LOCAL LANGUAGE USAGE AND THE MANAGEMENT OF INSTRUCTION IN LOWER PRIMARY CLASSES: A CASE OF KAJARA COUNT- NTUNGAMO DISTRICT, UGANDA.

BY

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DECLARATION

I, Mwebe Rodgers Karuhanga, declare that this dissertation is my original work and that neither part nor whole of it has ever been submitted to any institution of learning for any award.

Signed: .....

MWEBE RODGERS KARUHANGA

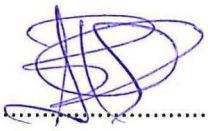
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APPROVAL

This research report entitled "Local Language usage and the Management of Instruction in Lower Primary Classes: A case of Kajara County - Ntungamo District" is submitted for examination with our approval.

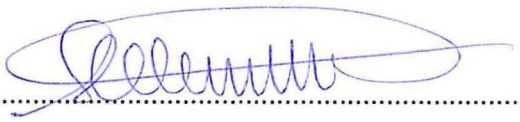
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DEDICATION

I dedicate this dissertation to my late parents, Tom and Margaret Karuhanga, for instilling in me the desire to exploit my potential to the fullest and to make me always able to aspire to achieve more and better in life; to my dear wife and children in whose name I committed to accomplish this one more educational qualification and to all my siblings – for the encouragement and all forms of assistance they rendered all through the period of study.

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LIST OF ACRONYMS

CVI:	Content Validity Index Analysis
ELP:	Education Language Policy
EPRC:	Education Policy Review Commission
GoU:	Government of Uganda
MoES:	Ministry of Education and Sports
NCDC:	National Curriculum Development Centre
OECD:	Organization for Economic Co-operation and Development
P.1:	Primary One
P.3:	Primary Three
P.4:	Primary Four
P.5:	Primary Five
P.6:	Primary Six
P.7:	Primary Seven
UNESCO:	United Nations Education Scientific Cooperation
UPE:	Universal Primary Education

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ABSTRACT

The purpose of the study was to investigate the use of local language in and its effect on the management of instruction at the lower primary school level (P.1 to P.3) in Kajara County. The study was motivated by the observation that by the time government started implementing the policy prescribing the use of local languages in the management of instruction at the lower primary school level, there was no adequate preparation and readiness of teachers and parents to support it, and the necessary reference materials were in limited supply. This situation led to questioning the level at which local languages were used. Consequently, the objectives of the study were to establish the level at which the local language was used in and its effect on (1) lesson planning; (2) lesson delivery; and (3) evaluation of pupils in P.1 to P.3 in Kajara County. The study was designed as a cross-sectional survey. Qualitative and quantitative data were collected from 509 respondents who included 10 head teachers, 120 teachers and 379 pupils randomly selected from 15 primary schools. The data were collected using two sets of interview guides administered to head teachers and pupils, and a teachers' self-administered questionnaire. The data were analysed using the narrative, descriptive and Chi Square methods aided by the SPSS program. Results indicate that on average, the level of using the local language was zilch in lesson planning, moderate in lesson delivery and negligible in pupil evaluation. Therefore, local language usage did not have any effect on lesson planning. Its effect on lesson delivery and pupil evaluation was statistically significant but weak. From these findings, it was concluded that if the use of local language was strengthened, it would translate into a significant improvement in the management of instruction generally and in lesson delivery and pupil evaluation in particular. It was hence recommended that this effect should be fortified through policy intervention involving the Ministry of Education, Sports, Science & Technology liaising with the National Curriculum Development Centre and Uganda National Examination Board making all local languages used in instruction examinable. At the management and practice level, the Ministry of Education and National Curriculum Development Centre should liaise with training institutions to organise in-service training sessions for retooling teachers of lower primary schools in Kajara County in the use of local language. The training can be implemented on a zonal basis involving local government authorities. All primary school teachers teaching P.1 to P.3 pupils should undergo organised in-service training so as to learn how to plan and deliver lessons and how to evaluate pupils in the local language.

DEFINITION OF TERMS

Management of instruction: Process by which teachers carry out lesson planning, delivery of planned lesson content to pupils and evaluation of pupils to establish how well they are learning and how much they have learnt.

Lesson planning: Process by which teachers set objectives and determine the content and intended outcomes of what they impart to pupils.

Lesson delivery: Process by which teachers impart the planned lesson content to pupils.

Pupil evaluation: Process by which teachers establish whether pupils are following and grasping or have understood the lesson content imparted to them.

Language of instruction: Dialect used in lesson planning, delivery of the prepared lesson to learners and evaluation of the pupils to establish how well they are learning and how much they have learnt.

Local language: Dialect with which a learner is familiar and which he/she understands well by virtue of being predominantly used both at home and in the community where a learner lives.

Main language of instruction: Dialect used to impart curricular content to learners after transitioning from the local language as a medium of instruction.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The 1989 Education Policy Review Commission (EPRC) established that one of the reasons why learning was below expectation in most of the primary schools in Uganda was that most pupils at the lower primary school level were unfamiliar with the English language that was being used to manage instruction. EPRC recommended that the use of local languages to manage instruction in lower primary classes (P.1 to P.3) would remedy this situation; for as research had shown, local languages would be familiar to pupils and hence, make their learning of what is imparted easier. Pupils would learn the curriculum better, faster, interestingly, meaningfully and even find it easy to transition to the second language of instruction. The Government of Uganda (GoU) adopted this recommendation as per Section 31 of the 1992 White Paper on Education. Through the Ministry of Education and Sports (MoES), particularly the National Curriculum Development Centre (NCDC), the GoU developed the Education Language Policy (ELP) to facilitate the implementation of this recommendation.

The ELP has been in force in all primary schools in Uganda since 2007, but no empirical research has been conducted to establish the level at which the local languages it prescribes are used in the management of instruction and how this use affects pupils' proficiency and transition to the main language of instruction in most of the primary schools in Uganda, particularly those in Kajara County. This study was hence intended to investigate the level at which the local language in Kajara County was used to manage instruction in P.1 to P.3 and how it had affected pupils' transition to English, the main language of instruction, as

measured in terms of their English proficiency and ease of transferring learnt knowledge to English.

1.1 Background to the Study

This section is made up of four perspectives, namely the historical, which provides the brief overview of the research that has been conducted about the main variables of the study and the theoretical perspective that identifies and explains the theory that guided the study. The other perspectives include the conceptual perspective that defines the main variables of the study, the contextual perspective, which provides the conditions underlying the management of instruction in Kajara County.

1.1.1 Historical Perspective

The use of a local language in the management of instruction is not a new phenomenon in policy discourse and academic research. It has been a subject of debate among educationists and policy planners for several decades, and has attracted a plethora of studies, including those conducted at global and continental levels (Nyika, 2015; Martinez, 2014; Laguarda & Woodward, 2013; Sanmugam & Harun, 2013; UNESCO, 2008; Crystal, 2003; Moschkovich, 2002; Dutcher, 1995; Cummins & Genzuk, 1991; Baker & de Kanter, 1981; Cummins, 1981). In Africa, this subject has attracted several researchers, especially in countries where such foreign languages as English and French are predominantly used to manage instruction right from the pre-primary to the university level of education (Mutiga, 2013; Casale & Posel, 2011; Lavoie, 2008; Brock-Utne, 2007; Ministry of Education, 2006; De Klerk, 2002; Heugh, 2002; Benson, 2000).

A careful examination of the studies cited above reveals that despite having been conducted in different topical and geographic contexts, their findings concur that managing instruction in a local language not only makes learning and understanding a lot easier to pupils. It also increases pupils' proficiency in transferring learned knowledge and skills to the second language, thereby making pupils' learning of the second language and in the second language simpler. It further ensures that pupils are able to learn how to read and write better and efficiently, to understand new concepts faster, and to develop and demonstrate higher levels of competency expected at their level. UNESCO (2003) summarized these findings succinctly by observing that globally, instruction in local language is essential for initial learning and understanding of literacy and numeracy, and such instruction is effective in ensuring education quality by building on local experience and knowledge of learners and teachers.

The findings summarised above are however, yet to be validated in Uganda, since not much research has been conducted about local language usage in the management of instruction and its effect on pupils' transitioning to the main language of instruction. Indeed, a careful examination of the studies that have been conducted in Uganda (for instance Altinyelken, 2010a, 2010b; Piper, 2010; Tembe & Norton, 2008; NCDC, 2006a, 2006b, 2007a, 2007b, 2007c, 2008a, 2008b; Kasozi, 2000; Nabbiccu, 2000; Kwesiga, 1994; GoU, 1992; Otai, 1992) suggests that most of them focus more on advocating and prescribing the use of local languages in managing instruction than on the actual level of using these languages in this management. This study was thus needed to cover this gap in the existing body of knowledge.

1.1.2 Theoretical Perspective

The study was conducted following the combined rationale of the language-based theory of learning and the transitional model of bilingual education, particularly this model's early transitional variant. The language-based theory of learning was developed by Halliday (1993) after observing that although educational knowledge was heavily dependent on verbal learning, none of the existing learning theories had been postulated based on children's language development. The theory is rooted in the premise that language development is a semiotic learning process in which all children engage so as to acquire meaning of what they see, hear, feel, perceive and sense (Martin, 2013). Thus, learning is practically language-based. When children learn language, they are not simply engaging in one kind of learning among many; rather, they are learning the foundation of learning itself (Halliday, 1993). The unique feature of human learning is that it is a process of making meaning—a semiotic process, and the prototypical form of human semiotics is language. In other words, the ontogenesis of language is at the same time the ontogenesis of learning (Halliday, 1993, p.94). Thus, effort should be made to model learning processes in terms of the way children construe their resources for meaning; how they simultaneously engage in learning language and learning through language.

Essentially, the language-based theory of learning underpins the importance of language to pupils' learning. It suggests that pupils' learning is a linguistic process that takes place in three interconnected areas: learning language, learning content through language and learning about language (Lems, Miller & Soro, 2006). This effectively implies that the language that children learn and through which they learn determines what they learn, how much they learn, their learning of another language and the level at which they express

learning outcomes. The more appropriate the language is the more the children learn, understand and express what they are expected to know, even when it is in another language, and vice-versa. The rationale of this theory can hence guide a study whose intent is to analyse the use of a language that children are expected to have learned before joining school, and how this use affects their transition to the second language of instruction.

The rationale of the language-based theory of learning is reiterated by the transitional teaching bilingual model according to which pupils should first be taught in their native language before switching the language of instruction to another language (Martinez, 2014). This model maintains that pupils find learning and understanding easier when they are taught in a language with which they are familiar (Pontier, 2015; Calderon, 2001). The model can be implemented using two approaches, namely: the early transition and late transition approach (Ghosh *et al.*, 2008). The early transition approach involves teaching children at the lower level of primary education in their native language and after this level, transitioning to the second language, usually the main language of instruction (Beyer & Johnson, 2014). The late transition approach involves teaching children in their local language and transitioning after five or more years to the second and main language of instruction (Baker, 2011). This study was guided by the rationale of the early-exist approach because it is the approach recommended by Uganda's education language policy as far as using local languages in the management of instruction is concerned.

1.1.3 Conceptual Perspective

Local language usage in management of instruction was in this study conceptualized as the independent variable and pupils' transfer of learnt knowledge and proficiency in the second

language as the dependent variables. Local language is defined by UNESCO (2008) as the dialect spoken in the homes and marketplaces of a given community. It may or may not be one's mother tongue, defined by UNESCO (2003) as a child's first lingo learned in the home from immediate older family members. From this definition, local language usage refers to applying a dialect spoken in homes and marketplaces of a community and thus familiar to children in the management of instruction at school. Management of instruction is defined as a process conducted by teachers in form of teaching activities, which include lesson planning, delivery of prepared lesson content to pupils and pupil evaluation (Ferlazzo, 2013; Watson *et al.*, 2007; Evertsone & Weinstein, 2006). Lesson planning involves teachers' preparing lessons based on the set curriculum and how to teach the lessons (Jalali & Panahzade, 2014; Albright, 2012). Lesson delivery refers to how a teacher imparts prepared lessons to pupils (Minter, 2011) while pupil evaluation refers to determining whether and how well pupils are following, acquiring and understanding the knowledge or skill being imparted (Hajdin & Pažur, 2012).

In this study, local language usage in the management of instruction was operationalised as applying Runyankore, the language used in the homes and marketplaces of the community in Kajara County and therefore familiar to primary school pupils in this county, to conduct lesson planning, lesson delivery and pupil evaluation at the lower primary school level (P.1 – P.3). This conceptualisation implies that local language was regarded in this study as having the same meaning as a language with which learners are familiar or have proficiency. Transfer of learnt knowledge may be described as the level at which pupils are able to decipher words, numbers, concepts and sentences from the local language first used to teach them to the second and main language of instruction (UNESCO, 2008, 2003). This

was the description adopted in this study. Proficiency in a language refers to how well a person comprehends, speaks, reads, spells, and writes in a given dialect (Parker, Louie & O'Dwyer, 2009; Wolf *et al.*, 2008). In this study, proficiency was operationalised in the same way using English as the specific dialect.

Research has shown that teachers' use local languages to conduct each of the instruction management practices defined earlier makes learning and understanding of the taught concepts, values and skills easier to pupils (Martinez, 2014; Laguarda & Woodward, 2013; Sanmugam & Harun, 2013; UNESCO, 2008; Ministry of Education, 2006). It also eases pupils' transfer of what they have learnt to the second language, and also their proficiency in the second language (Parker *et al.*, 2009; Wolf *et al.*, 2008). It is for this reason that many countries are making policy efforts to promote the use of local languages in the management of instruction in schools (Nyika, 2015).

1.1.4 Contextual Perspective

In Uganda generally and in Kajara County in particular, efforts to promote the use of a local language in the management of instruction began following the Tony Reed Report (2004) on the review of primary curriculum based on the earlier recommendation of the 1989 EPRC. This was recommendation 31 of the 1992 Government White Paper on Education. This recommendation required the GoU to initiate the use of local languages in the management of instruction in all primary schools in Uganda and from P.1 to Primary Four (P.4). EPRC made the recommendation after observing that the English language that the British colonialists had used to introduce formal education was so entrenched in the country's education system and psyche of the general population that it had greatly

undermined and stifled the vital role local languages play in ensuring effective instruction management. The GoU adopted the recommendation, thereby underscoring its commitment to promoting the use of languages with which learners are familiar (NCDC, 2009). However, English remained the language used in the management of instruction, even in lower classes up to 2006.

It was in 2007 when the GoU started implementing the recommendation following the ELP that had been formulated through the MoES and NCDC (NCDC, 2007). It is imperative to note that the ELP made a slight modification. Instead of using local languages to manage instruction up to P.4, the ELP indicates that the use of these languages should be up to P.3. Primary Four should be used as a class for transitioning to English as the main language of instruction while the hitherto used local language is taught as a subject (NCDC, 2009). In addition, the ELP introduced a shift to a thematic curriculum to ensure realisation of the aims of Uganda's primary education, which, according to Government White Paper on Education (1992), include among others, enabling learners to acquire necessary values and functional, permanent and developmental literacy, numeracy, basic health and communication skills in one local language, English and Kiswahili.

It was envisioned that implementing the designed thematic curriculum through using local languages in the management of instruction in lower primary classes (P.1– P.3) would translate into effective realisation of the aim mentioned above. However, NCDC (2007) indicates that by the time ELP started to be implemented, most of Uganda's primary school teachers had not been adequately equipped with skills for teaching in local languages in multilingual classroom settings and for interpreting and translating the thematic curriculum,

there was inadequate literature and instructional materials in local languages. Furthermore, owing to the multilingual nature of their societies and the long-standing impact of English on their psyche, most of the parents had a negative attitude towards using local languages to manage instruction in schools (Heugh & Mulumba, 2014). Teachers were also complaining that the use of local languages would constrain effective realisation of what they perceived to be higher goals such as maintaining first-class quality education and standards as well as advancing with modern-day education. These conditions lead to questioning whether local languages are being used to manage instruction at lower primary level as the ELP prescribes.

1.2 Statement of the problem

The GoU justifiably formulated the ELP that prescribes using local languages to manage instruction in lower primary classes (P.1 to P.3). This is because the use of local languages eases learning and the transfer of learnt knowledge and skills to the main language of instruction (English). However, the teachers who are expected to ensure that this prescription is effectively realised were not adequately equipped to use local languages in the management of instruction. Most of them were opposed to using these languages, preferring to use English based on the argument that local languages would curtail instructional quality, thereby lowering the educational quality and therefore, competitiveness of their schools in the increasingly globalised world.

Besides, the teaching and learning aids and literatures that were needed to facilitate the use of local languages were in limited supply. Furthermore, parents, whose support was critically needed to promote realisation of the ELP aim, had a negative attitude towards using local languages to manage instruction in schools. These conditions have, since 2007

when the ELP began to be implemented, characterised all counties in Uganda (Heugh, 2014), including Kajara County (Heugh & Mulumba, 2014). Under such circumstances, one wonders whether the level at which Runyankore, the local language in Kajara County, is used by teachers to manage instruction in P.1 to P.3 is satisfying.

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of the study was to investigate the use of the local language in and its effect on the management of instruction in lower primary classes from P.1 to P.3 in Kajara County.

1.3.2 Objectives of the Study

The objectives of the study were:

1) To establish the level at which the local language is used in the planning of lessons for P.1 to P.3 pupils in Kajara County.
2) To find out the level at which the local language is used by teachers to deliver the prepared lesson content to pupils in P.1 to P.3 in Kajara County.
3) To establish the level at which the local language is used by teachers to evaluate learning of curricular content by pupils in P.1 to P.3 in Kajara County.

