

Instruction in Luganda and Assessment in English: The Case Teaching Practice at Makerere University

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Abstract

The teaching and learning process requires a realistic assessment plan to establish the level of knowledge and skills acquisition basing on teaching and learning objectives. The language used for instruction and assessment is important in achieving the objectives. This is a study on Makerere University Luganda student teachers whose classroom lectures and theory examinations are conducted in Luganda as the language of instruction (LOI) while their teaching practice (TP) is on the contrary assessed using English as the language of assessment (LOA). This paper advocates the use of Luganda as the language of instruction as well as the language of assessment during TP. Using multi-modal instruments in qualitative paradigm, data was collected from Luganda teacher trainees and supervisors to explore effects of the above TP assessment arrangement and propose remedies for effective and fair assessment. The findings indicated that the use of English to assess students teaching using Luganda was not right. The student teachers felt that the practice of being assessment using English as LOA with supervisors some of whom cannot even speak Luganda was unfair and unrealistic. To improve the TP exercise and future assessment of Luganda teacher trainees, it was recommended that Luganda should be used as LOA for Luganda language teacher trainees on TP.

Keywords: Teaching Practice, Language of Instruction, Language of Assessment, Effective Communication, Lesson Plan, Effective Teaching.

1.0 Introduction

Field internship is an important training component in all professional disciplines offered in Ugandan institutions, universities inclusive. This is strengthened by the public and private sectors' concerns about graduates flocking the world of work with little or no job related practical skills to handle various job assignments. At the same time the national body regulating higher education in Uganda considers field attachment as a rewarding practical course component necessary for translating theory into practice (UOTIA, 2005). For teacher education, TP gives the trainees an opportunity to understand and orient more to the school environment teaching inclusive (Good, 1959; Kanu, 1984). It is a critical period of putting into practice classroom theories under the guidance and supervision of a university supervisor. Since TP is part of programme assessment, the guidance received by the students is very important thus should be given the attention it deserves. Effective communication between the supervisor and the supervisee is very important and this underscores the need to use a uniform language.

Teaching practice (TP) is conceived in a number of ways. TP is apprenticeship served by the teacher trainees before they become certified as teachers (Blishen, 1969). It involves student observation (Good, 1959) which forms the basis of assessment. It offers opportunities for acquisition, development and refinement of the necessary knowledge, skills, behavior, attitudes and responsibilities that are basic for a successful teaching carrier (Kanu, 1984). The success of all these to a certain extent depends on the effectiveness of communication between the student teacher and the TP supervisor. Teaching practice provides opportunities to teacher trainees to put in practice pedagogical theories and skills learnt from universities (Kagoda & Sentongo, 2015). This implies that the language used in acquiring pedagogical theories is important in the effective implementation of the theoretical knowledge in class during TP. A close look at Dramola's (1987) guide shows that if properly planned and effectively implemented, TP would accomplish a number of goals which are important ingredients of any teacher education process.

The goals are geared at improving student teachers' understanding of the principles of child growth and development and their relationship to the learning process, helping the students to discover through appropriate experiences, assisting students to identify their strengths and weaknesses, developing a healthy professional attitude, learning to become skillful in using instructional materials, understanding the purpose, the programmes and the administrative organization of the school system and helping students acquire teaching skills (Akape et al., 1992).

Kagoda and Katabaalo (2013) look at this as a learning process with the following objectives:

1. To enable students to get hands-on experience in real life situations in schools where they are expected to end up working.
2. To provide teacher trainees the opportunity to apply the principles and theories of education that they learn at university in schools.
3. University staff and their teacher trainees get the opportunity to interact with stakeholders in schools including administrators, teachers and students. This experience generates information not only for curriculum review and improvement and also raises important issues for research in teacher education.

Effective achievement of the listed goals and objectives of TP requires an appropriate and open language strategy with no communication and knowledge barriers between the student and supervisor.

