Experiences and challenges implementing Uganda's revised English Literature curriculum: Problematization of colonization

Johnson Ocan
Kabale University, Uganda
jocan@kab.ac.ug

Abstract
Purpose: This study explores teachers' perspectives and challenges in implementing a competency-based English literature curriculum in Uganda after many years of British hegemony. This reflects on the roles and prestige of the English language as it evolved during colonial and postcolonial schools.
Research methodology: The method used in this study focuses on secondary literature to refute the claim that the British forced English into Uganda while extinguishing native tongues.
Results: According to the major results of the study, students in Uganda had the opportunity to enroll in kindergarten through university-level schooling, where English was the predominant medium of instruction.
Limitations: The study's limitations suggest that, although the British gave English education more attention, they were careful to emphasize that national tongues should not be disregarded in favor of English. Following these investigations, the old English language curriculum has always had a tenuous connection with British political and economic interests in Uganda.
Contribution: Regarding the contributions of the study, the overhaul of the curriculum was "*overdue*," according to Hon. Janet Museveni, Minister of Education, Sports and Science who stated in Parliament that the antiquated curriculum was anti-intellectual and opposed to cultural action. However, it is still challenging to put such a change into practice practically. This treatise simply states an '*implementation gap*,' which is the difference between the intended and actual implementation of the competency-based curriculum.
Keywords: *Curriculum development; English literature; British colonial education system; Implementation gap; holistic needs*
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1. Introduction
Uganda comprises multiple ethnic communities that come together to form an independent nation. Historically, throughout the British colonization era, which lasted from 1887 to 1962, the pursuit and use of a common tongue in the governance and administration of establishments, including schooling, sustained a devastating handicap. A minority of the population campaigned in favor of an impartial or foreign tongue, whereas a portion of the people supported the use of their most widely spoken indigenous tongue as the official national tongue. This study will provide an understanding of the experiences and challenges that have taken place in the implementation of a competency-based English literature curriculum in schools, as well as a broad overview of the language environment prior to and during sovereignty.

Based on the Sports and Commission (1992), Uganda is a multilingual country comprising five area tongues (Luo, Runyakitara, Luganda, Ateso/Akarimojong, and Lugbarati) for expanded interaction. Legère (1992) defined vernacular tongue as a tongue spoken by distinct ethnic backgrounds. According to Batibo (1992), vernacular tongues are connected to a particular group, culture, identity, and place. The most affluent group frequently spoke English, a foreign language. It was brought to Uganda during the British colonial era and is widely used in formal schooling (Mochiwa, 1991). Before and after Uganda's sovereignty, numerous governments had fluctuating priorities; nonetheless, they were all geared toward identifying an appropriate medium of interaction for the country's educational system. English ultimately became the tongue of the government and a medium of instruction in school despite numerous disagreements and counter-rejections. This study intends to determine the likelihood that this is the root of the issue that has tormented instructors and students in Ugandan schools when using the English tongue.

British colonists gained the dominance of the government and educational system in the latter part of the 1920s, as noted by Ssekamwa (1997). Luganda, Kiswahili, and English were chosen as the media of instruction in schools, as well as the country's national tongue. The British administration focused more on introducing British culture in 1923 than on promoting educational advancement. The English tongue was mandated by the colonial government in 1925 to be taught in upper primary school classes and regional dialects in lower primary school classes. The missionaries attempted to implement a tongue immersion program in their vernacular schools in the same year. These programs included Luganda in the east and center, Runyoro-Rutoro and Runyankole-Rukiga in the west, Luo in the north, and Lugbarati in the northwest. In 1927, it was made public that Kiswahili became the official tongue of commerce in central and eastern Uganda. The lower levels of education in these subjects were taught in the English tongue in schools. Gowers, the 1927 governor, stressed the necessity of using Kiswahili since it was commonly spoken throughout the Great Lakes region and had been grasped by colonists. As Luganda was more of a native tongue of Uganda, Clifford (1972) contended that this approach aimed at minimizing its usage. With the exception of Buganda, where it was rejected, the policy in 1928 stipulated that the native tongue ought to be taught in the basic years of schooling, whereas Kiswahili ought to be utilized throughout the last stages of schooling. Nevertheless, the people of Uganda did not favor Kiswahili because of its connections to Islam and the slave trade. As a result, Ugandans objected to Kiswahili, replacing their native tongue with a Lingua Franca. Rather, they liked English due to the fact that they regarded it as a route for knowledge, technology, and contemporary advances (Selmi, Gallagher, & Mora-Flores, 2014).

