

ASSESSMENT OF READING AND WRITING PROFICIENCY IN LUSOGA  
LANGUAGE IN LOWER PRIMARY SCHOOLS IN  
KAMULI DISTRICT- UGANDA

BY

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**DECLARATION A**

This Thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning.

Signature .....

Date.....

Tuliraba Harriet

**DECLARATION B**

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

Signature.....

Date.....

Dr. John Kalema

## **DEDICATION**

This work is dedicated to my father Mr. Bagaga Patrick, my mother Mrs. Amanike Pheobe, to my boss Mr. Clevery Francis and to my daughter Kusasira Promise who have supported me throughout the course of my study at Kampala International University. They have always stayed strong and sacrificed a lot for me to be where I am today.

## **ACKNOWLEDGEMENTS**

I would like to give heart-felt thanks to the following individuals for their varied contribution to the success of this study.

Also, special thanks go to my supervisor, Dr. John Kalema for his advice, guidance and endurance throughout the process of this proposal.

My supportive family, especially my mother and father for their unconditional love and encouragement. I am also indebted to my boss Cleverly Francis, for they stood firm beside me in all conditions of life and offered me all the moral support I need.

## **ABSTRACT**

The study was based on the key issue of *The Assessment of Reading and Writing Proficiency in Lusoga in the lower primary schools of Kamuli district* . The study used both the qualitative and quantitative research methods. It employed a case study embodying an experimental design .100 pupils and 12 teachers were sampled and the findings were both qualitatively and quantitatively analyzed. It was guided *by three (3) objectives; the first objective of the research was to* investigate the thematic Curriculum innovations in reading and writing in Lusoga in lower primary schools in kamuli district. The findings revealed that teachers did not fully use the thematic Curriculum innovations such as playing, formation of words through segmentation, using charts, writing letters by tracing ,introducing a lesson with a song among others as recommended and prescribed in the thematic Curriculum. The second objective was to determine the reading and writing proficiency of Lusoga. Findings reveal that pupils in the controlled group performed far much better than their counterparts in the uncontrolled group. For example, in the assessment given, they read and write Lusoga fairly well. The third objective was to suggest ways of enhancing proficiency levels in Lusoga in the lower primary schools. The teachers suggested encouragement of the use of Lusoga in all written forms like letters, articles etc and, the formation of Lusoga news paper among others.The study concluded that pupils should be capable of performing better in both reading and writing Lusoga even the other remaining skills of speaking and listening when teaching is basically guided by the stipulated culture and standard alongside other reinforcements from the various stakeholders. The recommendation were that teachers of Lusoga should be given adequate and well grounded training in the teaching and learning of the language. This should be done by the Ministry of Education Sports and Technology through the NCDC and also support from the Busoga community.

## **LIST OF ACRONYMS**

CCFU	Cross Cultural Foundation of Uganda
CRC	Cultural Research Centre
L1	First Language
L2	Second Language
LoLT	Language of Learning and Teaching
LULA	Lusoga Language Authority
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
PTCs	Primary Teachers' Colleges
T1	Test One
T2	Test Two
TX	Difference between Test One and Two

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Using local languages as a medium of instruction in primary schools was initially proposed by the government of Uganda in 2003. This was accompanied by the development of a “thematic curriculum” two years later, based on themes selected to suit the educational needs and environment of pupils in Uganda. Instruction in local languages started as a pilot project in selected government-aided primary schools in the four districts, including Iganga in Eastern Uganda. This pilot project focused on three classes (primary 1-3), and lasted two years (2005-2006). In Iganga, 15 pilot primary schools were selected and, in preparation, the District Education Office trained on average three teachers from each of these schools.

There have been doubts, fear, and uncertainties, associated with a novel idea which furthermore was going against the grain of recent history and practice. It is against this background that the Cultural Research Centre (CRC) based in the four districts above decided to explore the impact of teaching in the local language on pupils both within and outside the classroom, and to identify the challenges arising from this experience. This was technically and financially supported by the Cross Cultural Foundation of Uganda (CCFU), in its endeavor to document this example of using a culturally-informed approach to development challenge.

This interest also stemmed from CRC’s wish to promote the local culture and, in particular, from earlier initiative to produce Lusoga educational materials, to train teachers in Primary Teacher Colleges (PTCs) and to sensitize the local communities on Lusoga, in collaboration with other organizations in the region. This current study investigated various aspects of this pilot program, including its impact outside the class environment. Within the class, I explored pupils’ reading and writing ability, other aspects of their academic performance, as well as any change in self-confidence and

participation. Outside the classroom, some of the aspects explored included behavioral changes, parent involvement in pupils' education, and the link between school, family and community. I hope my findings be of use in the districts now embarking on this initiative, to policymakers and implementers, and to the general public.

Therefore, the study was conducted to find out the proficiency levels in writing and reading Lusoga in lower primary schools of Busoga.

## **1.2 Historical Perspective**

Since 2006/2007, there has been a language policy in Uganda which allows rural primary schools to select a dominant local language or learners' familiar language to use as a Language of Learning and Teaching (LoLT) for the first three years of primary schooling. It is the responsibility of the District Language Boards (DLBs) to identify a dominant local language in that district. By 2009, there were about 35 languages approved by National Curriculum Development Centre (NCDC) as LoLTs in primary schools.

In the late 2006/ early 2007, the Cultural Research Centre (CRC), with financial and technical support from the CCFU, carried out research in Iganga and Namutumba district to get the impact of the introduction of the Lusoga language as a medium of instruction in pilot lower primary school classes. The research was in response to new circumstances in Uganda's Education Sector, with government introducing teaching in local languages in lower primary classes from February 2007. This was accompanied by a "Thematic Curriculum", to develop early childhood skills that are fundamental to continuing educational performance in numeracy, literacy and life skills. It was a departure from the earlier emphasis on the acquisition of facts in various subjects in primary schools, mostly focusing on recall, and mostly taught in English.

### 1.2.1 Conceptual Perspective

The research study was guided by the following variables that show close relation to each other. It looked at issues limiting or leading to the success of Lusoga learning and teaching of the *Thematic Curriculum* innovations *such as reading, speaking, writing and listening* (Independent variable) and *proficiency in reading and writing* (Dependent variable)

**Lower Primary:** In Ugandan terms, lower primary (P1 –P4) is the elementary level of education from the ages of about 6 to 10, coming before secondary school and after pre-school. It is the first stage of compulsory education in most parts of the world, and it is normally available without charge but may be offered in a fee-paying independent schools.

**Reading:** Is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, communication and of sharing information and ideas

**Writing:** Is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language but a form of technology.

**Lusoga:** Is a language used by the Basoga ethnic group of Bantu speaking people in Eastern part of Uganda.

The research was a comparative study of primary schools of Iganga and Kamuli district.

### 1.2.2 Contextual Perspective

Government's move to introduce local language teaching is especially relevant in Busoga because it gives the region an opportunity to rediscover its language, after long years of "language oppression".

Charged with this responsibility, CRC has collected and written up folk stories, riddles, proverbs and information on ritual practices among the Basoga. CRC has also produced

a Lusoga- English Dictionary, a Lusoga grammar and Orthography. In 2000, it started collaborating with the Lusoga language authority (LULA), an umbrella organization in the Busoga kingdom charged with the development and conversion of Lusoga and acted as its secretariat. All the LULA members have networking to prepare the ground for the appreciation of Lusoga as a language that can be read, written and taught.

In preparation, CRC translated into Lusoga the mother tongue model syllabus, the teachers' guides and, pupils' workbooks prepared by NCDC. NCDC proofread and later approved these materials. It was at the time of publishing these materials that the Ministry of Education also turned to a new syllabus, the *Thematic Curriculum*. This was a major departure from the earlier education policy which emphasized the acquisition of facts in various subjects at primary schools, mostly focusing on recall. This was also to be taught in the local language and a new syllabus was therefore developed in 2003/4, designed to impact learners the cultural dimensions inherent to language and to help them appreciate their cultural heritage as well as increase their awareness and appreciation of other people's cultures.

