NCDC

NATIONAL CURRICULUM DEVELOPMENT CENTRE

PEDAGOGY
HANDBOOK FOR
TEACHING IN
LOCAL LANGUAGE

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LOCAL LANGUAGE

ACKNOWLEDGEMENTS

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Contents

ACRONYMS

ALB	Area Language Board
CMS	Church Missionary Society
DES	Directorate of Education Standards
ESCC	Education Sector Consultative Committee
LABE	Literacy and Adult Basic Education
LI	Literacy One (Speaking and Reading)
LII	Literacy Two (Writing)
LL	Local Language
LoI	Language of Instruction
MoES	Ministry of Education and Sports
MoI	Medium of Instruction
NCDC	National Curriculum Development Centre
NGO	Non Government Organisation
PTC	Primary Teachers' College
TG	Teacher's Guide
TIET	Teacher Instructor Education and Training
TPR	Total Physical Response

PREFACE

The language of instruction (LoI) especially for early grade learning plays a key role in developing a child's understanding. The learning becomes interesting and meaningful when a child is taught using a language he/she is familiar with. Uganda's Education Policy as spelt out in the Government White Paper on Education (1992) underscores the importance of teaching using the language that the learner is familiar with.

In order to implement this Government Policy, a Thematic Curriculum which emphasises the development of literacy, numeracy, life skills and values was introduced in 2007. The curriculum emphasises the use of a local or familiar language as a medium of instruction from Primary One to Primary Three. Despite the government language policy and the Thematic Curriculum in place, there has been inadequate literature to guide the teacher implement the policy. This poses a serious need to support teachers in the implementation of teaching using local language.

This *Pedagogy Handbook for Teaching in Local Language* is for a teacher who is teaching using the local language as a medium of instruction from P1-P3. The Handbook has been written to guide and empower teachers to teach with confidence using local language as a medium of instruction. When teaching using the local language, the grammar, orthography, spellings and correct pronunciation are taken care of indirectly in the process of teaching. Teachers need information and guidance regarding how children learn literacy through their local languages. A number of educational researches have shown that learners who first learn in local language easily transfer language acquisition to other languages including the learning of English.

Teaching using local languages presents several challenges to teachers, including inadequate literature and instructional materials in local languages, how to teach in local language in multilingual classroom settings, inadequate skills to interpret and translate the Thematic Curriculum and parents' negative attitude towards using local language. The Handbook seeks to assist primary teachers in addressing these challenges and other related issues more confidently by showing them how to use existing materials from the NCDC as references for preparing to teach in local language, developing their local materials and how to carry out continuous assessment. The examples and methods suggested by the authors are based on their practical experience gained from long years of teaching and wide consultation in the field.

This Handbook is well written, user friendly, takes the user through the full length of teaching in local language and provides the essential knowledge and techniques that teachers require in order to face most challenging classroom situations. It contains nine chapters which cover important issues such as the justification for teaching in local language and how to teach in local language. The Handbook is particularly commended to student and practicing primary teachers, tutors in Primary Teachers' Colleges (PTCs), researchers and those working in primary school local language improvement programmes in Uganda.

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BACKGROUND

Several efforts have been made towards improving the quality of education in Uganda. One such effort has been the use of local language as the medium of instruction in the lower primary school. From a global perspective, UNESCO in its 2003 Education Position Paper supports local language instruction as a means of improving education quality by building upon the knowledge and experience of the learners and teachers. The Position Paper stresses that instruction in local language is essential for initial instruction and literacy. It further argues that every pupil should begin his or her formal education in his or her mother tongue and that if mixed groups are unavoidable, instruction should be in the language which gives the least hardship to the majority of the pupils.

In Uganda, the need to have local language in the curriculum stems way back from the Phelps Stokes Commission of 1924 and the Castle Report of 1963. The 1989 Kajubi Commission re-emphasised the need to have local language as a medium of instruction in lower primary. The recommendation to have local language as a medium of instruction was finally agreed to in the 1992 Government White Paper on Education.

Uganda's Language Policy was put in place to reinforce recommendation 31 of the Government White Paper on Education (1992) which calls for use of local language as a medium of instruction from P1-P4. It was, however, later agreed that the use of local language as the medium of instruction should go up to P3, while P4 becomes a transition class where local language can be taught as a subject. Other subjects of P4 have to be taught in English as a medium of instruction. In P4, the teacher is free to use local language especially to explain difficult concepts. English is gradually increased to replace the use of local language. This is the transition nature of P4. It should be noted that use of local language in P4 does not mean teaching by translation. Local language in a curriculum takes two dimensions: It can be sparingly used as a medium of instruction in P4 and taught as a subject from P4–P7.

This Handbook focuses on the teacher who is teaching using the local language as a medium of instruction. In the process of teaching, the

local language grammar, orthography, spellings and correct pronunciation are taken care of indirectly.

In line with the above, the Government introduced a Thematic Curriculum which promotes the use of local language as the medium of instruction from P1-P3. The Thematic Curriculum is organised in themes and emphasises the development of literacy, numeracy, life skills and values. The learners are to be instructed and helped to develop concepts in the languages they are familiar with at home. This is because language directly relates to learner participation in the classroom. The Thematic Curriculum suggests activities that are enjoyable for learners such as songs, games, role play, dialogues and drawing. The teachers are encouraged to organise other activities that keep all learners involved.

Field visits and monitoring reports from NCDC, Directorate of Education Standards (DES), NGO Forum/UWEZO (a Swahili word meaning `capability') and LABE (especially from the focus districts of northern Uganda), all indicate that teachers are meeting challenges in implementing the policy of using local language as a medium of instruction. These reports are based on research, classroom observations and interactions with teachers and pupils in primary schools. The identified challenges include:

a) Complaints by teachers that during their own schooling they were never taught in local languages. In addition, some teachers were not equipped with skills of teaching using local languages during their training, meaning they have little knowledge of teaching in local languages.

b) There is lack of adequate teaching and learning materials in the different local languages.

c) Some languages have not yet developed orthographies.

This suggests that teachers find it hard to implement the Thematic Curriculum effectively. They still need information and practical suggestions tailored to their realities to ensure that they improve their classroom practices in using the local languages as a medium of instruction. Findings by LABE from the four-year (2009-2013) advocacy project on using local languages as medium of instruction in Adjumani, Amuru, Arua, Gulu, Koboko and Yumbe districts confirm these observations. In spite of the above challenges, the teachers in

the focal schools acknowledge the usefulness of local language as medium of instruction.

Rationale

This Handbook has been developed to guide and promote quality teaching using the local language as a medium of instruction. It provides knowledge, skills and values, and highlights effective methods and activities that teachers can use to implement the Thematic Curriculum. At the same time, it addresses the identified challenges and suggests different ways a teacher can address them, such as learner-centred methods and activities in teaching literacy, numeracy and life skills. Furthermore, the Handbook provides the necessary support materials teachers need in the implementation of the Thematic Curriculum as well as enhance the teachers' skills in employing learner-centred teaching approaches.

How to Use this Handbook

This handbook has been developed to act as a *'mentor on the side'* for the teacher. It contains information that explains the 'what' 'why' and 'how' of instruction in local languages. Guidance is given on how teachers can: handle the Literacy Hour during their lessons; develop, use and store local language material; handle teaching of multilingual classes; and assess the learners' competences.

The teacher is expected to refer to this Handbook together with existing relevant curriculum materials during scheming, lesson planning, instructional materials preparation and assessment.

CHAPTER 1

EDUCATION AND LOCAL LANGUAGE

The term education is derived from a Latin word *'educare'*, which means to 'bring up'. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Education can also be looked at as a stimulation of inquiry and reasoning skills that are beneficial to the development of the learners' independent thought. It is the process of bringing up the young generation to full knowledge, skills, values and norms of a society. This is easily done through a common language.

Before European colonisation, African societies had their traditional ways of transmitting knowledge, skills and values, which is referred to as indigenous education. This education emphasised a sense of responsibility, skill and work ethics, spiritual and moral values which are today emphasised in the Thematic Curriculum. The aim, content and methods of indigenous education were not divided into separate disciplines and the learner's local language was the medium of instruction.

Local language helps the learners to learn by doing through imitation, recitation and demonstration which are child-centred approaches. The learner gets involved in practical skills such as farming, cooking and weaving from which related grammar, sentence structure and vocabulary are learned. In addition, storytelling, puzzles, tongue twisters, rhymes, riddles and proverbs help the learners in mental training. Indigenous education employed all the above approached and they were very successful. Recreational practical activities such as games, dances, singing and instrumental play provided integrated experiences combining physical and mental training with character building, the same principle that the Thematic Curriculum applies. The teacher is advised to use these similar approaches to enhance learner's competences. This will enable the learner to transfer the concepts and knowledge in other situations in life.