As reported by Mulenga and Kabombwe (2019), several African nations have implemented competency-based curricula (CBE), notably Ghana, Kenya, Tanzania, Mozambique, Rwanda, and South Africa. In line with Johnson, Marus, Adyanga, and Ayiga (2023), the experiences and challenges of doctoral education in public universities are similar to those of reforming the curriculum at the elementary secondary education stage. They also observed that an identifiable characteristic appeared among them, which led to the adoption of CBE. Given that students who completed school lacked the necessary skills and knowledge to succeed in the workplace, it is thought that the current educational systems in those countries had failed to meet their expectations for growth. According to Mulenga and Kabombwe (2019), the implementation of a competency-based curriculum is exorbitant because of the need for specialized instructional materials, educational facilities, and gadgets for science-related and vocational programs. Furthermore, considering that CBC is learner-centered, refresher courses for teachers are necessary, which increases the cost of the program. To encourage the execution of the program, the study concludes by encouraging stakeholders, such as donor agencies and NGO's, to participate. Likewise, critics have highlighted that the financial contribution to the school sector seems to be declining, which puts the actualization of CBC at a higher risk. Mulenga and Kabombwe (2019) however stress the fact that the instructors who are now employed by CBC have inadequate knowledge of the program considering that a majority of them have never used it or taught it, which relates to their insufficient preparation.

Every nation has a unique curriculum transformation trajectory that mitigates ambiguity as described by Kools et al. (2018). This involves student-focused instructional design, a competency-based strategy,

decreased information overload, and criterion assessments. The main goal of curriculum review is to equip graduates with transferable abilities so that they are competitive in the labor market. The OECD (2018) states that the diversity and similarity of curriculum reform across national boundaries point to a larger intricacy in curriculum transformation that involves the interaction of local and global factors. Based on the OECD (2016), curriculum reform is a national issue, given that it is anticipated to pinpoint the skills and knowledge that have the greatest significance in the community and are essential for preparing for the challenges that lie ahead. Following DeBoer (2011), advancements in international reading literacy research, international trends in mathematics and science studies, and globalization all impact curricular modifications and contend that curriculum reform is an intersection between these forces.

Fullan, Rincón-Gallardo, and Hargreaves (2015) state that for a new curriculum to be productive, it must be integrated with instructional practices so that its implementation complements the tools needed to achieve the intended goals. Many academic disciplines, including public administration, public policy, organizational transition, and higher education, have investigated the implementation of the curriculum. Kirby, McCombs, Barney, and Naftel (2006) reflects on the practices and debates in these domains and asserts that curriculum modification was previously viewed from a the "*top-down*" viewpoint, whereby the implementers, including teachers, were held accountable to demonstrate "*fidelity*" and "*adherence*" regarding the transformed curriculum. However, this strategy is inconsistent with Uganda's inclination to implement competency-driven curricula in English, wherein instructors play a prominent role as policy mediators and performers. As a result, there has been a noticeable movement in the implementation paradigm lately favoring an increased "*bottom-up*" strategy that prioritizes the autonomous thinking and impartiality of the implementers (Capano, Rayner, & Zito, 2012). According to this perspective, instructors are seen as being crucial in the implementation of curricula since they are engaged stakeholders who ought to be considered at every phase of the reform process, as opposed to merely being passive executors who are merely involved in the final phases (Alnefaie, 2016). Thus, the "*implementation gap*" is now superseded by "*implementation integrity*," which can be defined as "the extent to which instructors' modifications of materials are consistent with the curricular goals and principles supporting the curriculum's frameworks" (Gouëdard, Pont, Hyttinen, & Huang, 2020). According to Johnson, Constance, and Chrysostom (2021), curriculum implementation can encompass a broader range of topics beyond the conventional "teacher fidelity" and includes things such as stakeholder engagement and other context-dependent elements that could have a bearing on the implementation's outcomes.

According to the NCDC (2024), the production of an educational curriculum for Uganda's pre-primary, primary, secondary, and tertiary schools is the responsibility of the National Curriculum Development Centre (NCDC), a corporate autonomous statutory organization under the Ministry of Education and Sports (MoE&S). The National Curriculum Development Center (NCDC) recently adjusted the proposed competency-based decreased for forty-three to twenty-one, (NCDC, 2024).

