

## **Parents' Awareness and Support to Learners' Literacy Acquisition. The Context of Mother Tongue Language**

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### **ABSTRACT**

*Parent's awareness and support to learners' literacy acquisition has been found significant to literacy acquisition by contributing to school readiness and literacy achievement. It is within the framework of 2007 Mother tongue education policy in Uganda that this qualitative study aimed at analyzing parents' awareness and support of the mother tongue-based language education policy and its contribution to learners' literacy acquisition. Data were collected through in-depth individual interviews with 12 teachers, four (4) principals of schools and twelve (12) parents. Data were systematically analyzed basing on Moustaka's (1994) transcendental phenomenological approach. The findings revealed relatively mixed reactions on parents' awareness and support of the mother tongue-based teaching policy, their responses indicated their awareness and the useful support they extended to their children in an effort to promote their literacy in the Luganda language. Thus, this implies that there should be a close interrelationship between the home and the school in the design of programs that support parents' activities and decision making, while implementing the mother tongue language policy to optimally benefit the learners.*

**Key words:** literacy; emergent literacy; mother tongue; Luganda language; mother tongue instruction

### **Introduction**

This in-depth qualitative study is connected to other studies aimed providing insights on the 2007 mother tongue education policy which was adopted in Uganda. The policy aimed at improving the quality of education while focusing on increasing the acquisition and development of literacy and life skills (Altinyelken, 2010). In the context of the implementation procedure, learners at primary 1 (grade 1) to primary 3 (grade 3) must be taught in the mother tongue of their area while English is taught as a separate subject. From primary 4 (grade 4) onwards, English

becomes the language of instruction and the mother tongue language remains an independent subject. All rural primary schools are required to choose a dominant mother tongue language, while urban schools are exempted from this arrangement due to a wider assumption that learners in urban schools are drawn from different parts of the country with a multitude of linguistic backgrounds (Altinyelken, 2010). There is quite extensive literature which underscores the need for mother tongue policy of this nature in a multilingual context as well as the parental attachment to learners' specifically, mother tongue policy is attached to; early quality education based on effective communication (UNESCO (2006); understanding meaning symbol correspondence (Benson, 2004); transferring linguistic and cognitive skills (Kosonen, 2005) and confidence, self-esteem and identity (Kagure, 2010). On the other hand, research on early literacy learning recognizes a complex process of literacy development which depicts home learning experiences, the socio-economic issues and parental literacy orientations before the formal education (Lorna, *et al.*, 2016; Heugh & Mulumba, 2013, p.4); S'en'echal & LeFevre, 2014; Gottfried, *et al.*, 2015). Despite the use of MTs (mother tongues) in Uganda's education system, limited achievement has been documented across the country in terms of parents' awareness, beliefs and support to the child's literacy development (Piper & Miksic, 2011; Uwezo, 2011, 2012, 2013). This paper approach Uganda's MT education policy of 2007 in terms of parental attachment to literacy development. Consequently, this paper seeks to examine parents' awareness and support to learners' literacy achievement. In order to provide a balanced analysis, this paper is guided by this research question: ***How do parents' awareness and support of mother tongue-based teaching contribute to the acquisition of learners' literacy?***

### **Theoretical framework**

This study is guided by the emergent literacy theory which focuses on the interactive and experiential processes through which children acquire spoken and written language skills that begin in early infancy stage (Rohde, 2015). The theory is viewed as an outcome of two early literacy models; the Gesell's maturational theory of child development (1920s-1950s) which describes early literacy development in terms of physical and mental development based on biological processes and the reading readiness perspective (1950s) which emphasizes the literacy skills children need to develop or master before the formal classroom instruction. The theory further embraces a reconceptualization processes that children experience from birth to the time when they are able to read and write (Saracho, 2017), as well as a representation of the behaviors of every young child which reflects an understanding of reading and writing before the formal school instruction (Rhyner, 2009). This means that the emergent literacy perspective is based on the processes that children traverse that lead to the development of their knowledge, skills and attitudes, which eventually qualify them as being literate. Literacy development is an outcome of environmental stimulation (Rohde, 2015), access to rich literacy experiences and expert

individuals to whom they learn from (Connor, *et al.*, 2006; Gayan & Olson, 2001; Dickinson & Sprague, 2001) as well as active and interactive environment with literacy constructs (Rohde (2015). Thus, the overall assumption is that reading, writing, and oral language develop concurrently and interdependently from an early age from children's exposure to interactions in the social contexts in which literacy is a component and in the absence of formal instruction.