The Early Days of Western Education

Western education was introduced in Uganda upon the arrival of Christian Missionaries in the 1880s. The primary objective of early Christian missionaries was to convert Africans to Christianity through the use of education. Knowledge of reading the Bible, reciting the Catechism and communicating orally using local languages were the first essential skills introduced by Western education. After the Phelps-Stokes Commission's report of 1924, the colonial government adopted the use of local language as the medium of instruction in the lower primary grades. Vernacular textbooks were produced and teachers trained to teach in local languages. Impressive reading and writing outcomes as a result of using local languages as a medium of instruction were registered during that period. The teaching then, was considered effective because it was delivered in known languages by knowledgeable people who used effective methods and relevant materials.

In the 1965 Curriculum Review, English was introduced as a subject starting from Primary One. This was mistaken by most schools who interpreted the policy to mean using English as the medium of instruction from the first class. By 1970's, nearly all schools had adopted the use of English as a medium of instruction right from Primary One. Local language was even dropped as a subject. This trend caused the Primary Teachers' Colleges which had been set up according to regional local languages to relax the emphasis in teaching in the local languages they were set up to do. As a result, teachers continued to be trained without any guidance on teaching in local language.

Teaching today is associated with enabling learners acquire knowledge; develop skills, values and positive attitudes. This is achieved by use of different methods which include telling, explaining, discovery and demonstration, among others. The curriculum gives guidance to the teacher on how to enable the learners acquire the specified competences in the three learning domains: cognitive, psychomotor and affective domains. The competences in the curriculum are carefully selected and are important in the development of a holistic learner. Besides guiding the development of competences, teaching also enables the learning

of content from the curriculum that must be guided through organised activities.

It is through a known language as a medium of instruction that pupils understand **what** they are supposed to do, **why** they should do it, **how** to do it and **when** to do it. If pupils do not understand what they are supposed to do and how to do it, they may not get full advantage of the learning activity. These learning activities should include modelling, drawing and shading as well as measuring and observing things in the environment with a purpose of helping the learner to carry out and learn from the activities. This is the learner-centred approach and the teacher must gather information on how well a learner has been able to benefit from the learning activities, thus culminating into continuous assessment.

Integrating continuous assessment in the teaching-learning process enables learners to receive immediate feedback about their performance. This provides them with the opportunity to know how well they are doing and what else they can do to correct their mistakes. The teacher must carry out continuous assessment in the same medium of instruction.

CHAPTER 2

MOTHER TONGUE VIS-A-VIS LOCAL LANGUAGE

Mother Tongue is the first language an infant is exposed to as soon as he/she gets ready to communicate verbally. Children learn their mother tongue naturally through imitating the sounds from their immediate environment. That immediate environment consists of mother, siblings, father and any other members who live in the household. If the household uses more than one language, that child's language acquisition may be delayed as he/she tries to sort out the sounds that occur frequently enough to give meaning. Speech for majority of children begins at the age of twelve months. Early developers say their first word at ten months. However, a few may delay until they are eighteen months and speech is accelerated by the age of three years. By three years, children are able to communicate in the known language for instance telling and retelling a story, reciting a rhyme and singing a song.

The mother tongue of a child is closely linked to the child's growth and development. As the child matures, his/her language develops, and, through language, personality and experience are expressed provided the necessary guidance is given at home. For purposes of continuity, this guidance must correctly be given at lower primary school level to enhance proper learning and acquisition of language skills and knowledge. This is the continuation of what the learner will have started at home.

Learners get influenced by a language spoken in the community where they live and play. Such a language is referred to as a **local language**. Local language may be referred to as area language. The area language is understood by the majority of the people in that area, including those whose mother tongue is different. The local language therefore is a mother tongue to a large group alongside the other mother tongues in that locality. It evolves as people simply endeavour to communicate and be understood. They then find themselves using one particular language more commonly. Local language must be learnt well because it lays the foundation to

education by developing the language skills. It also enhances culture and promotes effective learning.

Figure 1 depicts the position of the different languages in an area.

Figure 1: The relationship between Mother Tongue and Local Language (Area Language)

MT 1

MT 2

MT 3

MT 4

MT 5
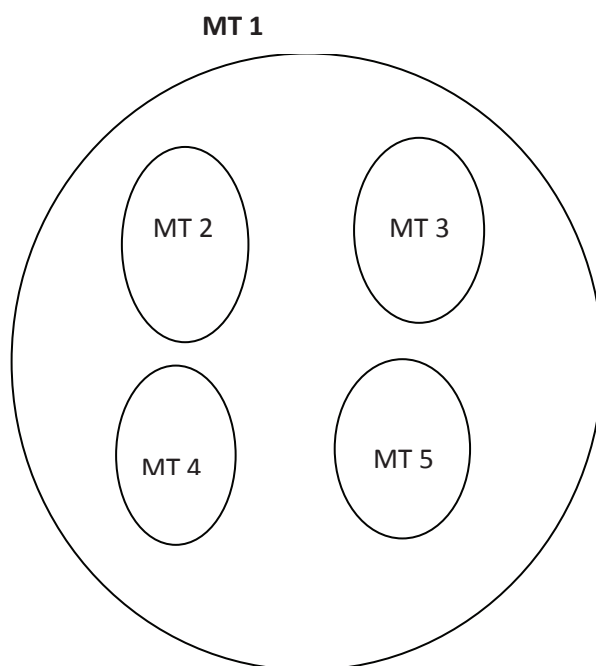
The big circle (MT 1) represents the dominant mother tongue of a community while the small circles MT 2, 3, 4 and 5 represent the other mother tongues within that area whose speakers understand the dominant mother tongue. The big circle is the local language of that area which can be selected to be used as a medium of instruction in schools.

CHAPTER 3

COMMON CHALLENGES IN USING LOCAL LANGUAGE AS A MEDIUM OF INSTRUCTION

There are several challenges associated with using local language as a medium of instruction including, among others, those that are teacher-related as well as the parents' attitude, lack of materials, problems with translation and teaching in multi-lingual schools.

Teacher-Related Challenges

The implementation of the Thematic Curriculum was started without a well-laid down system of having teachers who are competent to teach using local languages in place. In addition, the posting of teachers is randomly done without considering the area language and the teacher's mother tongue in spite of primary education being decentralised. The placement of the teachers does not take cognizance of their abilities in teaching using local language in lower primary. An effective implementation of the use of local language as medium of instruction heavily depends on the teachers' ability to use the local language of the area.

It is hoped that the teachers' deployment in schools and districts will recognise the local language challenges. It is, however, important to note that today, the curriculum of Primary Teacher Training Colleges addresses the training needs of the teachers in teaching using local languages.

Attitude

There is a general negative attitude towards using local language in schools. The parents think that English, being an international language, should be used as early as possible even in nursery schools. Some parents think that the local language is inferior and they prefer taking their children to private schools where English is the medium of instruction. In such a situation, the prestige of English overshadows the use of local language as a medium of instruction.

This false perception need to be corrected so that the policy is supported by parents and the entire community as well.

It is the teacher's duty to inform the parents that using local language as a medium of instruction has numerous benefits to the learner such as concept formation, competence building and easy transfer of learning, enhancement of practical skills, character training, confidence building, as well as fluency and communication skills.

Materials

Schools have very few standard local language reading materials such as reading cards, picture cards, textbooks and readers, among others, especially in the lower classes. The few materials that could be available are expensive which makes it very difficult for parents and schools to avail them to all learners.

In some cases, the available reading materials have grammatical and spelling mistakes which damage the learners' learning ability. In many cases, the content and illustrations do not conform to the current curriculum used in lower primary classes.

In order to improve on the situation, the teacher is urged to participate in providing locally produced materials which are relevant, low/no cost and appropriate to the teaching-learning process.

Further guidance to the teacher is given in chapter eight of this Handbook. It is important to use the correct orthography to ensure that the language and materials are correct.

Translation

The Thematic Curriculum is in English and its translation into the local language was left to teachers who were not guided on how to do it. The result is translated work which is not standardised and often not conforming to the orthography of the different languages.

Moreover, not all the teachers have the skills of interpreting and translating. Many teachers have ended up misinterpreting or abandoning the use of local language as the medium of instruction. It is prudent that teachers seek assistance from resource persons such as Area Language Board members, retired teachers, the elderly and fellow teachers to help out in translating difficult words in the

curriculum. The teacher should also make use of the local language dictionary while translating.

Messages

In many schools, labels and signposts are often put around school compounds discouraging learners from using the local language while at school. However, teachers should guard against using such negative labels but instead display positive messages both in the local language and English. This will enable learners instructed in local language (P1-3) and those instructed in English (P4-7) have opportunity to read the displayed messages.