According to the NCDC (2024), the newly revised curriculum, schools are going to teach twelve subjects in seniors one and two, 11 of which are mandatory, while one of them is voluntary (optional). Learners at Levels three and four are expected to graduate with an average of eight subjects or an aggregate of nine subjects, seven of which must be credited. Thus, several topics have been considered in unique forms. Performing art now refers to music that has previously included dance and drama. Technical art is a new term for fine art that was altered to include aspects of design. Drawing and design is a term that was created by combining parts of a drawing with metalwork and woodwork. Political education and history were merged and entrepreneurial education, accounting, and commerce were amalgamated. Chinese is now one of the offered foreign languages, and all senior one and two learners are obligated to take gymnastics, train in entrepreneurship, and learn Kiswahili. In accordance with the changed curriculum, educators will aggregate students' accomplishments as part of the formative evaluation through the course of the four-year cycle, calculate an average score, and send it to the Uganda National Examination Board (UNEB) to add a minimum of twenty percent to their final national assessment grade.

The historical context provided herein makes it apparent that the challenges and insights learned throughout the process of implementing the modified competency-driven English literature curriculum. Ssekamwa (1997) asserts that the primary reason for Uganda's English language dilemma appears to stem from the dearth of a national tongue; consequently, the official tongue, the English tongue, has been imposed by colonists and embraced following the declaration of independence. This suggests that in order to try to generate an upward trend in the recently launched competency-based curriculum, the issue of how the new English curriculum should be applied in Ugandan classrooms remains a challenge to be tackled in the realm of education. The experiences and hurdles encountered while implementing the competency-based curriculum of English syllabus in Ugandan schools after British colonization is therefore the catalyst underlying this research's necessity.

The paper is structured as follows: Part I provides the study's chronological backdrop, scientific context, and aims; Part II reviews the literature and theoretical constructs; Part III describes the method; and Part IV provides the findings and discussions. The Recommendations and Conclusions section concludes with closing thoughts, research implications, and recommendations of the components that can help Uganda, a medium-sized nation, develop a cogent strategy for implementing its educational curriculum.

2. Literature Review

According to Lee (2014), competency-driven curricula quickly take the global pedagogical scene. Olayiwola et al. (2023) draws the inference that the competency-based strategy presupposes the growth of students' problem-solving skills across a range of domains and tasks through the application of social experience. Regardless of the particular field of work, an awareness of generic competencies is required to tackle today's difficulties. Instructors need to undergo retraining because the competency-based strategy forces them to continually keep up with contemporary trends and be knowledgeable about the innovations that are accessible. Based on research conducted by Mbarushimana and Kuboja (2016), the introduction of CBC in Rwanda has enhanced the quality of life of individuals who have experienced it. Rethinking schooling is essential to generate students who are not just useful and competent, but also competitive around the world, as it is thought that there was not enough labor in Kenya to promote economic development under the present system of education. As a result of the Session Paper No. 14 of 2012, which mandated that East African Community (EAC) members align their educational systems with CBE and advocated that CBE be the ideal education system, KNUT, (2019), CBC was implemented in 2017 in Kenya.

Cameron (2001); Çelik and Karaca (2014); Enever (2011); Enever, Moon, and Raman (2009), argue that based on Vygotsky's renowned theory, children develop their comprehension of the environment surrounding them most efficiently through conversations with individuals beyond themselves, such as parents, carers, teachers, and even fellow pupils to develop knowledge that has impact on curriculum and instructional strategies. Nevertheless, children who have more interactions with competent caregivers acquire more proficient interaction skills with unfamiliar content, contemplate it, interpret it, and apply it in novel contexts (Cameron, 2001). According to Çelik and Karaca (2014), there should have been an amendment to the essential components of implementing the competency-centered curriculum as a model in any educational environment, considering that English proficiency is a requirement in Ugandan schools from primary to secondary school and university levels.

Following Vygotsky's findings, according to Cameron (2001), a large body of research has demonstrated that young infants and adults learn in distinct ways. Younger children are enthusiastic learners who learn best through hands-on activities that they find enjoyable. Nevertheless, they are unable to understand complex ideas (such as grammatical structures and other linguistic forms) that mature students readily comprehend. In light of this, Uganda's competency-driven English literature curriculum ought to include a range of worthwhile assignments and activities that could be interesting to the target audience (Van Oers & Duijkers, 2013), in addition to considering a range of diverse learning styles, such as role-playing, conversation, songs, and chants. This kind of practical learning could inspire students to build on their prior knowledge and make connections between fresh knowledge

and whatever they already know with the assistance of their teachers. In doing so, instructors may help students master new content while consolidating what they already know.

