USE OF PARTICIPATORY APPROACH IN THE TEACHING OF LISTENING SKILLS IN KISWAHILI LANGUAGE IN PRIMARY SCHOOLS IN WOTE ZONE, MAKUENI COUNTY, KENYA

BY

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E55/CE/24913/2012

RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR AWARD OF THE DEGREE OF MASTER OF EDUCATION (LANGUAGE EDUCATION) IN THE DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY, SCHOOL OF EDUCATION, KENYATTA UNIVERSITY

MARCH 2019
DECLARATION

This research thesis is my original work and has not been presented for a degree in any other University or institution for certification. The thesis has been complemented by referenced works duly acknowledged.

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DEDICATION

This thesis is dedicated to my lovely children Blessing Zawadi and Prince Johnson Bahati and to my loving parents John Maingi Kyalo and Agnes Nduku Maingi.
ACKNOWLEDGEMENT

I acknowledge the almighty God who has enabled me the entire processes of this course. Many thanks go to my dutiful supervisors, Prof. Ondigi. S and Dr. Miima F. for their invaluable support, guidance and professional advice any time I needed it. Thanks to all the lecturers in the department of Educational Communication and technology who taught me various units in my course work: Dr. Babusa H., Dr. Khatete D., Prof. Kimemia J., Dr. Amunga H. and Dr. Bwire A. I am also very grateful to my parents John and Agnes Maingi for believing in me and always encouraging me to better my best. Moreover, my gratitude also goes to my children Blessing and Johnson for their inspiration and support. I further appreciate all my friends and colleagues who supported me in prayers, finances and continuous motivation during the entire period of study. Further thanks to the education office in Wote zone and various head teachers who allowed me to carry out my research in their zone and schools respectively. Many thanks go to the teachers and pupils in those schools for making the whole process of data collection possible. God bless you all.
### TABLE OF CONTENTS

DECLARATION........................................................................................................... ii

DEDICATION........................................................................................................... iii

ACKNOWLEDGEMENT.............................................................................................. iv

LIST OF TABLES ........................................................................................................ x

LIST OF FIGURES ...................................................................................................... xi

ACRONYMS AND ABBREVIATIONS ..................................................................... xii

ABSTRACT .................................................................................................................. xiii

CHAPTER ONE ............................................................................................................ 1

BACKGROUND AND CONCEPTUALIZATION OF THE STUDY .................. 1

1.1 Introduction ........................................................................................................ 1

1.2 Background of the Study ................................................................................ 1

1.3 Statement of the Problem ................................................................................ 3

1.4 Purpose of the Study ....................................................................................... 5

1.5 Objectives of the Study. .................................................................................. 5

1.6 Research Questions .......................................................................................... 6

1.7 Significance of the Study.................................................................................. 6

1.8 Limitations of the Study .................................................................................. 7

1.9 Delimitations of the Study .............................................................................. 7

1.10 Assumptions of the Study ............................................................................. 8

1.11 Theoretical Framework .................................................................................. 8

1.12 Conceptual Framework ................................................................................. 10

1.13 Definition of Operational Terms ................................................................... 13

CHAPTER TWO ......................................................................................................... 14

LITERATURE REVIEW ............................................................................................ 14

2.1 Introduction ....................................................................................................... 14

2.2 Meaning of Listening ...................................................................................... 14
3.7.3 Standardized Test ........................................................................................................38
3.8 Pilot Study. .........................................................................................................................39
3.8.1 Reliability of Research Instruments. ........................................................................39
3.8.2 Validity of Research Instruments................................................................................40
3.9 Data Collection Procedures ...............................................................................................40
3.9.1 Research Assistants. .......................................................................................................40
3.9.2 Questionnaires for Teachers and Students.....................................................................41
3.9.3 Pre-Test.............................................................................................................................41
3.9.4 Treatments. .....................................................................................................................41
3.9.5 Post Test. .........................................................................................................................42
3.10 Data Analysis .....................................................................................................................42
3.11 Logistical and Ethical Considerations .............................................................................43

CHAPTER FOUR..................................................................................................................44
DATA ANALYSIS, RESULTS AND DISCUSSIONS.........................................................44
4.1 Introduction ..........................................................................................................................44
4.2 General and Demographic Information .........................................................................44
4.2.1 Gender of the Teachers and Pupils............................................................................45
4.2.2 Professional Qualification of Teachers ......................................................................46
4.3 Questionnaire Return Rate.................................................................................................47
4.4 Approaches used by the Teachers to Teach the Listening Skills in Kiswahili Language ........................................................................................................................................48
4.4.1 Students Organized into Participatory Approach Learning Groups ......49
4.5 The Extent of Use of Participatory Approach in Teaching the Kiswahili Listening Skills ..........................................................................................................................................50
4.6 Teachers Assigned Complementary Roles in Class.........................................................52
4.7 Teachers Perception on the Use of Participatory Approach to Teach the Listening Skill........................................................................................................................................53
4.8 Formation of Groups Based On Learners Interest or Intellectual Ability ...............54
4.9 Challenges Faced By Teachers While Teaching the Listening Skills .......................55
4.10 Pre test for control and experimental groups ..................................................56
4.11 Post test (Experimental group) ..........................................................................57
4.11 Post-test (Control group) ....................................................................................58

CHAPTER FIVE ........................................................................................................60
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ................................60
5.1 Introduction .........................................................................................................60
5.2 Summary of Findings .........................................................................................60
5.2.1 Approaches Used In Teaching the Listening Skills .........................................60
5.2.2 Extent to Which Participatory Approach Is Used In Teaching the Listening
Skills ..................................................................................................................61
5.2.3 Teachers Perception on the Use of Participatory Approach ..........................61
5.2.4 Challenges Faced By Teachers While Using Participatory Approach ...........62
5.3 Conclusions of the Study .....................................................................................62
5.5 Recommendations of the Study .........................................................................64
5.6 Suggestions for Further Studies ........................................................................66

REFERENCES ........................................................................................................67
RESEARCH INSTRUMENTS ..................................................................................72
APPENDIX A: QUESTIONAIRE FOR KISWAHILI TEACHERS ...............................72
APPENDIX B: LEARNERS QUESTIONAIRE ON THE USE OF
PARTICIPATORY APPROACH .............................................................................76
APPENDIX C: PRE-TEST ON THE STORY WRITING AS PART OF
TEACHING THE LISTENING SKILL .................................................................80
APPENDIX D: POST-TEST ON STYLISTIC DEVICES (phrasal and proverbs) ....81
APPENDIX E: RESEARCH PERMIT .......................................................................82
APPENDIX F: MAP OF KENYA SHOWING LOCATION OF MAKUENI COUNTY

83
LIST OF TABLES

Table 3.6.2 Sample size..........................................................................................37

Table 4.1 Approaches used by teachers in teaching listening skills................. 48

Table 4.2: Group sizes of 3-5 Pupils.................................................................47

Table 4.3 Formation of groups based on learners interest or intellectual ability.....54

Table 4.4 Challenges faced by teachers while teaching the listening skills........50

Table 4.5 Pre test...................................................................................................51

Table 4.6 Post test scores for the experimental group .................................52

Table 4.7 Post test scores for the control group.............................................53
LIST OF FIGURES

Figure 1.12 Conceptual framework ................................................................. 10

Figure 4.1 Gender of the teachers and pupils .................................................. 45

Figure 4.2 Professional qualifications of the teachers .................................... 46

Figure 4.3 Response Rate ............................................................................. 47

Figure 4.4: Students organized into participatory approach learning groups .... 49

Figure 4.5: Extent of the use of Participatory Approach .................................. 51

Figure 4.6 Assigned complementary roles in class ....................................... 52

Figure 4.7 Perception on the approach towards pupil’s participation ............ 53
# ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.C.K</td>
<td>Anglican Church of Kenya</td>
</tr>
<tr>
<td>A.I.C</td>
<td>African Inland Church</td>
</tr>
<tr>
<td>ANOVA</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>C.B.I</td>
<td>Content Based Instruction</td>
</tr>
<tr>
<td>D.E.O</td>
<td>District Education Office</td>
</tr>
<tr>
<td>E.S.L</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>K.C.P.E</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>K.I.C.D</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>K.N.E.C</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>L2</td>
<td>Second Language</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>P.A</td>
<td>Participatory Approach</td>
</tr>
<tr>
<td>PAR</td>
<td>Participatory Action Research</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>PPP</td>
<td>Presentation, Practice and Production</td>
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ABSTRACT

This research was done to investigate the use of participatory approach in the teaching and learning of listening skills in Kiswahili language among pupils in primary schools. The study explored the elements of the participatory approach, the rationale behind its advocacy to the teaching and learning of the Kiswahili language and the perceived outcomes. The objectives of the study were as follows: (i) To establish the approaches used by the teachers of Kiswahili in the teaching of the listening skills, (ii) to investigate the extent to which participatory approach is used in the teaching and learning of listening skills in Kiswahili Language, (iii) to establish the teachers’ perception in using the participatory approach in the teaching and learning of the listening skills in Kiswahili and (iv) to establish the challenges the teachers of Kiswahili face while teaching Kiswahili using participatory approach. This research used system theory as its conceptual framework. For theoretical framework, it adopted Paulo Freire’s participatory approach theory. The researcher used quasi-experimental survey design in the carrying out of this research. The study targeted 40 schools found in Wote zone, Makueni County. The target population of class six pupils in those schools was 2000 while that of teacher teaching class six was 60. Out of the target population of 60 teachers 20 were purposively sampled for the research. 220 learners in the selected class were used in carrying out this research. Random sampling technique was applied in the selection of learners in those schools. The researcher used the following research instruments; questionnaires for teachers and learners, pre-test and a post test. To analyze the data collected, both quantitative and qualitative techniques were used. For qualitative data, which was generated from questionnaires and tests, thematic analysis, coding and categorization was done. The data was then presented in tables and figures. The research revealed that the listening skills were not adequately taught to learners in primary schools in Kenya. 20% of the teachers were not adequately prepared to tackle their Kiswahili lessons. Another 20% did not take the teaching of the listening skills seriously. Emphasis was given to reading and writing skills. Poor choice of teaching and learning approaches was also noted in the teaching of the Kiswahili listening skills. The learning resources were also inadequate in those classes. This study recommends that, for proper teaching of the listening skill, participatory approach needs to be embraced and used in our primary schools.
CHAPTER ONE

BACKGROUND AND CONCEPTUALIZATION OF THE STUDY

1.1 Introduction
In this chapter, an overview of the approaches used in the teaching and learning of Kiswahili language in Kenya is presented. This chapter has the following subheadings: background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, theoretical framework, conceptual framework and definition of operational terms.

