universal language other than using local language (Luganda) as a language of instruction creates segregation and discrimination of other pupils from the diverse parts of Uganda residing in Wakiso District. Some words like okuzimba, okuuma obuyonjo are interpreted differently by pupils from the different parts of Uganda. It is for this great reason that many teachers and schools feel better to teach using English as a universal language when teaching Literacy one.

These results therefore depicted that some teachers in lower classes of a selected primary school find it difficult to teach literacy one (SST and Science) using Luganda as a local language used in Wakiso District. It is for this sole reason that many parents and stakeholders would wish to have their children straight away beginning with English as a foreign language of instruction. This was also partly related with the nature of community where some parents are not natives of the Wakiso region in the central Uganda.

4.2.2 Objective Two

The second objective of the study was to assess the challenges faced by teachers while using local languages to teach Literacy 1 in a selected primary school classes in Wakiso Town.

Theme One: Inadequate training in local language (Luganda) and the teaching of Literacy 1 in Lower classes in a selected primary school in Wakiso Town.

Results revealed that many of the teachers in a selected primary school were not adequately trained to use local languages in the teaching learning process. Luganda is equally a complicated language and it needs serious training to acquire its writing styles, grammar, and phonetic, morphologic aspects.

Table 4.3: Challenges to use of local language in teaching of Literacy 1.

Challenge	No. of participants
Inadequate training	03
Inadequate facilities (books)	04
Competition with other languages	02
Curriculum implementation	04
Negative experiences	03

Theme: Inadequate training of Teachers in use of local language

Hence, teachers who did not get adequate training cannot effectively teach Literacy one using this language in lower primary schools. In line with this one of the study participants B stated that;

> Luganda is a language that requires adequate time and attention during our training as lower primary school teachers, the time allocated for training in this language during the teacher training course programme is not adequate. This at times hinders many teachers' proficiencies to clearly use this language in the teaching of Literacy one as one cannot give out what has not acquired. Some words about science like okwoza engoye, okusala

enviiri (to wash clothes, utensils, shaving off hair) among others require some training to master them fully

These results hence suggested that some teachers would like to use this local language but the training they get during their training as teachers may not adequately allow such teachers to use it during the teaching of Literacy in Local languages.

In addition, it was indicated that some of the teachers posted to a selected primary school in Wakiso District were trained in teacher training Institutions outside Buganda Region. This means that they know little about Luganda language and can't use it in teaching at a selected primary school. Specifically, one of these teachers stated that;

> I trained in one of the teachers training colleges PTC in Northern Uganda. During this training it was Lugbara that was emphasized as a local language of instruction. However, after graduating and registering with Ministry of Education and Sports I was posted at a selected primary school in Wakiso District. This means that even if I want to use Luganda as the area local language when teaching children was not possible. Eventually, I came to realize that using Luganda local language to teach Literacy one was highly challenging and limits the chances to use it.

These results suggested that as teachers are not trained in the use of Luganda local language during teaching and instruction of pupils in local languages in a selected primary school in Wakiso Town, Wakiso District. It is irrational for instance for someone who studied Lugbara to be posted a primary school in the central Region.

Theme: Facilities and use of local language (Luganda) in the teaching of Literacy one

Participants of the study were asked how the provision of facilities influence the use of Luganda language in the teaching of Literacy one.

Findings showed that inadequate facilities like Luganda books denied the effective use of Luganda language in the teaching of Literacy one. Similarly, pupil's text books were indicated and could not allow one to teach Literacy 1 effectively in a selected primary school classes in Wakiso District. Without text books it was hard on the other side of teachers to make pupils follow the teaching learning process. Participant (teacher) C stated that;

> This school has no adequate text books for both teachers and learners. Obutabo obulaga ebintu ebimu ng'emirimu gyabantu nebisomesebwa ebirala in p2 syllabi are missing. Books with responsibilities and other content almost missing. It is therefore hard to make these pupils to follow the instruction process. At times you refer them to certain concepts in the text books but they have to struggle using the few text books available to be able to read and do assignments offered. There are also delays in terms of time since some pupils have to wait for others to use the text books and be able to have a chance to use them.

These findings indicated that with text book inadequacies, the use of Luganda language in the teaching of Literacy 1 in lower primary classes in Wakiso District is strongly limited and hampered. Learners and teachers need these textbooks to be able to follow the teaching learning process.

Another participant B stated that;

> In this school we are not offered computers to teach Literacy one effectively using modern technologies. Another big challenge on this was that even the few computers available were not programmed well in Luganda language. This was detrimental as

> teachers find it difficult to detect spelling mistakes in Luganda language. One has to struggle to edit everything which at times is time consuming and demotivates learners to enjoy lessons in Literacy 1 (SST and Science).

These results indicated that inadequate facilities, more especially books and computers are part of the challenges aced while teaching Literacy one to learners.

Theme: Competition with other languages

In this current trends Luganda language is facing competition with other languages such languages include; English, Kiswahili and other languages which at times denies use of local language in the teaching of Literacy one in lower classes of primary schools. Many people around Wakiso still see English as the superior language thus they prefer to have it as a media of instruction at the expense of other languages. For instance, a teacher participant A stated that;

> We face serious challenges as we try to teach lower primary Literacy one. Some parents even came here complaining why we teach their children in Luganda which to them is inferior and cannot take them far. Some of these parents are of the view that their children should be taught English language. Even when we explain to them, they don't listen.