Scholars such as Hymes (1972) and Widdowson (1978) also emphasized that language ought not to be perceived as a theoretical activity that is done just for educational purposes, but rather as a tool for interaction. The competency-based curriculum for English literature instruction is greatly affected by the communicative approach to language teaching, which is founded on this viewpoint and emphasizes literary forms and genres in authentic situations to make them relevant to students' everyday lives. Therefore, the Vygotskyan method of teaching English and the necessity of cultivating communicative competence in the subject would form the basis of contemporary instruction in educational contexts across the globe and, as such, would greatly influence the creation of a competency-based English literature curriculum that is currently in use in Uganda.

3. Methodology

The focus of this research is on teachers' experiences and challenges in implementing a competency-based English literature curriculum in Uganda after many decades of British rule. As stated by Ssentanda, Southwood, and Huddlestone (2019) and Creswell and Poth (2016), "We conduct qualitative research when we want to empower individuals to share their stories and hear their voices." This kind of delimited system, which tells its story through the problems and lived experiences of its responders, is a good fit for the phenomenological design employed in this study (Flick, 2015).

Transcripts of in-depth interviews with five English literature instructors who were purposefully sampled from five secondary schools in the northern Ugandan district of Pader served as the data source. To avoid interfering with the interviewees' professional responsibilities, 45– 60-minute conversations were carried out at the location where each respondent employed. Khemani and Reeves (2022) suggest that, in certain instances, those conducting the study should go back and speak with some of the participants to get their opinions on certain concerns that arose from the information they provided. Additionally, they suggested that a member conduct follow-up interviews with participants regarding significant themes that surfaced during the coding process. Similarly, triangulating our data with field notes enhances its credibility. As per Flick's findings, survey participants ought to give their consent to participate and to protect their identity; in this study, they received pseudonym names. To identify significant themes and group phenomena of investigation goals, Creswell and Poth (2016) recommended using a thematic approach. For the main themes about the development and implementation of Uganda's new English literary curriculum, conversation recordings were annotated. Using the South African experience as a template, Romm (1995) showed that knowledge as a measure of intervention helps in commenting on how various systems and concepts are utilized in actuality.

Each of the five participants in the study had extensive experience in instructing English literature at the secondary level. Ms. Lalam, a member of the team with the greatest expertise, has been an instructor for 32 years. She received her diploma in education at Unyama National Teachers' College in November 1987. She now holds Bachelor of Education and Master of Education degrees obtained in 1996 and 2001. For the past 26 years, Mr. Okidi has worked as a high school English literature teacher. He holds a master's degree, bachelor's degree in the arts, and diploma in education. Since 1994, Mr. Okidi has taught English literature in numerous educational institutions, providing him with a wide range of experiences. For the past 26 years, Mrs. Layet has taught secondary school students English literature. She holds a bachelor's degree in education and a diploma in education. She possesses extensive experience in teaching the English 112/1 curriculum. Mr. Aduka has been teaching English literature in high school for a total of 26 years and is in possession of a master 's, bachelor 's, and Diploma in Pedagogy. After being elevated to deputy head teacher in 2012, November 2015 saw him officially take on the role of head teacher at the school. However, to stay in touch with the subject, he still teaches a few senior English literature sessions at his school. After earning a diploma in education from the Masindi National Teachers' College in 1995, Mr. Onen began working as an English teacher in secondary schools. He had been teaching English for 25 years. All five respondents were deemed appropriate for the current study despite their distinct professional experiences and levels of expertise

in teaching English literature. Their insightful opinions regarding the transformed curriculum for subject content were considered.

This study focused on the experiences and difficulties faced by teachers in the northern district of Pader when adopting the revised English literature curriculum. The Pader District has 12 sub-counties, 54 parishes, and 648 villages. The district was chosen for this study because it has 15 secondary schools and a population of over 5,000 learners, and has only 131 teachers, with each school having an average of twenty-four to twenty -seven teachers. Several teachers have raised concerns about under-staffing in schools, which they say has not been addressed for long. The district has seen a decline in school performance in the number of candidates passing the Uganda Certificate Examinations (UCE), with the first division dropping from 150 in 2023 to only 23 in 2024. The districts that border Pader district are Lamwo in the northwest, Kitgum in the northeast, Agago in the east, Otuke in the southeast, Lira in the south, Oyam in the southwest, and Gulu in the west. The Pader is situated at 02 50N, 33 05E2 parameters. Since it was formerly part of Kitgum district, the district is relatively young. Kitgum District was split to form the Pader District in December 2001 by removing the counties of Aruu and Agago. The district of Pader is a part of the Acholi sub-region, along with the districts of Amuru, Agago, Gulu, Lamwo, Nwoya, and Kitgum, according to Okwera (2022). It is considered the ancestral territory of the Acholi indigenous people. Based on a national census conducted in 2002, it has a projected population of 1.1 million. Around 130 km (81 miles) northeast of Gulu, the major city in the sub-region, is where the district headquarters of Pader is located.