1.1 Context of the Study

Students enrolling for teacher education programmes at Makerere University receive professional training and instruction from the School of Education (SOE) which is mandated to offer teacher education training and related services (Makerere University, 2015). The three year Bachelor of Arts with Education teacher education programme, under which Luganda language education is offered is covered in three academic years divided into six (6) semesters, with two (2) semesters for each academic year. There are six (6) weeks for second year and eight weeks for third year students for TP. Teacher education, just like other forms of professional training with theory and practical components (Akape et al., 1992), requires the trainees to teach under the observation and general supervision of a specifically allocated supervisor. This is technically known as teaching practice (TP). During TP, the teacher trainees get acquainted with the school and classroom environment in which they test their pedagogical skills. An evaluation of students' competences in a school setting follows to assess the trainees' ability translate the theory into practice. Supervisors observe the student teachers a number of times to establish whether they have mastered the theory aspects and can organize their work well in a scheme of work (SOW), develop a lesson plan (LP) and deliver the subject content effectively as required. Generally, sharing observations of the new environment with the supervisor and suggesting practical professional solutions is expected. This exposure runs for six (6) to eight (8) weeks and in this time serious supervision, critique and assessment of the teaching ensues.

Since the language of instruction (LOI) for most subjects in Uganda is English, the LOA has remained English following the trend in the former British Colonies. As argued by Abdulaziz (2003), Stroud (2002), Bangbose (1999), Lodhi (1993), Ssekamwa (2000), and Awono et al., (2014), most former African colonies retained the languages of their colonial masters in their education systems. For most subjects, development or preparation of lesson plans and schemes of work is done in English but when it comes to the mother tongue (Luganda), teaching and lecture discussions are done in the Luganda language as the LOI. This has resulted in a serious mismatch when it comes to the assessment of TP for students teaching Luganda. Assessment is in English while the student teacher conducts the lesson in Luganda. The supervisor's notes and observations are recorded in English instead of Luganda which the student teacher has used while teaching. The supervisor by looking at the student teachers' actions and following the class responses – putting up hands, clapping etc, may not be in position to give fair assessment of the student teacher's efforts since at this level the student requires guidance from the supervisor to enable the development of confidence, to work with learners in real situations and to gain practical experiences (Kagoda & Sentongo, 2015). This is a disservice to both the supervisor and the supervisee. Assessing whether effective learning has taken place requires an assessor with the capacity to interpret the actions as well as to appreciate the verbal expressions in the LOI. In this case, language becomes a barrier on the side of the student teacher and the supervisor since accessibility of the curriculum and the content itself is hampered as Halvorsen's research indicates (Maya & Kiesselbrch, 2012). In other words if the language issue in assessment and instruction is not taken seriously, the supervisors' role of becoming a role model is blocked (Kagoda & Sentongo, 2015).

Akape et al., (1992), quoting Dramola's guide (1987) guide emphasizes that, if properly planned and effectively implemented TP could accomplish a number of goals which are important for a successful teaching process. The goals can only be achieved if the assessment plan has the same LOI and LOA. At the same time Akape et al., (1992) reveal that, "logically the objectives of a programme of assessment should determine the extent to which these goals have been achieved". This can best be implemented if LOA and LOI are the same. This applies because the dimensions of effective teacher evaluation (ETE) as suggested by Onoibokun (1984) require feedback and effective interaction between the supervisor and the supervisee. The ETE model has the following dimensions:

1. Cognitive-based or the teacher's knowledge
2. Performance-based or teaching behavior (personality, enthusiasm)
3. Competence-based or the teacher's ability to teach by assessing pupil behavior; formative evaluation of pupils' understanding
4. Affective-based or teacher/class and pupil/teacher interaction

This model makes it possible for students to be evaluated in their professional roles at the following four levels (Akape, et al, 1992):

1. The knowledge level (content or how much of what is taught the teacher knows)
2. The skills level (co-ordination of information, e.g. set induction, completeness of ideas)
3. The performance level (the behavior of the teacher, e.g. cueing)
4. The consequence level (the behavior of the pupils)

The mere fact that all these require interactive feedback between the supervisor and the supervisee makes the issue LOA and LOI pertinent for best results.