The theory underpins the developmental continuum (Rohde, 2015) which describes the existence of the differences in children's literacy acquisition and the complex developmental sequences but maintains the role of social interaction for literacy development (Clay, 2001). Research conclusions, which contributed to the emergent literacy conceptualizations above, categorically examined early literacy development as an outcome of social interaction based on the role of adults, peers and the world in general (Christ, *et al.*, 2015). In the context of this study, the emergent theory links the parents' / community members' awareness and support of the mother tongue-based learning to literacy acquisition and development. The theory translates the child's initial literacy exposure into the classroom literacy development through the insights generated from real and contextualized learning experiences such as active play and responsive adult activities. In this study, the language policy implementation in the contextualized classroom setting was explored with reference to learners' early literacy development, providing insight into how the degree of adherence to language policy in the classroom intersects with learners' achievement in terms of literacy acquisition.

## **Related literature**

### **Mother tongue education policy in Uganda: the historical perspective**

Research situates mother tongue-based education policies in African contexts as an outcome of specific political, historical, socio-economic and linguistic conditions (Tikly, 2016; Kaschula & Kretzer, 2019). Documented reality shows limited appreciation of neutral mother tongue-based language policies, misconceptions about the success and educational benefits of mother tongue education (Kioko, *et al.*, 2014). Attention and priority is put on foreign languages specifically with colonial attachment (Ouane & Glanz, 2012). Consequently, this perspective has impacted negatively on the learner's ability to tap on the reality of mother tongue languages in terms of developing linguistic capabilities in classroom contexts and beyond. Although Ssembatya (2017) reveals that Uganda lacked a coherent and consistent government policy on language use in education since the days of colonial government, Uganda, Ssentanda (2016) trace quite informal inclusion of mother tongue languages in the education system in 1946 when mother tongue languages were approved to be a medium of instruction throughout the primary school (Standard I-VI). It is through the adoption and implementation of the 2007 curriculum reform that Uganda introduced the use of mother tongue or local language as a medium of instruction

from grade 1 to grade 3 with the aim to develop indigenous cultures, improve literacy and academic learning (UNEB, 2012); Wolff (2011).

### **Home learning environment and child's literacy achievement**

While Lorna, *et al.* (2016) utilize the term home literacy environment to depict all literacy-related interactions, resources and activities that children experience at home, Bracken and Fischel (2008) conceptualized it in terms of 'active' and 'passive' models. Active model relates to children's participation and interaction in print and the passive model visualizes children learning through observing parents. The two understandings highlight home-based literacy interactions as a social network through which children begin to associate themselves with printed words and the way parents enrich children's literacy potential by engaging them with familiar life experiences that build on the foundational phase to what children know. Thus, home-based literacy model provides a clear distinction between "informal" and "formal" home-based literacy interactions (Sénéchal and Lefevre's, 2002). In otherwards, Lorna, *et al.* (2016) emphasize that the model does not primarily focus on informal interactions (e.g., shared storybook reading), the printed word but rather on formal interactions indicating that parents directly teach children literacy skills such as writing the child's name; linking letters and sounds. Related findings draw attention to the positive relationship with reading achievement and intrinsic motivation (Gottfried, *et al.*'s, 2015), as well as the variability in early learning environments of children from ethnically diverse, and economically disadvantaged families (Rodriguez and TamisLeMonda, 2011). The two findings further demonstrated a strong relationship with children's pre-kindergarten vocabulary and emergent literacy skills as well as the supporting role of parents as a basis for early abilities and foundational skills for children's school success.

Other studies underscore the parent's interactive role as children's first and most important teacher of both language growth and emergent literacy (Sénéchal, 2006; Rodriguez & TamisLeMonda, 2011). However parents' effort and support in this regard is subjected to availability of learning materials at home which support children's language and literacy skills (Rodriguez & TamisLeMonda, 2011). There is also research which link the level of exposure to language and literacy by the parents and communities in which learners grow up (Kim & Byinton, 2016) as well as the community-based family literacy programs which enhances literacy of the entire family from what is describes as 'a cycle of literacy' (Hannon, 2003). These findings collectively signify the need for multiple contexts in support of the child's literacy development through opportunities for families to engage in reading and other types of literacy activities. With these findings as a backdrop, the current study examined how family and community awareness and support of the mother tongue-based language education policy contributes to the acquisition of learners' literacy.