The primary objective of the new curriculum is to provide students with 21st.-century competencies, such as innovative thinking, partnership or collaboration, communication, information literacy, ICT, and flexibility. Naturally, this is fantastic news about the nation. Nonetheless, the issue that needs to be tackled is how effectively it will be implemented, given the prevalence of accessibility deficiencies in the majority of Ugandan schools. For students to become creative, particularly in ICT and natural sciences, they need specific tools, such as well-furnished labs, efficient Internet access, and highly competent instructors. The majority of Uganda's countryside educational institutions, which serve as instructional centers for the majority of the younger population, do not have these.

Will the shortcomings of the previous curriculum be remedied by a new one?

According to Kwesiga, Wamajji, Mwesigye, and Mubangizi (2019), most young people desire more hands-on subjects, while more than half of them expressed dissatisfaction with the schools they attended for not having sufficiently prepared them to face opportunities that exist in the job market. The elevated levels of joblessness in Uganda have been linked to the outdated curriculum, which focused more on abstract concepts than on practical expertise, and failed to provide learners with the skills and expertise they needed to become employed.

It has been observed that there has been a decrease in the assortment of disciplines, and some have taken different forms compared to the old and new curricula. Switching the subjects' nomenclature will not necessarily have a significant impact; rather, concentration ought to focus on the material covered in class. Maintaining the status quo is the only way to achieve inconsistent results. The problem arises when disciplines such as ICT, woodwork, and metalwork that have been assumed theoretically are still taught. The goal that motivated the curriculum evaluation becomes futile if the students do not have access to real-world applications in these fields of study.

a] compulsory subjects for senior 1 and 2

Subject	Subject
1. English Language	8. Entrepreneurship
2. Mathematics	9. Kiswahili
3. History and Political Education	10. Physical Education
4. Geography	11. Religious education [CRE or IRE]
5. Physics	
6. Chemistry General Science for SNE*	
7. Biology	

Fig ure 1. Twenty participants were included in the lower secondary school curriculum.
Source: NCDC (2020)

Learners who have been diagnosed and are found to have particular learning requirements, such as dyslexic or impaired vision, will study the general sciences as opposed to core science subjects.

b] electives for Seniors 1 and 2. The subjects for the elective study will be selected based on each of the following combinations:

Electives 1   **Electives 2**
1.Foreign Languages   1.Agriculture
2.Local Languages/Uganda Sign   2.Art and Design
Language
3.Literature in English   3.Performing Arts
4.Information and Communication Technology [ICT]
5.Nutrition and Food Technology
6. Technology and Design

Figure 2.
Source: NCDC (2020)

At **Senior 3 in 2022**, the curriculum menu will change, as follows:

a)   compulsory subjects for senior 3 and 4
Subject
1.English Language
2.Mathematics
3.History and Political Education
4.Geography
5.Physics
6.Chemistry General Science for SNE
7.Biology

Figure 3.
Source: NCDC (2020)

b) electives for senior 3 & 4
For learners who have particular learning difficulties, two optional subjects or three elective subjects will be selected from at least two of the following groups:

Elective 1   **Elective 2**   **Elective 3**
1.Uganda Sign Language   1.Performing Arts   1.Christian Religious Education
2.Kiswahili   2.Art and Design   2.Islamic Religious Education
3.Literature in English   3.Agriculture
4.Local Language   4.Entrepreneurship
5.Foreign Language   5.Physical Education
6.Nutrition and Technology
7.Information and Communication Technology [ICT]

Figure 4.
Source: NCDC (2020)

We believe that the new curriculum can only provide students with useful abilities if their instructors teach real-life topics. Computer education has become an abomination for learners who are taught computer abilities without performing any computer demonstrations. Similarly, the woodwork class does not make sense if there is no wood or equipment available for practice. The capacity of students to determine which subjects they wish to acquire knowledge is an additional critical problem in that we believe the curriculum is unclear as well. The preceding curriculum used a teacher-centered approach

to instruction, giving instructors complete control over the content delivered. Refusing students, taking part in choosing what competencies they ought to be taught, puts them in the position of absorbing material in which they might not be interested. Thus, it is critical to place the learner at the center of the learning process.