Pupils do not have science and social studies books. This greatly interferes with the teaching of these subjects. Funny enough even the few available books were designed in English language and not translated in Luganda language.

Yet some teachers don't have interpretation skills from English to Luganda language.

These findings suggest that without clear interpretation skills, from English to Luganda, the use of Luganda in teaching of Literacy one would be impossible and would face serious challenges.

These findings suggested that without textbooks, on literacy one that's SST and Science teachers may not be able to teach it effectively. Such a challenge also points to language barriers in the sense that text books used should be in two languages and once this is not terminologies, that are scientific and those related with social studies would not be effectively delivered to learners.

Theme: The other challenge was in effective implementation of the curriculum.

On this theme participants were asked how the policy of teaching in local languages (Thematic curriculum) influences the teaching of Literacy one in lower classes of a selected primary school, Wakiso town.

One of these teachers A stated that:

> There are challenges related with the enforcement of the policy that requires teaching lower primary pupils in local languages. This is normally a serious weakness on the side of the District Education department, DEO'S District Inspector of schools and other relevant stakeholders. Once these monitor and find out how literacy one SST, Science is taught to learners and the language used, there would be minimal chances for teachers to violate it. However, due to this inadequacy some teachers teach it using local languages while others use English. Lack of infirmity denies learners a chance to pronounce speak and master science and SST aspects that are related with environmental settings.

Such findings suggest that inadequacies to supervise the key aspects in implementation of local language (Luganda language) use denies teachers and pupils to feel the language in the teaching learning process.

Another teacher C stated that:

> My head teacher has not been strict on us on the use of Luganda language in the teaching of Literacy one SST, Science. In many situations this head teacher hears parents changing their children when we use Luganda in the teaching of Literacy one (SST and Science). This less supervisory role on the content in science and selection of terms to be used in local language has denied the effective use of local language in a selected primary school, Wakiso town.

These findings suggest that lack of supervision even by head teachers at school denies the use of local language in the teaching of Literacy one in lower primary classes of a selected primary school, Wakiso town. To the head teacher and other stake holders' perception of Luganda of a vernacular language denies the effective use of the language when teaching Literacy one. These findings lead to another challenge which has negative experiences of pupils and teachers about use of Local language.

Theme: Negative experiences of teachers and pupils about use of Luganda language in the teaching learning process.

Participants on this revealed that even teachers hate teaching literacy one SST and Science using Luganda language. In this case, these teachers have a belief that teaching in local language undermines the credibility of teachers making them to appear as inferior in their doing. Specifically, one of the teachers on this stated:

> Yes, the policy calls us to teach literacy using Luganda as area local language in all schools. This means that the teaching of SST and Science would be meaning for and would bring learning closer to environment when local language (Luganda) is used.

> However, I hate teaching in Luganda. Personally, I grew up knowing that at school, English should be the way of instruction regardless of any restriction. This has greatly my options of using Luganda as a language of instruction for Literacy one (SST and Science).

These findings suggested that teacher's negative experiences about the use of Luganda language in the teaching of Literacy one that is science and SST has contributed enormously for failures to use it in a selected primary school, Wakiso town.

Likewise, another Teacher B stated that:

> Use of local language (Luganda) was punishable during our primary school years. Whenever one used Luganda at lower and upper primary was punished through serious caning, wearing bones/sacks and others like digging, mopping and sweeping the compound as may be denied necessary.

Therefore, to a limited extent I use local language while teaching literacy one SST and Science due to this earlier background about use of Luganda which was considered to be vernacular.

These results implied that the negative attitudes held towards Luganda language serves impediment when it gets to using it when teaching Literacy one among pupils in lower primary in a selected primary school at Wakiso Town.

From the findings presented and analyzed, the key challenges identified as regards use of Luganda local language in the teaching of Literacy one included, competition with other languages, inadequate Luganda instructional materials, the negative attitudes of parents, teachers and other stakeholders about Luganda language. There were also cases of limited training in use

of local language. All this in one way or the other infringe on the teaching of Literacy using Luganda local language in a selected primary school schools.

4.3 Objective Three: The Third objective was to establish the best practices and classroom strategies used by the lower primary teachers to teach Literacy 1 in local language in a selected primary school classes in Wakiso town.

This objective was studied using a number of questions on which participants were requested to indicate basic practices and strategies that can be used by lower primary to teach Literacy one.

Table 4.4: Best practices and classroom strategies used by lower primary teachers to teach Literacy 1 in local languages.

Best practices	No. of Participants
Provision of Luganda instructional materials	04
Teacher training in local language	04
Supervision of curriculum implementation	03
Provide support devices	02

Such practices and strategies included printing as many Luganda language books with content covered in Literacy one SST and Science, training teachers on how to use Luganda local language, translating the Luganda literacy one books to English. Furthermore, there ought to increase on awareness of the benefits of using Luganda to teach Literacy in Lower primary. Furthermore, there needs to awaken the thematic curriculum and ensuring that its use monitored in schools. In all these attempts to improve on local language use while teaching Literacy, there

must be strong emphasis for stakeholders' support. These strategies and practices are exhaustively presented and elaborated in the proceeding.

