

**A STUDY OF THE DIFFERENCE IN LANGUAGE USE IN IDEATIONAL,
INTERPERSONAL, AND TEXTUAL METAFUNCTIONS BETWEEN S1 AND S4
STUDENTS AT TORORO MIXED SCHOOL IN TORORO DISTRICT, EASTERN
UGANDA.**

BY

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**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF LANGUAGES,
ENGLISH LANGUAGE AND LITERATURE IN ENGLISH IN PARTIAL FULFILLMENT
OF THE REQUIREMENT OF THE AWARD OF A BACHELORS DEGREE IN
EDUCATION OF BUSITEMA UNIVERSITY**

FEBRUARY, 2024

DECLARATION

I declare that this research proposal is my original work and its contents have not partially or wholly been presented for any academic award by any person in any university or institution of high learning

SIGNED.....

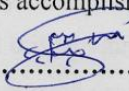
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This research was accomplished through the supervision of the under signed

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ACKNOWLEDGMENT

I thank the Almighty God for seeing me through my undergraduate study to this far, Dr Tendo Shira whose patience and brilliant guidance has been an exceptional tool from conception to the completion of this research project.

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SUMMARY

This study aims to explore the differences in the use of metafunctions between Senior 1 (S1) and Senior 4 (S4) students at Tororo Mixed Secondary School. Metafunctions, as defined by Michael Halliday in Systemic Functional Linguistics, encompass ideational, interpersonal, and textual functions that facilitate language as a tool for meaning-making. The research aims to identify how these functions are employed differently across the two academic levels, considering the linguistic and cognitive development stages of the students.

A mixed-methods approach will be employed, combining quantitative analysis of written texts and qualitative interviews. Text samples will be collected from a random selection of S1 and S4 students, and these samples will be analyzed for their use of metafunctions using Halliday's framework. Additionally, semi-structured interviews shall be conducted to gain insights into the students' understanding and intentionality in their use of language.

The study's results may underscore the importance of targeted linguistic support at different educational stages. By understanding these differences, educators can better tailor their teaching strategies to address the specific needs of students at various levels, ultimately enhancing language proficiency and academic performance.

This research contributes to the field of educational linguistics by providing empirical evidence of how language functions evolve with age and education. It also offers practical implications for curriculum development and instructional methodologies aimed at fostering advanced linguistic skills among secondary school students.

CHAPTER ONE: INTRODUCTION

1.0 INTRODUCTION AND BACKGROUND

Language is a vital tool for communication, and its effective use is crucial for conveying meaning and achieving purposes. It's as well a key in education, shaping how students understand and engage with the world. Systemic Functional Linguistics (SFL), particularly the ideational, interpersonal, and textual metafunctions, provide a robust framework for analyzing language use in educational settings.

As established by Halliday (Halliday and Matthiessen 2014), systemic functional linguistics (SFL) models language in social context and recognises three general social functions for which language is used: (a) enacting our social relationships; (b) representing our experience to each other and (c) organising our enactments and representations as meaningful text. These are known as the 'metafunctions': the interpersonal metafunction enacts relationships; the ideational metafunction represents experience and the textual metafunction organises text. When discussing the three metafunctions, Halliday (1978: 113) points out that "the textual function has an enabling function with respect to the other two; it is only in combination with textual meanings that ideational and interpersonal meanings are actualized." The textual metafunction is realised by the choices a speaker or a writer makes in combining the ideas and reality that he or she wishes to express (ideational), along with the relationship that he or she hopes to project and develop (interpersonal). The organisation of the ideational and the interpersonal plays a key role in developing what it is we mean and how we relate to those with whom we want to interact through language. Halliday (1977: 181) states that the function of the textual metafunction is:

specifically that of creating a text, of making the difference between language in the abstract and language in use in other words, it is through the semantic options of the textual component that language comes to be relevant to its environment.

Background of the study

Halliday's (1985) metafunctional theory has been widely applied in language studies, and research has shown that language use varies across different age groups and proficiency levels (Derewianka, 2001; Christie and Derewianka, 2008). Studies have also investigated the development of language metafunctions in students, highlighting the importance of considering the cognitive, social, and linguistic factors that influence language use (Moore, 2011; Williams, 2012).

Research has shown that younger students (S1) tend to focus more on the ideational metafunction, using language to describe their thoughts and experiences (Derewianka, 2001). In contrast, older students have been found to use language more effectively across all the three metafunctions, demonstrating greater control over language to achieve their communicative purposes (Christie and Derewianka, 2008).

Furthermore, studies have highlighted the importance of considering the linguistic and cognitive development of students when examining language use (Moore,2011; William, 2012).

1.1 PROBLEM STATEMENT

The exploration of language use across different educational levels offers valuable insights into cognitive and linguistic development. In Uganda, the transition from lower secondary (S1) to upper secondary (S4) represents a significant shift in the complexity and expectations of language use. The Ugandan education system, guided by national curriculum frameworks, emphasizes different language skills at these stages. Influences of diverse educational systems, cultural norms, and language policies can lead to varying language use patterns.

While previous studies have explored language use in educational contexts, there is limited research specifically comparing the ideational, interpersonal, and textual metafunctions between S1 and S4 students within a Ugandan context. This gap highlights the need for a comparative study that considers both local and global perspectives, offering a comprehensive understanding of how language evolves across educational stages. Understanding these differences can inform the development of interventions to support student's language skills, it's crucial in developing effective teaching strategies and curriculum improvements which can as a result improve academic outcomes.

1.2 PURPOSE OF THE STUDY

Language serves as a fundamental tool for communication, cognitive development, and social interaction, making its study crucial in educational contexts. This study investigates the differences in language used by senior ones and senior fours, focusing on ideational, interpersonal, and textual metafunctions at Tororo Mixed School.