1.2 Background of the Study
The teaching and learning of any language involves four skills: listening, speaking, reading and writing, Richards & Rodgers (2001). Listening is the most basic skill. Proper listening is the key to success in any language learning and interpersonal skills.

Globally, participatory approach has been widely used. In China, the rural women have been using this approach in their photo-novella activities. Their aim of using the participatory approach was in a bid to reach policy makers. Photo-novella is an innovative methodology that puts cameras in the hands of rural women and their constituents who seldom have access to those who make decisions over their lives. As an educational tool, the practice of photo-novella by the women had three main objectives: to empower rural women to record and reflect their lives, especially
health needs from their own point of view. Moreover, it was to increase their collective knowledge about women’s health status and that of the community as a whole.

Liao, (2003), Johnson and Johnson, (1998) note that participatory approach has been advocated for use from primary school, secondary schools to higher institutions of learning for use in the teaching and learning skill. In India, participatory approach has been used for a very long time in language teaching. The learners take part in the language learning activity. Verbal interaction is at its maximum and learners learn their target language fully and freely from their peers. Williter et al (2013) in a study that compared participatory learning approach and lecture method in undergraduate science course noted that the experimental group that was instructed through participatory approach showed greater improvement in overall test scores than control group that was taught using the lecture method. He also noted that those taught through participatory approach acquired better communication skills than those taught using lecture method.

In Nigeria, Massouleh & Jooneghani (2012) note that participatory approach has been widely used in the teaching of languages. He notes that those taught through participatory approach did better in the language learning and acquisition compared to those taught through lecture method. Moreover, students felt part and parcel of the learning process; hence this made the teaching and learning of languages in Nigeria become learner friendly.

In Tanzania, Mirikau (2004) says participatory approach has been widely used in the teaching of Kiswahili language in institutions of learning. Mirikau further points
out that all language teachers should employ participatory approach in the teaching of Kiswahili.

In Kenya, participatory approach has been advocated due to its benefits from research findings. Wachanga et al (2004) report that students who were taught Chemistry using participatory approach performed better than those taught using lecture method. Appropriate approaches need to be applied in teaching the listening skill so as to capture the learners’ interest (Njogu & Chimera 1999).

In Wote zone, Makueni County, this study sought to establish the extent to which participatory approach has been used in the teaching and learning of the listening skill. In the participatory approach, the learners are organized in pairs, small groups or even large groups during the teaching and learning process. This helps them to look for solutions to the problems they encounter in the language learning process. The teacher acts as a facilitator in the learning process. Some of the activities which the learners use in the activities the learners are engaged in the learning of the listening skill include the following, riddles, storytelling, proverbs, narrations, drama, and role playing among others. After learner’s participation in all these activities, the teacher evaluates the attainment of the listening skill through oral questions. The ability of the learners to answer oral questions indicates that they were actively involved in the listening process, Brown (2004).

1.3 Statement of the Problem

The teaching of Kiswahili language just like in other languages is an uphill task for many teachers. This is due to the fact that many teachers are in hurry to deliver the content of the syllabus without caring for the outcome. Every good teacher of
Kiswahili knows the order in which he or she should deliver the language skills to the learners. For proper learning and acquisition of any language, the following skills must be taught and in the following order: listening, speaking, reading and writing. If the listening skill is not well taught and emphasized, then the whole language learning process becomes meaningless.

The acquisition and development of the listening skill in Kiswahili has not been satisfactory in relation to objectives of the Kiswahili syllabus. Poor choice of methods and approaches to teach the listening skill contributes to poor performance in language learning and teaching. Participatory approach is effective in the teaching of the language listening skills. This is due to the fact that participatory approach ensures the learners full participation hence addressing their interests and making their learning a meaningful experience.

In many classrooms, learners are unaware of the strategies underlying the learning tasks in which they are engaged. Knowledge on strategies is important, because the greater the awareness you have on what you are doing, the better the results. Many teachers in primary schools often emphasize the teaching of reading and writing skill due to emphasis on written exams in Kenya. Researchers have carried out many studies on the teaching of listening skill and have recommended participatory approach to be used in the teaching of the Kiswahili listening skills.

However, in many parts of the country, participatory approach has not yet been adopted. The performance of Kiswahili language in K.C.P.E and K.C.S.E continues to be dismal every year. Graduates at each level of learning: from primary to university, are often unable to express themselves fully in Kiswahili or even respond fully to verbal instructions. This is due to the fact that they did not fully acquire the
listening skills in their language learning processes, resulting from their teachers’ poor choice of teaching and learning approaches. It is in this regard that the researcher finds it necessary to carry out the current study.

1.4 Purpose of the Study

The purpose of the study was to investigate the use of participatory approach in the teaching of listening skills in Kiswahili language in primary schools. The study explored the elements of the participatory approach, the rationale behind its advocacy to the teaching and learning of the Kiswahili language and the perceived outcomes.

1.5 Objectives of the Study.

This study was guided by the following objectives.

(i) Establish the approaches used by the teachers of Kiswahili language in the teaching of the listening skills.

(ii) Investigate the extent to which participatory approach is used in the teaching and learning of the listening skills in Kiswahili language.

(iii) Establish the teachers’ perception in using the participatory approach in the teaching and learning of the listening skills in Kiswahili language.

(iv) Explore the challenges the teachers of Kiswahili language face while teaching the listening skill using the participatory approach.
1.6 Research Questions

The following questions guided this study.

(i) Which approaches are used by the teachers of Kiswahili to teach the listening skills?

(ii) To what extent has participatory approach been used in the teaching and learning of the listening skill in Kiswahili language?

(iii) What is the teachers’ perception in the using of the participatory approach to teach the listening skill in Kiswahili language?

(iv) What are the challenges facing the teaching of the listening skill in Kiswahili while using the participatory approach?

1.7 Significance of the Study

The findings are beneficial to the learners; pupils and students, teachers and curriculum developers especially in the area of the proposed approaches for use in the teaching of the listening skill in Kiswahili language. The results of this study provide guidelines for use in the teaching of the listening skill in the language. This study explored the strategies and the approaches currently under use in the teaching of the listening skill and the extent to which the teachers used the participatory approach and the perceived outcomes. This research provides a better understanding on the instructional practice and the use of participatory approach and its impact in the Kiswahili language teaching and learning. The study also contributes to the existing research on the Paulo Freirian’s participatory approach in language learning.
1.8 Limitations of the Study

From the study done, the interpretation of learning and performance outcomes were limited to what the researcher observed and made inferences from the standardized test. This implies that factors that influence students’ performance in the listening skill were limited to controlling variables. Controlling the variable and implementing this type of instructional approach may have been new in some schools in Makueni County. This is because many approaches and methods used in the teaching of the listening skill were mostly teacher centered with little emphasis on oral performance. This study was limited to the extent to which participatory approach is used, its effectiveness and the challenges faced while using it.

1.9 Delimitations of the Study

This study was narrowed down to the approaches the teachers of Kiswahili used while teaching the listening skill at the primary school level, the extent to which they used the approaches and the challenges they faced as they used them. This is because participatory approach has been recommended by many scholars for use in the teaching of the listening skill (Njogu & Chimera, 1999) noted that for effective acquisition of the listening skill, the learner’s involvement and participation is key. Mirikau (2004), notes that learners get a sense of belonging when democratic participatory activities are applied in the language teaching and learning. The researcher may not comprehensively embark on other teaching strategies, methodologies and approaches used in the teaching of the listening skill. From this narrowed down scope of this study there was a gap in research on the use of the participatory approach in the teaching of the listening skill. This study used quasi
experimental design type of research due to its suitability in establishing the relationship between variables, (Mugenda & Mugenda, 1999).

1.10 Assumptions of the Study

Research findings on participatory approach indicate that this strategy has not been widely used in many institutions by the teachers of language (Kagan and Kagan 1993). The following were the assumptions of the study.

(i) Teachers in Makueni county schools use participatory approach in teaching the listening skill in Kiswahili language.

(ii) The learners should have covered at least five units in Kiswahili language because the research was carried in second term.

(iii) More than a third of the syllabus should have been covered by the end of second term.

(iv) There will be minimal disruptions in the learning process as games and music festivals are expected to be over by the time the research study will be done.

1.11 Theoretical Framework

This research adopted Paulo Freire’s participatory approach as its theoretical framework because it enables a meaningful interaction where the learners are able to reflect on their relationship to their environments and provide themselves with solutions to their problems, Spencer (1992). For competency and proficiency in the learning and the teaching of Kiswahili, group discussions are a basis for their language acquisition and development, reflection and involvement for learners’ improvement. McCombs & Miller (2007) point out that learners are fully involved
as their teachers find a way or ways to equip them with proper language skills. Due
to this, learners reflect on their learning groups, apply new learning to real – life,
authentic experiences and contribute to the existing curricula. This view therefore
promotes learner knowledge and motivates them to further learn Kiswahili even
outside the classroom using any relevant materials within their reach.

Participatory action research (P.A.R) emphasizes on participation and action. It
seeks to understand the world by trying to better it collaboratively and following
reflection. PAR practitioners make a big effort to integrate the three basic aspects
in their work: participation (overall life in the society and their democratic right),
action (their engagement with experience and history), and research (soundness in
thought and growth of knowledge). Action fuses with research and other collective
processes of self-investigation and development. The way each component is fully
understood and the emphasis it receives differs from one PAR theory to another.

In education, PAR practitioners guided by ideas of serious pedagogy and language
education are firmly committed to the politics of fruitful action formulated by
Freire, emphasizing on dialogical reflection as a means to overcome the problems
they encounter in their daily life (Buckles 2008). Researchers on participatory
approach advise all stakeholders in education to desist from monopolizing
arrogantly their own knowledge and techniques, but to respect and combine other
peoples skills with the knowledge of researched or grassroots communities,
viewing them as full partners, stakeholders and co-researchers. In most cases, PAR
strategies democratize knowledge and ground it in real community needs and
learning. It is therefore in this regard that this study adopted the Paulo Freire’s
participatory approach theory as it helps learners provide themselves with solutions
to their problems from their environment.
1.12 Conceptual Framework

From theoretical framework, the researcher came up with the following conceptual framework showing independent variables and dependent variables.

![Conceptual Framework Diagram]

**Figure 1.12 Conceptual framework**
The conceptual framework of this study is adopted from the systems theory in education which shows the teaching and learning process as having inputs that interact to produce outputs. Ayot and Patel (1992) point out that systems approach theory has the following characteristics; elements which work together in harmony geared to a certain goal (elements, harmony and goal), to provide the desired feedback in an institution. In a learning institution the learners, teachers, teaching and learning resources and the learning processes are the inputs. The methods used to teach were the processes while the transformation of the learners’ behavior is the output. The performance of the learner is the feedback. Through the use of the participatory approach in the teaching and learning of the listening skill in Kiswahili, it is possible to acquire the desired outputs depicted through better performance in Kiswahili language.