Theme: Textbook provision/ Instructional materials

Participant A (teacher A) stated that:

> That in this school, there is need to have all texts in Luganda language. Such text books should be delivered after carrying out correct estimations of pupils and teachers in Lower primary. With these enforced teachers work would be eased as they are likely to have the content in SST and Science mapped with local environment and learners would be made able to enjoy and fully participate.

This hence, suggests that once Luganda text books are offered to teachers, the teaching of literacy one SST and Science would be made simpler. In doing this, each of the pupils and teachers ought to be availed with a copy of these books.

Similarly, another teacher B stated that:

> The Luganda books for lower primary SST and Science should have local materials, objects and illustrations from the local environment for easy conceptualization. For Science instance the selection of words and terminologies should be drawn from the local environment, the same applies with SST. Once these local materials and known identifications are the one used the level and magnitude to which literacy one is effectively done would be improved.

These results therefore suggest that in addition to provision of adequate numbers of text books Literacy one, there must be emphasis on ensuring that these are married with the way how the general community perceives and understands science and SST content materials.

Theme: Mandatory training of Lower and Primary Teachers in Local Language Luganda.

Results revealed that literacy one teachers should be compelled to study Luganda language during their professional training. As this is made compulsory these teachers would be made able to master some of the key terminologies in SST science in Luganda language.

4.4 Findings from the Observation

The observations of pre-primary children during a Literacy I lesson conducted in Luganda at a selected primary school were categorized into the following themes:

Theme: Learner Engagement*:* Positive Indicators were observed as follows

Most children appeared enthusiastic and eager to participate in activities conducted in Luganda.

Active involvement in storytelling sessions, with children responding to prompts and repeating words enthusiastically.

High levels of interest when familiar cultural references and realia (e.g., local objects like fruits and tools) were used.

The challenges were also observed as follows;

A few learners were disengaged during less interactive segments, such as long explanations.

Some struggled to follow instructions, especially when new or complex vocabulary was introduced.

Theme: Comprehension and Retention: Positive Indicators included;

Learners easily understood familiar Luganda words and phrases, connecting them to real-life experiences (e.g., identifying objects in their environment).

Quick recall of songs and rhymes taught in Luganda.

The challenges included;

Difficulty in grasping abstract concepts or new words without visual or physical aids.

Limited retention of content taught solely through verbal explanations.

Theme: Language Use: Positive Indicators were;

Children were confident in using Luganda for simple expressions, such as greetings and naming objects.

Active use of Luganda to respond to teachers' questions and during peer interactions.

The challenges observed on this theme were;

Mixing Luganda with English during discussions, reflecting an incomplete mastery of either language.

Limited vocabulary in Luganda for some learners, hindering their ability to fully express themselves.

Theme: Interaction and Collaboration: This also had both positive indicators and challenges as stated below;

Peer collaboration was evident during group activities like role-playing and games.

Children helped each other understand tasks, often explaining concepts to peers in Luganda.

Challenges:

A few learners hesitated to participate in group discussions, possibly due to shyness or limited language confidence.

Theme: Behavioral Responses: These were positive indicators and challenges of teaching Literacy I in Local language. Positive Indicators are;

Excitement and attentiveness during interactive storytelling and singing activities.

Smiling, laughing, and other positive reactions to culturally relevant content in Luganda.

Challenges:

Restlessness during prolonged verbal instruction without interactive elements.

Some disruptive behavior observed, such as talking out of turn, particularly among children who appeared less engaged.

Theme: Connection to Cultural Context: Positive Indicators included;

Strong connection to lessons incorporating cultural elements, such as traditional songs and proverbs.

Recognition of local objects and scenarios mentioned during the lesson, indicating familiarity.

Challenges:

Difficulty for children who were less familiar with cultural references or who came from non-Luganda-speaking homes.

Theme: Use of Teaching Aids also had both challenges and positive indicators. Positive Indicators were;

Visual aids like pictures and real objects enhanced comprehension and engagement.

Flashcards with Luganda words helped children link visuals to vocabulary.

Challenges:

Limited availability of diverse and culturally relevant teaching materials.

Over-reliance on verbal explanations when teaching aids were unavailable.

Theme: Feedback and Assessment*:* Positive Indicators observed included;

Teachers provided immediate, encouraging feedback, boosting learner confidence.

Children's responses during questioning showed varying levels of understanding.

Challenges:

Inconsistent follow-up for learners who struggled with tasks, leading to gaps in understanding.

Conclusion

The observations emphasised both strengths and challenges in conducting Literacy I lessons in Luganda for pre-primary children. The learners demonstrated high levels of engagement, cultural connection, and basic comprehension when lessons were interactive and contextually relevant. However, challenges like limited vocabulary, resource constraints, and varying levels of familiarity with Luganda impacted the overall learning experience. These findings underline the importance of tailoring lessons to the needs of learners and ensuring adequate teaching resources to support effective literacy instruction in local languages.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter the discussion of study findings, conclusions of the study recommendations as well as areas for further research are offered. These are offered as in the subsequent subsections.