It therefore included finding out people's attitude on the use of local language and identifying potential bottlenecks. It also sought to establish the level of support and supervision needed for effective implementation of the new curriculum. The effectiveness of the learning material provided and of those locally made; and the levels of literacy and mathematics attained by children at the end of primary three.

Meanwhile, to prepare teachers in Busoga, Lusoga was introduced as a subject in 2002 in two PTCs: Kaliro and Iganga Bishop Willis. CRC, LULA and other partners steered this introduction and produced the necessary Lusoga materials. In 2003, during a national meeting of PTC principals, each region was asked which language they would take on as a local language to implement the Government White Paper. The principal of Bishop Willis College proposed that Lusoga would be used in the PTC; this was an eye opener, a sign that the Busoga region was serious about this project.

This was later confirmed when tutors responsible for local languages found that only Lusoga had a written standard orthography approved by the NCDC. The Ministry of Education therefore chose Iganga district to pilot local language teaching, and later the *thematic curriculum* in the local language.

Several of the teachers who met also observed that instruction in Lusoga had eased learning with improved numeracy and mathematics skills, compared to their counterparts in non-piloted schools. All the teachers who met said that this achievement could be attributed to learning in a language pupils used to communicate at all times in daily life, rather than having to learn in a foreign language.

Being taught in a language they already know and use, pupils have developed a keen interest and follow the teacher at every step, rather than getting bored and "switch off". One reason for such improvements is therefore reflected in what many of the interviewed pupils in P2 and P3 who are attending the medium schools said. They are interested in learning in Lusoga. Most of the pupils at the group discussion carried out with pupils from schools which were piloted said that they found learning easy and interesting (Piper, 2010).

This resulted in a change in reading culture. Children take time to read what they come across such as sign posts and writings on vehicles and buildings. Similarly, in most of the Christian schools in Luuka and Busiki counties, pupils in lower classes are more willing and confident to take readings in Lusoga during prayer sessions, an occurrence rarely seen before teaching in Lusoga started. This shows that pupils are eager to read, even difficult materials. Improved performance in reading and writing at school gives the pupils a satisfaction which motivates them to start developing a reading culture (Uwezo 2012).

According to the report by Uwezo 2012, in the 2012 assessment, four local languages were piloted, namely, luganda, Rutooro/Runyoro, Ateso and leblango. These were piloted in the following districts



Overall 3 out of 10 children assessed in local languages in Primary 1 - 7 were able to correctly read a Primary 2 level local language story

Only 1 out of 10 children in Primary 3 was able to read and understand a Primary 2 level local language story and only 6 out of 10 children in Primary 7 were able to do so

There are regional variations in performance in local languages, with children in the regions with established local languages (i.e. Central and Western, where Luganda and Runyakitara have well developed resources) performing better than those in Northern and Eastern regions.

Only 1 out of 10 children assessed in Primary 3 was able to comprehend a Primary 2 level story and correctly solve Primary 2 level division. Even in Primary 7, five years after they should be proficient in Primary 2 level work, 2 out of 10 children still cannot comprehend the same Primary 2 level story or complete the division test. The findings clearly demonstrate that the national picture is poor.

Therefore, this research seeks to fill some of the above linguistic gaps.

### **1.2.3 Theoretical Perspective**

The study considered the following theories:

The Schema theory of learning which is an explanation of how readers use prior knowledge to comprehend and learn from text (Rumelhart, 1980). The term "schema" was first used in psychology as "an active organization of past reactions or experiences" later schema was introduced in reading by Rumelhalt (1980), Carrell (1981) and Hudson (1982) when discussing the important role of background knowledge in reading comprehension. Rumelhart (1980, P.34) define schema as "a data structure for representing the genetic concepts stored in memory ". Anderson and Pearson (1984, p.42) define it as "an abstract knowledge structure". Medin and Russ (1992, p.246) simply put schema as "a general knowledge structure used for understanding".

Another theory is the Basic Learning Theory by Vygotsky (1975) and Halliday's theory of language development (1975). Children learn higher mental functions by

internalizing social relationships. Adults initially provide children with names of things, for instance, they direct youngsters and make suggestions. Then, as children become more competent, the adults around them gradually withdraw, the amount of help they need to give. Vygotsky describes a zone of proximal development, a range of social interaction between an adult and child. Theoretically, the child can perform within that range, but only with adult assistance, proximal development ends when the child can function independently. This theory is related to the study in that teachers therefore have a great role to promote and enhance Lusoga in terms of interaction with children, encouraging, motivating and supporting them.

Haliday described language development as a process by which children gradually "learn how to mean". According to this theory of language acquisition and development, what a child can do during interactions with others has meaning and can be turned into speech. In other words, children's initial language development is based on functions in that what can be said reflects what can be done.

### **1.3 Statement of the Problem**

There have been persistent reports about poor performances by pupils in the two basic yet crucial skills of reading and writing. Evidence for this is found in UWEZO (2012). Even though government and other stakeholders have taken note of this and are trying to remedy this through the provision of the early grade materials to help both pupils and teachers to overcome their handicap and through the piloting of these materials in these districts (Iganga and Namutumba).The UWEZO findings demonstrated that children are in school but have negative attitude towards Lusoga despite the prescribed *Thematic Curriculum*. All the remaining districts in Busoga, to date, continue teaching Lusoga from P1 –P3 almost oblivious of the above innovations. Thus, to what extent is reading and writing of Lusoga in Kamuli deviate from the above innovations?

Therefore, how can we achieve full proficiency in reading and writing in indigenous languages in lower primary schools?

#### **1.4 Purpose of the study**

To assess the impact of the Thematic Curriculum innovations on writing and reading proficiency of Lusoga pupils in lower primary schools in Kamuli district.

#### **1.5 Research Objectives**

1. To investigate the adoption of Thematic Curriculum innovations in reading and writing Lusoga in lower primary schools in Kamuli district
2. To determine the proficiency levels in reading and writing Lusoga in lower primary schools in Kamuli district.
3. To suggest ways of enhancing proficiency levels in lower primary schools in Kamuli district.

#### **1.6 Research Questions**

1. What are the adopted Thematic Curriculum innovations of reading and writing activities in Lusoga in lower primary schools in Kamuli district?
2. What is the proficiency level in reading and writing in Lusoga in lower primary schools in Kamuli district?
3. What are the ways of enhancing proficiency levels in lower primary schools in Kamuli district?

#### **1.7 Scope of the study**

##### **Theoretical Scope**

The study was based on Rumelhart's, (1980) Schema Learning Theory in which schemata represents knowledge about concepts: objects and the relationships they have with other objects, situations, events, sequences of events, actions, and sequences of actions. This therefore aid literacy development and early childhood learning since it involves quite a number of dynamic steps that enhance learning.

##### **Geographical Scope**

The study was carried out in two schools namely: Kam parents primary school and Nawan primary school. The above schools were chosen because they are government aided schools and also easily accessible.

## **Time Scope**

The study covered a period of two months (From February 2017 to April 2017)

### **1.8 Significance of the study**

The study ought to help the policy makers to design policies that various education stakeholders in the implementation of Universal Primary Education in relation to enrolment and completion rate of pupils, attendance and performance of the pupils.

The findings of the study ought to provide the Ministry of Education with data on how various stakeholders implement UPE policies and program like the *thematic curriculum*. In turn, the MoES be in a position to investigate the challenges faced by the head teachers as key stake holders, the government is likely to be in a position to come up the strategies to improve the managerial skills of head teachers in order to be more effective in the success of the program.

The study ought to assist educational planners and enable quality assurance officers during their visit to schools to give proper guidance to the school managers on the best approaches of handling government programs and facilities while implementing the UPE programs especially the *Thematic Curriculum*.

The study acted as a self assessment tool to head teachers and teachers in that they are likely to acquire information to guide them on the need to sharpen their skills in dealing with challenges on the *Thematic Curriculum* and the teaching of Lusoga in the lower primary.

The study provided a basis for subsequent researchers on the Uganda's Education sector to carry out further research in the Uganda educational fraternity.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED STUDIES**

#### **2.1 Introduction**

This chapter covers a broad background of available theoretical and empirical information related to problem of the study.