From the above illustration, the intervening variables in this study were the learner characteristics, teacher characteristics, classroom environment and teaching/learning resources. In the teacher characteristics, only teachers who have taught Kiswahili for at least three years in primary schools were used. This was used to control for the training and the experience of the teachers. To control the classroom environment, only co-educational schools were used for the study. To control the teaching and learning resources, schools were selected randomly which had the resources necessary for the implementation of the participatory approach in the teaching of the listening skills in Kiswahili. Purposeful sampling was also used in the selection of schools. This was based on their performance in the Kiswahili language in the past two to three years from the best performing to the poor performing schools. Learner’s differences were also put into consideration in the study.
From the Model, participatory approach is an experimental type of independent in which the researcher had the manipulative control while the conventional methods also served as an independent variable. The intervening variables and the independent variables affected the dependent variable (improved performance in Kiswahili language).

The pre-test/post-test paradigm adopted for this study enabled the researcher to put to test the conceptualized model. According to Gay (1981), the dependent variable attempts to indicate the total influence arising from the effects of the independent variables.
1.13 Definition of Operational Terms

**Acquisition** – The process of learning and developing something.

**Language acquisition** - This is the process of learning and developing a language from one's environment.

**Language learning** - A process of gaining knowledge about a language through studying, especially in a classroom situation.

**Strategy** - A plan of action that is intended to accomplish a specific goal, a chosen way of doing something so as to come up with the desired outcome.

**Appropriateness** - Suitability/acceptability of something for a particular situation.

**Approach** - It is a way of dealing with something. The specific way in which you handle a given situation.

**Participatory approach** - This is an approach of learning that involves the learner taking part in the whole process of learning. Each learner is provided with an equal opportunity to decide how the learning is done.

**Innovative Methodology** - This is a new and original way that can be applied in doing something especially in the teaching and learning of the language.

**Verbal interaction** – This is communication that involves the use of spoken language with feedback being presented immediately.

**Implement** – Planning and making sure that what has been planned is done.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction
In this chapter, various studies on the use of participatory approach in teaching the Kiswahili listening skills have been reviewed. The literature review focuses on the definitions of listening and listening comprehension, approaches used by the teachers of Kiswahili in teaching the Kiswahili listening skills, the extent to which participatory approach has been used in the teaching of the listening skills in Kiswahili language, the perception of teachers as they use participatory approach to teach the Kiswahili listening skills and the challenges they face while using participatory approach to teach the listening skill in Kiswahili language.

2.2 Meaning of Listening
Listening is a complex and an active process of receiving and giving feedback to verbal and sometimes nonverbal messages. This involves understanding the person’s way of pronunciation, his grammar and his choice of words and understanding his meaning, (Howwat&Dakin1980). Ur (1984) identifies some micro skills for listening; she refers to them as helping skills. These skills are: predicting the peoples speech, guessing at new words or phrases, relying on knowledge on subject for understanding, identification of important points at the same time ignoring information which is not useful, retaining the important points through taking notes and the ability to recognize discourse markers.
According to Brown (2004), listening is the most basic skill in any language learning and acquisition. Proper acquisition and learning of language largely depends on how the listening skill was taught or imparted to a learner. Ur (2004), notes that the listening process is characterized by these aspects: people listen with an aim and with their expectations, they respond quickly to what they hear. Participatory approach has been used for a long time in the teaching of the listening skill in language. The word participatory comes from the word participate which means to take part in, Oxford dictionary (2010). Participatory approach seeks to provide equal opportunities for people in deciding how something is done. It involves participation and giving equal opportunities for participation and democracy. Participatory approach has been applied in classrooms and many researchers have clearly pointed out its benefits in language learning. Johnson and Johnson (1964), states that participatory approach helps learners to acquire the desired attitudes in the learning process, widening their thinking abilities, advancing their socialization skills and promoting effective learning.

In Kiswahili language, learning and teaching listening skills is an integral part in the development of the learners learning abilities. Listening skill is the most basic skill which must be thoroughly emphasized and well taught at all levels of language learning: primary school, secondary school and tertiary level, Mirikau, (2004). Mirikau further notes that learners must be clearly involved in the process of language learning and specifically in listening skill.

2.3 Definition of Listening Comprehension.

In language learning, many scholars have come up with different definitions of listening comprehension. Chastain (1971), in his definition of listening
comprehension says it is the ability to understand the speech of native speakers at normal speed in listening situations. Brown (2004) defines listening comprehension as human processing which mediates between sound and the construction of meaning. This means that after people receive sounds from the environment, they try to get the meaning out of the sound they hear. Taylor (1984) suggested that those complex activities cannot be understood by simply looking at the linguistic cues or knowledge of the language, but nonlinguistic cues or knowledge of the world also have to be considered in the comprehension process. Buck (2001) noted that listening is a complex skill in which people have to employ all types of knowledge to interpret the meaning. She noted that listening includes the understanding of words, phrases, clauses, sentences and connected discourse. Buck (2001) further notes that in listening comprehensions, there is need for application of some micro skills, which she refers to as the enabling skills.

2.4 The Process of Listening Comprehension

Ur (1984) identified three stages in aural reception, understanding and utterance.

The initial stage is reception of sound into the brain and storing it into units depending on the hearers existing understanding of the spoken language. The second stage is information processing by the short term memory. In this stage, the words are assessed and compared with the already held information in the long term memory so as to get the actual meaning of the words. If the processing speed is very fast, the actual words may be forgotten more so if the second chunk of information arrives in the short term memory before the previous chunk has already been processed. Thirdly, the listener gets meaning from utterance; the information may be transferred to the long term memory for later use.
2.5 Approaches Used in Teaching Listening Skills in Kiswahili Language

An approach is a specific way in which you handle a given situation. In language learning, an approach describes how people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning (Flowerdew 2005). A method is the practical realization of an approach. The following are the approaches used in the teaching of the listening skills in Kiswahili language:

Marooned Approach: this is a method of language teaching where a teacher leads the learners to brainstorm any vocabulary as a class. Afterwards, the learners make a list of items individually then present new language by expressing their opinions hence practicing the language. The learners may engage in group discussions listing the main points as they learn, after which they present their work to the whole class (Chastain, 1976). Another approach used in the teaching of the Kiswahili listening skills is the Grammar Translation Method. The aim of using Grammar Translation Method in language learning is to learn a language in order to read and use its literature or benefit from intellectual development that comes from studying a given language. In the teaching of the Kiswahili listening skills, the elements of the listening skills are taught deductively after teaching the grammar rules which are later practiced through an oral translation exercise. In Grammar Translation Method, accuracy is emphasized (Chastain, 1976).

Direct Method is another approach used in teaching the listening skills in Kiswahili language. In direct method, classroom instructions are usually conducted in the target language skills. Only everyday vocabulary and sentences are taught. The teacher greatly focuses on verbal communication. A lot of classroom interactions
are noted as the teacher builds up around questions and answer exchanges between teachers and students. The teacher also emphasizes the use of teaching aids like real objects and pictures. Pronunciation is also emphasized and the teacher pronounces the words first then the learners imitate him. (Diller, K.C. 1978).

Audio Lingualism method is also used in the teaching of the listening skills in Kiswahili language. Here, the teaching of the Kiswahili listening skill is inductive rather than deductive. The meanings of words is usually learnt in a linguistic and cultural context. Input from both the teachers and the learners is usually highly refined. This method largely relies on drills and is based on behaviorism, Chastain (1976). Presentation Practice and Production (P.P.P) is another approach that is commonly used by the teachers of Kiswahili in teaching the listening skills. In this approach, the teacher begins by presenting or demonstrating language to be taught. The learners then practice the language often by repeating after the teacher listens for proper pronunciation. The learners then pronounce and repeat after the teacher individually. Finally, students produce the language by answering questions orally or doing written exercises. However, the teacher largely emphasizes on proper listening skills for proper acquisition of the language.

Total Physical Response is an approach of language teaching that focuses on understanding of the spoken language before developing the skills for speaking, imperatives are the main structures to transfer or communicate the information. The student is allowed to listen keenly to understand first. He/she is not forced to speak but is allowed on individual readiness period and allowed to spontaneously begin to speak. The learners then combine the listening skills through use of the kinesthetic sensory system. Communicative language teaching approach is also used in
language teaching. It comes from the word communicate which means to transfer information and ideas from one person to another. Communicative language teaching starts from theory of language as a tool of communication. Communicative language teaching draws on Bax (2003) account of language as functional; using language to communicate information. This method of language teaching and learning is guided by the following principles.

a. Learners learn language through using it to communicate.

b. Authentic and meaningful communication should be the goal of classroom activities.

c. Fluency is an important dimension of communication.

d. Proper listening skills lead to proper communication.

e. Communication involves the integration of different language skills.

f. Learning is a process of creative construction and involves trial and error.

g. Contextualization is a basic premise.

h. Language learning is learning to communicate—not learning about the language.

i. Comprehensible pronunciation is sought not a false idea.

j. Drilling is used but not to ensure memorization without context.

k. Translation may be used if appropriate.

l. Linguistic variation is a central concept in materials and methodology.

m. Sequencing is not solely based on principle of linguistic complexity but also through consideration of function, meaning and context.

n. Intrinsic motivation is maintained by what is being communicated (Richards, R&Rodgers, T (1991)).
Task based learning is another approach that is used in teaching the Kiswahili listening skills. In this approach, language is used to accomplish a concrete task. Necessary vocabulary expressions and grammatical structures are often pre-taught. In this approach, the teacher usually introduces the topic and task then pre-teaching vocabulary and expressions. Afterwards, the learners perform the task with a little guidance from the teacher. Lastly, the teacher analyses performance of the practical language by listening to their responses on verbal tasks. Lexical approach is an approach of language teaching that is based on the assertion that language consists of the pre-fabricated chunks. The teacher focuses on teaching phrases which show words in combination. This method is very effective for developing lexis/lexicon.

2.6 Features of Listening and Interpersonal Skills.

Interpersonal skills are those skills which one needs in order to communicate effectively with another person or a group of people, Widdowson, (1978).

