

USE OF MULTILINGUALISM APPROACH AND PRIMARY THREE PUPILS'

PERFORMANCE IN LITERACY:

CASE OF KABALE MUNICIPALITY

BY

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DECLARATION

I Rucecerwa Adela, declare that this thesis titled “The Use of Multilingualism Approach and Pupils’ Performance in Literacy in Kabale Municipality” is my original work which has never been submitted to any institution for any award. I am now submitting it to the Faculty of Education Graduate Board of Kyambogo University with the approval of my supervisors.

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Student

APPROVAL

This report titled Use of Multilingualism Approach and Pupils Performance in Literacy by Rucecerwa Adela, with our guidance, is now submitted for examination with our consent.

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Signature.....

Date.....

DEDICATION

I dedicate this book to my family; Grace my husband and to James, Joy and Catherine my children that braved my absence as a wife and mother respectively.

ACKNOWLEDGEMENT

My heartfelt thanks to the Almighty who gave me all the strength and ability to do this course and research. In remembrance and appreciation too is Dr. Ejuu who tirelessly helped us time and again. I shall not forget to express my gratitude to Dr. Kirunda my supervisor who helped me to come up with this. May God bless the lecturers that saw us through this study. I acknowledge my sisters: Pamela and Doris, Aunties: Hope and Joy, my friends: Scholastica Tiguryera, Okio Elizabeth, Ahabwamukama Petra, Uwizeye Allen, Kisakye Naome, Saleema Punjwani and Alosious Onyango, Sister Busingye my mentor who in one way or the other made my work what it is.

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LIST OF ACRONYMS

UNESCO	United Nations Education Scientific Cultural Organisation
NAPE	National Assessment in Primary Education
LAD	Language Acquisition Device

ABSTRACT

Literacy skills are crucial for communication success that is used for transactions in today's information age. While many interventions have been developed to improve children's performance in literacy in lower primary classes, reports indicate minimal progress in literacy. New approaches that include use of local languages as a medium of transmitting literacy are now being advocated, however, success is yet to be recorded. For this study, the researcher intended to find out the relationship between multilingualism approach and pupils performance in Literacy. The study focused on identifying whether teachers are competent in using the Multilingualism Approach to improve pupil's performance in Literacy; establishing available support systems for children in schools that enhance use of the Multilingualism Approach to develop Literacy and Establishing the relationship between the Multilingualism Approach and Pupil's Performance in Literacy. The researcher used the findings of the study to help teachers improve the pupil's performance in Literacy using the Multilingualism Approach. The cross sectional research design study under the mixed approach was done in Kabale Municipality, among all the 22 Government aided primary schools. The respondents were: the 2 Inspectors of schools 22 head teachers of the 22 Government aided Primary Schools, 22 primary three teachers of Literacy, and 440 primary three children selected by simple random sampling. Data was collected using questionnaires, interviews and observation. It was later analysed descriptively and by use of correlation. It was found out that despite teachers training in using the multilingualism approach in teaching, they did not have enough competences in using the approach. The recommendations were; Policy implementers should make use of the availing policy and improve the children's Literacy skills through the use of Multilingualism. This gesture will ensure head teachers provide the teachers of Literacy with opportunities that enhance their competences in using the multilingualism approach. These competences could be enhanced by provision of Continuous professional development through different kinds of workshops and trainings on the use of Multilingualism approach.

Chapter one

Background to the study

1.0 Introduction

This chapter focuses on the background of the study. The background entails historical, conceptual and contextual aspects of the problem under study. It also highlights the statement of the problem, purpose, objectives, research questions/hypotheses scope and significance of the study.

1.1 : Background to the Study

1.1.1: Historical background

Having a good educational background is essential for the role it plays in an individual's life such as opening all the windows of the world of education (Van lier, 2004). Each transition phase in education has different milestones in one's life. For example, it develops confidence and helps in building personality of a person, prepares the base which helps throughout life, it is the path for further study and the ultimate path of the future and whole life. Our education background decides the type of person we will be in the future (Ajay, 2016). Education not only looks at teaching people how to answer an exam, but also shows them how to think, distinguish between right and wrong, make or take a decision, among other uses.

It is a generative and beneficial thing in the life of a person as it is one of the important factors in the development of the mind. Education reduces poverty, boosts job opportunities and fosters economic prosperity, increases people's chances of leading a healthy life, deepens the foundations of democracy and changes attitudes to protect the environment and empower women (UNESCO, 2014). All this can be attained through pupil's performance in Literacy.

Pupils' performance in Literacy is a sign of mastery or acquisition of other literacy related skills that will enable them to participate and fit in their society. We need enhanced literacy skills to be able to find, select, interpret, analyze, and produce information (Genlot, 2013). Acquisition of adequate literacy skills helps maintain better health through ability to read, understand and interpret health information and follow instructions. It helps to improve communication skills thus communicate clearly and ably express themselves. Literacy is crucial to every child, youth and adult, so as to learn essential life skills that enable them to address the challenges they can face in life, and represents an essential step in basic education, which is an indispensable means for effective participation in the societies and economies of the twenty-first century' (United Nations, 2002). These skills even tend to help individuals to get good jobs in offices.

Different ways are used to promote literacy in different areas. For example, in Finland it is promoted through play as children spend most of their time in Kindergarten playing (Timothy, 2015). Wasanga (2010), reported that in Kenya, it is promoted through child-to-child reading groups. Ngaka (2015) reported that in Uganda, Literacy is promoted by giving the learners a variety of activities that include, but are not limited to roleplay, language games, dialogue, reciting poems, impromptu speeches, discussions and debates. Language scholars from both Africa and the West have, in light of compelling research in Africa, Asia, and America, demonstrated that mother tongues are the ideal vehicles of knowledge delivery being used more especially in early child education (Bamgbose, 2000; Cummins, 2000; Wolff, 2006). Tanzania has successfully used the area language in teaching content knowledge throughout the primary school level (Maalim, 2015; Qorro, 2009). In Kenya, literacy skills among children are developed using the mother tongue in rural areas (Uwezo Kenya, 2012; 2013). In Uganda, in

2006/2007, room was made for the use of mother tongues and/or languages of wider communication as a medium of instruction for the first three years of schooling in rural primary schools (Kateeba, 2009; Ministry of Education & Sports, 2004; 2008; National Curriculum Development Centre, 2006; 2011).

1.1.2: Contextual background

Richard (2019) defines the Multilingualism approach as the use of pedagogical strategies that encourage education within a supportive multilingual learning environment. These include: being aware of beliefs about speakers of other languages especially learners and how they can impact on establishing and maintaining a conducive learning environment. Miller (2003) reported that a child who may not be able to express him or herself in one language might switch (code switch) to compensate for the deficiency. Schools view multilingualism approach as a positive opportunity. Groof and Lauwers (2001), state that children are encouraged to learn French, English, German, Spanish and Italian and, if possible, to use these new languages at home, with friends and on holidays. South Africa has adopted a Language-in-Education Policy which encourages use of multilingualism approach in schools (Brock-Utne and Holmarsdottir, 2004; Probyn, 2009; Plüddemann, 2010). In Uganda, there is a language policy which states that children should learn in a language they understand best (Government White paper 1992). If use of Multilingualism approach worked for other countries like Europe (European Communities 2003), then it could also work in Uganda, more so, in Kabale Municipality.

1.1.3: Conceptual

Kabale Municipality is found in South Western Uganda and has a mixture of languages: Rukiga, English and Rufumbira, so the children speak a mixture of languages hence calling for the Multilingualism approach in schools. Contention over multilingualism approach is seen as likelihood to make children get low Grades (Kavuma, 2019). This research therefore, aimed at finding out whether teachers have the competences required for performance to improve as well as available children's support systems in place in schools to help in improving pupils' performance in Literacy. This research was done with the help of Chomsky's innateness theory which states that a child is born with an innate device that enables them to learn languages.

In other places, other studies established that multilingualism approach has an effect on performance. For example, a study by Nichole, K. & Jackie, R. (2018), found out that multilingualism approach brings a classroom to life and crafts the teaching and learning space while that by Roberts (2005), indicates that understanding the role of home literacy practices in children's language and literacy development during the preschool years has important implications for children's later literacy success. According to (Brock-U & Holmarsdottir 2004; Plüddemann 2010; Probyn 2009; Webb 2002;), there is broad consensus concerning the personal, academic and societal benefits in developing knowledge of more than one language (Axelsson, 2013; Bialystok, 2001; Cummins, 2005, 2007; Genesee, Hyltenstam, 2006; Lindholm-Leary, Saunders & Christian, 2006; Thomas, Wayne & Collier, Virginia, 2002). All these link with Chomsky's theory which states that a child is born with an innate device called a language acquisition device (LAD) which enables them to learn languages. The question is, in Kabale, if we are able to introduce multilingualism approach in the teaching of Literacy, will it improve children's performance? The best way to find out this is by doing the study.

1.2: Problem Statement

Children in schools that use the multilingual approach tend to perform better than when the approach is not used (Bialystok, 2001). Use of the Multilingualism approach in schools enables children to easily comprehend.

In Western Uganda, where Kabale Municipality Government aided schools lie, the ability to easily comprehend is not the case for all the children as seen in the Uganda National Examination Board results during National Assessment of Progress in Education 2014 where, only 44% of the children reached the level of adequacy, meaning children in Kabale Municipality Government aided schools are no exception. This inadequate performance may be attributed to individual differences, absenteeism of both learners and teachers among others, but it may also be due to the influence of failure to use the multilingualism approach for it is very essential for learners in this class to be taught in a language they understand best.

Many studies have been carried out focusing on literacy rates (Saracho, 2017), but not on teacher competences needed to develop literacy skills using multilingualism approach. Other studies have focused on the effect of Early Childhood Education on literacy (Felecio, 2015), but, none of them clearly identify support systems available in schools to enhance the use of multilingualism approach to develop literacy skills. Some studies like that of (Kelly 2018) tried to establish the use of multilingualism but it falls short of establishing the relationship between multilingualism approach and pupils' performance in Literacy.

If the issue of not using multilingualism approach is not addressed in schools, which was proposed in this study, will lead to: the children who are unable to read fluently remaining behind, there will be an increase in dropout rates, and pupils will not be able to follow

prescriptions correctly, among others thus leading to failure to achieve the fourth Sustainable Development Goal which aims at education for all.

1.3: Purpose of the Study

The purpose of the study was to establish how Multilingualism Approach can be used to improve pupil's Performance in Literacy.

1.4: Objectives of the study

1. To establish teacher competences in using multilingualism approach to improve pupil's performance in Literacy.
2. To establish the available children's support systems in schools that enhance use of the multilingualism approach to improve performance in literacy.
3. To establish the relationship between Multilingualism Approach and Pupils Performance in Literacy.

1.4.1: Research questions

- Are teachers competent in using the multilingualism approach to improve pupil's performance in Literacy?
- Which support systems are available in schools to help children improve performance in Literacy through the multilingualism approach?
- What is the relationship between Multilingualism Approach and Pupils Performance in Literacy?

1.4.1.3: Research Hypothesis

There is a statistically significant relationship between Use of the Multilingualism Approach and pupils' performance in Literacy.

1.5: Scope

The following are discussed here; Content scope, time scope and Geographical scope.

1.5.1: Content Scope

This study focused on Use of Multilingualism Approach and Pupils Performance in Literacy.

1.5.2: Time scope

The study covered the period of 2012-2019. The year 2012 was used because it was the period in which Kabale Municipality received an intervention meant to improve performance but yet there still seem to be children failing to comprehend. 2019 was used because it was the time the study was carried out.

1.5.3 Geographical Scope

The area of study was limited to Kabale municipality. Kabale municipality is situated on the main highway between the Districts of Ntungamo and Kisoro.

1.6: Significance of the study

The teachers may use the competences developed from the study to use the Multilingualism approach in class to develop Literacy skills of the pupils, the head teachers may put in place the required support systems to improve performance in Literacy using the Multilingualism Approach. Both the teachers and head teachers may establish the impact of Multilingualism Approach on pupil performance in Literacy and thus resort to using the approach which will help learners improve their Literacy skills.

1.7: Limitations and Delimitations

This section highlights the limitations of the study and how the same were overcome followed by the delimitations.