Punishments

There is a practice of punishing learners who are found speaking local language in some schools. Teachers are advised to stop punishing children of upper classes who speak in their local languages with the P1–P3 learners. When these learners speak in their local languages to the younger ones, it promotes child-to-child learning.

Teaching in Multi-Lingual Schools

A multi-lingual school is where several different languages are used and spoken by the people of that area. It is basically where learners from different ethnic groups have come to study together. Eventually, a common language evolves to communicate with each other. In such a situation, the language policy provides for the school to choose one of the languages to use for instruction in P1 to P3. It is, however, often not easy to find a teacher who can effectively teach in that language.

Coping strategies in a multi-lingual school

The teacher should do the following:

i) Use practical methodologies like role play to ease learning in multi-lingual settings.

ii) Be very keen and observe pupils during the lesson in progress and use a variety of instructional materials.

iii) Find out the time takers due to language problems and give them remedial work. At the same time, observe the fast learners and help them appropriately.

iv) Use interactive techniques to encourage all learners to participate in all the lessons. The teacher cannot teach as if he/she is teaching learners from the same ethnic group.

v) Be creative to keep all learners interested in whatever they are learning. Short stories with some songs are very interesting to learners in these classes and they enjoy the lessons.

vi) Give the learners a chance to tell and retell stories. This encourages the learners to learn more from other pupils.

Teachers handling classes with children of various languages are also encouraged to explore the grouping of their learners in their respective languages and encourage co-operative learning through peer interpreting. In peer interpreting, the teacher typically calls upon the fluent multilingual child to interpret for their friends who did not follow the teacher's questions or instructions. Learners are therefore strategically grouped according to how well they can work together and are able to help each other with language.

Teachers of multilingual classes can also use more than one local language in the same lesson to give instructions or pose questions. This is called code switching which is a short term alternation between languages. In code switching, the multilingual teacher uses the learners' mother tongues to explain and exemplify the terms and academic content of the target language of instruction. However, this type of teaching often makes it difficult for learners to form required concepts and the language acquisition for the affected learners will be slower than expected.

CHAPTER 4

LOCAL LANGUAGE IN THE PRIMARY SCHOOL CURRICULUM

One of the most interesting positive outcomes of local language usage is 'flavour' in the learning process. Apart from the ease in conceptualising knowledge, there is language beauty which is embedded in oral literature. The Thematic Curriculum provides for the development of oral literature twice a week for P1 and P2 and four times for P3. Learners get the opportunity to appreciate and use the various aspects of oral literature namely: proverbs, idioms, rhymes, similes, tongue twisters, stories and songs. The teacher is required to provide appropriate guidance and opportunities for the development of these literature aspects during the formative years at school and at home through social interactions.

There is a relationship between local language learning and learning of a second language. Local language lays the foundation for learning English and any other language. Local language constitutes the four major skills of listening, speaking, reading and writing where listening and reading are referred to as reception while speaking and writing as expressive skills. Learners listen to, speak, read and write about issues and concepts shared across the community among the people they commonly interact with. When such concepts are later developed in the use of a second language, teaching/learning becomes easier. The more local language is used as a medium of instruction, the better the learner will perform in the second language. The Thematic Curriculum provides for the systematic development of these skills because they lay the foundation for the learning of English and any other language.

Some of the reasons for using local language as a medium of instruction in the lower primary include the following:

    i)   It makes teaching more real and eases the formation of concepts.

ii) It makes the implementation of the curriculum more natural as some cultural practices supplement/re-enforce content within the curriculum.

iii) Since local language reaches the heart, it makes it easier to teach morals during the Religious Education strand.

iv) It bridges the gap between home and school as learners can easily talk about what they learnt at school to other people at home.

v) It builds confidence into the learner in terms of expressing themselves.

vi) Children learn a lot through play. When play activities are in local language, they improve on the fluency, vocabulary and general language skills in use let alone the Physical Education skills being taught.

Local language is a background to the learning of other subjects for instance, once a child gets the concepts, it is easy to relate them to the content of any subject in the curriculum. While listening to stories in local language, the learner develops the listening skill, vocabulary, using proverbs and the moral lessons therein. This is a base for learning comprehension in primary schools and Literature at an advanced level. Such learners may develop skills in creative writing, for instance, they develop the ability to create stories similar or not similar to what they hear. In some of the stories there are short songs. By the time learners are taught music as a subject they have already gotten a feel of music. The teacher is strongly advised to engage learners in a variety of practical activities so as to enhance the development of these qualities at an early stage.

The table below gives examples of some of the activities that can be used in teaching in local languages.

Table 1: Examples of activities for teaching in local languages

Aspect	What the teacher may do	Learner's activity	Skills, Values and Competences gained
Story telling – fiction and	• Tells relevant and interesting	• Listens to the story told • Retells the story	• Listening • Speaking/effect ive

Aspect	What the teacher may do	Learner's activity	Skills, Values and Competences gained
non fiction	story	• Sings the songs in a story • Answers questions about the story • Develops stories	communication • Comprehending • Reporting • Joy
Minor games – should be specific to a community	• Demonstrates the games	• Sings and plays games	• Make friends • Physical fitness • Coping with emotions • Sharing • Co-operation • Togetherness
Proverbs and idioms – teachers should use resource persons in the community	• Selects appropriate proverbs and idioms • Guides learners to complete the proverbs and idioms	• Completes the proverbs and idioms • Says the proverbs	• Loyalty • Patience • Confidence • Fluency • Culture
Tongue twisters	• Demonstrates how the tongue twister is said	• Practices saying the tongue twisters	• Fluency in speech

Literacy in the Thematic Curriculum

Literacy in the Thematic Curriculum is taken care of under the literacy strand, news and oral literature. It emphasises the development of specific competences, which are the building blocks or mini-steps that must be achieved to enable learners listen, speak, read, and write effectively. The teacher develops these skills through a variety of activities during Literacy I and Literacy II.

The Thematic Curriculum scope and sequence provides a careful sequencing of the literacy competences to a level where the learner can be able to acquire more advanced skills of reading and writing. Some may acquire the skills quite quickly, while a few may not. The teacher is thus advised to pay special attention to learners with learning challenges.

CHAPTER 5

PREPARING TO TEACH IN LOCAL LANGUAGE

The initial training teachers got at college was intended to equip them with skills to interpret and implement, among others, the Thematic Curriculum. Before teaching, the teacher is required to make a scheme of work using the curriculum and referring to the relevant textbooks. From the scheme of work, the teacher then prepares a lesson plan. The schemes of work carry major aspects such as competences, content and activities that the teacher needs to focus on in the lesson plan. When the correct aspects have been provided, the teacher needs to have a positive attitude in order to deliver the lesson effectively. The basics in preparing to teach in the local language include: teacher's positive attitude, awareness of the language's sound system, syllable structure, vocabulary, grammar and penmanship.

Teacher's Attitude

A teacher using local language as a medium of instruction must have a positive attitude supported by actions. Learners should be given adequate practice to help them develop the necessary language skills such as listening to good speakers, speaking it, reading literature written in the local language and writing words and sentences in that language. When the four skills are continuously practiced, they keep the language alive in the learner. The skills must, however, be practiced within the correct grammar and level of the learners. If a teacher has problems with grammar, fellow teachers and parents of the learners can be of great help. The teacher is required to provide stimulative activities that will enable learners have sufficient practice in listening, speaking, reading and writing. The teacher is again reminded to use the (curriculum, teacher's guides and relevant supplementary materials) recommended materials to facilitate the learning process. Learners should be given appropriate opportunities to attend traditional and cultural ceremonies where they will witness the correct and extensive use of the language.

Sound System

It is important for the teacher to find out what sounds are in the language to be taught and how these sounds are represented in writing. The teacher needs to train him/herself to articulate those sounds correctly so that the learners are exposed to the correct pronunciation. Once the teacher gets familiar with the writing and spelling of those sounds, the learners will read the written materials correctly and their writing will start from the right foundation in terms of spelling. The teacher should also find out which sounds are in the other language which the learners are likely to interact with as a way to prepare them to make the necessary discrimination and detect when those sounds are creeping into their vocabulary. Even when it comes to teaching the second language, the teacher will already know which sounds the learners are not familiar with so that enough drill concentrates on them. More information on this is in the local language orthography, dictionary and language boards.

Syllable Structure

The teacher must be familiar with the syllable structure of the target language. This will assist in the introduction of syllables then word building. It is advisable to spend most of the time and efforts teaching syllables that will be used to build words that have connection to them. There is no need to waste time teaching syllables that are never used in that language.

Vocabulary

The teacher should read widely for enjoyment through the local language materials such as books, supplementary readers and newspapers. It is advisable to read anything in local language that comes the teacher's way. Wide reading is the basis for acquiring new vocabulary because the teacher will meet those words in context and learn their meanings by incidental method. After meeting a word a number of times, the teacher should start using it and the learners will have a rich source of vocabulary to consult. There is need to use the dictionaries of the local language being used.