Taking cognizance of the assumptions about gender surrounding science and practical subjects, we suggest that female students receive priority attention from teachers while learning these practical subjects alongside all the required assistance. Rather, all involved parties ought to make conscious attempts to educate the "girl-child" in tangible soft competencies that can allow her to enter the job market as soon as possible, hence reducing her socioeconomic vulnerabilities.

4. Results and Discussions

Sengai and Mokhele (2020) state that instructors play a significant role in curriculum creation. According to Bas and Sentürk (2019), instructors should actively participate in the creation of a curriculum to improve its application in the educational environment. Ganzon and Edig (2022) found that time management and self-directed learning are determinants of how well students perform in school. Their research outcomes and findings can be used to develop strategies and programs to solve issues with the implementation of the new English curriculum in Uganda. Their research focused on exploring how the participants perceived instructors' involvement in developing the newly updated English literature curriculum.

 Ms. Lalam stated that, due to Uganda's nationally defined curriculum, teachers rarely participate in curriculum development and are only involved during implementation.

She explained that the Ministry of Education and Sports (MoES) prepares our curriculum for all disciplines through the National Curriculum Development Center (NCDC) before releasing it to schools for application. Consequently, instructors' input into curriculum formulation and growth is severely restricted.

Ms. Lalam also noted that some educators were often chosen to directly evaluate the proposed curriculum upon its implementation in schools.

NCDC officials occasionally involve selected instructors from specific schools or teachers' organizations in developing new curricula to ensure inclusivity.

The second instructor, Mr. Okidi, reiterated this, stating that he was not involved in the creation of the new English literary curriculum, given that he continued to provide instruction in remote zones.

In his remarks, he reaffirmed that instructors from prestigious schools or urban centers are typically involved in pilot initiatives. I overlooked this fact because I was teaching in remote parts of the Pader district.

The third instructor, Mrs. Layet, confirmed that the instructors' representation assisted in creating the revised English literature curriculum.

 Mr. Aduka, the fourth instructor, pointed out that representatives engaged in panel discussions highlighting the critical thinking abilities of English literature learners.

Mr. Onen added that, while not all of the instructors' proposals were implemented, it was heartening to be recognized as a vital force in the development of the curriculum.

Anwar (2019) highlighted the significance of collaborating with key stakeholders to develop a suitable curriculum. Ms. Lalam actively refined the final draft of the new English Literature curriculum. She was selected as one of a select group of English Literature teachers who collaborated with NCDC experts to modify the curriculum before it was issued to institutions for application, Ms. Lalam said this:

I was selected as the youngest instructor to collaborate with curriculum designers at the Kitgum Bomah Hotel. I was called in as a practicing English Literature teacher with classroom expertise to beat, polish, and fine-tune the curriculum paper.

When asked about the selection procedures employed to choose her from a limited number of teachers, Ms. Lalam admitted indifference and stated the following:

I have no idea how they chose me as an instructor, but they were looking for educators with experience teaching English Literature.

Ms. Lalam's decision to contribute to the development of the new English Literature Curriculum reflects her exceptional skills as an English Literature teacher. This makes her an ideal candidate for participation in this investigation.

Nevertheless, Ms. Lalam's contribution to the construction of the new English Literature Curriculum was limited given that she only became included near the completion of the syllabus-making procedure, something that authorities should have considered when executing the task at hand. The analysis serves to pinpoint the virtues and faults of a curriculum. According to Gredler (1996), the evaluation process should be followed by incorporating new ideas into the system, implementing them, and continuously monitoring them. Worthen (2003) defined evaluation as the formal examination of the value, efficacy, or usefulness of a program, product, undertaking, procedure, or goal. Given these definitions, evaluation can be characterized as an organized process aimed at providing insight to stakeholders concerning an existing program, strategy, or additional intervention. Research by Bas and Sentürk (2019) and Marishane (2014) suggests that in an ideal curriculum implementation, instructors should be involved from the beginning of the curriculum making process.