1.7.1: Limitations

This study was limited to only children of Primary three, therefore findings may not be easily generalized to all the pupils in that class. The study however used random sampling to ensure all participants have equal chances and also used a representative sample size that could easily be generalized to all the children in the county. .

1.7.2: Delimitations

In this study, the researcher did not look at multilingualism which is the ability of an individual to use more than one language but looked at the multilingualism approach which involves: using pedagogical strategies that encourage inclusive education within a supportive multilingual learning environment and being aware of beliefs about speakers of other languages and how they can impact on establishing and maintaining an inclusive learning environment.

The researcher also did not merely look at Literacy as the ability to read and write but as the "ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts as per the definition by the United Nations Educational, Scientific and Cultural Organization (2004) .

1.8: Theoretical and Conceptual Framework

1.8.1 Theoretical Framework

Learning theories are an organized set of principles explaining how individuals acquire, retain, and recall knowledge. By studying and knowing the different learning theories, one can

better understand how learning occurs. This study was guided by Noam Chomsky's theory of the Language acquisition device (Noam, 2002), which states that children are born with an acquisition device called LAD, which enables them to learn any language.

Chomsky determined that being biologically prepared to acquire language regardless of setting is due to the child's LAD, which is used as a mechanism for working out the rules of language. Chomsky believed that all human languages share common principles, such as all languages have verbs and nouns, and it was the child's task to establish how the specific language she or he hears expresses these underlying principles. For example, the LAD already contains the concept of verb tense and so by listening to word forms.

The child will then form a hypothesis that the past tense of verbs are formed by adding the sound /d/, /t/ or /id/ to the base form. According to Chomsky, infants acquire grammar because it is a universal property of language, an inborn development, and has coined these fundamental grammatical ideas that all humans have as universal grammar (UG). This proved the findings of this study which showed that using the Multilingualism approach enhances pupils performance in literacy by providing the different support systems among which systems was encouraging children to write in their home language and translate into another language.

Another argument of the nativist or innate theory is that there is a critical period for language acquisition, which is a time frame during which environmental exposure is needed to stimulate an innate trait. Yang (2006), believes that children also initially possess, then subsequently develop, an innate understanding or hypothesis about grammar regardless of where they are raised.

However, though this theory states that all human languages share common principles, it contradicts the fact that a few letter sounds in the English alphabet differ from those in the local

language and some are not even in the local language since there may be no words for them. This theory still helped the researcher to conclude that if children were given chance to write in their home language and translate into language of instruction there would be improvement of pupils performance in Literacy through use of the multilingualism approach.

1.8.2: Conceptual Framework

According to Wood & Haber (2002), a conceptual framework presents the context for studying the research problem and acts as a map for understanding the relationship between and among the variables in the study. It is a wide framework against which many other research studies have been or could be built. The conceptual framework describes the relationship between specific variables in the current study and therefore guides data analysis especially in quantitative research designs. The representation can be composed by the researcher, or it can be adopted from another study and adapted to the present study after acknowledging the original source. The conceptual framework in this study was founded on the theoretical framework built on time tested theories which explain the phenomena being investigated. The study based on a conceptual framework as illustrated in figure 1.1

Conceptual Framework

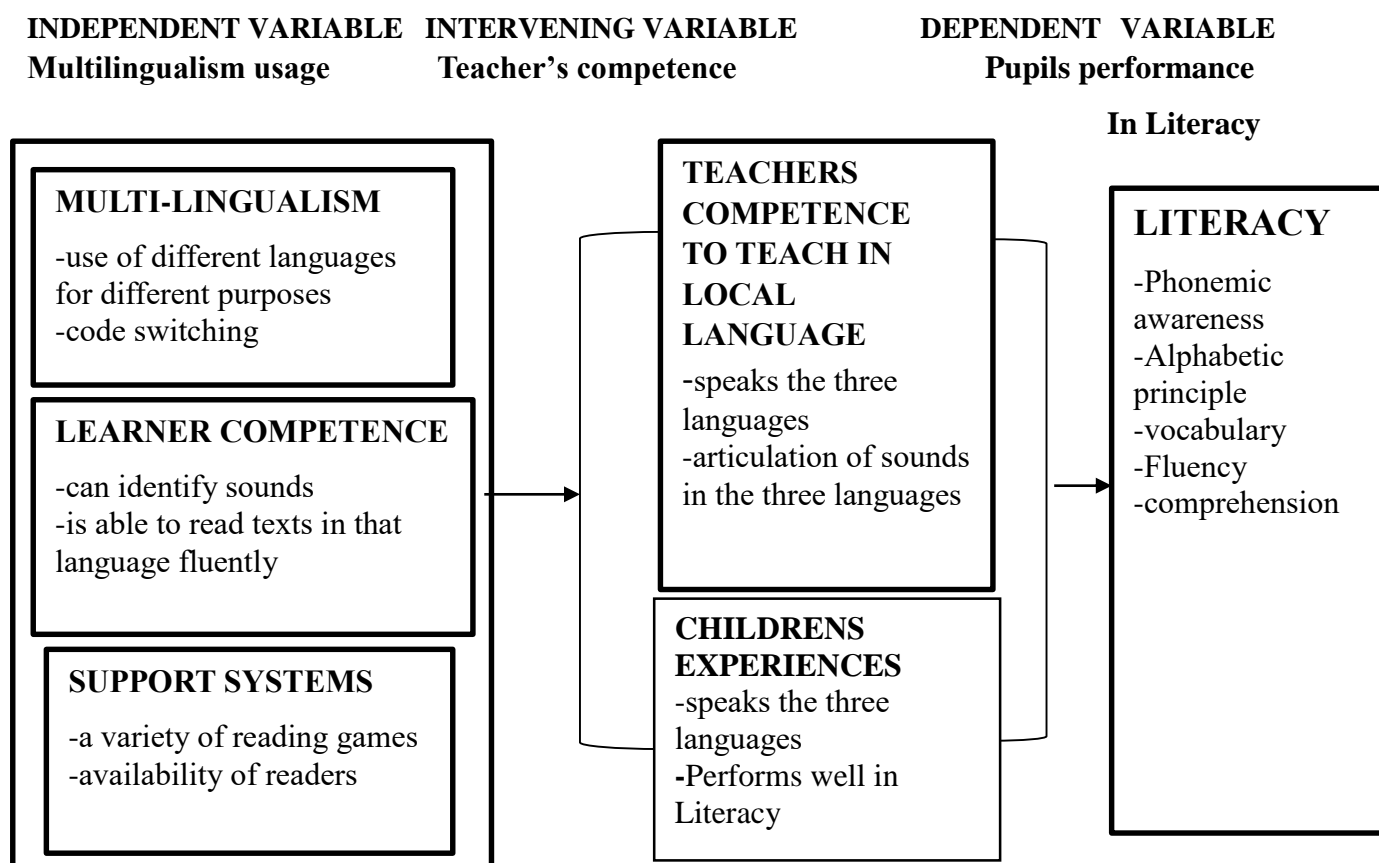


Figure 1.1

The conceptual framework of the interplay between the variables

The study variables include: Multilingualism Approach and its indicators are use of different languages for different purposes and code switching.

The second variable is Teachers competence in using the Multilingualism Approach to develop pupils Literacy skills and its indicators are assessing the learners basing on their linguistic background and the teacher is multilingual him or herself.

The third variable is pupils' performance in Literacy and its indicators are phonemic awareness, alphabetic principle, vocabulary, fluency and comprehension.

1.9 Definition of terms:

- **Multilingualism approaches:** Using pedagogical strategies that encourage education within a supportive multilingual learning environment.
- **Code-switching:** the practice of alternating between two or more languages or varieties of language in conversation.
- **Trans-language** is the process whereby multilingual speakers use their languages as an integrated communication system.
- **Multilingualism** is the ability of an individual to use more than one language.
- **Literacy:** Literacy is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts.
- **Competences:** The ability to do something successfully or efficiently.
- **Support systems:** Provision of practical help in the learning of Literacy.
- **Funds of knowledge:** refer to “historically accumulated and culturally developed bodies of knowledge and skills essential for individual functioning and well-being”

Chapter two

Literature review

2.0 Introduction

This chapter reviews literature related to Use of Multilingualism Approach and Pupils performance in Literature. It is a systematic identification and analysis of documents containing information on the study. The related literature was reviewed following the three objectives of the study as they are stated in chapter one under the objectives section using the following sub-headings.

- Teachers' competences to develop Literacy skills using multilingualism Approach.
- Support systems of children in schools that enhance use of the multilingualism approach to develop literacy
- Relationship between use of multilingualism approach and pupils performance in literacy

2.1: Teachers' competences in using Multilingualism Approach to develop Literacy skills

Multilingual approach means using pedagogical strategies that encourage education within a supportive multilingual learning environment, as well as being aware of beliefs about speakers of other languages and how they can impact on establishing and maintaining an inclusive learning environment (Anda, 2011)

For children to be successful through the use of multilingualism approach, they need to be helped by teachers who are competent and as classrooms around the world are becoming increasingly more linguistically and culturally diverse, teachers need to adapt their teaching to accommodate minority language learners. According to Barbra (2009) a teacher should have the competences of ensuring each child's cubby is labeled with their first and last name and reinforcing the idea that words and names are written with letters, other key areas of the

classroom are also labeled, like the classroom learning centers; furniture that is used daily, such as chairs and tables; and physical aspects of the classroom, like walls, windows, and the carpet and floor areas.

Although Barbra's assertions seem valid, they left out how the use of Multilingualism approach enhances pupils' performance in Literacy and the ultimate role literacy plays in the general performance of the learner across all the subjects. The approach helps build both a reading and sight vocabulary and provides opportunities to see how letters form words and finally how this feeds into appreciating foundations of learning amidst diverse cultural backgrounds of the learners.

Benson (2002), also reported that the overall aim of a competent teacher is promoting the development of personal multilingualism in children who become used to operating within a multilingual environment while Jessner (2006), says that the pedagogical roles of a teacher include: welcoming diversity, having funds of knowledge, clear goals, multimodality of input, opportunities for interaction, integrating language instruction with compelling content, facilitating multi-literacy, and differentiating instruction and assessment. Even though the researcher agrees with the above researchers, within the profile of teachers and caretakers, it is by all means necessary to be a balanced multilingual, with the same level of competence in different languages, in order to work in multilingual environments thus the study intends to find out how a competent teacher can use the multilingualism approach to develop the learners performance in Literacy. However competent and fluent teachers are, they will always be confronted with new, pedagogically oriented linguistic challenges such as scaffolding, interacting, monitoring, assessing, repairing and others depending on the environment. They are

therefore encouraged to see themselves as learners too, though of course progressing at different levels and paces than their learners (Hansen, 2008).

According to Angelis (2011), language teachers should ideally be able to meet several, if not all, of the following requirements: They should be multilingual themselves and serve as models for their learners, they should have a highly developed cross-linguistic and metalinguistic awareness, they should be familiar with research on multilingualism, they should know how to foster learners' multilingualism, they should be sensitive to learners' individual cognitive and affective differences and they should be willing to collaborate with other teachers to enhance learners' multilingualism. Though the researcher agrees with the scholar, Angelis did not look at how Multilingualism approach could be used as an approach in teaching improve pupil's performance in Literacy.

There are some factors that research points to as particularly important in the acquisition of reading and writing. One of these concerns language awareness that is, being able to notice the difference between the content and the forms of language (Kamhi & Catts, 2014). Language awareness entails a metacognitive dimension and there are numerous indications that multilingual children develop this ability better than monolingual children because of their access to different languages (Chang & Sylva, 2015; Salameh, 2012; Snow et al., 2005).

2.2: Support systems for children in schools that enhance Use of the Multilingualism Approach and Pupils Performance in Literacy

Support systems such as play seem to aid early identification of potentials and early intervention and placement. Quite often, as children are playing, they not only learn new concepts but even new vocabulary words they hear spoken around them. Play is thus regarded as essential in a child's learning (Hall, 2000). The teachers' role therefore is to provide the play

area, introduce events and extend play intending to create a conducive environment to facilitate learning through play. The study by Kenner (2000), on multilingual children revealed that it could be a great advantage for schools to use materials written in the children's various home languages, such as magazines, calendars and books. While Shohamy (2001), says the physical elements – pictures, signs, displays, colours, patterns, the arrangement of objects, books, furniture, lighting, and sound reflect the school's curriculum and priorities, and influence children's thinking and sense of self.

