A STUDY OF THE FACTORS THAT AFFECT THE TEACHING
OF READING IN KISWAHILI IN LOWER PRIMARY
CLASSES IN SELECTED SCHOOLS,
KISII MUNICIPALITY

BY
ANTONY A.O. ONYAMWARO

A THESIS SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR
THE AWARD OF MASTER OF EDUCATION
OF KENYATTA UNIVERSITY

1990
DECLARATION

This thesis is my original work and has not been submitted for a degree in any other University.

A.A.O. ONYAMWARO

This thesis has been submitted for our examination with our approval as University Supervisors.

MR. A. CLAESSEN
SENIOR LECTURER
DEPARTMENT OF COMM. & TECH.
KENYATTA UNIVERSITY

DR. R. CHIMERAH
LECTURER
DEPARTMENT OF COMM. & TECH.
KENYATTA UNIVERSITY
DEDICATION

To: The Late Grace Gesare,

My Beloved wife. She blessed this opportunity
but never lived to see its fruition.

Gladys Nyaboke,

My daughter. I have placed many expectations on her.
ACKNOWLEDGEMENT

Conducting this study has been a wonderful experience in education itself. I have learned that nothing can be taken for granted in education. Many theories and ideas and practices need frequent examination and re-examination and that each waking day introduces new facets to what was yesterday regarded as established truth. I have frequently had to revise my views and re-write them afresh. This has not been easy either, considering writing is not my forte. Consequently I have had to rely on the advice, understanding and patience of other people in my course of learning.

I am very grateful to my supervisors Mr. A. Claessen and Dr. R. Chimerah, without whose guidance and unending patience this work would not have seen the day. I wish to also thank Professor S. Bogonko, Registrar Kenyatta University and Prof. M. Patel for challenging me to do my best.

I am also grateful to all my lecturers in the P.T.E. programme, for without them I would have lost my focus and determination. I gained a lot from each one of them.

Sincere appreciation is expressed to the District Education Officer Kisii, Mr. P. Opakas, and the headteachers of the ten schools, for the cooperation and support they gave me while I was collecting the data for this project.

Special thanks are also due to Miss Mary Khaemba for typing
the research proposal; Miss Jane Muchene for typing the first draft of the thesis and Mrs. Grace Maloba of ILCA for typing the final report. I also thank Mr. Bojana for proof-reading and technically polishing the report.

The author is indebted to the support received from his colleagues, viz. Mr. Namach, Mr. Rono, Mr. Mshila, Mrs. Immonje, Miss Burugu, Mr. Lusweti, Mr. Njoroge, Mr. Aluku, Mr. Irumbi and Mr. Amwayi.

Other people whom I owe many thanks include Dr. Kigen, E., Senior Lecturer, Psychology (KU); Mr. D.D. Konso, former District Education Officer, Baringo; Dr. Cheluget, K, of Moi University, Dr. Maundu, and Dr. Mutunga and Mr. Ochieng'-Moya of Kenyatta University. They gave me constant encouragement. I must also thank Mr. E. Cherono of Project Implementation Unit, Ministry of Education and Mr. E.B. Bore, Kenya's Ambassador to India, (both former colleagues in Baringo District) for their wise advice and concern.

Finally I wish to thank my father, Mr. Sebastiano Nyamwaro and my mother Keresensia Bochere, who both first sent me to school to learn to read and write. They shaped my educational experience. Their efforts, concern and expenses have not been in vain.

May I also thank Mr. J. Ogato and Mrs. V. Ogato for taking care of my children, Kwamboka, Barongo (Malaika) Mokeira (Nyota) while I was pursuing this programme. Mr. C. Ong'era and Miss J. Gesare for being in charge of my home while I was away for the two years. My children, Rasi, Sokoine and Nyachieo (Karani) never felt the absence
of their father. Indeed their love for the children enabled me to concentrate on this programme.