By examining these differences, the study aims to provide insights into the developmental trajectory of language skills influenced by educational progression from lower to upper secondary. The purpose of this study is multifaceted encompassing educational enhancement, linguistic theory advancement and to a smaller extent, understanding cultural impact on language use and development.

1.3 AIM OF THE STUDY

By examining these metafunctions in student language, this study aims to provide empirical data that can refine and expand existing linguistic theories. It offers a detailed look at how language functions develop, evolve and interact across different educational levels and cultural contexts, providing valuable insights for curriculum design and teaching strategies thus enhancing our understanding of language as a dynamic and context-dependent system.

1.4 OBJECTIVES OF THE STUDY

- I. To identify how S1 and S4 students construct experiential meanings and represent reality through language, by analyzing vocabulary usage, sentence complexity, and thematic content in student-produced texts.
- II. To examine how students at different educational levels engage in interactions, express attitudes, and establish relationships through language, by assessing the use of modality, politeness strategies, and speech acts in classroom interactions and written texts.
- III. To investigate how students organize their spoken and written texts, through Evaluation of coherence, cohesion, and the use of textual markers in student work.
- IV. To identify key considerations basing on the language use differences between S1 and S4 to design study practices tailored to meet individual requirements for the two groups.

1.5 RESEARCH QUESTIONS

1. What are the differences between vocabulary usage, sentence complexity, and thematic content in student-produced texts between S1 and S4 students of Tororo Mixed School?
2. How do students at different educational levels engage in interactions, express attitudes, and establish relationships through language?

3. How does the organization of spoken and written texts differ between S1 and S4 students of Tororo Mixed School.
4. Which different practices can be introduced to meet the individual language development requirements of S1 and S4 students at Tororo Mixed school.

1.6 SIGNIFICANCE OF THE STUDY

This research is significant for several reasons:

Educational Development

Insights from this study can inform curriculum design and teaching strategies to better support linguistic development at different educational levels.

Educators can use findings to enhance instructional approaches that address the specific language needs of S1 and S4 students.

Linguistic Theory:

Contributing empirical data to the field of functional linguistics, particularly regarding the evolution of language functions across educational stages.

Enhancing understanding of how language functions differ in various educational contexts.

CHAPTER TWO: LITERATURE REVIEW

2.0 LITERATURE REVIEW.

2.1 Introduction

The purpose of this literature review is to provide a comprehensive overview of existing research on the language used by students in educational contexts, focusing on the ideational, interpersonal, and textual metafunctions as conceptualized within Systemic Functional Linguistics (SFL). This review aligns with the study's objectives, examining the developmental trajectory of language skills among Senior 1 (S1) and Senior 4 (S4) students at Tororo Mixed Secondary School. The review draws on key works in SFL, language education, and cross-cultural linguistics to contextualize the study and highlight gaps in the literature.

2.2 Review of Previous Studies.

A number of studies focusing on metafunction analysis have been conducted in applied linguistics area and give insight to the researcher to apply in any academic field of study. The studies have showed Halliday's metafunction analysis is applicable to any discourse analysis, both academic and non-academic text. I have highlighted a handful of studies relating to this study below.

The studies focusing on metafunction analysis have been conducted in academic studies (Arunsirot (2013); Bumela (2012); Sipayung et al (2016); Hermawan and Sukyadi (2017); Tabrizi et al (2014); and Azmi et al (2014)). The studies are similar in topic and object of study. The studies attempted on metafunction and discourse analysis on academic text from students of different level study. Sipayung et al (2016) and Arunsirot (2013) showed similar interest in studying metafunction on students 'writing projects. While Sipayung et al and Mubarak describe the three strands of meaning in metafunction system, Arunsirot (2013) focused his study on textual meaning realization of students 'writing. Bumela (2012), on the other hand, attempted to reveal the metafunction in students 'learning experience in making sense of the text. The study used two selected articles and was analyzed by two groups of respondents.

2.3 Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL), developed by Michael Halliday, provides a framework for understanding how language functions in various contexts. SFL posits that language operates through three metafunctions: ideational, interpersonal, and textual (Halliday, 1994). These metafunctions are integral to analyzing how students construct meaning, engage in social interactions, and organize their texts.

2.4 Ideational Metafunction.

Halliday & Matthiesen (2004) under the context of Ideational meaning suggest the function of language in relation to ecological and social environment is to making sense of experience and acting out the social relationship.

Halliday and Matthiesen (2004) propose that when people speak or write, they produce text that refers to any instance of language, in any medium, that makes sense to someone who knows the language.

Halliday (1994) states that ideational metafunction involves the expression of content and experiential meanings, reflecting how individuals represent their experiences and the world around them.

Gerot & Wignell (1994) states ideational meaning deals with 'field' which is related to 'topic' or 'subject matter'. Ideational meaning is one of the systemic accounts of grammar as metafunctions which represents reality in language. It involves two components: that of experiential meaning and logical meaning according to Gerot & Wignell (1994)

Christie and Martin (2007) indicates that as students progress through educational stages, their ability to use language to convey complex and abstract ideas improves. They further discuss how older students develop more sophisticated ways of representing reality, using more complex sentence structures and abstract vocabulary. This aligns with the study's objective to map the developmental trajectory of ideational language skills from S1 to S4.

2.5 Interpersonal Metafunction.

Eggins (2004) states that interpersonal metafunction focuses on the interaction between speakers and their audiences, encompassing the expression of attitudes, social relationships, and the use of modality.