Grammar

If the local language does not have organised grammar in book form, it is advisable to use the grammar books of the neighbouring sister languages that are in the same family with the given language. Most area languages in Uganda now have grammar materials in written form. The teacher should study them carefully and see if he/she can write extensively using the laid down rules. There is also need to consult other people and teachers who are knowledgeable in the local language. The teacher should give them what he/she has written so that their input can help to improve the work. Whenever in doubt, the teacher is advised to consult the language board members in the locality.

Penmanship

The teacher should practice handwriting and perfect it so that the learners have an admirable model to copy. Writing is part of language just as it is part of communication. The teacher may have the best message to put across, but if it is illegibly written, no one will decipher it and it will not convey the intended message. Learners normally imitate the handwriting of their teachers; so the teacher should try to be their role model. Left-handed learners should be left free to use the left hand in writing as this ensures consistency in letter formation. The teacher should ensure that the left handed learners are not given seats that are in the middle of the desk. The teacher should practice correct punctuation and always consult grammar books if in doubt.

CHAPTER 6

GUIDANCE ON THE TEACHING OF LITERACY 1, LITERACY 2 AND OTHER STRANDS

In order to become effective users of language, learners need to master the following essential elements: sounds, beating syllables, word building, sentence construction and meaning. Before learners reach P1, they should have become familiar with the sound system of their language. A teacher of P1 should ensure that the learners have this competence and are capable of taking instructions and information with accurate understanding. Once the learners have achieved this, the teacher needs to enhance it further with various listening, pre-reading and pre-writing activities.

When teaching using the local language as a medium of instruction at P1 and P2, the learners also need to become aware of the structure of language – its grammar and conventions such as phrases, dialogue, and story structures. They should be able to use language for different purposes including description, giving instructions, negotiation, story-telling, discussion, dialogues, reporting and all other forms of verbal communication. They will also start to read and write longer texts, rather than words and single sentences. This is an indication that their literacy skills are improving. The teacher is required to constantly nurture and monitor the learners' achievements.

Literacy

Generally, literacy has been defined as the ability to identify, understand, interpret, create, and communicate using printed and written materials. It covers developing a good foundation over the oral use of the language and builds up effective communication in all aspects.

The Thematic Curriculum presents literacy as Literacy I and Literacy II. In Literacy I, listening, speaking and reading are emphasised. Literacy II is basically for introducing writing of the concepts introduced in Literacy I. The stipulated steps of teaching Literacy I

and II are stated in the NCDC Teachers' Guides to the Thematic Curriculum. The Thematic Curriculum recommends that the literacy period is one hour. During the literacy hour, learners practice reading and writing. This is carried out every day from P1-P3. The one hour is divided into two: 30 minutes for listening, speaking and reading, and 30 minutes for writing. The organisation of Literacy I and Literacy II is as follows:

Table 2: Sample lesson plan format (for Literacy Hour)

Date	Class	Learning area	Number of children	Time
2/02/2008	P2	Literacy I and II	Male: 42 Female: 36	09:00am-10:00am

Theme 1:	Our School and Neighbourhood
Sub-theme 1.2:	• Benefits of school to the neighbourhood
Content	• Importance of school to the neighbourhood • Patterns, words and sentences • Things got from school e.g. desks, chairs, halls, balls
Competences	The learner: • names resources to the school • recites a rhyme • describes pictures of different resources • reads words • writes patterns, words and sentences
Methods / Techniques	• Description of whole word, whole sentence and demonstration
Activities	• Describing, discussing, reading, writing • Asking and answering questions • Observing • Copying
Examples of some indicators of Life Skills and Values (*Refer to pages 13-15 Teacher's Guide P2*)	• Fluency, confidence, logical reasoning, listening, articulation, appreciation, respect, accuracy, sharing, observation.

Instructional materials	• Pencils, slates, wall cards, wall charts, picture cards, word cards, exercise books, syllable cards, jigsaws, real objects (desks, chairs, balls, pens)
References	• Teacher's Guide for P2 • Thematic Primary School Curriculum P2 • Teachers' Resource Book P2 • Life Skills Handbook

Teaching Procedure			
Time	**Step**	**Teacher's Activity**	**Learners' Activity**
15 Mins	I	*Whole class* • Introduce the lesson with a known rhyme. • Guide children to identify and talk about good things the neighbourhood get from school. • If the children capture the intended word from the chart, flash and read the words several times. • In case the targeted words are not captured by the children, ask guiding questions to prompt children to discover and generate the intended words for the lesson in progress. • Give enough opportunity to children as a whole class, in groups and as individuals. • Guide children to match words to pictures. • Guide children to match syllables to words.	• Reciting a known rhyme • Identifying and talking about good things the neighbourhood gets from school using a wall chart • Listening as they repeat after the teacher several times • Reading as whole class, in groups and individually • Matching words to pictures • Matching syllables to words
10 Mins	II	*Group / pair work* • Guide children to build words using syllables. • Move around encouraging and helping groups finding difficulty in building words. • Identify members from different groups and regroup members. • Ask the different groups to read	• Building up words. • Reading built-up words to group members • Reading out the built words to the whole class

		to the whole class.	
05 Mins	III	*Individual work* • Give individual children syllables to build up words. • Go around encouraging and helping those who find difficulty in building words.	• Building up words using syllables
05 Mins	IV	*Whole class* • Lead children to recite a known rhyme	• Reciting the rhyme
25 Mins	V	*Writing* • Demonstrate pattern writing on the chalkboard. • Tell children to practice the pattern. • Move around encouraging and helping those finding difficulty. • Guide children to write words and sentences on the provided lines. • Move around encouraging and helping those with difficulty (especially the left-handed). • Lead children to sing a known song.	• Observing demonstration of pattern writing • Practicing writing patterns in the air, on desks, tables, etc, using the finger • Writing patterns, words and sentence in their exercise books/slates • Singing a known song

Self Evaluation:

Strengths: ………

Areas that need improvement:

…………………………………………………………………………………………

Way forward: ……………………………………………………………………………………………………

[Source: National Primary School Curriculum for Uganda – Teacher's Guide P2, pp.155-156]

Although the procedure does not provide for learners who may get into learning challenges, as the teacher continuously assesses the learning achievement during the lesson, he/she needs to pay attention to these learning challenges as they emerge. Some learning challenges may require immediate assistance within the lesson while others may require giving individual learners or group of learners

special remedial time. Other learners may even require an abridged version of the teacher's presentation of the same lesson.

Listening

As pointed out earlier, listening is one of the important skills that all learners are expected to develop. When they have good listening skill, learners can successfully learn from the verbal communication and instructions. Many of the life skills will be easily acquired when the learner has good listening skill. A learner who listens with adequate understanding is able to respond accurately and take correct actions during the learning process.

The listening skill strengthens learners' effective participation in learning activities. The teacher needs to provide a variety of opportunities to deliberately bring out the learners' effective listening skill. Systematic and progressive development of listening skill must be pursued according to learners' age and ability. The teacher is further advised to take note of learners who may have listening difficulties.

Listening occupies a central place in language development and communication in any language. It is an important language skill which can enhance the following competences where the learner: listens attentively, participates enthusiastically, records accurately, recalls information efficiently, is sensitive to different sounds, responds effectively and appropriately, listens patiently and takes turns.

These listening competencies can be enhanced through different activities at different classes such as:

Primary One to Primary Three (P1- P3)

i)   Listening to somebody giving instructions, telling stories, reading a script or poem, singing while a lesson is in progress

ii) Listening to sounds of different things in the environment

iii) Listening to sounds produced by different musical instruments, animals, birds and objects

iv) Listening to someone telling/retelling news, news on radio/TV

Primary One to Primary Two (P1- P2)

i) Listening to voices of different people and animals

ii) Imitating sounds of different animals and birds

Primary Two to Primary Three (P2- P3)

Listening to dictations of one word, small figures, phrases, a full sentence and number of sentences

Primary Three

i) Listening to sounds by different sound-producing machines or articles

ii) Listening to speeches

iii) Listening to stories on specific situations and experiences

Preparing for Effective Listening

The teacher should bear in mind the following procedures and hints as a guide in his/her planning and teaching of listening:

a) Providing proper physical conditions favourable for listening. See that the classroom is quiet and the learners are comfortable

b) Choosing times for listening which agree with the learners' interests and needs

c) Discussing with the learners the factors that make a good listener

d) Encouraging the learners to set standards for themselves and to evaluate their performance

e) Encouraging learners to demand meaning in what they hear and to ask for explanation when they do not understand

f) Speaking in a lively and interested manner and pace the speaking speed to the listener's listening speed

g) Checking the learners' comprehension of what they hear, and praise them for good listening

h) Setting a good example in good listening habits – the teacher should him/herself be a good listener.

i) Allowing learners to talk so that others can listen to them

Speaking

Learners should not only listen, but should also be allowed to speak and their contributions should not be systematically limited to a few words. At school, learners have to get used to the culture of the classroom which they learn through speaking more precisely, fluently and confidently.