For all the others who have assisted me in one way or the other I say a big 'Thank you'.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>i</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td></td>
</tr>
<tr>
<td><strong>CHAPTER ONE</strong></td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the problem</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>1.3 The Purpose of the Study</td>
<td>6</td>
</tr>
<tr>
<td>1.4 Specific Objectives of the study</td>
<td>6</td>
</tr>
<tr>
<td>1.5 Significance of the Study</td>
<td>7</td>
</tr>
<tr>
<td>1.6 Research Questions</td>
<td>8</td>
</tr>
<tr>
<td>1.7 Limitations of the Study</td>
<td>9</td>
</tr>
<tr>
<td>1.8 Definition of Terms and Abbreviations</td>
<td>9</td>
</tr>
<tr>
<td><strong>CHAPTER TWO: REVIEW OF RELATED LITERATURE</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Introduction</td>
<td>13</td>
</tr>
<tr>
<td>2.2 Teacher Qualifications</td>
<td>15</td>
</tr>
<tr>
<td>2.3 Sociolinguistic factors</td>
<td>16</td>
</tr>
<tr>
<td>2.4 Methods of teaching reading</td>
<td>18</td>
</tr>
<tr>
<td>2.4.1 The Analytical Approach</td>
<td>19</td>
</tr>
<tr>
<td>2.4.2 The Synthetic Approach</td>
<td>20</td>
</tr>
</tbody>
</table>
CHAPTER THREE: DESIGN AND METHODOLOGY

3.1 Introduction

3.2 Description of subjects

3.3 Sample selection

3.4 Research Instruments

3.4.1 Questionnaire Development

3.4.2 The Observation schedule

3.4.3 Actual Classroom Observation

3.5 Administration

3.6 Data Analysis

3.7 Data Collection

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

4.2 Teachers' Professional qualifications and experience
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Teachers' language background and teaching load</td>
<td>43</td>
</tr>
<tr>
<td>4.4 Pupils' Socio-linguistic backgrounds</td>
<td>46</td>
</tr>
<tr>
<td>4.5 Teachers' attendance at refresher courses</td>
<td>49</td>
</tr>
<tr>
<td>4.6 Teachers' attitude to teaching reading in Kiswahili</td>
<td>50</td>
</tr>
<tr>
<td>4.7 Teachers' familiarity and use of teaching methods in reading</td>
<td>52</td>
</tr>
<tr>
<td>4.8 Teachers' familiarity with 'word attack' skills</td>
<td>54</td>
</tr>
<tr>
<td>4.9 Teachers' formulation of specific objectives</td>
<td>56</td>
</tr>
<tr>
<td>4.10 The teaching of Intensive reading</td>
<td>57</td>
</tr>
<tr>
<td>4.11 The teaching of Extensive reading</td>
<td>65</td>
</tr>
<tr>
<td>4.12 Availability and use of Instructional materials</td>
<td>68</td>
</tr>
<tr>
<td>4.13 The use of visual aids</td>
<td>70</td>
</tr>
<tr>
<td>4.14 Teachers' records of reading Progress</td>
<td>71</td>
</tr>
<tr>
<td>4.15 Problems of reading instruction in Kiswahili</td>
<td>74</td>
</tr>
<tr>
<td><strong>CHAPTER FIVE: SUMMARY, CONCLUSIONS, OBSERVATIONS AND RECOMMENDATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>5.0 Summary</td>
<td>77</td>
</tr>
<tr>
<td>5.1 Conclusions</td>
<td>78</td>
</tr>
<tr>
<td>5.3 Investigator's Observations</td>
<td>82</td>
</tr>
<tr>
<td>5.4 Recommendations</td>
<td>83</td>
</tr>
<tr>
<td>Recommendations for teaching reading in Kiswahili</td>
<td>83</td>
</tr>
<tr>
<td>General Recommendations</td>
<td>85</td>
</tr>
<tr>
<td>Recommendations for further research</td>
<td>88</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table I: Teachers' Professional qualifications and experience 41
Table II: Teachers' Language Background and teaching load 43
Table III: Pupils' Sociolinguistic backgrounds 46
Table IV: Teachers' attendance at refresher courses 49
Table V: Teachers' attitude to teaching reading in Kiswahili 51
Table VI: Teachers' familiarity and use of teaching methods in reading 53
Table VII: Teachers' familiarity with 'word attack' skills 55
Table VIII: Teachers' formulation of specific objectives 56
Table IX: The teaching of extensive reading 66
Table X: Availability and use of instructional materials 68
Table XI: Teachers' Records of reading progress 72
Table XII: Problems of reading instruction in Kiswahili 74

APPENDICES:

Appendix A Letter to the headteacher 90
Appendix B: Letter to Teachers' Questionnaire 91
Appendix C: Observation schedules to be completed by the researcher 100
Appendix E: Reading Ability Record Card 104
Appendix F: Estimated Budget 105
Appendix G: Work Schedule 106

BIBLIOGRAPHY 107
The intention of this study was to investigate the factors that affect the teaching of reading in Kiswahili in lower primary classes of Kisii Municipality.