Christie and Martin (2007) indicate that older students tend to use more nuanced language to manage interpersonal relations and express attitudes. Hyland (2005) highlights the role of metadiscourse in writing, showing how students use language to engage with readers and establish their stance. This research supports the study's objective to examine how S1 and S4 students differ in their use of language for interpersonal purposes.

2.6 Textual Metafunction.

Eggs (2004) writes that textual metafunction concerns the organization of language, ensuring coherence and cohesion in texts. Effective textual organization is critical for academic success, as it impacts the clarity and persuasiveness of students' writing and speaking.

Research by Christie and Martin (2007) indicates that older students typically exhibit greater proficiency in organizing their texts, using more advanced cohesive devices and textual markers. This aspect of SFL directly relates to the study's objective of investigating the textual skills of S1 and S4 students.

2.7 Language Use in Lower and Upper Secondary Education.

Studies have documented significant differences in language use between lower and upper secondary students. For instance, Snow and Uccelli (2009) found that students' academic language skills develop significantly between early and late adolescence, reflecting increased exposure to complex texts and academic discourse. This development is marked by enhanced vocabulary, sentence complexity, and the ability to engage with abstract concepts. Such findings align with the study's objective to analyze how language functions evolve from S1 to S4 in Ugandan contexts.

2.8 Curriculum and Pedagogy.

The curriculum and pedagogical approaches significantly influence students' language development. In Uganda, the national curriculum emphasizes different language skills at various educational stages, which impacts how students use language in school settings (Nabukenya & Omulabi, 2020).

Similarly, international studies have shown that educational practices and language policies shape students' linguistic capabilities. For example, Cummins (2000) discusses how bilingual education and language immersion programs can enhance students' academic language proficiency. These

insights support the study's objective to understand how difference study approaches influence language use among S1 and S4 students.

CHAPTER THREE: RESEARCH METHODS

3.0 RESEARCH METHODS.

3.1 Study design.

The study employs a mixed-methods approach, integrating qualitative and limited quantitative data collection and analysis. Data will be collected through written assignments, spoken interactions, classroom observations, and interviews with teachers. The analytical framework will be based on Systemic Functional Linguistics (SFL), providing a robust theoretical basis for examining the three metafunctions, ideational, interpersonal, and contextual metafunctions between S1 and S4 students at Tororo Mixed School.

The study will involve a purposive sampling strategy within a stratified sampling framework to ensure diverse and relevant representation across students and teachers. This approach allows the research to focus on individuals who are most likely to provide rich, relevant data regarding the use of metafunctions in the selected two groups i.e S1 and S4. Stakeholders will include:

- Students: A diverse group of students in different streams of S1 and S4 will be selected to participate in written assignments, spoken interactions, classroom observations, surveys, focus group discussions and interviews.
- Teachers: Teachers who teach Languages, as well as those who teach other critical thinking involved subjects will be included to gather a range of perspectives through interviews.
- School Administrators: Key administrative staff will be interviewed to understand the institutional context and support for students language development on campus.

3.2 Study area.

The research will be conducted at Tororo Mixed School, located in Tororo district, Eastern region in Uganda. This institution has been selected due to its diverse student body, encompassing various grades and offering a wide range of academic streams. The study will concentrate on O level students (S1 and S4) who provide a rich context for a difference in developmental trajectory in language use as students transition from lower secondary (S1) to upper secondary (S4).

3.3 Study population.

The study population for this research consists of a wide range of stakeholders at Tororo Mixed School, reflecting the complexity of understanding the differences in language used by senior ones and senior fours, focusing on ideational, interpersonal, and textual metafunctions.

By including students, teachers, and administrators, the study aims to capture a broad spectrum of experiences and perceptions regarding the use of the metafunctions between these two classes including the perceptions of the teachers. This comprehensive approach ensures that the findings will provide actionable insights for understanding of how language use evolves from S1 to S4, providing valuable insights for curriculum design and teaching strategies within Tororo Mixed School and potentially in other educational settings around the country.

3.4 Sampling Criteria

Students

- **Grade Level Diversity:** Students from each stream of both S1 and S4 at Tororo Mixed School will be included to capture experiences across the educational continuum.
- **Student produced texts:** Students in selected streams of both classes will participate in comprehension writing, interviews and discussion groups separately to capture their proficiency in the use of textual, interpersonal and ideational metafunctions. This will help compare and contrast the differences in language use.
- **Gender and Socioeconomic Diversity:** Ensuring gender balance and representation from various socioeconomic backgrounds to capture the cultural impact on language development.

Teachers

- **Languages:** Teachers with varying experience in teaching languages i.e Literature and English will be interviewed to assess their perceived differences in language use in the two classes.
- **Subject Areas:** Teachers from a broad range of subject areas to determine if and how various subject matters contribute to language development other than English and literature.

School Administrators

- Role in School: Selection of administrators at different levels (e.g, principal, deputy head teacher, department heads) to gather insights on the administrative and policy implications on language development differences in S1 and S4.

Sampling Size

The sample size for each group (students, teachers, administrators) will be determined based on the total population size, the extent of engagement with students in both classes, and the practical constraints of the study, such as time and resources. The aim is to achieve saturation, where no new information is observed in data collection.

3.5 Research tools and instruments.

1. Surveys

- Purpose: To collect qualitative data through written assignments, spoken interactions, classroom observations, and interviews with teachers on students', teachers', and administrators' perceptions on difference in the use of ideational, textual and interpersonal metafunctions between S1 and S4 students.
- Design: Surveys will include a mix of Likert-scale questions, multiple-choice questions, and a few open-ended questions to capture both quantitative and qualitative data. Separate surveys will be designed for students, teachers, and administrators to address role-specific experiences and perspectives.

