PEOPLE’S ATTITUDES AND LANGUAGE PLANNING: A CASE STUDY OF UGANDA’S EDUCATIONAL LANGUAGE POLICY IN PRIMARY SCHOOLS IN KATAKWI DISTRICT

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DECLARATION

I declare this work “People’s attitudes and language planning: a case study of Uganda’s educational language policy in primary schools was carried out by me in the department of English and Linguistics, Kampala International University, Uganda – under the supervision of Dr. John Kalema. No part of this thesis was previously presented for a degree or any other academic award in any university or institution of Higher Learning.

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ELUNGAT DAVID MARTIN

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DATE
APPROVAL

I confirm that the work reported in this research report was carried out by the candidate under my supervision.

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Dr. JOHN KALEMA

SUPERVISOR
DEDICATION

I dedicate this research work to the family of Mr. Daniel Elimu, my beloved wife, children, brothers and sisters.
ACKNOWLEDGEMENTS

It is said that even a long journey begins with a few steps, and so it was with this project. I have come a long way and would like to take the opportunity to acknowledge the many people who have contributed to the successful completion of this project. First and foremost, I am sincerely indebted to my supervisor Dr. Kalema John for his judicious and meticulous professional guidance, and for his moral and academic support throughout the period of this project. I also thank Dr. Ongodia Simon Peter who relentlessly and selflessly offered me the guidance and support I needed to keep on course. Thank you my head of department Dr. Kamulegeya Siraji for your thoughtful and comprehensive comments on my thesis. I will not forget the friendly and supportive environment that the Department of Language and Literacy Education provided. It was indeed home away from home.

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Mr. Oluka Joseph, you made me understand and appreciate the saying "a friend in need", for you were indeed true friends, always there to give the much needed support at the time. I will always vividly remember how you both literally supported my children at school and the family. Okorio Joseph and Sam Oina for drilling me through SPSS program, it was not easy may God continue to bless you. Resty Kamahoro, you are appreciated for keeping the family spirit alive this end of the globe and for moral and financial support

I am very grateful for my wife Stella Rose Ikiyai for keeping the family and children well amidst a lot of challenges, that support lifted me up to enable me to move on. My children Esther, Benald, Martin, Peace, Lucy and Zannah Okopo. Thank you for praying for me. The congregation of St. Apollo Kivebulaya KIU Anglican Chapel is appreciated for giving me the spiritual support that I needed. But most importantly, I thank the almighty GOD, for His unblemished plan that has come to pass in the fullness of his time. Psalm 121.
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ABSTRACT

This thesis reports on a study on people’s attitudes as indicators of success in language planning. It was conducted in two primary schools in two communities in Katakwi district in Eastern Uganda, one rural and one urban. The study was guided by the following objectives; To determine people’s attitudes towards the languages used in lower primary schools, to examine the success of the language policy in Ugandan primary schools and to assess the relationship between people’s attitude and the success of the Ugandan language policy in the primary schools. The study focused on stakeholders' responses to the Uganda Language Education Policy in primary school which promotes the teaching of local languages in the first four years of schooling. The policy states that the medium of instruction is the relevant local language for Primary 1-4 in rural schools, and thereafter it is English. In the urban schools, English is the medium of instruction in all the classes and a local language is to be taught as a subject. The study used the descriptive case study design to find out people’s attitudes towards language policy in primary schools. The key stakeholders identified in the implementation process in the district included: the ministry representatives at the district level, the school administration, the teachers, and the community. The study used questionnaires, interviews guides, classroom observations, focus group discussions, and document analysis to collect data from the two communities, each of which was linked to a local primary school. Although the findings show that in both communities the participants were generally aware of the local language policy, they were ambivalent about its implementation in their schools. While they recognized the importance of local languages in promoting identity and cultural maintenance, a higher priority was their children's upward mobility, and the desire to be part of wider and more international communities. Further, while area language was perceived to have some benefits as a language of communication within the sub region, it was English that received unequivocal support from both communities. The study concludes that parents and communities need to be better informed about the pedagogical advantages of instruction in the local language, and that communities need convincing evidence that the promotion of local languages will not compromise desires for global citizenship. Therefore, drawing in particular on the work of Stein P (2007), I argue that we need to consider "re-sourcing resources" to create space in which teachers and other stakeholders can enhance children's multilingual literacy development. Government should also come out with a clear plan for implementation of the policy.
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List of Acronyms

AU – African Union
CCT - Center Coordinating Tutor
DEO - District Education Officer
DLB - District Language Board
GoU - Government of Uganda
GWP - Government White Paper
L2 – language two
LC – Local Council
LI – Language one
LPP – Language Policy Planning
MOES- Ministry of Education & Sports
NCDC- National Curriculum Development Center
NGO - Non-Government Organization
PLE - Primary Leaving Examinations
PTA - Parent Teacher Association
RTI- Research on Triangular Institute
SMC - School Management Committee
SPSS – Scientific Package for Social Science
UBOS – Uganda Bureau of Standards
UNEB – Uganda National Examinations Board
UPE – Universal Primary Education
USAID – United State Agency for International development
USE – Universal Secondary Education
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION
This research report on People’s attitudes language planning seeks to find out why, in spite of the government’s promulgation of what is generally regarded as a progressive educational language policy for primary schools in 1992, the general population has continued to harbor largely negative perceptions about the same policy. Is the persistence of negative perceptions among the general population an indicator of a faulty language planning process on the part of the government? And once one has taken stock of such perceptions, most especially their causes, what needs to be done, by the government to the policy so that the general public’s view begins to change to a more positive one? For it is only when popular perceptions are well aligned behind the aims and objectives of any policy that such a policy succeeds.

1.2 Background to the study
Uganda has over sixty indigenous languages (Ladefoged, 1971) none of which is spoken by a majority of the population. Since the introduction of formal education in 1889 by the British, this linguistic diversity has posed a challenge in regard to the medium of instruction in schools. It is not possible to use any of the indigenous languages as a medium of instructions at national level because of the fear that it would fuel ethnic rivalry (Sekamwa, 2000) when Uganda was a British colony, the government of that time considered using English as a medium of instruction as they argued that it was easier to recruit teachers who were native speakers of English.

One of the major aims of our language policy states that, Government endorses the view that in Africa, African languages should be developed as national media of communication and as media of instruction for pedagogic and cultural reasons. (GWP P.15) It also continues to state that Kiswahil and English will be taught as compulsory subjects to all children throughout the primary cycle in both rural and urban areas. (GWP P.19)

The most recent education review of 1989 made recommendations that became part of the government white paper (GWP) (Government of Uganda 1992) (GoU) on education. One of these recommendations resulted in launching a new language education policy in 1992 that emphasized teaching local languages in primary schools. Indeed this policy is consistent with UNESCO’s position on language and education in its report. The use of vernacular languages in education
(UNESCO, 1953) and restated in a position paper (UNESCO, 2003). The current language Education Policy, which is included in the GWP advocates for the use of a child’s first language as a medium of instruction in his /her first year of schooling.

1.2.1 Assessment of Government White Paper (1992) Educational Plan

The Uganda Language Education policy states that; In rural areas the media of instruction from P.1 – P.4 would be the relevant local language of the area and from P.5 – P.8 English will be the medium of instruction. In the urban areas the media of instruction will be English through the primary cycle. Kiswahili and English will be taught as compulsory subjects to all children throughout the primary cycle both in rural and urban areas. The relevant area language will also be taught as a subject in primary school. This applies to both rural and urban areas (GoU, 1992)

When the assessment of this Uganda Education policy in primary schools is done you will discover some of the following observations.

This policy adheres to the requirement of a multilingual society as it allows a child’s first language as a medium of instruction in his /her first year of schooling. It also adheres to the use of vernacular languages in education (UNESCO 1953) in multilingual society. This policy also respects individual linguistic human Rights by allowing everybody to use any indigenous language freely without any objection. The policy also adheres to the African Union policy on linguistic independence of Africa. This is a very progressive document which takes into considerations of all factors in a multilingual country. It is also seen to be promoting all languages equally regardless of the superiority or minority status of any society/ tribe.

1.2.2 Objectives of the 1992 Uganda language Education policy

Through the Government White Paper (GWP), the Uganda education system recognizes the basic right for one to become literate in one’s first language, the two volumes of the Uganda primary school curriculum address the national aim of education as specifically stated in the GWP 1992. The aim which is directly relevant to this study is; “To eradicate illiteracy and equip individuals with basic skills and knowledge to utilize the environment for self-development as well as national development, for better health, nutrition, and family life and the capacity for continued learning”.

Similarly, volume one states the aims and objectives of primary education as articulated in the GWP and the report of the curriculum review task force as “to enable the individuals to acquire
functional, permanent and developmental literacy, numeracy and communication skills in English, Kiswahili and at least one Ugandan language (p.x).” Furthermore the National Curriculum Development Centre (NCDC) states that it adapted only one theme for the entire primary local language course, which is “effective expression in local language/area language”. (p.iv) To this end the current Uganda language policy strives to address this theme particularly in the provision of basic education through its primary school curriculum.

Although the policy for Universal Primary Education (UPE) introduced in 1997 has increased enrolment in primary schools, it is also noted that the dropout rates are high, 71% (UNESCO, 2010) particularly in the lower primary. This is contrary to the stipulated aims of the language education policy that it would serve three purposes: to retain pupils once they are enrolled in school, to enhance the quality of education and to improve the literacy level in Uganda. Therefore within the context of Uganda’s multilingual situation, the implementation of the language Education policy of teaching the local languages continues to be a pedagogical challenge.