5.1 Discussion of Findings

In this section the discussion of the study findings is offered. The discussion follows the three specific objectives that is to establish lower primary teachers' experiences of the use of local language (Luganda) the challenges faced by teachers while using local language establishing best strategies and practices used by teachers to teach Literacy one in Luganda language in a selected primary school classes in Wakiso District. This discussion is provided in the following sub sections one by one.

5.1.1 Objective one

The first objective of the study was to establish lower primary teachers' experiences of the use of local languages in instruction of Literacy 1 in a selected primary school lower classes in Wakiso District. Results revealed that most teachers perceived use of local language in the teaching of SST and Science Literacy as a viable and positive venture as it allows pupils to acclimatize with their local language. Lower primary school teachers were revealed as positively utilizing it to build their levels of understanding. These findings were less similar with (Shohamy, 2016) who indicated that teachers' experiences were significant regarding the use of local languages in the instruction of literacy 1 in lower primary schools. Their beliefs about the use of local languages

have a direct impact on how they design and implement the teaching of literacy 1. Findings of the study which indicated positive experiences towards use of literacy one SST and science were in consonance with Neubauer, et. al., (2019) who indicated that when teachers have positive experiences of the use of the local language, it is likely to influence their choice of materials, teaching methods, and classroom strategies, all of which are crucial in fostering the learners' initial literacy development.

The findings of the study were in the same vein with Baker (2019) who established that teachers' experiences may reflect the recognition of the importance of preserving and promoting the local language as a medium of instruction in lower primary schools. They may view the use of the local language as a means of connecting learners with their heritage, traditions, with the broader community that the learners are in. Teachers' experiences regarding the effectiveness of using the local language in Literacy I are paramount as they may believe that learners learn to read and write more efficiently when taught in their native language. This hence indicates that positive experiences towards the use of local language directly impacts on its use when teaching literacy one.

The study findings indicated teachers' reflections relate to community experiences and understanding of using local languages in the teaching of Literacy 1. This finding was in direct support of Mackenzie and Gannon (2019) who theoretically emphasized that attitudes, beliefs, and opinions held by members of a local community as well as other educational shareholders regarding the use of their local language in education, specifically in the context of teaching Literacy I in lower primary schools. Some communities may prioritize the use of a dominant language such as English, which can create a disconnect between teachers' practices and

community expectations in regards to the use local language in literacy education (Baker, 2019). These experiences play a significant role in shaping language-in-education policies and practices. The study concludes on this objective that teachers in lower classes of a selected primary school had positive experiences towards use of Luganda local language when teaching SST and Science.

5.1.2 Objective Two

The second objective of the study was to assess challenges faced by teachers while using local language to teach Literacy 1 in a selected primary lower classes in Wakiso District Town. Results revealed that there were a number of challenges faced by teachers using local language while teaching Literacy 1 SST and Science.

Some of these challenges included; Luganda competition with other languages, cosmopolitan nature of society which calls for use of English, negative experiences from parents, pupils and some teachers, instructional materials inadequacy among others. These results resonated well with Ingram (2019) who established that instructional materials challenge pertains to the insufficient availability of appropriate teaching resources and materials in the local language, which hinders effective literacy instruction and can directly, affect the learners' learning outcomes. In the same vein with the study findings Ahamat and Kabilan, (2022) who empirically established that one of the major challenges to the use of local language in teaching of literacy was the scarcity of age-appropriate instructional materials in the local language and in many cases making it challenging for teachers to follow a structured curriculum. Teachers often struggle to find suitable textbooks, workbooks, and reading materials, making it difficult to deliver effective literacy instruction.

Other studies that supported the finding that instructional materials were an impediment to use of local language in the teaching included (Shohamy, 2016; Ssentanda & Wenske, 2021). Specifically, Shohamy (2016) was in support of the study findings stressed that reading materials such as storybooks, graded readers, and other texts suitable for Literacy I may be scarce in the local language. Meanwhile, Ssentanda and Wenske, (2021) in tandem with the study findings asserted that when instructional materials are available in the local language, their quality may vary as some materials may lack cultural relevance, or they may not be appropriately designed for the developmental level of Literacy I learners.

The other challenge identified was teachers lack of training on how to use local languages in teaching of literacy 1. This finding was more less similar with those of Penny et al. (2018) who revealed that teacher competence in using the local language involves having a strong command of the language, including the ability to speak, read, write, and understand it fluently Without a high level of language proficiency, teachers may struggle to effectively communicate and teach literacy skills to students.

These results were also in agreement with Burton and Bartlett (2015) who stressed that skills, and proficiency of teachers in effectively using the local language as a medium of instruction to impart literacy skills to young learners. The findings revealed that many teachers in lower primary were not proficient in use of local language. This finding resonated well with Tembe and Norton (2018) also established that many teachers may not be fully proficient in the local language, particularly when it is not their native tongue. Teachers and learners in a given region may have diverse language backgrounds, even within the same local language.