Saracho (2002), believes that children develop literacy skills through different types of settings such as the print they see around them and hearing stories read aloud to them (as cited in Williams & Rask, 2003, p.528). Saracho and Spodek (2006), state “During play children participate in reading and writing experiences that develop the literacy skills they need for formal reading instruction” (p.716). Much as these studies are talking about use of a print rich environment, they are not showing how this environment can be used alongside the Multilingualism approach to improve performance in Literacy which creates a gap for the researcher to handle.

In order to facilitate the development of competence and responsibility, teachers should include ample amounts of free time for children to structure their own work and Play. Maria Montessori believed in setting up a productive environment where children could develop their literacy skills without even knowing it. Montessori believed in allowing young children the opportunity to become “self-constructivist” learners (Mooney, 2000, p.23).

Desks arranged in neat, orderly rows may make movement throughout the class easier but this arrangement may not help to create a warm, friendly environment for the minority learners. Patton, Snell, Knight, Willis, and Gerken (2001), found that 94 percent of the K-3 teachers they

surveyed use a semicircle or cluster to arrange the desks in their classrooms. Grouping desks offer several benefits including encouraging cooperative learning, building a sense of class community, and making the best use of the space. Ideal desk arrangements create opportunity for students to be actively engaged in learning and have the opportunity to work cooperatively, when appropriate, with their peers, while still allowing students to navigate the environment safely.

Teachers can make their classrooms encouraging and supportive by teaching students problem solving and conflict resolution skills in small groups and whole class meetings (Gartrell, 2006), but this leaves a gap if the children are not allowed to use the language they understand best so as to freely air out their problems.

Teacher assigns a designated time of day when students form a circle and work together to discuss and solve classroom issues and problems. Classroom meetings can help create a sense of belonging and trust for learners. Classroom meetings can also encourage children to work together to solve problems while practicing pro-social skills. Browning, Davis, and Resta (2000), used classroom meetings with twenty 1st-grade students to teach them positive forms of conflict resolution and decrease acts of verbal and physical aggression. Much as this may be useful, there is need for this to be done alongside using the multilingualism approach where children are given the liberty to code switch, code mesh and translanguage.

On the other hand, (Hamer & Adams, 2002; Morrow, 2008) found out that children need to be given chance to manipulate and explore the environment on their own so as to learn best through giving them a variety of necessary support systems. Early age learning in a language a child understands best is crucial; earlier research shows that children who lag behind in early years' reading and writing development encounter considerable difficulties in following education later on as texts get longer and more complicated (Myrberg, 2007).

The researcher agrees with the above scholars, that the physical set-up of a classroom and a friendly play environment are important though could not see some details about the following as part of the support systems: classroom has labels with words and pictures on all supplies, materials, learning centers and objects in a variety of languages, classroom is decorated with illustrations, students' work, and printed words from thematic lessons, learners have access to their individualized schedule that has been adapted to meet their needs (words, objects, photographs), classroom has a calendar of daily events, learners' names have been written on all desks, word walls are displayed, learners have immediate access to a variety of printed materials (books, labels, signs, learners' work, alphabet displays), learners have immediate access to a variety of materials, classroom has appropriate resource books for daily activities such as rhymes, poems and riddles, listening center is available with songs and stories on tape, library area of room is stocked with age appropriate books at different reading levels for both enjoyment and learning and classroom has an accessible area for shared large group reading

Also, (Hamer 2003; Mitchell 2009; Roskos 2003), in their study discovered that another important support system in the use of the multilingualism approach to develop Literacy skills is the involvement of parents. The contribution and involvement of parents and community helps children experience varied, meaningful opportunities and interactions. Though the researcher agrees with the above scholars, they did not mention how the parents can be involved which is what the researcher is interested in.

In the study by (Tennant et al, 1998, cited in Education Review Office, 2004, p.33), it was shown that learning through play is the best way of teaching children for when they do things on their own, they hardly forget them. Play, games, make-believe storytelling and songs are important to literacy learning, enabling children to make choices about their learning. Also,

(Ashworth & Wakefield, 1994, as cited in Education Review Office, 2004, p. 35) state that Children are likely to develop better oral literacy when learning conversations are varied and used in a variety of contexts

In support of the print rich environment, the researcher says the reading corner must consist of exciting story books in a variety of languages as well as reference materials for learners and teachers. This is supported by other researchers too. For example, let's take a look at this statement: reading skills of learners must be nurtured and this can be done through the provision of fun books in every classroom so that reading for pleasure can be prioritized (Anderson, 2005).

Learners should be encouraged to make use of their alphabet cards to sound out a word. This method assists learners to master and spell difficult and unknown words. It also makes reading and the use of different texts an important activity. This is in line with Perkins (2005), who states that learners need particular and appropriate support systems to ensure independent reading. They should be acquainted with the process of using the written language as a symbol and know how to manipulate the symbolic system in order to become independent readers.

According to Barbra (2009), teachers should label each child's cubby with their first and last name and reinforce to learners the idea that words and names are written with letters. Other key areas of the classroom too should also be labeled, like the classroom learning centers; furniture that is used daily, such as chairs and tables; and physical aspects of the classroom, like walls, windows, and the carpet and floor areas. This helps build both a reading and sight vocabulary and provides opportunities to see how letters form words.

Shanahan (2009), Print knowledge, combined with early writing skills have been shown as predictors of later literacy achievement as all children are capable of learning (Lesar, 2007),

provided they are given methods suitable to their situations and learning needs. This therefore calls for the need of a variety of methods so as to cater for all learners since one method may best work for learner A, but learner B understands the same concept as learner A through another method. The researcher agrees with Shanahan, but feels the study by Shanahan also needed to talk about translanguaging as one of the ways of helping to cater for the different individual needs.

Blackledge (2010), states that Bilingual reading strategies for example, identifying similarities between home language and Language 2 (L2) words have proven effective in promoting Literacy skills. Approaches promoting biliteracy, such as encouraging children to write in their home language and translate into language of instruction, not only respect children's linguistic identities but provide opportunities to learn new L2 vocabulary.

Adopting culturally and linguistically responsive approaches, for example, interactive storybook reading based on culturally relevant stories told in both the home language and L2 can support vocabulary development across languages. Structured story retelling through scaffolded activities in the home language and L2 have also had positive outcomes for vocabulary and literacy. Clearly, a multilingual approach in the classroom requires a teacher competent in facilitating friendly support systems.

2.3: Relationship between use of multilingualism approach and pupils performance in literacy

Many researchers are in support of the use of the multilingualism approach for different reasons arising from the use of multilingualism approach in the teaching of and improving pupils' performance in Literacy. For example a learner who is taught using the multilingualism approach will not only pass Literacy, but will also be able to do other subjects such as

Mathematics which also has the comprehension bit. Studies have also indicated that English (or other second language) literacy skills develop more easily and efficiently when they are based on a child's understanding of their first language (Cummins, 2000).

Many more researchers advocate the use of the multilingualism approach in developing of the pupils' performance in Literacy due to a variety of reasons. For example, this approach leads to improved academic skills says (Cummins, 2000; Walter 2011); stronger classroom participation (Benson, 2000), increased access to education (Benson, 2004; Smits, Huisman, & Kruijff, 2008); and development of critical thinking skills (Brock-Utne, 2006).

With regard to mastery of the majority language, there is growing acceptance that home-language maintenance not only supports it (Makin, Campbell, & Jones Diaz, 2000), but also that children who are educated initially in their home language learn a second language, and hence the majority language, more proficiently and achieve more academic success than those who have not had such a solid foundation (Barac & Bialystok, 2011; Cummins, 2000).

Teaching students in their home language is beneficial to English-literacy learning and better than English immersion. Benson (2005), argues that the more highly developed the first language skills, the better the results in the second language, because language and cognition in the second language build on the first. The researcher agrees with both scholars but the studies did not show whether is what is actually happening in Kabale Municipality which created a gap for the study.

Bilingual children have a more complete understanding of the symbolic relation between print and meanings than monolinguals. Bialystok (2001), found that "just being exposed to two writing systems, or two kinds of storybooks, enabled bilingual children to appreciate that the written forms are the symbolic systems from which the story emerges". A number of scholars

have proposed that acquisition of literacy in the home language, whether simultaneously or concurrently with literacy development in the majority language, is a source of general cognitive and academic advantages for bilinguals that extend beyond the linguistic domain (Swain & Lapkin, 1991, in Baker, 2006). This created a gap for the researcher to carry out the study so as to find out whether really it is being done in Kabale Municipality and helping pupils performance in Literacy to improve.

Use of the multilingualism approach is reinforced by other research which says strong first language abilities advance cognitive development in children and allows them to more easily negotiate subject matter (Cummins, 2000; Mallozzi & Malloy, 2007). Research has also noted the effect of multilingual approach in education on cultural pride (Cummins, 2000), increased parent participation (Cummins, 2000), and increased achievement of girls (Benson, 2005; Hovens, 2002). The researcher agrees with all this, but would like to go down and investigate how involvement of parents would have any influence on the relationship of Multilingualism approach and pupils performance in Literacy.

It is increasingly obvious that the language of instruction at the beginning of one's education at such a crucial moment for future learning should be the mother tongue (UNESCO 2001). The statement made by UNESCO (2001), thus calls for the use of the multilingualism approach to develop pupils' performance in Literacy but did not look at how natives can also benefit when the minority languages are included in the teaching learning process.

According to Bialystok (2001), children in multilingual education tend to develop better thinking skills compared to their monolingual peers. Benson (2002), supports the use of the multilingualism approach saying parents are more likely to communicate with teachers and participate in their children's learning.

Hovens (2002), supported by UNESCO (2005), also says girls and rural children with less exposure to a dominant language stay in school longer and repeat grades less often. Mother tongue based education especially benefits disadvantaged groups, including children from rural communities (Hovens, 2002), and girls, who tend to have less exposure to an official language tend to stay in school longer, achieve better, and repeat grades less often when they are taught in their mother tongue (UNESCO,2005).The researcher is in agreement with these statements but also wants to find out how they can use this information to discover the other reasons if any as to why children drop out of schools.

UNESCO (2003), reiterated these points and stated that essentially all research since 1953 has confirmed the value of multilingualism approach.

Kosonen (2005), says, with the use of mother tongue education and multilingualism approach right from the start: children are more likely to enroll and succeed in school. Empirical research in applied linguistics and language education on the use of more than one language as a medium of instruction in schools has been carried out since the 1920s. There is considerable consensus in these studies that development of literacy in two or more languages provides linguistic, cognitive, and social advantages for bilingual/multilingual students (Cummins, 2001; Cummins and Early, 2011; Dagenais, 2008; García, 2007; Hornberger, 2003; Naqvi, 2012).

Some educators argue that only those countries where the student's first language is the language of instruction are likely to achieve the goals of Education for All. Research also suggests that engaging marginalized children in school through mother-tongue based, multilingual education (MTB-MLE) is a successful model (Benson & Kosonen, 2013; Yiakoumetti, 2012). This answers some key questions: Under what circumstances and with what

resources can education in the mother-tongue combined with multilingual education be an effective approach whereby children become proficient in their home language while laying the foundation for learning in additional languages? What are the costs and benefits of alternative approaches directed at the individual, family, community, school, region, and nation? What are meaningful yet efficient ways to measure costs and benefits? What are the implications of MTB-MLE for recruiting, educating, and mentoring teachers and teacher assistants and for creating and evaluating curricula in diverse language classrooms? What are the contributions of family and community in formal and non-formal MTB-MLE, and how can these be measured?

Children whose primary language is not the language of instruction in school are more likely to drop out of school or fail in early grades. Research has shown that children's first language is the optimal language for literacy and learning throughout primary school (UNESCO, 2008).

A multilingual brain is more secure in facing and dealing with complexity, more able in managing simultaneous tasks, carrying out operations rapidly, activating and processing multiple categories, adopting and maintaining alternative points of view and perspectives, focusing on specific aspects without losing sight of overall issues (Carlson & Meltzoff, 2008; Conboy, 2008; Conboy, 2011).