2. Interviews

- Purpose: To gather in-depth qualitative data from key stakeholders (students, teachers, and administrators) about differences in the use of the the three metafunctions between S1 and S4, including detailed insights into the different metafunctions, perceived impacts, and areas for improvement.
- Design: Semi-structured interviews will allow for flexibility in exploring topics of interest as they arise, while ensuring that all key areas are covered. An interview guide will be developed with open-ended questions tailored to each stakeholder group.

3. Focus Groups

- Purpose: To facilitate discussions among students about their experiences and perceptions of three metafunctions and their different use in the two classes, encouraging interaction and the sharing of diverse perspectives.
- Design: Focus groups will be conducted separately for students in S.1 and S.4. Each focus group will have a facilitator guide (probably me for all groups) to steer the discussion while allowing for the emergence of new themes.

4. Observation

- Purpose: To directly observe the use of ideational, interpersonal and textual metafunctions in various settings within the school, such as classrooms and other collaborative spaces.
- Design: Non-participant observation will be used, with the researcher observing without actively participating in the activities. An observation checklist will be developed to systematically record interactions, behaviors, and practices related to metafunctions.

5. Document Analysis

- Purpose: To review existing documents and records for additional insights into the implementation and outcomes of language studies at Tororo Mixed School if at all they exist.
- Design: Analysis will include official school documents, such as policy documents, and any available academic performance data. A coding framework will be developed to identify relevant themes and patterns.

Data Analysis Tools

- Quantitative Data: Statistical software (e.g., SPSS, Stata) will be used for analyzing survey data, including descriptive statistics and inferential analysis, as appropriate.
- Qualitative Data: Qualitative data analysis software (e.g., NVivo, ATLAS.ti) will be utilized to manage and analyze data from interviews, focus groups, observations, and document analysis, allowing for coding and thematic analysis.

3.6 Data analysis procedures.

Quantitative Data Analysis

1. Data Cleaning and Preparation: Initially, the collected survey data will undergo cleaning, which includes checking for and addressing missing values, outliers, and inconsistencies. This step ensures the reliability of the data set for analysis.
2. Interpretation: The results from the statistical analyses will be interpreted in the context of the study's objectives and existing literature on SFL. This step involves drawing conclusions about the differences in the use of the metafunctions between S1 and S4 students at Tororo Mixed School.

Qualitative Data Analysis

1. Data Transcription: All recorded interviews and focus groups will be transcribed verbatim to facilitate detailed analysis. Observation notes and relevant documents will be organized and prepared for analysis.
2. Coding: The qualitative data will be systematically coded using a qualitative data analysis software (e.g., NVivo, ATLAS.ti). Initial codes will be generated based on the research questions and objectives, and additional codes will emerge inductively from the data itself.
3. Thematic Analysis: Codes will be grouped into themes and sub-themes, capturing the key patterns and insights related to the specific metafunction. This process involves iterative review and refinement of themes to ensure they accurately represent the data.
4. Integration of Findings: The qualitative findings will be integrated with the quantitative results to provide a holistic understanding of the study's findings. This may involve comparing and contrasting patterns observed in the qualitative themes with the statistical results, or using qualitative insights to explain or contextualize quantitative findings.
5. Reporting: The integrated findings will be reported in a manner that addresses the research questions and contributes to the existing body of knowledge on Metafunctions. This includes discussing the implications of the findings for practice, policy, and future research

3.7 Validity and reliability of the proposed methods.

Quantitative Methods

Validity

- **Content Validity:** This will be ensured through the careful design of survey instruments, which will be based on a thorough review of existing literature and theoretical frameworks related to Metafunction discourse. Experts in educational research especially my supervisor and practitioners with experience in SFL will be consulted to review and validate the survey items.
- **Construct Validity:** Statistical validation techniques, such as factor analysis, will be employed to check the constructs measured by the survey instruments, ensuring that they accurately capture the concepts they are intended to measure.

Reliability

- **Test-Retest Reliability:** If feasible, a pilot test of the survey will be conducted with a small subset of the target population, and the survey will be administered twice to the same participants at two different points in time. The consistency of the responses will be evaluated to assess the test-retest reliability of the instrument.

Qualitative Methods

Validity

- **Credibility:** Similar to internal validity in quantitative research, credibility in qualitative research refers to the truth value of the findings. It will be established through techniques such as member checking, where participants review and verify the accuracy of the interpreted findings, and triangulation, where multiple data sources or methods are used to cross-validate the findings.
- **Contextual Validity:** Ensuring the research findings are applicable in the context of Tororo Mixed School will involve detailed descriptions of the research setting and the participants' backgrounds, enabling others to understand the context and assess the transferability of the findings.

Reliability (Consistency)

- **Dependability:** In qualitative research, dependability is analogous to reliability in quantitative research. It will be addressed through a detailed audit trail that documents all phases of the research process, including data collection and analysis decisions. This allows the research process to be audited and the findings to be deemed dependable.

- **Confirmability:** To ensure that the findings are shaped by the participants and the data rather than researcher bias, confirmability will be established through discussing the findings with colleagues or mentors to check for bias.

3.8 Ethical considerations.

Informed Consent

- **Obtaining Informed Consent:** All participants will be provided with detailed information about the study's purpose, what their participation involves, any potential risks, and their rights (including the right to withdraw at any time without penalty). Consent forms will be provided for participants to sign, indicating their voluntary agreement to participate.
- **Assent for Minors:** For students under the age of consent, parental or guardian consent will be obtained in addition to the assent of the students themselves.

Confidentiality and Anonymity

- Participants' personal information will be kept confidential. Data will be anonymized before analysis, ensuring that individual responses cannot be linked back to participants.
- All electronic data will be stored on password-protected computers, and any physical data will be kept in a locked cabinet accessible only to the research team.