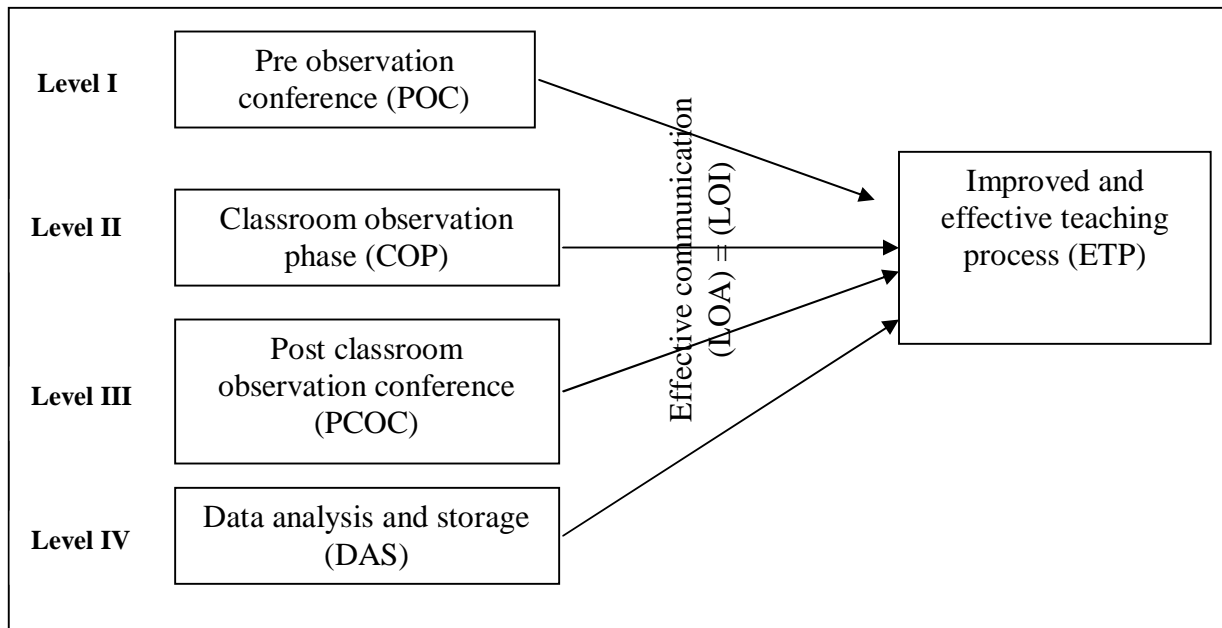
2.0 Theoretical Model

Basing on Akape, et al., (1992) the assessment model of teaching practice is a crucial phase of the teacher preparation process requiring the supervisor and the student teacher to use the same language. This enables the supervisor to moderate and appreciate the concerns raised by the student teacher and at the same time make effective and reliable assessment of the classroom practice, depending on verbal and non-verbal communication of the student teacher and learners responses.

The Akape, et al., (1992) model is in four phases:

1. Pre-observation conference phase which involves dialogue between the student teacher and the supervisor in order to establish rapport. The period can also be used to find out what the student teacher intends to teach and his or her level of preparedness. Such two-way communication between teacher trainee and supervisor may call for suggestions from the supervisor for improving student's preparation, organization and the actual teaching.
2. Classroom observation phase is the period when the supervisor observes the student during actual classroom teaching and this classroom observation provides information on the teaching potential of the trainees and how far the objectives of TP are being accomplished. In short it is a data collection stage.
3. Post observation conference is a phase of supervision in which the supervisor and the trainee come together face-to-face to discuss the strengths and the weaknesses of the lesson observed and suggest strategies for improvement. The supervisor also obtains feedback from the student teacher with respect to his or her impression about the lesson taught.
4. Data analysis and storage phase is the time when a supervisor analyses the data collected with a view to deciding how best to help the general TP activity and the student teacher to improve.

All these phases are interlinked in a close relationship style as illustrated in figure 1 below.

Figure 1: Effective Theory of School Practice Assessment

Adapted with modifications from Akape et al., (1992)