### **Parental attachment to literacy development in a mother tongue language context**

Literature relating to literacy development in mother tongue languages draws attention to the degree to which parents and communities participate in their children's schooling and educational life is a key indicator of learners' success in education (Heugh & Mulumba, 2013). The use of the mother tongue language as the LI enables parents to be more involved in their children's literacy development; respond to questions; and offer further support with homework assignments (Aitinyelken & Moorcroft, 2014). Bell's (2011) similarly demonstrated that instruction in local or home language is important for the child's cognitive, linguistic and future academic achievement. Such observations focus on how parents relate to their children in a language they understand best. Additionally, (Benson, 2005) emphasized the use of mother tongue language as a basis of improving communication between parents and schools, which eventually embraces positive returns to learner's literacy achievements at an early age.

Other researchers revealed significant impact of parental engagement on children's education and achievement particularly on literacy development (Desforges 2003; Harris & Goodall, 2008; Lindsay, 2008). Their findings show that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping future educational outcomes of the learner. Regardless of the social class and ethnic group, parental engagement has a large and positive impact on children's literacy learning. Thus it is on the basis of the value attached to parents and the community where the children grow up that this study intended to analyze the contributions of parents towards literacy development in the context of the mother tongue-based language education policy in Uganda.

### **Research methods**

The qualitative research approach was adopted for this study to respond to question about experience, meaning and standpoint of the participants (Hammarberg, *et al.* 2016). This approach was suitable for the study of this nature since it focuses on provide meaningful, in-depth insights into participants' experiences, perspectives, beliefs and behaviors (Gill, 2018). In this study I opted for the transcendental phenomenological research design which is more descriptive and explicative ideas (Cresswell (2013), with the overall essence and lived experience of parents' awareness and support to learners' literacy achievement. Participants in this phenomenological study were purposefully selected basing on their meaningful experiences i.e. the school principals from schools that use mother tongue medium, teachers who implement the mother tongue language policy, parents of children who use mother tongue at home as a means of communication to their children.

The population sample was selected from Masaka and Luwero districts of Uganda. The two district represented both rural and semi-rural schools where the language policy is being implemented. Teachers of the lower primary schools (Grade 1-Grade I11), parents and principals of schools were selected. In order to generate data for this phenomenological study, I interviewed twelve (12) teachers, four (4) principals of schools and twelve (12) parents. Each individual was interviewed once for a minimum of 60 minutes. All interviews with the Principals of the four schools were mainly conducted through the medium of English although Luganda was also used at times. The teacher interviews were conducted in both English and Luganda. However, the parents and learner interviews were conducted in Luganda because they preferred to use their home language, although in some cases parents mixed Luganda with English. All Luganda language responses were analyzed qualitatively and translated into English as a way of maintaining the scientific rigor of this study (Squires, 2009). To protect participants' identity and anonymity all participants were assigned codes in the form of numbers. i.e.: Teachers e.g. T1, T2, School Principals e.g. SP1, SP2 and Parents e.g. P1, P2.

The data were analyzed thematically according to the specific and structured data analysis procedures of Moustakas (1994) transcendental phenomenological approach. Moustakas' (1994) data analysis procedures are practical and acknowledge a multi-method approach where data generated from different sources complement each other (Cresswell, 2013). Moustakas' (1994) specific techniques for phenomenological data analysis in this study included among others; description of personal experiences, identification of significant statements from data generated through the in-depth interviews, converting significant statements into meaningful themes (clustering of textual meanings into themes and describing, classifying and interpreting data from emerging patterns into codes and themes), and lastly interpretation of 'what' and 'how' of the problem and representing the essence of the study. These themes formed the basis for interpretation, representation, and for drawing conclusions from the composite essence of the parents' awareness and support to literacy development through mother tongue language.

## **RESEARCH FINDINGS AND DISCUSSION**

### **Research Findings**

In this section I present and discuss the findings of the study. Responses depict parents' approval, awareness and contribution to the acquisition of learners' literacy by creating confidence and competition for learning through Luganda, as a mother tongue language. In specific terms, responses are distilled into two major sub-sections; concurrence and approval, parental involvement and mother tongue literacy based dividends.