Among other major benefits of mother tongue instruction is the foundation it builds; for learners who have not attained the desired levels of proficiency are likely to find it difficult to read and interpret the tasks across all subjects. Once a teacher promotes reading by instituting reading into the "homework" concept instead of the dominance of writing tasks, learners will have more time to read independently.

Within the prevailing educational practices of urban schools, it is clear that English language learners (ELLs) face serious challenges in achieving high literacy levels and literacy engagement (Cummins, 2000), and also face the risk of losing their home languages (Baca and Cervantes, 2004; Baker, 2001; Cummins, 2005; Oller and Eilers, 2002; Bialystok, 2004;).

In line with the second objective, if the importance of a print-rich and resource-rich environment, and meaningful and socially-constructed play and conversations in literacy learning are recognized as well as making play, games, make-believe storytelling and songs important to literacy learning, enabling children to make choices about their learning, children are likely to develop better oral literacy when learning.

In conclusion, once a teacher identifies being aware of beliefs about speakers of other languages and how they can impact on establishing and maintaining an inclusive learning environment as some of the competences needed to develop Literacy skills using Multilingualism approach ,they will have better performance of learners in Literacy if they put the acquired competences into practice.

Chapter Three

Research methodology

3.0 Introduction

This chapter presents the methods that were used in conducting the study. It describes the Research design, Research method, location of the study. Target population, Sample size and sampling technique, Research instruments, measurement, validity and reliability, Data collection procedure, Data processing and analysis and Ethical considerations .

3.1 Research Design

This study used cross-sectional survey design under mixed methods approach. The design was chosen because of its advantages as mentioned by different scholars. For example; its research findings help remove assumptions and replace them with actual data on the specific variables studied during the time period accounted for in the cross-sectional study. This design is not costly to perform and doesn't require a lot of time (Levin, 2006). It captures a specific point in time and the findings and outcomes are analyzed to create in-depth research (Kendra, 2019), good for descriptive analysis and can be used as a springboard for further research (Aditya, 2019), same information collected from every respondent and the ability to use survey data to complement existing data from secondary sources (Linda, 2002). In combining qualitative and quantitative data collection, mixed methods, research capitalises on the strengths of both qualitative and quantitative research, whilst ameliorating their weaknesses to provide an integrated comprehensive understanding of the topic under investigation (Andrew and Halcomb, 2009; Scammon, 2013; Wisdom, 2012,).

3.2 Research methodology

This study used the mixed method. The method of qualitative data collection was interviews and observation while that of quantitative data was questionnaire and observation. Mixed methods research is the type of research in which a researcher or team of researchers combine(s) elements of qualitative and quantitative research approaches such as use of qualitative and quantitative viewpoints, data collection, and analysis and inference techniques for the broad purposes of breadth and depth of understanding and corroboration (Kolner, 2017). Different researchers use mixed method for different purposes. The overall goal of combining qualitative and quantitative research components, is to expand and strengthen a study's conclusions and, therefore, contribute to the published literature. In all studies, the use of mixed methods should contribute to answering one's research questions.

Collins and Sutton (2006) have profiled the rationales for using mixed methods in diverse fields as participant enrichment, instrument validity and reliability, treatment integrity, and significance enhancement. A key aspect of the definition of mixed methods research is the 'mixing' of the qualitative and quantitative components within the study (Simons & Lathlean, 2010, Maudsley, 2011). 'Mixing' refers to the process whereby the qualitative and quantitative elements are interlinked to produce a fuller account of the research problem (Glogowska, 2011; Zhang and Creswell, 2013). This integration can occur at any stage(s) of the research process, but is vital to the rigor of the mixed methods research (Glogowska, 2011).

3.3 Location of the study

This section entails the specific geographical area where the study was conducted from. The study was carried out in 22 Government aided primary schools in Kabale Municipality in Kigezi region. The schools were both semi urban and urban. These schools were chosen because the researcher knew they would give a good representation and clear picture of what the researcher was looking for and there are many interventions that are in place over there such as Continuous Professional Development, meetings with stake holders to forge a way forward, availability of Primers among others, yet there are children who still fail to comprehend. This study basically established the impact of the use of the Multilingualism Approach on pupil performance. It was carried out from 2012 -2018.

3.4 Study/Target Population

This section describes the category of people from whom data was collected. Mugenda and Mugenda (2003), describe study/target population as the population to which a researcher wants to generalize the results of a study. This study targeted inspectors of schools, Head teachers of the Kabale Municipality Government aided primary schools and all the primary three teachers of Literacy. Pupils were selected through random sampling. Inspectors of schools and Head teachers were chosen because both categories of respondents were believed to be responsible for the smooth running of the school and were knowledgeable about the extent to which pupils perform academically. Primary three teachers of Literacy were chosen because it's them who teach Literacy lessons and primary three pupils were selected because they are the ones taught Literacy and so were to give a picture of what the researcher was looking for. Primary three was chosen because it was believed that eight years is too late, meaning by primary three a child should be able to read fluently and even comprehend lest they get problems

in doing so or even totally fail to do so in upper classes and once the child cannot comprehend, there is no way they are expected to perform better at the end of the Primary cycle.

Selection of these schools was due to the fact that all children were taught following the same curriculum yet some were able to comprehend while others were not. Though there are other reasons for this, such as absenteeism of both teachers and learners, individual differences, among others, the researcher aimed at finding out whether the cause of the poor performance in the said examinations was that the children were not given the basic concepts in a language they understand best due to absence of the multilingualism approach in schools. According to research carried out by different researchers like the School health and Reading Program (2011), a child should be assessed bearing in mind their linguistic background.

3.5 Sampling Techniques and Sample size

3.5.1 Sampling Technique

This section gives details of how the selection of the respondents was done. Purposive sampling techniques were employed in selecting: the Inspectors of schools for one of their roles is ensuring there is efficiency by providing support in teaching, 22 head teachers since each school has only one head teacher and they are the ones that would inform the researcher about the performance over the years, 22 Primary Three teachers of Literacy in the selected schools since they were the ones handling the children in Literacy. Purposive sampling was used because the study aimed at using respondents who were thought to be relevant. P.3 pupils were selected using the simple random sampling so that each one of them can get an equal chance of being selected. 440 out of 1000 pupils were selected since the researcher felt the number was big enough to give a picture of the researcher's purpose. To select the pupils, the researcher gave the children papers with different numbers to every child in the class but only picked the children

who had a number from one to twenty. 10 slots were given to the boys and another 10 were given to the girls so as to have an equal representation of the sexes. Primary Three was chosen because they were the ones taught Literacy and that class is the cream where a child gets problems grasping the concept if they don't get it then. The gender was balanced so as to have an equal feel of responses from both sexes.

3.5.2 Sample Selection

Table 3.5.2.1

Participants by category and number per school that were involved in the study

Category	S		Selected schools																					
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	T
Head teacher	M	1	0	1	1	0	0	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	15
	F	0	1	0	0	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	7
P.3 Teachers	M	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	1	0	1	7
	F	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	15
P.3 Pupils	M	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	220
	F	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	220
Inspectors of schools	M																							1
	F																							1

Source: self-constructed

Key: S=sex, F =Females, M=Males, *f*- Frequency, % = Percentage, Ss= Sample size, P = Population, Sm = Sampling method, Pp=Purposive, SR=Simple random, T=Total

The sample in Table 3.5.2.1 was deemed reasonable to give the researcher a picture of whether teachers are competent to develop Literacy skills using the multilingualism approach, identify the available support systems for children in schools that enhance the use of the multilingualism approach and at the same time, show the impact of the multilingualism approach on pupils' performance in Literacy which were the objectives of this study. According to Sekaran (2000:296) Sample sizes of larger than 30 and less than 500 are appropriate.

3.6 Data Collection Methods and Sources

Data collection methods are an integral part of research design which involves selection of both qualitative and quantitative data (Amin, 2005). The study employed both primary and secondary data collection approaches.

3.6.1 Primary Data collection

According to Roston (2001), primary data is that kind of data that has been gathered for the first time, and has never been reported anywhere. Shortcomings of secondary data sources such as out datedness and inadequacy in terms of coverage, will necessitate the use of primary sources for first hand data. Self-administered questionnaires were used and this enabled the researcher to cover a large population quickly.

3.6.2 Secondary data Collection

Roston (2001), defines secondary data as the data that is available, already reported by some other scholars. Secondary data included policy documents and abstracts of the various scholars relating to the topic of discussion in question. Secondary data for this study was got from sources like libraries by reviewing journal articles, archived records of compliance practice and related organizations. This was because it was readily available and easier to comprehend, as it comprises of extensively researched work.

3.7 Data Collection Instrument

3.7.1 Structured Questionnaire

A questionnaire is a document designed with the purpose of seeking specific information from the respondents (Sansoni, 2011). The questionnaires were used because of the advantages they have: According to Stefani (2019), they are easy to administer especially the self-

administered and they are a practical way of gathering data. Personally administered questionnaires were used to draw information from the inspectors regarding teacher competences, available support systems and the relation between multilingualism approach and pupils performance. They were administered to 2 inspectors of schools and 22 Primary three teachers of Literacy because they were considered to be convenient and efficient in the collection of quantitative data. The researcher used the questionnaire as an instrument because the study was virtually descriptive and the tool was deemed appropriate for data collection. Besides, it was time saving and cost effective.

3.7.2 Interview Guide

Qualitative data was collected from the head teachers using interviews. The head teachers were interviewed for approximately thirty to sixty minutes. These guides were noted to be the best tools for getting firsthand information views, perceptions, feelings and attitudes of respondents. Informal interviews were used to get maximum information from the head teachers who participated in the research.

3.7.3 Documentary Analysis Checklist

This instrument contained a list of documents such as the Teachers scheme of service that gave the minimum qualification of head teachers and teachers in a primary school as well as their roles which was in line with the demographic information and first objective, together with a document on held Continuous Professional Development to enhance teacher competences, record of books that are in the hands of the learners to improve their reading skills which was in line with the second objective and the Policy of Uganda that talks about the use of the mother tongue as the medium of instruction in Lower classes and is in line with the third objective. These were reviewed to obtain the necessary secondary data in reference to the research

objectives and questions. The researcher specifically viewed the school's academic results from Uganda National Examinations Board especially Primary Leaving Examination results and the class academic reports.

This method enabled the researcher to obtain secondary information on the management styles and pupils' academic performance in these schools by carefully studying written documents, and visual information which included official correspondents, text books, newspapers or articles. This was used to triangulate the data collected using questionnaire and interviews.

3.7.4 Observation check list

An observation checklist was used in class to assess the teacher's competences and pupils' performance. An Observation check list is a set of questions that evaluate the performance of teachers and students in a classroom setting. Observation checklists assist an observer to identify skill gaps and problem areas to further improve teaching strategies, classroom settings and student learning development.

3.7.5 Assessment Tool

An assessment tool was given to the learners to ascertain the impact of the multilingualism approach on the pupil's performance in Literacy. This contained a paragraph, story, words and syllables. From the tool, all respondents in this category were started from reading the paragraph as it is assumed that by primary three, all children should be able to read. A respondent in this category who was able to fluently read the paragraph was then taken to the story level. If they read it fluently, they were taken to questions to see whether they are able to comprehend while those who were not able to read the paragraph were then taken to the word level instead of wasting their time trying to read the story. Those who were not able to read the

words were then taken to the syllable level which was the end of the assessment because it clearly meant that a respondent at this level has not yet mastered the sounds and so can neither blend nor segment. Each level a learner passed was given a score of 20 marks. These marks were then computed against a teacher.

This means the teacher was given a score according to each child's score. Each score attained by a teacher was given a value. Results were then computed using the Scientific Package for Social Science (SPSS) to get the relationship between the use of Multilingualism approach and pupils performance in Literacy.

3.8 Measurement of variables

The independent variable which is Multilingualism approach was tested using items in the questionnaire, an interview guide and assessment tool. Its indicators are learner competence and support systems. These were tested using items in the questionnaires, a check list for support systems and an assessment tool.

The second variable which is the dependent variable is Pupils performance in literacy. Its indicators are Phonemic awareness, Alphabetic principle, vocabulary, Fluency and comprehension. These indicators were tested using an assessment tool since items in the tool were all to cater for the components .Therefore, all the components were tested.