#### **2.2 Theoretical review**

##### **The reading process**

Mercer (2010) observed that the transactional nature of language and the concept of transaction and selective attention illuminate what happens in reading. Every reading act is an event, a transaction involving a particular reader and figuration of marks on a page and occurring at a particular time in a particular context. Certain organismic states, certain ranges of feelings, certain verbal or symbolic linkages are stirred in the linguistic reservoir. From these activated areas, to phrase it most simply, selective attention conditioned by multiple personal and social factors entering into the situation picks out elements that synthesize or blend into what constitutes meaning. "The meaning does not reside readymade in the text or in the reader, but happens during the transaction between reader and text.

Parris (2005) pointed out that when we see a set of marks on a page that we believe can be made into verbal signs i.e. (can be seen as a text). We assume that it should give rise to some kind of more or less coherent meaning. Multiple inner alternatives resonate to the words as they follow into phrases and sentences. From the very beginning, and often even before, some expectations, some tentative feeling or principle or purpose, no matter vague at first, get selection and synthesis. As the eyes encounter the unfolding text, one seeks cues on which, in the light of past syntactic and semantic experience, to base expectations about what is forthcoming.

According to Leong (2000), the reader's stance is usually an important distinction which is neglected. The reading process that produces the meaning, say, of a scientific report

differs from the reading process that develops a literary work of art. Neither contemporary theory nor literary theory has done justice to this question. In the past, the tendency generally has been to assume that such a distinction depends entirely on the text involved. The character of the *work* has been held entirely on the text. Essential to any reading is the reader's adoption, conscious or unconscious of a stance. As the transaction with the printed text stirs up, elements of the linguistic or experiential reservoir, the reader adopts a selective attitude, bringing certain aspects to the centre of attention and pushing others into fringes. A stance reflects the readers' purpose.

### **The writing process**

The writing transactions, like readers approaching a text, writers face a blank page; have only their individual linguistic capital to draw on. For the writer too, the residue of past experiences of language, spoken and written, in life situations provides the material in which the text will be constructed. As with the reader, any new *meanings* grow out of a restructuring or extensions of the stock of experiences the writer brings to the task. An important difference should not be minimized. However, in the triadic sign-object-interpret a relationship, the reader has the physical pattern of signs to relate symbolizations. The writer facing the blank page may start with only an organismic state, vague feelings and ideas, which may require further definition before a symbolic configuration-can be arrived at (Habibi, 2000).

Given the Peircean, the more accessible the fund of organismically linked words and referents, the more fluent the writing. This helps us place in perspective an activity such as *free writing*. Instead of treating it as a perspective *stage* of the writing process, as some seem to be, it should be seen as a technique for tapping the linguistic reservoir unhampered by anxieties about accessibility of subjects, sequence of mechanics. Especially for those inhibited unfortunate fast writing experiences, this can be liberating, a warm up exercises for starting the juices flowing, so to speak and permitting elements of the experiential stream, verbal components of memory and present

concerns, rise to consciousness. Such free writing may bring on to the page something that the letter would find worthy for further development.

Some established poets and novelists, testify to persistent sense of merely opening the flood gates, of simply recording their texts, due as to Plato's, Socrates suggested to inspirations from the gods. This can be countered at the other extreme, by authors who think out and revise whole poems and books, carrying them in their memories before committing the completed work to paper. Most writers fall between these extremes; each needs to develop the personally most favorable approach. The essential point is that the individual linguistic reservoir must be activated no matter how free and uninhibited the writing may be, however, the stream of images, ideas, memories, words, is not entirely random.

### **The Schema Learning Theory**

A Schema is a generalized description or a conceptual system for understanding knowledge-how knowledge is represented and how it is used.

The fundamental tenet of schema theory assumes that written text does not carry meaning by itself. Rather, a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. This previously knowledge is called the readers' background knowledge (prior knowledge), and the previously acquired knowledge structures are called schemata (Rumelhart, 1980).

The schemata of a reader are organized in a hierarchical manner, with the most general at the top down to the most specific at the bottom. According to schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one's own knowledge and thus; "every act of comprehension involves one's knowledge of the world as well".

Reading comprehension operates in two directions, from bottom up to the top and from the top down to the bottom of the hierarchy. Bottom-up processing is activated by specific data from the text, while top-down processing starts with general to confirm these predictions. These two kinds of processing are occurring simultaneously and interactively, which adds to the concept of interaction or comprehension between bottom-up and top-down processes (Carrel and Eiserhold, 1983).

A simple example is to think of your schema for dog. Within that schema most likely have knowledge about dogs in general (bark, four legs, teeth, hair, tails) and probably information about specific dogs, such as collies (long hair, large, Lassie) or springer spaniels (English, docked tails, liver and white or black and white, Millie). One may also think of dogs within the greater context of animals and other living things; that is, dogs breathe, need food, and reproduce. Your knowledge of dogs might also include the fact that they are mammals and thus are warm-blooded and bear their young as opposed to laying eggs.

Depending upon your personal experience, the knowledge of a dog as a pet (domesticated and loyal) or as an animal to fear (likely to bite or attack) may be a part of your schema. And so it goes with the development of a schema. Each new experience incorporates more information into one's schema.

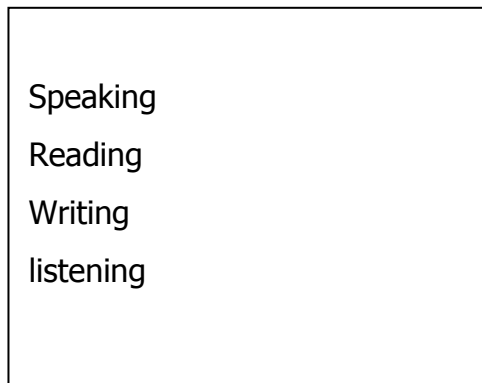
What does all this have to do with reading comprehension? Individuals have schemata for everything. Long before students come to school, they develop schemata (units of knowledge) about everything they experience. Schemata become theories about reality. These theories not only affect the way information is interpreted, thus affecting comprehension, but also continue to change as new information is received. Therefore, once used and applied in the teaching and learning of reading and writing in Lusoga, it enhances proficiency.



## 2.3 The Conceptual Framework

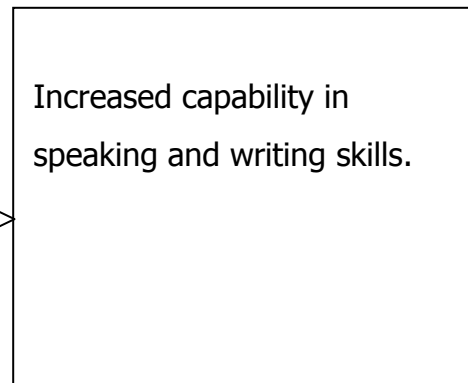
### Independent Variable

*Thematic Curriculum innovations*

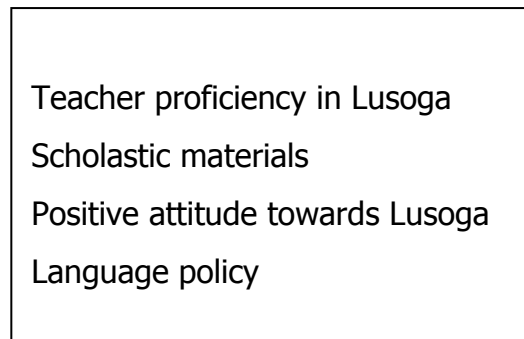


### Dependent Variable

*Proficiency in reading and writing*



### Intervening variables



**Source: Researcher's 2016**

The researcher related the variables reading and writing and how the other intervening variables like attitude, language policy and scholastic materials among others affect the learning and teaching of Lusoga.

## **2.4 The Thematic Curriculum**

A thematic approach has been used by NCDC as the organizing principle for arranging the competencies and knowledge content in P3. Themes selected are those that are relevant to children, reflecting their everyday interest and activities as well as the National Educational Aims and Objectives.

All learning materials used in three years should be provided in the language of instruction. Any written work that is used for assessment purposes, apart from assessment of English language competencies for non-English medium schools, would also be in the local language. When the mix of the languages in the school is such that there is no predominant local or area language, the curriculum be delivered and assessed in English.