1.2.3 Over view of Uganda’s primary Education System

The education system adapted in Uganda in the period prior to independence reflected the thinking and the practice of the colonial administration. There was more emphasis on academic rather than agricultural and technical education (Odaet, 1990; Ssekamwa, 2000). Later any attempt made to reverse this trend of providing a purely academic education met with resistance from most Ugandan people for whom going to school meant learning of English (Ssekamwa, 2000). This scenario remained very much the same even after independence, the emphasis continued to be on formal education from the primary level through to University. The demand for education at that time was to provide the work force needed in administration for such white collar jobs like clerks, artisans and catechists to replace the Europeans who were leaving to go back to their home county. (Ssekamwa, 2000). The current Ugandan government continues to recognize the role of education in the overall development of the country.

A landmark legislation was the introduction of Universal Primary Education (UPE) aimed at increasing the access to education for all school going age children. The government further demonstrated its commitment to enabling all children to access education by introducing Universal Secondary Education (USE) in January 2007.

The age set by the government for children starting formal education is six years and above. It is at primary level that the government’s responsibility for the provision of formal education begins.
The first seven years of primary education provide the basic education leading to the Primary Leaving Examination (PLE) certificate in four core subjects: English, Mathematics, Science and Social Studies. There are two categories of primary schools, private or fee based and public schools which have no tuition. Most children enroll in the public, government financed schools, as these are affordable for the majority of the population. Because of the introduction of UPE, schooling is available for free. However, the parents continue to provide scholastic materials like pens, books and pencils. Although uniforms are theoretically optional, most schools make it compulsory for all the pupils to wear them. It is also the responsibility of the parents to provide school lunch for their children, as government does not pay for lunch or uniforms; parents have to provide that money.

1.2 Problem Statement
Whereas the government of Uganda put forward in 1992 an Educational language policy for primary schools which appears to be in line with the requirements of a multilingual country and is also in line with both UNESCO and AU’s views about the place of mother tongue in a child’s education, the general public in Uganda has remained apprehensive about the viability of mother tongue education in the school system. This is happening on the background where the government is seen to be adding very little value to the mother tongue in comparison with other languages in use most especially English which has traditionally been regarded as a guarantor to a better future for those who acquire it. Ironically, however, there is increasing evidence to show that English is no longer a guarantor for a better future for those who have acquired it through the school system as evidenced by ever increasing figures of joblessness among the educated as well as higher dropout rates at various educational levels.

The current study, given such a background, set out to take stock of popular perceptions about the current language policy in education at primary school level which in essence is indicative of a faulty language planning process and to explore ways how such negativity could be realigned to more positive perspectives which would signal success in the planning process

1.3 Purpose of the study
The purpose of this study was to establish the relationship between people’s attitudes and the success in language planning in Ugandan primary schools in Katakwi district.
1.4 Objectives
The study was guided by the following objectives,

1. To determine people’s attitudes towards the languages used in lower primary schools.
2. To examine the success of the language policy in Ugandan primary schools.
3. To assess the relationship between people’s attitude and the success of the Ugandan language policy in the primary schools.

1.5 Research Questions
The study was guided by the following questions

1. What are people’s attitudes towards the languages used in lower primary schools?
2. To what extent is there success in the language policy in Ugandan primary schools?
3. What is the relationship between people’s attitude and the success of the Ugandan language policy in the primary schools?

1.6 Hypotheses
There is a significant relationship between people’s attitudes and language policy success.

1.7 Scope
Geographical scope
The study was conducted in the community surrounding Aliakamer (rural) and Katakwi primary school (urban) Katakwi district in north eastern Uganda. The distance between Katakwi town and Kampala is 420 km.

Theoretical Scope
The study was guided by Goody’s (1977) universalizing theory which regards reading, writing, and the mastery of grammar as separate individual skills which has influenced the views of many educators.
Content Scope

The study covered people’s attitudes towards local languages and how language policy is implemented in primary schools.

1.8 Significance of the Study

The study will benefit the following

The teachers who are the implementers of the language policy in the primary schools, the stakeholders who monitor the implementation of the language policy in primary schools, the learners of local language in developing positive attitudes towards their language, Language policy makers in Uganda and the community as the indigenous users of the language. It also helps learners of second language who wish to have a good command of the language to hold positive attitude towards the other speech community.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature related to this study which includes people’s attitudes towards Kiswahili and local language in Uganda, the success of the language policy in Ugandan primary schools. Therefore, we are going to deal with the pertinent question of language policy development and to what extent should the languages of the former colonizers be retained in civic and social life, in the courtrooms, in the media, and in education? This chapter will deal with a discussion of the theoretical framework. The review of related literature was done according to the objectives of the study, status planning and gaps identified.

2.1 Theoretical Framework

The theoretical framework discussed here was based on work in multilingual literacies; Goody's (1977) which are centrally concerned with the intersection of research on multilingualism, on the one hand, and literacy, on the other.

For many years, Goody's (1977) universalizing theory which regarded reading, writing, and the mastery of grammar as separate individual skills influenced the views of many educators. Goody's theory was also viewed as an autonomous technology of modernity, leading to the rational, psychological, and cultural transformation of people. However, a growing body of literature posits a divergent view of literacy embedded within a cultural context (Barton, 1994; Barton & Ivanic, 1991; Baynham, 1995; Gee, 1990; Heath, 1983); These studies have examined the literacy practices of individuals and groups, including people's use and meanings of literacy and the value it holds for them.

As a result, they have contributed to a theory of literacy as a social practice and collective resource. The theoretical roots of the social and cultural approach to literacy are in ethnography, and grounded in accounts of real practice. A 'practice account' of literacy was first proposed by Scribner and Cole (1976) as a result of their study of literacy practices among the Vai people of Northern Liberia. Literacy development as observed among the Vai was practice-specific, embedded within their cultural environment. Within the Vai community, there were three different literacies operating side by side. Only one of these was school-linked, that is, English literacy...
acquired in school. The other two were an indigenous Vai script and an Arabic literacy used for religious purposes. Thus each of the three different literacies had a particular context of use. From this observation, literacy events, they argued, were culturally patterned into recurring units which they termed literacy practices. Street (1984) explains that the term literacy practice has been used by researchers within the New Literacy Studies as shorthand to refer to the 'social practices of reading and writing' (p. 1). However, the New Literacy Studies researchers then move on to examine the wider context within which the literacy practices are framed. In addition to the concept of the cultural context of literacy, Scribner and Cole (1981) in their seminal work, *The Psychology of Literacy*, observed that a distinction existed between literacy as taught in school and literacy as used for other purposes.

Kapitzke (1995) argues that an analysis of literacy should begin from an examination of the ideological assumptions, structures and interests of institutions charged with the official transmission and control of literacy. As such, understanding the specific context and the prevalent literacy practices is important to a study of language policy implementation.

Kulick and Stround's (1993) ethnographic description of missionaries bringing literacy to New Guinea villagers stated that Literacy is thus already part of power relationship and how people take hold of it depends on social and cultural practices, not just pedagogic and cognitive factors (Street, 2008). This therefore raises questions for literacy programs such as the language education policy in Uganda. For example: what is the power relation between participants? Where are people going when they take on one form of literacy rather than another? And how do recipients challenge the dominant conceptions of literacy? These and similar questions are pertinent to this study.

Norton (2005) argues that literacy is not only about reading and writing but also about the relationships between text and reader, student and teacher, classroom and community.
2.1.1 Conceptual Framework

The conceptual framework for the current study views the current educational language policy of Uganda at primary school level as an environment where there exist competing often conflicting language systems whose status is not at par. Whether there is or was by omission or commission on the part of government, this has given rise to a variety of attitudes among the general public; positive, in the case of English and Kiswahili, where government is perceived to be adding value; and negative, in the case of mother tongues, where government is perceived to be doing little or nothing in value addition.

Negative perceptions about mother tongue education will not be reversed until government takes bold steps to enhance the status of these languages viz-a-viz the other competing languages in the primary education system. The current study is a focus on what needs to be done in the area of status planning for the popular attitudes to begin to be reversed.

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<th>Independent variable (IV)</th>
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<td><strong>MORE POSTIVE/NEGATIVE ATTITUDES</strong></td>
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<td>• Popular perception about the policy</td>
<td>• Perception of more balanced status for all languages in use.</td>
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<td>• Perceived imbalance in the status of languages in the use in primary school cycle.</td>
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<td><strong>STATUS PLANNING</strong></td>
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![Diagram](image)
2.1.2 Attitude

In Psychology, an attitude is a psychological construct, it is a mental and emotional entity that inheres in or characterizes a person. They are complex and an acquired state through experiences. It is an individual’s predisposed state of mind regarding a value and it is precipitated through a responsive expression towards a person, place, thing or event which in turn influences individual’s thought and action.

Prominent psychologist Gordon Allport once described attitude as “the most distinctive and indispensable concept in the contemporary social psychology” Attitude can be formed from a person’s past and present experience.

However in this study the use of the word attitude will be referring to how people have embraced or disown the language policy in primary schools. Where by positive attitude will mean those who like it and negative attitude will refer to those who are not in conformity with it.