The teaching of reading in Kiswahili is especially important as Kiswahili is the national language of Kenya as well being as a medium of instruction in lower primary classes in the urban centres of the Republic. Furthermore, the new system of education (8-4-4) has put heavy challenges and demands on teachers in their teaching of the language and reading in particular.

This study involved an attempt to find whether teachers of reading in Kiswahili have the relevant qualifications, training and experience; and, whether they prepare schemes of work and lesson plans. It also tried to identify the pupils' socio-linguistic backgrounds and how these affect the teaching and learning to read in Kiswahili.

The study also looked at the methods of teaching reading in Kiswahili as well as the availability and use of instructional materials. The teaching "Word Attack" skills was also investigated.

The investigation tried to find out whether teachers were planning for both intensive and extensive reading in their Kiswahili lessons. Teachers' evaluation procedures of reading were also examined as well as the instructional problems encountered by teachers when teaching reading in Kiswahili.
Data was collected by way of questionnaires administered to thirty (30) teachers, to which each teacher responded. The thirty (30) teachers were selected from ten primary schools (three from each school) out of twenty nine (29) schools of Kisii Municipality. Five (5) teachers were observed in actual classroom teaching situations. The researcher used an own-constructed observation schedule to validate responses on the questionnaires.

Data from twenty nine teachers (one did not respond) revealed that Kiswahili teachers were qualified to teach reading in Kiswahili. However, they had a poor background and mastery of Kiswahili. The teachers were using various methods of teaching reading, most of which have a traditional approach. It was further found that teachers hardly plan for pre-requisite activities that would prepare pupils to read Kiswahili. The teachers, it was found, were not aware of "word attack" skills nor their use in teaching pupils to read independently. Few teachers, it was found, have attended refresher courses. The study further revealed that instructional materials both in terms of quality and quantity were not adequate. It was also revealed that teachers relied on the texts and syllabus for the formulation of teaching objectives. For their assessment of reading progress, they seemed to rely almost exclusively on tests and end-of-term examinations. They did not seem to be aware of the existence of other methods of evaluation. It was also revealed that no visual aids were used by the Kiswahili readers.
The study also revealed that teachers were aware of many problems they encountered in their teaching of reading in Kiswahili. These problems ranged from lack of textbooks to over-crowded classrooms.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

Primary schools as an institution are nowadays seen in terms of:

"fostering the intellectual, emotional and social development of the children attending school. There is a general agreement on the following areas of development: initiative, confidence, resourcefulness, independence, and a spirit of co-operation, curiosity, imagination, emotional balance, self-expression (spontaneity), aesthetic taste, value orientation, concept formation, skills, literacy, and factual knowledge". (Bagunywa, 1968, p.25).

The same author argues further that since primary education in East Africa is terminal for the majority of the pupils:

"Language, in this case, the vernacular, is undoubtedly the chief instrument of achieving the necessary and desirable development in most if not all these areas at the primary stage". (p.25).

Kiswahili is the national language of Kenya as well as being the medium of instruction in lower primary classes in urban centres which have heterogenous communities. Kiswahili is an international lingua franca cutting across boundaries of many African countries. It is used in many international publications and taught in many universities the world over.

Though its special importance and potentiality has been recognized, in practice it was not till 1984 when the Kenyan Government made it a compulsory and examinable subject both at the primary school and the secondary school levels.
The colonial government relegated Kiswahili language to a second rate status and treated it as merely one of the native languages. Instead, English, though foreign, was elevated to being the official language of Kenya as well as being a medium of instruction in Kenya primary school. It was mainly the missionaries who were responsible for the promotion of Kiswahili. (Gorman, T.P. 1974, pp. 404-406).

Immediately after independence (1963) the Ominde Report recognized the two major functions of Kiswahili as being: a unifying national influence and as a means of Pan-African communication over a considerable part of the continent (Ominde, 1964). The Report recommended Kiswahili to be taught from the earliest practicable level in school. Though the language was now provided for in the syllabus, it was not examinable at primary school level and consequently the teachers and pupils did not take seriously its teaching and learning respectively vis-a-vis the primary school curriculum (Omulando, 1979).

But the Gachathi Report (1976) recommended that Kiswahili be made a compulsory subject in the primary cycle of education. This appeared to raise and improve the status of Kiswahili, though its teaching was conducted as before. In fact, this report is the basis of the present language policy in Kenya.