3.9 Reliability and Validity

3.9.1 Pre- testing (Validity and reliability)

This entailed the measure of validity and reliability of the research instrument during the study.

3.9.2 Validity

Validity is the degree to which an instrument measures what it is to measure and does so correctly (Amin, 2005). According to Amin (2004), validity was measured by the Content Validity Index (CVI) based on the results obtained for the assessment tool, and questionnaires.

$$\text{Content validity index (CVI)} = \frac{\text{Number of items rated relevant}}{\text{Total Number of Items in the questionnaire}}$$

To ascertain the validity using the above formulae, results higher than 0.5 for the assessment tool, interview guide and questionnaire were considered valid for research. For this study, the researcher measured the validity using the Content Validity Index (CVI).

3.9.3 Reliability

This is the degree of consistency that the instrument or procedure demonstrates whatever is measured (Bryman, 2006). For the purpose of reliability, the test-retest method of reliability was considered appropriate for the study. The instruments (questionnaires and interview guides) were administered in the first week and then after one week, the same instrument was administered again to the same correspondents. The score from both testing periods was correlated.

3.10 Data collection Procedure

The researcher after designing and pre-testing data collection tools obtained an introductory letter to the authorities from Kyambogo University. The researcher then approached the inspectors of schools to request them to be part of the study by filling in a questionnaire. The researcher then proceeded to the Head teacher for permission to collect data from their schools after explaining the purpose of the study. Upon being allowed in school the researcher contacted

the respondents to build rapport with them and made an appointment. The researcher went back on the appointed date and administered the questionnaires in the appendices section personally. Then questionnaires filled were collected in the given period, while those that were not completed were collected later as agreed with respondents. During the time of administering questionnaires in each school, the researcher also contacted the Head teacher of the respective schools, and made appointment with them for an interview. Then the researcher went back on the agreed dates and conducted interviews, using the interview guide attached in the appendices section.

For observation method, the researcher visited the schools with her observation check list which she filled basing on what was observed in the classroom. All questionnaires were collected as all the schools are nearby so visits to pick them were simple for the researcher.

3.10.1 Research Variables and their Measurements

The variable of the study was measured on a Likert scale ranging from 1- strongly disagrees to 4-Strongly agree. The choice of this measurement was that each point on the scale carried a numerical score which was used to measure the opinions of respondents and it is the most frequently used summated scale in the study of multilingualism approach.

3.11 Data Processing and Analysis

Data collected was analysed using both the qualitative and quantitative method. It was described by words and presented by use of tables. While presenting the data, the research questions and topic were specifically focused on.

The study used both qualitative and quantitative data. The combined analysis was helpful in that qualitative approach generated details and valid data which contributed to the in-depth understanding of the research problem. Quantitative approach generated reliable information

based on gathering data using numerical figures. Both approaches complemented each other and helped reconcile the findings.

After receiving the filled questionnaires from the field, a data entry capture template designed in Statistical Package for Social Scientists (SPSS), was used for data entry and cleaning. For exploratory factor analysis, frequency distributions, percentages and cross tabulations were used to summarize the respondent's views on the questions under study.

3.12 Qualitative Data Analysis

Qualitative data, such as findings of interviews of respondents, were put into meaningful and exhaustive categories. Content analysis was the main method of analyzing the data collected. The Data was classified into categorical variables. Therefore, data was analyzed thematically. In using this form of analysis, major themes were identified and classified. The researcher examined the collected and identified information that was relevant to the research questions and objectives. The researcher also developed a coding system basing on samples of data collected and classified major items. The researcher further highlighted the key quotations and interpretations, as well as indicating the major themes in the margins. The researcher finally developed a report.

3.13 Quantitative Data Analysis

Raw data was collected and checked to see if it was legible and complete having defined the variables. It was then systematically entered into a database after combing through to make sure any entry errors are removed and that the data set looks in order. The researcher used the Pearson analysis because it was ordinal data.

3.13 Ethical Considerations

All the collected information was treated confidentially and only used for academic purposes. There was also anonymity.

Chapter Four

Data presentation, analysis and interpretation

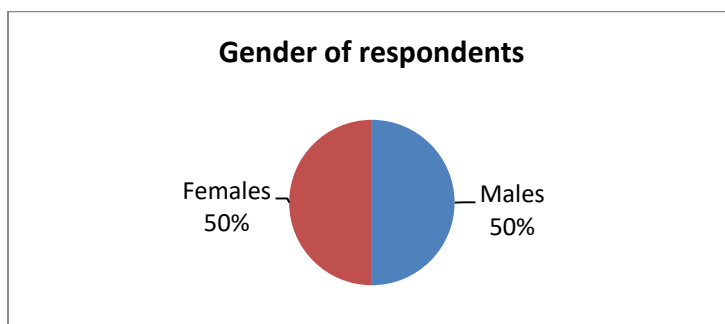
4.0 Introduction

In this chapter the findings of the study are presented, analysed and interpreted. The presentations were based on the objectives of the study and started with the first one and proceeded in the order in which they appear in chapter 1 of this study, under the objectives section. The researcher started with identifying whether teachers are competent to develop Literacy skills using multilingualism approach, establishing available support systems of children in schools that enhance use of the multilingualism approach to develop literacy and establishing the impact of multilingualism approach on pupils' performance in literacy in Kabale Municipality.

4.1: Demographic information Respondents gave bio data information which included; gender, age, designation, years in service, and level of education. The data in the named aspects are presented in form of a pie chart, a bar graph and a table.

4.1.1: Gender of respondents

The respondents were required to give their gender. This was done with an aim of receiving responses from both sexes. Findings are presented in figure 4.1.1.1.



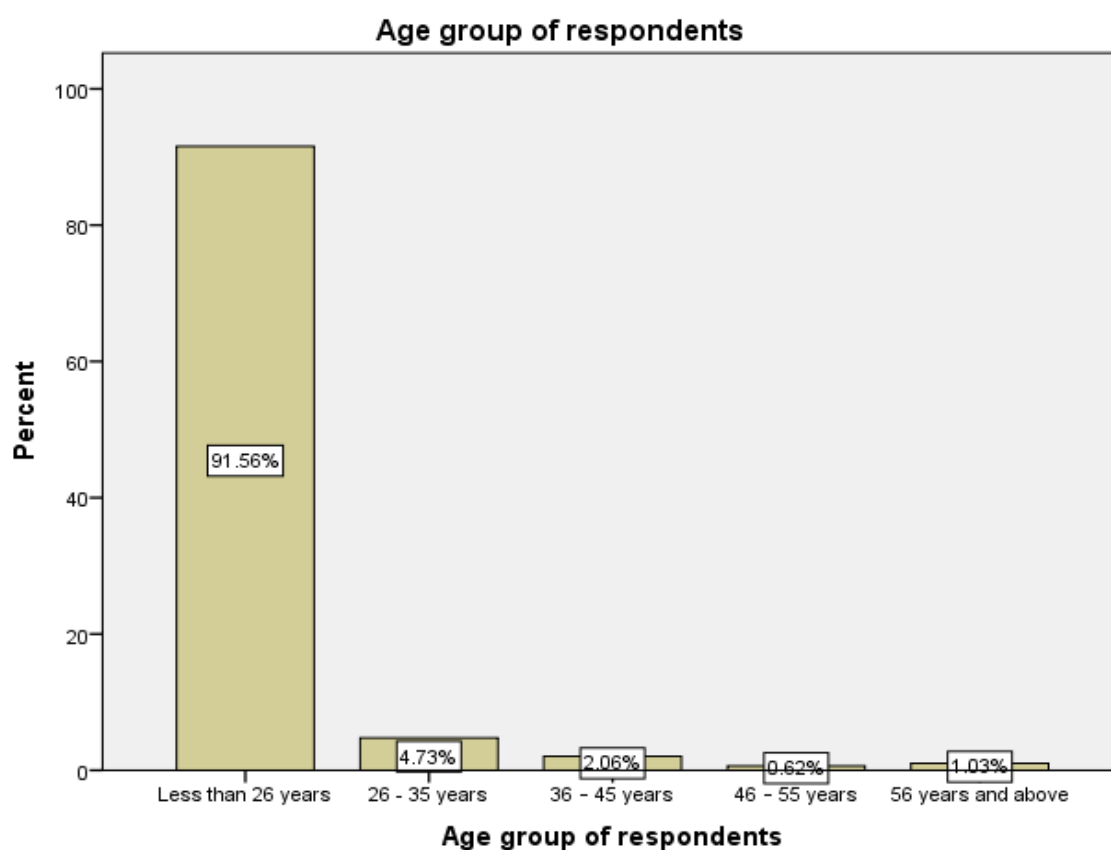
Source: Primary Data

Figure 4.1:
Pie Chart Showing Gender of Respondents

Figure 4.1, shows that 50% of the respondents were male while another 50% were female. Balancing of the respondents was because the sampling was purposive. This implies that the study was gender sensitive.

4.1.2: Age bracket of the respondents

Respondents were requested to give their ages so that the researcher can have an idea of which age bracket is being involved since people of different ages have different interests and ability. The responses are presented in figure 4.2



Source: Primary Data 2019

Figure 4.2:

Bar Graph Showing Age Group of Respondents

Figure 4.2 shows that 91% of the respondents are below 26 years with the majority being primary three pupils while 1% is above 56 years of age. This means the study involved respondents of different ages.

4.1.3: Level of education of the respondents

Respondents gave their level of education because education is a powerful explanatory factor influencing a number of economic phenomena, most notably both participation and success of an activity. Responses are presented in Table 4.1.3.1

Table 4.1:

Level of Education of the Respondents

Status	Frequency	Percentage
No qualification yet	440	91
Certificates	26	05
Diploma	08	02
Masters	06	01
Degree	06	01
Total	486	100

Source: Primary Data 2019

Table 4.1 shows that 91% of the respondents had no qualification which was because the study involved primary three pupils and they are not expected to have any qualifications yet. This implies that the remaining 9% were qualified to help improve the children's performance in Literacy. Knowing the age was meant to help the researcher to analyse any coming up issues.

4.2.: Objective one: To identify whether teachers are competent to develop Literacy skills using Multilingualism Approach

This section presents the findings for the objectives and research questions of this study in the order in which they appear in the previous chapters.

4.2.1: Objective one: To identify whether teachers are competent to develop Literacy skills using Multilingualism Approach.

This objective aimed at identifying whether teachers are competent to develop Literacy skills using Multilingualism Approach. Responses were got from Inspectors of schools and Primary three teachers of Literacy using a questionnaire, while Head teachers were given an interview. The responses from teachers are presented in table 4.2.1.2.

Table 4.2:

Teachers Competence to Develop Literacy Skills Using Multilingualism Approach as given by Teacher's.

ITEM	AGREED		DISAGREED	
	<i>f</i>	%	<i>f</i>	%
Received training	18	82	04	18
Use more than one language in class	11	50	11	50
Make preparations to teach in many languages	05	23	17	77
Assess basing on the children's linguistic background	05	23	17	77
Balanced multilingual	05	23	17	77
Promote element of multilingualism to learners	05	23	17	77
Aware of beliefs about speakers of other languages	04	19	18	81
Have enough competences to use multilingualism approach	04	18	18	82
Accommodates minority languages while teaching	02	09	20	91

Source: Primary Data

Table 4.2 shows that 82% of the teachers received training on use of the multilingualism approach to improve pupils' performance in literacy while only 9% of the respondents agreed they accommodate minority languages while teaching. This means teachers are capable of developing the pupils' literacy through use of the multilingualism approach since they received some training on how to use the approach.

The Inspectors of schools were also given a questionnaire and their responses are presented in table 4.3.

Table 4.3:

Teachers Competences to Develop Literacy Skills Using Multilingualism Approach as given by Inspectors of Schools

` ITEM	AGREED		DISAGREED	
	<i>f</i>	%	<i>f</i>	%
Teachers received training on multilingualism approach	02	100	00	00
Teachers use more than one language in class	01	50	01	50
Teachers make preparations to teach in many languages	01	50	01	50
Teachers showed evidence of assessing basing on the children's linguistic background	01	50	01	50
Teachers are balanced multilinguals	01	50	01	50
Teachers promote the element of multilingualism to learners	01	50	01	50
Teachers are aware of beliefs about speakers of other languages	00	00	02	100
Teachers have enough competences to use multilingualism approach	00	00	02	100
Teachers accommodate minority languages while teaching	00	00	02	100

Source: Primary Data

Table 4.3 shows that respondents agreed by 100% that teachers were trained on the use of the multilingualism approach while none of the respondents agreed that teachers accommodate minority languages while teaching. This means the teachers and Inspectors of schools are in agreement that the children in the minority language group are left out which shows that teachers' competences need to be refreshed.