2.1.3 Multilingual

Martin-Jones and Jones (2000) explain that the term “multilingual” rather than “bilingual” has been used to capture the multiplicity and complexity of individual and group repertoires. They identify four factors to justify this preference. First, the term multilingual provides the most accurate description of the communicative repertoires of many of the individuals and linguistic groups discussed in their book. Many of these individuals had more than two spoken or written languages and language varieties within their communicative repertoires. These included languages and literacies associated with their cultural inheritance, regional varieties of English spoken in their local neighborhoods and some form of Standard English. Second, multilingual signals the multiplicity and complexity of the communicative purposes that have come to be associated with different spoken and written languages within a group's repertoire. Third, the term multilingual takes account of the fact that in any linguistic minority households or local group, among speakers of Welsh, Gujarati or Cantonese, there are multiple paths to the acquisition of the spoken and written languages within the group repertoire and people have varying degrees of expertise in these languages, and literacies. The degree of expertise that individuals attain depends on how they are positioned with regard to access to different spoken and written varieties (Norton, 2000, Norton Peirce, 1995).
The term multilingual is the term which focuses on multiple ways in which people draw on and combine the codes in their communicative repertoire when they speak and write. The term bilingual only evokes a two-way distinction between codes whereas in multilingual settings, people typically have access to several codes which they move in and out of with considerable fluency and subtlety as they speak and write.

However for the sake of this study the word multilingual will mean being able to use English, Kiswahili and Ateso (any other local language)

**2.1.4 Success**

Success is an event that accomplishes its intended purpose. In regard to this study success will mean changing people’s negative attitudes towards the policy to positive attitude through an intervention by the government.

**2.2 People’s attitudes towards the languages used in lower primary schools (as in objective one)**

Margret, (2002) stated “over years African linguists have stressed that African people would benefit greatly if indigenous African languages were used in education, government administration and politics, trade and industry and in the judiciary. Language Education policy in Uganda has adapted a foreign language English as official language to be used in all types of administration and other government functions. This policy suppresses the development of local languages in the areas. Ryna and Giles, (1982), Cline Bailey, (1994) also pointed out that, “African languages are accorded a lower status in most public domains” this lowers the power relations and the kind of prestige associated with local languages. Paulston (1994:16) also affirmed that lack of any positive attitude to support the effort to use the language in a variety of domains makes it easier for people to succumb to pressure to switch to dominant language.

Mbaabu (1996) pointed out why African languages were generally excluded from the language policies of many African countries one such reasoning is “The need to unite into one nation state a people who had been independent entities hitherto. It was believed that the language chosen would enhance the integration of different ethnic groups into one culture into one nation in the pursuit of developing identifiable nations.” While the reason pointed out shows participatory function of language with respect to exolects, it will lead to extinction and death of other languages. All languages have the same function, why not one of the African languages to be selected to unite Africans?
Contrary to the above, Ramsey (1999:69) argues that loss of one’s African home language would greatly impoverish the individual. Moreover upward mobility is no longer guaranteed through the acquisition of the exolect.

Mbaabu (1996) further more noted that, there was a need to access education and the wider world, which at the time of colonial rule was the preserve of the colonizers and few Africans who managed to attain it. This implied that without education no one would access the world and education had to be learnt in only English.

Prah (1998:5) says, many have come to believe that scientific and technical knowledge can … be naturally constructed in the languages of the western world. The flip side of this attitude is that African languages by their very nature cannot incorporate knowledge and modern science. This rampant internalized attitude needs to be abandoned if headway is to be made in African Education and development. Yet Muthwi (2002) is confident that African languages can incorporate knowledge and modern science. But they can do this only if they are deliberately developed and empowered whatever it takes to elevate a language.

In Education, UNESCO supports policies promoting multilingualism and especially mother tongue literacy; it supports the language component of indigenous education and raises awareness of the importance of language preservation in Education. It also supports the use of local languages in the media and promotes multilingualism in cyberspace.

During the 1950s Kiswahili was officially accorded the status of inter territorial language for Uganda, Tanganyika, Zanzibar and Kenya. Makerere University was made the main centre for development of Kiswahili with a research centre established there for this purpose. (GWP P.18)

Some internationally recognized studies indicate that in Uganda, Kiswahil has the highest number of people (35%) speaking it as their second language.(GWP P.18)

Briefly the 1992 Uganda language Education policy states that; In rural areas the medium of instruction from P.1 – P.4 would be the relevant local language of the area and from P.5 – P.8 English will be the medium of instruction. In the urban areas the medium of instructions will be English through the primary cycle. Kiswahili and English will be taught as compulsory subjects to all children throughout the primary cycle both in rural and urban areas. In response to above, I wonder why the policy segregates that children in rural areas should be handled differently from
those in urban by using different media of instructions yet at the end they do one type of examinations set by UNEB.

The situation in urban setting is a bit controversial as the medium of instruction will be English through the primary cycle. Yet GWP P.29, says; All children have their rights to learn their own languages. However, there is need to critically look at the language policy of Uganda and explore how the language resources are used for education.

While there seems to be no agreement among linguists and policy makers as to what a mother tongue is, the following definition was arrived at by consensus during a UNESCO seminar "...a language the child can speak fluently before going to school...one in which the child can operate confidently in all domains relevant to the child's life" (Dyken, 1990, p. 40). Therefore, taking this definition of a mother tongue, Krashen argues that when schools provide children quality education in their primary language, the pupils receive two things: knowledge and literacy. The knowledge that children get through their first language helps make the English they later hear and read more comprehensible, and literacy developed in the primary language easily transfers to the second language (Krashen, 1996; Smith, 1994).

Bamgbose's (2005) experimental study involving the Yoruba as a medium of learning in primary schools further augments the support of the use of a learner's mother tongue as medium of learning and teaching. He shows that the transition from a mother-tongue medium to an English medium at the beginning of the fourth year of schooling perpetuates low school performance and general educational failure: high drop-out and repeat rates, poor attainment of content knowledge by graduates and low end-of-high school certification examination grades. In another study that spanned three decades. Tucker (2001) concludes that language of instruction is very different from the language of home. The development of cognitive or academic language requires time (Four to seven years of formal instruction) while individuals most easily develop literacy skills in a familiar language. It is easier to develop cognitive skills and master content material that is taught in a familiar language and these, once developed, transfer readily. He further postulates that the best predictor of cognitive or academic language development in a second language is the level of development of cognitive or academic language proficiency in the first language. Therefore, learning in the mother tongue has both cognitive and affective value.
Such studies suggest that the amount of formal schooling received in the first language is a key factor. If learners are schooled solely in the second language, especially from Grade 4 onwards, when academic and cognitive demands of the curriculum increase rapidly, they tend to progress slowly and show relatively less academic achievement. To develop academic language proficiency, there is need for a strong development through the first language of academic cognitive thinking skills. In this way, thinking abilities, literacy development, concept formation, subject knowledge, and learning strategies developed in L1, transfer to the second language.

Current theory and research in bilingual education suggests that generally, students' poor academic achievement is due to the use of a language of instruction that is different from the one spoken at home (Krashen, 1996, 1999) or to the low status afforded the home language. For example, Krashen (1999) asserts that bilingual education in the United States of America is not the cause of students dropping out, but rather may be the cure. He states that, for example, 30% of Latino students compared to 8.6% for non-Latino whites and 12.1% of non-Latino blacks drop out of school. Similarly, in Kenya, Bunyi (2005) describes how children's active participation in the classroom is hampered by use of an unfamiliar language. For example, students whose first language is different from the language of instruction in school may be prevented from expressing in L1 their thoughts about a story with a text in the L2.

Further, even when the literacy rate is determined by possession of skills in the indigenous languages, the picture still remains grim due to the very low linguistic capital that these languages have. Promotional programs fail due to planning and implementation (Okedara & Okedara, 1992) and the negative attitudes of those to whom such programs are targeted (Adegbija, 1994; Awedoba, 2001; Bamgbose, 1991; Omoniyi, 1994). In an overview of multilingual education in Africa asserts that any policy that seems to deny the people access to a language which they perceive as important for their advancement is likely to fail. This trend was noted particularly with implementation of projects in African countries such as Guinea, Cameroon and Nigeria that aimed at using indigenous languages in education. People do not perceive African languages as viable tools of development, only English appears to be. These are therefore important lessons for Uganda that is making effort to forge ahead with a new language education policy that seeks to promote use of indigenous languages as media in primary schools.
In Uganda, Muthwii's (2002) multisite case study undertaken in the large language groups in Uganda investigating the views and perceptions of parents, pupils and teachers on language use as a tool for enhancing pupils acquisition of an all-round education, showed that while the policy statement on language education was theoretically plausible, in practice, it was faced with many problems. The dilemmas and contradictions of language in education that the teachers had to contend with resulted in their preference to teaching in English as the medium right from Primary one. The international function that English carried led the respondents to prefer it to the mother tongue which did not only lack the necessary tools and resources, but was unpopular among the stakeholders.

In another survey of the perceptions of Kenyan and Ugandan parents, pupils and teachers Makau (2001) too cites evidence that supports the status accorded to English, "rather than visualize English as a foreign intrusion ...most stakeholders in education see English as part of the current reality and an important tool in social-economic development" (p.4).

Although the choice of English is most of the time supported by political, social and economic arguments (Choi and Tam 2011, Trudell 2010), research has questioned the fairness and the success of education conveyed through a language that is unfamiliar to both teachers and learners. Through various studies, researchers hold that the language used for learning is crucial for learners’ acquisition of knowledge, understanding and the development of their skills and for their ability to demonstrate their acquired knowledge effectively in assignments and examinations. If learners do not know the language used as a medium of instructions well enough, they will have problems to develop educationally. (Brock Utne and Alidou 2011)

2.3 Examine the success of the language policy in Ugandan primary schools.

Hornberger, 2003; Rubin, 1977; Skutnabb-Kangas, 2000). Planning as an activity is a response to a perceived need to control future events. Given that one way of acquiring language is through Education, a review of language planning becomes a requisite to any discussion of language policy (Mesthrie et al., 2000; Rubin &Jernudd, 1971). However, while there may be no unified theory of language policy and planning (LPP), there are several frameworks elaborated to describe and explain why policies have certain effects in particular contexts. This case study aims to understand the implementation process in a multilingual context and therefore is informed by such frameworks as discussed in this section.
Petrovic (2005) described language planning as the process of determining the linguistic needs, wants, and desires of a community and seeking to establish policies to fulfill them. Such goals might include cultivating language skills needed to meet national priorities; establishing the rights of individuals or groups to learn, use, and maintain languages; promoting the growth of a national lingua franca. However, in general, language planning is considered to be an official, government-level activity concerning the selection and promotion of a unified administrative language or languages. This level of planning is subject to the coherent effort by individuals, groups, or organizations who wish to influence language use or development. Overall, language planning generally entails formation and implementation of a policy designed to prescribe or influence the language(s) and varieties of language that will be used and the purposes for which they will be used.

