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Akello, Lucy Dora

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Adopting the Child-centred Pedagogy for Teaching Reading and Writing in Local Language: Experiences from Uganda

Lucy Dora Akello

Propositions

1. Children learn better when local language is used as Medium of Instruction for primary education (from this dissertation)
2. Active participation of children and teachers in the research process promotes learning and creativity in children and improves teaching practices (from this dissertation)
3. Social interaction between teachers and learners is a good tool for transmitting content knowledge (from this dissertation)
4. Preparation in terms of personnel and availing the essential resources is a necessity for the successful implementation of intervention in an educational setting (from this dissertation).
5. Written and verbal feedbacks facilitate children in identify their weaknesses and as a result work towards improvement them (from this dissertation).
6. The number of children in a class determines the mode of assessment the teacher adopts (from this dissertation)
7. Using feedback workshops during participatory action research provides space for participants to collaboratively reach consensus and plan for the next phases of the research process (from this dissertation)
8. Incorporating appropriate instructional materials and stories in teaching builds up children's interest in reading and improves proficiency in reading and writing (from this dissertation)
9. Parental involvement in children's learning and engaging teachers in professional development can contribute to children's literacy development (Recommendation from this dissertation).