Primary One

At this level, children will be expected to have developed the following speaking competences:

i) Giving personal information such as introducing themselves (indicating their names, parents' occupations and immediate family members' names)

ii) Asking for permission (to go out, enter class or to speak)

iii) Answering specific questions concerning themselves (their needs and joys)

iv) Asking and answering questions concerning a written text

v) Repeating a story that has been read to them using their own words

vi) Participating in riddles, tongue twisters and other word games

Competences to be developed by the learner at P2 and P3

i) Tells and retells news

ii) Tells and retells stories

iii) Describes pictures

iv) Describes people and objects

v) Tells and retells stories of different situations

vi) Talks about different happenings

vii) Describes picture sequences

viii) Orders sentences in a story sequence

All these competences may prepare the learner to give speeches, compile a composition, give a flowing report and develop skills of

narrating. The teacher is expected to provide exercises that enable the learner to achieve the above competences.

Literacy I: Reading

The teaching of reading differs from class to class.

Primary One

The following stages are included in P1:

Stage one – Pre-reading

At this stage, the teacher is required to prepare and provide the children with opportunities to carry out the following activities:

i)   Matching the same shapes

ii)   Spotting the odd-one out among the pictures

iii) Describing pictures and shapes

iv)   Identifying differences in colours of pictures/objects

v)   Identifying differences in details

These exercises help the pupils to achieve the competencies of recognising small differences in shapes of letters and words. They make them become aware of which direction words and letters face. These competences develop the child's left-to-right eye movements indirectly.

Stage two: Sound-letter recognition

The teacher should introduce the sounds of vowels (a, e, i, o, u) followed by sounds of consonants with those vowels.

Stage three: Picture-letter recognition

Introduce the picture and attach a correct word/letters to it.

Stage four: Word formation using syllables

The teacher can use the syllables that begin the names of learners or objects in the class.

Stage five: Sentence building using words

The teacher should build simple sentences using the known words.

These stages will require detailed steps at the teaching level as shown in Chapter Six and Seven of this Handbook.

Primary Two

Reading at P2 involves the following stages:

Stage one: Using a generative picture

This is a picture which can help a child to develop several words/sentences orally. For a start, it should be a picture with a single idea following the theme in the curriculum (e.g. for the theme *'Our home'*, a picture with a house, people in the home and things generally found in a homestead can be used).

Stage two: Matching

This involves matching: words to pictures, words to words, pictures to pictures, sentence to sentence, objects to objects, sentences to objects, words to objects and figures to figures.

Stage three: Reading words and short sentences

This should be related to the theme being taught.

Primary Three

Stage one: Reading words and sentences

Reading words and groups of words

Stage two: Reading of groups of words

Reading sentences

Stage three: Reading of short paragraphs

This can start with three-sentence paragraphs which progresses as the year goes on. But the paragraph should not exceed six sentences and each sentence should not be more than ten words. This can be done using substitution tables.

Literacy II: Writing

Literacy II includes the following stages at each class level:

Primary One

Stage one: Pre-writing

This includes activities like buttoning, tying shoelaces, dressing, scribbling, shading, tracing, drawing and colouring.

These activities provide the child with opportunity to develop the following competencies:

  i) Eye-hand coordination

  ii) Handling of a beginner's pencil

  iii) Awareness of different shapes

  iv) Increasing control of his or her pencil.

The above competencies can be achieved if the teacher uses pre-prepared books for writing.

Stage two: Pattern formations

This involves scribbling, making circles, making strokes and slashes, joining dots as well as joining strokes and slashes.

Stage three: Introduction to letter formations

This starts from circles, strokes, curves and curves with strokes.

Stage four: Writing letters to form words

These words can be the children's names and common objects.

Primary Two

Stage one

This involves shading more than one colour, tracing of letters and words, drawing and labelling.

Stage two

Writing un-joined repeated letter patterns

Stage three

Writing of words and short sentences

Primary Three

Stage one

Writing joined letter patterns
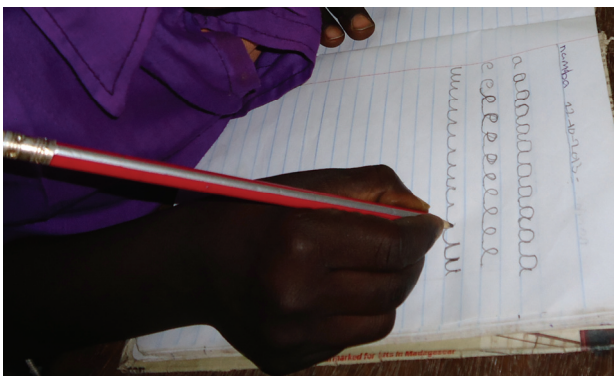
Stage two

Writing with joined letters

Stage three

Writing words and short sentences
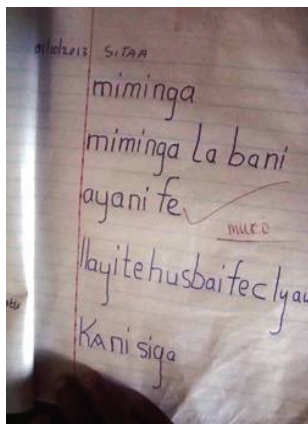
Stage four

Introduction to observation of lines and page margins

At all stages, the teacher is required to assess the progress of the learner. This calls for patience with the learners as they make steady progress. Learners need to be given clear instructions, encouraging feedback and rewards. The teacher needs to remember that there are learners with special learning needs.

Working with Learners who have Special Learning Needs

Every class has learners with special learning needs. These learning needs include sensory impairment, mobility and orientation, communication impairment, gifted and talented children, and

children who live under difficult circumstances. The most important step is to identify the type of need and find strategies of dealing with it. Such needs vary from mild to severe.

Table 3: Special learning needs, their symptoms and actions by the teacher

Special need	Symptoms	Action by the teacher
Sensory impairment	- Blindness or low vision - Deaf or hard of hearing - Motor or communication difficulties	- Identify any unique features - Plan for the learner appropriately - Provide real objects - Provide coloured objects which can attract attention - Give activities that cater for mobility, orientation, communication and interaction - Give special attention to learners with challenges - Ensure appropriate lighting - Work on the positioning in the classroom.
Mobility and orientation	- Mild or severe physical handicap - Learners in wheel chairs - Mild or severe disorder with the hands or legs	- Ensure that the classroom is well spaced to allow children with motor and visual impairment to access any position - Train learners to note the landmarks in the classroom. This should be done as a routine activity.

Special need	Symptoms	Action by the teacher
Communication impairment	- Cannot talk properly - Cannot hear or hears with difficulty - Misses out some words - Cannot pronounce certain sounds - Deaf	- Use the Braille for the blind - Read prints or pictures - Use tactile method - Use communication boards for those with motor problems. - Use sign language for the deaf - Use computer games
Gifted and talented children	- Learn faster than others - Overshadow others - Take a lead in discussions	- The children learn at a higher pace, help them to keep to the pace and encourage them to do better by giving appropriate/challenging tasks - Ensure the children go through all the learning stages in the curriculum - It is not advisable to make these children miss any of the curriculum stages or skip a class as this may retard the children's ability - Give them leadership roles in the class/school
Children who live under difficult circumstances	- Dull in class - Dirty - Sleepy - Lack of confidence - Fear to talk	- Identify and support them in their daily and out of class activities - Make them your friend by keeping them close to you

Special need	Symptoms	Action by the teacher
		- Give them time to play - Use child-centred methods - Carry out child study to see whether some of their challenges can be addressed - Use the computer

Teaching the Mathematics Strand using Local Language

Although at P1-P3 numeracy which is integrated in the reading and writing with comprehension is encouraged, the Thematic Curriculum presents to teachers the teaching of Mathematics strand. The teacher should help learners appreciate the numeracy skills within literacy.

Mathematics strand in the Thematic Curriculum is primarily intended to equip the learner with skills of problem-solving. The teacher's task is not merely to make the class understand the concepts, know the facts and carry out techniques, but to use them to solve daily problems. The teacher needs to note that teaching in local language is important in the Mathematics strand because it:

i) brings about clear understanding of instructions by the learner.

ii) aids in correct concept formation.

iii) provides the learner with the opportunity of correct interpretation of tasks.

iv) enhances correct procedure of arriving at solutions.

v) provides the learner with opportunity to develop the correct mathematical vocabulary.

vi) enhances the learner's logical presentation of ideas.

vii) enables learners to make inferences based on logical sequence.