Minimizing Harm

- **Risk Assessment:** Prior to conducting the study, a risk assessment will be undertaken to identify any potential risks to participants. Measures will be put in place to minimize these risks.
- **Sensitivity to Participants:** The research team will be sensitive to the emotional and psychological well-being of participants during interviews, focus groups, and surveys, ensuring that participation does not cause distress.

Voluntary Participation

- **Right to Withdraw:** Participants will be informed that they have the right to withdraw from the study at any point without any adverse consequences.

Avoidance of Deception

- Transparency: The research will be conducted transparently, with participants fully informed about the nature of the study.

Beneficence

- Maximizing Benefits: The study will be designed to maximize potential benefits to participants, the school, and the broader educational community by generating knowledge that could improve educational practices and further research.

Reporting Results

- Honest Reporting: The results of the study will be reported honestly and accurately, without omitting any data that is critical to understanding the research findings. The confidentiality of participants will be maintained in any publications or presentations.

Ethical Review

- The research proposal will be submitted to the department of language studies ethical review committee for approval, ensuring that the study meets all ethical standards.

By addressing these ethical considerations, the study aims to uphold the highest standards of research integrity and ethics, ensuring that the research is conducted in a manner that respects and protects all participants involved.

3.9 Limitations of the study.

Geographical Limitations

- Local Context: The study is conducted in a specific geographical and cultural setting, Tororo Mixed School in Uganda. The unique socio-economic, cultural, and educational context of the area means that findings may not be directly applicable or generalizable to schools in vastly different contexts, whether within Uganda or internationally.
- Environmental Factors: Local environmental factors, including resources available, school infrastructure, and community involvement in education, which might significantly influence the use of the metafunctions, are specific to the geographical location of Tororo Mixed

School. These factors may limit the applicability of findings to other settings without similar conditions.

Content Limitations

- **Focus on Education levels:** The study's primary focus on the difference in classes may limit exploration into other factors that influence the differences in language use. While levels of development and academic achievement are significant aspects of language development, there are numerous other factors at play in the educational ecosystem that will not be covered by this study.
- **Scope of Study:** The content scope, focusing specifically level of education, may overlook broader educational challenges or opportunities that are not directly related to the difference in use of the metafunctions but are equally important for improving language outcomes.

Scale of Impact Limitations

- **Short-term Analysis:** The study might primarily capture the short-term impacts of the education level differences on language use without providing insights into long-term sustainability and effects.
- **Quantifiable Outcomes:** The emphasis on measurable outcomes may overlook the intangible players in language development, such as improved relationships between students and teachers, enhanced school culture, or increased student motivation and self-esteem, which are harder to quantify but equally important.
- **Sample Size and Diversity:** Depending on the scale of the study and the diversity of the participants involved, findings may not capture the full range of experiences and outcomes associated with the differences in the use of the metafunctions. A study limited to a single institution may not reflect the variability and potential of Metafunctions use differences across different educational settings and student populations.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.0 DATA PRESENTATION AND ANALYSIS.

4.1 INTRODUCTION.

This chapter presents data analysis, interpretation and discussion of the findings, where descriptive survey designs were employed to obtain the data. The aim of this study was to find out the differences in language use in ideational, interpersonal, and textual metafunctions between students of S1 and S4 at Tororo Mixed Secondary School in Tororo district, Eastern Uganda.

The data collected was analysed, interpreted and results from questionnaires and interviews were discussed to draw common themes and make conclusions about the findings. Data collection was guided by three major themes under metafunctions i.e ideational, interpersonal, and textual.

Demographic characteristics of respondents

Table 1: Sex of respondents.

Class	Males	Females
S.1	20	30
S.4	23	27

(Source; field survey 2024)

In the research sample of 100 respondents, the rate was 100%. This indicates that all the respondents completed their participation for instance, they answered and returned fully filled questionnaires where applicable. The high rate of participation from the sample population helped to minimize potential biases or gaps in the findings.

4.2 DATA ANALYSIS AND PRESENTATION.

The presentation of Analysis and Interpretation of data for validation on the hypothesis based on ideational, interpersonal, and textual metafunctions respectively;

4.2.1 Ideational metafunction;

Halliday and Mathieson (2004) under the context of ideational metafunction suggest the function of language in relation to ecological and social environment is to making sense of experience and acting out of social relationships.

Ideational meaning involves the use of language to convey ideas and opinions.

The first objective of the study was to identify how S1 and S4 students construct experiential meanings and represent reality through language, by analyzing vocabulary usage, sentence complexity, and thematic content in student-produced texts.

From the conducted research, 70% respondents in senior one class use language to convey ideas and opinions very often, females being much engaged as compared to the male students. However in senior four, 90% of the respondents occasionally use language to convey ideas and opinions with the same proportion among male and female students. The 10% were recorded to rarely engage themselves in language use to convey ideas and opinions.

Senior four students employed more abstract and complex vocabulary for example beneficial, detrimental, demonstrating a deeper understanding of concepts and ideas while senior ones mostly used simple vocabulary such as bad, good, etc, focusing on everyday experiences and observations.

4.2.2 Interpersonal metafunction;

Halliday and Matthiessen (2004) categorize interpersonal as an exchange. It is claimed that in clause as exchange it reveals the organization as message, an interactive event involving the speaker, writer and audience in two speech role.

The study as well focused on examining how students at different educational levels engage in interactions, express attitudes, and establish relationships through language, by assessing the use of modality, politeness strategies, and speech acts in classroom interactions and written texts.