The Mackay Report (1981) further amplified the role of Kiswahili by recommending Kiswahili be made a compulsory subject even up to university level. One of the outcomes of the Mackay Report was the introduction of the 8:4:4 system of education in 1984 in Kenya.
Under this system Kiswahili was made a compulsory and examinable subject at both the primary and secondary levels of education. As such, Kiswahili was first examined at standard eight (Grade 8, primary) in 1985 in the first ever Kenya Certificate of Primary Education (K.C.P.E.) and at the first Kenya Certificate of Secondary Education (K.C.S.E.) four years later (1989).

The objectives of teaching Kiswahili according to the 8:4:4 syllabi (1986) for primary schools loosely translated are:-

(i) to enable the child to listen and understand Kiswahili;
(ii) to enable the child to speak Kiswahili with confidence and pride;
(iii) to enable the child read and understand Kiswahili;
(iv) to enable the child to write and express himself legibly and critically in Kiswahili.

The objectives in summary aim at teaching the child the four basic skills of language - Listening, Speaking, Writing and Reading.

Since Kiswahili is now a compulsory and examinable subject at K.C.P.E. the above objectives cannot be achieved without heavy academic and pedagogical demands on the teacher. For the majority of Kenyan children Kiswahili is a second language in terms of acquisition. The language is, nevertheless easier to learn as it is linguistically related to many other indigenous languages spoken in the country (Claessen and Stephens, 1986).

Reading in Kiswahili is taught both as a preparation of pupils for their K.C.P.E. examination and is meant to enhance the ability
to use language both orally and in writing. The factors that affect the development of this reading ability in school thus needed investigation.

The 8:4:4 system of education is meant to be terminal for the majority of the children after the eight years of primary education. These children are expected to have acquired the basic and functional skills necessary for survival in society. But already there is ample evidence that many of the school leavers and drop-outs are not able to read and write. It is this group which a former Director of Adult Education referred to when he said:

"Currently a number of children drop-out of primary schools and end up entering adulthood as illiterates. So universal literacy will not be achieved unless primary education becomes compulsory". (Daily Nation, 7th November 1987).

The director went on to add that the success of universal literacy will depend on:

"the primary schools' capability to make every child literate by the time he or she leaves schools".

The Kenya National Examination Council's newsletters (1986, 1987, 1988, 1989) all testify to the fact that many candidates do poorly in English and Kiswahili due to their inability to read and comprehend instructions on the question papers. This is especially so in those items that require a candidate to read for comprehension before he/she can arrive at the right answer. The K.N.E.C. Newsletter (1987, p.34) laments the poor performance in written composition (Insha) and comments:
"It has been suggested that what pupils are unable to say to themselves they will be unlikely to write with ease .... Reading and understanding what has been asked for is extremely important".

Modern life would be virtually impossible without some fair amount of literacy. There are many demands on literacy in one's job, home or interpersonal relations. A school leaver who is literate should cope very well with life since he can read and understand many issues, warnings or messages conveyed in graphic form. In his dealings with the business world he will need to complete forms, make financial returns and such related matters.

Moreover the ability to read and write enhances one's self-esteem, human dignity and success. Children who are unable to read and write tend to exhibit a low confidence level in themselves (Athey and Holmes, 1969).

Kiswahili is a medium of instruction in lower primary classes in the coastal area of Kenya and in the urban centres of Kenya. The ability to read in Kiswahili therefore enables the child to use the language as a tool to learning other subjects.

The factors affecting the teaching and learning of Kiswahili such as teacher qualifications, methods of teaching reading, teaching materials, children's linguistic backgrounds, evaluation procedures and so forth called for investigation.

1.2 Statement of the Problem

This study sought to establish and describe the factors that affect
the teaching of reading in Kiswahili in lower primary classes of Kisii municipality, Kisii District. It mainly examined those factors which were relevant to the teaching of reading in Kiswahili.

1.3 **The Purpose of the Study**

The main purpose of this study was to identify and examine the factors that affect the teaching of reading in Kiswahili in lower primary classes of Kisii Municipality, Kisii District. The main interest of the investigation was to find out the factors that were impinging on the success of reading instruction in Kiswahili. Recommendations were made on how to improve on the teaching of reading.

1.4 **Specific Objectives of the Study**

The study focused on the following specific objectives:

(i) Identify the teacher attributes. This in particular will include:-

(a) Teacher qualification.

(b) Teaching experience.

(c) Lesson preparation and schemes of work.

(ii) Find out the pupils' linguistic backgrounds.

(iii) Identify the methods used in teaching reading in Kiswahili.

(iv) Determine whether teachers evaluate pupils' reading levels and keep records which form the basis for improvement strategies.

(v) Find out whether materials for teaching reading are available and if they are used.