In an interview with the head teachers, the findings showed that most teachers were not balanced multilinguals since one of the head teachers had this to say;

“The majorities speak their mother tongue and English only and no other local language.” (Head teacher)

Thus, this affects the teachers' competence in preparing and teaching in other languages which minority learners are conversant with. This therefore, implies that a teacher's lack of competence in another local language directly affects a learner's competence to develop literacy skills and teachers who speak only English and their mother tongue are likely not to teach well using multilingualism approach since most schools have pupils from diverse backgrounds. This calls for enhancement of teachers skills in using the multilingualism approach.

Table 4.4:

Summary of Responses from All Respondents on Teacher's Competences to Develop Literacy Skills Using Multilingualism Approach

` ITEM	AGREED		DISAGREED	
	<i>f</i>	%	<i>f</i>	%
Teachers attended training on multilingualism approach	44	96	02	04
Teachers use more than one language in class	23	50	23	50
Teachers are balanced multilingual	17	37	29	63
Teachers promote element of multilingualism to learners	15	33	31	67
Teachers assess basing on the children's linguistic background	12	26	34	74
Teachers make preparations to teach in many languages	12	26	34	74
Teachers are aware of beliefs about speakers of other languages	09	20	37	80
Teachers have enough competences to use multilingualism approach	08	17	38	83
Teachers accommodate minority languages while teaching	07	15	39	85

Source: Primary Data

Table 4.4 shows that respondents agreed by 96%, that teachers received training on multilingualism approach while they also agreed by 15% that teachers accommodate minority languages. This means children from minority languages are not benefiting from literacy lessons and thus explains the failure of the children from minority languages to read and comprehend in Kabale Municipality Government Aided schools. This is an indicator that the teachers of Literacy need to be given tips on how they can accommodate minority languages in their lessons so as to cater for all the learners.

In conclusion, half the teachers had the competence of using more than one language, which enabled them to use the approach during their teaching.

4.3: Objective Two: To establish available support systems of children in schools that enhance use of the multilingualism approach to develop literacy.

This question is related to the second research question of the study which was: Are there any support systems of children in schools that enhance use of Multilingualism approach to develop Literacy? Responses to the study question were got using items in the questionnaires that were given to the teachers and Inspectors of schools. Responses from the teachers are presented in Table 4.5

Table 4.5:

Support Systems in the School That Enhance Use of Multilingualism Approach to Develop Literacy as given by Teachers'

Item rated	Agreed		Disagreed	
	<i>f</i>	%	<i>f</i>	%
Availability of a print-rich environment	11	50	11	50
Children's self-manipulation and exploration	10	45	12	55
Use of instructional materials	8	37	14	63
Structured story retelling activities	8	37	14	63
Instructional materials in many languages	8	36	14	64
Children make choices about their learning	00	00	22	100
learning conversations are varied	00	00	22	100
Translation from home language into language of instruction	00	00	22	100

Source: Primary Data

Table 4.5 shows that respondents agreed by 50 % that their schools have a print-rich environment while none agreed that they encourage children to write in their home language and

translate into the language of instruction. This implies teachers need to be given support as they prepare lessons and they also need to design a checklist of what they are supposed to do in Literacy classes.

Table 4.6 discusses the responses given by the Inspectors of schools in regard to the available support systems of children in schools that use the Multilingualism Approach.

Table 4.6:

Support Systems for Children in Schools That Use the Multilingualism Approach as given by Inspectors.

Item rated	Agreed		Disagreed	
	<i>f</i>	%	<i>f</i>	%
Availability of a print-rich environment	01	50	01	50
Children's self-manipulation and exploration	01	50	01	50
Use of instructional materials	01	50	01	50
Structured story retelling activities	00	00	02	100
Instructional materials in many languages	00	00	02	100
Children make choices about their learning	00	00	02	100
learning conversations are varied	01	50	01	50
Translation from home language into language of instruction	00	00	02	100

Source: Primary data

Table 4.6 shows, that respondents agreed by 50% that the schools have a print-rich environment while none agreed that the children are allowed to translate from home language into language of instruction. This means the children in schools without a print rich environment lack this support system and so are not able to improve their Literacy skills as incidental learning in Literacy is not enhanced. It also means that teachers lack the competence of providing this.

Administrators therefore need to devise means of helping teachers improve this and even ensure follow up.

In an interview with the Head teachers, findings showed that some schools have support systems of children while others do not. This implies that much as some schools are teaching using multilingualism approach, they lack the necessities to teach using the multilingualism approach. In summary, teachers skills in using the multilingualism approach need to be enhanced and schools that use multilingualism approach in teaching from primary one to three, if possible, could have it extended to primary four and this will improve on literacy performance.

Table 4.7 shows a summary of all responses to availability of support systems in schools

Table 4.7:

<i>Summary of Respondents' Responses to Availability of Support Systems in School</i>				
Item rated	Agreed		Disagreed	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Availability of a print-rich environment	22	48	24	52
Use of instructional materials	20	43	26	57
Children's self-manipulation and exploration	19	41	27	59
Structured story retelling activities	08	17	38	83
Instructional materials in many languages	08	17	38	83
learning conversations are varied	05	11	41	89
Children make choices about their learning	03	07	43	93
Translation from home language into language of instruction	02	04	44	96

Source: Primary data 2019

Table 4.7 shows that respondents agreed by 48% that classes have a print rich environment while they agreed by 4% that there is translation from home language into language

of instruction. This means the poor performance in some Kabale Municipality Schools is due to lack of support systems. Administrators therefore, need to put in place systems that will help children's performance in Literacy to improve. This can be achieved by using the multilingualism approach.

4.4 Objective three: To establish the impact of multilingualism approach on pupils' performance in literacy.

This objective is related to the third research question of the study which was: "What is the impact of multilingualism approach on pupil's performance in literacy?" The researcher obtained responses to the study objective using items in the questionnaire that was given to the Inspectors of schools and primary three teachers of Literacy. Head teachers were given an interview. Responses from teachers are presented in Table 4.4.8

Table 4.8:

<i>Impact of Multilingualism Approach on Pupils' Performance in Literacy as given by Teachers</i>				
Item rated	Agreed		Disagreed	
	<i>f</i>	%	<i>f</i>	%
Keeps children enrolled	22	100	00	00
Enables children to grasp concepts faster.	22	100	00	00
Enables children to acquire second language	19	86	03	14
Helps girls and rural children to stay in school longer and repeat grades less often	11	50	11	50
Helps children to develop better thinking skills compared to their monolingual peers	13	59	09	41
<i>Source: Primary Data 2019</i>				

Table 4.8 indicates that respondents agreed by 100% that the use of mother tongue education and multilingualism approach right from the start, makes children enroll and succeed

in school while they also agreed by 59% that children in multilingual education tend to develop better thinking skills compared to their monolingual peers. This therefore, means that teachers need to use the multilingualism approach coupled with other measurements so as to cater for the children's individual needs thus helping children to succeed in school. It works in other places so if taken upon in Kabale Municipality, the Multilingualism approach will work there too. This, means there is a relationship between use of the multilingualism approach and pupils performance in Literacy. It also means multilingualism approach should be seen as a strategy of improving pupils' performance in Literacy in Kabale Municipality. In summary therefore, multilingualism approach should be improved by equipping teachers with the skills and systems be put in place.

In order for the study to have different views, the researcher also used a questionnaire to ask the Inspectors of schools about the impact of multilingualism approach on pupils' performance in literacy. Their responses are presented in table 4.9.

Table 4.9:

Impact of Multilingualism Approach on Pupils' Performance in Literacy as given by the Inspectors of Schools.

Item rated	Agreed		Disagreed	
	<i>f</i>	%	<i>f</i>	%
Keeps children enrolled	02	100	00	00
Enables children to grasp concepts better	02	100	00	00
Enables children to acquire second language	02	100	00	00
Helps girls and rural children to stay in school longer and repeat grades less often	02	100	00	00
Helps children to develop better thinking skills compared to their monolingual peers	02	100	00	00

Source: Primary Data 2019

Table 4.9, shows that respondents agreed by 100% that with the use of multilingualism approach right from the start, children are more likely to enroll and succeed in school while they also agreed by 100% that children in multilingual education tend to develop better thinking skills compared to their monolingual peers. This means that there is an impact of multilingualism approach on pupils' performance in literacy and it is therefore important for a teacher to take on the multilingualism approach.

Head teachers were given an interview on impact of multilingualism approach on pupils' performance in literacy and findings showed that when children are given chance to learn in a language they understand then, enrollment increases because there would be fewer drop outs. In the same interview, one Head teacher stated that:

'When I joined the school, I found a high dropout rate due to punishing of children who spoke vernacular but after removal of the sack, enrollment steadily increased' (Head teacher)

Another Head teacher said:

'It is true that girls and rural children from minority language groups with less exposure to a dominant language stay in school longer and repeat grades less often' (Head teacher)

This means that the multilingualism approach needs to be used in Primary Schools in Kabale Municipality so as to cater for learners of all languages as they develop their Literacy skills.

Table 4.10: shows a summary of responses on the relationship between Multilingualism Approach and Pupils Performance in Literacy.

Table 4.10:

Summary of Responses on relationship between Multilingualism Approach and Pupils' Performance in Literacy.

Item rated	Agreed		Disagreed	
	<i>f</i>	%	<i>f</i>	%
Keeps children enrolled	46	100	00	00
Enables children to grasp concepts better	46	100	00	00
Enables children to acquire second language	43	93	03	07
Helps girls and rural children to stay in school longer and repeat grades less often	37	80	09	20
Helps children to develop better thinking skills compared to their monolingual peers	35	76	11	24

Source: Primary Data 2019

Table 4.10 shows that respondents agreed by 100% that use of mother tongue education and multilingualism approach right from the start, keeps children enrolled while they also agreed by 76% girls and rural children from minority language groups with less exposure to a dominant language stay in school longer and repeat grades less often. This means once the approach is used in Kabale Municipality Government aided schools, performance in Literacy will improve.

In order to know whether the correlation between Multilingualism approach and Pupils performance is correct, the researcher calculated the mean. Findings are presented in Table 4.11

Table 4.11

Mean of Multilingualism Approach and Pupils Performance

	Multilingualism approach.	pupils performance in Literacy
Mean	5.62	78.5318
N	440	440
Std. Deviation	.695	15.59113

Table 4.11 shows the mean score for Multilingualism and pupils' performance is 5.62 and the Standard Deviation is .695 while the mean for pupils' performance in Literacy is 78.5 and the Standard Deviation is 15.59. The researcher also calculated the deviation because the mean fluctuates. This means that use of the Multilingualism approach has an impact on pupils' performance

To show the relationship between Multilingualism approach and pupils' performance in Literacy, a scatter plot was used as seen in Figure 4.3

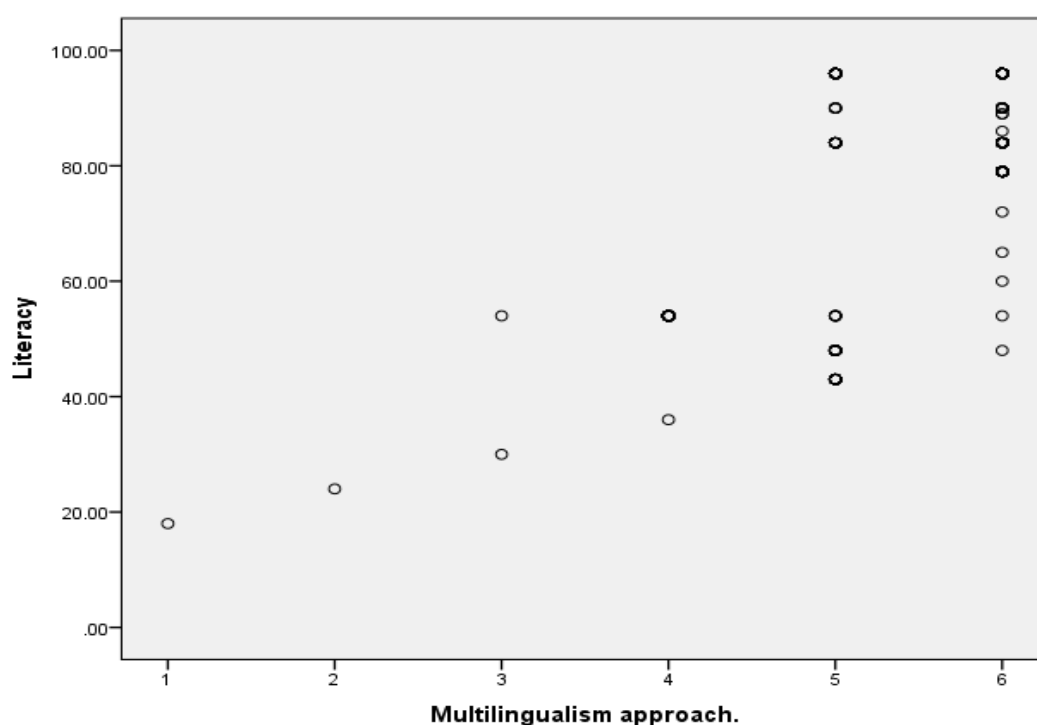


Figure 4.3

Impact of Multilingualism and pupils' performance in Literacy

Figure 4.4.3 shows that each dot represents a single child. It also shows that as the x values increase, the Y values tend to increase too. This means that as Multilingualism approach increases, then Pupils performance in Literacy also increases.