According to Larsen (2000) there are a number of core-areas in which competency is essential for effective interpersonal interactions. They include the following: Self-awareness: self-awareness is the learner’s knowledge and understanding on their abilities and character so as to help them in language learning, Blair (1982). Another feature is effective listening. According Brown and Yule, (1983) the ability to listen effectively is a core skill in a range of interpersonal situations. Questioning is another interpersonal skill applied in the listening activity. It is the ability to use questions that maximize the amount of relevant information that is gathered in an exchange, serves to enhance the communicative efficiency of the interaction, Liao (2003). Oral Communication is another feature that is applied in the listening skills. It is the ability to communicate using spoken language. Liao (2003) says that this is
an important feature in listening and communication. Helping or facilitating is a very useful interpersonal skill in listening. According to Rost (2005), this is an important aspect of interpersonal competence since listening comprehension of a message is essentially the internal production of a message.

Listening is the skill that makes the heaviest processing demands because the learners must store information in the short term memory at the same time as they are working to understand the information. Miller (2005) suggests that listening comprehension process can be described as a series of information processing which takes advantages of both top down and bottom up operations. When raw speech enters the mind as acoustic data, it first enters the sensory store and is taken into short term memory in the second step. Due to capacity limitation of the short term memory, no more than seven to twelve bits of information can be held in the short term memory at any time during this step, so the listener may fail to understand the given information.

Miller further suggests that a cognitive framework is helpful to understand the learner’s difficulties as it pinpoints those places in the cognitive process where comprehension can experience a breakdown. This knowledge helps us to detect a source of difficulties experienced by our learners. Knowing why some of the problems occur will naturally help the language teachers to guide learners in ways of coping with or overcoming their listening difficulties.

Reflecting is another important interpersonal skill. Helgesen and Brown (2007) define reflection as statements in the interviewers own words that that explain and re-represent the essence of interviewees own words. Presenting reflections during interactions can serve a similar information gathering to that seen in questioning.
The learner also needs to be assertive. Miller (2005), notes that assertiveness is a very important interpersonal skill for interactions in all domains. Asserting oneself can serve many different communicative functions including allowing the expressions of negative conflicts. Verbal communications are also very essential communication. Their role can never be overlooked in any way. Information can be passed through the following non-verbal channels; facial expressions, gaze, gestures, posture and paralinguistic cues like pitch, tone and the speed of speech.

2.7 The Extent to Which Participatory Approach is used in Teaching the Listening Skills

Participatory approach also referred to as Freirian approach is a teaching strategy that engages themes that are of interest to the learners. Paulo Freire observes that evil social happenings emanate from illiteracy and the core reason for seeking education is to empower learners to take a proactive stance in liberating themselves from their burdens, (Spencer 1992). Participatory approach is under the umbrella of content based instruction (CBI) which uses topics for specific purposes. The content areas originate from issues that affect students’ daily lives where language learning is used as a vehicle to solve their social problems.

Different tasks can be applied in teaching methods with the objective of developing all language aspects in the learning process (Rost, 2005). Learners are encouraged to love and take ownership of their learning experiences as well as collaborate with the teacher, including participating in all group activities for learning to be effective. A classroom using the participatory approach uses two-way dialogue problem solving strategies while using language learning as a vehicle to solve their daily problems. Problem solving activities help in developing critical thinking and
creative ways to address learners pressing issues. Participatory approach tends to be more process based than product based in its outcome, (Brown 2004). Students are encouraged to work with other students either in pairs, small groups or in whole group for collective participation. Some of the activities that may be included in the learning process are role plays, dramatizing, reciting and narrations while using the target language and language domains to make an important facet, while liberating learners from their own problems. In the teaching of Kiswahili today, different approaches have been used. Many of the teachers who have taught the language for a long period (between 10-20 years) find it very hard for them to apply the participatory approach. Emphasis on the written exams has made teachers to put more emphasis on the reading and the writing skill thus forgetting the basic skills; the listening and the speaking skill, Mirikau (2004). The teachers have gotten so used to traditional methods of teaching hence finding it very hard to accept change.

In the language teaching, teachers are supposed to provide new possibility for students to see things around them in a different perspective, giving them the voice to express their thoughts and opinions, thus giving them the power to act, thus using the language as a liberating tool. Alongside participatory approach, other approaches that the teachers of Kiswahili language have been applying are the communicative approach, co-operative approach and the traditional conventional methods like the lecture method among others. The communicative and the co-operative approaches to some extend have helped in enhancing the learners’ participation in the learning process, Rost (2005).

The traditional lecture method is not effective and has tended to be more of teacher centered than learner centered. The learner acts as a receiver, of the information
while the learner acts as, a process very boring as the learner tends to be a passive recipient of the information Spencer (1992).

2.8 Challenges Facing the Teaching of the Kiswahili Language Listening Skills

There are a number of factors that hinder the listening skill. The language learners ought to pay a lot of attention to such factors because they strongly influence the processing of speech and can even block comprehension if they are not attended to. These factors are:- clustering, this is breaking down speech into smaller group of words. There is need for teachers to help learner’s select manageable clusters of words. Failure to do this will negatively affect the language learning. Another factor is redundancy. This is leaving out some words/phrases or parts of speech which you consider not useful in understanding the meaning. Redundancy helps the hearer to process meaning by offering more time and extra information. Learners can train themselves to profit from such redundancy by first becoming aware that not every new sentence or phrase will contain new information and by looking for the signals of redundancy. (Nunan 1998). Reduced forms also pose a challenge to the teachers and learners as they teach and learn the Kiswahili listening skills. Reduction can be phonological, morphological syntactic or pragmatic. E.g. n’taenda (morphological). These reductions pose significant difficulties especially for classroom learners who may have initially been exposed to full form, (Flowerdew 2005). Performance variables also affect the learning and teaching of the Kiswahili listening skills. In spoken language, hesitations, false starts, pauses and corrections are common (Miller 2005).
Native listeners are conditioned from very young ages to weed out such performance variables whereas they can easily interfere with comprehension. In second language learners, listeners have to train themselves to listen for meaning in a midst of distracting performance variables. Colloquial language greatly affects the learners’ language performance. The learners who have been exposed to writing reading Standard English or Kiswahili language may sometimes find it difficult and surprising to deal with colloquial language. Idioms, slang, reduced forms and shared cultural knowledge are all manifested at some point in spoken language. (Mirikau 2004). The rate of delivery also affects the attainment of the Kiswahili listening skills. According to Doff et al (1983), the pauses used by a speaker are more important to comprehension than just speed. In listening, the hearer may not have the chance to stop the speaker and have him or her repeat what they said. Instead, the speech will continue to flow.

Stress, rhythm and intonation may also present a challenge in the learning of the Kiswahili listening skills. These features are important for listening comprehension. In Kiswahili, some words are spelt the same but have different meanings for example, “barabara”. A learner may get mixed up in trying to understand such words especially of he/she had an earlier understanding on one meaning of the word. In such cases, the teacher should pronounce the words more correctly and explain the meaning to the learners. Interaction is very important in listening comprehension. Conversation is subject to all the rules of interaction, negotiation, clarification, attending signals, turn taking and topic nomination and maintenance and termination. To learn to listen is also to respond and to continue a chain of listening and responding. Classroom techniques that include listening components
must at some point include instruction in the two-way nature of listening. The learners need to understand that to be a good respondent one should be a good listener. They should know how to discuss the meanings (to give responses, to seek clarifications and to maintain a topic) so that the process of comprehending can be complete rather than be aborted due to inadequate interact

### 2.9 Types of Classroom Listening Performance

The following are some of the classroom listening performances: Reactive, this is having the learner listen to the surface structure of an utterance for the work of a listener is merely as a tape recorder and is very limited because the listener is not generating meaning. This can be applied in a classroom interaction in brief choral or individual drills that focus on pronunciation, Brown (2004). The second type of classroom listening performance is intensive. According to Miller, (2005), these are strategies whose only aim is to focus on components like phonemes, words, intonation and discourse markers among others as opposed to extensive which require students to single out certain elements of spoken language. Responsive type of performance involves a significance amount of learning activities that contain short stretch of a teacher language that is geared to produce immediate feedback. The work of the student is to listen to the teacher speak aptly and to come up with the right answer. Examples include; oral questioning, eliciting commands, seeking clarification, assessing comprehension among others.

Selective type of classroom listening performance gets the learners to listen to long stretches of discourse not to process everything that was said but rather scan the materials selectively for certain information. The purpose of such performance is not to look for global performance or general meanings, necessarily but to be able to
find important information in a field of potentially distracting information. Such activity requires field independence on the part of the learner. The difference between selective listening and intensive listening is that in selective listening, the discourse is relatively long lengths. Examples of such, discourse that is used in selective listening include speeches, media broadcasts, stories and anecdotes, conversations in which learners are ear droppers, Brown (2004).

Techniques that promote selective listening skills could ask students to listen for names of people, specific dates, location, certain facts and events.

Another type of classroom listening performance is extensive. According to Rost (2005), this sort of performance aims to develop language. Extensive performance could vary from listening to a long lecture to listening to a conversation and deriving a comprehensive message or purpose. Listening may require the student to involve other interactive skills like note taking and or discussion for full comprehension. Another classroom listening performance is interactive. It includes all the listening performance types discussed above as learners actively participates in discussions, debates, conversations, role plays and other pairs group work. This listening performance must be intricately integrated with speaking skills in the authentic give and take of communication interchange.

2.10 Principles Guiding the Teaching of Kiswahili Listening Skills

According to Oxford, (1990), the following principles can be applied to make the teaching of the listening skill a success. Only focus on the listening skill: Teach listening skill on its own. Do not always integrate it with other skills though they affect each other, Rost (2005). Choose strategies that are interestingly captivating,
appealing to learner’s personal interests and goals. The teacher should always put in mind the learner’s experiences, goals and abilities of students while designing the lessons. He or she should also remember that the cultural backgrounds of your students can be both facilitating and interfering in the process of listening. The learner’s participation in the teaching and learning should be included so that they feel self-propelled towards achieving a final objective, Ur (2004). Utilizing the authentic language and contexts, carefully considering the form of listener’s responses is also important in testing the attainment of the listening skill that certain aspects have been comprehended through students overt (verbal and non-verbal) responses to speech. It is therefore important for teachers to design techniques in such a way that student’s responses indicate whether or not their listening problems have been corrected, Brown, (2004)

Krashen (1981) offered nine listeners comprehension. Doing, where the listener responds physically to a command e.g. by nodding, laughing, selecting whereby the listener selects from alternatives such as picture objects and texts. Transferring is another way of testing listening comprehension. Here, listener draws a picture of what is heard. Answering is another way of testing listening comprehension; the listener answers questions about the message. Condensing also helps in teaching listening comprehension, here; the listener outlines or takes notes on a lecture. Other ways include: Extending where the listener provides an end in to a study story heard, Duplicating in which the listener translates the message into native language or repeats it verbatim, Modeling for instance the listener orders, a meal for example after listening to a model order and Conversing where listener engages in a conversation that indicates appropriate processing of information, encouraging the development of listening strategies.
Buck, (2004), most foreign language students attain the listening skill slowly. A teacher of language should equip them with listening strategies that extend beyond the classroom drawing their attention to value such strategies as: Looking for key words, looking for non-verbal cues to meaning, predicting a speaker’s purpose by the context of the spoken discourse, associating information with ones existing cognitive structure (activating background information), guessing meanings, seeking clarification, listening for the general gist and various test-taking strategies on listening comprehension.