1.4 Research Questions

The following were the research questions for the study:

1) To what extent is the local language used by teachers to plan lessons based on the curriculum content prescribed for P.1 to P.3 in Kajara County?

2) At what level is the local language used by teachers to deliver the planned lesson content to pupils in P.1 to P.3 in Kajara County?
3) To what extent is the local language used by teachers to evaluate learning of curricular content imparted to pupils in P.1 to P.3 in Kajara County?

1.5 Scope of the Study

1.5.1 Content Scope

The study focused on the use of the local language in and its effect on the management of instruction. The use of this local language was investigated in terms of the level at which it was applied by teachers in lesson planning, delivery of prepared lesson content and evaluation of learning and understanding of what is being imparted to pupils in P.1 to P.3.

1.5.2 Geographical Scope

The study was carried out in 15 primary schools located in Kajara County in Ntungamo District, south-western Uganda. Kajara County was selected because it was one of the counties in Uganda that were characterised by the conditions that were unfavourable to the use of local language in the management of instruction. Secondly, the county was within easy reach to the researcher who, additionally, was also familiar with its geography, inhabitants and their local dialect. It was therefore ideal to the researcher as far as data collection was concerned. Thirdly, this county was largely monolingual as it was inhabited by people who used Runyankore both at home and marketplaces. It was therefore a county where a local language that should be used in the management of instruction was easy to identify.

1.5.3 Time Scope

The study was conducted over a period between 2012 and 2016. This was the period when the researcher noticed that although the ELP had been in force since 2007, no empirical study had been conducted to find out how local languages were used in the management of instruction and how their use had affected pupils' easiness to transfer learnt knowledge to English and to be proficient in English as the main language of instruction.

1.6 Significance of the Study

This study investigates local language usage in the management of instruction in Ugandan lower primary schools. It is hoped that its findings can be of benefit to primary school curriculum policy planners and implementers as elaborated below:

a) The research will enable curriculum policy planners to appreciate the extent to which local languages are used in schools. This appreciation will serve as a basis for making appropriate review or modification of the ELP.

b) The findings of the study will help teachers to appreciate their use of local language in the management of instruction and how best they can improve it to ensure effective learning.

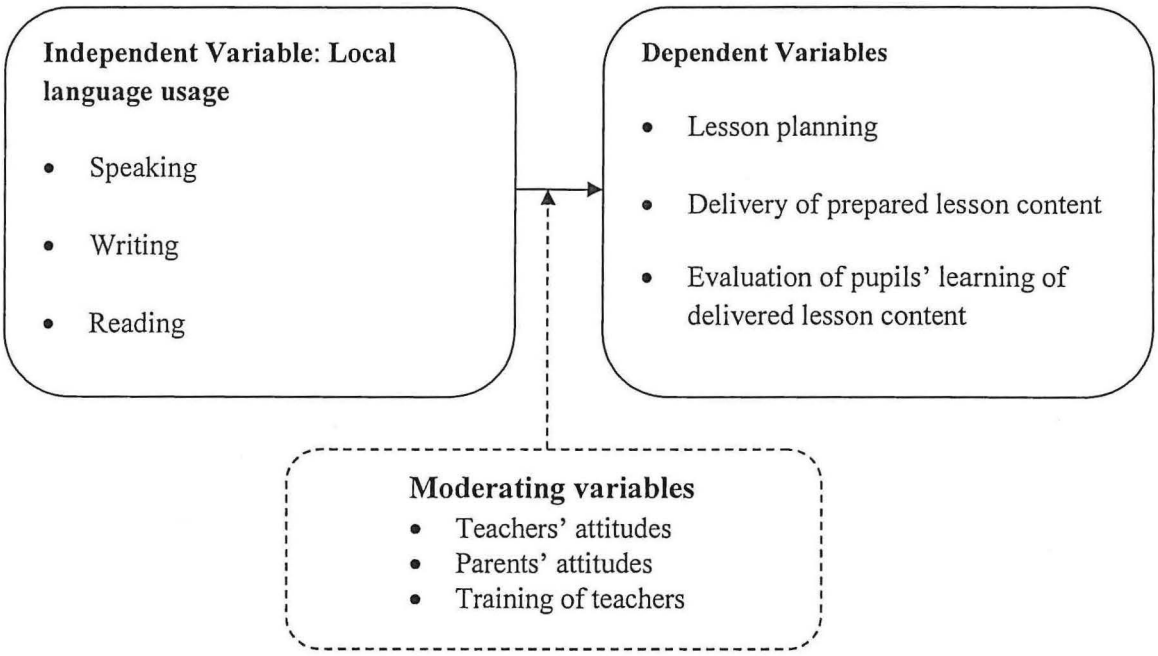
c) The findings of the study will also further enlighten the community, especially parents, to appreciate and embrace use of local languages for instructional purposes for the greater good of their children (learners).

d) The findings of the study can also be used by researchers and academicians as a basis for further research in the area of language and management of instruction in primary schools.

1.7 Conceptual Framework

The study was conceptualized as shown in Figure 1.1.

Figure 1.1: Local language usage and management of instruction



Source: Karuhanga, M.R. (2015)

Figure 1.1 summarises the manner in which the study was conceptualised. It indicates that local language usage in managing instruction was conceptualised as the independent variable and ease of pupils' transfer of learnt curricular knowledge to the main language of instruction (English) and proficiency in this language as the dependent variables. The independent variable (local language usage) was measured in terms of the degree to which Runyankore, the local language in Kajara County, was applied in lesson planning, delivery of the prepared lessons, and evaluation of pupils' learning of the delivered lesson content.

Ease of pupils' transfer of learnt knowledge to English as the main language of instruction was measured in terms of the level at which pupils were able to translate words, sentences, numbers from Runyankore to English and vice-versa. It was also measured in terms of the

level at which pupils were able to conduct numeracy in English, that is, to correctly conduct addition, subtraction, division and multiplication they are expected to know at their grade in English. Proficiency in English was measured in terms of pupils' comprehension of English words they should know, fluency in speaking English, reading in English, correct spelling English words, writing in correct English, and counting in English the numbers they are expected to know.

Figure 1.1 indicates that in addition to the investigated variables, there were other variables that were recognised to have an effect on both the independent and dependent variables. These were considered extraneous variables and included a pupil not using Runyankore as the local or first language or mother tongue, teaching in multilingual school and home environments, teachers' mindset about use of local language, parents' mindset about English as the preferred language of instruction, unavailability of aids used in teaching and learning in a local language, pupils' interest in learning and level of their learning capability. Although these variables were recognised, their effect was assumed constant and was therefore not investigated. The identified independent and dependent were investigated to fill gaps identified in the literature cited in the next chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The previous chapter provided the overall rationale, justification and conceptualisation of the study. It also identified the overall gap that this study was intended to fill. This chapter substantiates this gap. This, it does, by reviewing studies that have been conducted on the variables examined in this study, and highlighting the gaps these studies left and which, therefore, this study was conducted to fill through answering the research questions posed in Section 1.4 and meeting the objectives stated in Section 1.3 of Chapter One. Consequently, the main sections of this chapter are thematically organised according to these objectives.

2.1 Teachers' use of local languages in lesson planning

A number of studies have been conducted about teachers' use of local languages or languages that familiar to learners in the management of instruction general and in lesson planning in particular (see for instance McCarthy, 2015; Mccrea, 2015; Jalali & Panahzade, 2014; Akyeampong, Lussier, Pryor & Westbrook, 2013; Albright, 2012; Brenche, 2011). All these studies agree that all policies about management of instruction recognise that this management begins with lesson planning. They show that lesson planning is the first process that all teachers have to undertake if they are to be effective in instructional management. A close examination of these studies reveals that they were all conducted outside Uganda, implying that the local languages they referred to were not those in Uganda. Therefore, this study was needed to test the validity of their observations in Uganda.

In particular, McCarthy (2015) views lesson planning as a process by which teachers prepares for the teacher-learner relationship by selecting content to teach, the technique to use to teach it and the teaching/learning aids to use in order to cultivate and maintain learner attention, interest, and participation necessary to realizing set learning objectives. According to Akyeampong *et al.* (2013), the choice of language that teachers use to teach is made during lesson planning. These authors maintain that a lesson is essentially prepared for learners and for this reason, they recommend that lesson content and teaching/learning aids should be prepared in the language that is familiar to learners and therefore, will be easily adaptable and appropriate to them during lesson delivery. As conceptualised earlier, a language that is familiar to learners can only be their first or local language. Therefore, Akyeampong *et al.* (2013) advise teachers to use local languages when planning their lessons.

McCarthy (2015) however, focused on analysis of what teachers do when planning lessons for diverse learners and his main goal was to develop ways by which this planning can be carried out by all teachers in general. As for Akyeampong *et al.* (2013), their interest was in examining how the use of local language in lesson planning could help improve teaching and learning of basic mathematics and reading in Africa in general. Therefore, these scholars' concern was not about establishing the extent to which teachers of P.1 to P.3 in primary schools in Kajara County implement their recommendation. This study was hence needed to establish this extent.

Mccrea (2015) indicates that teachers who plan their lessons using a language that is familiar to learners have to identify, select, modify, and organize hands-on learning aids that are comprehensible to pupils and can therefore be used to deliver the prepared lesson in a manner that meets pupils' learning needs. Such teachers tend to plan to use learning aids such as visual illustrations, storybooks, textbooks, pictures, poems, dances, proverbs, games, maps, meaningful and purposeful activities, songs, oral stories/folktales and other forms of literature selected from the learners' local/home experiences and surrounding environment and which, therefore, learners will find easy to relate with in a way that will enhance their understanding of the lesson when delivered to them (Jalali & Panahzade, 2014). They also adapt all the recommended learning content (concepts, ideas and activities) and materials (whether textual material excerpted from textbooks or imported learning materials) to the learners' local experiences (Albright, 2012).

It is noted that none of the authors cited above covered the extent to which teachers in Kajara County use a language that is familiar to learners when conducting lesson planning. Mccrea's (2015) interest was in elucidating lean lesson planning with a view of providing a practical approach to planning a lesson that affords a teacher to do less while achieving more in the classroom. Jalali and Panahzade's (2014) study was about predicting language teachers' classroom management orientations on the basis of their computer attitude and demographic characteristics; yet that of Albright (2012) focused on the relationship between middle school and high school teachers instructional and behaviour management practices and demographic variables in American schools.

In consistency with the preceding observations, Salsbury and Schoenfeldt (2008) and Yakubu (2005) made an essentially similar observation that lesson planning in which teachers use a local language affords them the opportunity to adapt content preplanned in another language to a language that is familiar to learners so as to make this content easy to understand by the learners. In so doing, it makes it easy for teachers to realize the objectives of the adapted lesson, that is, learners' acquisition of the knowledge, values, attitude, or the cognitive, practical and communicative skills, or generally, the behavioral changes expected at the end of the lesson. Salsbury and Schoenfeldt (2008) were however, writing about lesson planning using a research-based model for K-12 classrooms in general. In addition, Yakubu's (2005) focus was on re-orientation of educational values among adolescents through the use of behavioural skills battery (B.S.B) as continuous assessment documents. Therefore, this study was needed to test the validity of their observations in the particular context of P.1 to P.3 teachers of Kajara County.

According to Tileston (2003), learning is undermined when lessons are planned in a language in which pupils have not achieved enough proficiency. Tileston (2003) observed that such lessons are ultimately delivered in a way that is characterised by a gap between instruction and comprehension. This author argued that learning and language are inseparable—language is the brain's input device, whether verbal or figural (pictures, numbers, graphs). Therefore, lesson content (be it in mathematics, social studies, literature, science, physical education, visual arts, music, and performance arts) that is planned in an unfamiliar language is unlikely to be understood by learners; even the lesson objectives and those of the curriculum based on which the lesson is planned are unlikely to be realised. According to Serdyukov and Ryan (2008), all these adverse likelihoods can be greatly

minimised when lessons are planned by adapting them to the target learners' familiar language. When teachers consider and adapt their planned lessons to the language that learners know better, they create opportunities for learners to comprehend and correctly perform the learning tasks involved in the planned lesson. Is this what teachers in Kajara County are doing?

This study was needed to answer the question posed above, more so because the interest of Tileston (2003) was in discussing what every teacher should know about instructional planning yet that of Serdyukov and Ryan (2008) who recommended the use of a familiar language was in developing a 5-star approach to writing effective lesson plans. Evidently, none of these authors considered the particular case of teachers teaching P.1 to P.3 in primary schools in Kajara County. Even the studies (e.g. Cross & Gearon, 2013; Norrish, 2013; Trinity College London, 2013; George, 2010; Haynes & Zacarian, 2010) which show that most of the teachers find it difficult to plan lessons in languages that are different from the language in which they received their pre-service training, do not cover the case of this county.

2.2 Teachers' use of local languages in lesson delivery

Different studies have been conducted about the use of local language in the lesson delivery (Kioko, 2015; Lewis & Trudell, 2008; Kocakulah *et al.*, 2005; Collier & Thomas, 2004; Klaus, 2003; Lipka, 2002). These studies support the use of a local language in delivering lessons to pupils, indicating that it enhances learning. All these studies indicate that the use of a local language in lesson delivery expresses itself in teachers' creation of a language-rich teaching atmosphere, which motivates pupils, especially those in lower

primary school grades, to freely participate in the lesson due to absence of language inhibitions. All the studies were however, conducted outside Uganda, and did not even highlight the level at which the local language was used by the teachers who participated as respondents. The studies therefore left it unclear as to whether the observations they made are also valid with respect to teachers in Uganda generally and those teaching P.1 to P.3 in Kajara County in particular.

Specifically, the work of Kioko (2015) indicates that when a local language is used in lesson delivery, it makes teachers able to provide local experiences that help arouse pupils' interest in and attention to what is being imparted to them. Use of a familiar language makes it easy for say, a geography teacher to conduct fieldwork using familiar illustrations from learners' local environment, a science or agriculture teacher to teach about plants and animals using familiar visual examples, or a social studies teacher to teach using stories, songs, dance, drama, poems and other forms of arts and literatures that are familiar to pupils and which, therefore, make their learning easy (Collier & Thomas, 2004; Taylor & Mulhall, 2001). Consequently, teachers who use a local language increase their ability to provide pupils with the opportunity to learn in a practically meaningful way (Kocakulah *et al.*, 2005). In short, local language usage in lesson delivery ensures that teachers use local and therefore familiar learning aids such as physical and visual illustrations and oral presentations that enable pupils to learn easily (Klaus, 2003; Lipka, 2002).

It is noted that while the authors cited above explain how local language is used in the delivery of lessons and how this use eases learning, they do not do so relative to primary school teachers in Uganda, particularly those teaching P.1 to P.3 in Kajara County. Indeed,

Lipka's (2002) study was analysing the effects of including native language and culture in teaching in schools. Collier and Thomas' (2004) work focused on examining the astounding effectiveness of dual language education for all while that of Kocakulah *et al.* (2005) was about the effect of teaching in native and foreign language on students' conceptual understanding in science courses.

According to Orwenjo, Njoroge and Ndung'u (2014) and Peregoy and Boyle (2005), delivering lessons in a familiar language is manifested in learners' quicker acquisition of listening, speaking, reading, and writing skills which a lesson being taught is intended to develop. It is also manifested in pupils' faster learning and creative expression of quantitative relationships (additions, subtractions, multiplications, and divisions), geographical or spatial knowledge, and civic, economic, religious, moral, social and science (plant and animal) knowledge that they are expected to acquire at their respective school grades (Lewis & Trudell, 2008). It is further reflected in the ease with which teachers facilitate the development of pupils' abilities for singing, understanding of music, citing poems, using imagery, debating, participation in quizzes, personifying, and deciphering of speech and sounds that evoke desired emotions (Baldauf, Kaplan, Kamwangamalu & Bryant, 2012). These observations indicate that the use of local language in lesson delivery expresses itself in form of teachers facilitating learning to occur easier and faster. The observations were however, made within a general context covering the whole of Africa or Asia. They therefore need to be validated within the specific context of countries, let alone counties such as Kajara County.

Gordon (2014) indicates that the use of local language in lesson delivery is reflected in teachers' reference to prior knowledge. By prior knowledge, Gordon (2014) refers to what students bring with them and can be tapped and built on during the lesson; it consists of concepts, ideas, understandings, and experiences with which learners are already familiar. It also includes folktales, myths and misconceptions that may need unlearning and replacement by facts or objective realities. According to Westbrook *et al.* (2013), teachers' use of familiar language is clearly expressed when teacher introduce new concepts, ideas, and topics by drawing upon pupils' prior knowledge. That is, when a teacher engages pupils in brainstorming and mind mapping, and when he/she asks pupils questions about what they already know from their home or lived experiences. Is this the case with the teachers teaching P.1 to P.3 in primary schools in Kajara County?

According to Coffey International Development (2012), effective learning occurs only when a familiar language is used in lesson delivery. Coffey International Development (2012) justifies this argument by citing the brain-based theory, which maintains that learning occurs only when the brain is able to create meaning by blending knowledge from previous experiences with newly introduced concepts and experiences. According to Hardman, Abd-Kadir and Smith (2008), using a familiar language enables learners to orchestrate meaning by connecting the concepts, ideas, activities and values they already know to those being newly imparted to them. The connection is developed by pupils building links between their previous knowledge and the new ideas and concepts being taught (Hardman, Abd-Kadir & Smith, 2008).