When the teacher systematically goes through the above using local language, the learner is able to develop the Mathematical competences.

In teaching the Mathematics strand in the Thematic Curriculum, learners are taken through the following aspects of Mathematics: number, measurements, data, shapes, constructions (drawings), sets and fractions. The following general concepts are important: teaching of counting, teaching of number symbols and names both orally and in written form; teaching of place values, teaching using worded problem or sum stories, teaching using operations of additions, subtractions, multiplications and divisions.

In order to teach the above concepts, the teacher is advised to use learner-centred approaches whereby the learners are involved in practical work, group discussions, singing songs, reciting rhymes and participating in role play. The learner needs to be taken through problem-solving activities using relevant and familiar examples. The learner should be made to use experiences he/she already has from the environment. The themes in the Thematic Curriculum are arranged according to the experience of the learner. This makes it relevant for the teacher to use local language and learning is made simple as examples are picked from the immediate environment of the learner. When the teacher uses the learner-centred approaches to develop the mathematical concepts, the learners easily arrive at mathematical solutions to a given mathematical problem.

In teaching the Mathematics strand using local language, the learning will be easier for learners when:

 i) concrete and familiar objects are used.
 ii) all written materials are in the local language.
 iii) picture stories and constructions (drawings) start simple and gain complexity by the class.
 iv) teacher-made materials enhance the practice of mathematics concept.
 v) all the mathematical writings follow the orthography of the language.

When teaching the Mathematics strand, refer to the NCDC Teacher's Guides P1-P 3 page 99 for P1, page 83 for P2 and 9 for P3.

Teaching Religious Education, Physical Education and Creative Arts

Like in Mathematics, Religious Education, Physical Education and Creative Arts are taught in local language. This helps the learner to reflect and understand the concepts clearly. It reduces the mechanical way of learning. The teacher is encouraged to give the learners the opportunity to explore and practice the already learnt vocabulary.

The teacher needs to make specific references to the curriculum as he/she prepares to deliver lessons in these strands. For instance:

	RE	PE	Creative Arts
Primary One T/G	Pages 57-58	Pages 51-55	Pages 44-49
Primary Two T/G	Pages 51-52	Pages 48-50	Pages 42-47
Primary Three	Page 59	Page 84	Page 90

CHAPTER 7

METHODS OF TEACHING READING IN LOCAL LANGUAGE

A method is a systematic procedure of doing something. In teaching, such a procedure should be one which elicits effective learning. It should therefore be orderly and well planned for action. Effective teaching in the local language depends on how well the four language skills: listening, speaking, reading and writing, are developed by learners. Amongst these four skills, the reading skill enables the learner to make a breakthrough to literacy. It is a vital skill in the learning experience. Therefore there is need to pay particular attention on how learners develop the reading skill.

The common methods of teaching reading in primary classes are the: phonic method, syllabic method, whole word and whole sentence (look and say) method and eclectic method. However, it is important to note that there is no single method that can be used independent of the other in teaching reading especially in as far as the different types of learners are concerned. Therefore, the teacher should use these methods in a complementary way according to the needs of the learner. He/she should pay attention to the learning achievement of each learner as the teaching progresses.

Note that some methods are more effective in guiding learners to acquire specific competences in local language depending on the concepts the learner is expected to develop. If the teacher chooses to teach numeracy integrated in literacy, he/she should ensure that numerals are included in the words children read. The detail of each of the methods for teaching reading in local language has been outlined below.

Phonic Method

The phonic method involves decoding or interpreting a letter or group of letters and pronouncing (silently or orally) the sounds that they represent. It is based on the letters of the alphabet being sounded as individual letter sounds to form words. The example

below helps in developing sounds of other words in the local language as the learners are being guided.

Example 1	*Example 2*

a   a   a
m   m   m
ma   ma   ma
       ma - ma
     mama
	a a
	         a
	b b
	    b
	ba ba
	    ba - ba
	    baba

With this method, the emphasis should be on the letter sounds, not on the names of the letters being taught. Letter sounds can be differentiated from letter names. This cannot be practically shown in this Handbook. It can, however, be done if video vignettes are available. When learners master the letter sounds, they are able to read any word they find with the same letter sound with ease. Learners should be helped to make this discovery by providing them with simple new words. Reading in local language depends on the pronunciation of syllables.

Sounds can be made by a combination of two, three or more letters

Tweyo *tweyo* *t, w, e, y, o*	*mwe - nge* *mwenge*	*nkya* *ndya* *nnyo*

The teacher is advised to find more words in the local language which have sounds made by a combination of more than two, three or more letters.

Procedure 1

In this procedure, the focus is on letter sounds. When using this phonic method, the teacher should follow the steps below:

1. Say the sound several times as the learners listen.

2. Say the sound several times with the learners as you observe the learners' mouth movement.

3. Learners practice the sound in pairs or groups of not more than four.

4. Give opportunity to individual learners to make the sound.

5. Say the word that contains the sound several times as learners listen.

6. Write the word on the blackboard or show the flash card of that word.

7. Let the learners read the word as a class, as a group and as individuals.

8. Mix the taught sound/word in other words and let the learners identify them from the rest.

Procedure 2

The next set of procedure will require the teacher to guide learners identify and read sounds learnt in words and short sentences.

1. Write the sentences on the blackboard or show it to the learners on a flashcard.

2. Read the sentence several times as the learners listen.

3. Read the sentence several times with the learners.

4. Let the learners read in groups and pairs.

5. Let the learners read individually as you assess. This stage is important because it is where the teacher makes assessment and records the learner's achievement.

Note: In every lesson, the teacher must target a few learners to be assessed and record their achievement levels. The teacher should:

• teach sounds using short, simple and familiar words first.

• remember to introduce one new sound-to-letter combination per lesson, while continuing to review those presented in earlier lessons.

By the end of P3, children should be able to decode most written words using their understanding of phonics in their local language. However, many of them will need to continue practicing phonic work.

Even in a large class of about 100 learners, this method is applicable if the children are grouped and co-operative learning is encouraged.

Syllabic Method

The syllabic method is based on the same principle as the phonic method. However, in the syllabic method, the child is taught sounds by contrasting syllables instead of single phonemes. In most of our local languages, syllables are built by joining a vowel to a consonant. A syllable can have more than one vowel letter. Others have only a vowel sound with no consonant. Some words have one syllable, some two, others three and others four, for example:

nte	one syllable
be – do	two syllables
ka – la - mu	three syllables

The following steps are useful when using this syllabic method:

1. Show the learners a two syllable word on a card and sound it out for them, for example:

    be – do;   ma – ma.
2. Guide the learners to repeat the syllables after you.
3. Do this with several different syllables, depending on the word to be read.
4. Demonstrate how to build up the word using the syllables formed, e.g. *ma ma   mama*
5. Say the word several times as learners listen.
6. *Let children practice building up words from the already learnt syllables, e.g. tata, tamu.*
7. Encourage children to come up with their own syllables and build up words.

8. Let learners build these words into sentences. At this stage, you are assessing the learners' achievement. Record their performance and give feedback and rewards.

Give each group a set of syllable cards and see how many words they can form with these syllables using 2, 3 or 4 different syllables in a word. This method works well in the early stages of reading. In P3, the teacher may continue using it with the weaker readers. Most of them should, however, be able to read sentences and complete paragraphs. Acknowledgement

Look and Say Method

The Look and Say method embraces the whole word and whole sentence approach. In the Thematic Curriculum, this method is introduced to the P1 and P2 learners and can be continued to P3. Learners should now know most of the common words when they reach P3, so the teacher will use the method less frequently. This method is more useful with small groups not the whole class. The teacher should use flash cards or write the words and sentences on special materials.

Whole Word

A word is taught as a whole. The whole word approach is common for P1 and P2. The teacher should read and flash the words while the learners listen, look and say the word. The learners learn and remember the whole printed shape, so the more varied the shape and size of words the better. In order for learners to contrast these shapes, there is need to present three or four words at a time, preferably one new word with two other words that are being revised. Many different materials to support this method can be made. The teacher needs to pay attention to learners with challenges. He/she therefore needs to choose a procedure which will produce the most effective results in learner achievements. Below is a sample procedure:

Sample procedure

1. Flash each picture card/object while learners observe.

2. Say the name of the pictures/objects as learners listen.

3. Flash the word cards as you say the word several times while learners observe and listen.

4. Let learners say the words after you several times.

5. Learners match the word cards to the pictures/objects.

6. Learners read the words several times

   – as a whole class

   – in pairs/groups

   – individually

   As learners read individually, take note of their performance and record their achievements. Give support to those who are not yet reading well using variety of simpler materials until they are ready for the new work.