The findings also revealed that the cosmopolitan nature of life denies many teachers to respect the use of Luganda language when teaching literacy 1. This finding was in line with Muthwii, (2012) who established that diversity can pose challenges for teachers in terms of accommodating different dialects and ensuring that their language use is inclusive. This can affect their confidence in teaching and their ability to provide clear explanations and instructions to students.

The findings also revealed that weaker policies deny effective monitoring of the local language policy. This finding was in line with Carter and Long (2019) who revealed that Policy and Curriculum Alignment is a critical aspect of the study and it pertains to the degree to which educational policies and curriculum guidelines are in harmony with the use of local languages as the medium of instruction in Literacy 1. These policies set the overall direction for language use in the educational system. The findings also revealed that unsupportive policies deny effective use of local language when teaching literacy one. These results were in favour of those of (Castells, 2015) who established that policy and curriculum alignment is essential for creating a supportive and conducive environment for the use of local languages in Literacy I When policies and curriculum are in harmony with the use of local languages. It facilitates effective instruction, supports teachers, and ultimately enhances students' literacy development (Mackenzie & Gannon 2019). However, misalignment can lead to inconsistencies, confusion, and challenges in literacy instruction, making it vital for educational authorities to consider and address these issues (Bishop, 2015). Teachers may face challenges aligning their instructional practices with national or regional policies and curricula.

The findings of the current study were in agreement with Meyer (2011) who established that standardization issues arise when it's unclear which dialect or orthography should be used for literacy instruction. Local languages may have multiple dialects or variations in their writing systems. In the same vein, with the study findings, local languages may lack standardized orthography or vocabulary, making it challenging to establish consistent teaching materials and assessments. The study findings revealed ignorance about the use of local language that seriously affected use of Luganda in the teaching of literacy one. This finding concurred with (Meier, 2017, Porto, 2019) who stated that standardization in the context of using local languages to teach Literacy I faces challenges related to creating consistent and uniform materials, curriculum, and assessments in the local language for teaching Literacy 1.

The findings of the study were in agreement with Nyimbili and Mwanza (2021) who argued that that inconsistent quality of instructional materials, such as textbooks and workbooks, can impact the effectiveness of literacy instruction. Local languages are often closely tied to specific cultures and standardization issues may involve addressing cultural sensitivities and ensuring that instructional materials and methods are culturally appropriate to the learners (Johnson, 2016). Teachers may struggle to find consistent terms for teaching literacy 1 concepts, sometimes leading to confusion among students.

5.1.3. Objective Three

The third objective of the study was to establish best practices and classroom strategies used by lower primary teachers to teach Literacy 1 in local language in a selected primary school lower classes in Wakiso District. The findings revealed best practices and strategies like retooling teachers, offering to learn Luganda language, organizing refresher courses for teachers in Local

language, offering awareness campaigns about relevance of local language, providing more logistical and instructional materials. These results were in line with (Meier, 2017) who emphatically stated that it was essential for educational authorities, policymakers, and stakeholders to prioritize the development and distribution of high-quality, culturally relevant, and age-appropriate materials in local languages. Additionally, providing teachers with training and support for material adaptation and creation can help mitigate this challenge. By addressing these issues, learners in Literacy I can receive more effective and engaging literacy instruction, ultimately enhancing their overall educational experience.

The findings revealed that teachers showed be trained and developed on the job to be more competent in local languages. This would lead to effective use in teaching of literacy one. These findings were in agreement with (Nyimbili & Mwanza, 2021) who revealed that teacher competence in using the local language to teach Literacy I is critical for achieving positive learning outcomes. This includes developing worksheets, flashcards, and other teaching aids. When teachers are highly competent, they can effectively bridge the gap between students' existing language proficiency and the development of literacy skills. This resourcefulness is essential for overcoming such challenges.

The findings of the study also stated that there should be policies aimed at retooling teachers to acquire the skills needed. Such findings were in line with Johnson, (2016). Policies should address the preparation and training of teachers to ensure they have the necessary skills and competence to teach Literacy 1 in the local language. In the same vein with the study findings Porto (2019) established that training programs and professional development opportunities should be aligned with these policies. In regions where learners transition from local languages

to dominant languages, policies should provide guidelines and support for this transition. This ensures a smooth progression in literacy development. The findings of the study were in support of MoES (2023) who stated that addressing teacher preparation and training, as well as providing guidance for language transitions in policies related to teaching Literacy I in the local language, is essential for the success of language-in-education initiatives (Policies should encourage and support ongoing professional development opportunities for teachers).

The findings of the study revealed that there should be community sensitizations about use of local language when teaching literacy in lower classes. These findings directly supported Nyimbili and Mwanza (2021), who stated that policies should encourage community engagement in decisions related to language use in education. Likewise (Johnson, 2016; Meyer, 2011) in agreement with the study findings revealed that where local languages are valued, involving the community in policy discussions can promote alignment. Encouraging community engagement in decisions related to language use in education is a key principle of inclusive and effective language-in-education policies argued that this approach recognizes the significance of local languages and the importance of community involvement in shaping educational practices. In cases where there may be opposition to language-in-education policies, involving the community in discussions can help address concerns, build consensus, and minimize resistance.