The foregoing observations suggest that effective learning does not occur when lesson delivery is not conducted through a language with which pupils are familiar. This leads to questioning the use of familiar languages in schools such as those in Kajara County where pupils' learning is below expectation. This study was therefore needed to answer this question, more so because Hardman *et al.* (2008) made the observation while dealing with pedagogical renewal through improving the quality of classroom interaction in Nigerian but not Ugandan primary schools, let alone those in Kajara County. Coffey International Development (2012) was dealing with activity-based learning in Ghana while Gordon's (2014) interest was in the planning for the language of education in Zambia. The work of Westbrook *et al.* (2013) focused on pedagogy, curriculum, teaching practices and teacher education in developing countries in general.

The Dakar Framework for Action (2000) cited in Gacheche (2010) indicates that learners who understand the language in which they are instructed are more likely to engage meaningfully with content, question what they do not understand and even enjoy the challenge of learning new things. This framework indicates further that teachers need to take advantage of the local languages to encourage learners' full participation in all learning activities. These observations suggest that the use of local languages in delivery of lessons encourages participatory and comprehensible learning. Is this the case in Kajara County?

Mahapatra (2009), Megahed *et al.* (2008) and Nakabugo (2006) made a common observation that the use of a language that is familiar to pupils is manifested in the ease with which the teachers facilitate pupils' knowledge and/or skill acquisition through cooperative learning activities such as debates and group work that involves a teacher dividing his/her

class into small groups of pupils, giving each group a specific concept or skill learn, and asking each group to teach the other about the concept or skill they have learnt. The use of local language in lesson delivery is also reflected in teachers' application of Basic Interpersonal Communication Skills (BICS) (Mizrachi, Padilla & Susuwele-Banda, 2010). BICS involves language skills that allow teachers and pupils to not only communicate, while in school social contexts, in manner that is similar to that which is at pupils' homes but also perform classroom chores, chat with peers, or consume instructional media as if they are in a home environment (Ngware *et al.*, 2012). These observations indicate that teachers' use of a local language in lesson delivery expresses itself when there is no marked difference between the everyday school social experiences and those lived by pupils at home. Is this the case for P.1 to P.3 pupils in primary schools in Kajara County?

According to Cummins (2008) and Troncale (2002), application of BICS in lesson delivery facilitates pupils' easy development of Cognitive Academic Language Proficiency (CALP), a kind of proficiency which every pupil needs to be able to successfully perform abstract and de-contextualized curricular tasks; that is, tasks by which pupils engage their thought processes to categorize, compare, analyze, and accommodate new experiences, thereby acquiring in-depth knowledge and understanding of puzzles and more complex mathematical, scientific, social, economic and other phenomenological dimensions of society (Bonengant, 2013). These observations suggest that when pupils fail to develop CALP as demonstrated in their inability to successfully perform curricular tasks such as classroom testing exercises, homework and end of term examinations, it is not farfetched to question their teachers' use of BICS in lesson delivery. This questioning is particularly inevitable in Uganda, since most of the pupils, especially those in rural counties like Kajara,

fail to successfully perform most of their classroom exercises, homework and end of term examinations (Holland, Long & Regan, 2012; Nakabugo *et al.*, 2006).

Ngware, Mutisya and Oketch (2012) observes that teachers' proper use of local language in lesson delivery is reflected not simply in mere speaking of the language while teaching, but in the teachers being easily understood by the pupils who speak the language. It is particularly noticed in teachers' adjustment from their normal speech speed, vocabulary and intonation to application of basic vocabulary typified by shorter sentences, fewer idioms, precise articulation of each word, calculated repetition of the main idea being taught, and delayed use of exaggerated intonation (Price-Rom & Sainazarov, 2010). It is also reflected in teachers speaking less in the ongoing lesson while encouraging and allowing pupils to talk more about what is being taught, and helping to put right what they do or say through repetition, paraphrasing, clarifying and explaining the concepts, skill or activities being taught while asking questions to increase their comprehensibility to and reflection by learners (Sriprakash, 2009; Ajiboye & Ajitoni, 2008; Tikly & Yu, 2007; Smith, Hardman & Tooley, 2005; Pontefract & Hardman, 2005; Ainscow, 2000). Since none of these authors conducted their research about primary school teachers in Kajara County, they left the question of whether or not these teachers apply what the authors pointed out begging an answer. It is for this reason that study was conducted.

2.3 Teachers' use of local languages in pupil evaluation

Research has shown that the language plays a key role in teachers' evaluation of how well pupils are learning and how much they are learning or have learnt as reflected in what they can comprehensibly and practically do (Bailey, 2014; Toohig, 2014; Nsibande & Modiba,

2012; Piper, 2010; Black *et al.,* 2002). This research has however, not covered the specific case regarding the use of local language in pupil evaluation in primary schools in Kajara County, implying that this case needs to be covered as well.

Notwithstanding the weakness mentioned above, the available literature indicates that teachers conduct pupil evaluation through continuous assessment involving asking pupils to answer the questions and to do testing classroom exercises, homework, school activities, and formative assessment using end of term examinations (Toohig, 2014). Using a language that is familiar to pupils makes this evaluation a lot easier to conduct (Nsibande & Modiba, 2012). The use of such a language is practically manifested in terms of teachers asking questions during the ongoing lesson that pupils understand (Black *et al.*, 2002), even when they may not have the right answers to them (Gove & Wetterberg, 2011). It is also expressed in terms of setting testing classroom exercises, homework, and all other assessment activities in the language that is familiar to pupils and which they therefore understand.

The analysis of the studies of Kanjee and Acana (2013), Sayed *et al.* (2012), Kapambwe (2010) and James (2006) reveals that teachers use a number of questions to evaluate pupils during ongoing lessons. These include: tell me what you know about this or that, can you explain how this or that can be done, what do you think is the meaning of this or that, what do you understand by this or that, what is the problem with this or that, how can this or that problem be solved, what do you think can happen if this was done like this or that, and so on. Toohig (2014) indicates that when asking these questions, the use of a language that is familiar to pupils expresses itself in pupils' understanding of each question.

According to Kizlik (2012), using a familiar language makes it easy for pupils to answer back, thereby encouraging their active oral participation in the lesson being taught. It also makes it easy for the teacher to establish, from the answers they give or the actions they take in response, whether the lesson objectives have been attained (Claire *et al.*, 2014). That is, whether the pupils have grasped the concept, acquired the knowledge, developed the reading, speaking, writing, singing, dancing, performing or other skill, or have changed the attitude or behaviour as was intended by the imparted lesson (Olatomide & Oluwatosin, 2014). It therefore becomes easy for teachers to undertake appropriate elaborative or corrective measures, where necessary, instead of blaming pupils' failures or weaknesses to using the language they do not understand as has consistently been reported by the Uganda National Examination Board (2014, 2013, 2012).

2.4 Local language usage in management of instruction, ease of pupils' transfer of learnt curricular knowledge to and proficiency in main language of instruction

Several studies have been conducted about how the language used in the management of instruction affects the ease with which pupils transfer learnt knowledge to the main language of instruction as well as their proficiency in this language (Nyika, 2015; Martinez, 2014; Laguarda & Woodward, 2013; Mutiga, 2013; Sanmugam & Harun, 2013; Casale & Posel, 2011; UNESCO, 2011, 2008; Lavoie, 2008; Brock-Utne, 2007; Ministry of Education, 2006; Arnold *et al.*, 2006; Crystal, 2003; Moschkovich, 2002; De Klerk, 2002; Heugh, 2002; Benson, 2000; Dutcher, 1995; Cummins & Genzuk, 1991; Baker & de Kanter, 1981; Cummins, 1981).

All the studies cited above agree that the use of local languages in the management of instruction sets a firm foundation for the learning and acquisition of a second language. The studies show that pupils learn significantly better and faster when they are taught in the language with which they are familiar, they also find it easy to not only transfer the learnt knowledge to the second language but also improve their proficiency in the second language. However, as pointed out earlier, these observations needed to be validated in the particular case of teachers teaching P.1 to P.3 in primary schools in Kajara County, since none of the scholars cited above covered this case.

In particular, the studies of UNESCO (2011, 2008) indicate that using the language that is familiar to pupils eases their transfer of learnt knowledge and skills to the second language. Once pupils have acquired knowledge, they use it to develop their understanding the related knowledge, even when the latter is being imparted in another language. According Arnold *et al.* (2006), this transfer is manifested in the ease with which pupils are able to transition to the second language through correctly translating words and sentences that constitute the knowledge they have acquired through their native language to the second language. It is also manifested in the ease with which pupils accurately translate the numbers taught to them in their native language to the second language (August & Shanahan, 2006). The use of native language in teaching numeracy, arithmetic or mathematical tasks such as addition, subtraction, division, and multiplication makes it easy for pupils to start carrying out similar tasks in another language (Ball, 2008; Benson, 2002).

It is noted that while these studies indicate how usage of familiar language in the management of instruction eases pupils' correct transfer of learnt words, sentences, and

mathematical tasks to the second language, they do not cover the case of the pupils in primary schools in Kajara County. It was therefore important for this case to be covered by undertaking this study.

Authors such as Kioko (2015), Chumack-Horbatsch (2008), NCDC (2007a), Doughty and Long (2003) and Bialystok (2001) indicate that when pupils are first taught in their native language, they find it easier to acquire proficiency in the second language. According to Hinkel, (2005), the acquired proficiency is reflected in pupils' enhanced and better understanding of what is spoken or written in the second language (Ball, 2010), their fluency in speaking the second language, and their ability to correctly read and write sentences and stories, to rightly spell words in the second language, and correctly count in the second (Alidou & Boly, 2006)

There are however, studies such as that of Martinez (2014), Wong (2010), Mahwah (2004) and Poon (2000) that indicate that using a language more than one language in the management of instruction does not improve proficiency in either language. Learners improve their proficiency in a language only when it is consistently used right from the beginning to the end of their education. Wong's (2010) and Poon's (2000) studies were however, conducted about pupils in Hong Kong while the study of Mahwah (2004) was general in approach. All the studies were therefore not about pupils in Uganda, let alone Kajara County.

Cummins (1979) advances the interdependence theory to explain the positive transfer of literacy knowledge and skills learnt through the use of a local language to the second

language. He argues that the level of proficiency attained in the second language by a learner is significantly dependent on the level of proficiency that the child acquires while being taught in the familiar language. UNESCO (2008) concurred with Cummins (1979) by observing that children taught in a familiar language learn a second language more quickly than those initially taught to read in an unfamiliar language. Bukenya (2008) echoed the same view observing that using local languages in managing instruction creates confidence in one's language, thereby forming a strong basis for learning other languages. This is reiterated by Nyika (2015), observing that pupils first instructed in their local languages are enabled to understand not only their language's grammar but also all grammars. The local language is the master key to all second languages; it is the complete means of proper understanding of any second language. it is however, yet to be established whether all these observations hold in Kajara County.

2.5 Summary of Literature

In general, the available literature indicates that local language is used in the management of instruction in different countries. It is used in lesson planning, delivery of the planned lesson to the pupils and in pupil evaluation during and after the delivery of the planned lesson. The literature is however, still deficient as far as the extent to which local languages are used in the management of instruction in Uganda generally and in Kajara County in particular is concerned. Furthermore, literature presents two opposing views as far as the effect of using a local language on the pupils' proficiency in the second language is concerned. While the first view indicates that the use of local language improves this proficiency, the view posits that this use constrains this proficiency. There is therefore no consensus on the effect of using local language in the management of instruction on proficiency in the second

language. It is for this reason that this study was needed to determine how the use of a local language affected learners' proficiency in the language second. The study was conducted using the methodology discussed in the next chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The preceding chapter focused on reviewing literature by which the gaps, which this study was intended to fill following the set research questions, were identified. In this chapter, the main focus is on discussing the methodology used to answer the research questions. Accordingly, the chapter presents the research design adopted for the study, the population, the sample and sampling strategy, data collection methods and instruments, validity and reliability of the instruments, data collection procedure, and the techniques used to analyse the collected data.

3.1 Research Design

The study was conducted using a cross-sectional survey. This design was used because it was appropriate to facilitate the answering of the research questions and subsequently the achieving of the objectives of the study. As explained by Collis and Hussey (2014) and Creswell (2014), this design facilitates collection and analysis of either firsthand quantitative, qualitative or both types of data required to understand the nature of the variables being investigated as they are and how they relate to or affect each other. In this study, this design facilitated collection and narrative, descriptive and Chi Square analysis of firsthand qualitative and quantitative data in order to establish the use of a local language (Runyankore) in the management of instruction and how this use affected the ease of pupils' transfer of knowledge learnt in this language to the second language of instruction (English), and the pupils' proficiency in the second language.

3.2 Population and Sample

3.2.1 Parent Population

A parent population refers to a complete collection of all subjects from which a sample of a study can be drawn (Amin, 2005). In this study, the parent population included all the head teachers, teachers and pupils in all the primary schools in Kajara County in Ntungamo District. According to Ntungamo District Education Office (2014), Kajara County has 29,822 pupils, 192 teachers and 43 head teachers distributed in 43 primary schools located in this county. Therefore, the size of the study population was 30057.

3.2.2 Target Population

A target population refers to that part of the parent population in which the researcher has special interest or that proportion of the parent population with the attribute desired in the study and therefore, the proportion from which the sample can be selected (Zucker, 2009). It is also referred to as the sampled population (Amin, 2005). In this study, the target population consisted of the head teachers of primary schools in Kajara County, the teachers who teach at the lower primary level (P.1 to P.3), and pupils at this level as well as those in Primary Five (P.5) to Primary Seven (P.7).

The head teachers were included in the sample to provide data about how they promoted the use of the local language in Kajara County in the management of instruction in P.1 to P.3. The teachers who were teaching P.1 to P.3, the pupils in these classes and those in P.5 to P.7 were considered to provide data about the use of local language in the management of instruction. Pupils in P.4 were left out because this class is considered transitional by NCDC

(2007a), implying that it is a class during which pupils are being introduced to the second language. It would therefore be unfair to test such pupils' ability to transfer learnt knowledge to and proficiency in the second language.

Accordingly, the pupils who were considered to be in a better position to provide data on the ease of transferring knowledge learnt in local language to English and on their proficiency in English were those in P.5 to P.7. Out of the total number of 29,822 pupils in primary schools in Kajara County, those who were in P.4 and who, therefore, were left out were 4089. This implies that the size of the target population was equal to 30057 – 4089, which was 25,968.

3.2.3 Sample Size

The sample was made up of two sub categories, which included teachers and pupils. The expected total size of these two categories was 506 respondents. This size was determined using Krejcie and Morgan's (1970) Sample Determination Table and the above 30% criterion recommended by Saunder *et al.* (2000) as shown in Table 3.1.

Table 3.1: Sample Size Determination and Distribution

Category of Respondents	Target Population	Sample Size	Determination criteria
Head teachers	43	15	Saunder *et al.* (2000)
Teachers	192	127	Krejcie and Morgan (1970)
Pupils	25733	379	Krejcie and Morgan (1970)
Total	25,968	521	

3.4 Sampling Strategy

A sampling strategy refers to the techniques or methods used to select respondents from a target population (Amin, 2005). These techniques include simple random sampling, purposive sampling, convenience sampling, stratified sampling, cluster sampling, snowball sampling and others (Amin, 2005). For this study, it was simple random and stratified sampling techniques that were used to select the respondents as explained in the following paragraphs.

Simple random sampling is used when all the subjects to select have equal chances of participating in the study (Gorard, 2013). It was therefore used to select the schools from which respondents were selected. Each school had an equal chance of being selected because, according to NCDC (2007a), teachers in all primary schools in Uganda are supposed to manage instruction in P.1 to P.3 using the local languages used in the communities where the schools are located.

The lottery method was used in the selection of the schools. This involved compiling a list of all the schools located in Kajara County using records obtained from Ntungamo Education Office. After compiling the schools, the name of each school was written on a piece of paper. The pieces of paper were collected in a jar and shuffled. The researcher then blindfolded himself and started picking a piece of paper from the jar after every shuffle without replacement until 15 pieces of paper were picked. The school whose name appeared on the picked paper piece was then considered as a participant in the study.

Fifteen pieces were selected because they represented almost 35% of the 43 paper pieces that represented all the primary schools in Kajara County. Indeed, according to Sounders *et al.*'s (2000) criterion for determining a statistically representative sample, this proportion was statistically representative of the 43 schools. It should be noted that the selected schools happened to be located in all the sub counties of Kajara County as shown in Table 3.2.

Table 3.2: Distribution of selected schools by sub counties in Kajara County

Sub county	Number of selected schools
Kibatsi	3
Ihunga	4
Bwongyera	2
Nyabihoko	3
Rwashamaire T/C	3
Total	15

After the selection of schools, stratified sampling was applied. As explained by Amin (2005), this sampling technique was used to divide the sample in three sub categories, which included head teachers, teachers and pupils. This stratification was intended to ease selection of respondents from each category. After the stratification, respondents were selected from each stratum using simple random sampling. This was intended to give each head teacher, teacher and each pupil an equal of participating in the study. This was because by virtue of his/her administrative role, each head teacher had information about how they promoted the use of a local language in the management of instruction in P.1 and P.3 in their respective school. Secondly, each of the teachers and pupils in who constituted the target population defined earlier was in a position to provide data needed to establish the level at

which a local language was used in the management of instruction, and at which the pupils transferred learnt knowledge to and were proficient in English.