The major expected learning outcomes of this cycle are that children would develop;

1. Basic Literacy, mathematics concept and life skills and values, in a first language or a familiar language, at a level that would enable the child to mature and be prepared for further learning.
2. An appreciation of their culture and the roles they can play in their society.

The thematic curriculum by the NCDC consists of the learning outcomes that are derived from the general aims of education. The learning outcomes describes what the child is expected to know, understand and do in relation to its theme. The themes have been selected not only as a means of organizing the curriculum but are in themselves important aspects of daily life that children in Uganda need to be aware of and be responsive to.

The learning outcomes define the overall direction of teaching and learning process. They do not contain specific learning objectives that can be assessed. However, they are achieved through competencies. Competencies describe the genuine abilities of the child to demonstrate that they have understood the concepts and have acquired measurable skills. Competencies emphasize the transfer of learning.

Teachers need not to be too concerned with the difference between a competence and a skill. In this curriculum, the idea of competence includes the idea of skill but extends it to wider levels of operations. When a child is competent in a particular area of learning, he or she has not only mastered the ability to carry out an action but also knows why he or she is doing that action and when to employ it. Acquiring competence is not only about learning a particular behavior; it is also about understanding and applying it. It is therefore more in keeping with the overall purpose of a child –centered approach.

The thematic curriculum therefore demands that the learner should learn in his or her home language that is familiar to the learners. The thematic curriculum is based on evidence that literacy is achieved at a much faster speed when it is acquired in a language in which the learner already has a strong oral command.

According to the teachers’ guide for Lusoga, the MoES organizes literacy competences into four areas; reading, writing, Listening and speaking. Literacy one (L1) focuses on reading competences.

With Literacy 2, much of the lessons are devoted to writing competences. Oral literature is for developing listening competences while the news lesson is for practicing speaking competences.

The MoES also recognizes that the best way to assess pupils’ literacy attainment is through *continuous literacy assessment*. Children can easily fall behind, especially in the early stages of learning to read and write. Research shows that young children who don’t acquire a strong foundation in reading and writing early on find it very difficult to catch up later.

Therefore, learners who master the foundation skills of reading early on would continue to make positive academic gains, while learners who lag behind in literacy skills in P3 just grow further behind as their schooling continues. It is very important that teachers monitor learner’s performance closely in early primary and modify their teaching to

make sure that as many learners as possible acquire the foundational literacy skills required to become successful readers.

**2.5 The Lusoga Orthography which ought to be taught**

*A aa b bb c d dh e ee f g h gh i ii j k l m n nh ŋ o oo p r s t th u uu v w y z*

There are thirty four (34) letters in Lusoga. That is, twenty four (24) consonants and ten (10) vowels. This can be summarized as below:

<b>Consonants</b>	<b>Vowels</b>
<i>B</i>	<i>a aa</i>
<i>bb</i>	<i>e ee</i>
<i>c</i>	<i>i ii</i>
<i>d dh</i>	<i>o oo</i>
<i>f</i>	<i>u uu</i>
<i>g h gh</i>	
<i>j k l m</i>	
<i>n nh ŋ</i>	
<i>p r s t th</i>	
<i>v w y z</i>	

Like any other language, the Lusoga letters of the alphabet form sounds, syllables, words and later sentences as showed in the appendix.

**How Lusoga is ought to be taught**

Like any other local languages, in the lower primary (P.3), each letter of the alphabet in Lusoga is taught in a day with the aid of pictures. Children are asked what they see and later construct sentences from the pictures presented. The pictures are presented in a way that they clearly bring out the letters to be taught. For example:

## Letters

**T t**

**S s**

Aa	Ee	Ii	Oo	Uu
Taa	Te	Tii	To	Tu
Saa	Se	Sii	So	Su
Baa	be	Bii	Bo	Bu

## Syllables

*Ku-te-ma*      *ku-tu-nda*      *ku-te-re-ka*

*Ku-saa-gha*      *ku-li-mi-sa*      *ku-si-mba*

## Words

*Kutema* (cut)      *kutunda* (to sell)      *kutereka* (to keep)

*Kusaagha* (slash)      *kulimisa* (to dig)      *kusimba* (to plant)

## Sentence

1. Bbaabba wa Sooka ali *kusaagha* (Sooka's father is slashing)
2. Sooka ali *kusimba* duuma (Sooka is planting maize)
3. Bbaabba ali *kutema* bikaadho (Father is cutting sugarcane)

## Text

### CULTIVATION OF GROUNDNUTS

Lubaale musaadha mulimi wa maido, okwakasana asaagha ebyuzi- bwamala, alimisa ente. Okw'omutoigo yasimba ensigo bwe gatuuka okutema, lubaale agatoolayo. Alyaku agandi yatunda. Agasigalawa gaba ga kutereka.

(Lubaale is a man who cultivates groundnuts during the dry season. He clears the fields and when he finishes he ploughs using the oxen. During the rainy season, he plants the groundnuts and when they are ready for harvest, Lubaale removes them. He eats some and sells the rest. The remaining groundnuts are for preserving.)

#### Questions:

1. Read the letters loudly, identify the capital and small letters
2. Fill in the missing letters  
(a) Mai...o    (b) Ali....sa    (c) ensi....
3. What is the meaning of the following words
  - A. Ebyuzi
  - B. Ente
  - C. Maido
4. Read the text above loudly
5. Construct sentences using the following words  
Kutema (Eg. Bbabba ali kutema emitti.)  
Kutunda  
Kutereka  
Kusaagha  
kulimisa
6. What is the title of the passage
7. Create a story about groundnuts (maido)

8. What does he use the groundnuts for?
9. Why has he kept some groundnuts (amaido)
10. Segment the following words into syllables.

*Agandi*

*Gatuuka*

*Okutema*

*Lubaale*

11. Spell the following words

*Kusimba, maido, kutema*

12. Read the following syllables

*Ntu, mbu, gha, nda*

13. Mention other letters you know?

The above guidelines were used by the researcher in formulating a test which was used in assessing the proficiency of their reading and writing Lusoga.

### **Steps that ought to be followed while Teaching Lusoga**

#### **Literacy 1: Step by step**

<b>Teacher's Activity</b>	<b>Pupils' Activity</b>
Teacher gets ready by introducing the lesson with: <ol style="list-style-type: none"> <li><b>i.</b> A song</li> <li><b>ii.</b> The new letters</li> <li><b>iii.</b> Review charts</li> <li><b>iv.</b> Picture discussion</li> <li><b>v.</b> Beat the words</li> <li><b>vi.</b> Read the words</li> <li><b>vii.</b> Read the sentence</li> </ol>	<ol style="list-style-type: none"> <li><b>i.</b> Learners sing.</li> <li><b>ii.</b> Identifies the new letters for the day by name and sound.</li> <li><b>iii.</b> Read know syllables with fluency.</li> <li><b>iv.</b> Uses thematic vocabulary and concepts when describing a thematic illustration.</li> <li><b>v.</b> Segments words into syllables.</li> <li><b>vi.</b> Practices decoding words.</li> <li><b>vii.</b> Practices reading simple sentences.</li> </ol>

## 2.6 Related Studies

### 2.6.1 Attitudes about teaching/ learning in Lusoga.

According to Lubogo (2006), Luganda and English usage amongst the Basoga have diversely affected their local perception, appreciation and self-esteem. Luganda was and still is to some extent considered a language of progress, business, development and worship. The learned were therefore associated with Luganda. Given this background, communities, parents and teachers have been skeptical about the relevance of Lusoga in education and other spheres of development and of the existence of local capacity to train in Lusoga. Some individuals and communities are therefore still reluctant to embrace Lusoga.

The youth in particular have showed little interest in Lusoga, considering it a *primitive difficult language*. In many of the schools, there are fears that learning in Lusoga would not expose children to the competitive global world of technology and professional jobs. Much of this was related to a fear that Lusoga would not give children a competence required for employment.