The theory presupposes that there is a professional relationship between the student teacher and the supervisor for purposes of sharing professional experience for improvement and guidance and also for the student teacher to present ideas and experience and to manage his or her own learning (Luket & Sutherland, 2000). Therefore at level I, a pre observation conference is organized to provide insight to the supervisor and to engage in self reflection (Jeevanantham, 2004) and to develop autonomy and independent thinking on one's own teaching. Hancock in Jeevanantham (2004) considers this as an important element of the learning process. Therefore level I is meant to promote sharing and developing consensus between the trainee and supervisor. At level II, the supervisor observes practical teaching involving interaction between the student teacher and the class. The supervisor is expected possess thorough command of the LOI to be able to follow what is going on in class. Important skills which demonstrate that the student teacher is in command of the class and his or her efforts are geared towards achieving predetermined lesson goals and objectives (Tyan & Kuhs, 2008) are noted for the post-observation classroom conferencing immediately after COP. Level III is an open discussion to highlight the strengths and address the weakness displayed by the trainee. Meaningful discussion will ensue when the LOA and LOI are the same for achieving self reflection and professional guidance. The student teacher should be able to carry out critical self assessment to help the supervisor understand the reasons why certain actions happened (Burgum & Brida, 1997, Crisp et al., 2005). Level IV is dependent of the first three and is for grading purposes. All these yield impact on the process when the LOA=LOI, and the result will be improved and effective teaching. It is thus important to promote the LOA=LOI to make teaching practice assessment a more useful component of Luganda teacher education.

3.0 Objectives of the Study

This study set out to analyze issues surrounding assessment of Luganda student teachers using English as LOA. The specific objectives were as follows:

1. Find out the reasons for using English as LOA for assessing student teachers who use Luganda as LOI.
2. Establish effects of assessing students teaching in Luganda using English language.
3. Identify the causes of using English Language in assessing Students teaching in Luganda.
4. Propose practical recommendations.

4.0 Methodology

4.1 Design

This was an ethnographic study design using multi-modal data collection. It was majorly qualitative with limited use of quantitative approaches. The design was used due to the nature of the study, which required prolonged observation of events over a period of time and the researcher's personal investment in data collection and assessing the events as they unfold. A questionnaire, a focus group discussion schedule, a checklist for document analysis and an observation schedule were used as the major data collection tools. These provided a convergence and collaboration of results from different sources while focusing on the same phenomenon (Creswell, 2007).

4.2 Population and Sample

The population for the study comprised Luganda teacher trainees of 2009/10 academic year during their initial second year TP and their third year TP conducted in 2010/11 and 2011/12 academic years respectively. The total population was eighty five (85), with fifty (50) student teachers of Luganda, five (5) lecturers who participated in school practice supervision. Another five (5) lecturers who participated in the supervision of the school practice but are not speakers of Luganda were sampled. In addition, twenty five (25) subjects were drawn from a mixture of secondary school students and teachers. Purposive sampling technique was used to select the students out of a large population. Since the teaching of Luganda is concentrated in the central the region of Uganda, convenience sampling technique was used for the lecturers group.

4.3 Data Collection Procedure

Survey questionnaires, focus group discussion schedules and an observation guide were the major tools used to solicit data from respondents. These tools were necessary for this type of study since, the observer was expected to watch, record and listen to some lessons for purposes of reaching an objective conclusion. The classroom was considered a common daily setting for the major parties and hence normal participants' behaviour with little or no manipulation (Meredith et al., 1996). Interaction between the researcher, the teacher trainees and lecturers was held after the focus group discussions and observations were applied. This helped the researcher to document the culture and behavior of the studied groups (Macmillan & Schumach, 1993; Meredith et al., 1996). Questionnaires were administered to the student teachers and lecturers to capture their opinions. Some secondary school students and teachers were also interviewed but most of their responses collaborated with the major key respondents' views. Several SOWs, LPs, and official TP books were analyzed to examine the language used by the supervisors and students. The language used to comment on various aspects of the SOW and LP was also captured as evidence of language use in the entire process.

4.4 Data Analysis

The nature of the study objectives and the tools used to obtain data to a certain extent dictated the data analysis procedures used. First of all, whatever was observed in the classroom and during the focus group discussion added meaning to the study. Therefore, data was analyzed simultaneously as it was being collected. Whatever was gathered in bits, meaning was attached to it hence concurrent data analysis (Jorgensen, 1979; Hammesly et al., 1983). Data obtained with similar tools was grouped together following the study objectives. The patterns and themes were obtained, analyzed and later compiled into the discussion, presentation and the conclusion section of the study. All the findings were presented in a tabular form and discussed.

