

Mother Tongue Education in Primary Teacher Education in Kenya: a Language Management Critique of the Quota System

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Abstract

Mother tongue education (MTE) has been a subject of rigorous debate for more than half a century, in both industrialized and developing societies. Despite disparate views on MTE, there is an uneasy consensus on its importance in educational systems, especially in the foundational years. Using the Language Management Framework, the article provides a critical appraisal of MTE discourses in relation to primary teacher education and the quota system of student teacher selection and teacher deployment in Kenya. The article argues that from a language management perspective, these two mechanisms are critical in sustaining and promoting MTE in Kenya, and possibly elsewhere.

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