(vi) Find out whether teachers are knowledgeable about "word attack"
(vii) Find out whether teachers plan for both intensive and extensive reading.

(viii) Determine whether teachers use teaching aids in their teaching of reading.

(ix) Identify the problems that teachers of Kiswahili face in teaching reading.

1.5 **Significance of the Study**

In recent years the Kenyan Government has placed increased emphasis on reading instruction and reading ability. It has made the achievement of literacy a priority goal as evidenced by the introduction of massive programmes such as provision of free primary education and adult literacy campaigns aimed at giving every Kenyan "the right to read". The public as well as teachers have become deeply concerned with the success of reading instruction.

This emphasis is not misplaced since reading is the most important of the fundamental skills. A child's success or failure in both school and society depends largely on the ability to read. Consequently it is the concern of everyone to ensure that each child can read enough to function adequately in society, including succeeding in his schooling. To perform satisfactorily in society an average citizen has to be literate.

This study surveyed the factors that affect the teaching of reading in lower primary classes.
The result of this study will be expected to be useful to education policy-makers, Kiswahili language programme designers, Kiswahili teachers, curriculum developers and implementers. Awareness of the findings will enable them to appraise the programme with confidence as a result of evidence from this study. Besides serving as a reference point for improvement in teaching of reading in Kiswahili and the language as a whole, the findings may be used as a basis for innovations in future reading programmes for other languages such as English, French, German and mother-tongue. Since the principles of teaching second language are basically the same, it is hoped the results may find application all over the republic.

1.6 **Research Questions**

The study sought to answer the following questions:

(i) What training have the teachers undergone to enable them teach reading in Kiswahili? Have they attended workshops or seminars?

(ii) What is the linguistic background of the pupils? Are the teachers aware of it?

(iii) What methods do teachers of Kiswahili use in teaching reading?

(iv) Do teachers evaluate pupils' reading levels and keep records which form the basis for improvement strategies?

(v) Are materials for teaching reading, available and being used?

(vi) Are the teachers knowledgeable about "word attack" skills?

(vii) Do teachers plan for both intensive and extensive reading?
(viii) Do teachers of Kiswahili use teaching aids in their teaching of reading?

(ix) What are the problems that confront teachers of Kiswahili in teaching reading?

1.7 Limitations of the Study

1. Since this study mainly focused on the factors that affect the teaching of reading in Kiswahili, no value judgements have been made on those factors.

2. This study was confined to only one area of Kenya. As such the significance of the findings claims immediate applicability only to that area of Kisii Municipality.

3. The researcher observed five (5) teachers. Each teacher was observed only once in actual classroom lesson. Time and funds available for the research also limited the representativeness of the findings as far as actual classroom observation was concerned.

4. The study was limited in design because the findings of the study were determined by only those responses to the questionnaire and observation results.

Due to the above limitations only ten (10) schools within the Kisii Municipality were studied.

1.8 Definition of terms and Abbreviations

Factor: One of the circumstances of influences which produce
results.

**Affect:** To produce an effect or change upon.

**Secondary language:** It is the language learned in addition to the first language. In some cases, it will chronologically be the third or fourth language learned by the child.

**Mother-tongue:** This refers to the first language acquired by the child. It is synonymous with vernacular language or the native language or the language of the catchment area.

**Instructional material:** This refers to something that satisfies a need or deficiency in a teaching situation, e.g. a book, an object, a picture, etc. It is used by the teacher as means of conveying certain information or knowledge. The term also has the same meaning as teaching materials.

**Evaluation:** As used here the term has the same meaning as assessment. Evaluation refers to the appraisal of value or the estimation of worth of a thing, process or programme. It is also a form of ascertaining the worth of an endeavour in terms of set objectives. Evaluation is assessment of what pupils have learnt at the end of a course of instruction (Claessen and Stephens, 1986, p. 129). The instruments that enable the teacher to make judgements include achievements tests, observations, assignments and appraisal.
Reading: This term refers to the art of reconstructing from the printed page the writers' ideas, moods and sensory impressions. Reading is then a process of decoding meaning from printed symbols. Reading involves understanding; if words convey no meaning to the reader, then no reading is taking place. Hafner and Jolly (1982, pp. 4-5) define reading as "a thinking process stimulated by language decoded from printed symbols. In this thinking process, conceptualizations of the author conveyed by the language are related to one another, in a way that makes the authors' message understandable".

Lower Primary Classes: This refers to the standards one, two and three in the current 8:4:4 system of education.

K.C.P.E.: This stands for the Kenya Certificate of Primary Education. It is an award given to those candidates who successfully complete eight years of primary education.