5.0 Data Presentation and Discussion

5.1 The Language Used

All documents studied and the data collected from various respondents using various tools justified the need to use Luganda as LOA instead of English language. First of all, since Luganda is taught as a subject and used as LOI in lessons, the issue of retaining it as LOA is pertinent. Both teachers and students, interact using Luganda language apart from a few isolated instances where English is used for clarity purposes. Building relationship between the student teacher, the learner and the supervisor is pillar to improved performance. Kagoda & Sentongo (2015) citing evidence from Carpentor & Blance (2010), state that "classroom teacher relationship with interns moves from evaluative to collegial status." This can only be realized when the LOA which is used to build collegiality is same as LOI. The above is also reinforced from the evidence of secondary school examinations. Apart from a few instructional phrases of the examinations, the paper question items are set in Luganda.

A critical observation of the examination papers sat by candidates offering Luganda language as a subject at both ordinary (O-P335/1-2) level certificate and advanced (A-P360/1-3) level certificate, the following were observed:

1. Each paper had some English phrases which are general instructions to students. This is a rubric phrase by the examining body indicating the name, level and t regulations.
2. Other cases of English words were observed in areas where candidates are expected to carry out a translation task from English to Luganda for purposes of examining their translation skills from one language to another.

Finally, it was observed that almost 98% of the six (6) Luganda papers for ‘O’ and ‘A’ levels use Luganda language. This directly supports use of Luganda as LOA including the assessment of TP. This is basic evidence to penetrate discussion on the issue of using Luganda in TP assessment.

5.2 Students Schemes of Work (SOW) and Lesson Plans (LP)

A scheme of work is a general outline of the topics, the subtopics and the expected learning outcomes from the lessons for a specified period. The LP is an action oriented outline specifying the actual teaching within a brief period, usually 40 or 80 minutes. The LP states the topic, subtopic, objectives of the lesson, methods to be applied during teaching, teaching aids where applicable and the duration for each step. Both the teacher and students activities are also specified in the LP. The findings on schemes of work and lesson plans were as presented below:

Table 1 below shows the number of English words used in the LPs of 50 students observed.

Table 1: English Words Used in the Students’ Lesson Plans

Number of English words	Number of lesson plans	%
1 – 10	20	40
11 - 20	15	30
21 - 30	05	10
31 - 40	05	10
41 - 50	04	08
51 and above	01	02
Total	50	100

Table 1 above gives a clear description of the number of English words used by the students in their lesson plans. It indicates that there was only one lesson plan which had beyond 50 English words. The 20 out of 50 lesson plans observed had few English language words ranging between 1 and 10. This confirms the argument that Luganda is a major language used in developing students’ LPs. The conclusion drawn from the above data is that, student teachers use Luganda language which is their medium of instruction to prepare their lesson plans. This also applies to the schemes of work as illustrated in the table 2 below.

Table 2: Foreign Fords Used in the Students’ Schemes of Work

Number of English words	Number of schemes of work	%
1 – 10	27	54
11 – 20	10	20
21 – 30	06	12
31 – 40	05	10
41 – 50	01	02
50 and above	01	02
Total	50	100

The conclusion drawn on the results in table 1 on LPs also applies to the SOW. Twenty seven (27) SOWs representing 54% out of the fifty (50) had between 1 and 10 words of English, implying that most of the students’ SOW are prepared using Luganda with very few English words. This is enough evidence to indicate that it is Luganda not English used in developing LPs and SOW.

5.3 Assessment Conducted in English

Assessment for all students on teaching practice is conducted in the English language. The notes taken by the supervisors are written in English language. The responses to this section are illustrated in table 3.

Table 3: Justification for Assessing Students using English Language

Supervisors	Student teachers
1. Uniformity purposes / rubric	1. Lack of knowledge of the LOI
2. Further research	2. Taken for granted
3. Lack of knowledge of the LOI	3. Sectarian effects
4. History of the practice	4. Universal practice
5. Nobody concerned	5. Low status of Luganda
	6. Policy on local languages
	7. Deliberate to fail

There is no recorded effort from lecturers, supervisors and TP administrators examining the influence of using English language to assess student teachers teaching Luganda using Luganda as LOI. This argument is generated from the response of the supervisors and the lecturers who take this as a practice which cannot be improved. Consideration using English as LOA as a historical practice is unfair to the student teachers considering that school practice is an examination, graded to produce one's practical performance in the professional area. This defeats the purpose of school practice which is "to produce professional teachers who have the required competences to work in future in secondary schools" (Kagoda & Katabalo 2013). Achieving this purpose without recourse to earlier learning experiences for improvement will produce different output. Other responses alluding to uniformity and no concern seem to give positive criticism that if school practice administrator were concerned and listened to students' challenges, the issue would have been addressed for purposes of fair assessment. It is also pertinent to note that for uniformity purposes, since the language used to teach and assess other subjects is English, Luganda should also be used to assess those teaching using Luganda. The findings by Kagoda & Ssentongo (2015) reveal that teacher trainees do not exhibit mastery of the subject matter in their respective subjects and if not reflected at home, for example in case of Luganda teacher trainees this will be the worst scenario in producing specialized subject experts. There should be appreciation of the fact that teacher education as a discipline has specialized subject areas like Luganda language education.