However, the Government contradicts itself by quoting that, in regard to the issue of language and educational instruction in a much more dynamic, realistic and progressive manner, the government has noted that the capacity of many Ugandan children particularly in the growing urban centres where most of the good schools are located, learn quickly and enthusiastically when they are taught in English even if they learn it for the first time in school. (GWP P.16)

Before the planning is done Muthwii (2002) cited that the exact number of the indigenous African languages in Uganda need to be accurately established. Uganda has over sixty indigenous languages Ladefoged, (1971) and people who use a specific language must be ascertained for proper planning. The new language policy which has to be made has to adapt polices which embrace the multicultural and multilingual diversity. All the indigenous languages must be given due national status. However for over thirty years no language census has been made to establish how many languages are used in Uganda. Since the study by Ladeforged (1971) how many languages have been added or deducted as the case might be on Uganda’s repertoire?

Uganda's new language policy (GoU, 1992) aims at the development of children's literacy in more than one language, that is, the mother tongue, English and Kiswahili. Research that address implementation of this type of policy is important and provides useful frameworks that would inform any study. (Muthwii 2002) states that “Language policy and planning revolves around how
individual society determines the statuses of their languages; it includes the plan of action put in place and pursued by the given society to achieve what has been resolved.” Most societies in Uganda are not actively involved in policy making to develop their languages; instead the government imposes what it thinks is right for the societies.

According to Prah (1998:2) it is in language where people find their mental home and their definitional relationship to the external world. With respect to the use of exolects in Africa, Prah points out that people can hardly be true to themselves while using an idiom which they have difficulty understanding and expressing themselves in. They can barely be creative and innovative in the language they have to struggle with in order to command expression. It is “in language (among other things) that the identity of people is denied.”

However, much of the current Language Education policy in Uganda emphasizes English as a medium of communication from Primary one in urban schools, these children also need to be given chance to learn their mother tongue. Pierce and Ridges (1997:182) point out that there is an urgent need for appropriate language policies and planning from a multilingual perspective, each language available to people in a country is a resource to be valued for what it offers. Pierce and Ridges continue also to supplement that language policies and planning need reviewing to embrace diversity and elevate African languages to national status levels as has happened in Namibia where thirteen of its local languages have been given ‘national status.’ This can be a great beginning as the other dimensions of the language planning like corpus planning and acquisition planning will then be rightly situated.

The Government White Paper also pointed out that, the district language committee should be revitalized and strengthened to assist in developing local languages especially for basic literacy and post basic literacy purposes. (GWP P.17) This aspect remained in principle but practically is not seen. Many district language committees are not functional yet they would be the ones to link the local communities with the government by forwarding their views.

Uganda National Examinations Board, (2012, p. 2) Wolff (2011) describes the justification for this policy: “The rationale behind the new policy was primarily to use local languages in order to develop a sense of belonging to and pride in indigenous cultures, but also to improve literacy results and academic learning results in general, which had been rather poor under the English-only language policy of the past” (p. 99).
UNESCO's (2001, p.25) Literacy for All programs, which states that:
The success toward Literacy for All requires comprehensive yet context-specific and flexible actions rooted in countries and communities, with the involvement of every corner of society - government, communities, NGOs, schools, the private sector, media - in literacy actions linked to diverse spheres of social, cultural and economic activities. Unfortunately, the exogenous standard of competence in the former colonial languages continues to be used as the yardstick for assessing literacy rate, and this undermines the effort put into promoting indigenous languages.

In sum, an effective multilingual education program needs to adopt a holistic approach that takes into consideration children, teachers, the community, the school and the type of program (Baker, 2001). For example, children have a wide variety of characteristics that need investigation and cannot be isolated from the classroom within which they work. Accordingly, in the classroom, there are a variety of factors that may make for effective education. Furthermore, outside the classroom, the different attributes of the schools, in turn, interact with children and their classrooms to make education for language minority children more or less effective. Outside of the school, there is the community, which also plays an important role. The social, cultural and political environment in which the school operates will affect the language education of all children at all levels, but especially for the minority language group. This study is set in a language minority community and therefore such issues discussed above are of direct relevance. For example, the schema proposed by Ricento and Hornberger (1996) from their analysis of literature on Language Policy and Planning characterizes various components in which policy decisions and practices are realized. Such components include agents, levels, and processes that interact with one another in a variety of ways and to varying degrees.

Further, Cummins' (1993, 1996) 'threshold hypotheses and 'interdependence hypothesis' propose that children must attain adequate levels of competence in their first language as this enables them to experience relative, cognitive and linguistic transfer in second language learning. As a result, once students have basic literacy skills in the L1 and communicative skills in the L2, they can begin reading and writing in the L2, efficiently transferring the literacy skills they have acquired in the familiar language. While the reverse is possible, it is said to be very inefficient and unnecessarily difficult.
Uganda is a multilingual country and has multicultural practices in different communities with rich resources as well as complexities which need to be tapped and developed.

2.4 To assess the relationship between people’s attitude and the success of the Ugandan language policy in the primary schools.

In the next section, I discuss literature related to this study which includes the success and the development of language planning and policy, multilingual education and the current debates on literacy.

2.4.1 Status planning

Status planning concerns the uses of language (Hornberger, 1994). It refers to raising the status of a language within society across as many language-domain institutions as possible. This includes initial choice of language, including attitudes toward alternative languages and the political implications of various choices. Accordingly, it may involve changes in the functions of languages and/or language varieties, using sociolinguistic concepts and information to implement them (Cooper, 1989). There are several dimensions to status planning such as official. Recognition that national governments attach to various languages, especially in the case of Minority languages, and to authoritative attempts to extend or restrict language use in various Contexts. (Cooper, 1989). Therefore, issues of status planning include designation of the Language of instruction in schools and decisions regarding whether (and in which languages) multilingual ballots may be used. In this regard, status planning concerns the relationship between Languages, rather than changes within them. However, planning must take into account the position of different varieties of a single language - in which it becomes a function of corpus Planning. Historically, standardization begins with selection of a regional or social variety whereby corpus planning again determines status planning.

Other scholars also had this to say on the attitudes and success of a Language policy;

Barton and Hamilton (1998) contend that a social account of literacy assumes that children's progress in achieving literacy is strongly influenced by the cultural and linguistic experience they bring into school from their homes and the local community. The ways in which the wider community of a school makes use of literacy then provides the models and support that initiate children into literacy practices (Moll, 2000). In multilingual environments, we can learn from the ecological perspective of the learners (Gutierrez &Rogoff, 2003). While earlier views of literacy, focusing on
the learners’ individual ability to read and write are still useful, there has been a more recent tendency to conceive of literacy in broader, socio-cultural and political terms. Such notions are highly relevant to the Ugandan context, and will be discussed with reference to language of instruction and literacy as a social practice there is very little likelihood to lend support to policies government is clearly ambivalent about certain languages in educational system.

2.5 Gaps identified in the study
Based on the readings, the following gaps were identified. There were studies conducted in and outside Uganda and especially on language policy. Some of these identified studies include among others;

CHAPTER THREE
METHODOLOGY

3.0 Introduction
This chapter presents the research design, target population, sample size, sampling strategies, data collection instruments, data analysis and limitation of the study.

3.1 Design
The researcher used the descriptive case study design to find out people’s attitudes towards language policy in Uganda, to examine the success of the language policy in Ugandan primary schools and to assess the relationship between people’s attitudes and success of Uganda’s language policy in primary schools. Data was presented in a descriptive way after analyzing it. This design was selected because it was appropriate for this study.

3.2 Target Population
The target population for this study was 133 people from rural and urban communities. It is in these two distinct communities where the real outcome of the policy may be found. The following constituted the respondents; district education officer who will be asked questions on overall implementation of the policy in schools. Inspectors of schools, Center Coordinating Tutors will be asked questions related to how knowledgeable the teachers they inspect are in implementing the policy. Head teachers and teachers will be asked questions related to their work in implementing the policy on their successes and challenges. Their responses represented the views of implementers. Stakeholders to be interviewed will include parents who send their children to school to have a bright future, LCs who are leaders in the community and religious leaders who always guide people in different spheres of life and pupils will be asked questions related to how they feel local languages ought to be used in primary schools. Their views represented the public. Finally pupils were also interviewed to find out their views on the current language policy in primary school.