A.T.S.: This stands for Approved Teacher Status. This is a promotional grade awarded to teachers who have been on S1 scale and have merited the promotion and award to A.T.S. It is equivalent to graduate status.

S.1.: This stands for "Secondary Teacher One". This is a trained teacher in possession of a Kenya Certificate of Education or its equivalent and, has completed successfully a three year teacher training programme.
P.1: This stands for "Primary Teacher One". This is a trained teacher in possession of a Kenya Certificate of Education or its equivalent with Division three or better and who has completed successfully a two-year teacher training.

P.2: This stands for "Primary Teacher Two". This is a trained teacher who has successfully completed a two-year teacher training and is in possession of a Kenyan Junior Secondary Certificate (K.J.S.E.) or K.C.E. (Form IV) Division Four.

P.3: This refers to "Primary Teacher Three". This is a trained teacher in possession of a C.P.E. Certificate or its equivalent.

U.T.: This terms refers to "Untrained Teacher".

Educational Zone: An administrative grouping of schools under an Assistant Primary School Inspector (A.P.S.I.).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Though a lot of research has been carried on the teaching of reading in other languages, little has been done to find out how these findings apply to the teaching of reading in Kiswahili in Kenyan primary schools. The literature that is available on the teaching of Kiswahili is scarce and mainly concentrates on general instructional practices by teachers of Kiswahili in either the lower primary or upper primary classes.

These studies have not been fruitful nor comprehensive enough with regard to the factors that affect the teaching of reading in Kiswahili. In particular no efforts have been made to identify the various factors that impinge on the effective teaching/learning process with regard to reading in Kiswahili.

Ikumi (1985) surveyed the resources available for teaching and learning of Kiswahili in primary schools in Iveti South. She found amongst other things that though teachers see the importance of using aids in teaching they never use them in teaching Kiswahili. Teachers also had no interest in teaching Kiswahili. She found further that recommended resources such as T.A.C. Centres were not in operation.

Other studies (Akhusama, 1984; Ipara 1986; Olasya 1988)
concerned themselves with the general instructional practices. Their chief purpose was the improvement of the teaching of Kiswahili, especially so since the subject had become examinable under the 8:4:4 System of Education.

Opjah (1987) studied the instructional practices used in teaching reading in lower primary classes. His findings were that teachers employed various methods of teaching reading. The study revealed many inadequacies in their teaching. Among them were lack of provision for fundamental prereading activities, lack of instructional material, lack of motivation and so forth. Although the above studies all looked at certain practices of teaching reading in the process of learning as a skill, none of them studied the factors that affect or influence the learning (or the ability) to read by pupils in lower primary school classes. Yet it is obvious that such factors as teacher qualifications, training and motivation, pupils' linguistic backgrounds, teaching materials and teaching methods are all crucial in that they determine the direction and outcome of the teaching of the reading process and the level of the reading attainment of the child.

Tomlison, P. (1985, pp. 99-113) summarises this approach as:

"effective teaching depends not just on any single factor, but on the interplay (interaction) of many features in the teaching situation: such as the nature of the topic, kind of teaching strategy used, age, ability, motivation, previous experience of pupils, similar aspects of the teacher, available resources, and possibly such specific factors as time of the day".
In her study Wang'ombe (1988 p. 32) identified the following as some of the factors that hinder the teaching and learning of any subject in the school: shortage of qualified teachers, lack of adequate facilities and equipment, crowded classes, class and compound cleanliness, attitudes (of both teachers and pupils).

Most of the literature which will be reviewed here, therefore comes from secondary sources. The remaining part of this chapter discusses the following areas:

1. Teacher qualifications

2. Pupils' linguistic background

3. Methods of teaching reading including "word attack" skills, intensive reading and extensive reading.

4. Instructional materials.

5. Evaluation procedures.

6. Instructional problems.

2.2 **Teacher Qualifications**

Research evidence shows that it is the teacher rather than the methods of teaching which facilitate efficient learning (Morris, B. 1972), Beeby, C.E. and Strikland, R., 1957).

A child in lower primary classes is normally taught by one teacher throughout the year. If the teacher is incompetent, indifferent, poorly educated or is insensitive towards children, one year of exposure to him/her can seriously harm the child. For a language teacher to be
efficient in his work, he has to understand how the educational system works. He has to know the language system, how it works and how its elements are combined to enable people to communicate with each other. Such knowledge will enable the teacher to help learners handle this complex system more efficiently. (Claessen and Stephens, 1986 p. 32).