Some *middle class* parents and local leaders also send their children to non Lusoga teaching school, yet encourage others to enroll their children in schools that are using Lusoga to implement the *thematic curriculum*. This sets a poor example with non Lusoga teaching schools acquiring the aura of being *best* especially for educated and rich families. In some so called *high class* or *first world schools*, such as Iganga Boys, Kigulu girls, Buckley High school not using Lusoga to implement the *thematic curriculum*. This has been interpreted as Lusoga being meant for poor rural schools. In one of the schools in Iganga, Luganda is taught as a language, rather than Lusoga (Namyalo 2008).

According to MoES (2002), little or no information leads to speculation and misunderstandings, sometimes taken to extremes, as in the case of a resident interviewed in Walugogo village, Iganga, who thought that by introducing Lusoga in primary schools, the government plans to dwarf the intellect of its citizen! More



importantly, there is confusion among parents who think that by using Lusoga, English has been completely removed from the curriculum, ignorant of the fact that English is taught as a subject under the *thematic curriculum*. Local leaders in most of the communities visited also proved divided on the issue of learning in Lusoga.

### **2.6.2 Proficiency levels in reading and writing**

The main challenge in reading and writing relates to the question of how to handle letter names; how should letter names be pronounced in the teaching of reading? In the Ugandan context, there are two parallel systems for teaching sound/symbol correspondences and there is scope for confusion. Yet more variation in practice derives from the core existence from different methods for teaching reading, especially when English is the LOLT.

There are schools where they teach graphic symbols to represent sounds from an alphabetic point of view when teaching English, while others teach them from a phonics point of view. NCDC encourages teachers to use the phonics approach. The phonics approach is beginning to take hold in some urban schools in Uganda but has yet not many teachers familiar with it. Before this practice, the teaching of sounds was handled from a purely alphabetical point of view. That is to say, English letters were pronounced differently from those in Lusoga.

According to Namyalo (2008), one of the first steps to reading is letter and sound identification and naming. This is the point at which the challenge of teaching reading in Uganda starts. Traditionally, letters and sounds have been taught differently in Lusoga and English. Lusoga shares an alphabet in English except for two letters, /ŋ/, /ɲ/, which Lusoga employs in its orthography. In English, sounds/letters have names for example:[bi] for /b/, [em] for /m/, [ke] for /k/ etc. In Lusoga, similar sounds are assigned different names for example: [ba] for /b/, [ma] for /m/, [ka] for /k/ etc. In sum, all letter names in Lusoga having /a/ are added on to every consonant. Therefore, as teachers teach Lusoga and English, they need children to remember that the letters in each language have different names, even though the letter looks the same in the orthography.

According to teachers in the lower primary schools, the entry of Lusoga in education was akin to using a new language and their ability to teach in a medium they had had no former training in. For many of the youth, the expectation was that education in Lusoga was bound to fail and was not a road towards development and *modernization*. Such sentiments to a greater extent reflect the rather hasty manner in which the local language and later the *thematic curriculum* were introduced.

The process of developing the curriculum, training teachers, availing resource materials and ensuring that the available infrastructure would suit the program were not based on sufficient research and detailed planning, nor were the major stakeholders sufficiently involved in the preparations, as were found out from teachers' complaints when CRC trained them on Lusoga teaching.

### **2.6.3 Ways of enhancing proficiency levels in Lusoga**

According to CRC (2012), the thematic curriculum and its delivery in Lusoga also need to have changes in pupil behavior. These include improved confidence among pupils, who express themselves in Lusoga without fear, and communicate freely with each other and with their teachers.

Secondly, the production of instructional materials using local materials, such as banana fibre or sisal, enhances their creative skills since teachers involve them in their production. It also gives teachers an opportunity to spend more time with them, thus contributing to continuous learning.

Thirdly, pupils need to learn cultural values, such as 'proper' ways of relating with fellow pupils. When they learn 'proper' ways of welcoming, greeting and bidding farewell, this increases levels of initiative and voluntarism especially as far as maintaining hygiene and sanitation at school. Such improvements are attributed to the accent on life skills which pupils relate to their immediate environment and their eventual mastery and learning of Lusoga

Teachers should know the learners in their language classes. Arrange to speak only in the target language with them. Pupils should take current language classes very

seriously and maximize their chances to speak, read, write and listen in the target languages while in class (Languagetesting.com)

More of the ways of enhancing proficiency levels in Lusoga will be fully analyzed and presented in chapter four after the researcher's findings from the field.

### **2.7 Summary of the gaps**

In Uganda, researches carried out by CRC and other agencies on Lusoga have been conducted in fifteen pilot schools in Namutumba and Iganga. Therefore this left both the content and geographic research gaps which this research was bound to fill.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter composes of research design, research population, sample size, sampling procedures, research instruments, validity and reliability of the instruments, data gathering procedures, data analysis, ethical considerations and limitation of the study.

#### 3.2 Research design

The study used a case study embodying an experimental design. This describes the characteristics of a particular individual, or of a group. Proficiency test was used on respondents; it dealt with the relationship between variables. It also involved events that had already taken place and could be related to present conditions.

#### 3.3 Research population

The population of the study consisted of primary three pupils and teacher of Lusoga in the two selected primary schools of Kamuli district. The total population of the pupils was 134 from which a sample population of 100 pupils was considered on which an experiment was conducted to establish their understanding and proficiency of Lusoga language. The selected teachers (12) were given questionnaires in order to supplement the findings from the pupils.

#### 3.4 Sample size

To determine the sample size, the population of the students was further analysed using Slovin's formula that is cited by Altares (2003) in his book, *Elementary Statistics: A modern approach*. This was shown below:

$$n = \frac{N}{1 + N(0.5)^2}$$

Where N= the total population of the area.

n= the desired sample size

(e)<sup>2</sup> =desired margin

e= (0.05)

$$n = \frac{134}{1 + 134(0.05)^2}$$

$$n = \frac{134}{1+134(0.0025)}$$

$$n = \frac{134}{1+0.335}$$

$$n = \frac{134}{1.335}$$

$$n = 100$$

A total sample of respondents was	<b>112</b>
Pupils from the 2 sampled schools	= <b>100</b>
<b>6</b> Teachers of lower primary from each school <b>2X6</b>	= <b>12</b>
Therefore a total sample	= <b>112</b>

### **3.5 Sampling procedure**

The researcher used a simple random sampling technique by giving numbers to the pupils and later picks out only even numbers.

### **3.6 Methods of data collection**

#### **Questionnaire**

A self administered questionnaire was used to collect data from the 12 teachers about their pupils' proficiency in reading and writing Lusoga. In addition to the questionnaire, more emphasis was put on observation of the class environment; pictures, letters, segmentation of letters for the pupils etc.

#### **3.7 Testing**

In order to determine the proficiency level of reading and writing activities in Lusoga, the researcher administered a test in each of the two selected schools in Kamuli (As in appendix C- Test One). Pupils were given a passage in Lusoga and asked to answer the questions about it. The researcher intervened and thus taught in one of the two schools. Another test (Test Two) was given to the learners (those to whom the researcher taught) and the results of their performance were recorded.

### 3.8 Validity and Reliability of the instrument

Validity refers to the extent to which a given instrument can accurately measure what it is used to measure. The content validity index (CVI) was calculated from the number of questions that were declared valid divided by the total number of the questions and this must be above 0.5. For this therefore, content validity, the research subjected three copies of the instrument based on five points ordinal scale, ranging from:

4 - Very relevant

3 - Quite relevant,

2 - Somehow relevant and

1 - Relevant.

The experts rated each item on the scale: very relevant (4) and quite relevant (3). Accordingly, the content validity Index (CVI) generated was **0.833** as seen bellow:

#### Content validity Index (CVI)

S/N	Experts	Index
1.	Expert 1	0.80
2.	Expert 2	0.90
3.	Expert 3	0.80
<b>Average</b>		<b>0.833</b>

**Source: Researcher's Field Data 2016**

Since the content validity index was above 0.5 (0.833) the instruments were valid, reliable and worth using in the field for the eventual data collection.

For measuring the reliability of the instrument the test-retest method was used. The test-retest involved repeated administration of the instrument to the same individuals in two occasions. The questionnaire was given to the supervisor for validation (face validity)

### 3.9 Data gathering procedure

After authorization from the university, the researcher took questionnaires, assessment form and the two tests (one and two) to the respondents to answer the set questions.