The findings revealed that policies that support the use of thematic curriculum that advocates for use of local languages when teaching lower primary classes that is P1-P4 should be recalled and effectively implemented. This finding was in line with Porto, (2019) who reported that clear policies that support the use of the local language for literacy instruction are essential for creating a conducive environment. Developing a standardized curriculum for literacy instruction

in the local language can be challenging. In conclusion, retooling teachers, offering more instructional materials and sensitizing teachers in use of Luganda as a media of instruction are the best strategies and practices to teach Literacy 1 in a selected primary school.

5.2 Conclusions

From the study findings and discussions, the following conclusions were generated objective by objective.

1. From objective one, it was concluded that teachers' experiences towards use of Luganda language when teaching Literacy 1(SST and Science) were positive. It was also concluded that (the enormous benefits of local language use were more motivating to use this local language when teaching Literacy 1.

2. From objective two, it was concluded that the use of local language when teaching Literacy 1 among lower primary classes was challenged by resource inadequacies, ignorance of teachers about local language use, the negative experiences about local language, and use of competitions with other language and neo-colonial tendencies that English language is superior.

5.3 Recommendations

From the study findings, discussion and conclusions the study recommends that if the teaching of Literacy one (SST and Science) is to be effective in lower class of A selected primary school, relevant stakeholders in the field of education at district level, the relevant managers like School Management Committee, PTA, head teachers have to do the following;

(i) Sensitize teachers about the enormous benefits of using Luganda local language when teaching Literacy 1 SST and Science. This may be done by using chances like radio platforms, mass medias like newspapers, televisions, WhatsApp, Facebook, twitter among others.

(ii) Should request Government to enforce policies like those that call for use of thematic curriculum where teaching is recommended to be in local languages. The budget for Education should be increased to enable relevant stakeholders to provide text books in Luganda local languages. Teachers need to be retooled and trained more in the use of local languages.

(iii) There is need for massive awareness of how Luganda as a local language can be used to train teachers to be fluent about use of local language (Luganda) when teaching Literacy one.

5.4 Areas for further research

Due to a wide scope of the study variables, this study explores the extent to which teachers' pedagogical experiences of utilizing local language in literacy 1 education can usefully improve the learning experiences of the learners in their cultural language. Emphasis was put on teachers' experiences, challenges encountered and best practices that can while using Luganda local language when teaching literacy one. However, there are other variables like the school management strategies, political dynamics, motivation of teachers, donor policies, general community supports, which needs attention of future researchers to ascertain how they influence on the use of Luganda language in the teaching of literacy one in lower primary.

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APPENDIX I: CONSENT DECLARATION

Dear Teacher,

My name is Mukanteeko Harriet a Masters Student at Makerere University, Kampala. I am conducting a study on exploring primary teachers' pedagogical experiences in using local languages to teach literacy I, a case study of a selected primary school, Wakiso town. The study is purely for academic purposes only.

The purpose for this interview is to seek information from you about the teachers' pedagogical experiences in using local language to teach literacy I. Therefore, you have been purposely selected to participate in this study and I will be pleased if you kindly sign an informed consent letter provided to enable us proceed with the interview.

Our interview procedures will be guided by the following:

Your informed consent is sought and your willingness to participate in this interview follows your freedom in giving information for this study.

Anonymity of your name will be kept and matters discussed in this interview will be reserved for research purposes only. Confidentiality in all your information provided shall be held and treated with confidence and will not be disclosed or no reference of your direct words will appear in the final narrative report.

Duration of interview will be 30 minutes

Gender----------

Date ----------

Time ----------

Consent Declaration

I have read and understood the above information and procedures pertaining to this interview for research purposes. I also understand that by signing this consent letter, I have agreed to participate in this study with consent and willing to provide information required voluntarily.

---------- ----------

Signature Date

APPENDIX II: INTERVIEW GUIDE FOR LOWER PRIMARY TEACHERS

Dear Teacher,

My name is Mukanteeko Harriet a Masters Student at Makerere University, Kampala. I am conducting a study on exploring primary teachers' pedagogical experiences in using local language to teach literacy I, a case study of a selected primary school, Wakiso town. The study is purely for academic purposes only. The purpose for this interview is to seek information from you about the teacher's pedagogical experiences in using local language to teach literacy I.

SECTION A: Demographic data.

1. **Gender**

i) Male

ii) Female

2. **Age bracket**

i) 21-30years

ii) 31-40 years

iii) 41-50 years

iv) 51-60 years

v) Above 60yearss

3. **Highest Academic Qualification**

i) Certificate holder in primary education

ii) Licensed teacher

iii) Diploma in primary teaching

iv) Bachelor's Degree in/with Education

v) Post Graduate Diploma in Education

vi) M. ED

vii) Any other……(specify)

4. **Years of service as a teacher**

i) 1 year

ii) 2-3 years

iii) 4-7 years

iv) 8-12 years

v) 13-25 years

vi) Above 25 years

5. **Position in this school**

i) Class room teacher.

ii) Teacher.

iii) Head of section

iv) Assistant class teacher

v) Any other……

Subject Area……. (specify)

SECTION B

(B.1) The lower primary teachers' perception in the use of local language in the instruction of Literacy 1

(B.1.1) Attitudes of the Teachers

1. How do you feel teaching literacy 1 in Local language, what are things you do to indicate your feelings when it comes to teaching literacy one in Local language?
2. What is literacy 1 to you when it comes to teaching using Local language?
3. How often do the teachers use local language in the instruction of the children?
4. How can teachers show positive attitudes towards teaching literacy 1 in Local language?