In particular, teachers who taught P.1 to P.3 and pupils in these classes were in a position to provide data about use of local language in the management of instruction. Teachers who taught in P.5 to P.7 and the pupils in these classes were in a position to provide data on pupils' transfer of knowledge learnt in local language in P.1 to P.3 to English as well as pupils' proficiency in English.

The procedure applied to select teachers and pupils from their respective categories involved using random numbers. This was because the names of the teachers and pupils were not easily accessible prior to interfacing with them as their respective schools. Two sets of similar random numbers were used. The first set of random numbers was distributed to the respondents in each category to act as their identifiers. The second set was then used to select the respondents. A random number was picked from the second set at random and without replacement. A respondent whose identifier was similar to the picked random number was then selected to participate in the study.

3.5 Research Instruments

Research instruments refer to tools or devices that measure or contain the items and scales used to measure identified variables, thereby collecting data needed to answer the set research questions and meet the objectives of the study (Pierce, 2009). They include self-administered questionnaires, interview schedules, interview guides, and observation checklists, to mention but a few (Pierce, 2009). In this study, a self-administered

questionnaire and two sets of interview guides were used to measure the variables and collect the required data.

3.5.1 Interview Guide

An interview guide is a research instrument that contains either the themes from which a researcher formulates questions a researcher asks a respondent or the very questions the researcher poses in order to collect data from the respondent in a systematic and flexible manner that does not limit the respondent (Creswell, 2014). In this study, two sets of interview guides were designed according to the objectives of the study and used to collect data from head teachers and pupils. The use of this research instrument was based on two reasons:

a) Head teachers were considered key informants in this study. The instrument was used because it could give them an opportunity to answer posed questions in a flexible and unlimited manner (Creswell, 2013), thereby exhausting all the information needed from them to answer the research questions and realise the objectives of the study. A copy of this interview guide appears in Appendix A.

b) The flexible nature of the interview guide was needed to enable the researcher to collect data from the pupils. This flexibility gives the researcher a chance to read, translate, rephrase or ask any question in a language that a respondents understands better (Creswell, 2014). It therefore helped the researcher to read and translate the questions to those pupils who could not comprehend them in English so they could provide their responses after understanding the questions well. This was applied to mainly those pupils at the lower primary school level. These pupils were not

expected to understand the questions in English, since they were expected to be learning in their local language. It should be noted that care was taken to translate the questions without changing their original meaning and influencing the pupils' responses. A copy of the interview guide administered to pupils appears in Appendix C.

3.5.2 Self-administered Questionnaire

A self-administered questionnaire (SAQ) is used when respondents are literate and when there is need to collect a lot of data in a relatively short period of time (Kimberlin & Winterstein, 2008). In this study, it was used to collect data from teachers basically because these exact conditions. Indeed, as teachers, these respondents were literate enough to read and write their responses. The questionnaire was also appropriate cover the relatively big number of teachers selected to participate in the study in a relatively short period of time.

The administered SAQ was designed according to the specific objectives of the study and in such a way that it contained mostly close-ended items. It therefore, required teachers to read most of the items and respond by ticking a response option that best suited their evaluation of the manner in which they used a local in lesson planning, lesson delivery and pupil evaluation. The response options the teachers were to use to provide their evaluation were given using appropriate Likert scales (For details, see Appendix B).

3.6 Data Quality Control

The quality of the data was assured by testing and establishing the validity and reliability of the designed research instruments.

3.6.1 Validity

Validity of research instruments refers to the measure of the extent to which an instrument used to collect data measures what it is intended to measure accurately and meaningfully (Amin, 2005). In this study, the validity of the designed interview guide, self-administered questionnaire and quantitative interview was investigated using the content validity method. Three assessors who were knowledgeable about the variables of the study were asked to evaluate each item in the interview guide, questionnaire and quantitative interview by rating it as either relevant (R) or irrelevant (IR). Using their ratings, the Content Validity Index (CVI) was computed as shown in Table 3.3.

Table 3.3: Content validity indices (CVI) for questionnaire and quantitative interview

		Assessment of items			CVI
Instrument	Assessors	R	IR	R + IR	R/(R+IR)
Head teachers' interview guide	First assessor	7	2	9	
	Second assessor	8	1	9	
	Third assessor	6	3	9	
	Total	21	6	27	21/27 = .778
Teachers' questionnaire	First assessor	38	3	41	
	Second assessor	39	2	41	
	Third assessor	37	4	41	
	Total	114	9	123	114/123 = 0.927
Pupils' interview guide	First assessor	31	3	34	
	Second assessor	30	4	34	
	Third assessor	33	1	34	
	Total	94	8	102	94/102 = 0.922

Table 3.3 indicates that the CVI for the interview guide was 0.778, that of the questionnaire was 0.927 and that of the quantitative interview was 0.922. These CVIs were all greater than 0.7, which, according to Amin (2005) should be the minimum threshold allowed to accept a research instrument as valid. Therefore the administered instruments were valid enough to collect the needed data.

3.6.2 Reliability

Reliability refers to the degree to which a research instrument consistently measures what it is supposed to measure (Amin, 2005). In this study, a Cronbach Alpha method of internal consistency was used to establish the reliability of the designed research instruments. The method was used with the aid of the SPSS as shown in Appendix C. The Alpha computed for the questionnaire was 0.994 and that which was computed for the quantitative interview was .989. These Alphas were greater than 0.7, which, according to Field (2005), should be the minimum acceptable value for an instrument to be reliable. Therefore, the instruments were reliable enough to collect data that was needed to accomplish this study.

3.7 Procedure of Data Collection

Prior to commencement of data collection, the researcher made an effort to obtain an introductory letter from the Dean of the Faculty of Education, Kyambogo University. This letter was obtained to enhance not only the researcher's self introduction to the authorities of the selected schools but also his efforts to seek permission of access to the respondents. Handy with the letter, the researcher made visits to the selected primary schools, went straight to each school's head teacher and asked for the permission mentioned above. After getting the permission, the researcher asked for the cooperation and willingness of the head

teachers to participate in the study by sparing about 30 to 40 minutes of their valuable time to answer a few interview questions that had been prepared for them. The head teachers who accepted to participate were interviewed using face-to-face oral questions. Their responses were all recorded using the recording system of the researcher's mobile telephone set. Some of the key responses were recorded in the researcher's notebook to ease memory during data analysis.

After the conducting the interview with each head teacher, the researcher went on to ask the head teacher to introduce him to the teachers and the pupils. The head teachers introduced the researcher to the teachers in their respective staff rooms and to the pupils in the respective classrooms. After the researcher's introduction to the respondents, the head teacher allowed him to explain the purpose of the study and why the respondents were needed to participate in the study. After going through the introductory part, the head teacher left the researcher with the respondents to proceed with the data collection. The researcher made efforts to ask for the respondents' consent, cooperation and willingness to participate in the study by filling in their respective questionnaires. Teachers were asked for the time they needed to fill in the questionnaires fully. The period they wanted ranged between two and three days. Therefore, questionnaires were left with the teachers for three to two days after which they were collected and compiled together for analysis.

As far as pupils were concerned, the interviews were administered to them as groups in their classrooms. Effort was made to read out each question and to translate it in Runyankore. The options were also translated. The pupils were then asked to tick the option that matched

their opinion on each question. Afterwards, the completed interview instruments were collected from the pupils and compiled for data processing and analysis.

3.8 Data Processing and Analysis

3.8.1 Quantitative data processing and analysis

After collection of data from teachers and pupils, it was processed and analysed. Data processing involved entering all the responses provided by the teachers and pupils in the SPSS program (Version 22) using the numerical codes that these respondents used to indicate their perception of each and every item administered to them. In addition, the data collected from head teachers about their biographical attributes that were relevant to the study was also coded and entered in the program so that it could be analysed together with the data obtained from teachers. After data entry, effort was made to screen the data so as to eliminate any errors that could have been committed during data entry. After data screening, data analysis commenced. The analysis was conducted using the descriptive, data transformation and multivariate regression techniques of analysis.

In particular, descriptive analysis involved generation of relative frequency distributions, means and standard deviations per item that were necessary to describe the sample and explain the variables as perceived by respondents. Data transformation was conducted to develop a numerical aggregate of all the items used to measure each construct, thereby building a global variable as shown in the conceptual framework of the study. Multivariate analysis was then applied to the global variables to establish how the use of local language in the management of instruction (lesson planning, lesson delivery and pupil evaluation)

affected not only the ease with which pupils transferred knowledge learnt in local language to English but also the pupils' proficiency in English.

3.8.2 Qualitative data processing and analysis

The data obtained in form of recorded interview responses from the head teachers was processed by replaying the recordings, listening and transcribing the responses using the narrative technique of analysis as explained by Creswell (2014). The narratives were written directly into the text of the study, with minor editing where necessary.

3.9 Data Presentation

The results generated out of the data are presented in the next chapter using tables, graphs, pie charts and narratives. These methods are used to summarize the findings in the manner that facilitates easy and meaningful interpretation.

3.10 Ethical Considerations

Prior to conducting administration of the instruments designed to collect data, effort was made to provide respondents with a clear explanation of the purpose of the study so as to obtain their informed consent. The respondents were also assured that the data that they were to provide was to be treated with utmost confidentiality. This was realised by presenting the findings obtained from the analysis of their responses while being anonymous about their names. The introductory letter that the researcher obtained from the Supervisor was intended to make him appear credible to authorities of the selected schools and to the respondents. This led to substituting the suspicion with which respondents would have treated the researcher with respect.

3.11 Assumptions and Limitations

The researcher assumed, first and foremost, that he would be able to conduct the study on schedule. He also presumed that the budget he had proposed to facilitate the study was enough and that respondents would be available and cooperative to enable him to collect all the data required to accomplish the data. However, these assumptions did not materialise. As a result of inflation, the costs/expenses that were actually incurred overstretched the budget. The researcher had to mobilise more resources by requesting for advance salary for three months.

Even the anticipated time was exceeded due to delays in teachers' return of the questionnaires. Some of the respondent teachers were not as cooperative and willing to participate in the study as had been anticipated. Even some of the head teachers who had been targeted to participate in the study were not able to do so. They only allowed the researcher to have access to the teachers and pupils, and left their schools for other engagements. In spite of all the efforts to prompt these respondents, they did not return the questionnaires until the researcher could not wait any longer. This lowered the response rate as explained in the next chapter. The anticipated time was further exceeded owing to the fact that the researcher was a working student. This limitation was however, minimised by taking leave off work to concentrate on collection of data the analysis of which generated findings presented in the next chapter.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

Effort was made in the previous chapter to explain the methodology used to collect and analyse the data. In this chapter, the focus is on presenting and interpreting the findings obtained from the analysis. The chapter is organised according to the objectives of the study based on the research questions that the study was set to answer. For each research question, the findings are presented according to the methods used to analyse the data. It should be noted that the chapter begins with describing the sample from which the findings are obtained.

4.1 Sample characteristics

The characteristics that were considered relevant for the study included the response rate, type of the school, sub-county in which the school was located, teachers' highest academic qualification, period that teachers had spent in the teaching service, and the class/grade in which pupils were and the period that they had spent in their respective schools. Findings about the response rate are shown in Table 4.1.

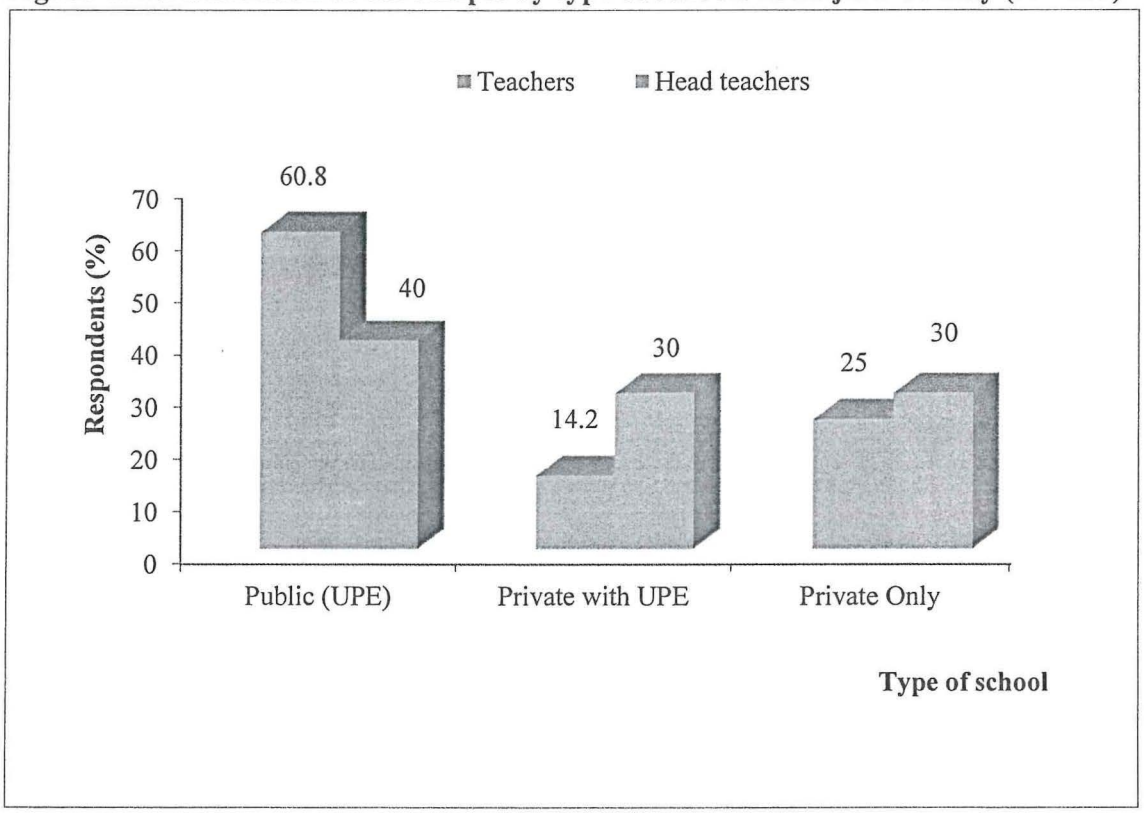
Table 4.1: Distribution of the sample response rate

Category of Respondents	Expected Sample Size	Actual Sample Size	Response Rate
Head teachers	15	10	66.7%
Teachers	127	120	94.5%
Pupils	379	379	100.0%
Total	521	509	97.7%

Table 4.1 indicates that out of the 15 expected head teachers, 10 responded, giving a response rate of 66.7%. Out of the 127 expected teachers, 120 participated thereby

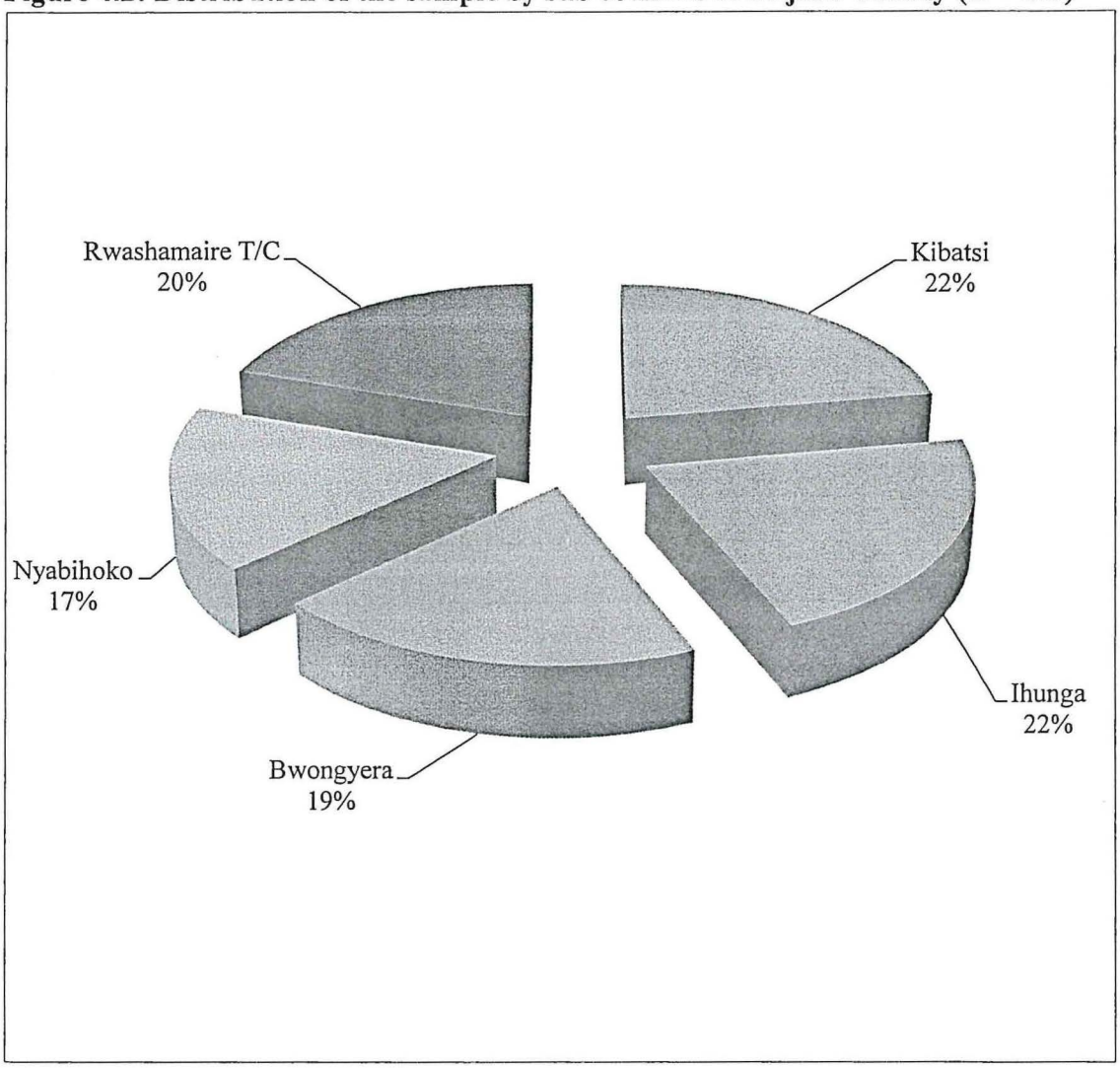
registering a response rate of 94.5%. All the 379 expected pupils took part in the study, thereby posting 100% response rate. In general, the expected sample size was 506 respondents. However, 499 participated in the study, thereby registering 97.7%. These response rates indicate that the number of respondents expected in each category and on the whole was largely realised. As far as the type of school was concerned, the sample was distributed as shown in Figure 4.1.