3.3 Sample Size
The sample size in this study was 200. This figure was arrived at by applying the Slovene’s formula

\[ n = \frac{N}{1 + N(e^2)} \]

Where
\[ n = \frac{200}{1 + 200 \times 0.0025} \]

\[ n = \frac{200}{1 + 0.5} = \frac{200}{1.5} = 133.333 = 133 \]

3.3.1 Table 1: Target Population

<table>
<thead>
<tr>
<th>SCHOOL/COMMUNITY</th>
<th>SAMPLE SIZE</th>
<th>TARGET POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katakwi primary school (Urban)</td>
<td>120</td>
<td>80</td>
</tr>
<tr>
<td>Aliakamer primary school (rural)</td>
<td>80</td>
<td>53</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>200</strong></td>
<td><strong>133</strong></td>
</tr>
</tbody>
</table>

3.3.2 Sample Size Proportion

\[ n_1 = \frac{N_1 \times n}{N} \]

Katakwi primary school

\[
\frac{120}{200} \times 133 = 79.8 = 80
\]

Aliakamer primary school
\[
\frac{80}{200} \times 133 = 53.2 = 53
\]

3.3.2 Table 2: Population framework

<table>
<thead>
<tr>
<th>TITLE</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Education officer (DEO)</td>
<td>01</td>
</tr>
<tr>
<td>Inspectors of schools</td>
<td>02</td>
</tr>
<tr>
<td>Centre Coordinating Tutor (CCT)</td>
<td>01</td>
</tr>
<tr>
<td>Head teachers</td>
<td>02</td>
</tr>
<tr>
<td>Teachers</td>
<td>20</td>
</tr>
<tr>
<td>Pupils</td>
<td>57</td>
</tr>
<tr>
<td>School management committee members (SMC)</td>
<td>10</td>
</tr>
<tr>
<td>LCs</td>
<td>10</td>
</tr>
<tr>
<td>Religious leaders</td>
<td>10</td>
</tr>
<tr>
<td>Parents</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>133</strong></td>
</tr>
</tbody>
</table>

3.4 Sampling Strategy

The sampling technique which was employed was non-random sampling technique particularly purposive sampling technique. This depended on the judgment of the researcher. This was applied only on pupils. The first four categories in the above table were automatic there was no option. The teachers were divided between two schools and preferred those who teach in lower classes. The head teachers helped the researcher to mobilize each five members of school management committees. The LCs who were interviewed were from the communities were the two schools were located. It was through these LCs where the ten parents were mobilized in each community. These two schools were church founded and religious leaders in these communities their views were also important.

3.5 Data collection instruments

These were the tools used to get required information from respondents and such as Questionnaires which were given to head teachers and teachers to find out their views about the policy because they can read and write. The questionnaire can collect a wide scope of information from different categories of people within a short time. Observation Checks which was used by
the interviewer to find out additional information about the implementation of the policy, and
Interview guide for the pupils who are not able to read and write but can express their view orally.

3.5.1 Validity of the instruments
The test items used were presented to 2 experts to assess the relevancy of each item involved in
measuring the research objectives.

3.6 Data collection
The researcher collected an introductory letter from the department of education foundation,
Kampala International University and proceeded to selected schools and communities. On arrival
the researcher introduced himself to the authorities of the respective schools and communities
where their maximum cooperation was called for. After identifying the respondents, teachers
were given questionnaires to answer and pupils were interviewed. The head teacher helped in
mobilizing some members of school management committee and Parents Teachers’ Association to
be interviewed. The chairpersons of the respective communities mobilized some parents who were
interviewed. However the respondents’ cooperation was called for. This helped the researcher to
collect all the necessary data during this exercise.

3.7 Data Analysis
Data extracted from the respondents was analyzed using the qualitative method since the design
used was a descriptive case study design.

3.8 Ethical considerations
The researcher kept all the information from respondents private and confidential. The respondents
were given respect and a guarantee not to expose their information to unauthorized people.

3.9 Limitation of the study
The time frame allocated for this work was not enough as a researcher will have many
respondents to meet. Financial challenges were also realized during data collection, entering,
processing, printing and travelling to meet the supervisor. There was also fear that some
respondents might not fill the questionnaires and bring them back. The research design used may
not bring out the outcomes which may have been brought out by figures.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.0 Introduction
This chapter contained data presentation and analysis. The data was collected through questionnaires which were both open and close ended. The questionnaires were designed in line with the objectives of the study. The data analysis and research findings were presented in descriptive format.

4.1 People’s attitudes towards the languages used in lower primary

4.1.1 Pupils’ responses
The findings here reveal people’s attitudes towards the language policy and when pupils in P.1 – P.4 were interviewed using the first section in appendix D.

Most pupils liked Ateso because it is the language they are familiar with from home to school and they can express themselves in it freely with friends. Very few liked English. The majority also revealed that their teachers use both Ateso and English to teach them in class. This is evident that pupils are proud and confident in using their mother tongue.

4.1.2 Parents
In appendix B, most parents responded that Ateso is the most common language used for different activities in the community. Also most parents confessed that they buy English books because they want their children to master English at early stage. Very few parents had bought reading materials in Ateso. They usually use English to help their children do homework and if the children do not understand, they use Ateso. Therefore the attitude of parents towards the language used in primary schools is reflected through the type of reading materials they buy for their children. Some parents gave their experience while in school, were happy that they had been encouraged to use English, and had not resisted punishment for speaking the mother tongue. We used to carry a badge in primary schools for speaking the mother tongue so that at the end of the day if you had the badge you would be punished. So this was used to encourage us to speak English.
To the greater extent, parents love their children to learn more of English which they have hope in than any other local language which will benefit them nothing. Most parents clearly expressed that they prefer English because it is the official language than Ateso and Kiswahili. One parent gave an observation of Tanzania and Kenya who tried to use Kiswahili as their national languages but failed and later adapted English as citizens could not speak good English.

4.1.3 Head teachers and teachers
In appendix A, All teachers except only one were speaking Ateso as their mother tongue which means that most of them were born in that community. On preparation, the majority of teachers were using English to plan for a local language lesson. They did not have a justification for using English to prepare a local language lesson; they only said Ateso is difficult to write because there is no written final examination to drive them to master writing it. Teachers also preferred more emphasis to be put on English than Kiswahili and Ateso because English is examinable. Teachers also noted that with globalization and new technology which has come children need to have wide experience in English to enable them to connect with others internationally.

When teachers and head teachers were interviewed on the weakness of the language policy in Uganda, they had identified many weaknesses in the policy and the majority observed that children fail to understand English after reaching transition class, also they take long to understand English. Furthermore, the teachers pointed out that they are being forced to scheme and lesson plan in native language. Which they were not trained to use. Inadequate resource books and teachers' know how in the local language was another observation by teachers and using local language as a medium of communication at school does not create any difference between schools and home. Teachers also pointed out those learners who are in lower section find problems in communicating with other people from other places since they cannot speak English fluently. Therefore, against this background the teachers’ attitude can be judged that it is negative.

Head teachers and teachers also cited some possible solution to above limitations by advising the government to provide enough books for local languages in schools, re-train teachers how to teach local language and above all let it be examined at P.7
4.1.4 District Education Officials
In Appendix E The district Education officials made it clear that mother tongue is not a factor to be considered during recruitment of teachers in primary school. The officials also identified other gaps in the policy. The policy does not favour children who do not speak the same local language used in the area was one of their observation and resistance from most people including teachers who are supposed to be the implementers. They also said, the majority of the teachers who qualified earlier were not trained in teaching local languages and even there are issues of understanding the orthography of the local languages that are confusing the teachers and learners. Sometimes learners confuse local language words with English. On the third question the officials just accepted that local language is not taught in upper primary because it is not examinable. They also agreed with others to put more emphasis on English because it is a key subject which will help to learn other subjects.

In summary on People’s attitudes towards the languages used in lower primary, most respondents through interaction have shown how they think and behave has clearly shown that they have negative attitude towards the local language and have hope in English language for both economic and social support. This has been arrived at through their action of buying only English books for their children. Even the implementers have come out openly to oppose the policy.
4.2 To examine the success of the language policy in Ugandan primary schools.

4.2.1 District education officials

The language policy in Ugandan primary schools has to a certain extent been successful. The questions which were answered by the district officials in Appendix E gave the following responses how they have evaluated the success of the policy. They cited out teachers have been trained and others have been given refresher courses so as to be able to implement the language policy. The ministry has also supplied some educational materials like charts in local languages and some text books. The policy has also addressed issues of equity for the local language speakers in schools because the community speaks the same language. Learners have access to instructional materials and try to learn the content on their own with little aid. To a greater extent this policy has helped promoting the use of mother tongue which was almost forgotten of. The most interesting they observed is that Learners learn better the second language after getting to read in local language’. Local language influences the understanding of second language.

4.2.2 Pupils

In appendix D learners confirmed that teachers in their classes use Ateso for teaching and giving some instructions. This is in agreement with what the researcher observed during the lesson delivery in the classroom. This was seen in greeting, giving instructions on how to give out and share books and also the real teaching. However some few words of English were used in teaching.

The researcher also observed Ateso lesson delivery in P.3 Aliakamer primary school where all pupils have Ateso text books. When more enquiries was made about these books it was discovered that they were given by Non-Governmental Organization (NGO) called RTI to facilitate the reading of local language.
4.2.3 Head teachers and teachers
The Head teachers and Teachers also have witnessed positive impact on the language policy in primary schools. They observed children feel free and confident to express themselves in and outside class and also they learn to read and write Ateso faster. Non Ateso speakers are just encouraged to learn Ateso by teachers. All teachers unanimously pointed out that there are very few books in Ateso especially supplementary readers. Charts and other instructional material have not yet been supplied by the government. Teachers also affirmed that the Thematic curriculum where the approach is to use the local languages as the vehicle for the rapid achievement of literacy in lower Primary is working very well with this policy, this was in accordance with what the researcher observed.

4.2.4 Parents
In appendix B when parents/stake holders were asked about the strength of the policy they responded positively. It was evident that Some parents seem to have realized the importance of the language policy in primary schools. Children know and have interest in their language and also children understand quickly. They also observed that the policy enriches pupils in a mother tongue and also initiates young children to their mother tongue and above all It makes children to grow up as real members of that language community because they know how to speak and write mother tongue in the community.