(B.1.2) Primary Teachers Perception towards Pedagogy

1. What methods do you use to teach literacy 1 in Local language?
2. What are the good teaching practices whenever a teacher teaches literacy one in Local language?
3. How can the teacher make his / her literacy one lesson enjoyable to learners while

teaching using local language?

4. Is preparation usefulness when teaching literacy 1 in local language and if so what preparations do you make when teaching literacy one in Local language?
5. How do you say that the preparations made when teaching literacy one in Local language is good and suitable for your class?
6. Say something you feel we need to borrow from this school when it comes to the teaching of literacy one in Local language.
7. How do teachers control the influence of other languages when teaching literacy one in Local language?
8. Do you receive continuous professional development in the use of local language to teacher literacy one, if yes how often and what constitutes professional development
9. What knowledge is the teacher supposed to have in the teaching of literacy one in local language?

(B.1.3) Primary Teachers Perception towards Assessment

1. How do you ensure that children have learnt while teaching literacy 1 in local language?
2. How do you say that the task you are using to tell whether learners have understood your literacy I lesson taught in local language is good?
3. Is the assessment literacy of Literacy 1 in local language necessary, if yes how?
4. What would be the best ways of assessing learners?
5. How often do you use local language in checking on learner's progress**?**
6. What has the school done to help in assessing learners better?
7. What knowledge is the teacher supposed to have when it comes to assessment of learners in literacy one when teaching local language?

(B.1.4) Primary Teachers Perception towards Learning Environment)

1. What environment is suitable (classroom environment, compound) is suitable for teaching literacy 1 in local language.
2. What are some of the materials teacher's uses to teacher literacy I in local language and how can you say that the materials are suitable?

3. How do you organize your class when teaching Literacy 1 in local language?
4. How does the environment contribute to literacy 1learning while using local language?

(B.1.5) Primary Teachers Perception towards other Factors Influencing Teaching of Literacy 1 in Local Language)

1. How does your school perceive teaching literacy one in local language in lower primary and what is your view about their perception?
2. is your school management supportive in the teaching of literacy one in local language and how does it support?
3. What are the views of other teachers in lower primary concerning the teaching in local language and how do they influence your teaching of literacy one in local language.
4. What has your school done to encourage or dis courage teachers use of local language in teaching literacy one?

(B.2) Challenges faced by the lower primary teachers while using local language to teach literacy 1

1. Do you think that your attitudes towards teaching in local language may be affected, if so, how?
2. What are some of the things affecting preparation and teaching of literacy one when using local language?
3. Are there some challenges within the school or outside the school affecting your teaching of literacy one in local language?
4. Are there challenges within the learner which are affecting the use of local language in teaching literacy one.
5. Is the school environment a problem in the teaching of literacy one when using local language, if so, how? (Policies, programs, rules and regulations)

(B.3) Teachers' classroom strategies and best practices when using local language to teach literacy 1

1. How best can we enhance teacher's attitudes and experiences towards the use of local

language in teaching literacy one?

2. How can we encourage teachers to use good teaching practices and methods?

3. How can we improve teacher's preparation and readiness to teach literacy one in local language?

4. What are the best ways of solving the challenges facing assessment and teaching of literacy one in local language?

5. How can we improve the learning environment to make the teaching and learning of literacy one effective?

6. How can we improve the teacher's knowledge when teaching literacy one in local language?

7. Suggest ways on how the classroom environment can be made better for the effective teaching and learning of literacy one.