Figure 4.1: Distribution of the sample by type of schools in Kajara County (N = 509)



The findings in Figure 4.1 indicate that all the types of primary schools were represented in the sample. However, most of the respondents (40% of head teachers and about 61% of teachers) indicated that their schools were public or UPE schools. This is explained by the fact that most of the primary schools in Kajara County were UPE schools. The distribution of the sample by sub-county was as shown in Figure 4.2.

Figure 4.2: Distribution of the sample by sub counties in Kajara County (N = 509)



The findings in Figure 4.2 indicate that the sample was drawn from all the sub counties that make up Kajara County, with each sub-county contributing a proportion of respondents that ranged between 17% and 22%. This suggests that the sample represents views collected from Kajara County as a whole. Regarding the highest level of education that the selected teachers had, the findings are presented in Figure 4.3.

Figure 4.3: Distribution of head teachers and teachers by highest academic qualification (N = 130)

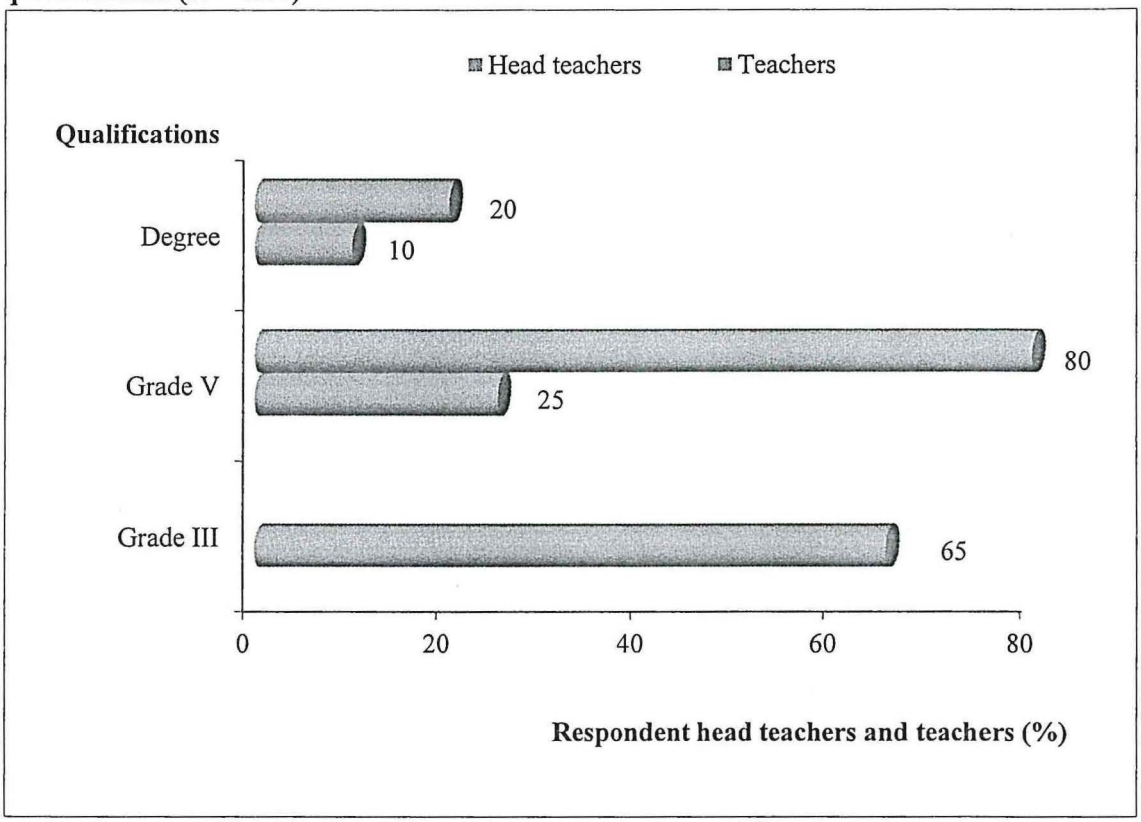
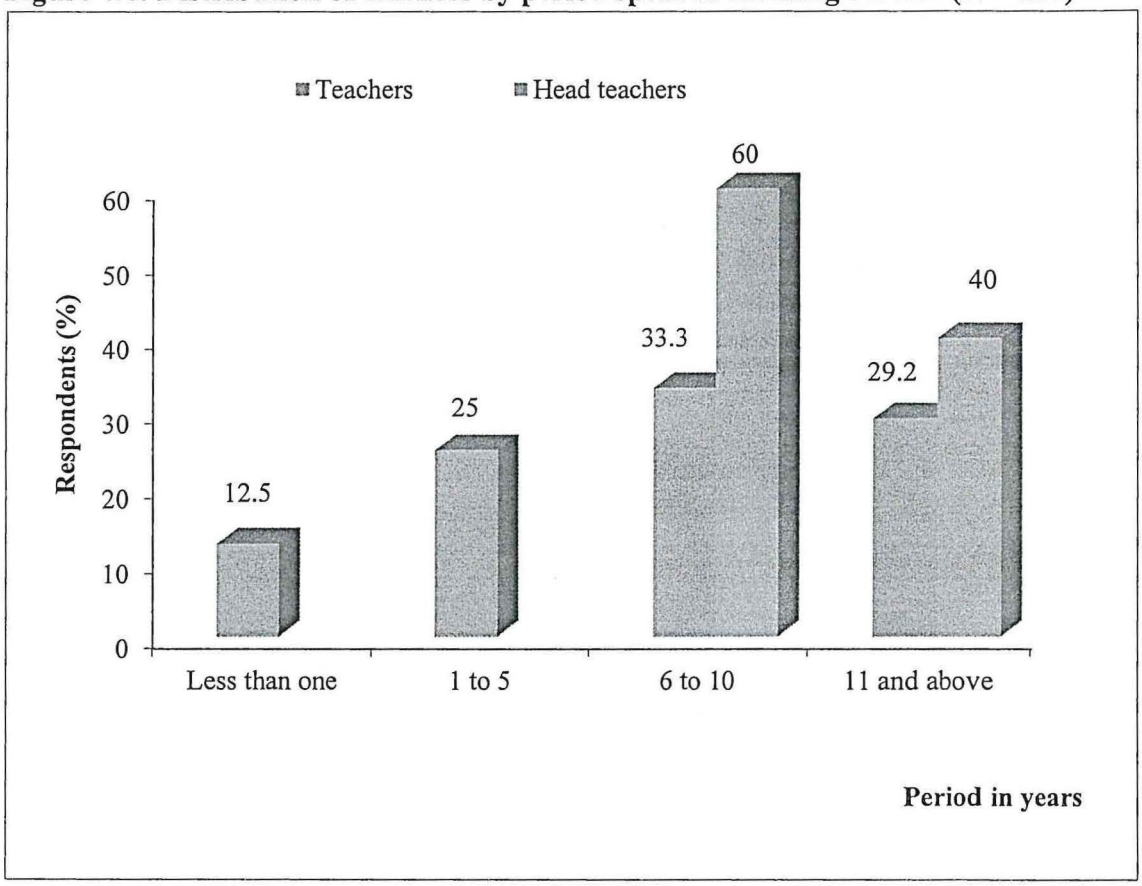


Figure 4.3 indicates that the highest academic qualification that the selected head teachers and teachers possessed ranged from Grade III to a degree, with the majority of the head teachers (80%) being Grade V holders and most of the teachers (65%) being Grade III holders. These findings suggest that the selected teachers were qualified enough to understand the concept of local language usage in the management of instruction and its effect on pupils' ability to transfer learnt knowledge to the second language and on the pupils' proficiency in this language.

As far as the period that the selected teachers had spent in the teaching service, findings are summarised in Figure 4.4.

Figure 4.4: Distribution of teachers by period spent in teaching service (N = 130)



The findings in Figure 4.3 indicate that respondents who had spent a period of less than one year in the teaching service were a paltry 12.5%. This suggests that the teachers and head teachers who had spent at least one year in the teaching service were 87.5% with all the head teachers having spent at least six years. A period of at least one year is enough for any normal teacher to be well-acquainted with what they are doing as far as the management of instruction is concerned. Therefore, the majority of the teachers provided data from an informed point of view. This data can therefore be considered largely dependable.

Turning to the selected pupils, their distribution was, according the class/grade in which they were, as presented in Figure 4.5.

Figure 4.5: Distribution of selected pupils by class/grade level (N = 379)

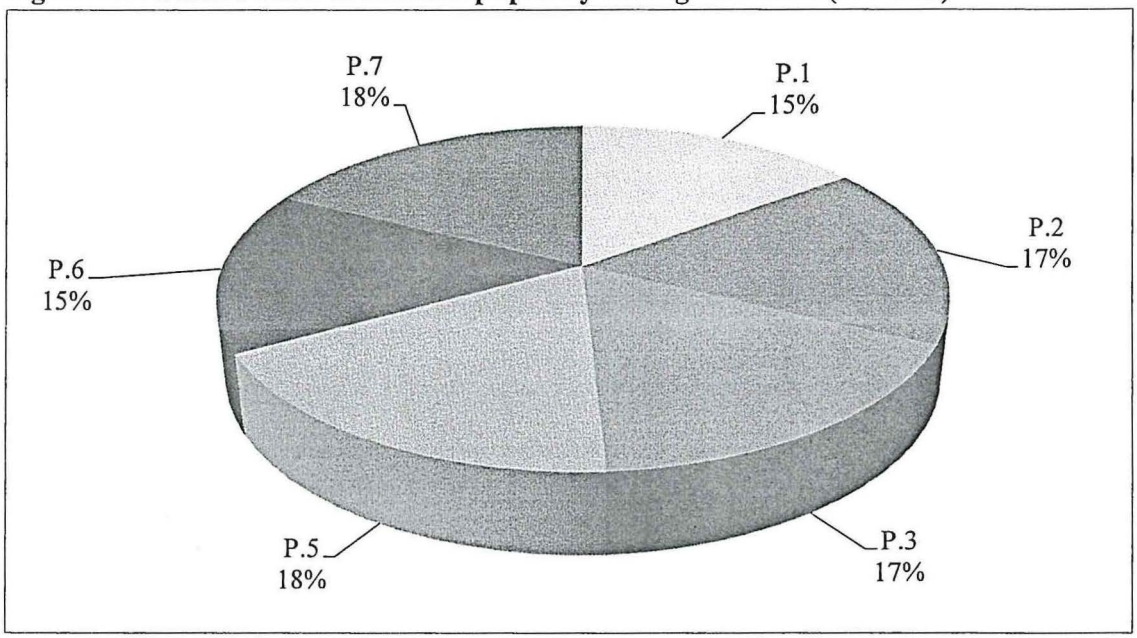
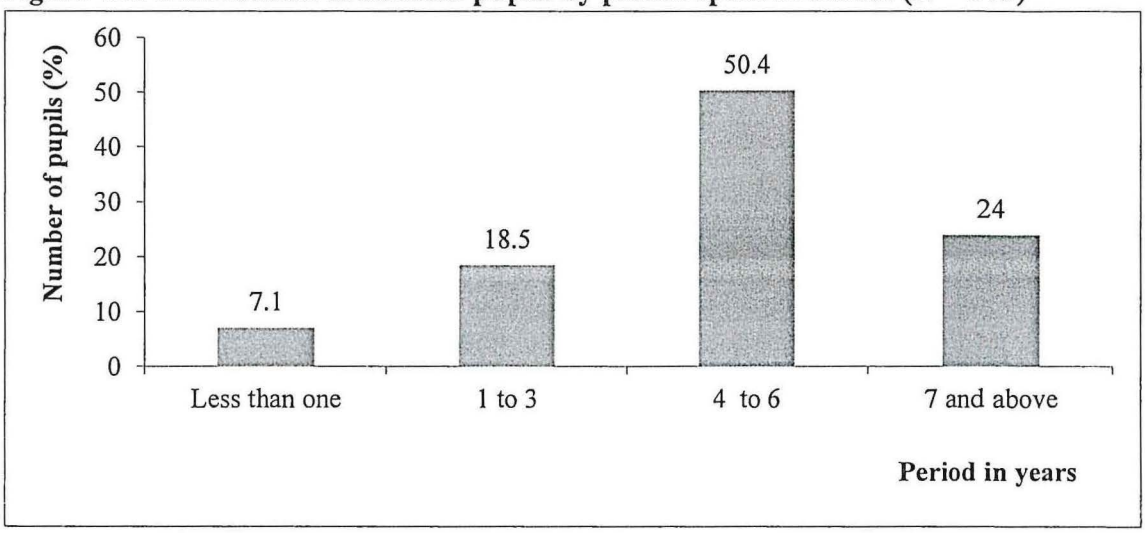


Figure 4.5 indicates that the pupils who participated in the study ranged proportionally from 15% to 18%. This suggests that the proportion of selected pupils did not differ much per class/grade. In terms of the period that the selected pupils had spent in their respective schools, the findings are shown in Figure 4.6.

Figure 4.6: Distribution of selected pupils by period spent in school (N = 379)



The findings in Figure 4.5 indicate that pupils who had spent less than one year in their respective schools were 7.1% only. This implies that 92.9% of the pupils had spent at least one year in their respective schools, implying that they had been taught in their schools for at least one year. The majority of the pupils were therefore in a position to divulge the data required from them from an informed point of view. The data collected from the selected pupils can be considered largely dependable.

Generally, the findings obtained about the sample suggest not only that the selected teachers were all adequately qualified and experienced but also that the pupils were in classes in which they had been taught for a period of at least one year. This suggests that the majority of the respondents were knowledgeable enough about how the management of instruction was conducted in their respective schools. The data they provided can therefore be regarded as having been divulged from a generally informed point of view and was therefore reliable. The findings obtained from this data are presented in the forthcoming sections according to the objectives set to be met and the research questions set to be answered in this study.

4.2 Objective One: To establish the level at which the local language is used in and its effect on the planning of lessons for P.1 to P.3 pupils in Kajara County

This objective was met by answering the first research question that focused on establishing the what extent to which this language was used by the teachers in Kajara County to conduct lesson preparation based on the curriculum content prescribed for P.1 to P.3. This research question was answered using responses from teachers and head teachers. Pupils were left out because they were considered incapable of assessing lesson planning, since teachers conduct this process before appearing to pupils. The teachers were asked to use the Likert

response scale ranging from strongly disagree (SD = 1) through disagree (D = 2), somewhat agree (SwA = 3) and agree (A = 4) to strongly agree (SA = 5) to indicate how they used Runyankore in the planning of lessons. Descriptive analysis of their responses led to findings presented in Table 4.2.

Table 4.2: Teachers' responses on use of local language in lesson planning in Kajara

	Percentage of teachers per response (N = 120)						
Indicators of local language usage	**SD**	**D**	**SwA**	**A**	**SA**	**Mean**	**Std.**
I plan the content of all the lessons I teach P.1 to P.3 pupils is in the local language.	31.7	47.5	14.2	5.0	1.7	2.13	.789
All visual aids I plan to use to deliver lessons to P.1 to P.3 pupils are identified from things familiar to the pupils.	31.7	50.0	11.7	5.0	1.7	2.08	.709
All reference books I plan to use in P.1 to P.3 are written in the local language.	20.8	43.3	24.2	5.0	6.7	2.44	.983
All activities I plan to use when delivering lessons to pupils are familiar to them	28.3	49.2	15.8	5.0	1.7	2.20	.953
Examples I plan to use when imparting new concepts to pupils in P.1 to P.3 are identified from the local language	31.7	50.0	11.7	5.0	1.7	2.08	.709
All values I plan to inculcate in pupils in P.1 to P.3 are identified from the local language.	31.7	47.5	14.2	5.0	1.7	2.13	.789
Aggregated response	**29.3**	**47.9**	**15.3**	**5.0**	**2.5**	**2.19**	**.882**

Findings in Table 4.2 reveals the level at which the local language in Kajara County was used by teachers in Kajara County in the planning of lessons for P.1 to P.3 pupils. Using the aggregated response, teachers who strongly disagreed (29.3%) and those who disagreed (47.9%) were both construed to indicate a zero level of using the local language in Kajara County in the planning of the lessons. The teachers who somewhat agreed (15.3%) were interpreted to have meant that their level of using the local language in this planning was low. Those who agreed (5%) were interpreted to be using the local language at a moderate

level and those who strongly agreed (2.5%) were construed to have shown an excellent level of using local language in the planning of the lessons.