When you consider all the above views, however much a lot of people’s attitudes are negative towards the current language policy but there is something positive which has been noted by some people. The policy has empowered community members to use and develop their local language. People can read and write in local language which means that many people are literate. Therefore there is a need to continuously improve on this policy such that it becomes better than it is.
4.3 To assess the relationship between people’s attitude and the success of the Ugandan language policy in the primary schools.

One of the major objective of the language policy in Uganda is; To enable individuals to acquire functional literacy, numeracy and communication skills in one Ugandan language, Kiswahili and English. (GWP P.40) and also to develop practical skills for making a living.

4.3.1 Pupils

In relationship to the above objectives, learners in appendix D, school children of P.4 class revealed that they do not have examinations in reading Ateso. Ateso reading ends in P.3 according to the pupils interviewed. In response to question 8, most pupils preferred speaking English other than Ateso after school. It is only few ones had interest in speaking Ateso after school. This implies functional literacy cannot be achieved in one of Ugandan languages (Ateso) and I conclude that the response in question 8, has been as a result of schools paying less attention to Ateso and concentrate on English.

4.3.2 District Education officials

Appendix E, the district education officials in their response, the inspector of schools in charge academics said they do not have uniform examinations for Ateso as a district but they give responsibility to the class teacher to set that examination and administer it. On tools of inspection specifically for mother tongue (Ateso) in upper classes, the response was that they check teacher’s preparation book to find out how many lessons have been taught and since it is not examined less attention is paid to it. All officers affirmed that there is no even a single school in the district which has tried to teach Kiswahili. They also added that there are no Kiswahili teachers and text books are not available in schools. Even before we move any further it is clear that the major objective of the language policy has not been fully achieved because of such loopholes.

In response to what change would they like to be effected in the policy, the top officials in the district had the following observations; That teachers at the colleges should be trained on the orthography and use of local language during their training. District Language Boards should be strengthened, teaching of local language should be strengthened right from Primary Teachers’ College and local language in upper primary should be compulsory. Interestingly the officials recommended this policy to be only used in rural schools but not in urban schools. This is also
another indicator that there is a lot to be done to realign people’s attitudes to positive direction to fully embrace the policy. They also advised the government to put clear plan for implementation and the monitoring process streamlined for effective implementation of the policy. The other way to motivate teachers to teach local language is to examine it at P.7 and also give some token of appreciation to teachers who effectively teach local language.
4.3.3 Parents
Most parents have divergent feelings on the language policy in primary school. The majority of people gauge attaining school with speaking of English. Most parents want the language policy to be reviewed to suit their interest of language of instruction in lower primary to be English. Some few parents recognized government’s contribution in support of the current policy by posting teachers in all primary schools who teach local language (Ateso). Almost all parents were ready to change their attitude towards mother tongue if it is declared a national language. The government should reward those who excel in teaching and learning of local language.

4.3.4 Head teachers and teachers
In appendix A Teachers also through their responses to the challenges they encounter in applying this policy, show that they are not comfortable with the language policy in primary schools. The findings were that most teachers observed that even if they teach in local language, examinations are always set in English and children suffer during examination period. They also observed that there is inadequate terminology in the local language versus English and this even force teachers to plan in English a lesson to be delivered in local language (Ateso). Most learners delay to know how to read and write English, mother tongue interferes the teaching of English in upper primary. Some children who do not understand the area language suffer in class by missing what is being taught.

Children fail to understand English reaching transition class and this is evident through decline in academic performance of affected child. Teachers also condemn the policy for advocating for them to scheme and lesson plan in native language. They also observed that using local language at school does not create a difference between school and home. Learners who are in lower find problems in communicating with other people from other places since they cannot speak English fluently. Teacher forwarded what they need to be put right such that the policy to be successful. They recommended that let examination be set in local language up to P.7. Avail learners with textbooks and let teachers be allowed to prepare lessons in English but teach in native language. Most teachers suggested that local language should end in p.1 and the rest let the English dominate. In brief let English be a medium of instruction in lower primary classes as opposed to local language. Teachers need more retraining on how to handle local language. Most teachers said they would be in position to teach local language if some token of appreciation is added on their salary.
When the above findings are analysed the implication is that teachers are resisting this policy by saying that the medium of instruction in lower primary be changed to English. The government need to re-examine the policy for its success.

In this section the government has been called upon to support the teaching of local languages by attaching value to these languages. This is the only way people’s attitudes will be aligned in positive direction towards the policy.

**Summary**

In this chapter, the researcher examined how the language policy is interpreted by each of the stakeholders, parents, the District Education Officers as well as the school headmasters and teachers, who are mandated with its implementation within their jurisdiction. While each one of the people who participated in the study was aware of the policy, there were understated variations in the way they interpreted the policy.

**Outcome of findings**

The findings show lack of consistency in the guidelines that should help in the implementation. Consequently, it was difficult to ascertain exactly what direction the policy was taking people. This, coupled with the inadequate infrastructure to facilitate in the teaching, further compounded the implementation process. This implementation process lacked a serious action plan from the government to make it a success. Thus, the researcher discovered a kind of ‘laissez faire’ attitude from the implementers particularly at the school level and more so in the urban school and the monitors of the policy.

Since the government introduced this policy, there is a need to review it so as to include people’s views to neutralize the negative attitude which is hovering on people’s mind. Since English and Ateso are two conflicting language systems in primary school which are not equal in status, government should raise the status of local languages to favourably compete with English.

As elaborated by Bamgbose (2000) policies that promote use of African languages often meet with negative attitudes from the people expected to implement them. This perpetuates poor products that seem to indicate that bilingual education programs are ineffective and so call for concentrating on only the foreign language. The delay in instituting an instrument such as the District Language
Board, meant to expedite the implementation process, became a point of reference for not having implemented the policy in the urban school. A lot of hope was placed in the mandate of the DLB, especially as I learnt that in Katakwi it had not been formulated.

Therefore people’s views during language planning should be taken into consideration such that the policy is embraced by all people at various levels. This is in conformity with the hypothesis that there is a significant relationship between people’s attitudes and language policy success.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This chapter focuses on the discussion of the findings conclusion and recommendations. Finally the chapter ends with suggestions for further research. The findings were based on research questions
i. What are people’s attitudes towards English, Kiswahili and local language?
ii. To what extent is the language policy in Ugandan primary schools a success?
iii. What is the relationship between people’s attitude and the success of the Ugandan language policy in the primary schools?

5.1 Findings

5.1.1 What are people's attitudes towards the languages used in lower primary schools?
For many of the parents, English provided an enhanced set of opportunities for the future. The following quote captures the views of these parents: “Children should learn a language which helps them in the future. Not put them in brackets of second community.” Recalling their experiences while in school, the participants were happy that they had been encouraged to use English, and had not resisted punishment for speaking the mother tongue. “We used to carry a badge in primary schools for speaking the mother tongue so that at the end of the day if you had the badge you would be punished. So this was used to encourage us to speak English.” One parent proudly giving their experience.

This, according to them worked well and they were able to learn to speak English. They therefore felt the same practice should still work for their children, indeed, there were some who felt that parents could support their children by introducing English in the home. As one said, “Try to introduce English even at home. The emphasis here we are saying that let mother tongue be taught from home. Meanwhile the child is picking English from home partly from parents. However, at the school level let it be English. Apparently, learning a mother tongue is not as important as a desire for economic advancement.” This is a clear indication that parents’ attitude towards local language is totally negative.
5.1.2 Uncertainty towards Kiswahili
Uganda, together with Kenya, Tanzania, Rwanda and Burundi form the region of East African community. Kiswahili is one of the proposed language to be used in these five countries for communication. But some participants were aware that both Kenya and Tanzania had attempted to implement a policy to make Kiswahili the medium of instruction. However, the participants argued it had not benefited these countries. For example, they pointed out that the Kenyans were unable to make ‘good’ public addresses due to the fact that, according to these participants, they did not speak good English. Further, the participants were of the opinion that Kiswahili was not sufficiently international as a language to attract their interest for it to be chosen to be taught in schools. As one noted,

However may be this is the major reason why Kiswahili has never kicked off to be taught in Katakwi district. At the same time, however, the participants did note that if a mother tongue was made a national language, then it could perhaps be used in their school community.

In summary, the findings from the urban school community suggest that, in general, community members were aware of the education policy promoting local languages in primary schools. However, the participants were opposed to the implementation of this policy, saying that the teaching of a mother tongue was the responsibility of the parents at home. The schools ought to be concerned with the teaching of an international language such as English, for the future of their children. The fact that there were many languages spoken in Uganda further complicated the possible implementation of the policy. The government, for example, had not been able to decide on a national language to unite the country, although it hoped Kiswahili might informally serve this role.

5.1.3 Analysis
Batibo (2005) observes that speakers of minority languages are in a dilemma, particularly in relation to the choice of language of instruction. On one hand, there is the desire to maintain their linguistic, cultural and ethnic identity. On the other hand, the wish to access education in a language that will enable them to interact at international level is equally strong. Analysis of the data revealed the support for the teaching of local languages from both the rural and urban communities should be handled as a subject but not as a medium of instruction. The domination of
Kiswahili as a national language, and the language for assessment in language planning, should be revised in greater detail from the grass root to national level.

Both the rural and urban communities were particularly concerned about the need to expose their children to an international language and English in particular. They had observed problems with local language policies in other countries within the region, which according to the participants, now faced the challenge of reversing negative effects associated with this policy. In the literature, Bamgbose (2000) observed that using African languages as a medium of instruction has been notoriously unstable in several African countries. He identified dissatisfaction with the practical outcome of a particular policy as one of the reasons for this instability.

