

Constraints on the Acquisition Planning of Indigenous African Languages: The Case of Kiswahili in Kenya

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Abstract

The paper examines the linguistic situation in Kenya and the teaching of Kiswahili in its schools. While there is widespread support for the school programme, the paper concludes that there are major problems to be overcome, particularly in the areas of attitudes, teacher training and course materials. General expressions of support for Kiswahili are of little value without effective interventions in these areas.