In order to find out whether there is a statistically significant relationship between Multilingualism approach and Pupils' performance in literacy as the hypothesis stated, the

researcher used the raw data to carry out a Pearson correlation. Findings are presented in Table 4.4.12.

Table 4.4.12

Correlation between Multilingualism Approach and Pupils performance

Correlations

		Multilingualism approach.	Pupils' performance in literacy.
Multilingualism approach.	Pearson Correlation	1	.600**
	Sig. (2-tailed)		.000
	N	440	440
Pupils' performance in literacy.	Pearson Correlation	.600**	1
	Sig. (2-tailed)	.000	
	N	440	440

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.4.12 shows a relationship of $r=.600$, $p=.000$. This is a positive relationship between pupil's performance in literacy and teachers' use of multilingualism approach in teaching literacy. It also means that as multilingualism increases, pupils performance also increases. The effect of Multilingualism approach on pupils' performance in Literacy is $0.600 \times 0.600 \times 100 = 36\%$. Therefore, Multilingualism approach contributes 36% to pupils' performance in Literacy while 64% is by other factors. These findings therefore imply that there is a statistically significant relationship between Multilingualism Approach and pupils' performance in Literacy at .01.

Chapter Five

Discussion, conclusion and recommendations

5.0 Introduction

In this chapter, the researcher discusses the trends that emerged from the research findings. The discussion is based on the research objectives and the research questions of the study in chapter one and two respectively. Each research objective is discussed independently under the subheadings that were used in chapter two and four and is connected to the existing literature. The study sought to answer three objectives that were related to the research questions. These were; To identify whether teachers are competent to develop Literacy skills using Multilingualism approach, To establish available support systems in the school that enhance use of Multilingualism approach to develop Literacy and To establish the impact of multilingualism approach on pupil's performance in literacy. Each objective is handled independently in ascending order under the headings of the objectives.

5.1 Discussion

5.1.1 Teachers competence to develop Literacy skills using Multilingualism approach.

Teachers were trained on use of the Multilingualism approach and so had the competence of using the approach while some of them said they did not receive enough competences from the training and so have to keep learning more so as to become competent. These findings agree with the report of Hansen (2008) however competent and fluent teachers are, when they start teaching, they will be confronted with new, pedagogically oriented linguistic challenges. They thus need to be encouraged to see themselves as learners too, though of course progressing at

different levels and paces than their learners.

Most teachers use more than one language in class for they use both English and Local language. Multilingualism benefits individuals at all points along the lifespan, from the youngest infants and children, to young adults, and to older adults who may be facing cognitive decline (Bialystok, Craik, & Luk, 2012)

Teachers are not balanced multilinguals. The findings contradict what is reported by Angelis (2011), that language teachers should ideally be able to meet several, if not all, of the following requirements: They should be multilingual themselves and serve as models for their learners, they should have a highly developed cross-linguistic and metalinguistic awareness, they should be familiar with research on multilingualism, they should know how to foster learners' multilingualism, they should be sensitive to learners' individual cognitive and affective differences and they should be willing to collaborate with other teachers to enhance learners' multilingualism.

Teachers promote element of multilingualism to learners for they use both English and the local language. However, there are some children from the minority group who do not understand either of these languages. All teachers not just some should use approaches promoting multiliteracy, such as encouraging children to write in their home language and translate into language of instruction, for it does not only respect children's linguistic identities but provide opportunities to learn new L2 vocabulary (Catibusic, 2017).

Some teachers do not make preparations to teach in many languages yet they have children from different cultures. This means, children from the minority languages are left out. Barbra (2009) reports that a competent teacher using the multilingualism approach needs to ensure all words and names in the classroom are written in different languages. Minus preparing

in many languages, labels that are intended to lead to incidental learning will not be so effective.

Teachers are aware of beliefs about speakers of other languages. This is in agreement with Angelis (2011) who reported that literacy teachers should ideally not only have a highly developed cross-linguistic and metalinguistic awareness, be familiar with research on multilingualism, know how to foster learners' multilingualism, but also be sensitive to learners' individual cognitive and affective differences as well as cultural differences

Teachers do not have enough competences to use multilingualism approach. This does not agree with what was reported by Benson (2002) the overall aim of a teacher using the multilingual approach becomes that of promoting the development of personal multilingualism in children who become used to operating within a multilingual environment. If a teacher is not competent in using the multilingualism approach, they cannot succeed in teaching using the approach.

5.1.2 Establishing available support systems in the school that enhance use of Multilingualism approach to develop Literacy.

Many teachers do not have a print-rich environment and learners do not have the chance of translating from home language into language of instruction. These findings disagree with the statement by Shanahan (2009) Print knowledge, combined with early writing skills have been shown as predictors of later literacy achievement as all children are capable of learning.

Some teachers do use while others do not use instructional materials yet, Kenner (2000) has conducted research on multilingual children and believes that it could be a great advantage for

schools to use materials written in the children's various home languages.

Children's self-manipulation and exploration is nonexistent in many schools. Children need to be given chance to manipulate and explore on their own so as to learn best through giving them a variety of support systems. This contradicts a recent research on early literacy which emphasised the importance of a print-rich and resource-rich environment, and meaningful and socially-constructed play and conversations in literacy learning (Hamer & Adams, 2002; Morrow, 2008).

Structured story retelling activities are hardly done in class yet the reading corner must consist of exciting story books in a variety of languages as well as reference materials for learners and teachers. Anderson (2005) reading skills of learners must be nurtured and this can be done through the provision of fun books in every classroom so that reading for pleasure can be prioritized.

5.1.3: Establishing the impact of multilingualism approach on pupil's performance in literacy.

Use of mother tongue education and multilingualism approach right from the start, makes children enroll and succeed in school. Young children are born with a language acquisition advice that enables them to learn any language. Once these children get in school, they easily understand the concepts taught in these languages, so they hardly drop out as they can discriminate among the languages they hear. Children are not confused by hearing two or more languages but develop the ability to discriminate among the languages they hear; they are more open to new language learning than their monolingually exposed counterparts (Petitto et al., 2012). These findings agree with Kosonen (2005) with the use of mother tongue education and

multilingualism approach right from the start: children are more likely to enroll and succeed in school.

Children in multilingual education encounter different challenges that develop their thinking as they work through the rules and semantics of language learning. Teachers who are developing children's Literacy skills need to use the multilingualism approach coupled with other measurements so as to cater for the children's individual needs thus helping children to succeed in school. Bialystok (2001) children in multilingual education tend to develop better thinking skills compared to their monolingual peers.

The research findings further revealed that Girls with less exposure to a dominant language stay in school longer and repeat grades less often. A multilingual brain is more secure in facing and dealing with complexity, more able in managing simultaneous tasks, carrying out operations rapidly, activating and processing multiple categories, adopting and maintaining alternative points of view and perspectives, focusing on specific aspects without losing sight of overall issues (Carlson & Meltzoff, 2008, Conboy *et al*, 2008, Conboy *et al*, 2011).

5.2: Conclusions

This study has come up with the following conclusions. First, the study established that the multilingualism approach is a useful strategy of improving pupils' performance in Literacy since the pupils who were taught using it are performing better than where it is not used, yet it also showed that fewer teachers were given training in using the Multilingualism approach to improve pupils' performance. Based on this finding, we can conclude that since the multilingualism approach can help improve pupils' performance in Literacy, teachers competences in use of multilingualism approach need to be improved by giving them support

supervision as they plan and teach. Attempts at involving the children themselves in expressing their feelings about their own experiences were incorporated in the curriculum which is in favour of using the multilingualism approach but time and again, educational research has at times been accused of being more concerned with validity and reliability of data rather than with children themselves and of not adequately considering children as active agents within their environments. This stifled thought would be eradicated if policy implementers could start using the multilingualism approach.

Secondly, since the findings show that in most of the schools there is hardly any support system that enhances use of Multilingualism approach to develop Literacy, teachers need to be made aware of the different kinds of support systems they need to put up so as to improve on pupils' performance in Literacy through the Multilingualism approach.

Thirdly, from the correlation findings, there's an impact of multilingualism approach on pupil's performance in literacy. Based on this finding, teachers in Kabale Municipality schools need to be enhanced to use the multilingualism approach to improve pupil's performance in literacy.

In summary even if bottlenecks in access to pre-primary and primary education could be resolved, learners not understanding the languages of education cannot learn much about life skills and certainly not receive quality education. Yet, both life skills and quality are Education for All goals. Therefore, if the language of education issue is not addressed and if the use of first language-based multilingual education does not increase, the Education. For All goals and the closely related UN Millennium Development Goals will not be met in Kabale Municipality by 2030.

5.3: Recommendations

In light of the above findings, the following are the recommendations;

5.3.1: Recommendations to Teachers

In this study, it was established that some teachers are: not catering for minority learners, not preparing in several languages, are not giving learners chance to translate from home language into language of instruction and do not have a print rich environment. In general, they are not using the multilingualism approach to improve pupils' performance in Literacy since they lack the competences to use the approach. It is recommended that as policy implementers, all teachers should make use of the availing policy which advocates the use of the learner's first language to enable learners improve their performance in Literacy through using the Multilingualism approach. For the 18% who do not have the competences yet, it is recommended they go for school visits and see how other teachers are using the multilingualism approach to help the children improve their performance. This gesture will ensure that teacher's competences improve and if used well, will in turn lead to an improvement in Pupils performance in their schools too.

5.3.2: Recommendations to Head teachers

Head teachers should provide the teachers of Literacy in all classes with opportunities that enhance their competences in using the multilingualism approach. These competences could be enhanced by provision of Continuous professional development through different kinds of workshops and trainings on the use of Multilingualism approach. This act will help build the

teachers confidence in using the multilingualism approach, so they will ensure performance in Literacy at all levels improves.

Head teachers should also recognize their teachers when the children perform well and even give them an incentive so as to keep them motivated. This act will create a spirit of competition among the teachers and so each one will aim at ensuring their learners perform well.

Head teachers should ensure that they provide support supervision as they carry out their work.

All this will enable the children to remain on track thus perform better at the end of the Primary cycle.

5.3.3: Recommendations to Inspectors

Inspectors should continue encouraging all teachers enroll and are even given time to go and study so as to remain learners. This gesture will help teachers to remain up dated and to gain a variety of methods or things they can do to improve their competences in teaching using the multilingualism approach.

5.4: Recommendations for further research

There should be research to establish Multilingualism approach and teacher support systems in Primary Schools.

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APPENDIX: A
QUESTIONNAIRE FOR TEACHERS

Dear respondent.