When probed if the new English curriculum was piloted, Ms. Lalam declared, "We were told it was." Truthfully, she continued, there were numerous curriculum drafts before they developed the current comprehensive English Literature curriculum by combining old and new curricula. Ms. Lalam was uncertain whether the new English Literature Curriculum would have undergone pilot testing. In the works of Sengai and Mokhele (2020) and Chimbi and Jita (2020), there is evidence confirming the claims of some scholars that new curricula are seldom pilot-tested due to authorities' impatience to implement them in schools. As noted by Alsubaie (2016), incorporating educator involvement in curriculum creation processes is crucial, since educators are often hesitant to follow a curriculum that does not appropriately reflect their perspectives. In line with Bas and Sentürk (2019), instructors' engagement in curriculum development decisions strengthens their commitment to implementing the curriculum. Sahin (2020) argued that teachers are the ultimate intermediaries of classroom practice; thus, their active participation and collaboration enable them to take control of curriculum modifications and successfully absorb them into their teaching. According to Mathura (2019), all curriculum innovations will ultimately be implemented in the classroom, where the instructor is responsible for the decision-making processes.

Khaneghahi et al. (2022) explored the association between school culture and academic delight in high schools and reported that school culture cannot predict academic motivation. Parents should prioritize implementing an appropriate and adaptive school curriculum, since students devote over half of their time in school and are exposed to school interactions, curriculum, and other attachments. Consequently, if the new English literature curriculum reform is to be implemented effectively in Uganda, instructors must assume an important role.

When asked about the steps taken to facilitate the effective implementation of the new English Literature curriculum, Ms. Lalam responded:

authorities seemed to recognize instructors' essential functions in implementing the curriculum, and educators were actively involved from the start of the new English Literature curriculum design process.

The respondent additionally mentioned benefiting greatly from professional development programs, which helped staff implement the new English Literature curriculum in the Pader district:

Seminars were organized to assist instructors in preparing for the new curriculum. The sessions provided English Literature teachers with effective instructional methods to ensure that students benefited from the subject.

Mr. Okidi stated that the seminars aimed to increase the students' enthusiasm for the subject. He emphasized that the seminars focused on student-centered teaching methods, such as out-of-school trips, quizzes, talks, projects, and debates.

Mrs. Layet believes that this approach makes English Literature lessons more engaging and interactive for both students and teachers. This aligns with the 'new English Literature' movement, emphasizing learner-centered and participatory methodologies in teaching and learning English Literature at the secondary school level. Arguably, the most intriguing element of the new English Literature curriculum was the inclusion of new topics such as democratization, ethical government, equality for all, and Ugandan law. According to Sengai and Mokhele (2020), these topics remain controversial but are crucial in preparing English literature students to tackle modern challenges in Uganda.

Ms. Lalam further added that previously, learners in Uganda were generally unaware of their rights. Therefore, it is desirable to include human rights education in a new English literary curriculum. Nevertheless, the topics were considered problematic in the present government, and some instructors were targeted to impart knowledge about democratization and equality to all. This underscores the challenges faced by English literature instructors in Uganda, who are often misunderstood as teaching Shakespeare when discussing sensitive contemporary themes. When asked how she addressed such topics, Ms. Lalam pointed out that I avoided issues by approaching them more intellectually and impartially. I have sometimes used instructors from numerous subjects as experts to demonstrate multiple ideas, particularly in the digital era.

One respondent, Mr. Okidi, reported that certain instructors encountered serious challenges upon being identified as political participants while teaching Shakespearean plays. The respondent believed that English literature is dangerous because it opens people's minds. There was a hidden danger for English Literature instructors showcasing certain subject matter in the new English Literature curriculum because people occasionally had difficulty differentiating between realities and ideology. To ensure my protection, I arranged for qualified individuals or instructors from other institutions to deliver courses on my behalf; however, I ensured that no important topics were neglected.

The above claims validate Ngugi's (2012) research, which revealed that English Literature teachers opt not to teach contemporary Ugandan literature because of its close ties to the current political landscape. Furthermore, Ngugi (2012) pointed out that these politically sensitive themes made it difficult for English Literature teachers to express their opinions freely, while also considering radical students' viewpoints. Based on Sibanda and Blignaut (2020), issues such as democracy, human rights, structural adjustment, agrarian reintegration, national political unification, and authoritarianism are all considered potentially risky for the classroom.

The researcher was further interested in learning about the respondents' perspectives on assessments of the new English Literature Curriculum. The respondents acknowledged that the new English Literature curriculum seemed to focus on low-level skills, as its three assessment goals focused on simple memory, description, and critical thinking abilities. As noted by Moyo (2016), curriculum reform originated with the inspiration of the Minister of Education, Sports, and Science (MoES&S), who sought to improve the credibility of English literature as a subject in Uganda. In the research of Sengai and Mokhele (2020), the new English Curriculum was altered, given that the subject was not performing well, the outcomes were inadequate, and the subject was becoming increasingly disliked among the vast majority of the learners. One of the responders, Ms. Lalam, regarded the new curriculum as somewhat fundamental, considering that its public examination papers appeared somewhat straightforward to answer. She stated that they wanted to make English Literature exciting and user-friendly so that students would enjoy it; therefore, they had to change the curriculum. The

questions in the new English examinations were user friendly. Part (a) required basic recollection skills. Part (b) asks the candidates to provide a description.

