

# Literacy teaching and learning in the pre-school context using Mother Tongue Stories and resources: Findings from a collaborative action research project in South Central Uganda

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# Outline

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# Description

This paper is a presentation of findings from a collaborative action research project in South Central Uganda, led by Safina Mutumba and supervised by Dr Shelley Jones (Associate Professor, Royal Roads University, Canada) that explored the pedagogical possibilities and learning opportunities through Mother Tongue resource development and story-based instruction.

# Cont...

- \* As the primary investigator, I worked in collaboration with two teachers/co-researchers of the pre-primary school to create texts, activities, implement lessons, and conduct reflective sessions after the lessons to improve the content knowledge, materials and pedagogical approaches.



# Problem Statement

- 1) Children learn best in MT, and often face severe challenges when they are forced to try and learn in classroom contexts which use a language (e.g., English) with which they are unfamiliar
- 2) Although the Uganda ECD Policy of 2007 states that MT is supposed to be the LOI in the first few years of primary, it is often used because of i) lack of resources; ii) lack of support from stakeholders (i.e., parents); and iii) lack of teacher professional development in using MT as the LOI

# Objectives

To explore effective ways in which to implement MT-based pedagogy using MT stories to promote a dual language classroom context, to help children learn naturally and to allow them retain and appreciate their linguistic and cultural identity as outlined in the 2007 Uganda ECD Policy.

# Methodology

This was a collaborative action research whereby the research used two teachers as co-researchers.

It followed a cyclic process which was done in three stages.

These included:

1. The pre-intervention stage,
2. The intervention stage, and
3. The post-intervention stage



# Findings



# Cont...

During the use of MT stories the following were noted:

- \* High participation of learners
- \* Provision of a wide range of multimodal pedagogical possibilities – such as retelling stories, role-playing, drawing, and singing.
- \* MT stories were engaging
- \* There was free use of children's experiences (Relating home to school)
- \* Promotes reflective practices
- \* Contributes on children's language development and early literacy skills.

# Facts about Stories



# Cont...

- \* Supports children's acquisition of other languages
- \* There is free interaction between the teacher and learners and learner to learner.
- \* Aids mastery of content.
- \* Supports the integration of learning.
- \* MT stories support the promotion of children's morals.
- \* Children get to know their identity.
- \* Aids teachers to identify children's individual differences
- \* Teachers are willing to use MT as LOI if they receive sufficient support and professional development
- \* Evidence of translanguaging between English and Luganda, supporting the gradual acquisition of English





# Conclusion

The findings generally revealed that MT stories could be used effectively across the pre-primary school curricula to support a wide range of early literacy and learning experiences.

# Recommendations

- \* A need to train pre-school teachers/caregivers on the use of MT stories.
- \* Include the use of MT stories into the pre-school curriculum or Learning Framework for the case of Uganda.
- \* Provision of refresher courses to in service teachers to always give them updates on the new developments.
- \* Continuous sensitization of parents and other stakeholders on the significance of using MT in the teaching and learning process of the early years.
- \* Further research on promoting a hybrid education system at all level.

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THANK  
YOU!

The image displays the words "THANK YOU!" in a playful, handcrafted style. The letters are arranged in two rows. The top row features "T" (red with white polka dots and a green pom-pom), "H" (yellow with colorful patterns and a string), "a" (dark blue with white patterns), "n" (green with colorful dots and a blue pom-pom), and "K" (light blue with colorful patterns and a blue pom-pom). The bottom row features "Y" (yellow with colorful patterns and a string), "O" (a colorful cartoon face), "U" (red with white patterns and a string), and an exclamation point (black with white patterns). The background is white with a blue decorative border at the top and sides.