Including both Bottoms Up and Top Down Listening Techniques can also help in boosting listening comprehension. Bottoms – Up processing proceeds from sounds to words to grammatical relationships to lexical meanings to a final message. Top down processing is evoked from a bank of prior knowledge and global expectations and other background information (schemata that the listener brings to text. Bottom up techniques typically focus on sounds, words, intonation, grammatical structure and other components of spoken language. Top down activities are more concerned with deriving the activation of schemata, with deriving meaning, with global understanding and with the interpretation of the text, Blair, (1982).

It is therefore important that learners operate from both directions since both offer keys to determining the meaning of spoken discourse. But in communicative, interactive context you don’t want to dwell too heavily on the bottom up for to do so may hamper the development of a learners all important automaticity in processing speech.
2.11 Listening Techniques

Rost, (2005) grouped the listening techniques into two groups. These groups are: beginning level listeners and advanced level listeners.

2.11.1 Beginning Level Listeners

The following are some bottom up exercises for beginning level learners. Discriminate between intonation contours in sentences. Listen to a sequence of sentence patterns with either rising or falling intonation. Discriminate between phonemes. Listen to pairs of words. Some pairs differ in their final consonant and some pairs are the same. Circle the word “same” or “different” depending on the pattern you hear. Selective listening for morphological endings Listen to a series of sentences. Circle ‘yes’ if the verb has an–ed ending and circle ‘no’ if it does not. Select details from the text (word recognition). Match the word you hear with a picture. Match a word with an event e.g. Weather with a picture on a weather chart. Listen to an advertisement, select the price of an item, and write the amount on a price tag. Listen for a normal sentence word order listen to a short dialogue and fill the missing words that have been deleted in a partial transcript. The following are top-down exercises for beginning level learners: Discriminating between emotional reactions for instance match words with emotions as you listen to other while getting the list of a sentence. Listen to a sentence describing a picture and select the correct picture. The learner should recognize the topic. Listening to a dialogue and recognize where the conversation occurred. Listen to a talk and place it in its right topic.
2.11.2 Advanced Level Listeners

The following are Bottom-up-exercises for advanced learners: Using feature of sentences, stress and volume to identify what is important for note-taking. Listen to a number of sentences and extract the content words which are read with greater stress. Write the content words as notes, being aware of sentence level features in lecture text, listen to a segment of lecture while reading a transcript of the material. Notice the incomplete sentences, pauses and verbal fillers. Become aware of organization cues in a lecture text, look at a lecture transcript and circle all the cue words used to enumerate the main points, then listen to the lecture segments and note organization cues. Become aware of lexical cues that signal a definition. Listen to the signals of the speaker’s intent, such as rhetorical questions, listen to special intonation patterns and pause patterns used with appositives, and identify specific points of information. Use the introduction section of a lecture. Then read a number of topics on your answer sheet and choose the topic that best expresses what the lecture will discuss. Use the lecture transcript to predict the content of the next section. Find the main idea of the lecture segment.

2.12 Assessing Types of Listening and Micro and Macro skills.

According to Brown (2004), the following task can be applied in the assessment of the listening skill in the classroom. Intensive listening tasks which include distinguishing phonemic pairs e.g. grass/glass, distinguishing morphological pairs leave/live e.g. miss-missed, distinguishing stress patterns – Nitaenda, Siendi, paraphrase recognition. Nilitoka Kenya, Mimi ni Mkenya, repetition (repeat a word). Responsive listening tasks can also be applied. They include: question – multiple choice responses, open ended questions simple discourse segments e.g.
good work, tough test. Other tasks are selective listening tasks which include: Listening close fill in the blanks, verbal information transfer (multiple choice verbal response), picture cued information transfer (choose picture) and sentence repetition (repeat stimulus sentence). Extensive listening tasks are also important in the assessing of listening skills in the classroom. They include: dictation – listen then write, dialogue – hear a dialogue and answer multiple choice questions, dialogue – hear a dialogue – answer open ended questions, lecture – take notes, summarize, list main points, interpretive tasks – hear a poem – interpret meaning and listening to stories and narratives then retell a story.

2.13 Research Gap

Proper teaching of the listening skill is the key to success in any language learning. However, many teachers teaching Kiswahili language in primary schools are not aware of the best methods to use while teaching and testing the attainment of listening skills in their classes. Participatory approach should be introduced to all teachers teaching Kiswahili at all levels in Kenya. Teachers’ preparedness should also be emphasized to teachers handling language classes. By doing so, participatory approach would be effectively used in the teaching of the language hence find a meaning in our language classes.
CHAPTER THREE

METHODOLOGY

3.1 Introduction.

This study investigated to what extend participatory approach was used by the teachers of Kiswahili in teaching the listening skills at the primary school level in Kenya. This chapter has the following sub-headings: research design, the variables, location of the study, target population, the sampling techniques, research instruments, data collection procedures, logistical and ethical considerations.

3.2 Research Design.

The researcher used quasi experimental design. Borg and Gall (1993) define it as the manipulation of independent variables to determine their effect on the dependent variable. This study sought to investigate the use of the participatory approach in the teaching of listening skills in the Kiswahili language and its effect in the performance of Kiswahili in primary schools in Kenya. The participatory approach was the extraneous variable while the performance in Kiswahili was the dependent variable. According to Nunan(1992) the experimental methods are good in establishing the relationships between variables. Both pre-test and post-test control groups were used, as the researcher used similar experiences for the two groups throughout the study. The researcher employed both qualitative and quantitative methods so as to realize a stronger research design.

The researcher followed the following stages in the course of the research activity; pre-test phase, treatment stage and a post-test phase.
A pre-test was administered to both the control and the experimental groups. The test had one question (on storytelling in testing of the listening skills) as taught in the Kenyan primary schools as per the curriculum. The test was developed by the researcher in reference to the K.C.P.E standards and testing. The test was marked out of forty by an examiner and the scores recorded to make inferences later.

In treatment stage, the researcher used two groups: the control group which was taught using conventional methods and the experimental group which was taught using participatory approach. The following topics of listening skills were taught: storytelling, proverbs, phrasal verbs and debating. Both groups had a lesson every day for a period of five days. Each lesson took thirty five minutes as per the curriculum. In both groups the teacher acted as the facilitator of the learning process.

In the post-test phase, a post-test involving elements (phrasal verbs and proverbs) taught in the teaching of the listening skills was administered to the two groups (control and experimental). The test contained two questions aimed at testing recall, application and memorization skills. The examiner later marked the test and the scores recorded were analyzed for comparison with the pre-test scores.

### 3.3 Variables

The independent variables in the study are: the learner/teacher characteristics, classroom environment, learning resources and facilities. The other independent variables are the participatory approach and the conventional teaching methods which were used by the researcher to determine their effect on the dependent variable. According to Gay (1981), in a quasi-experimental design, the treatment is
an independent variable. Intervening variables like the learner’s attitude, teacher’s ability and attitude, the environment, learning and teaching aids alongside the approaches and the method used affected the learner’s performance. Nunan (1992) explains that both direct and indirect effects may affect the dependent variable.

3.4 Location of the Study

The location of this study was Wote zone of Makueni County, located in the Eastern region of Kenya. The rationale behind choosing this region was because schools in the area of study have been performing poorly in the Kiswahili language in K.C.P.E as compared to the other zones in the area. For instance, Wote zone was rated poorest in Kiswahili performance in the year 2017 according to the Wote District Education Report of 2017. This poor performance is attributed to poor choice of teaching methods and approaches. The schools in the region are also located closely which provided easy accessibility by the researcher and development of immediate rapport with the respondents. The study was conducted in four public schools: two boarding primary schools and two day schools.

3.5 Target Population

Nunan (1992) define population as all the members of a real or hypothetical set people, event or object to which a researcher wishes to generalize the results of the study. The target population was 40 primary schools drawn from Wote zone, Makueni County. The study targeted 60 teachers and 2000 learners from class six. The main reason for choosing class six is because it has been exposed to many aspects of the listening skills. Moreover, in class six, parts of speech and the
listening skills are emphasized. In lower classes the language of instruction is mother tongue and that is why the researcher did not settle for them.

3.6 Sampling Techniques and Samples

3.6.1 Sampling Techniques.

The researcher used purposive sampling for this study so as to pick the cases that were suitable for this study. Gay (1981), notes that purposive sampling enables the researcher to select unique cases that are informative, ensuring elimination of those that are not fit for sampling. The schools were stratified into two categories: primary boarding schools and day schools. Twenty teachers of Kiswahili purposively selected from those selected schools formed the study sample. 220 class six pupils were selected for this research.

3.6.2 Sample Size.

From the population of 40 schools in Wote Zone of Makueni Sub County, 4 schools were selected for this study. This forms approximately 10% of the total number as recommended by Blalock and Blalock (1982) for quasi experimental design. Out of the target population of 2000 pupils, 220 were purposively selected. The target population for the teaching staff was 60 and out of which 20 were sampled for the study.
Table 3.6.2 Sample size

<table>
<thead>
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<th>Schools category</th>
<th>Target population</th>
<th>Target population</th>
<th>Target population</th>
<th>Sample size (n)</th>
<th>Sample size (n)</th>
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</thead>
<tbody>
<tr>
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<td>Number of teachers in class six</td>
<td>Number of pupils in class six</td>
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<td>Number of teachers</td>
<td>Number of pupils</td>
</tr>
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<td>60</td>
<td>2,000</td>
<td>12</td>
<td>20</td>
<td>220</td>
</tr>
</tbody>
</table>

Source: Makueni County Educational Report 2017

3.7 Research Instruments.

The research instruments that were used in the study include questionnaires and standardized tests. The research tools have been explained as follows:

3.7.1 Teachers Questionnaires.

Questionnaires are used to obtain information about a population and are designed to address specific objectives, research questions or hypothesis in a study (Mugenda and Mugenda, 2003). The questionnaires were used to collect the information on the strategies and approaches the teachers of Kiswahili used in the teaching of the listening skills, the extent to which they used participatory approach and the challenges they experienced. The questionnaires had open-ended and close ended
questions. O’Donnell et al (2009), note that the advantage of using both is that one makes up for the shortcoming of the other. Closed ended questions are easier to analyze, administer and they are economical in terms of resources while open-ended questions allow for greater depth of response.