Furthermore, such factors as the status of English as an international language, internal and external migrations, and the need for economic survival are raised as constraints to the use of African languages in education. The participants, referring to their personal experience, appreciated the methods that were used to teach them English. The fact that as adults they were able to learn and speak 'good' English today was a result of these methods which, they argued, could still be effective if applied to their children. Commenting on such strategies in the acquisition of English, Muthwii, et al. (2002) notes how practices used in the past such as those mentioned by the participants are now glorified and even commended. Participants also argued that due to ongoing globalization especially as a result of technological advances, there was no need to insist on using their mother tongue. To catch up in this fast moving world, children needed to compete in an international language, English. The place for the mother tongue was the home and the parent was the rightful person to handle that.

Further, English was also viewed by these participants as a lingua franca within the country, given the multiplicity of languages in Uganda. English was a social economic necessity and therefore it was to everybody's advantage that the colonial administration promoted English. In the Ugandan context, language policy is therefore perceived from the point of the role of English language teaching. Ssekamwa, (2000) in a historical recount of English teaching in Uganda referred to its role as a world language "English will prevent the development of emotionalism, sectarianism, reactionary tendencies and prejudice which hinder progress" (p 147). In addition, he argues that English is used to foster regional cooperation, national unity, pan- Africanism and internationalism through language policy by way of medium of instruction and official language.
The data from the community participants from the two schools, although the community was familiar with the policy, the intended benefits of instituting such a policy were not clear to them. In view of these findings, it is therefore important that the community be adequately informed about research that demonstrates not only that mother tongue literacy promotes effective learning, but also that it enhances second language acquisition as well as it was noted by some teachers.

Without adequate resources in the local language, as well as appropriate teacher training, local language policies are greatly compromised. It may well be the case that enhanced performance on national examinations for children taught in their mother tongue during Primary 1 -4, will prove to be a powerful selling point for parents and communities. It is clear that parents and communities need convincing evidence that instruction in local languages will not compromise desires for participation in global economies and Ugandan citizenry.

Another outcome arising out of the data was the inadequate infrastructure in support of the policy. In particular, this included the poorly developed orthography of the mother tongue languages, the inadequate preparation of the teachers, and the sluggish manner in which the formation of the District Language Board was choked. Development of orthography is part of corpus language planning which involves the creation of an alphabet (Hornberger, 1994). This factor is often cited as an impediment to use of African languages in education by those who would rather continue with the use of the colonial languages (Bamgbose, 1991). Codification of African languages and inadequate preparation of teachers are among the pedagogical factors and make the use of African languages as medium of instruction problematic. For this reason many educators and policy makers decide to limit African languages to oral use only. Such people also argue that the proliferation of the indigenous languages is prohibitive with respect to training of the required teachers for each of the languages to be used.

5.1.4 To what extent is the language policy in Ugandan primary schools a success?
An important observation which addresses the research question two which states that, to what extent is the language policy in Ugandan primary schools a success? Was the contribution made by a non-government organization called RTI funded by USAID in the promotion of the mother tongue in the rural school? This organization which was launched in 2012 in collaboration with the
ministry of Education has come up with new orthography for Ateso by introducing more vowel from usual five to nine. This has prompted religious leaders in Teso join hands to re-write Ateso Bible according to the new orthography. Thus this organization has been instrumental in implementing the teaching of the mother tongue at least in the beginning classes since they had started on developing the orthography. They also were actively involved in holding workshops to retool the teachers to enable them to teach in the mother tongue as well as in the production of materials such as text books.

5.1.5 What is the relationship between people’s attitude and the success of the Ugandan language policy in the primary schools?

In response to third research question, what is the relationship between people’s attitude and the success of the Ugandan language policy in Primary schools was reflected as follows;

While both communities acknowledged the importance of teaching the local languages for purposes of identity and cultural maintenance, much more pressing was the desire that their children learn an international language. The major reason for this preference was that English was considered to be the conduit for their children's social mobility. English, which was viewed as having a wider functionality, was the preferred language. The subtle differences between the rural and urban community participants regarding their response to the policy mainly involved their exposure to the outside world. While the rural community response to the policy was shaped by concern for a language that would enable them to be mobile locally and regionally, but the urban participants looked beyond the national borders. A language that would enable them to be part of the global community was more important to them than the mother tongue, with limited functions.

This view held by the participants is similar to Webb and Kembo-Sure's (2002) observation that the speakers of African languages generally hold their own languages in low regard. In addition, this attitude held by the participants from the urban school reflects the global positioning of English due to its high 'linguistic capital' These findings confirm what ( Omoniyi, 2003) survey which showed that pupils' proficiency in English was low, which in turn affected their performance in examinations. This was cited by teachers in transition class where by learners who do not know English suffer in examination room.
5.2 Implications of the findings and conclusion

The findings of this case study have important implications for theory, policy, practice, and research. Each of these is addressed below.

5.2.1 Theoretical contributions

There are significant contributions to theory resulting from this study. As mentioned in chapter 2, this study was premised on a view of literacy as social practice. This framework incorporates social and cultural practices in an understanding of literacy and not just pedagogical and cognitive factors (Street, 2008).

Stein's (1998, 2000) conception of resources, and her notion of re-sourcing resources helps us to raise important questions in relation to new ways of thinking about our students' resources within a diverse linguistic environment. The central concern arising from the study is how teachers in multilingual contexts can harness the rich resources of multilingualism in their communities, and validate the multilingual and multimodal resources that can support literacy development among their learners. Stein advances the notion of re-sourcing resources as a way of addressing pedagogies that work with students' diverse representational resources, particularly in multilingual contexts. Stein's notion of re-sourcing resources means 'taking the resources we have which are taken for granted and invisible to a new context of situation to produce new meanings' (Stein, 2000, p 4). In this view, teachers need to innovatively and creatively reframe the range of resources that both the teachers and students bring into the classroom. Play, movement, song, and artistic activity.

While these have been integrated into non-formal learning contexts, they are not widely recognized as alternative modes of representing and communicating knowledge (Stein, 2004). Stein argues that multimodal pedagogies work with multiple entry points for meaning making, and have the potential to hold in tension access to dominant discourses, while incorporating the rich variety of representational resources that each student brings to the classroom. This helps promote multilingual literacies in both the indigenous languages and English. My study extends Stein's work in that it explores in greater detail the investments of the wider community in multilingual literacies. It demonstrates that a community's investment in a particular language is best understood within the context of its particular location in time and place, and that rural and urban
5.2.2 Implication for the policy
This study has implications for the implementation of a language education policy at the macro level, particularly with respect to the three types of planning, defined as status, corpus, and acquisition planning (Cooper 1989, Hornberger, 1994). The three types of planning correspond to the uses of the language, the language itself, and the user respectively. First, planning for language education policies need to take into account the status of the languages involved. For example, policy planners need to recognize the status of the languages selected for education across the different domains. In order for Ateso to be accepted as a viable language as medium of instruction, its status has to be raised beyond the familial use. This means that its functions need to be expanded to boost its status. This is important as it impacts the attitudes of the different stakeholders in the implementation of a policy. Second, language planning, which follows status planning, requires development of orthography as well as elaboration of vocabulary in order to respond to the expanded functions of the language being promoted. In this regard, the support of language agencies, such as the RTI, would be significant. Third, in multilingual contexts, acquisition planning is important as this necessitates promoting the language through its use. To this end, policy makers need to be well informed of current research on language acquisition and the promotion of multilingualism. This study underscores the need for policy makers to seriously consider the three types of planning prior to promulgation of a new policy.

5.2.3 Implications for practice
A transformative approach that connects linguistic practice to larger educational and social change (Cummins, 1996), should be adapted to the Ugandan context. This requires making the classroom a "language-friendly place" (Obondo, 2007, p. 48), which uses the first language as a useful resource for developing the learners’ identity and intellect. The latter is important in developing confidence and self-esteem, which in turn increase the motivation and creativity of learners.

Accordingly, pupils ought to be encouraged to use a variety of multimodal pedagogies, including songs, code-switching, and translation as tools for promoting transfer across languages. This is also commensurate with the ideological view of literacy, which shifts from a concern with...
disciplinary and social order, to a more collaborative conception and language education (Prinsloo 1996)

5.3 Recommendations

The Uganda Bureau of Statistics (UBOS) (2000) notes that a large percentage of Uganda's population is 15 years and below. Therefore it is imperative that the educational needs of this group are addressed effectively. The language of instruction is critical as it forms the foundation of what can be learnt in the curriculum. Therefore, against the background of the findings presented below, and from the literature cited that enumerates the benefits of using the mother tongue as medium of instruction, I make the following recommendations to enhance the implementation of Uganda's language education policy in primary schools.

- Professional development needs to be incorporated in the promotion of multilingual education. It is imperative that teacher training includes in its core curriculum a specialization in multilingual education. The prevailing scenario in the rural school is that the teachers for mother tongue are regular classroom teachers trained essentially for English language. However, oral proficiency and competency in the local language does not necessarily translate into reading and writing proficiency.

- Colleges need to review their curriculum in order to meet the skills training for pre-service teachers. Pre-service teachers need to be encouraged to participate in preliminary research and materials development particularly for promoting the teaching of local languages. This has the added advantage that in the process of involvement, attitudes may change. Teachers, especially in the urban school, expressed negative attitudes to teaching local language. Therefore there is need to promote positive attitudes to linguistic diversity in school and consider linguistic diversity as a resource to invest in.