Other unique features which were not captured due to LOI deficiency will never contribute to scientific debate of the process, let alone the competitive analysis of the same. Improving teacher education using research data collected by supervisors from TP exercises as revealed by Kagoda & Katabalo (2013), will apply to a few since, the details of the Luganda student teachers' classroom engagement are not captured due to the language challenge. Students teachers' submission justifying the use of English as LOA despite their use of Luganda as LOI, vividly portray a non-contended picture to the use of English as LOA. Lack of knowledge of Luganda as the LOI was reported by over 89% of the respondents. Another section of student teachers (95%) believe that, school practice administrators take the issue for granted. This also supports the universality of the response which also portrays another direction of a non-concerned party. Well knowing the fact that, "TP provides opportunity for developing a three way partnership between the university, the school and teacher trainee" (Carpento & Blance, 2007). This is a critical aspect which requires immediate attention from the TP administrators for the sustainability and value impact on the exercise. Continued sidelining the Luganda student teachers concerns affects this important partnership as well as teacher education in general. The language policy as an influencing factor was also given by a large number of student teachers in the questionnaire and focus group discussions. This also relates to the status level of Luganda compared to English which of course is a result of the poor local language policy. The issue of sectarianism was also an influencing factor deterring fair assessment of the Luganda student teachers using Luganda as LOA.

5.4 Effects of Assessing Luganda TP using a Language Different from LOI

In another objective, the effects of assessing Luganda TP using English to both the supervisor and the student teachers were sought. This was one of the critical areas the results of which could be the coordinates to be used in re-positioning the assessment of Luganda teacher trainees on TP. The general responses were re-organized in themes as presented in table 4 below.

Table 4: Effects of using English as LOA

Supervisors		Student teachers	
1.	Critical aspects are not assessed	1.	No feedback
2.	Gives advantage to a section of students	2.	Distribution of facts
3.	Poor relationships	3.	Lack of confidence
4.	Using TP as a learning practice	4.	No fair assessment
5.	No interest		
6.	Arbitrary assessment		

Evidence from table 4 confirms the fact that if LOA = LOI, individual and institutional linkages are developed to promote improvement in teacher education. First of all TP is a practical examination which requires a good relationship between the supervisor and supervisee as noted by Kagoda & Sentongo (2015). The good relationship helps in making fair assessment and promotes lively feedback which adds to improved performance through shared experiences (Vescio et Al, 2008). This is the very reason that supervisors feel that, using English as LOA hampers appreciation of important aspects accruing from the teaching process. Giving advantage to a section of the students means that some student teachers get advantage over their fellow teacher trainees because of flexibility in communication. There are certain concepts which may lack clear translation equivalents from Luganda to English hence affecting fair judgment. At the same time, teacher training at all levels requires role models (Kagoda & Sentongo 2015; Niemi & Jakku 2010). The role model in this case should be an expert in the subject area to share experience and to benefit from the inward and external linkages of such relationships. But this is missing in this case due to the use of inappropriate role models (Kagoda & Katabalo 2013, Kooki 2002).