The questionnaires contained three sections. Section one was used to collect demographic data. Section two and three contained information on respondents understanding of participatory approach and the extent to which it was used by the teachers of Kiswahili in teaching the Kiswahili language. Section three also contained the other approaches used by the teachers of Kiswahili in the teaching of the listening skill. The challenges faced while using these approaches were also discussed in this section.

3.7.2 Students Questionnaires

The questionnaire for the pupils on the use of the participatory approach in teaching was employed. The researcher sought to establish the strategies the learners would wish their teachers to use in the teaching of Kiswahili. The study also researched on the learners challenges while using participatory approach to learn Kiswahili.

3.7.3 Standardized Test

Taber (2010) notes that standardized tests have uniform procedures for administering, scoring and interpreting behavior of subjects which were considered in developing the two tests for the study. The test was administered at a pre-test and a post-test phase. The questions tested were based on K.C.P.E modalities of testing the aspects of the listening skill in the Kiswahili language. Some aspects that were included in the testing were phrasal verbs, proverbs and storytelling. The learners
were asked oral questions from the story to test their listening ability. The syllabus was put into consideration while developing the standardized test.

3.8 Pilot Study.

The pilot study was carried out in one primary school of Wote zone, Makueni sub-county. This school was not among the ones selected for the study. The researcher trained two teachers in the selected experimental schools on the use of participatory approach in teaching the listening skills, while teaching the Kiswahili language. The researcher taught the teachers on the best practices to use while implementing participatory approach in a Kiswahili lesson, in a bid to teach the listening skills. The teachers in the control group were informed on the use of conventional methods in teaching the listening skill. The researcher used questionnaires to collect data in the pilot study.

3.8.1 Reliability of Research Instruments.

Errors in any kind of research may occur due to inaccurate coding, poor instruments given to participants and interviewers’ biasness (Gay, 1981). In order to minimize those errors, the researcher established the reliability of the instrument using simple language (Nunan1992). The questionnaire was brief, to the point. Instructions for answering the questionnaire were simple and clear. The researcher also checked the reliability of the research instruments by using the test-retest and the equivalent form of technique. In test-retest technique, the researcher administered questionnaires and the standardized test twice to both groups; the experimental and the control group, with a time lapse of one week between the first and the second test. If a co-efficient reliability score was approximately 0.5, which was the case in
this study, then the test was considered reliable. If not, the necessary adjustments were made on the research instrument for reliability (Nunan, 1992).

3:8:2 Validity of Research Instruments

The research instruments were validated so as to ensure the accuracy of the data collected. This was done through content validity. This content validity was established for three research instruments which were used in the study: the questionnaire, the observation schedule and the standardized tests. Mugenda & Mugenda (2003) note that the best way of establishing content validity is by using two different research instruments to measure the same concept. From this validity co-efficient was computed by correlating measurements from the two instruments, where data was obtained from the sample. The objectives of the study were represented in each research instrument by ensuring each research question is answered. The test was developed basing on the K.C.P.E examination criteria, in Kiswahili language and especially on areas touching the listening skill.

3.9 Data Collection Procedures

3.9.1 Research Assistants.

The researcher used three research assistants. The researcher worked with one assistant in the experimental group, while the other two research assistants were working together with control group classes. Gay (1981), note that the research assistants are very essential in any study because they ensure proper time management in the course of the study. Direct observation and use of questionnaire
was applied in the course of the study. Interaction between the teachers and the learners was ensured by both the researcher and his assistants.

3.9.2 Questionnaires for Teachers and Students.

The researcher went to the selected schools and administered questionnaires to 16 students and 8 teachers. The questionnaires were completed first, after which the pre-test followed the next day. This was only done after the researcher got the official permission to carry out the research by the Ministry of education.

3.9.3 Pre-Test.

A pre-test on the listening skill areas of the primary school syllabus was administered by the researcher. The test was marked by a Kiswahili teacher and score entered. The intellectual level of the learner was put into consideration.

3.9.4 Treatments.

After a few days the researcher introduced the treatment (participatory approach to the experimental group while teaching the listening skill. The participatory groups consisted of four to five pupils per group. The learners in the groups were of different intellectual ability. The teacher facilitated learning in those groups. For the control group, conventional methods of learning were used with the teacher being the source of information while teaching the listening skills. The learners were the recipients of information; who only reacted to the information given only when they were required to do so.
3.9.5 Post Test.

After the treatment a post test on the listening skill activities (proverbs and similes) with similar level of difficulty to the pre-test was given to the two groups. The test took duration of 40 minutes. The test was then marked by Kiswahili teacher and scores given to the researcher for comparison.

3.10 Data Analysis

As per the objectives of the study, qualitative and quantitative methods of data analysis were used. Nunan (1992) explain that qualitative research recognizes that anybody is capable of constructing knowledge – it provides a voice to the disadvantaged groups who are not capable of authoring knowledge. Quantitative methods such as descriptive statistics were employed in data analysis. For qualitative data, which was generated from questionnaires, thematic analysis, coding and categorization were done. Field notes from the questionnaires were cleaned up and edited as data was organized. According to Blumberg (2008), thematic analysis is suitable for collecting word data from participants. The research looked for related themes and described information in the themes and patterns exclusive to the set of participants. Data was presented into identified themes and categories after which interpretations and discussions were done (thematic analysis). Analysis was done with regard to the research objectives using questions as a guideline. Frequencies were used in analyzing data. Data was then be presented in the form of graphs, tables and statistical figures in order to give meaning to the findings.
3.11 Logistical and Ethical Considerations

For successful completion of the study, the researcher addressed all the processes, activities and actions. Various levels of authorization of this study were put into considerations. The sub county education officer and the cabinet secretary of education were notified so that they were aware of the study. The researcher sought permission from NACOSTI and it was granted through the issuance of a research permit. The researcher also sought for permission from the head teachers of the different schools used in the study so as to be allowed to carry out research from those schools. The research assistants were trained on data collection procedures and pre-testing was done on the research instruments. Personal details of the respondents were not published. Confidentiality and anonymity of the participants was considered and data was used for research purposes.
CHAPTER FOUR

REPORTING AND DISCUSSIONS OF THE FINDINGS

4.1 Introduction

Content in chapter four is data analysis, presentation and interpretation of the study findings. The sub-headings in this chapter are arranged according to the objectives of this study which are:

i. To establish the approaches used by the teachers of Kiswahili in the teaching of the listening skills,

ii. To investigate the extent to which participatory approach is used in the teaching and learning of the listening skills in Kiswahili language,

iii. To establish the teachers perception in using the participatory approach in teaching and learning of listening skills in Kiswahili language and

iv. To explore the challenges teachers of Kiswahili face while teaching the listening skills using participatory approach.

The study findings have been presented in tables, charts and explanations of the findings in between the frequency tables for further elaboration as well the interpretation of the study results have been given alongside the findings.

4.2 General and Demographic Information

In order to understand the nature of respondents taking part in the research, general and demographic information of the respondents was sought. The biographical information of the teachers provides findings on respondent’s gender, professional qualification and the number of years in professional service.
4.2.1 Gender of the Teachers and Pupils

The study sought to find out the gender of the teachers and pupils. The findings are as shown in figure 4.1

![Bar chart showing gender distribution of teachers and pupils](image)

**Figure 4.1 Gender of the Teachers and Pupils**

The gender characteristics of the respondents show that, majority of the respondents are females 62.5% while males were 37.5%. The gender representation of the respondents indicate that, views concerning the use of participatory approach in the teaching of listening skills in Kiswahili in primary schools were represented by all gender, and no single opinion can be attributed to a particular gender.
4.2.2 Professional Qualification of Teachers

This study sought the teachers’ professional qualifications and the results are as shown in the figure 4.2.

Figure 4.2 Professional Qualifications of the Teachers

The results indicated in figure 4.2, show that the majority of the teachers interviewed, 62.5% had less than a bachelor’s degree qualifications in dispensing their services to primary schools pupils. Although the teacher’s qualifications had significant influence on the performance there were fewer 37.5% of them with a bachelor’s degree or masters degree qualifications in their service delivery departments.
4.3 Questionnaire Return Rate

The questionnaire return rate, based on the respondents that participated in the study, is shown in figure 4.3

Figure 4.3 Response Rate

The field responses were that 23 out of the 24 teachers and pupils surveyed responded to the questionnaires. Thus the return rate was 95.8%. This response rate can be attributed to the fact that the researcher with her research assistant personally administered the research instruments. The response rate was adequate to assess use of participatory approach in the teaching of listening skills in Kiswahili in primary schools since it is above 50% as recommended by Mugenda and Mugenda (2009).
4.4 Approaches used by the Teachers to Teach the Listening Skills in Kiswahili Language

The study sought to establish the approaches used by the teachers in teaching the listening skills in Kiswahili language, in primary schools. The findings are as shown in the table 4.1

<table>
<thead>
<tr>
<th>Approach used</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio Lingualism</td>
<td>20.8</td>
</tr>
<tr>
<td>Communicative</td>
<td>20.8</td>
</tr>
<tr>
<td>Grammar translation method</td>
<td>20.8</td>
</tr>
<tr>
<td>Direct method</td>
<td>20.8</td>
</tr>
<tr>
<td>Presentation, Practice and Production</td>
<td>8.3</td>
</tr>
<tr>
<td>Participatory</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results from table 4.1 show that many teachers teaching listening skills in Kiswahili use communicative, grammar translations, direct methods and audio lingualism at 20.8%. Only 10% used participatory method while 8.3% used presentation, practice and production. These findings agree with those of Brumfit and Johnson (1979) that indicates that many teachers teaching language prefer to use communicative approach, direct method, grammar translation method and audio lingualism to participatory approach. Therefore, there is need to sensitise teachers on the benefits of using participatory approach while teaching Kiswahili language.
4.4.1 Students Organized into Participatory Approach Learning Groups

The study went ahead to find how teachers organize pupils in participatory approach groups. The results are as shown in figure 4.4

![Pie chart showing percentage of respondents indicating they have organized pupils into participatory groups (37.5%) and those who have never had those groups (62.5%).](image)

**Figure 4.4 Students Organized into Participatory Approach Learning Groups**

As indicated in figure 4.4, 37.5% of the respondents indicated that they have organized pupils into participatory groups while 62.5% have never had those groups in teaching of listening skills in Kiswahili subject. The results show that the organization of learners in participatory approach learning groups in Wote zone is not done adequately. This could be due to lack of participatory approaches to learning and inadequate learning resources. The findings disagree with the views of Brown (2004), which show that pupils should be encouraged to work with others either in pairs, small group or in whole group for collective participation. Therefore, advocacy on participatory learning groups should be emphasized in the area of study for use in teaching of Kiswahili listening skills.
Small manageable groups in learning are important tools in imparting knowledge to pupils. The researcher found that 37.5% of the respondents agreed that they were grouping their pupils in groups of between 3 and 5 pupils in their teaching of Kiswahili lessons while 62.5% indicated that they were not. According to reviewed literature, Brown (2004) observes learners should be organized into small manageable groups for collective participation. These groups should therefore form part of the teaching approaches in Wote zone for improved performance in Kiswahili language.