This took two and a half weeks and then the researcher sat down for tabulation of data to get out the useful information to answer the set questions.

During the research, the researcher employed different methods for data collection during the study. Other methods such as questionnaires, observation and documentary analysis were also used.

Key respondents were sampled purposively to provide detailed and authentic information for the study. The Lusoga teachers and pupils were the main target group. After receiving the Questionnaires, the researcher edited the questionnaires for completeness and correctness.

### **3.10 Data Analysis**

Data was sorted, classified, tabulated and analysed using a Statistical Package for Social Sciences (SPSS) version 16.020. Quantitative data was analysed using descriptive statistics presented in tables in terms of percentages and frequent distribution. Later data was processed and presented in frequencies in tables.

The qualitative data from the teachers and pupils was qualitatively analysed and thus presented in a narrative description as seen in chapter four. Descriptions and quotations were therefore accordingly used for presentation of the findings.

### **3.11 Ethical Consideration**

To ensure that ethics was practiced in this study as well as greatest confidentiality for the respondents and the data provided by them, the following were done: (1) the respondents were requested to sign the informed consent; (2) authors mentioned in this study were acknowledged with the text; (3) findings were presented in a generalized manner.

### **3.12 Limitations of the study**

To ensure utmost confidentiality for the respondents and the data that was provided by them as well as reflecting on the ethics practiced in this study, the research was guided by the principles of respect for people, beneficence, and justice. The researcher ensured that participants' rights, including the right to be informed about the study, the

right to freely decide whether to participate in the study, and the right to withdraw at any time without penalty was considered. The participants were requested to sign an informed consent assuring them that all data collected was coded to protect their identity and privacy.



## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter presents and discusses the findings of this research which was conducted and gathered from the respondents in order to establish the assessment of *Reading and Writing Lusoga: A Case Study of Lower Primary Schools of Kamuli district*, as well as to suggest ways and measures to enhance the proficiency levels in lower primary schools in the said district.

Data was collected on both dependant and independent variables and was analyzed using SPSS. Percentages, frequency distribution tables and bar graphs were used where data was presented in accordance with the study objectives, research questions, Literature and the social demographic characteristics of respondents.

#### 4.2 The Socio-Demographic Characteristics of the Respondents (teachers).

The demographic characteristic of the respondents discusses the age, sex, marital status, education level and their level of experience.

**Table 1: Age of the respondents**

	Frequency	Percentage
Valid 20-29 years	3	25
30-39 years	6	50
40-49 years	1	8.3
50 years and above	2	16.7
<b>Total</b>	<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

Findings in table 1 above show that 25% of the respondents were of 20-29 years, 50% 30-39 years, 8.3% and 16.7% between 40-49 and 50 years and above respectively. This implied that the respondents were adults and a presupposition that they have taught for quite long.

**Table 2: Sex of the respondents**

		<b>Frequency</b>	<b>Percentage</b>
Valid	Male	6	50.0
	Female	6	50.0
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

Table 2 above shows that research was well represented in terms of sex. It was 50% percent for both males and females. This therefore means and implies that the research was not in any way gender biased. There was equal representation of the teachers.

**Table 3: Marital status of the respondents**

		<b>Frequency</b>	<b>Percentage</b>
Valid	Single	3	25.0
	Married	6	50.0
	Widowed	2	16.7
	Divorced	1	8.3
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

In terms of the marital status of the respondents, table 3 above reveals that the research was dominated by the married teachers making 50%, followed by the singles- 25%, widowed and divorced by 16.7% and 8.3% respectively.

**Table 4: Education background of the respondents**

		<b>Frequency</b>	<b>Percentage</b>
Valid	Certificate	1	8.3
	Diploma	6	50.0
	Degree	5	41.7
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

Table 4 shows the education background of the respondents. Accordingly, 8.3% were certificate holders, 50% Diploma and 41.7 Degree holders. This there implies that the research was dominated by Diploma holders but generally, a section of relatively educated teachers constituted the research. They did not only know what to do in class but also of some commendable level of education.

**Table 5: Level of experience of the respondents**

		<b>Frequency</b>	<b>Percentage</b>
Valid	1-5 years	2	16.7
	6-10 years	4	33.3
	11-15 years	4	33.3
	16 years and above	2	16.7
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

Table 5 shows the level of experience of the respondents. The findings reveal that 16.7% were of 1-5 years of experience. 33.3% were between 6-10 years, 33.3% 11-15 years and 16.7% 16 years and above. This implies that the research generally composed of experienced teachers. That is 6 years and above. This therefore means that all that the teachers were doing in their Lusoga classes was commendable.

#### **4.3 The adoption of thematic curriculum innovations in reading and writing in Lusoga in lower primary schools.**

The first objective of the research was to investigate the adoption of thematic curriculum innovations done by the teachers in reading and writing in Lusoga in lower primary schools in Kamuli district. Accordingly, below are the findings:

**Table 6: How often do you engage learners in reading activities?**

		<b>Frequency</b>	<b>Percentage</b>
Valid	Always	4	33.3
	Sometimes	6	50.0
	Rarely	2	16.7
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

Table 6 shows how teachers often engaged learners in the reading activities. The findings reveal that 33.3% always engaged learners in reading activities while 50% and 16.7 sometimes and rarely engaged learners in the said activities. This therefore implied that learners were not actively engaged in the reading activities leaving a content gap in whatever teachers were giving to the learners.

**Table 7: Do you read the information materials you receive?**

		<b>Frequency</b>	<b>Percentage</b>
Valid	Yes	8	66.7
	No	4	33.3
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

When asked whether they receive the information material that they read, 66.7% of teachers agreed and 33.3% did not get the materials. This therefore meant that there was accessibility to the reading materials. So the question arises whether the teachers and the learners could aptly understand the content in the materials.

**Table 8: Do you introduce the lesson with a song, recitation etc?**

		<b>Frequency</b>	<b>Percentage</b>
Valid	Yes	9	75.0
	No	3	25.0
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

Table 8 shows that when teachers asked whether they introduce the lessons with a good song, recitation, 75% said *Yes* and 25% *No*. Therefore, from the findings revealed in the table above, it is evident that at least a good number of teachers use the pre learning activities which is a pre requisite for learning any language and Lusoga in particular.

**Table 9: Do you help learners as they read and write Lusoga?**

		Frequency	Percentage
Valid	Always	3	25.0
	Sometimes	8	66.7
	Rarely	1	8.3
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

When asked whether they help learners as they read and write Lusoga, only 25% always did it, 66.7% sometimes and 8.3% rarely helped learners as they read and wrote Lusoga. This means that most of the times learners are not guided and helped as they read Lusoga which makes its mastery quite difficult for the learners.

**Table 10: Do you make your learners understand how to write letters by tracing?**

		Frequency	Percentage
Valid	Yes	6	50.0
	No	6	50.0
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

Table 10 shows that 50% of the respondents help and make learners understand how to write letters by tracing and the remaining 50% do not. This implies that whereas half of the teachers make their learners understand how to write letters by tracing, the remaining half does not. This therefore leaves the pupils of Lusoga not properly trained in reading and writing of Lusoga.

**Table 11: How often do learners play while learning Lusoga?**

		Frequency	Percentage
Valid	Always	4	33.3
	Sometimes	7	58.3
	Rarely	1	8.3
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

Table 11 shows how often learners play while learning Lusoga. The findings reveal that 33.3% agreed that learners always play while learning Lusoga. 58.3 said sometimes and 8.3% rarely. This implies that learners generally play while learning Lusoga which sometimes aid the teaching and learning of the language.

**Table 12: Does your school environment provide you with a training ground for Lusoga language?**

		Frequency	Percentage
Valid	Yes	6	50.0
	No	6	50.0
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

The findings in table 12 above reveal that 50% of the respondents agreed that their school environment provide them with a training ground for Lusoga language while the remaining 50% said *no*. This therefore meant that in some schools, such grounds are provided and in others not provided at all. This hinders the learning and teaching of Lusoga.