A critical analysis of the above proportions reveals that the combined proportion of teachers (77.1%) who revealed a zero level of using the local language was much greater than that of the teachers who indicated that they used this language either at a low, moderate or at a high level (22.9%). The results are thus biased in favour of teachers who revealed a zero level, suggesting non-use of the local language in the planning of lessons for pupils in P.1 to P.3.

Even the mean response values in Table 4.2 were all close to '2', the code for 'disagree', which, as interpreted above, indicates that on average, teachers posted a zero level that points to non-use of a local language in their lesson planning. Moreover, a perusal through the standard deviations (Std.) reveals that their magnitudes were all less than one and therefore, numerically very small. This suggests that there was low dispersion in the response pattern, implying that the level of using a local language that individual teachers reported in the planning of the lessons did not deviate much from the level revealed on average. Therefore, teachers in Kajara County posted a zero level of using local language in the planning of lessons for P.1-P.3 pupils.

The foregoing results were further confirmed through testing a hypothesis that stated that, 'Local language usage is not independent of the planning of the lessons for pupils in P.1 to P.3 in Kajara County." This hypothesis was tested using findings obtained from teachers when they were asked to use a response scale ranging from Very Rarely (VR) through Rarely (R), Sometimes (S) and Often (O) to Very Often (VO) to indicate how often they

used a local language to plan these lessons. The Chi Square findings obtained from their responses are summarised in Table 4.3.

Table 4.3: Teachers' Responses on the Effect local language usage on planning lessons for pupils in P.1 to P.3 in Kajara County (N = 120)

	Respondents per response (%)				
Indicators of lesson planning	VR	R	S	O	VO
I try to use the local language to plan lessons for P.1 to P.3 pupils whenever I find it necessary.	59.2	40.8	0.0	0.0	0.0

Chi Square Value (χ^2_{obs}) = 158.464 > χ^2_{cv} = 9.448, df = 4, Sig. = .05

The findings in Table 4.3 indicate that at the .05 level of significance, the observed Chi Square value was greater than the critical Chi Square value (χ^2_{obs} = 158.464 > χ^2_{cv} = 9.448, df = 4, Sig. = .05). This implies that the findings were statistically significant. Therefore the hypothesis was rejected in favour of its alternative. This meant that local language usage was independent of the planning of the lessons for pupils in P.1 to P.3 in Kajara County. This effectively meant that local language usage did not affect this planning in this county.

To understand more about how teachers used the local language in Kajara County in the planning of lessons for pupils in P.1 to P.3, interviews were held with the head teachers. One of the questions the head teachers were asked was to "describe the efforts teachers put

in to promote the use of the local language in Kajara County in the planning of lessons for pupils P.1 to P.3 classes". One of the head teachers responded as follows:

> That is a tricky question. You see, I know that my administrative role requires me to ensure that teachers follow the prescribed national curriculum standards, including planning lessons for pupils in lower primary classes, that is, P.1 to P.3. I am also aware that to implement this curriculum standard, teachers in this area should use the local language, which is Runyankore. Unfortunately, almost all my teachers do not observe this standard. They all plan their lessons in English. When you ask them why they do not use the local language, majority say they were not taught how to plan lessons in that language. Others do not even know how to write it notwithstanding the fact that they can speak it. They find it a challenge. Another reason is that they think in English when it comes to their professional work. It is generally hard for them to plan the lessons in the local language (Interview with NM held on July 15, 2015)

In an interview held with another head teacher, a similar question was posed. His reply was:

> I try to encourage all my teachers to follow what the curriculum says about local languages when planning their lessons. However, they are very slow at doing it in Local language. Even when I require them to submit their planned lessons and work schedules, they present them in English. We still have a big challenge here. Teachers need to be trained about how to plan their lesson plans in Local language. They even do not how to write Local language correctly (Interview with RT held on July 15, 2015)

The findings above indicate that teachers do not use Local language to plan the lessons for P.1 to P.3 because they find it hard to do so as a result of their pre-service training, which did not prepare them to plan the lessons in this language. The findings also show that if teachers to do this kind of lesson planning, they need to be trained about to how to do it.

In a different interview with another head teacher, he was also asked to "describe the efforts teachers put in to promote the use of the local language in Kajara County in the planning of lessons for pupils P.1 to P.3 classes". He had this to say:

> The use of the local language is still very, very low in lesson planning. First of all, it is recommended in the curriculum because it is the local language we use in this area, but there are no national exams set in Local language. Local languages are not examinable; yet all teaching in Uganda is planned in an examination-oriented manner. Teachers are still finding the use of the local language unnecessary because of these critical factors. Besides, most teachers can't write the local language grammatically well, and most of the parents do not expect us to teach their children in Local language. They want their children to learn English as early as possible as this helps the children to communicate in areas beyond Ankole... Requiring teachers to plan to teach in English right from P.1 is actually one of the factors that make our school competitive in this area. So, I find it hard to enforce the curricular standard of ensuring that teachers plans in the local language (Interview with TBN held on July 17, 2015)

In yet another interview with another head teacher, a similar question was asked. This head teacher replied as follows:

> Encouraging teachers to plan lessons in a local language like Runyankore is simpler when government provides the necessary teaching and learning aids such as reference materials written in that language. But we do not have these materials. Most of the materials we have are written in English. It is hard to administratively enforce something you clearly know is not enforceable due to lack of necessary support. Implementing this curricular standard requires government to equip schools with teaching and learning reference materials in local languages such as Local language (Interview with JNM, July 17, 2015)

The two narratives above suggest that teachers do not plan lessons for pupils in P.1 to P.3 in the local language not only because this language is not examinable but also because most of them find it hard to grammatically write it well. Also, most of the reference materials that are supposed to be used in lesson planning are not written in the local language. The second narrative shows further that government has not fulfilled its onus of equipping schools with reference resources teachers need to facilitate the planning of lessons in the local languages.

In general, the findings indicate that most of the teachers in Kajara County found it difficult to plan the lessons for pupils in P.1 to P3 in the local language as Uganda's Education Language Policy and Primary School Curriculum recommended. As a result, the local language did not have any effect on lesson planning conducted by these teachers. This was confirmed by the head teachers when they were asked to comment on whether the use of the

local language had any effect on lesson planning. One them replied that, "I think using our local language in this county has not had any significant effect on lesson planning because all teachers are preparing lessons in English." Another head teacher responded, "I am absolutely sure that it (the local language in Kajara County) has not had any effect on lesson planning." The implications of these findings are discussed in Chapter Five. The next section presents findings obtained in response to the second objective of the study.

4.3 Objective Two: To find out the level at which the local language is used in and its effect on delivery of the prepared lessons to pupils in P.1 to P.3 in Kajara County

This objective was achieved by answering the second research question that focused on establishing the level at which the local language was used in and the effect it had on the delivery of lessons prepared for pupils in P.1 to P.3 in Kajara County. This research question was answered by collecting data from all the selected head teachers, teachers and pupils. To begin with, the level was established by asking teachers and the pupils to use the Likert response scale ranging from strongly disagree (SD = 1) through disagree (D = 2), somewhat agree (SwA = 3) and agree (A = 4) to strongly agree (SA = 5) to indicate the extent to which their local language was used in the delivery of planned lessons. Descriptive analysis of the responses teachers provided led to findings presented in Table 4.4.

Table 4.4: Responses on use of local language in lesson delivery in Kajara County

Indicators of lesson delivery	Respondents	Respondents per response (%) SD	D	SwA	A	SA	Mean	T	Sig.
Oral examples used when teaching in P.1-P.3 are identified from experiences familiar to pupils.	Teachers (N = 120)	0.8	15.8	15.0	46.7	21.7	4.15		
	Pupils (N = 379)	4.0	9.6	1.5	65.5	19.4	4.13	1.441	.509
Visual examples used to teach in P.1-P.3 are familiar to pupils.	Teachers (N = 120)	5.0	12.2	10.8	48.0	24.0	4.12		
	Pupils (N = 379)	4.6	12.0	15.3	45.1	23.0	4.17	1.367	.653
Reference materials used in P.1 to P.3 are written in local language.	Teachers (N = 120)	4.7	6.9	16.1	54.1	18.2	4.06		
	Pupils (N = 379)	4.8	7.4	18.0	50.6	19.2	4.42	1.392	.589
Lessons are delivered to pupils in P.1- P.3 in local language only.	Teachers (N = 120)	5.0	10.0	17.5	40.0	27.5	4.18		
	Pupils (N = 379)	5.0	12.4	18.2	51.7	12.7	4.37	1.409	.602
When teaching new concepts in P.1-P.3, prior knowledge first referred to is in local language.	Teachers (N = 120)	8.3	17.5	11.7	40.8	21.7	4.33		
	Pupils (N = 379)	7.9	10.8	12.7	50.4	18.2	4.43	1.380	.600
When teaching, myths pupils have in local language are put right.	Teachers (N = 120)	1.7	6.7	17.4	39.2	35.0	4.30		
	Pupils (N = 379)	2.1	6.6	18.7	54.4	18.2	4.20	1.386	.606
New ideas are introduced toP.1 to P.3 pupils by first brainstorming about them in Local language.	Teachers (N = 120)	2.5	8.3	19.2	39.2	30.8	4.23		
	Pupils (N = 379)	3.7	10.8	10.6	50.6	24.3	4.24	1.446	.503
Activities pupils in P.1-P.3 do during a lesson are familiar to them	Teachers (N = 120)	5.0	1.7	17.5	35.8	40.0	4.22		
	Pupils (N = 379)	4.7	2.1	18.2	50.2	24.8	4.14	1.420	.500
P.1-P.3 quizzes are conducted in Local language only.	Teachers (N = 120)	1.7	6.7	17.4	40.0	34.2	4.05		
	Pupils (N = 379)	2.1	8.2	19.0	54.1	16.6	4.37	1.435	.402
Pupils in P.1-P.3 debate in Local language only.	Teachers (N = 120)	1.7	5.0	17.5	40.0	35.8	4.15		
	Pupils (N = 379)	2.1	5.5	18.2	54.9	19.3	4.16	1.442	.400
When teaching P.1-P.3 pupils, any word is articulated repetitively to ensure it is well-understood.	Teachers (N = 120)	5.8	8.4	17.5	35.0	33.3	4.25		
	Pupils (N = 379)	6.6	5.8	18.5	60.7	8.4	4.36	1.255	.712
When teaching P1-P3 pupils, they are allowed to ask questions in local language	Teachers (N = 120)	1.7	6.7	17.5	43.3	30.8	4.09		
	Pupils (N = 379)	2.1	5.8	19.3	55.1	17.7	4.41	1.711	.447
Aggregated response	**Teachers (N = 120)**	**3.7**	**8.8**	**16.3**	**41.8**	**29.4**	**4.21**		
	Pupils (N = 379)	**4.1**	**8.1**	**15.7**	**53.6**	**18.5**	**4.14**	**1.544**	**.448**

Table 4.4 summarises the manner in which teachers and pupils revealed the level at which the local language was used in the delivery of lessons to pupils in P.1 to P.3. From the

aggregated response, teachers and pupils who strongly disagreed (3.7% and 4.1%, respectively) and those who disagreed (8.8% and 8.1%) were both construed to have indicated a zero level of using the local language in lesson delivery. The teachers and pupils who agreed somewhat (16.3% and 15.7%) were interpreted to have shown a low level of using this language in delivering the planned lessons to the pupils. The teachers and pupils who agreed (41.8% and 53.6%) were construed to indicate that this use was at a moderate level. Those who strongly agreed (29.4% and 18.5%) were interpreted to have shown that the local language was highly used.

In general, combining the above proportions suggest that the majority of both teachers (71.2%) and pupils (72.1%) indicated that the level of using the local language in the delivery of lessons to pupils in P.1 to P3 varied between moderate and high levels. This is further revealed by the mean values. Indeed, all the mean values were numerically between '4' and '5', suggesting that on average, the teachers and pupils either agreed or strongly agreed to the various indicators of local language usage in the delivery of lessons. It should be noted that none of the levels of significance (Sig.) in Table 4.4 was less than or equal to 0.5, the conventional level of significance at which findings are deemed to be statistically significant. Therefore, none of the corresponding T-values was significant at the 0.5 level of significance. This implies that on average, teachers and pupils did not significantly differ in the way they revealed the level at which local language was used in the delivery of lessons to pupils in P.1 to P.3 in Kajara County.

To establish the effect that local language usage had on the delivery of lessons to pupils in P.1-P.3, it was hypothesised that, "The local language in Kajara County was not used in the

delivery of lessons to pupils in P.1-P.3." This hypothesis was tested using findings obtained from teachers and pupils when they were asked to use a response scale ranging from Very Rarely (VR) through Rarely (R), Sometimes (S) and Often (O) to Very Often (VO) to indicate how often they used a local language in lesson delivery. The Chi Square findings obtained from teachers are summarised in Table 4.5.

Table 4.5: Teachers' Responses on effect of local language usage on lesson delivery

Indicators of pupil evaluation	Respondents per response (%)				
	VR	R	S	O	VO
Whenever I find it necessary I make an effort to use the local language when delivering lessons to P.1 to P.3 pupils	2.5	7.0	67.3	21.1	2.1
Chi Square Value (χ^2_{obs}) = 151.710 > χ^2_{cv} = 9.448, df = 4, Sig. = .05					

Results in Table 4.5 indicate that at the .05 level of significance, the observed Chi Square value was greater than the critical Chi Square value ($\chi^2_{obs} = 151.710 > \chi^2_{cv} = 9.448$, df = 4, Sig. = .05). This implies that the findings were statistically significant. As such, the hypothesis was rejected in favour of its alternative. This meant that the local language in Kajara County was used in the delivery of lessons to pupils in P.1-P.3. However, the analysis of the frequency distribution in Table 4.5 reveals that most of the respondents (67.3%) showed that the language was sometimes used and sometimes not used, implying that it was infrequently applied and therefore had a generally weak effect.

To corroborate the findings obtained from teachers, the selected pupils were also asked to use the same response scale to indicate their opinion on how the use of local language affected their lesson delivery. Findings obtained from the descriptive and Chi Square analysis of their responses are shown in Table 4.6.

Table 4.6: Pupils' Responses on the effect of local language usage on lesson delivery

Indicators of lesson delivery	Respondents per response (%)				
	VR	R	S	O	VO
Teachers make an effort to use the local language when they are teaching in the classroom	2.0	2.9	81.2	11.9	2.0

Chi Square Value (χ^2_{obs}) = 237.574 > χ^2_{cv} = 9.448, df = 4, Sig. = .05

The observed Chi Square value in Table 4.6 was greater than the critical Chi Square value and the 0.5 level of significance (χ^2_{obs} = 11.357 > χ^2_{cv} = 11.340, df = 12, Sig. = .05). Therefore, the hypothesis was further rejected in favour of its alternative. This confirms the findings obtained from teachers. It should be noted that as the case was with teachers, majority of the pupils (81.2%) indicated that the local language was sometimes used and sometimes not used, suggesting that it was irregular and therefore had a generally weak effect.

In addition to teachers and pupils, head teachers were asked to "briefly explain how they promoted teachers' use of the local language in Kajara County in delivering planned lessons to P.1 to P.3 pupils". One of the head teachers replied:

> Even when my teachers do not plan the lessons in the local language due to the reasons I mentioned earlier, most of them can speak it well. I therefore encourage them that they can speak in Runyankore when delivering lessons to the pupils... after all, it is the local language in this area and using it is in line in the requirement of the Education Language Policy. They actually use it quite often because it is the language that most pupils speak as their first language (Interview with NM held on July 15, 2015).

In an interview session with another head teacher, his response to the same question was as follows:

> Most of our teachers find it inevitable to use the local language while delivering lessons to pupils in P.1 to P.3. They use it irrespective of whether I encourage or do not encourage them to use it. Why? First of all, most of the pupils are expected to understand better when a lesson is taught in the language they understand. Even the teachers find it necessary to use the local language to explain what they want pupils to understand well. From the backgrounds of most of the pupils we have in this school, I am sure that little or no learning takes place when the teachers do not use Runyankore to explain what they are teaching. It is the only language that most of our pupils speak as their first language and it is therefore the language in which they can effectively follow and grasp what is being taught (Interview with KJL held on July 15, 2015).

The narratives above indicate that teachers use the local language in Kajara County in the delivery of lessons to pupils in P.1 to P.3,irrespective of whether head teachers encourage them or not. The teachers find using the local language inevitable because it is the first language of most of their pupils and therefore, a language in which the pupils can understand well what is being taught. In contrast, when one of the interviewed head teachers was asked to "briefly explain how he promoted teachers' use of the local language in Kajara County in delivering planned lessons to P.1 to P.3 pupils", he had this to say:

> I do not encourage teachers to use the local language when teaching pupils because my school's competitive edge is in what most parents want. That is,

> teaching their children in English right from day one. If I encourage teachers to use Runyankore, our local language here, I will lose this advantage which my school has over all the UPE schools in the area (Interview with KRM held on July 16, 2015).

The preceding narrative suggests that some head teachers do not encourage the use of local language in the delivery of lessons in order to pursue their commercial motive of attracting parents who want their children to be taught in English right from the beginning.

In general, Table 4.4 indicates that most of the teachers and pupils showed that the level of using the local language in delivering lessons to the pupils in P.1 to P.3 varied between moderate and excellent levels. There was no significant difference in the way these two categories of respondents revealed these levels on average. Findings from the head teachers indicate that in some schools teachers used the local language inevitably because it was the language in which pupils understood well. However, in other schools, teachers did not use the local language because head teachers found it unattractive to some parents whom they targeted for commercial purposes. Consequently, and as shown in Table 4.5 and 4.6, local language usage had a weak effect on lesson delivery. The implications of these findings are discussed in Chapter Five.