You have been selected to voluntarily participate in this study and you are kindly requested to freely and objectively respond to the listed questions. Be assured that your responses will be completely anonymous and therefore the information you provide in here will be treated with strict confidentiality,

Yours Rucecerwa Adela

Section A: Demographic data,

- 1) Age of respondent at last birthday.....
- 2) Sex of the respondent a) Female ☐ b)Male ☐
- 3) What is your designation?
 - a) Head Master ☐ b) Classroom teacher c) DEO ☐
- 5: Years of service ☐
 - a) 1 – 5 years ☐ (b) 6 – 10 years ☐ c) 11 - 20years ☐ d)21 and above ☐
6. What is your Level of Education?
 - a) Certificate ☐ b) Diploma ☐ c) Degree ☐ d) Masters and above ☐

SECTION B

Key:**SA=Strongly Agree****A= Agree****N= Not Sure****D= Disagree****SD=Strongly Disagree**

1. I am a balanced multilingual (Tick Appropriately)

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2. I can promote the element of multilingualism to my learners?

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. I use more than one language in my class

- Strongly Agree
- Agree
- Disagree

- Strongly Disagree
4. I have ever attended training on how to teach literacy using the multilingualism approach
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
5. The training gave me enough competences to use the multilingualism approach
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
6. I make preparations to teach in many languages
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
7. I assess basing on the children's linguistic background
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree

8. I am aware of beliefs about speakers of other languages

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

9. My teaching accommodates minority language learners

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

10. I implement advice from the supervisors who visit my class while I am teaching

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

11. I have funds of knowledge/skills for individual functioning and wellbeing

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

SECTION C

12. I use instructional materials while teaching

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

13. My instructional materials are in more than one language

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

14. I give children chance to manipulate and explore on their own so as to learn best

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

15. I know the importance of a print-rich and resource-rich environment

- Strongly Agree
- Agree
- Disagree

- Strongly Disagree

16. I have a print-rich environment

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

17 . I allow children to make choices about their learning

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

18. I vary learning conversations

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

19. I encourage children to write in their home language and translate into language of instruction

- Strongly Agree
- Agree
- Disagree

- Strongly Disagree

20. I use structured story retelling through scaffold activities in the home language and Language 2.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

21. With the use of mother tongue education and multilingualism approach right from the start, children are more likely to enroll and succeed in school.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

22. Girls and rural children from minority language groups with less exposure to a dominant language stay in school longer and repeat grades less often.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

23. Children in Multilingual education tend to develop better thinking skills compared to their monolingual peers.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

24. Children's first language is the optimal language for Literacy and leaning through out lower primary.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

25. Language 1 is very determinant of second language acquisition.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

APPENDIX D

Questionnaire for the Inspectors of schools

Dear respondent.

You have been selected to voluntarily participate in this study and you are kindly requested to freely and objectively respond to the listed questions. Be assured that your responses will be completely anonymous and therefore the information you provide in here will be treated with strict confidentiality

Section A: Demographic data,

1. Age of respondent at last birthday.....
2. Sex of the respondent a) Female ☐ b)Male ☐
3. What is your designation?
 - a) Head Master ☐ b) Classroom teacher ☐ c) DEO
- 4) What is your Level of Education? ☐
 - a) Certificate ☐ b) Diploma ☐ c) Degree ☐ d) Masters and above ☐

Key:

SA=Strongly Agree

A= Agree

N= Not Sure

D= Disagree

SD=Strongly Disagree

SECTION B

1) The teacher of Literacy that I supported is a balanced multilingual (Tick Appropriately)

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2) I have funds to organize for a continuous professional development

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3) I always provide training on how to teach Literacy using the Multilingualism Approach

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

4) From my observation the trainings in colleges give enough competences to use the multilingualism approach

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

5) I do check preparation books when I go for support supervision

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6) Every term, I go at least thrice to support teachers as they teach

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

7) I usually remind teachers of their roles

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8) The system in schools under my supervision accommodates minority language learners

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

9) Teachers implement advice from the supervisors who visit their class whilst teaching

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

10) Teachers demonstrate funds of knowledge/skills for individual functioning and wellbeing

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

11) Teachers I have ever supported used instructional materials while teaching

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

12) Instructional materials used by teachers are in more than one language

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

13) Teachers give children chance to manipulate and explore on their own so as to learn best

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

14. Classes have a print-rich environment

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

15. Children are allowed to make choices about their learning

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

16. Learning conversations are varied whenever I am in for support supervision.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

17. Teachers encourage children to write in their home language and translate into language of instruction

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

SECTION C

18. All schools teach in more than one language up to primary three.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

19. Classrooms have labels with words.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

20. Classroom is decorated with pictures, illustrations, students and printed words from thematic lessons.

Strongly Agree

Agree

Disagree

Strongly Disagree

21. Classroom has a calendar of daily events, pictures, words, objects and photographs.

Strongly Agree

Agree

Disagree

Strongly Disagree

22. Learners' names have been written on all desks.

Strongly Agree

Agree

Disagree

Strongly Disagree

23. Word walls are displayed.

Strongly Agree

Agree

Disagree

Strongly Disagree

24. Learners have access to a variety of printed materials.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

SECTION C

25. With the use of mother tongue education and Multilingualism Approach right from the start, children are more likely to enroll and succeed in school.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

26. Girls and rural children from minority language groups with less exposure to a dominant language stay in school longer and repeat grades less often.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

27. Children in Multilingual education tend to develop better thinking skills compared to their monolingual peers.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

28. Children's first language is the optimal language for Literacy and learning throughout lower primary classes.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

29. Language 1 is determinant of second language acquisition. Language 1 is determinant

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

THANK YOU FOR ACCEPTING TO BE PART OF THE STUDY

APPENDIX E

INTERVIEW GUIDE FOR HEAD TEACHERS

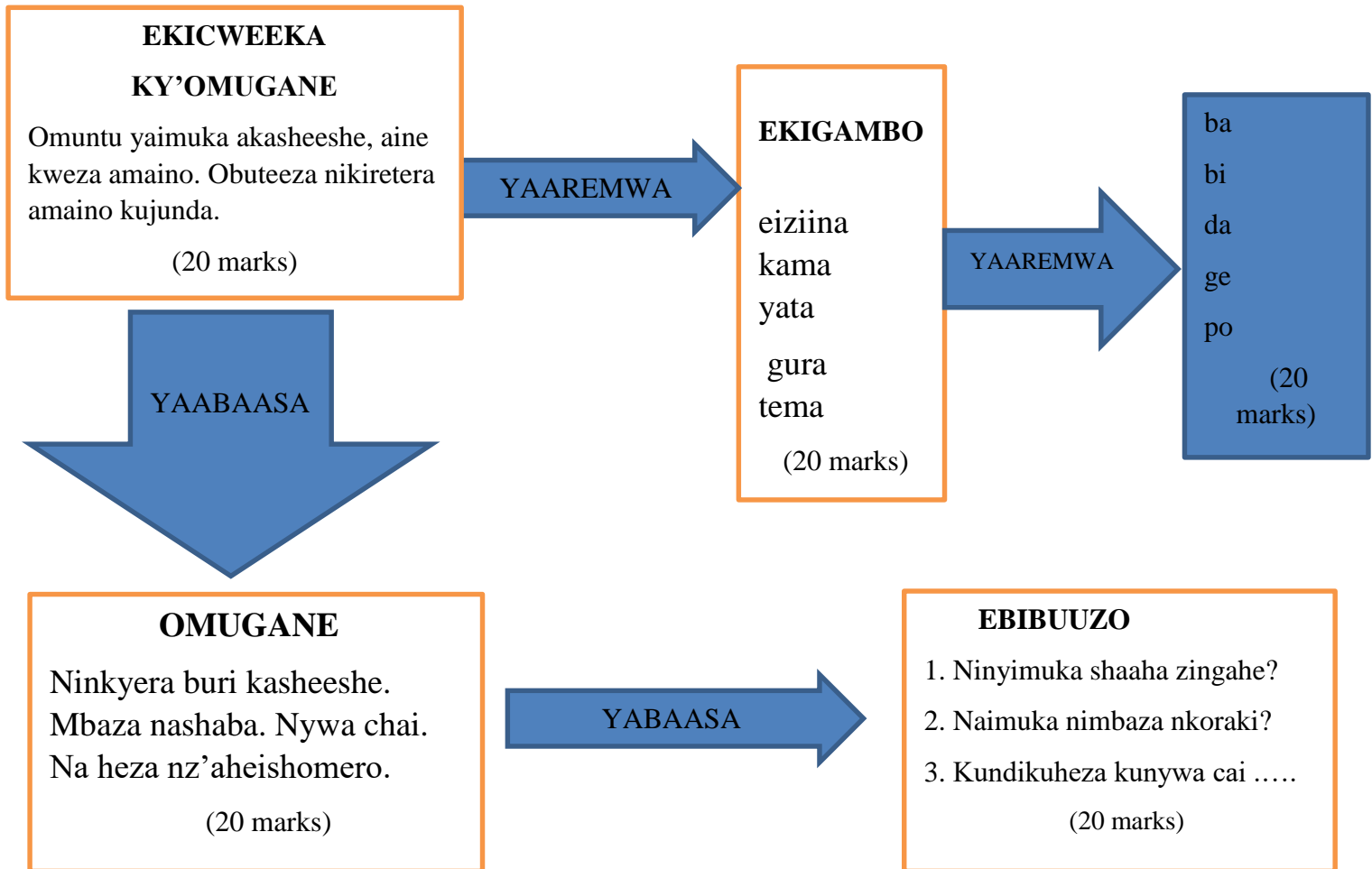
1. How long have you worked as a Head Teacher?
2. Have you ever attended a training on teaching using the Multilingualism approach?
3. What is the language of instruction in lower language in your school?
4. Do you have evidence you supervise Literacy Lessons in school? If yes what evidence?
5. When did you last supervise the lower Primary section?
6. What challenges have you found in the use of local language?
7. What do you think should be done to improve the use of local language?
8. About how many tribes /dialects do you have in your school?
9. How do you handle the different dialects?
10. What is the parent's attitude toward the use of Local language as a medium of instruction?
11. In which language do you assess your learners in lower Primary?
12. How competent are your teachers to teach in local languages?

APPENDIX F

EKIPANDE KY'OKUSHWIJUMA OKUSHOMA N'OKUHANDIIKA

Shoma eby'orabaase.

Ebirakureme tikyine shonga.



APPENDIX G**DOCUMENT ANALYSIS CHECK LIST**

Document	Available	
	(Tick where appropriate)	
	Yes	No
Education Act		
Teachers scheme of service		
Government white paper		
Scripted Continuous Professional Development		
Primers in the hands of learners		
Primary Leaving Examination results		
Assessment records		

OBSERVATION TOOL

EFFECTIVENESS OF TEACHING & LEARNING	Method					Comments
	Q1: Interview and check Q 2-7 Observation	Poor	Fair	Good	Very Good	
Domain	Indicators	1	2	3	4	
1.Lesson planning	Clear lesson plan, with clear learning objectives? Lesson plan and objectives located within the teacher's scheme of work? Lesson as per timetable?					
2. Lesson delivery	Lesson well-structured, with appropriate content? Well delivered, at an appropriate pace, using a range of activities?					
3.Teaching and learning materials	Lesson resourced through appropriate teaching and learning materials, including textbooks?					
4. Learner participation	Learners actively engaged through a range of activities, including open and closed questions, tasks (group/peer individual) and exercises that support learning?					
5. Learning	Teacher checks for learners' understanding at appropriate points in the lesson and through appropriate methods? Teacher uses more than one method to assess learning?					
6.Teachers' rapport with learners	Teacher encourages all pupils to take part in the learning? All pupils treated with respect, in a caring manner with no harsh language or physical punishment?					
7.Classroom environment	Classroom attractive, with recent displays of learners' work and teaching aids?					

8.Pupils' work	Pupils' work books show evidence of regular and appropriate work. Pupils' work is regularly and correctly marked?					
<u>Recommendations</u>						
OVERALL ASSESSMENT OF EFFECTIVENESS OF TEACHING AND LEARNING					POOR 8-13	FAIR 14-20
					GOOD 21-26	V GOOD 27-32