A teacher who is well trained to teach Kiswahili and reading in particular should be able to adequately prepare schemes of work and lesson plans. In a study entitled "Factors influencing performance among primary and secondary school pupils in Western Province of Kenya" Eshiwani, (1983) found that in schools where teachers had up-to-date schemes of work and made lesson plans, performance in the examinations was good. A teacher who is untrained can have a harmful effect on a pupil who is learning to read (Sifuna, 1974).

Oriedo (1988) and Owino (1987) are of the opinion that untrained teachers are a setback to learning.

2.3 Socio-Linguistic factors

There have been many studies which have indicated that social (class) background has an effect on linguistic performance. Horner (1972), citing Bernstein in "Education for Democracy" argues that language is either 'context-bound' or 'less context-bound'. The former is 'particularistic' as it cannot be understood by all; the latter is 'universalistic' as it can be understood by all without specific reference
to its context. Social classes differ in terms of the 'contexts' which evoke these linguistic meanings.

The implications of Bernstein's thinking on teaching of reading is evident in the following quote:

"if the contexts of learning - the examples, the reading books are not contexts which are triggers for the child's curiosity and exploration in his family and community, then the child is not at home in the educational world. If the culture of the teacher is to become part of the consciousness of the child, then the culture of the child must be in the consciousness of the teacher. This may mean the teacher may have to understand the child's dialect, rather than deliberately attempting to change it". (Horner, 1972, p.16).

In our primary schools this means that pupils of different communal backgrounds bring into school different linguistic experiences and backgrounds (Friedman and Rowls, 1980). It also means that even where the predominant language is Kiswahili, many children come to school with different varieties of the language. The variety of the language they meet at school is very much different from the one they know (Wanyoike, 1982). Primary schools in urban centres have pupils who are multilingual; they speak Kiswahili and some other or more vernacular(s) of the area. The consequences of this phenomena are noticeable when pupils switch the languages or dialects. The influence of mother tongue on reading in Kiswahili is a factor which should be considered by the teachers of the language. Wanyoike (1982, p.55) suggests that the best method of teaching reading Kiswahili to such children is to:
"introduce the language at the speaking level, a need always ignored by designers of the official primary school Kiswahili syllabus".

This factor also causes frustration among students who lose confidence in their use of the language as they progress through the educational system.

2.4 Methods of teaching reading

The various learning styles of pupils determine the methods most suitable for them. There are many methods of teaching language and none is acknowledged to be superior to the other (Ipara, 1986; Wario, 1981). Whatever method chosen should be used judiciously in harmony with the behavioral objectives set for reading and the pupils learning styles and rhythm.

Every teaching method has advantages and disadvantages. It is the duty of the teacher to help children read. Teachers are expected to monitor each child's progress, identify his strengths and weaknesses and to provide suitable work accordingly. (Pearson, 1981). Thus teachers are expected to plan work for the weak pupils.

Anderson (1953, p.53) adds that the methods chosen to teach reading should reveal three conditions:

(i) An awareness of general and specific objectives;
(ii) A sequencing of the steps of procedure to attain those objectives;
(iii) An adaptation of materials at hand to the needs and progress of the pupils.
Reading Approaches

There are two approaches to teaching reading - the 'analytical' and the 'synthetic'. The 'analytical' consists of those methods which approach the teaching of reading through initial emphasis on the elements of the words and their sounds as aids to word recognition. On the other hand the 'synthetic' approach consists of those methods which approach reading through the use of words or larger language units, and lay initial emphasis on the meaning of what is read.

2.4.1 The Analytical Approach

Found in the first group are:

(a) The Alphabetic Method

This method assumes that familiarity with the forms and names of individual letters of the alphabet will help the children to recognize and pronounce words. Wanyoike (1982, p.20) points out that this method by itself will not be of much use in Kiswahili which uses twenty-three (23) letters of the English alphabet (letters C, Q and X are not used as such) because, except for the five vowels a, e, i, o, u and two nasals M and N none of the other phoneme-graphemes letters hold an independent phonal characteristic. These eighteen letters must be joined syllabically to form meaningful sounds in Kiswahili. This method may be useful in the learning of spelling.

(b) The Phonic Method

This is used to teach reading through recognition of individual
sounds of the various letters which form a word. When uttered rapidly, these sounds produce the word. The phonic method is very effective with languages such as English but less effective with Kiswahili which is syllabic. Kiswahili never loses its phonemic characteristic regardless of its phonological environment. Therefore, the syllable is the most reliable grapheme to be taught to reading beginners in Kiswahili.