7. Learners write the words, draw and label the pictures.

8. Display the words as a label where learners can see them next to the picture or object.

Whole Sentence

The same idea of the "whole" word approach is used for whole sentence. This is better and more effective when learners are already capable of recognising the whole word. This approach is effective in the Third Term of P1 and most of P2. It can be used in P3 without much difficult. A sentence is taught as a whole. The teacher should be creative and innovative to make this approach interesting to learners. He/she should take keen interest in learners' achievement as the following sample procedure is being undertaken:

Sample procedure

1. Display a generative picture which targets the sentence to be read.

2. Let learners describe what they see in the picture.

3. Give guiding questions to bring out the target sentence to be read.

4. Flash the sentence strip as you say the sentence several times, while learners listen and observe.

5. Let learners read the sentence with you.

6. Learners match the sentence to the picture.

7. Learners repeat the sentence several times;
    - as a whole class
    - in pairs/groups
    - individually

8. Guide the learners to write the sentences.

The teacher should assess learners' performance in reading and writing correct sentences and record the marks of the targeted learners. He/she should give feedback to those who are performing well and those who need further guidance should be helped.

Eclectic Method

An eclectic method is a combination of all those methods shown above. The 'phonic', 'syllabic' and 'look and say' (whole word / sentence).

The teacher is encouraged to use a mix of these methods. Learners need to develop phonic awareness and be able to recognise whole words. Therefore, when using this method, it is advisable to combine activities and approaches from different methods to facilitate learning.

Sample procedure

The teacher should:

1. display a picture which targets the sentences to be read. An example of a sentence to be read can be: **Mama tedo**

2. ask learners describe what they see in the picture using sentences. In case the targeted sentences are not captured, give guiding questions. When the targeted sentence is said out, write it on the blackboard.

3. flash the targeted sentence strips and the sentences several times while children listen and observe.

Mama tedo

4. ask learners to repeat with you.

5. ask learners to match the sentences to picture.

6. let the learners read the sentences:
   - as a whole class
   - in groups
   - individually

   At the individual level, the teacher should take keen note of learners' achievement, which should be recorded, especially for the targeted learners. He/she should help the learners to know how well they are doing by rewarding those who have done well and taking remedial measures for those who still help.

7. select individual words within the sentence for learners to read.

   Example: *mama, tedo*

8. ask learners to match the words to the sentence.

mama		tedo

9. select individual words from the sentence and demonstrate how to break it into syllables.

   ma   ma   te   do

10. let learners practice breaking up syllables of the words which are in the sentence.

11. guide the learners to break the syllables of each word in the sentence into letters.

   Examples: *ma   ma* into *m, a*

<div align="center">te   do   into t, e, d, o</div>

12. select individual syllables or words and let learners see how the syllables build into the words.

13. let learners sound the letters in the sentence **m, a, t, e, d, o**

14. help learners to use the letters from the words of the sentence and other already learnt letters to form new words.

    Example: *temo   medo dome mado ramo tero   telo*

15. guide the learners to use the new and old words to form new sentences.

    Example: *Mama medo dome   A temo mado adhola*

16. let learners individually read the sentences they have formed. Note, at this stage of the procedure, the teacher will need to assess the achievement of some targeted learners, record the results of their achievements and take appropriate remedial measures for those still facing challenges.

17. ask learners to write these sentences in their books.

The teacher should pay attention to learners' handwriting, correct letter shapes and punctuation. Further guidance is given in the following reference:

(***Reference: National Primary School Curriculum for Uganda Teacher's Guide P2 pages 24 – 28).***

CHAPTER 8

INSTRUCTIONAL MATERIALS

Materials in teaching are items, examples, scenes, songs, pictures, or books that aid the teaching-learning process. Most of the materials for teaching local language can either be bought or made by the teacher. The teacher should tailor his/her materials to the ability of the learners, the concept and the competences to be developed and the learning situation at hand. The teacher-made materials are therefore specific and tend to answer the needs of the lesson more accurately.

This chapter focuses on the materials used when teaching in local language in Primary schools. Most of the teaching materials can be got from the environment. The teacher needs to look out for the resources such as banana fibres, bottle tops, boxes, natural colours, counting sticks and empty plastic bottles. Examples of the teacher-made materials for teaching in local language include: pictures, cards, letter cards, flash cards, work cards, alphabet cards/charts, jig saws, writing cards/papers/booklets, reading cards, rhymes, simple readers and stories. All these should be made carefully, used effectively and stored well. In order to do this, the teacher needs some specific skills in developing, using and storing these materials.

The benefits of using teacher-made materials include:

    i)   They aid comprehension, perception and retention

ii)   They are cheap and handy

iii)   They are readily available

iv)   They are tailored according to audience

v)   They can be adjusted to suit the different abilities in the class

vi)   They promote fast-track literacy achievement

vii)   They promote creative writing in local languages

viii)   They help improve teacher-pupil relationships

ix)   They help the teacher to use more than one of the learners' senses

x)   They can be put into multiple usage in teaching different concepts relevant to prevailing situations and other things that may be unique to that audience

xi)   They promote teacher's creativity

Development

The developed materials may differ in content, size or design. They require time, creativity and skills when making them. They must be attractive and well made. There is need for the cooperation of the learners and school administration to provide the raw materials. After they have been made, they must be used according to the topic for which they were intended and the teaching/learning situation. However, materials can be adapted such as using a science chart in teaching parts of the body in reading.

Instructional materials which a teacher can make in the teaching-learning process include:

Pictures

These are drawn on papers or manila with the use of pencils, crayons or markers. In circumstances where materials are scarce, the teacher may use charcoal pieces or sharpened bamboo pens with colour squeezed from flowers or leaves to work as ink.

Letter cards

These are made by cutting manila sheets in cards to the size of the teacher's choice with letters printed on. These can be single letters or a number the teacher may decide on. The letters must be well-shaped and correctly written according to their cases: lower and upper cases.

Flash cards

These are made by cutting a manila sheet into the length and shape matching with the use. If the cards are for words, they are short; and if they are intended for sentences, then they are made longer. They can as well be shaped otherwise for arousing interest in the learners. The printed words or sentences must be written in correct shapes of letters. If the teacher has the time, he/she could put a binding line around it to make it attractive and to help the word (sentences) stand out. If there is masking tape, the card can be bound to protect it from getting torn easily.

Work cards

These are pieces of papers cut from manila or card board with exercises on. The making of these cards like flash cards, is cut according to the length of the exercise. Writings on such a card can be made with a ball pen, felt-pen or a marker. The choice of colour of the print should have some level of contrast from that of the manila sheet.

Alphabet cards or charts

These are made from manila or flip sheets. They can be a card or a full manila sheet which is a chart. They bear all the letter symbols in a particular language. These letters must be well printed in acceptable shapes and sizes. It is up to the level of

learners that the card or chart displays the lower or the upper case.

Jig-saws

Jig-saws can be made from cards, plastics and wood. They have well printed words, or pictures that have been cut and can be joined to make sense. They are usually cut into two or more pieces to make the exercise of joining challenging to the learner. The more pieces a jig-saw has, the more complex the joining exercise is to the learner. The complex jig-saw requires learners' higher competence to build them correctly. Jig-saws can be used to assess learners' organisational, manipulative and observational competences as well as critical thinking, problem-solving and skills of discovery.

Picture cards

These are also cards like those described above but bear only pictures without words. In order to develop such cards, the manila sheet is cut into pieces of a size of the teacher's choice. Pictures are drawn and a frame is put at the edge of the card. These cards may have one picture, two or several on the same card.

Writing cards/papers/booklets

These differ from the above in terms of content on them. These cards have lines and sample letters, words or patterns for the pupil to copy from. Alternatively, these can be papers instead of cards. However, the space between the lines on such a card or paper are smaller so that the writer is guided by the lines in terms of shape, size and length of the sticks and tails of letters. The completed writing cards can be put together into a booklet. This helps the teacher to make a follow-up of the progress of the learner.

Reading Materials

- ***Reading cards*** are made like writing cards but the difference is that reading cards have words, sentences and sometimes short stories. They may also have pictures to support the content being read.

- ***Readers:*** These are booklets of between 4-20 pages. They have pictures and stories which are within the learner's experience. The language used is gauged according to the level of the learners. The size of letters also depends on the level of the learners the material is being prepared for, so is the number of words on a single page. By P3, children should be able to write simple story books with pictures in their local languages.

  Story books: These are books with stories of two to three pages. They are sometimes with pictures.

Usage

The teacher should plan when and how to use the materials in the lesson. The materials made can be used at the beginning of the lesson, in the middle, at the end of the lesson. Correct judgement of when to use the material during the lesson is important. Picture cards, letter cards and alphabet cards are used for learners who are beginning to read particularly in P1. Flash cards, work cards, reading cards, writing cards are used for learners who have started to read and need practice. Readers are used when the learners have learned

to read sentences. These materials can be used as a whole class e.g. when learners read aloud, in groups, in pairs or individually as the teacher may have prepared. Children with special learning needs should be taken care of when preparing the materials.