### 4.5 The Extent of Use of Participatory Approach in Teaching the Kiswahili Listening Skills

The researcher sought to establish the extent to which participatory approach is used in the teaching and learning of the listening skills in Kiswahili language. The researcher wanted to establish whether the teachers assign pupils different intellectual activities in their groups during participatory approach in classrooms, whether every member is assigned complementary role and whether the teacher interferes with their working during their participatory learning. The findings are shown in figure 4.5

---

**Table 4.2 Group sizes of 3-5 pupils**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>30</td>
<td>12.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>150</td>
<td>62.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>240</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Figure 4.5 Extent of the use of Participatory Approach

Figure 4.5, shows that 37.5% of the respondents agreed that they used participatory approach in their schools while 62.5% indicated that they did not use participatory approach while teaching the listening skills in Kiswahili. These findings agree with those of Syomwene (2013) which says that many teachers who have taught language for a long period (between 10 -20 years) find it very hard to use participatory approach in their language teaching. Therefore, there is need to create awareness on teachers on the need to use participatory approach in their language teaching. This can be done through seminars and workshops.
4.6 Teachers Assigned Complementary Roles in Class

The researcher wanted to find out whether the teachers were assigning complementary roles in classrooms while using participatory approach to teach.

![Pie chart showing 73.3% Yes and 26.7% No]

**Figure 4.6 Teachers Assigned Complementary Roles in Class**

Majority 73.3% agreed that they have not been assigning complementary roles in class while minority 26.7% agreed to give these complementary roles once in a while teaching the listening skill in Kiswahili language. These findings disagree with those of Rost, (2005) that show that learners are supposed to be assigned complimentary roles in the learning process. This helps them to take ownership of their learning experiences as well as collaborate with the teacher. There is need for assigning complementary roles to learners for effective acquisition of the Kiswahili listening skills.
4.7 Teachers Perception on the Use of Participatory Approach to Teach the Listening Skill

The researcher sought to establish teacher’s perception in using the participatory approach in the teaching and learning of the listening skills in Kiswahili language. The respondents were asked indicate their observation on the participation method of learning and whether some pupils dominated the others during learning. They were also asked to indicate whether the groups were formed on two factors: learner’s interest and intellectual ability.

![Percentage Chart]

**Figure 4.7 Teachers Perception on the Use of Participatory Approach to Teach the Listening Skill**

Findings in figure 4.7 indicate that 37.5% of the teachers felt that participatory approach was good in language learning, 25% felt it was a fair approach. Another 25% felt it was the best approach while 12.7% felt it was fair. This shows that some teachers in Wote zone think that participatory approach should be used in teaching
the listening skills in Kiswahili. The findings of the study agree with those of Mirikau (2004) which indicate that participatory approach is a good approach that should be used in teaching the Kiswahili listening skills.

4.8 Formation of Groups Based On Learners Interest or Intellectual Ability

The researcher sought to find out how groups were formed based on intellectual ability or interest. The results are as shown in table 4.4

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>25.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>37.5</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings indicated in table 4.3 shows that 62.5% of the respondents are in the view that the groups were neither formed according to learners’ interest and intellectual ability while minority 37.5% agreed to the fact. These findings disagree with those of Brown (2004) that learning groups should bear in mind interest and the abilities of the learner for better learning outcomes. Due to this, there is need for the teachers to consider their learners interests and abilities so as to realise best outcomes in their language classes.
4.9 Challenges Faced By Teachers While Teaching the Listening Skills

The researcher sought to establish the challenges the teachers of Kiswahili language face while teaching listening skills in Kiswahili language using the participatory approach. The findings are as shown in table 4.5

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate resources</td>
<td>120</td>
<td>50</td>
</tr>
<tr>
<td>Poor learning methods</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>Inadequate time</td>
<td>30</td>
<td>12.5</td>
</tr>
<tr>
<td>Improper evaluation</td>
<td>30</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>240</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results in table 4.4 show that 50% of the teachers have a problem with instructional resources. 25% of the teachers have a problem of learners having poor learning methods like clustering, redundancy, performance variables and colloquial language. 12.5% of the teachers have a problem of inadequate time while the other 12.5% face the challenge of improper evaluation. The research findings in this study are supported by Helgesen & Brown (2007) who in his study found out that inadequate resources, poor learning methods, inadequate time and improper evaluation are some of the challenges faced by teachers while using participatory approach to teach the listening skills in Kiswahili language. Due to this it is advisable that teachers work hard so as to cope with those challenges. Teachers should also guide learners on the best learning methods.
4.10 Pre-test for control and experimental groups

The learners were subjected to a pre-test which was done before the learners were introduced to language learning using participatory approach. The test was marked out of 40. The results are presented in the table 4.6 below.

Table 4.5 Pre-test scores for control and experimental groups

<table>
<thead>
<tr>
<th>Marks</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>20</td>
</tr>
<tr>
<td>6-10</td>
<td>30</td>
</tr>
<tr>
<td>11-15</td>
<td>50</td>
</tr>
<tr>
<td>16-20</td>
<td>50</td>
</tr>
<tr>
<td>21-25</td>
<td>20</td>
</tr>
<tr>
<td>26-30</td>
<td>20</td>
</tr>
<tr>
<td>31-35</td>
<td>20</td>
</tr>
<tr>
<td>36-40</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
</tr>
</tbody>
</table>

The results indicate that, out of the 220 selected learners, 20 pupils scored between 0-5 marks. 30 pupils scored between 6-10, 50 pupils scored between 11-16 while 50 other pupils scored between 16-20. Only 70 pupils managed to score above 21 marks. From those scores 68.2% of the learners scored below average. Only 31.8% of the learners scored above average. These results agree with those of Anderson (2004) who says that convectional learning methods do not help the learners to fully exploit their potential in language learning. He advocates for the use of participatory approach which helps the learners to get involved in the process of learning hence
produce the best results. Due to this fact, there is need for teachers to use participatory approach while teaching the listening skills in Kiswahili.

4.11 Post test (Experimental group)

The learners were given a post-test after being subjected to language learning using participatory approach for one week. The test was marked out of 40 marks. The results have been presented in the table 4.7 below.

**Table 4.6 Post test scores for the experimental group**

<table>
<thead>
<tr>
<th>Marks</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>0</td>
</tr>
<tr>
<td>6-10</td>
<td>10</td>
</tr>
<tr>
<td>11-15</td>
<td>20</td>
</tr>
<tr>
<td>16-20</td>
<td>20</td>
</tr>
<tr>
<td>21-25</td>
<td>30</td>
</tr>
<tr>
<td>26-30</td>
<td>50</td>
</tr>
<tr>
<td>31-35</td>
<td>50</td>
</tr>
<tr>
<td>36-40</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>220</strong></td>
</tr>
</tbody>
</table>

The results in the table indicate that, 50 learners scored 20 marks and below. 170 learners scored above average: between 21-40 marks. The results agree with those of Williter *et al* (2013) which indicate that use of participatory approach greatly enhances language learning. Performance of the learners improves upon the use of participatory approach in learning. Therefore teachers of Kiswahili language should
embrace the use participatory approach while teaching the Kiswahili listening skills for a better performance.

4.11 Post-test (Control group)

A post test was administered to the control group that had been taught for a period of one week using conventional teaching methods. The test was marked out of 40 marks. The results are as shown in table 4.8 below

Table 4.7 Post test scores for the control group

<table>
<thead>
<tr>
<th>Marks</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>20</td>
</tr>
<tr>
<td>6-10</td>
<td>20</td>
</tr>
<tr>
<td>11-15</td>
<td>50</td>
</tr>
<tr>
<td>16-20</td>
<td>50</td>
</tr>
<tr>
<td>21-25</td>
<td>30</td>
</tr>
<tr>
<td>26-30</td>
<td>20</td>
</tr>
<tr>
<td>31-35</td>
<td>20</td>
</tr>
<tr>
<td>36-40</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
</tr>
</tbody>
</table>

The results indicate that, out of the 220 selected learners, 20 pupils scored between 0-5 marks. 20 pupils scored between 6-10, 50 pupils scored between 11-16 while 50 other pupils scored between 16-20. Only 80 pupils managed to score above 21 marks. From those scores 63.6% of the learners scored below average. Only 36.4% of the learners scored above average. These results agree with those of Vandergrift (1997) who argues that convectional learning methods do not help the learners fully
in their language learning. He calls for the use of participatory approach which helps the learners to get involved in the process of learning hence produce the best results. Therefore, there is need for teachers to use participatory approach while teaching the listening skills in Kiswahili.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter comprises of the following subheadings: summary of the study, conclusions and recommendations of the study as well as suggestions for further studies.

5.2 Summary of Findings

The study investigated the use of participatory approach in the teaching of listening skills in Kiswahili in primary schools in Wote zone, Makueni County, Kenya. The objectives of the study were: Establish the approaches used by the teachers of Kiswahili in the teaching of the listening skills, Investigate the extent to which participatory approach is used in the teaching and learning of the listening skills in Kiswahili language, Establish the teachers’ perception in using the participatory approach in the teaching and learning of the listening skills in Kiswahili language and Explore the challenges the teachers of Kiswahili language face while teaching the listening skill using the participatory approach.

5.2.1 Approaches Used In Teaching the Listening Skills

The first objective was to establish the approaches used by the teachers of Kiswahili while teaching the listening skills in Kiswahili language. It was established that the following approaches were used in the teaching of the listening skills. Communicative approach at 20%, grammar translation method at 20%, directs
method at 20% and audio lingualism at 20%. Participatory approach and PP&P were being used at 10% each. These findings agree with those of Brown (2004) that indicates that many teachers teaching language prefer to use communicative approach, direct method, grammar translation method and audio lingualism to participatory approach. Participatory approach ensures that all learners are fully involved in the learning process, hence better performance. Therefore, there is need to sensitise teachers on the benefits of using participatory approach while teaching Kiswahili language.