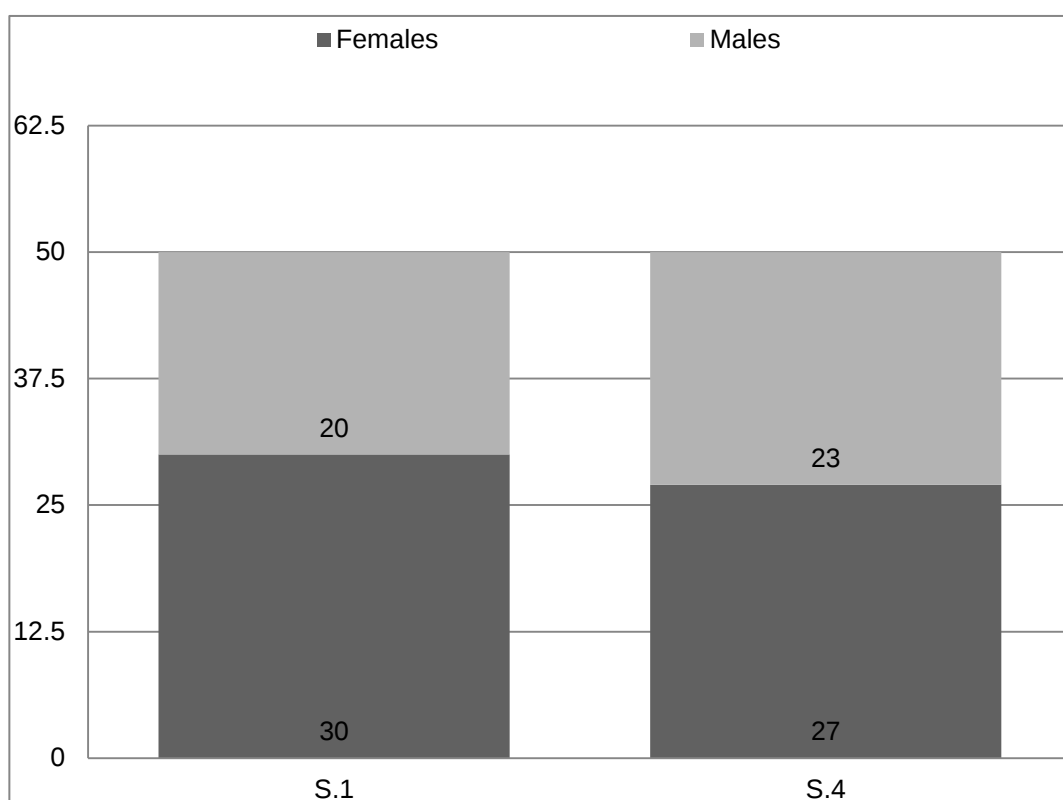
According to the collected data, all respondents from both classes pointed to the fact that the two metafunctions, ideational and interpersonal work hand in hand. This is because in our daily life, individuals use language to interact with others where Ideational and interpersonal metafunctions greatly influence our daily experiences both personal and social experiences.

During discussions, a similarity in both language use in senior one and senior four was identified. This was in regards to use language to interact with others. Both categories of respondents evidenced that they typically use language to establish relationships both in class and in school premises.

Table:2 Learner’s engagement in use of language to interact with others (interpersonal)

Class	S.1	S.4
Females	30	27
Males	20	23

Bar graph presenting learner’s engagement in use of language to interact with others(interpersonal)



This implies that all respondents effectively use language to interact with others. This was fueled by the competence based curriculum which is learner centered and being implemented through discussions, peer to peer classroom groups among other approaches. However, there were clear cut differences that pointed to the fact that the level of education has an impact on the Language development and use among students as per study objective.

Senior four students utilized more indirect and polite language such as “it is suggested that,”etc, demonstrating a greater awareness of the reader’s needs and perspective in contrast to senior one

students who displayed more straightforward and less nuanced interpersonal language use for instance, phrases like “you should,” were commonly used.

Senior ones focused on expressing personal opinions and feelings with less consideration for the reader’s perspective.

4.2.3 Textual metafunction;

Textual involves the way texts are organized as a piece of writing or speech (Eggins 2004). Halliday(1974) cited in Eggiins 2004, pg 298 suggests that the realization of textual meanings can be done by the means of theme patterns of grammar and is associated in the mode of the text.

Table:3 A table representing responses of how learners have been able to use language to organize coherent texts (S1 and S4) at Tororo Mixed Secondary School.

Class	Often	Very often	Rarely
S.1	10	05	35
S.4	00	50	00

Under textual metafunctions, the study’s focus and objective was to investigate how students organize their spoken and written texts, through Evaluation of coherence, cohesion, and the use of textual markers in student work.

In reference to the study findings, respondents in senior one exhibited a minimal use of language to organize texts.

From the above data in the table, there is an indicator that 100% of senior four learners use language to organize texts with distinctions in coherence and cohesion between s1 and S4 students that was noted from their presentation of textual language. Senior four students constructed texts with a more complex structure employing a range of cohesive devices for instance, “however ,” “in addition,” demonstrating a greater mastery over paragraphing and formatting, whereas senior one students, showed less control over these textual resources, they used basic cohesive devices like “and,” “then,” resulting in simpler and sometimes disjointed texts.

One respondents in a discussion session noted that it’s mandatory for all learners to love and practice organizing texts so as to excel in English language citing an example of organizing texts

such as compositions, speeches, among others. On addition to the above, another respondent acknowledged that it may not only be mandatory in the confines of English language but all other subjects.

CHAPTER FIVE: INTERPRETATION AND DISCUSSION OF RESULTS

5.0 INTERPRETATION AND DISCUSSION OF RESULTS.

5.1 DATA INTERPRETATION:

Ideational Metafunction:

This relates to the content or the experiential aspects of language.

