

Implementation Status of Kenya's Language in Education Policy: A Case Study of Selected Primary Schools in Chuka Division, Meru South District, Kenya

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Abstract

Language-in-education policies in many developing countries are constantly an issue of discussion in scholarly circles. This paper looks at the language-in- education policy in lower primary in Chuka Division, Meru-South District, Kenya. The paper evaluates the teachers' awareness of the language policy and actual implementation in the classroom. It also analyses the problems that teachers experience in implementing the policy and gives the teacher's recommendations in case the language policy were to be restructured. The paper establishes that teachers are aware of the policy but they do not always implement it in the classroom. The findings in this paper are of great benefit to all stakeholders in the ministry of education in Kenya and contribute to scholarly literature in the area of language planning and policy.

Keywords: Language-in-Education Policy (LiEP), Policy Implementation, Language of Instruction (LOI), mother tongue (MT)

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