4.4 Objective Three: To establish the level at which the local language is used in and its effect on evaluating pupils in P.1 to P.3 in Kajara County

The objective was realised by responding to the corresponding research question, which focused on ascertaining the extent to which the local language was used in and its effect on

evaluation of pupils in P.1 to P.3 in Kajara County. The response was obtained by interviewing head teachers and asking the selected teachers and pupils to use the Likert response scale explained earlier to indicate the level at which the local language in this county was used by teachers to evaluate pupils. Findings obtained from the analysis of the responses are summarised in Table 4.7.

Table 4.7: Responses on local language usage in pupil evaluation in Kajara County

Indicators of pupil evaluation	Respondents	Respondents per response (%)					Mean	T	Sig.
		SD	D	SwA	A	SA			
Questions used to know P.1-P.3 pupils are following are asked in local language.	Teachers (N = 120)	5.5	1.6	19.8	52.8	20.3	3.84		
	Pupils (N = 379)	9.9	1.2	20.4	48.9	19.6	3.77	1.367	.409
P.1-P.3 pupils are given classroom exercises using local language.	Teachers (N = 120)	21.1	48.3	19.0	9.5	2.1	2.17		
	Pupils (N = 379)	20.2	45.9	17.2	14.7	2.0	2.14	1.414	.353
Homework is given to P.1-P.3 using local language	Teachers (N = 120)	22.4	56.5	11.6	7.4	2.1	2.22		
	Pupils (N = 379)	21.2	53.3	11.6	11.9	2.0	2.35	1.387	.389
Activities used to test P.1-P.3 pupils' grasping of lessons are familiar to them.	Teachers (N = 120)	20.3	50.9	11.3	10.3	7.2	2.29		
	Pupils (N = 379)	19.6	46.7	13.8	10.5	9.4	2.30	1.361	.392
P.1-P.3 pupils answer questions asked during a lesson in local language.	Teachers (N = 120)	21.6	58.8	8.8	8.7	2.1	2.33		
	Pupils (N = 379)	21.6	54.9	12.4	9.1	2.0	2.16	1.389	.390
Aggregated response	**Teachers (N = 120)**	**18.1**	**43.3**	**14.1**	**17.7**	**6.8**	**2.40**		
	Pupils (N = 379)	**18.5**	**40.4**	**15.1**	**19.0**	**7.0**	**2.41**	**1.444**	**.344**

The findings in Table 4.7 indicate the way the selected teachers and pupils reported the level at which the local language in Kajara County was used in evaluation of pupils in P.1 to P.3 in Kajara County. From the aggregated, teachers and pupils who strongly disagreed (18.1% and 18.5%, respectively) plus those who disagreed (43.3% and 40.4%) were both interpreted to indicate a zero level and therefore non-sue of a local language in evaluation of the pupils; those who somewhat agreed (14.1% and 15.1%) meant that the level of using the

local language in pupil evaluation was low. The teachers and pupils who agreed (17.7% and 19.0%) were construed to indicate that the use of local language in pupil was at a moderate level in pupil evaluation. Those who strongly agreed (6.8% and 7%) were interpreted to have revealed an excellent level of using the local language in this process.

When the proportions of respondents stated above are combined, they reveal that the majority of both teachers (61.4%) and pupils (58.9%) did not agree to the use of the local language in the evaluation of pupils in P.1 to P3. Therefore, the findings are biased in favour of non-use of this language in pupil evaluation. This is clearly revealed by the mean response values. All these values were close to '2', suggesting that on average, both teachers and pupils disagreed to the various indicators of using the local language in Kajara County in pupil evaluation. A glance at the levels of significance (Sig.) in Table 4.7 reveals that their values were all greater than 0.5. This implies that all the corresponding T-values were not significant at the 0.5 level of significance. Therefore, teachers and pupils did not significantly differ in showing that there was non-use of a local language in Kajara Countyin evaluating pupils in P.1 to P.3.

A further critical look at the findings in Table 4.7 reveals that the exception to the interpretation above was when the teachers were finding out whether pupils in P.1 to P.3 were following. The frequency distribution and mean response values show that most of the teachers and pupils agreed without a significant difference (mean = 3.84 and 3.77, T = 1.367, Sig. <.409) that the questions were being asked using the local language that the pupils could understand well.

To establish how local language usage affected pupil evaluation it was hypothesised that, "The local language in Kajara County was not used in the evaluation of pupils in P.1-P.3." as far as teachers were concerned, the findings obtained testing this hypothesis using the Chi Square are summarised in Table 4.8.

Table 4.8: Teachers' Responses on effect of local language on pupil evaluation

Indicators of pupil evaluation	Respondents per response (%)				
	VR	R	S	O	VO
I make an effort to use the local language when evaluating pupils in P.1 to P3 in terms of classroom testing exercises	7.4	32.4	56.5	1.6	2.1
I make an effort to give homework to pupils in P.1 to P.3 using the local language	30.3	1.3	60.9	1.3	6.2
I make an effort to give end-of-term exams to pupils in P.1 to P.3 using the local language	41.2	58.8	0.0	0.0	0.0
Aggregated response	26.3	30.8	39.1	1.0	2.8

Chi Square Value (χ^2_{obs}) = 15.587 > χ^2_{cv} = 15.507, df = 8, Sig. = .05

The observed Chi Square value in Table 4.8 was greater than the critical Chi Square value at the .05 level of significance (χ^2_{obs} = 15.557 >χ^2_{cv} = 15.507, df = 8, Sig. = .05). This implies that the findings were statistically significant. Therefore, the hypothesis was rejected in favour of its alternative. This implies that the local language in Kajara County was used in the evaluation of pupils in P.1-P.3. However, the different between the observed and critical Chi Square values was numerically very small (0.08), which implies that the goodness of fit was generally weak. Therefore, local language usage affected pupil evaluation weakly.

To substantiate the findings obtained from teachers, pupils were asked to indicate their opinion on how the use of local language affected influenced their evaluation. Findings obtained from Chi Square analysis of their responses are shown in Table 4.9.

Table 4.9: Pupils' Responses on the effect of local language usage on pupil evaluation

Indicators of pupil evaluation	Respondents per response (%)				
	VR	R	S	O	VO
Teachers make an effort to give some testing classroom exercises in our local language	5.5	4.0	80.1	5.0	5.4
Teachers give homework using our local language	5.5	6.1	74.5	11.9	2.0
Teachers make an effort to give some of the end-of-term examinations using our local language	56.9	38.4	1.9	1.2	1.6
Aggregated response	22.6	16.2	52.2	6.0	3.0

Chi Square Value (χ^2_{obs}) = 15.617 > χ^2_{cv} = 15.507, df = 8, Sig. = .05

The observed Chi Square value in Table 4.9 was greater than the critical Chi Square value and the level of significance was less than .05 (χ^2_{obs} = 15.617 > χ^2_{cv} = 15.507, df = 8, Sig. = .05). This implies that the findings were statistically significant. Therefore, the hypothesis was rejected in favour of its alternative, implying that the local language in Kajara County was used in the evaluation of pupils in P.1-P.3. However the difference (0.11) between the observed and critical Chi Square values was numerically very small. This implies that the goodness of fit between the two variables was faint, suggesting that local language usage had a weak effect on the evaluation of pupils in P.1 to P.3 in Kajara County.

To corroborate the findings obtained from teachers and pupils, interviews were held with the selected head teachers. During the interviews, the head teachers were also asked "to explain the extent to which they promoted the use of the local language in Kajara County in evaluating the pupils in P.1 to P.3". One of them replied as follows:

> Well, teachers have to use a language that pupils understand so they can establish whether the pupils are following and understanding what the teachers are teaching. I therefore encourage them to use Runyankore, our

> local language in this county, when doing this. In fact, when they don't use this local language, they can't know whether pupils in the lower classes are following or not because pupils just look on when they are asked in the language they don't understand. Many teachers however, tend to use English, asking questions like 'Is it clear?', 'Are you following?', 'Are we together?', 'Do you understand what I am saying?', etc. This occurs to them rather spontaneously, even when they have been teaching in Runyankore. It however, tends to immediately occur to them that the pupils are not understanding. Then they translate the question in Runyankore. As I monitor to find out whether they are doing their work, I usually hear them first asking a question in English and translating it in Runyankore after realising that the pupils are not grasping what they are asking (Interview with NM held on July 15, 2015).

The narrative above suggests that teachers use English to conduct concurrent evaluation of pupils' understanding of what is being taught. They only use the local language after realising that the pupils do not understand the questions. Another interviewed head teacher was asked a similar question and his reply was as follows:

> It is difficult to encourage teachers to evaluate pupils in the local language. In fact, I encourage them to use English because it is the language used to evaluate pupils even at the national level. Besides, if teachers find it hard to write their lesson plans and work schedules in the local language, how can they write classroom exercises, tests and end of term exams in this language? Even when they can use Runyankore when conducting oral teaching, much of what they are teaching is written in English.

> They are just translating their planned lessons. They keep on telling their pupils that when I say this, this is what I mean in Runyankore. In the end, the pupils learn in two languages. But when it comes to evaluating, the questions are written in English(Interview with KRM held on July 16, 2015).

Evidently, the preceding narrative reveals that pupils are evaluated in English, not in the local language. In general, the findings indicate that the level at which the majority of the teachers use Runyankore to evaluate pupils in P.1 to P3 was zero in Kajara County. Moreover, this level was revealed by both the teachers and pupils without differing significantly from each other on average. Even the findings obtained from the head teachers corroborated what the teachers and pupils had revealed. More about these findings is discussed in the next chapter.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In the preceding chapter, attention was on presenting and interpreting findings while deferring their implications. These implications are discussed in this chapter. The discussion is organized according to the objectives of the study and is cross-referenced with the reviewed literature where consistency is detected. The chapter also presents the conclusions and recommendations drawn directly from the findings.

5.1 Local language usage in lesson planning at lower primary level in Kajara County

The first objective of the study was to establish the level at which the local language was used in and the effect it had on the planning of lessons for P.1 to P.3 pupils in Kajara County. The findings presented in Table 4.2 indicate that on average, the level of teachers' use of the local language in this planning was at zero. This zero level implies that teachers were not using this language to plan lessons for the pupils in P.1 to P.3. This was further corroborated by qualitative findings obtained from the head teachers. Generally, these findings indicate that teachers found it difficult to plan lessons in the local language because their pre-service training had not prepared them to use local languages in this process. The findings therefore, concur with the studies of Cross and Gearon (2013), Norrish (2013), George (2010) and Haynes and Zacarian (2010) all of which indicate that most teachers find it difficult to plan lessons in languages that are different from the language used during their pre-service training.

The fact that teachers did not use the local language in lesson planning was further revealed by the fact that local language usage did not have any effect on lesson planning (Table 4.3). The non-use of the local language suggests that the lessons were prepared in a language that was not familiar to the pupils. The findings obtained from the head teachers revealed that the failure of the teachers to plan the lessons in the local language was also as a result of lack of teaching and learning materials such as reference books prepared in the local language. It was also because of the fact that this language was not examinable and that some head teachers discouraged it on account of maximising commercial interests.

The fact that the necessary teaching and learning aids were lacking implies that teachers had no choice but to prepare lessons using those that were available. The fact that the local language in Kajara County was not examinable made teachers even more reluctant to use it as much of the teaching in Uganda is examination-oriented. Some head teachers' discouragement of using the local language suggests that these officials were more concerned with promoting their commercial interests than with ensuring that education served its cardinal role of optimising learning based on better comprehension of what is taught. These head teachers therefore, compromised the true essence of education. There is hence need for these head teachers to change the outlook to primary education.

In general, the findings suggest that teachers posted a zero level of using the local language in Kajara County in lesson planning. This level was explained not only by the fact that teachers did not have prior training in how to use the local language in this county to plan their lessons but also because the reference materials needed to use this language were in short supply. Besides, the language was not examinable and some head teachers did not

encourage its use in their schools so as to promote their commercial interests based on parents who did not want their children to be taught in local languages. The findings therefore, allude to the need for pre-service and in-service training that can prepare teachers to plan lessons in local languages. They also point to the need to make local languages examinable and for government and private proprietors of primary schools to equip the schools with the reference materials that can be used to facilitate lesson planning in local language used in Kajara County. They

5.2 Local language usage in lesson delivery at lower primary level in Kajara County

The second objective of the study was to find out the level at which the local language was used in and its effect on the delivery of prepared lessons to pupils in P.1 to P.3 in Kajara County. The findings in Table 4.4 indicate that on average, this level varied between moderate and excellent levels. These levels suggest that teachers made efforts to use the local language in the delivery of lessons to the pupils in P.1 to P.3. These efforts were confirmed by the effect that local language usage was established to have on lesson delivery (Table 4.5 and Table 4.6).

The findings obtained from some of the head teachers indicate that using the local language was inevitable because it was the first language of the overwhelming majority of the pupils. It was therefore, a language in which majority of the pupils could comprehend well what the teachers taught. These findings support the studies of Kioko (2015), Lewis andTrudell (2008), Kocakulah*et al.*(2005), Collier and Thomas (2004), and Klaus (2003), which indicate that local languages are used in lesson delivery because they facilitate pupils' better understanding of what is being imparted to them.

The findings in Table 4.4 indicate however, that the teachers who posted an excellent level of using the local language were proportionally few. Those who used the language at the moderate level were the majority. This suggests that the language was not optimally used by most of the teachers. This explains why effect of local language usage was weak. Its faint nature suggests that the teaching atmosphere that most of the teachers created was not optimally language-rich. The atmosphere had some language inhibitions that had the potential to prevent pupils from participating fully and freely in the lessons being delivered to them. This must have created room for pupils not to grasp everything that their teachers imparted to them. As Kioko (2015) and Lewis and Trudell (2008) had observed, this room was inevitable because the local language, which was moderately used by most of the teachers, was the first language of most of the pupils and therefore, a language in which most pupils would have comprehended, followed and participated in the taught lessons. The room was even wider in some schools whose teachers disagreed or strongly disagreed to the use of the local language and also in those schools whose head teachers did not encourage the use of the local language just because they wanted to maximise their profit or commercial interests by attracting parents who wanted to have their children taught in English right from the beginning of their schooling.

In general, findings indicate that on average, teachers used the local language in Kajara County to deliver lessons to the pupils in P.1 to P.3. However, most of the teachers used this language moderately. Not only did this cause the language to have a weak on the lesson delivery. It also meant that the teaching atmosphere which teachers created was not optimal in terms of the language that was needed to encourage pupils' full and free participation in

the ongoing lesson, and better understanding of the concepts, knowledge and skills that the teachers taught.

5.3 Local language usage in pupil evaluation at lower primary level in Kajara County

The third objective of the study was to establish the level at which the local language was used in and its effect on evaluating pupils in P.1 to P.3 in Kajara County. The findings in Table 4.7 revealed that this level was zero on average, and there was no significant different the manner in which both the teachers and pupils revealed it. This level implies that Kajara's local language was on average not used to evaluate pupils in P.1 to P.3. This suggests that evaluation was devoid of using a language that was familiar to pupils. According to Nsibande and Modiba (2012), such evaluation was not easy to conduct because as Bailey (2014) and Toohig (2014) observed, it was not easily comprehensible to the pupils.

In fact, the findings obtained from the head teachers revealed that teachers found it difficult to evaluate the pupils using the local language, especially during the ongoing lessons. These findings indicate that whenever the teachers wanted to find out whether pupils were following or grasping what was being imparted to them, the questions they asked, rather spontaneously, were in English. This spontaneity suggests that teachers had been conditioned to ask questions in English, but not in local languages such as the one used in Kajara County. Teachers translated the questions into the local language only after realising that the pupils had not comprehended them. This explains why findings in Table 4.7 indicate that the local language was used whenever teachers evaluated pupils to find out whether they were following or understanding what was being taught. In fact, it is mild use

that explains the faint effect that local language usage had on pupil evaluation (Table 4.8 and Table 4.9).

Moreover, this use, as the interviewed head teachers revealed, was not deliberate as the ELP prescribed. Rather, it was for the sake of translating what the teachers had prepared in English and also because pupils could not understand whenever the questions were asked in English. The fact that using the local language was not deliberate in teachers' evaluation of the pupils is further explained by the findings in Table 4.7 and those obtained from the head teachers. These findings indicate that all other forms of evaluation (classroom exercises, homework, tests and end of term examinations) were largely carried out in English by most of the teachers. This suggests that formative assessment, which, according to Toohig (2014) and Gove and Wetterberg (2011) should be in a language that is familiar to learners if it is to achieve its intended purpose, was in Kajara County carried out in English. As such, pupil evaluation did not achieve its purpose as expected. In other words, whether or not pupils understood and could practically apply the knowledge and skills imparted to them was not effectively established, since the language used was not familiar to the pupils. It was difficult to establish whether the answers, whether right or wrong, which the pupils gave in response to the questions, reflected the level of understanding and knowledge that the pupils acquired from what was being or had been imparted to them. The proper way of establishing this level would have been through the use of a familiar and hence, comprehensible language throughout the entire evaluation process.

5.5 Conclusions

The following conclusions are made following the objectives of the study and based on the discussion of findings presented in the previous section.

1. Regarding objective one, the level zero of local language usage in lesson planning indicates that teachers did not use the local language to plan for lessons for pupils in P.1 to P.3 in primary schools in Kajara County. This non-use further reveals that local language usage did not have any effect on the planning of lessons for these pupils. Teachers did not use the local language because their pre-service training had not prepared them to do so; they did not have the necessary reference materials written in this language, and because the local language was not examinable by UNEB.