Mrs. Layet confirmed that she enjoyed implementing the new English Literature Curriculum because it was manageable and straightforward. This enabled her to earn additional credentials, promote the subject, and enhance her expertise. She found that the new English Literature curriculum was straightforward, had fewer obstacles, and explicitly assessed students on essential skills, so she had an easier time presenting this syllabus to her students.

When asked if there was no conscious effort by authorities to ensure that learners pass English Literature easily as an approach to promote the subject, Ms. Lalam replied,
     'the new English literature curriculum was designed not just to be passable, but to help students understand and appreciate English literature as a fascinating discipline. It specifies three particular diagnostic goals: basic recall, description, and interpretation. Learners can pass exams without needing to apply more challenging analytical abilities, as they can achieve a 'B pass' by performing well in the first two sections of the subject.

Mrs. Layet also mentioned that the questions in the new English Literature curriculum test papers were clearly formulated, leading to higher scores for the students.
     'the questions were constructed in such a way that Part (a) was state/list, Part (b) was describe/outline, and Part (c) was extent/analysis. Considering our limited resources, our students' competence made such questions achievable'.

The new English Literature curriculum has also proven to be fairly successful in the country owing to its comprehensive strategy for instruction and comprehension of the subject. Mr. Aduka said:
     'I believe that the new English Literature curriculum is simpler to use as well as appealing for both English Literature instructors and students.'

The primary finding of the current research is that involving English Literature instructors in the design phase of the new English Literature Curriculum led to significant support for its implementation, improving its overall effectiveness. The present research contends that the engagement of the Uganda National Examinations Board (UNEB) as a public examination authority was a significant factor in the adoption of the new English Literature curriculum. The findings of Sengai and Mokhele's (2020) study guarantee that learners and instructors are familiar with the expectations of public examinations when preparing for statewide assessments.

Moyo and Modiba (2013) argued that the new English literature curriculum aims to benefit both students and educators. In Adamu, Olayinka, and Usman (2024), the elements determining the educational achievement of pupils included curriculum reform issues that must be addressed to help students develop their literacy abilities, such as comprehension, interpretation, evaluation, assessment, usage, and organization. Topics in the new English literature curriculum, such as themes, location, characterization, and style, did not seem to be emphasized by instructors. Sarker, Gain, Saha, Mondal, and Ifte (2024) undertook quantitative investigations on secondary school students' educational experiences and found that three factors influenced learning behaviors, two of which (gender and residential status) were statistically significant while working mothers were statistically insignificant. In the study by Barnes, Marateo, and Ferris (2007), these subjects were tied to Ugandan popular culture, and under Museveni's leadership, instructors and pupils were discouraged from mentioning issues such as demonstrations publicly, given that they evoked images of the Makerere University student shootings. Nevertheless, these studies have shown to be critical in assisting students in addressing continuing concerns related to Ugandan curriculum issues.

5. Conclusion
5.1 Conclusion
In light of these findings, the investigator observed that effective curricular modifications required collaboration between administrators and teachers to develop appropriate instructional approaches. The

present investigation demonstrated that this was actually a scenario regarding the revised English literature curriculum, given that instructors and other players took part in ensuring that all required perspectives were harnessed to support the seamless execution of the modifications. Teachers' experiences were especially crucial because they were actively involved in implementing changes in the curriculum. Above all, this study discovered that the success of the new English literary curriculum, based on the data, was primarily dependent on teacher engagement, which had been disregarded during previous post-colonial curriculum reforms, such as the old English literature curriculum.

5.2 Recommendations

Given the ongoing conversations, the researcher advises instructors to actively participate in the creation and execution of curricula. Since teachers are the ones in charge of implementing curricular changes, policy planners should make an effort to include them in the reform process to better understand their points of view. Involving teachers in curriculum reform will help address their concerns, which are essential for implementing curricula successfully. The investigation focused on one of the seven districts of the Acholi sub-region, specifically Pader, and included 13 schools within that area. Nonetheless, it can provide valuable insights into research on reforming the curriculum, particularly in the context of changes to the curriculum for teaching and studying English literature in secondary schools in former British colonies.

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