#### ***Concurrence and approval***



Teachers and principals of schools indicated that in their interaction with parents they found them to be aware and supportive of the significance of mother tongue-based language instruction which was approved by the government of Uganda. Their responses indicated that school authorities and teachers in particular have strengthened and maintained good feedbacks among parents. Such awareness is implied in the ideas below:

*“It is clearly known by our parents that children at lower primary are taught in Luganda language and that English is taught as a subject” (I-SP3)*

*“I get positive feedback from our parents that I normally communicate too. They know it and they are much willing to help in the process of implementing this program” (I-T1)*

Further input from school principals revealed that this awareness is basically channeled through local newspapers, parents’ meetings, sensitization workshops, ministry brochures, and radio and television advertisements. This has continuously changed parents’ attitudes towards mother tongue language use in the classroom, in spite of their initial skepticism and negative attitudes which are described as follows by the participants:

*“It has been a slow process, but the way I look at it now, it has gained momentum and many parents have changed their attitude towards supporting this policy” (I-SP1)*

Another avenue which was cited is the support and engagement in school-based literacy programs such as school quizzes and comprehension competitions, Bible reading competitions, etc. which are organized to enhance learners’ literacy in their mother tongue language. Through these school-based activities parents are able to experience how their children perform in their mother tongue language and at the same time teachers endeavor to talk about this new venture.

*“In this school, we have some key competitions which are held in Luganda especially for lower classes these include; reading the Bible, reading and telling news, poems etc. I believe this has greatly impacted on learners’ literacy.” (I-SP2)*

However, there were some teachers and principals of schools who cited some cases of parents who do not support the mother tongue-based instruction. According to them, such parents are non-Baganda who would wish to train their learners in their mother tongue languages or international languages such as English. But participants argued that those cases are very limited.

*“We have received some cases where parents are a little bit against the whole idea of teaching in mother tongue language, but these cases apply to non Baganda living in Buganda” (I-SP3)*

Some of these schools, in this particular study, are found in peri-urban areas which admit learners from other regions. Thus, it would be inevitable that there will be parents against this policy since Luganda may not be a mother tongue language to them.

Responses from parents' interviews on their awareness and support of mother tongue language policy produced mixed reactions as well. Largely, many parents, who were interviewed, showed their strong awareness of this policy through home engagement with their children and through school programs. These responses are highlighted below as follows:

*"We were sensitized about it through the parents' meeting and many parents who had a negative attitude towards it seemed to have changed their mind" (I-P12)*

*"I have heard several announcements over the same issue, and I have no problem about it, after all, it accelerates learning to understand" (I-P5)*

Although parents demonstrated some kind of support, they lacked concrete information on how the policy is implemented. Many thought that mother tongue languages are taught as subjects, but not used as the medium of instruction. Responses which demonstrated little knowledge of the operation of the mother tongue language policy would further mean that little has been done to comprehensively engage parents to fully understand this policy.

### ***Parental involvement***

On parental involvement in their children's education, findings revealed three aspects; support and follow, collaboration, and resourcefulness.

#### ***a) Support and follow***

Parents extend assistance to their children by supporting them with their homework, vocabulary and writing assignments. Other specific activities and engagement at home, parents cited home reading which involves reading aloud with children from local newspapers and other reading practices. Responses induced below;

*"At times I train him to write letters and pronounce them properly on the chart..." (I-P11)*

*"His reading skill has developed at home through incidental reading from a local newspaper "Bukedde", and through watching television broadcasts in Luganda, which is a local language. (I-P8)*

Besides, one parent mentions sharing local stories around the fireplace with her children before and after dinner. Such stories could capture or involve talking about words or language



experiences children encounter in daily talking. Parents could also record and play back these children's stories:

*"I tell stories to my children and afterwards I engage them in a constructive discussion which compels them to think deeply, and at the same time, to develop the listening skill" (I-P9)*

The parents' views above largely examine how mother tongue language is understood as a way through which parents contribute to learners' literacy development. Their active engagement further means that their children learn better in a language which is comprehensible to them.