2. In response to the second objective of the study, the moderate level at which most of the teachers used the local language to deliver lessons to the pupils in P.1 to P.3 in Kajara County and its subsequent weak effect indicate that the teaching atmosphere these teachers created was not optimal in terms of applying the language that these pupils needed to not only freely participate in the ongoing lesson but also better comprehend what the teachers were imparting to them.

3. The negligible level of local language usage in the evaluation of pupils in P.1 to P.3 in Kajara County and its subsequent faint effect, which the findings revealed in response to the third research question, indicate that this evaluation was largely conducted in a language that was not comprehensible to the pupils, making it hard for this process to establish the levels of pupils' acquisition and understanding of the imparted knowledge and skills.

5.6 Recommendations

The following recommendations are made based on the conclusions reached in the previous section. They are made objective by objective.

Objective One

1. The government of Uganda, particularly the Ministry of Education and National Curriculum Development Centre, should organise in-service training with the aim of retooling teachers of P.1 to P.3 in Kajara County to plan lessons in the local language in this county. All primary school teachers teaching P.1 to P.3 pupils should attend the in-service training programme organised for them to learn how to plan lessons in the local language in Kajara County. The government of Uganda and private proprietors should stock their schools with reference materials written in the local language if the schools are in Kajara County. The Ministry of Education and Sports should together with NCDC consider making local languages in which pupils should be taught examinable.

Objective Two

Teachers in Kajara County should improve the level at which they use the local language in Kajara County to deliver lessons to the pupils in P.1 to P.3. The improvement is needed so that teachers can create an optimal language-rich teaching environment that pupils in these classes need to freely participate in the ongoing lesson and to understand better what the teachers impart to them.

Objective Three

Teachers in primary schools in Kajara County should use the local language in Kajara County to evaluate pupils in P.1 to P.3, since it is through using a language that is comprehensible to the pupils that they find it easy to establish the levels of pupils' acquisition and understanding of the imparted knowledge and skills.

Recommendations for further studies

1. This study established that using a local language in the management of instruction did not determine pupils' proficiency in the second language and their transfer of learnt knowledge to the second language by 100%. This implies that there could be other factors determining pupils' proficiency in English and their transfer of learnt knowledge to English. Further research is therefore recommended into these factors.
2. The study recommended that teachers should undergo in-service training to learn how to prepare lessons in local languages. It has however, not provided the content that should be imparted to the teachers during this training. Further research is therefore recommended to determine the content of this training.

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APPENDICES

Appendix A1

Head teachers' Interview Guide

Introduction

Dear Head teacher,

My name is Mwebe Rodger Karuhanga. I am a Kyambogo University student on Masters Program. I am now in the phase of collecting data for an academic dissertation I am supposed to write in partial fulfilment of the requirements for successful completion of this program. In your position as a head teacher, you have useful information to contribute towards successful completion of this study. You are therefore invited to provide this information by answering a number of questions prepared for you in this instrument. The interview will take about 30-40 minutes. It is to be recorded using the audio-recording functionality of my mobile telephone. All the information you are to provide will be used for purely academic purposes, and will not be used to victimise you in any way. The

information will be treated in utmost confidentiality. You are please free to withdraw at any time should you wish to do so.

Section A: Background Information

- Highest academic qualification.
- Period spent as a head teacher of the current school
- Type of the school

Section B: Local language usage in managing instruction

- Promoting use of Runyankore in the planning of lessons for P.1 to P.3 classes
- Promoting use of Runyankore in delivering planned lessons to P.1 to P.3 pupils
- Promoting use of Runyankore in evaluating pupils in P.1 to P.3

Section C: Pupils' proficiency in English

- Comment on the English proficiency of the pupils in P.5 to P.7

Section D: Pupils' transfer of knowledge

- Comment on ability of pupils in P.5 to P.7 to transfer knowledge learnt in Runyankore to English

Appendix A2

Teachers' Questionnaire

Dear Teacher,

I am carrying out an academic study entitled *Local Language Usage in Management of Instruction in Lower Primary Classes in Schools of Kajara, Ntungamo District* in partial fulfilment of the requirements for the award of the degree of Master of Education in Policy, Planning and Management of Kyambogo University. In your position as a teacher, you have useful information to contribute to the successful completion of this study. You are therefore invited to spare a part of your valuable time to contribute that information by competing this questionnaire as honestly as possible. The questionnaire takes about 30 minutes to fill in. The information you will provide will be treated in utmost confidentially, for purely academic purposes and will therefore, not be used to victimise you in any way. You are free to opt out anytime should you find it necessary.

Thank you in advance.

Karuhanga Rogers M. (Student)

General instruction: Please respond to the questions by ticking (√) in the cell corresponding to the option that best suits your position or opinion.

Section A: Background Information

1. Sub county where the school is located

Kibatsi	1.	
Ihunga	2.	
Bwongyera	3.	
Nyabihoko	4.	
Rwashamaire T/C	5.	

2. Type of School

Public (UPE)	1.	
Private with UPE	2.	
Private Only	3.	

3. Highest academic qualification

Grade III	1.	
Grade V	2.	
Degree	3.	
Other (Please specify).....	4.	

4. Period in years spent in the teaching service

Less than 1	1.	
1-5	2.	
6-10	3.	
11+	4.	

Section B: Local Language Usage in Lesson Planning

Please use the scale of responses given below to tick in the cell that corresponds to the option that best matches your opinion.

Response Scale: Strongly Disagree (1), Disagree (2), Somewhat Agree (3), Agree (4), Strongly Agree (5)

No.	Statement	1	2	3	4	5
1.	I plan the content of all the lessons I teach P.1 to P.3 pupils in the Runyankore language.					
2.	All the visual aids I prepare to use to deliver any lesson to P.1 to P.3 pupils are identified from things that are familiar to the pupils.					
3.	All the reference books I plan to use when delivering lessons to pupils in P.1 to P.3 are written in Runyankore.					
4.	All the activities I plan to involve P.1 to P.3 pupils in when delivering a lesson are those they already know					
5.	All the ideas I plan to use to impart new concepts to pupils in P.1 to P.3 are identified from Runyankore.					
6.	All the values I plan to inculcate in pupils in P.1 to P.3 are identified from Runyankore.					

Section C: Local Language Usage in Lesson Delivery

Using the scale of responses given below, tick in the cell that corresponds to the option that best matches your opinion

Response Scale: Strongly Disagree (1), Disagree (2), Somewhat Agree (3), Agree (4), Strongly Agree (5)

No.	Statement	1	2	3	4	5
1.	All the oral presentations I use as illustrations when delivering lessons to pupils in P.1 to P.3 are identified from experiences with which the pupils are familiar.					
2.	All the visual illustrations I use when delivering lessons to pupils in P.1 to P.3 are identified from the local environment familiar to the pupils.					
3.	The reference materials I use to deliver lessons to pupils in P.1 to P.3 are written in Runyankore.					
4.	I teach all the lessons delivered to pupils in P.1 to P.3 in Runyankore only.					
5.	When teaching new concepts to pupils in P.1 to P.3, the prior knowledge I refer to is only that which the pupils already have in Runyankore.					
6.	When teaching, I put right all the myths or misconceptions pupils in P.1 to P.3 have in Runyankore.					
7.	When introducing pupils in P.1 to P.3 to any new concept, I first engage them in brainstorming about it in Runyankore.					

No.	Statement	1	2	3	4	5
8.	All the activities in which I involve pupils in P.1 to P.3 when delivering any lesson are activities already familiar to the pupils.					
9.	All the quizzes in which I engage pupils in P.1 to P.3 are conducted in Runyankore only.					
10.	All the debates organised for pupils in P.1 to P.3 are conducted in Runyankore only.					
11.	When delivering lessons to pupils in P.1 to P.3, I articulate every Runyankore word, sometimes repetitively to ensure that it is well-understood by the pupils.					
12.	When delivering any lesson to pupils in P.1 to P.3, I allow them to freely use Runyankore to ask any questions they may have about what is being taught.					

Section D: Local Language Usage in Pupil Evaluation

Use the scale of responses given below to tick in the cell that corresponds to the option that best matches your opinion

Response Scale: Strongly Disagree (1), Disagree (2), Somewhat Agree (3), Agree (4), Strongly Agree (5)

No.	Statement	1	2	3	4	5
1.	If I want to find out whether pupils in P.1 to P.3 are following, I ask the questions using Runyankore that they understand well.					
2.	I ensure that the classroom exercises I give to pupils in P.1 to P.3 are in Runyankore they understand well.					

No.	Statement	1	2	3	4	5
3.	All the homework I prepare for pupils in P.1 to P.3 is given to them in Runyankore they understand well.					
4.	All the activities I give to pupils in P.1 to P.3 to test their understanding of what I have taught are familiar to the pupils.					
5.	I ensure that all the pupils in P.1 to P.3 use Runyankore to answer all the questions I ask them during any ongoing lesson.					

Section E: Pupils' Proficiency in English

Use the scale of responses given below to tick in the cell that corresponds to the option that best matches your opinion

Response Scale: Strongly Disagree (1), Disagree (2), Somewhat Agree (3), Agree (4), Strongly Agree (5)

No.	Statement	1	2	3	4	5
1.	When English is used to tell pupils in P.5 to P.7 to do something, they understand what they are told, even when they may not know how to do it as desired.					
2.	Pupils in P.5 to P.7 speak English fluently.					
3.	Pupils in P.5 to P.7 correctly spell the English words they are expected to know.					
4.	Pupils in P.5 to P.7 find it easy to correctly read most of the English sentences they are expected to know at their respective grades.					
5.	Pupils in P.5 to P.7 find it easy to write grammatically correct English sentences.					

No.	Statement	1	2	3	4	5
6.	Pupils in P.5 to P.7 find it easy to count in English up to the maximum number they are expected to know at their grade.					

Section F: Pupils' Ease of Transfer Leant Knowledge to English

Use the scale of responses given below to tick in the cell that corresponds to the option that best matches your opinion

Response Scale: Strongly Disagree (1), Disagree (2), Somewhat Agree (3), Agree (4), Strongly Agree (5)

No.	Statement	1	2	3	4	5
1.	Pupils in P.5 to P.7 find it easy to transfer the Runyankore words they learnt in P.1 to P.3 to English.					
2.	Pupils in P.5 to P.7 find it easy to transfer the Runyankore sentences they learnt in P.1 to P.3 to English.					
3.	Pupils in P.5 to P.7 find it easy to understand that they are adding numbers in English.					
4.	Pupils in P.5 to P.7 find it easy to understand that they are subtracting numbers in English.					
5.	Pupils in P.5 to P.7 find it easy to understand that they are multiplying numbers in English.					
6.	Pupils in P.5 to P.7 find it easy to understand that they are dividing numbers in English.					

purely academic purposes and will therefore, not be used to victimise you in any way. In case you find a statement incomprehensible to you, please for assistance. You are free to opt out anytime should you find it necessary.

Thank you in advance.

Karuhanga Rogers M. (Student)

General instruction: Please respond to the questions by ticking (√) in the cell corresponding to the option that best suits your position or opinion.

Section A: Background Information

1. Your Grade

P.1	1.	
P.2	2.	
P.3	3.	
P.5	4.	
P.6	5.	
P.7	6.	

4. Period in years spent in the school

Less than 1	1.	
1-3	2.	
4-6	3.	
7+	4.	

Section B: Local Language Usage in Lesson Delivery

Please use the scale of responses given below to tick in the cell that corresponds to the option that best matches your opinion

No.	Statement	1	2	3	4	5
	conducted in Runyankore only.					
10.	All the debates organised for pupils in P.1 to P.3 are conducted in Runyankore only.					
11.	When delivering lessons to pupils in P.1 to P.3, teachers articulate every Runyankore word, sometimes repetitively to ensure that it is well-understood by the pupils.					
12.	When delivering any lesson to pupils in P.1 to P.3, teachers allow the pupils to freely use Runyankore to ask any questions they may have about what is being taught.					

Section C: Local Language Usage in Pupil Evaluation

Use the scale of responses given below to tick in the cell that corresponds to the option that best matches your opinion

Response Scale: Strongly Disagree (1), Disagree (2), Somewhat Agree (3), Agree (4), Strongly Agree (5).

No.	Statement	1	2	3	4	5
1.	Whenever teachers want to find out whether pupils in P.1 to P.3 are following, they ask the questions using Runyankore that the pupils understand well.					
2.	Teachers ensure that the testing classroom exercises they give to pupils in P.1 to P.3 are in Runyankore the pupils understand well.					
3.	All the homework teachers give to pupils in P.1 to P.3 is in					

No.	Statement	1	2	3	4	5
	Runyankore the pupils understand well.					
4.	All the activities teachers give to pupils in P.1 to P.3 to test their understanding of what they have taught are familiar to the pupil.					
5.	Teachers ensure that all the pupils in P.1 to P.3 use Runyankore to answer all the questions the teachers ask during the lesson.					

Section D: Pupils' Proficiency in English

Use the scale of responses given below to tick in the cell that corresponds to the option that best matches your opinion

Response Scale: Strongly Disagree (1), Disagree (2), Somewhat Agree (3), Agree (4), Strongly Agree (5)

No.	Statement	1	2	3	4	5
1.	When English is used to tell pupils in P.5 to P.7 to do something, they understand what they are told, even when they may not know how to do it as desired.					
2.	Pupils in P.5 to P.7 speak English fluently.					
3.	Pupils in P.5 to P.7 correctly spell most of the English words they are expected to know.					
4.	Pupils in P.5 to P.7 find it easy to correctly read most of the English sentences they given by their teachers.					
5.	Pupils in P.5 to P.7 find it easy to write grammatically correct English sentences given by the teachers.					

No.	Statement	1	2	3	4	5
6.	Pupils in P.5 to P.7 find it easy to count in English.					

Section E: Pupils' Ease of Transfer Leant Knowledge to English

Use the scale of responses given below to tick in the cell that corresponds to the option that best matches your opinion.

Response Scale: Strongly Disagree (1), Disagree (2), Somewhat Agree (3), Agree (4), Strongly Agree (5)

No.	Statement	1	2	3	4	5
1.	Pupils in P.5 to P.7 find it easy to transfer the Runyankore words they learnt in P.1 to P.3 to English.					
2.	Pupils in P.5 to P.7 find it easy to transfer the Runyankore sentences they learnt in P.1 to P.3 to English.					
3.	Pupils in P.5 to P.7 find it easy to understand that they are adding numbers in English.					
4.	Pupils in P.5 to P.7 find it easy to understand that they are subtracting numbers in English.					
5.	Pupils in P.5 to P.7 find it easy to understand that they are multiplying numbers in English.					
6.	Pupils in P.5 to P.7 find it easy to understand that they are dividing numbers in English.					

Reliability Statistics

Cronbach's Alpha	N of Items
.994	35

Item-Total Statistics

No.	Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.	I plan the content of all the lessons I teach P.1 to P.3 pupils in the Runyankore language.	123.26	2239.258	.979	.993
2.	The visual aids I prepare to use to deliver any lesson to P.1 to P.3 pupils are identified from what is familiar to the pupils.	123.28	2248.238	.950	.993
3.	The reference books I plan to use when delivering lessons to pupils in P.1 to P.3 are written in Runyankore.	122.86	2289.993	.822	.994
4.	All the activities I plan to involve P.1 to P.3 pupils in when delivering a lesson are those they already know	122.97	2262.789	.904	.994
5.	All the ideas I plan to use to impart new concepts to pupils in P.1 to P.3 are identified from Runyankore.	123.29	2245.972	.951	.993
6.	All the values I plan to inculcate in pupils in P.1 to P.3 are identified from Runyankore.	123.26	2239.314	.980	.993
7.	All the oral presentations I use as illustrations when delivering lessons to pupils in P.1 to P.3 are identified from experiences with which the pupils are familiar.	122.19	2354.865	.626	.994
8.	All the visual illustrations I use when delivering lessons to pupils in P.1 to P.3 are identified from the local environment familiar to the pupils.	122.75	2285.260	.781	.994
9.	The reference materials I use to deliver lessons to pupils in P.1 to P.3 are written in Runyankore.	123.32	2251.125	.907	.994
10.	I teach all the lessons delivered to pupils in P.1 to P.3 in Runyankore only.	123.03	2259.925	.928	.993
11.	When teaching new concepts to pupils in P.1 to P.3, the prior knowledge I refer to is only that which the pupils already have in Runyankore.	122.92	2277.669	.892	.994
12.	When teaching, I put right all the myths or misconceptions pupils in P.1 to P.3 have in Runyankore.	123.34	2234.530	.968	.993
13.	When introducing pupils in P.1 to P.3 to any new concept, I first engage them in brainstorming about it in Runyankore.	122.84	2277.708	.808	.994
14.	All the activities in which I involve pupils in P.1 to P.3 when delivering any lesson are activities already familiar to the pupils.	123.56	2231.305	.923	.994
15.	All the quizzes in which I engage pupils in P.1 to P.3 are conducted in Runyankore only.	123.26	2237.325	.974	.993

No.	Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
34.	Pupils in P.5 to P.7 find it easy to understand that they are multiplying numbers in English.	123.26	2239.314	.980	.993
35.	Pupils in P.5 to P.7 find it easy to understand that they are dividing numbers in English.	123.25	2251.742	.946	.993

Reliability for the Quantitative Interview

Case Processing Summary

		N	%
Cases	Valid	379	100.0
	Excluded[a]	0	0.0
	Total	379	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items