Senior four students showed more advanced use of complex sentences, demonstrating better understanding and construction of events and their relationships. They employed more abstract and complex vocabulary for example beneficial, detrimental, demonstrating a deeper understanding of concepts and ideas. This implied how senior four students had progressed in their ability to use language to convey nuanced and sophisticated ideas as compared to their senior one counterparts who mostly used simple vocabulary such as bad and good, focusing on everyday experiences and observations demonstrating the fact that they are still developing their ability to convey complex ideas and abstract concepts.

The above reflects a progression in cognitive and linguistic maturity as students advance in their education.

Interpersonal Metafunction:

This concerns the social and interactive aspects of language, including tone, mood, and modality.

Senior four students were more adept at using language to negotiate and manage interpersonal relationships. They exhibited greater skill in expressing attitudes, judgments, and emotions, as well as in modulating their language for different social contexts. They utilized more indirect and polite language such as “it is suggested that,” etc, demonstrating a greater awareness of the reader’s needs and perspective in contrast to senior one students who displayed more straightforward and less nuanced interpersonal language use for instance, phrases like “you should,” were commonly used. Senior ones focused on expressing personal opinions and feelings with less consideration for the reader’s perspective.

Textual Metafunction:

This involves the organization of information within a text. Senior four students demonstrated better cohesion and coherence in their writing. They effectively used thematic development, textual markers, and logical connectors to create more structured and contextually appropriate texts. They

constructed texts with a more complex structure employing a range of cohesive devices for instance, “however ,” “in addition,” demonstrating a greater mastery over paragraphing and formatting. Senior one students, on the other hand, showed less control over these textual resources, they used basic cohesive devices like “and,” “then,” resulting in simpler and sometimes disjointed texts.

5.2 DISCUSSION OF FINDINGS.

The above findings from the conducted research highlight the fact that there is a defined difference between the use of language metafunctions between senior one and senior four students. There are noted variations in the use of the different metafunctions with a wide difference in textual metafunctions as compared to ideational and interpersonal where the differences are minimal.

Senior four students were found to have a deeper understanding of the use of ideational meanings to construct experiential meanings and the way they convey their opinion was so thematic, unlike the senior ones whose interactions were superficial and basic with less complexity.

The interpersonal skills of both classes were in the same pattern with the difference being drawn by their educational level experiences and age. Senior one students exhibited a lack of sophistication (naivety) where their relationships never showed signs of feign characteristics as compared to senior four students who noted that there is less trust amongst students in the same friend circle. Classroom interactions for both groups were conducted with modality that is more influenced by the school policies and environment.

The wide variation between the use of textual metafunctions between the two classes can highly be attributed to the differences in class syllabi. Senior four students have already been introduced to composition writing, speech writing among other textual prompting skills which gave them an upper hand as compared to senior one students.

It was also noted that different approaches are practical to enhancing language skills development for senior ones in contrast to senior four students. Sentence complexity and thematic content were not profound for senior ones who still require basic skills like simple vocabulary to convey ideas and opinions. Senior fours on the other hand excelled at both thematic content as proven by the texts they produced during the surveys.

5.3 CONCLUSION

In conclusion, the study on the differences in language use across ideational, interpersonal, and textual metafunctions between S1 and S4 students at Tororo Mixed Secondary School in Tororo District, Eastern Uganda, reveals significant developmental progress in linguistic abilities.

The analysis shows that S4 students demonstrate a more sophisticated use of language in expressing ideas, managing interpersonal interactions, and structuring texts compared to their S1 counterparts. This progression reflects the impact of continued education, increased exposure to diverse linguistic contexts, and the maturation of cognitive and communicative skills over time.

These findings underscore the importance of targeted language instruction and the role of continuous practice and feedback in fostering students' linguistic competence. They also suggest that curriculum developers and educators should consider these developmental stages when designing instructional materials and activities to support language learning effectively at different educational levels.

Overall, this study contributes to the understanding of language development in educational settings and provides valuable insights for enhancing language education practices in Tororo District and similar contexts.

5.4 RECOMMENDATIONS;

Based on the research findings, the noted recommendations can be made to enhance language development across the ideational, interpersonal, and textual metafunctions for students at Tororo Mixed Secondary School:

Ideational Development:

Integrate more complex and abstract content in the curriculum for senior one students to bridge the gap in cognitive and linguistic abilities. Introduce thematic units that progressively build on previous knowledge, emphasizing higher-order thinking skills and specialized vocabulary.

Interpersonal Skills:

Incorporate activities that promote interpersonal communication, such as debates, group projects, and role-playing. These activities should be designed to help students express attitudes, judgments, and emotions effectively.

Teacher Training and Professional Development:

Training should be provided for teachers on Systemic Functional Linguistics (SFL) and its application in the classroom. Teachers should be equipped with strategies to teach and reinforce the use of complex sentences, thematic development, and cohesive devices.

Conduct workshops on how to facilitate interactive and student-centered learning environments that support the development of interpersonal skills.

Use of Technology and Multimedia Resources:

Utilize digital tools and multimedia resources to make learning more engaging. Interactive language learning apps, online discussion forums for instance google classrooms, WhatsApp groups, and multimedia presentations can help students improve their textual organization and coherence.

Targeted Interventions for Lower Performing Students:

Implement support programs for senior one students who may struggle with language use. This could include after-school tutoring, peer mentoring, and additional practice sessions focused on specific metafunctions.

Regular assessments and personalized feedback can help identify areas of improvement and track progress over time.