5.2.2 Extent to Which Participatory Approach Is Used In Teaching the Listening Skills

The study found out that 37.5% of the respondents used participatory approach in the teaching and learning of the Kiswahili listening skills. 62.5% of the respondents never used participatory approach in teaching the Kiswahili listening skills.. These findings agree with those of Mirikau (2004) which says that many teachers who have taught language for a long period (between 10 -20 years) find it very hard to use participatory approach in their language teaching. Therefore, there is need to create awareness on teachers on the need to use participatory approach in their language teaching. This can be done through seminars and workshops.

5.2.3 Teachers Perception on the Use of Participatory Approach

The researcher sought to find out the teachers perception in using participatory approach to teach the Kiswahili listening skills. The findings of the study indicate that 37.5% of the learners felt that participatory approach was good in language learning, 25% felt it was a fair approach. Another 25% felt it was the best approach
while 12.7% felt it was fair. This shows that some teachers in Wote zone think that participatory approach should be used in teaching the listening skills in Kiswahili.

The findings of the study agree with those of Mirikau (2004) which indicate that participatory approach is a good approach that should be used in teaching the Kiswahili listening skills.

5.2.4 Challenges Faced By Teachers While Using Participatory Approach

The study sought to find out the challenges faced by teachers while using participatory approach to teach the Kiswahili listening skills. The findings of the study indicate that 50% of the teachers have a problem with instructional resources. 25% of the teachers have a problem of learners having poor learning methods like clustering, redundancy, performance variables and colloquial language. 12.5% of the teachers have a problem of inadequate time while the other 12.5% face the challenge of improper evaluation. The research findings in this study in this study are supported by Brown (2004) who in his study found out that inadequate resources, poor learning methods, inadequate time and improper evaluation are some of the challenges faced by teachers while using participatory approach to teach the listening skills in Kiswahili language. Due to this it is advisable that teachers work hard so as to cope with those challenges. Teachers should also guide learners on the best learning methods.

5.3 Conclusions of the Study

The study concluded that participatory approach is not used in the teaching of the listening skills in Kiswahili in primary schools in Kenya. Teachers prefer to use conventional methods to P.A. Some of the conventional methods the teachers were
using in teaching the listening skills included the following: grammar translation method, audio lingualism, PP&P, Marooned approach and direct method. The study also concluded that P.A is a good approach and should be used in teaching the listening skills in Kiswahili language. This is because learners taught using P.A perform better than those taught by conventional methods making it a better approach. Learners taught using participatory approach get fully engaged in the learning process, they are not just passive receivers of information. P.A therefore makes the learning process learner centered.

The study also concluded that many teachers are of a view that P.A is a good approach and should be used in the teaching of the listening skills in Kiswahili. This is due to the great improvement that was noted among learners who were taught using participatory approach as compared to those who were taught using conventional methods. Conventional methods limit the learner’s language performance. According to Brown (2004), language teachers should consider using P.A in their teaching. Participatory learning encompasses a range of techniques and methods for facilitating and enabling students to come together in groups (usually small groups) to share knowledge and ideas, discuss debate and deliberate, analyze and critique, and construct and create knowledge and theory (Widdowson1978). Participatory learning aims to enable a kind of deliberative democracy in the classroom which is a collective and interactive process. Using P.A in language classes is an effective way to draw upon student expertise as a resource and also to challenge students to analyze and apply their existing knowledge and expertise in new ways and thus extend it.
Finally, the researcher came to a conclusion that when participatory approach to teach the listening skills in Kiswahili language the following challenges may be experienced: lack of enough resources, time, improper evaluation and unequal participation in the classroom by the learners. These challenges are similar to those cited by Mirikau (2004). Some of these challenges may be as a result of teacher’s unpreparedness, attitudes and poor time management. The teachers therefore should work on ways of implementing participatory approach successfully, minimizing the obstacles. These findings are pointers to the urgent need for efforts in primary schools classrooms to be concentrated on invigorating this approach, particularly in the teaching and learning of Kiswahili language and its allied areas.

5.5 Recommendations of the Study

From the key findings, the study makes the following recommendations. Having found out that a majority of the teachers teaching language in primary schools use conventional methods which are unproductive, the study recommends to the teachers and other educational stakeholders that Participatory approach should be adopted for use in primary schools to teach the listening skills in Kiswahili language. The teachers should be made aware of the benefits of using P.A in language learning and be properly guided in using it.

Basing on the extent to which participatory approach has been used in the teaching of the listening skills in Kiswahili, this research recommends that participatory approach be used in all learning institutions so as to make language learning meaningful, hence the proper attainment of the listening skill. 20% of the language teachers are of the opinion that participatory approach is hectic and time wasting. The curriculum implementers should sensitize teachers on how to tackle language
lessons using participatory approach. The K.I.C.D should give teachers proper guidelines on how to teach and evaluate the listening skills in Kiswahili language.

The teacher education curriculum should also be revised so as to equip teachers with the necessary skills and knowledge for teaching the listening skills in Kiswahili. In-servicing teachers who are already in the profession should be considered by both the T.S.C and K.I.C.D. workshops and seminars should be regularly organized by K.I.C.D so as to equip Kiswahili teachers with new and effective strategies to teach Kiswahili language. The teachers should be sensitized on the importance of proper prior preparation as proper planning is the key to success in language learning. The learners who perform well should also be positively rewarded to motivate them to maintain their performance. The teachers who perform well in their classes should also be rewarded. This can be done in schools with the guidance of the school managers and also during the district education days with the guidance of the County Directors of Education.

To conquer the challenges the teachers face while using participatory approach to teach the listening skills, the schools management committees should provide the necessary learning resources like books, radios, charts and other learning resources. Schools should strive to make sure that participatory approach is used as a vehicle to solve problems encountered in the whole learning experience. This will help minimize the challenges experienced by teachers while teaching the listening skills in Kiswahili language using participatory approach.
5.6 Suggestions for Further Studies

The study recommends the following areas for further study

(i) Influence of P.A on students’ performance.

(ii) Use of P.A in teaching other language skills like speaking, reading and writing.

(iii) Same study to be replicated in other areas in Kenya.

(iv) Other approaches used by teachers of Kiswahili to teach the listening skills.
REFERENCES


APPENDICES

RESEARCH INSTRUMENTS

APPENDIX A: QUESTIONNAIRE FOR KISWAHILI TEACHERS

Please indicate the response(s) (by ticking or answering where required) which best represent (s) your use of participatory approach in teaching the listening skill.

SECTION I: BIOGRAPHICAL INFORMATION

1. Sex

   Male (   )
   Female (   )

2. Professional qualification

   M/ED (   )
   B/ED (   )
   B.A WITH PGDE (   )
   Diploma in Education (   )
   P.T.E Certificate (   )
   Others (   )
SECTION II: APPROACHES INVOLVED IN LEARNING

3. Participatory approach involves the learners in the learning process making them to actively participate.

Strongly agree ( )

Agree ( )

Undecided ( )

Disagree ( )

Strongly disagree ( )

4. Learners are organized into participatory learning groups 2-4 times in a week.

Strongly agree ( )

Agree ( )

Undecided ( )

Disagree ( )

Strongly disagree ( )

5. Group sizes of between 3-5 learners are used while implementing participatory approach in the classroom

Strongly agree ( )

Agree ( )
6. I assign learners different intellectual activities in their groups during the learning processes

Very large extent
Small extent
Very small extent
No extent

8. Teachers perception on the use of participatory approach in teaching the listening skills in Kiswahili.

Fair
Good
Better
Best

9. Groups are formed basing on two factors: learner’s interest and their intellectual ability.

Strongly agree
Agree
Undecided ( )

Disagree ( )

Strongly disagree ( )

10. Resources such as; books, magazines, examination papers, videos, desks and space in the classroom are usually inadequate hence posing a challenge in implementing participatory approach.

Strongly agree ( )

Agree ( )

Thank you for your cooperation.
APPENDIX B: LEARNERS QUESTIONNAIRE ON THE USE OF
PARTICIPATORY APPROACH.

Please tick or answer appropriately where required.

SECTION I

Name:

School:

Class:
### Questions

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<tr>
<th></th>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>1.</td>
<td>Participatory learning is the active involvement of learners in the learning process.</td>
<td></td>
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<td>2.</td>
<td>Our teacher often engages to work in participatory groups during listening and speaking lessons.</td>
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<td>3.</td>
<td>Participatory learning groups enable me learn Kiswahili language better.</td>
<td></td>
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<td>4.</td>
<td>In our participatory groups, all students share ideas and material and all members are actively involved.</td>
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<td>5.</td>
<td>While working in groups, we are physically arranged such that we do not interfere with other groups’ learning.</td>
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<tr>
<td>6.</td>
<td>While working in our groups, the teacher monitors our group activities.</td>
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<tr>
<td>7.</td>
<td>We experience problems of unequal participation and competition within our participatory groups.</td>
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</tbody>
</table>
8. Low performers in our participatory activities are often given extra attention and their ideas are not ignored.

9. We lack books, desks and enough space to work in participatory groups

10. Our teacher uses other strategies in language teaching such as; whole class discussion, dramatization, role play, and peer teaching.
SECTION III

11. What other teaching strategies would you like your teacher to use during Kiswahili language lessons?

12. How do you think the challenges experienced in participatory learning activities can be overcome?

Thanks for your time and cooperation.
APPENDIX C: PRE-TEST ON THE STORY WRITING AS PART OF TEACHING THE LISTENING SKILL.

TIME: 35 MINUTES

Andika kisa cha kusimua kuhusu siku ya michezo shuleni.
APPENDIX D: POST-TEST ON STYLISTIC DEVICES (phrasal and proverbs).

TIME: 35 MINUTES.

1. Taja semi kumi zinazotumia neno pata na ulece ze maana ya kila semi. (alama 20)

2. Taja methali kumi zinazohimiza bidii na utangamano baina ya watu. (alama 10)
APPENDIX E: RESEARCH PERMIT

THIS IS TO CERTIFY THAT,

MS. BEATRICE MUTIO MAINGI
of KENYATTA UNIVERSITY, 51-90300
makueni, has been permitted to conduct
research in Makueni County

on the topic: USE OF PARTICIPATORY
APPROACH IN THE TEACHING OF
LISTENING SKILLS IN KISWAHILI IN
PRIMARY SCHOOLS IN WOTE ZONE,
MAKUENI COUNTY, KENYA

for the period ending:
30th July, 2017

Applicant's Signature

Permit No: NACOSTI/P/16/52753/12025
Date of Issue: 1st August, 2016
Fee Received: Ksh 1000

Director General
National Commission for Science,
Technology & Innovation
APPENDIX F: MAP OF KENYA SHOWING LOCATION OF MAKUENI COUNTY