**Table 13: do you form words in Lusoga through segmenting them into syllables first?**

		Frequency	Percentage
Valid	Yes	6	50.0
	No	6	50.0
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

Table 13 shows the respondents' responses when asked whether they form words in Lusoga through segmentation. Findings reveal that 50% of them agreed while the remaining 50% disagreed and accordingly said *No*. This therefore implies that a few teachers if not schools do what expected of them to enhance the teaching and learning of Lusoga.

**Table 14: Do you use charts as learning and teaching aids?**

		Frequency	Percentage
Valid	Always	4	33.3
	Sometimes	7	58.3
	Rarely	1	8.3
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

When asked whether they use charts as learning and teaching aids, 33.3% of the respondents (teachers) always used them. 58.3% sometimes used them and 8.3% rarely used charts as learning and teaching aids. From the findings above, the greatest percentage (58.3) SOMETIMES used them implying that there is a possibility of not using them for quite long yet they are supposed to be used more often because learning is more real to the learners by sight and touch other than other means like hearing etc.

**Table 15: Do you follow steps while teaching Lusoga?**

		Frequency	Percentage
Valid	Yes	10	83.3
	No	2	16.7
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

Findings in table 15 show that 83.3% of the respondents follow the required steps while teaching Lusoga while 16.7% do not follow the steps at all. This perhaps explains the reasons why in some schools where Lusoga is taught some teachers and learners are

**Table 16: Have you received specialized training in teaching Lusoga?**

		Frequency	Percentage
Valid	Yes	5	41.7
	No	7	58.3
<b>Total</b>		<b>12</b>	<b>100</b>

Source: *Primary data (2016)*

Table 16 shows whether or not teacher of Lusoga received specialized training in teaching Lusoga. The findings reveal that out of the 12 teachers sampled, only 5 (41.7%) received the training and the remaining 7(58.3%) did not. This implies that most of the teachers of Lusoga are not well trained in the teaching of Lusoga language and this leaves quite a number of content deficits hence pupils' inability to read and write Lusoga language.

#### **4.4 The proficiency levels in reading and writing Lusoga in lower primary schools in Kamuli district.**

To ascertain the proficiency levels in reading, two tests were administered to the pupils (Test one and two as seen in appendix) and an assessment form for learners was also administered to them. Their results of the two major assessments were and are discussed as below:

First and foremost, an assessment form for learners (appendix B) was used to assess their proficiency levels and it yield different results basing on the district.

The following parameters were used to assess the learners:

Poor performance ( \ )

Fair ( / )

Good ( ^ )

Very good ( - )

#### **Reading**

There were quite a series of questions given to the learners under reading:

*The first one was to read the letters loudly to identify the capital and small letters*

Here the performance was very poor ie. (20/24) pupils were unable to identify the capital and small letters. When it came to spelling *kusimba, maido, kutema*, all the learners performed extremely poor (23/24).



Here, the performance was extremely poor. *Reading the syllables ntu, mbu, nda.* There was totally poor performance.

The performance in reading was generally poor because of quite a numbers of factors among which include: The poor reading culture of both the teachers and the learners, inadequate reading materials for Lusoga and inadequate skills by the teachers.

## **Writing**

Children were asked to segment the words (*agandi, kusimba and kutema*). Here at least some pupils could fairly segment the words.

When asked to construct sentences using *kutema, kulimisa, kusagha*. Like in reading, pupils performed poorly.

Pupils were asked to fill in the missing letters: *mai...do, ali... .. sa, ..... tunda*. Here the performance was very poor

Also, pupils were asked to write the following words: *bbaba, dhuma, bikaadho*; like in the above, the performance was still poor.

The last item on writing was for the pupils to write other Lusoga alphabetical letters they know. In spite of some fair performances, the general performance was poor.

Critically looking at both performances, it is therefore eminent that the same (as in Iganga, Namutumba etc) should be done in Kamuli and other districts.

Also in a deeper investigation and analysis to determine the proficiency levels in reading and writing Lusoga in the lower primary schools of Kamuli, teachers were asked why pupils do not get 100%. In their responses, they observed the following:

There is poor and negative attitude by some parents who do not support the teaching and learning of Lusoga reasoning that it is an inferior language yet there is nothing like superiority or inferiority of a language.

There is cultural and ethnic divergence of the children in Busoga such as the *Basoga, Bagwere, Basiki, Balamoji* etc. This makes it difficult to teach and learn Lusoga in such an environment of different language background.

It is not timetabled to be taught in schools

It is very hard to read and write unlike other local languages like Luganda where words are written as they sound. But it is not the case in Lusoga hence the poor performance.

Teachers are not taught enough Lusoga so this leaves them extremely incompetent.

Inadequate teaching and learning materials for Lusoga.

The two tests that were given to the pupils received a mixed performance as seen below:

**Table 17: Performance in tests one and two for Kamuli.**

		Kamuli (Uncontrolled group)			Kamuli (Controlled group)			
No.	Name	T2	T1	TX <sub>1</sub>		T2	T1	TX <sub>2</sub>
1	Namukose	03	03	<b>00</b>	<b>Waiswa Ben</b>	40	10	<b>30</b>
2	Mirembe	13	12	<b>01</b>	Isabirye C	46	00	<b>46</b>
3	<b>Kasadha</b>	06	06	<b>00</b>	Waiswa B	45	22	<b>23</b>
4	Samali	08	10	<b>-02</b>	Kausala B	30	06	<b>24</b>
5	Babirye	04	04	<b>00</b>	Nassali	32	00	<b>32</b>
6	<b>Nabirye</b>	05	03	<b>02</b>	Mirembe	46	12	<b>34</b>
7	Namulondo	10	11	<b>-01</b>	<b>Amoro</b>	40	12	<b>28</b>
8	Naigaga	12	13	<b>-01</b>	Nakidoido	35	13	<b>22</b>
9	Waibi	09	08	<b>01</b>	Mundu	28	09	<b>19</b>
10	Mudhusi	11	10	<b>01</b>	Nakiwala	44	15	<b>29</b>

From the table above; **T2** (Test two), **T1** (Test one) and **TX<sub>1</sub>** and **TX<sub>2</sub>** (The difference in performance between test two and test one). The above is a representation of the many students and their respective performances.

Comparing the two performances, it is clearly seen from above that pupils in Kamuli (uncontrolled group) performed poorly in tests one and two. On the other hand, those in the controlled group performed far much better than their counterparts in the uncontrolled group. This is attributed to the many factors like the instruction, teaching and learning ensured by the researcher among others.

It is however important to note that before teaching, the pupils of the controlled group performed poorly but after the intervention, the performance drastically improved. This can be seen from the **TX<sub>2</sub>** scores.

Also, in the further analysis to determine the proficiency levels in reading and writing Lusoga, when teachers were asked some of the problems they encounter in teaching reading and writing of Lusoga, the following were some of the problems given:

Inadequate teaching and learning materials

Poor and little support from the community

Inadequate training received by the teachers of Lusoga

Some parents do not speak Lusoga due to the intermarriages and this accordingly hampers the teaching and learning of Lusoga.

#### **4.5 Ways of enhancing proficiency levels in lower primary schools of Kamuli district.**

One respondent suggested that the Ministry of Education Sports and Technology, local leaders and teachers should encourage the use of poems and riddles etc in the learning and teaching of Lusoga.

MoEST should introduce Lusoga refreshers courses and in depth training of Lusoga.

The government should make Lusoga a regional (Eastern Uganda) language.

Encourage the use of Lusoga in all forms of writing i.e. land agreements, minutes, letters, newspaper articles, novels, bibles, Qur'an e.t.c.

Formation and establishment of Lusoga Newspaper just like Bukedde for Buganda, Etop, Orumuri and Rupinyi for the Lango speaking community e.t.c.

The government (MoEST) should increase on the number of teachers of Lusoga in all the schools offering and teaching Lusoga.

Encourage learners, teachers and parents and other stake holders to use Lusoga at home

The MoEST should sensitize the local communities about the benefits accrued from teaching and learning of Lusoga.

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the discussion of the findings, conclusions, recommendations and suggested areas that need further research following the study objectives.