8. How can teachers raise the school management awareness of the use of local language to teach literacy one?

END

APPENDIX III: OBSERVATION GUIDE FOR PRE- PRIMARY CHILDREN

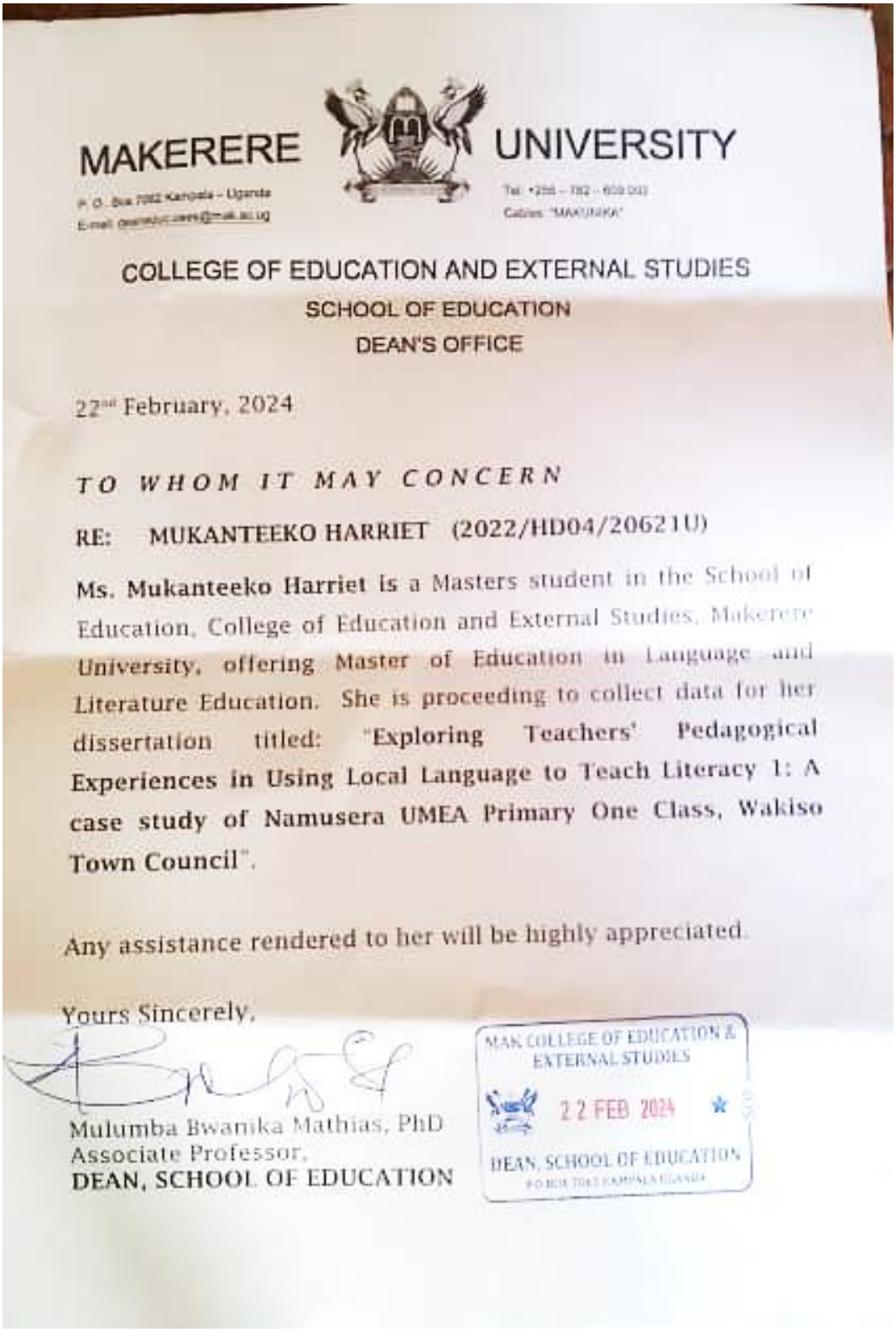
Dear Respondent

My name is Mukanteeko Harriet a Masters Student at Makerere University, Kampala. I am conducting a study on exploring primary teachers' pedagogical experiences in using local language to teach literacy I, a case study of a selected primary school, Wakiso town. The study is purely for academic purposes only. The purpose of this observation guide is to observe various learners activities , materials and dos related to and influenced by the teacher pedagogical practices in teaching literacy one when using local language.

1. Observe lower primary one learners involved in a literacy one lesson conducted in local language.
2. Observe the existence the learners learning environment during literacy one lesson conducted in local language.
3. Learner Classroom materials inclusive of charts, realia used in teaching local language.
4. Observe suitability of the learning materials to the learners needs in a literacy I learning environment led by local language.
5. Availability of magic words, classroom rules and regulations to guide the learners in the learning of literacy one in local language.
6. Availability of good class room practice for the effective teaching of literacy one in local language.
7. Learners active participation in creating and forming literacy one words
8. Observe pupils learning tasks evaluated in local language.
9. Learners accessibility to literacy one materials prepared in local language
10. Observe learners interacting in the wider school environment.
11. Observe learners using the classroom or outdoor learning and play materials prepared in local language for literacy one.
12. Observe using of literacy one local language word sounds, syllables, blends and name.

END

APPENDIX IV: INTRODUCTORY LETTER



MAKERERE UNIVERSITY

P. O. Box 7062 Kampala – Uganda
E-mail: deaneduc.uaes@mak.ac.ug

Tel: +256 – 782 – 609 002
Cables: "MAKUNIKA"

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

SCHOOL OF EDUCATION

DEAN'S OFFICE

22nd February, 2024

TO WHOM IT MAY CONCERN

RE: MUKANTEEKO HARRIET (2022/HD04/20621U)

Ms. Mukanteeko Harriet is a Masters student in the School of Education, College of Education and External Studies, Makerere University, offering Master of Education in Language and Literature Education. She is proceeding to collect data for her dissertation titled: "**Exploring Teachers' Pedagogical Experiences in Using Local Language to Teach Literacy 1: A case study of Namusera UMEA Primary One Class, Wakiso Town Council**".

Any assistance rendered to her will be highly appreciated.

Yours Sincerely,

Mulumba Bwanika Mathias, PhD
Associate Professor,
DEAN, SCHOOL OF EDUCATION

MAK COLLEGE OF EDUCATION & EXTERNAL STUDIES
22 FEB 2024
DEAN, SCHOOL OF EDUCATION
P.O. BOX 7062 KAMPALA UGANDA