Parental and Community Involvement:

Engage parents and the community in the students' language learning process. Workshops for parents on how to support language development at home, and community-based projects that encourage the practical use of language can be beneficial for example reviving music dance and drama that is community based.

Continuous Research and Evaluation:

Conduct research to evaluate the effectiveness of the implemented strategies. Use qualitative and quantitative methods to gather data on student progress and adjust teaching methods accordingly.

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APPENDICES.

Questionnaire used for data collection in S.1 and S.4

Busitema University



Dear respondent, my name is Nabwire Ketty an undergraduate student at Busitema university

I am conducting this study as part of the requirement for the partial fulfillment of the award of a bachelor's degree Busitema university, Nagongera campus.

I here by call upon your voluntary participation in this data collection exercise by by answering this questionnaire to the best of your knowledge without bias. Your identity will not be disclosed in any part of the report and your responses will be confidential and for that matter, the information provided here will be treated with due respect as required and you have a right to drop out of the student when you find it violating your rights at any point of the study time.

1. What is your gender? (put a tick against the right alternative)

☐ Female

☐ Male

2. What is your your class? (you tick)

☐ S.1

☐ S.4

3. How often do you use language to convey ideas and opinions? (ideational)

☐ Often

☐ Very often

☐ Rarely

4. How often do you use language to interact with others? (interpersonal)

☐ Often

☐ Very often

☐

Rarely

5. How often do you use language to create and organise texts? (textual)

☐ Often

☐ Very often

☐ Rarely

6. Which language functions do you use most frequently in your daily life?

☐ Ideational

☐ Interpersonal

☐ Textual

Can you provide examples on how to use language in each of the three meta functions.(short answers)

.....

.....

.....

7. Which of the following features of language do you use most?

☐ Abstract vocabulary or concrete vocabulary

☐ Simple or complex sentences

☐ Formal or informal language

☐ None

8. How often do you use figurative language e.g. metaphors, similes?

☐ Often

☐ Very often

☐ Rarely

☐ None

9. Do you find it more challenging to use language for ideational, interpersonal, textual purposes?

☐ Yes

☐ No

10. How often do you use abstract vocabulary in your writing?

☐ Often

☐ Very often

☐ None

11. What is your preferred way of learning new vocabulary?

☐ Multiple choice options

☐ Reading

☐ Listening

☐ Speaking and writing

12. How often do you use complex sentences in your writing?

☐ Often

☐ Very often

☐ Rarely

☐ None

13. What is your preferred sentence structure?

☐ Multiple choice options

☐ Simple sentences

☐ Compound sentences

☐ Complex sentences

14. What themes do senior one student address in their writing?

☐ Personal experiences

☐ Social experiences

☐ Literary analysis

☐ Historical events

15. What themes do senior four students typically address in their writings?

☐ Personal experiences

☐ Social experiences

☐ Literary analysis

☐ Historical events

16. How do you typically express your attitudes and opinions through language? (Select all that apply)

☐ Directly and explicitly

☐ Indirectly through implication

☐ Using humor or irony

☐ Avoiding explicit statements

17. What language features do you use to convey emphasis or strong feelings?

☐ Emotive vocabulary

☐ Hyperbole and exaggeration

☐ Repetition

☐ Tone

18. How do you use language to establish relationships with others?

☐ Using shared language

☐ Sharing personal experience and stories

☐ Humor

☐ None

19. Which language features do you use to show empathy and understanding?

☐ Emotional language

☐ Open ended questions

☐ Active listening and paraphrasing

☐ None verbal cues e.g. nodding eye contact

20. When speaking, how often do you use transitional phrases to connect ideas?

☐ Often

☐ Very often

☐

Rarely

21. When speaking, how often do you use clear introductions and conclusions?

☐ Often

☐ Very often

☐ Rarely

22. When speaking, how often do you organize ideas in a chronological sequence?

☐ Often

☐ Very often

☐ Rarely

23. Which practices do you think would benefit senior one student's language development? (select all that apply)

☐ Reading and comprehension exercises

☐ Vocabulary building activities

☐ Peer to peer discussions

☐ Writing workshop

24. Which practices do you think would benefit senior four student's language development? (select all that apply)

☐ Critical thinking and analysis

☐ Debate

☐ Advanced vocabulary and syntax instruction

☐ Independent writing projects

25. How often do you think students should receive individualized support for language development?

☐ Often

☐ Very often

☐ Rarely

26. What forms of individual support do you think would be more effective? (select all that apply)

☐ One on one tutoring

- ☐ Small group instruction
- ☐ Personalized feedback
- ☐ Adaptive technology

27. How often do you think technology should be integrated in language development?

- ☐ Often
- ☐ Very often
- ☐ Rarely

28. Which technology do you think would be most effective for language development? (select all that apply)

- ☐ Language learning apps
- ☐ Online discussion forum
- ☐ Writing software
- ☐ Audio/video recording

29. What strategies do you use to organize your spoken texts? (select all that apply)

- ☐ Outlining
- ☐ Mind mapping
- ☐ Chronological order
- ☐ Cause and effect structure

30. When writing, how often do you use transitional words and phrase to connect ideas?

- ☐ Often
- ☐ Very often
- ☐ Rarely

31. When writing, how often do you use clear headings and sub headings?

- ☐ Often
- ☐ Very often

☐ Rarely

32. When writing, how often do you organize ideas in a chronological sequence?

☐ Often

☐ Very often

☐ Rarely

33. Which textual structures do you typically use in you spoken and written texts? (select all that apply)

☐ Narrative

☐ Descriptive

☐ Persuasive

☐ None

34. How often do you use signaling language e.g. firstly, meanwhile, in conclusion etc.

☐ Often

☐ Very often

☐ Rarely

Thank you for Participating