The study's investigation was on "*Assessment in Reading and Writing proficiency in Lusoga: A Case Study of Lower Primary Schools of Kamuli district.*" The study attempted to determine the ways of achieving full proficiency in reading and writing in indigenous languages in lower primary schools. To achieve the objectives of the study, both quantitative and qualitative data was collected. An Assessment form was used and two tests were administered to pupils to ascertain their proficiency levels. In addition a self-administered and structured questionnaire was administered to the teachers to obtain their opinions and the kind and nature of promotional activities that enhance pupils' proficiency in reading and writing Lusoga. Data obtained was analysed using the Statistical Package for Social Sciences (SPSS) and presented in tables.

#### 5.2 Summary of the findings

The first objective was to investigate the adoption of thematic curriculum innovations in reading and writing in Lusoga in lower primary schools in Kamuli district. Here the researcher discovered that teachers did not fully use the thematic curriculum innovations in reading and writing yet these are the core values and innovations that fully fast aid learning at such an early stage of language acquisition. Among the innovations included introduction of lessons using songs, recitations etc, write by tracing, teaching steps, a Lusoga play ground among others. Teachers use them to a relatively low level due to the reasons advanced and presented in chapter four.

When it comes to other innovations like reading activities, helping learners read and write Lusoga, use of charts and other teaching/learning aids, play while learning, formation of words through segmentation into syllables etc, teachers *sometimes* employed them. This implied that the possibility of using them was minimal. Chances

are high that they never even employed them. This was because a considerable percentage confirmed rarely using them. This therefore leaves a greater room for investigation and intervention into the effectiveness of Thematic Curriculum and the eventual proficiency in Reading and Writing Lusoga.

The second objective was to determine the proficiency levels in reading and writing Lusoga in lower primary schools in Kamuli district. The researcher found out that pupils in Kamuli (the controlled group) performed extremely well compared to their counterparts in the uncontrolled group. In the Assessment form used and the two tests given, pupils in Kamuli could hardly read and write. If the same is introduced in Kamuli and also more reinforcement from the government and other stakeholders, the proficiency levels in reading and writing Lusoga would considerably be achieved. This can be evidenced from the results of tests one and two. After intervention by the researcher, the controlled group performed far much better than they did in test one.

The third objective was to suggest the possible ways of enhancing proficiency levels in lower primary schools in Kamuli district. Quite a number of possible ways were advanced and among which included the following:

The Ministry of Education Sports and Technology, local leaders and teachers should encourage the use of poems and riddles etc in the learning and teaching of Lusoga

Encourage the use of Lusoga in all forms of writing i.e. land agreements, minutes, letters, newspaper articles, novels, bibles, Qur'an e.t.c.

The government (MoEST) should increase on the number of teachers of Lusoga in all the schools offering and teaching Lusoga.

### **5.3 Conclusion**

Therefore, the pupils are capable of performing better in both reading and writing Lusoga even the other remaining skills of speaking and listening when teaching is basically guided by the stipulated culture and standard alongside other reinforcements from the various stakeholders.

#### **5.4 Recommendations**

Basing on the findings and conclusions given above, the research gives the following recommendations:

The teachers of Lusoga should be given adequate and well grounded training in the teaching and learning of the language. This should be done by the Ministry of Education Sports and Technology through the NCDC and also support from the Busoga community.

In line with the above, the teachers should be equipped with the necessary teaching and learning materials like flip charts, textbooks and any other literature that can aid the teaching and learning of Lusoga. This can be done by the MOETs, the respective schools and the parents.

Also, the Busoga community should be sensitized on the benefits accrued when one learns the mother tongue. It does not only enhance proficiency and competency but also helps in the preservation of one's culture. The MoETs, the central government and other local reinforcement agencies should reinforce such policies to take effect for the betterment of the Lusoga language in Kamuli and Busoga as a region.

#### **5.5 Areas for further research**

The researcher recommends that further research be done in areas of how best proficiency and competency can be attained in teaching and learning of Lusoga and how it can be best improved.

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## APPENDICES

### APPENDIX A: QUESTIONNAIRE

Dear Respondent,

I am a student of Kampala International University pursuing a Master of Linguistics and I am carrying out research on the *Assessment in Reading and Writing proficiency in Lusoga language : A Case Study of Lower Primary Schools of Kamuli district*. You are therefore requested to fill the following questionnaire objectively for academics and any information given will be treated with utmost confidentiality.

#### Instructions:

Please tick in the box provided and fill in the space provided where necessary.

#### PART A

#### Profile of the Respondents

**Direction;** In the space provided before or after each option, indicate your best choice by ticking mode (√)

##### 1. Sex

Male  Female

##### 2. Age

20-29 years  30-39 years  40-49 years  50 years and above

##### 3. Marital status

Single  Married  Widowed  Divorced

##### 4. Educational Level

Certificate  Diploma  Degree  Master

## 5. Level of experience

1-5years  6 – 10 years  11-15 years  16 years and above

### SECTION B

In this section tick the most appropriate answer of your choice.

1. How often do you engage learners in reading activities?

Sometimes  Rarely

2. Do you read the information materials you receive?

Yes  No

3. Do you introduce the lesson with a song, recitation etc?

Yes  No

4. Do you help learners as they read and write Lusoga?

Always  Sometimes  Rarely

5. Do you make your pupils to understand how to write letters by tracing?

Yes  No

6. How often do learners play while learning Lusoga?

Always  Sometimes  Rarely

7. Does your school provide you with training ground for Lusoga language?

Yes  No

8. Do you form words in Lusoga through segmenting them into syllables first?

Yes  No

**9.** Do you use charts as learning and teaching aids?

Always  Sometimes  Rarely

**10.** Do you follow steps while teaching Lusoga?

Yes  No

If yes, name them

- i. ....  
.....
- ii. ....

**11.** Have you received specialized training in teaching Lusoga?

Yes  No

From where?.....

Which kind of training?? Specify.....

### SECTION C

**1.** Why do you think the Ministry of Education and sports introduced the teaching in indigenous languages?

- i. ....
- ii. ....
- iii. ....

**2.** Why don't your pupils get 100% in Lusoga?

- i. ....
- ii. ....

iii. ....

**3.** What kind of problems do you face while teaching Lusoga?

i. ....

ii. ....

iii. ....

**4.** Suggest other possible ways of enhancing proficiency levels in reading and writing Lusoga

i. ....

ii. ....

iii. ....

iv. ....

## Appendix B: Test One and Two

### Test one

Maama bweyali atunga, yabona omusota ghezinduka, akalobo ak'empiso kamufumita omukono. Omusota gumoodhye dhaadha. Babi agemye omwigo mumukono. Songa akalobo ak'empiso kamufumite.

### Questions

1. *Ghandika omutwe gwa sitoore enho.*
2. *Nani omusota gwegumoodhye?*
3. *Nani ag'emye omwigo mumukono?*
4. *Akalobo akempiso kafumite ani?*

### Test Two

Lubaale musaadha mulimi wa maido, okwakasana asaagha ebyuzi-bwamala, alimisa ente. Okw'omutoigo yasimba ensigo bwe gatuuka okutema, lubaale agatoolayo. Alyaku agandi yatunda. Agasigalawa gaba ga kutereka.

### Questions

1. Lubaale amaido agakozesaki?
2. Olowoza lwaki lubaale atereka amaido agandhi?
3. Abantu bakola mirimo ki mu biseera eby'endhawulo?
4. Tematema ebigambo bino I.e *kutema, kutunda, kutereka, kusaagha, kulimisa and kusimba.*
5. *Ghandika sentence nga okozesa ebigambo ebili ghaigulu.*
6. *Iramu sitoore eyo nga okozesa ebigambo byo okugighandika.*

## Appendix C: HOW LUSOGA LETTERS OF THE ALPHABET FORM SOUNDS

<b>e</b>	<b>ii</b>	<b>u</b>	<b>Aa</b>
<b>se</b>	<b>sii</b>	<b>su</b>	<b>Saa</b>
<b>be</b>	<b>bii</b>	<b>bu</b>	<b>baa</b>
<b>me</b>	<b>mii</b>	<b>mu</b>	<b>maa</b>

### Syllables

Ku-saa-gha, kuli-mi-sa

### Words

Kusaagha (To slash)

Kulimisa (to Dig)

### Sentences

Lubaale-Alikusaagha ebyuza

Bbaaba-Alikulimisa ente