Supervisors' concern about relationships and failing to learn from the TP is also worth noting. This issue was raised by 90% of the respondents thus is a clear indication of its importance. During TP supervision, the supervisor gains skills and knowledge from the lesson which he attends for the first time or refreshing knowledge and skills. This is supported by Kagoda & Sentongo (2015), who confirm that practicing teachers and supervisors have an opportunity to develop professionally as they serve as mentors, teacher leaders and co-researchers to cohorts of teacher trainees. The onset of this argument goes to the language of communication as listed by Kagoda & Katabalo (2013) under the essential qualities of a mentor or supervisor that "effective communication skills that facilitate the growth of the new teacher and accommodate his or her emotional, social and cognitive needs". Can this be effectively achieved when the LOA is different from LOI? The practice is supposed to be interesting. This aspect may not be achieved due to early interference in communication because concepts, skills, methods are not comprehended at the same level as expected due to language inability. All student teachers confirmed that the absence of LOA = LOI hampers progress. This is evidenced in the negative responses as effects to their practice. Lack of confidence, distortion of facts and arbitrary assessment all point to one thing: poor performance and unfair assessment. This is also strongly supported by Kagoda & Katabalo (2013) through their outline of the essential qualities of a supervisor. They argue that a supervisor should possess a range of interpersonal skills to feed a variety of professional encounters and situations. It is thus easier to achieve this if LOI=LOA. The supervisor is expected to help student teachers develop the confidence to work with learners (Kagoda & Sentongo, 2015) in general situations and in subject related special areas.

5.5 Causes of Using English as a LOA

The data justifying the use of English as a LOA instead of Luganda was drawn using various methods and triangulated to come up with the generalized picture displayed in table 5.

Table: 5 Responses on Causes of Using English as LOA

Supervisors		Student teachers	
1.	Policy related issues	1.	Policy related issues
2.	English language status	2.	Luganda language status
3.	Standardization of assessment	3.	Innovative incompetence
		4.	Not known

The British colonial policy (Stroud, 2002; Bangbose, 1999) still has its tentacles in the present education system, whereby English is still an official language and a medium of instruction in institutions in many former British colonies (Ssekamwa, 2000; Awono et al., 2014).

English being the LOI in many subjects also ends up being used as the language of assessment for all the subjects. This response from supervisors and student teachers helps to strengthen another response from the student teachers, which indicates innovative incompetence of education experts who still believe that the LOA should remain English, forgetting that the major role of language is communication. Communication should be consistent and that the verbal and non-verbal elements are appreciated by the supervisor and supervisee through the formulae of LOA=LOI. The argument on the status of both English and Luganda languages on the school curriculum which was raised as one of the causes is also referenced in the language policy. English language is the official language, a prestigious international language as well as a MOI in many subjects. Its status relates to the fact that it commands a wider area of communication. In this essence, all subjects would be examined using English as LOA due to its global status in education and communication. On the other side, Luganda is a local language with a limited area of communication and hence could be assessed using another language!!! The status aspect connects directly to the response of supervisors, who argue for assessment standardization using English as LOA. Other student teachers about 5% could not give the causes. To them, this was unknown phenomenon.

6.0 Conclusions

The purpose of assessment is to determine the learners' level of attainment in terms of knowledge, skills and values. It is also a tool which could be employed by both the instructors (supervisors or lecturers) and learners to promote improvement strategies on either side. The LOA is critical in achieving this. The study has revealed that both the supervisor and supervisee of TP are concerned about this issue though there are limited attempts made to address it. The teaching of language, presupposes deeper understanding of its culture and verbal and non-verbal aspects of communication. Therefore, the supervisors should also be able to interpret the verbal and non-verbal communication employed by the student teacher and the class. The totality of all these activities contributes to fair assessment of the student teachers' work. It also helps the supervisor to guide the student teacher at the four levels of TP assessment: POC, COP, PCOC and DAS as suggested by Akape et al., (1992). The supervisors' position of being a researcher, mentor and partner is largely compromised. (Kagoda & Sentongo, 2015; Kagoda & Katabalo, 2013; Kooki, 2002). In the context of the study therefore, the LOA should be the same as LOI. Luganda language which is used as LOI should be elevated to the status of LOA during the TP assessment to help in producing professional teachers with all the required teacher competences and subject specialized competences (Kagoda & Katabalo 2013).

7.0 Recommendations

The TP administrators at Makerere University should revisit the practice and initiate exceptional cases during assessment whereby the LOA used in assessing the Luganda student teachers remains Luganda since it is been used throughout the instructional process from secondary school level up to university. It is also recommended that supervisors who understand the Luganda language (verbal and non-verbal) should always be deployed throughout the assessment of TP or be specifically deployed for Luganda lessons or as external supervisors to enable the student teachers receive proper and meaningful guidance at POC, COP, PCOC and at DAS levels through working as role models and giving guidance on specialized and specific Luganda subject areas.

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