- As noted from the findings, there was a dearth of instructional materials, not only for the local languages but also the coveted English language. Given that there is little publication in support of local languages, there is need to encourage materials development and publication in local languages. The teachers and the community should be oriented towards writing materials. Government, especially local governments, should tap into the available
resources within their respective districts, such as the already trained but unemployed teachers, as well as those who have retired.

- Given the rural community's low regard for their language, there should be concerted efforts to promote use of local languages in education. This development would call for acceleration of codification of the local languages to facilitate the production of writing materials. In addition, using the local languages in official spheres, so that it is not confined to the home domain only, would be another way of boosting the status of minority languages. As a matter of urgency, the community ought to be sensitized to the fact that use of mother tongue as a teaching medium is effective in the acquisition of a second language. Therefore, efforts should be made to involve stakeholders to appreciate this important finding, arising from this research.

- Related to the above factor, parents should be educated that learning takes longer in an unfamiliar language. A child must not only master the language of instruction, but also the content at the same time, which makes it particularly challenging. Use of a child's mother tongue ensures easy access to content material being studied. It also helps to develop critical thinking and foster effective communication. This requires sensitization by people who understand the theory and can explain it in practical terms to stakeholders. There is also a need for clear guidelines that are unambiguous to those meant to implement policy.

5.4 Future research directions

The study contributes to research on multilingual language policy, debates on development, and discourses on globalization, from the particular perspective of a developing country in which an oral culture has been predominant. Research on bilingualism and multilingual literacies has previously been associated with western, well-resourced nations. This study underscores the richness of using local modes of communication, e.g. songs, code switching, and stories in the promotion of multilingual literacy in a developing country. At the same time, however, it provides insight into the challenges of incorporating indigenous languages and practices in both rural and urban classrooms. This study thus suggests three areas that need further research. First, teacher training, particularly to the primary level, needs further investigation. How can teacher's best be trained to implement a new language education policy, particularly in a multilingual language
context? Curriculum development in respect of teacher preparation is particularly urgent, with a central focus on the promotion of mother tongue.

Second, a comparative study including diverse countries would enrich our understanding of the challenges and possibilities for multilingual education in developing countries. What lessons can be learnt from innovations in other poorly-resourced countries?

Finally, research that includes students’ perspectives as recipients of the multilingual policy is crucial. Such a study would specifically focus on classroom dynamics, and include extensive observations and evaluations, to better understand what strategies are most effective in promoting multilingual literacy development.
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APPENDIX A
QUESTIONNAIRE FOR THE HEAD TEACHERS AND TEACHERS

This questionnaire was designed to find out about the prevalent practices in implementing the Uganda Education Language in Primary Schools. This was strictly for research purpose. Your confidentiality is guaranteed.

<table>
<thead>
<tr>
<th>Date at interview</th>
<th>Questionnaire Number</th>
<th>Time</th>
<th>Name of school</th>
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**Primary Education policy**

About 25 Years ago the government established a language policy that says 'In the first four year of primary education, the mother-tongue language prevalent in the local area is to be used as the medium of instruction, whilst English is studied as a subject. From Primary Five, English replaces the mother-tongue language as medium of instruction, and the mother-tongue language is then treated as another subject on the timetable"'

**Linguistic domain**

**Objective one; the attitude of people towards the policy**

1. What is your mother tongue?

2. In which language do you use to prepare your notes for a reading lesson in the local language?

3. What is the limitation/weakness of this policy? If any?

4. What do you suggest should be done to improve on these limitations?
5. Out of the three languages, English, Kiswahili and Ateso, which one should we take more time learning?

Objective two; the success of the policy

6. What language is used as medium of instruction in the lower classes in this school?

7. Are there non-Ateso speakers in your class?

8. How do you help non Ateso speakers in your class?

9. What materials do you have for the teaching of local language?

10. What do you consider to be the strength/advantage of this policy?

Objective three; the relationship between people’s attitudes and the success of the policy

11. What challenges do you face during the implementation of this policy?

12. What would you need to make this policy work more successfully?

13. If the government increases pay for Ateso teachers, would be in position to teach Ateso?

14. For this policy to be a success, what else should the government do?

Thank you for accepting to participate in this study.
APPENDIX B
COMMUNITY/STAKE HOLDERS

This questionnaire was designed to find out about the prevalent practices in implementing the Uganda Education Language policy in Primary Schools. This is strictly for research purpose. Your confidentiality is guaranteed.

The language policy

About 25 Years ago the government established a language policy that says in the first four year of primary education, the mother-tongue language prevalent in the local area is to be used as the medium of instruction, whilst English is studied as a subject. From Primary Five, English replaces the mother-tongue language as medium of instruction, and the mother-tongue language is then treated as another subject on the timetable"

Section O: Community Particulars

Date of interview …………………….. Questionnaire Number ……………………..
County:…………………………………. Sub county. ……………………………..
Parish(s)………………………………… village/cell ……………………………..

Objective one; people’s attitude to the policy.

1. Which language is commonly used for different activities in your community?
..................................................................................................................

2. What reading materials do you buy for your children and in which language?
..................................................................................................................
3 Out of the three languages English, Kiswahili and Ateso, which one should be given more time in primary schools? Give the reason for your answer

Objective two; the success of the policy
4 How has the policy impacted on Ateso in the community?

5. What do you consider to be the strength/weakness of the current language policy?

Objective three; the relationship between people’s attitude and the success of the policy
6. What changes do you want to be made in the current language policy?

7. In your opinion, how has the government supported this policy?

9. What are the limitations?

10. If the government declared mother tongues as national languages, would stakeholders begin to change their attitudes towards mother tongues?

11. What else should the government do to enhance the study of mother tongues?

Thank you for accepting to participate in this study.
APPENDIX C
CLASSROOM OBSERVATION SCHEDULE

<table>
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<th>Date at interview</th>
<th>Questionnaire Number</th>
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<th>Name of school</th>
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Purpose of the observation was to gather information about classroom practices versus the language of instruction following the categories below.

1. Language Distribution:
   - Greetings/instructions
   - Announcements/prayers
   - Introducing the lesson
   - Questions/explaining/recapping
   - Writing by teacher
   - Writing by pupils

2. Teacher's language use and pupils' language use:
   - Materials:
   - Assessment
   - Pupil participation
APPENDIX D
INTERVIEW GUIDE FOR PUPILS

1. Which language do you speak at home with the parents?
   A. Ateso  B. Kumam  C. English  D. Kiswahili

2. Which language do you use to speak to your friends at school?
   A. Ateso  B. Kumam  C. English  D. Kiswahili

3. Write the languages your teacher use to teach you in the class.
   A. Ateso  B. Kumam  C. English  D. Kiswahili

4. Which of these languages do you like most?
   A. Ateso  B. Kumam  C. English  D. Kiswahili

5. Why do you like that language?
   …………………………………………………………………………………………………………
   …………………………………………………………………………………………………………
   …………………………………………………………………………………………………………

6. Do you have text books for the following in the school? Tick only the ones you use.
   A. Ateso  B. Kumam  C. English  D. Kiswahili

7. Which subjects are examined at the end of the term? Tick only examinable ones.
   A. Ateso  B. Kumam  C. English  D. Kiswahili

8. mention the language you would you love to speak after your primary school?
   A. Ateso  B. Kumam  C. English  D. Kiswahili

Thank you very much
APPENDIX E
INTERVIEW GUIDE FOR THE DISTRICT EDUCATION OFFICIALS
This questionnaire was designed to find out People’s attitudes as indicators of success in language planning in multi lingual countries will seek to find out how language education policy is implemented in different communities in Uganda. Especially in Katakwi district in particular. This is strictly for research purpose. Your confidentiality is guaranteed.

<table>
<thead>
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<th>Date at interview</th>
<th>Questionnaire Number</th>
<th>Time</th>
<th>DISTRICT</th>
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Section A: Language(s) used in this school

Objective one; attitude of people

1. Tell me how teachers who come to this district are recruited. Is their mother tongue a factor considered during recruitment?

2. Please tell me what you consider to be the limitations of the current education language policy.

3. Why is local language not taught in upper primary section?

4. In your opinion, among the three languages English, Kiswahili and Ateso, where should more emphasis be put and why?

Objective two; success of the policy

5. Comment on the resources available in your schools to support the use of mother tongue for instruction

6. In your view, how has this policy tried to address equity issues for the local languages speakers in your schools?

7. Please tell me what you consider to be the strength of the current education language policy.
Objective three; the relationship between attitude and success of the policy

8. As a district do we have a uniform examinations for local language in P.4?

9. What monitoring tool do you have to ensure that mother tongue is taught in upper primary classes?

9. Is Kiswahili being taught in primary schools in your district? If not why?

10. How can a government motivate teachers to teach local languages?

11. What Change would you like to be effected in this policy?

Thank you for accepting to participate in this study!
APPENDIX: F TRANSMITTAL LETTER

College Of Education, Open and Distance e-Learning

Office of the Principal

28th May, 2017

To: ........................................
........................................
........................................

Dear Sir/Madam,

SUBJECT: PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR ORGANIZATION

With reference to the above subject, this is to certify that Mr. ELUNGAT DAVID MARTIN Reg. No. 1161-07086-04141 is a bonafide student of Kampala International University pursuing a Masters in Educational Management and Administration.

He is currently conducting a field research entitled, "People’s attitude as determinants of success in Language Planning: A case study of Uganda’s Educational Language Policy in Primary Schools in Katakwi District".

This area has been identified as a valuable source of information pertaining to his research project. The purpose of this letter therefore is to request you to avail him with the pertinent information as regards to his study.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Dr. Tindi Sebua
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"Exploring Heights"