Storage

Teaching materials can be stored in a *cupboard* if available. However, the cupboard must have a system which allows learners to access the learning materials. Some schools which may not have cupboards can use boxes. The boxes must have labels for easy search of a particular item. The charts are better stored if they are displayed on walls. If they are not in use, they should be rolled and placed in a box. There could be a **class library** where the materials can be kept. This demands good class and school regulations so that materials are not misused.

Wall pockets: are sack-made materials with labelled pockets. Each pocket holds a different type of material. Wall pockets store learning materials such as letter cards, word cards, jig-saws, number cards and other learners' reading and numeracy work materials. The picture below is an example of a wall pocket.

Learners must be taught how to use the wall pocket possibly with the help of team/group leaders.

Interest corner: is a reading corner where the teacher puts a collection of reading materials/captions /messages and are changed periodically.

Teacher-made materials play a significant role in developing the learner's listening, speaking, reading and writing skills. When the teacher-made materials are well-used, they can be used in assessing learners' achievement of these skills. They also make assessment more real and easy to undertake by the teacher. These materials help the teacher who is teaching in a bilingual school to help the learner to learn and master the taught concepts.

CHAPTER 9

ASSESSMENT OF LOCAL LANGUAGE

Continuous assessment of learners' progress can be taken as a mechanism for the grading of learners in the cognitive, affective and psychomotor domains of learning. The teacher should systematically take account of the entire learner's performances during the learning process and develop a mechanism for taking note of each learner's continuous learning achievements.

Assessment in the cognitive domain is associated with the process of acquiring knowledge and understanding of the content. The affective domain applies to characteristics such as attitudes, participation, interests and other personality traits. Assessment in the psychomotor domain involves assessing the learner's ability to use his or her body parts like the hands in handwriting or construction and acting in role play. The legs can be used in ball games and other plays.

In order to provide for daily continuous assessment as well as end of term examinations, explicitly assessment activities are built into the daily teaching and learning activities. The teacher can make every Friday an assessment day since this is when the sub-themes in the curriculum end. The teacher should get the tasks for the children which they can be able to perform on their own and assess these since they will have been engaged in similar activities throughout the week. This provides greater opportunities to assess and record the developing of competences of the learners as they work collaboratively with their classmates to complete the tasks.

Continuous assessment as an assessment approach will aid in getting information about the learners, which is used to help in understanding learners' commitment to tasks over time, their work-force, readiness and their competence in individual, team or group tasks. Since these learners are young, the teacher needs to motivate them to enjoy learning. Assessment of the various components of learning will help to keep the teaching focused. Continuous assessment is guidance-oriented therefore it should be used to guide

the learners. Furthermore, it plays a vital role in diagnosing and pointing to remediating areas of learners' weaknesses which helps in correcting the identified problems.

Continuous assessment places the teacher at the centre of all performance-assessment activities. It encourages his/her participation in the overall assessment and grading of the learners. The Thematic Curriculum is organised in such a way that it starts with simple to complex concepts. There are suggested activities according to sub-themes and competences which are given. So it is these activities to be used for assessing the competences. **The items used for assessment should be made simple, clear and relevant to the content being delivered.** Assessments should be reviewed from time to time. It becomes interesting when children are involved in their assessment. For instance, if the learners are given a group task, then they could mark their work through encouraging them to talk about their individual work and that of others. Marking each other's book/work encourages trust and learning from one another. When the teaching and assessment is in the local language, it makes learners participate fully and giving feedback becomes easy.

Areas for Continuous Assessment

a) Literacy

There are five components to always include in successful literacy instruction. To help learners become independent readers and writers, the teacher needs to teach these components clearly and systematically. Systematic means the instruction moves from easier to more difficult skills without skipping any important ones.

The five components are:

1. Phonemic awareness
2. Alphabetic principle (Phonics)
3. Fluency
4. Vocabulary
5. Comprehension

Certainly, other factors are important too. But these five components are skills that can and should be taught to learners. This will create the foundational skills for the learners to become independent readers and writers.

Phonemic awareness

Phonemic awareness is the ability to identify, manipulate and break apart sounds that make up words. The teacher needs to help the learners to notice that sounds (phonemes) make up words.

Learners without this awareness may struggle with reading. Before learners can notice individual letter sounds, they benefit from instruction with larger units of sounds at the sentence, word and syllable level. Learners need to become aware of sounds (phonemes) to help their reading and spelling.

Phonemic awareness can be developed and assessed through rhymes, songs, tongue twisters and working with individual letters. A learner who has phonemic awareness can identify that the words 'cap' and 'cup' both begin with the same sound, /k/.

Alphabetic principle (phonics)

Successful reading and teaching requires an understanding of the alphabetic principle – that letters (or groups of letters) represent sounds in words. Phonics is the method of teaching learners how to connect printed letters and sounds. Phonics instruction gives learners the skills to be able to sound out (decode) and spell (encode) words that the teacher did not tell them directly. This skill will help them become independent readers and writers. Help the learners by teaching individual letters, letter patterns and syllable identification. This will give the learners regular opportunities to blend (put together) and segment (take part) letters. The instruction should be explicit and systematic. Learners who have been taught phonics can read and spell unfamiliar words such as 'swirl' even if they don't know the word's meaning.

Fluency

Fluency is the ability to read text with speed, accuracy and expression. The more the learners interact with text, the more likely it is that they will become fluent readers. A combination of echo, choral, partner and whisper reading helps learners become more fluent. A fluent reader changes their voice and pace to match the words and punctuation. When assessing the learners, the teacher should listen carefully to how they are reading. There are several ways of doing this including echo reading, choral reading, partner

reading and whisper reading. Echo reading is used when a new text is first introduced. The teacher reads first and then the class reads. In choral reading, everyone reads the text together. The teacher's voice helps the learners. In partner reading, several learners read the text together while in whisper reading, beginning readers are not ready to read silently. But they can whisper (quietly and softly read) the text.

Vocabulary

Vocabulary helps learners understand what they hear and read. Vocabulary also helps learners speak and write. Learners need a broad vocabulary so they can understand what they read to express themselves. Vocabulary can be taught both directly and indirectly. Lessons using Total Physical Response (TPR), pictures, and read aloud provide opportunities for learners to hear and use words. The classroom should be a language-rich environment. A learner who has been taught vocabulary understands more of what they hear and read. Learners can also use vocabulary in their writing.

Comprehension

Comprehension, which is the ability to understand and interpret text, is of two main types. Literal comprehension is the ability to recall factual information from the text. Inferential comprehension requires the reader to understand information that is not stated directly in the text. It is the main goal of reading. Comprehension should be taught to even the youngest learners. It is taught before, during and after reading. A learner who has been taught comprehension skills can make predictions about a story, monitor their understanding and evaluate the text.

In the Literacy Hour, learners should be assessed in alphabetic principles, phonemic awareness (sound of letters and words), vocabulary, fluency and comprehension. Life skills and values should be assessed since they cut across respective learning areas. For example, activities that involve sharing, roles play, dramatising and discussions can be assessed as the teacher observes literacy competences. When teaching, the teacher should give the learners tasks which can help in observing them.

During the assessment, the teacher should ensure that skills, concepts of science intended to be developed through literacy skills and Free Activity are observable in the learners. Accurate concepts in all strands should be formed well at this early stage of learning.

b) Mathematics

The NCDC Teacher's Guide gives guidance on how to assess Mathematics *(See Teacher's Guide P2 page 59).* For competences such as counting, adding, subtracting, multiplying, comparing, dividing and recording data, the teacher can assess whether the learner has developed a given competence by asking questions such as;

- Can the learner count? Can the learner add? Can the learner subtract?

Reflective Practice

Reflection is another important tool in the teaching-learning and assessment process. It involves thinking critically about the development of insight. The teacher can draw a mental picture before starting to teach. Reflection is practice-based where an individual learns from one's own experiences, rather than from formal teaching. It is the most important source of personal and professional improvement. Reflection is used in planning, implementation and evaluation. Before going to the class, the teacher should reflect on what to teach, when to teach and how to teach; in selecting the methods to use, materials and content arrangement. During teaching, he/she should continue reflecting on the actions to take.

When giving assessment tasks, the teacher should consider the competences of the learners. He/she should note that curriculum implementation differs because of the way teachers think and choose, organise and deliver assessment to the learners.

When giving feedback to the learners, parents, administrators and other stakeholders, the teacher should reflect on the actions they take. In order to carry out continuous assessments successfully, reflection should be made a practice.

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