### ***b) Collaboration***

Parents recognized the importance of a harmonious partnership between teachers and parents. In their view literate parents provide a collaborative strategy for their children's literacy learning through their mother tongue language. This collegiality has resulted in active parental participation in learning activities within school and at home, support in creativity and the use of authentic literacy learning materials. Parents mentioned such collaboration happening during school-based exhibitions and school open days. Other parents mentioned buying literacy-based books and as well as interactions based on charts and flash cards. Their responses are summarized below as follows:

*"These days there is understanding between teachers and parents, I can easily interpret my child's report and learning, and I can be able to communicate back, unlike in those days when there was a general fear of even visiting the school because of the barrier in communication" (I-P8)*

*"Before this new policy began, few parents were involved in their children's learning because English language was a serious problem to many of us, but now, because of the policy, many of us are able to follow it up easily" (I-P7)*

*"Because I communicate regularly and easily to teachers through mother tongue, my children put in extra effort to learn, knowing that I follow up what they do at school, and how they do it" (I-P2)*

In summarizing the responses above, parents are unintentionally involved in various literacy activities with their children at home. However, parents seem to place more emphasis and value on the literacy activities that originate, and are guided by the teacher. Thus, collaboration between teachers and parents is vital for literacy development among learners.

### ***c) Resourcefulness***

Parents assist their children understand the exact/real meaning of words which are frequently used in their community. Some parents stated that their children are further supported by their grandparents and senior members of the family. On this issue, parents believe that mother tongue medium implementation ensures the authenticity of the language being taught.

*"We find time as a family to help our children with their homework and other language related issues such as vocabulary which enable them understand better" (I-P1)*

Further analysis into literacy development through understanding mother tongue language as a resource means that children are able to think, learn to communicate and acquire intuitive grammar of their language. Therefore, early literacy development through mother tongue language provides a basis for both language and literacy acquisition support system.

### ***Mother tongue literacy based dividends***

Participants believe that once parents are involved in decision making of the policy, material development process, teaching strategies etc. they can provide enormous support which can enhance literacy. Both parents' and teachers' responses acknowledged some critical benefits which contribute to the acquisition of learners' literacy when parents supported it. Such dividends are classified as; Understanding early literacy, motivation and self-driven literacy acquisition process, and integration of daily literacy activities and academic achievement.

#### ***a) Understanding early literacy***

Teachers believe that when parents support their children's learning through their mother tongue language, it enhances confidence; greater understanding of early literacy and increasing learner participation in literacy based learning activities. Literacy learning becomes a continuous process where parents supplement what teachers already introduced to them. These views are articulated as follows:

*"These days you see learners more active, confident with somehow great understanding of what is taught in class" (I-T2)*

One parent indicated how confident learners are to express their views in their home language as they are not inhibited:

*"Learning in Luganda at this tender age is very good, learners understand the Luganda concepts quickly and they are ready to respond to you unlike with concepts in English language" (I-T9)*

The views expressed above, indicate the changes in early literacy development through mother tongue language by acknowledging the importance of parents, and what they think about their

role in children's early literacy development. Additionally they provide a clear background on how teachers work with parents to enhance learners' literacy practices.

***b) Motivation and self-driven literacy acquisition process***

Teachers cited the active involvement of parents and their motivation to have a strong bearing on self-driven literacy learning. Specifically, they believe that learners enter the formal literacy classes when they have already socialized through child-care and home literacy practices in their mother tongue language. Self-driven literacy acquisition in this regard is facilitated by teachers who share the learners' mother tongue language and cultures. One teacher expressed this view as follows:

*"Early literacy engagements from parents seem to have an impact not only on learners' language skills later on, but also, on their transversal literacy competencies, personal initiatives and ability to plan independently" (I-T10)*

Additionally, home interactions and engagement facilitates improved reading ability among learners, enhances their attitude towards reading, and enables them to focus on reading for understanding.

*"I strongly believe that my positive role as a parent is affecting my child's literacy achievement and more so, it facilitates her interest to read and keep reading throughout" (I-P4)*

Both teachers and parents agree that with the introduction of mother-tongue based teaching, writing and reading has become a common activity and learners do it with confidence. Their responses indicate that parents' literacy experiences at home improve the child's reading ability, comprehension, and literacy practices generally'

***c) Integration of daily literacy activities and academic achievement***

Teachers indicated that the acquisition of literacy in the mother tongue language is credited for the integration of learning activities into the day-to-day literacy activities simultaneously or concurrently. In their view learning based on mother tongue language comes with other related cognitive-based abilities which are needed to conduct daily tasks such as the ability to code, interpret texts in particular contexts, decision making, etc. Their responses are articulated as follows:

*"Real topics or challenging activities which are integrated with our children's home engagements impact on their knowledge and vocabulary" (I-T4)*

*“I have heard these kids ask serious questions, and at the same time, I found them eager to learn literacy, then I remembered their home environment and the kind of engagements they might be going through” (I-T3)*

Parents’ indicated that mother tongue instruction also has the potential to improve learners’ academic achievement generally. According to them, that learners’ academic performance had improved because the language used is clearly understandable and that learners can seek help from the school and from the home. One parent has this to say;

*“Through the guidance I get from school, we can now guide our children to learn independently” (I-P12)*

Thus, it can be concluded that there is a correlation between early literacy and later literacy, and academic success. Furthermore, developing learners into competent readers and writers is a collective responsibility shared by teachers, families and communities. The role of the teacher, in this regard, is distilled to providing rich, meaningful, and engaging learning environments supported by appropriate teaching practices.

## **Discussion**

Discussion on the feasibility of parents’ awareness and support of the mother tongue-based teaching in relation to learners’ literacy development rotates on three key issues: On the issue of concurrence and approval of the parents, literature indicates that parental and community participation in the children’s schooling and early educational development is a key indicator of learners’ success in education (Heugh & Mulumba, 2013). The study’s participants demonstrated a positive connection between parents and school engagement in terms of implementing this policy. Such results imply that school authorities have strengthened and maintained good feedback among parents. It further implies that schools could design a program to support parental activities and decision making while implementing the mother tongue language policy to optimally benefit the learners.

On the issue of support and follow through by parents, three connotations are addressed. Firstly, parental support is highlighted through extended assistance to their children through homework, vocabulary and writing assignments. Findings of Aitinyelken and Moorcroft (2014) guided how parents are becoming more involved in their children’s literacy development by responding to children’s questions and offering further support with homework assignments. This implies that there is an interrelationship between the home and school-based classroom activities to enhance literacy skills development among learners. The implication is that for enhanced literacy skills development among learners in the mother tongue, parents have a crucial role to play in collaboration with the school. Secondly, parents need to be viewed as a key resource. Literacy

development through the mother tongue is strengthened through community-based engagement. As the study revealed, parents should constantly link children to all their community-related activities as a means of supporting them to learn authentically in contextualized settings. Lastly, collaboration among parents and teachers is an indication of a harmonious partnership which boosts learners' literacy achievement through their mother tongue. It allows parents to participate more actively in the school's activities and decision-making (Benson, 2005). The implication is that communication between the two groups creates a mutual understanding in terms of how to manage issues of literacy learning.

Lastly, mother tongue dividends, participants agree on the importance of parental involvement in the language policy, material development process, teaching strategies etc. to have a significant impact on learners' literacy development through the mother tongue. As revealed in this study, parents provide enormous support which enhances an understanding of early literacy, motivation and self-driven literacy acquisition processes, and the integration of daily literacy activities and academic achievement. Amidst some reservations, on-going parental involvement through all aspects of mother tongue languages will be beneficial to learners. The implication is that stakeholders should devise innovative strategies to enable parents to become involved in their children's literacy-based activities, because it gives them confidence in the strategy for their children's schooling.

### **Conclusion**

The study further provided a basis for literacy development through authentic home-based mother tongue learning activities and engagements. Such research evidence highlighted the importance of children's early literacy development through the mother tongue and later school learning engagements. Particularly, the study pointed to the likelihood of family and community engagements in the child's literacy as the key factors that contribute to the development of their literacy practices. The key question, however, is on whether parental involvement (awareness and support) collectively assist children in the process of their literacy development in varying learning and environmental contexts. These findings serve to guide policy makers, educators and language practitioners, who seek to promote children's early literacy through mother tongue language, on some of the key issues involved in the process. In particular, the study indicated how literacy intervention and promotional efforts should target multiple aspects of children's early language engagements from the home to the school. Such engagements could include, among others, supporting parents in their literacy promoting activities, providing relevant reading materials and creating a user-friendly learning environment. Besides, the study provided guidance on the processes involved in literacy development in support of mother tongue instruction.

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