(c) The Syllabic Method

This is used to teach reading through recognition of individual syllables in a word. Words in Kiswahili are formed by combining vowels with consonants in a most systematic manner. Wanyoike (1982) says there is a minimum of one hundred and fifty (150) possible syllables in Kiswahili. The use of the syllables is preferred to that of letters because, many consonants can be pronounced accurately only in combination with vowels. This method is most suited to languages with a simple syllabic structure like Kiswahili (Gray, 1969).

2.4.2 The Synthetic Approach

The second group of methods include - the following:

(a) The whole Word Method (or the Look 'N' Say Method)

In this method the basic unit of concentration in reading is the word. The setting of the words must be meaningful and is learnt largely by the 'Look 'n' Say' method during the first few lessons.
This method assumes that children see words as wholes and that when these words are put into meaningful sentences pupils will find enjoyment and so be motivated to go on reading (Horner, 1972). It further assumes that each word has certain characteristics with which it can be remembered. Often pictures, objects and demonstrations accompany the words in establishing meaningful associations. At the same time attention is directed to details of the words, such as syllables and letters, and their sounds (Gray, 1969).

To build this association various devices have been emphasized. Learners are required to repeat aloud sentences or verses containing the new words as they look at them till they are known at sight. Often pictures accompany the words in the books. As new words are learned they are used repeatedly in phrases and sentences. The elements are then used in training pupils to recognize and pronounce new words independently and accurately.

The 'Whole Word' method has been found by teachers to be convenient since labels and captions on items in the classroom often augment the teacher's effort. This method is also suitable for the oral approach to teaching language in direct situation (context) because what is named is used in speech and represented before the child at the same time.

Wanyoike (1982) claims that the 'Look 'N' Say' method is
quite effective in teaching beginners to read Kiswahili, but must be supplemented with sound drills which will help the children identify confusing pairs of sounds such as b/d; k/t; k/z; f/v in words like:

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>baba</td>
<td>(father)</td>
</tr>
<tr>
<td>dada</td>
<td>(sister)</td>
</tr>
<tr>
<td>kaka</td>
<td>(brother)</td>
</tr>
<tr>
<td>kata</td>
<td>(cut v.)</td>
</tr>
<tr>
<td>Mvua</td>
<td>(rain)</td>
</tr>
<tr>
<td>Mfua</td>
<td>(smith)</td>
</tr>
<tr>
<td>Cheka</td>
<td>(laugh)</td>
</tr>
<tr>
<td>Cheza</td>
<td>(play v.)</td>
</tr>
</tbody>
</table>

(b) The Phrase Method

The method is based on the assumption that phrases are more interesting than words and place added emphasis on meaning. By this method, it is argued, the reading - beginner will grasp the phrasal unit better than the word. Such phrases in Kiswahili would be:

Mfuko wa baba (father's bag)  Senti tano (five cents)
Kisu cha mama (Mother's knife)  Nyumba yetu (Our house)

This method however does not tell us whether the pupil who learns to read through this method is assisted in doing so by single words within a phrase or by the phrase itself. However, the method allows the teacher to use corresponding pictures illustrating the objects expressed.

(c) The Sentence Method

This method is based on the premise that the sentence, and not the whole word or letter, is the true unit in language expressing whole thoughts which are the units in thinking. Thus, if the
sentence is the natural unit in language it is the natural unit in reading as in speaking (Huey, 1972). Pearson (1981) contends, however, that this method is an extension of the 'Look 'N' Say' method in that sentences are made up of words and in order to read the sentences the child has to read the words. The advantages of this method are, therefore, those of the whole word. But function words can best be presented using this method. There is evidence to the effect that if function words are taught using phonic or other methods without applying them in sentences, their orthographic identities may be mastered without children learning the semantic/syntactic identities of such words (Ehli and Willie 1961).

(d) The Story Method

This method of instruction is an extension of the sentence method. Pearson's contention is rendered plausible since the method uses a sequence of sentences in the form of a story as the unit of instruction.

As stories have a universal appeal for children, it is claimed that the story method ensures keen interest in reading activities. It thus overcomes some of the disadvantages of the word and sentence methods.

Along with the story method are such 'reading specific' methods as drama, role play and communication games. Claessen and Stephens (1986, p. 116) stress this point by saying:
"Language does not exist in a social or cultural vacuum and it is important, therefore, for children to use language in real life situations which require genuine communication".

However, the use of games must be carefully planned for. It is important for the teacher to know exactly what he wants to achieve by using a certain game.

2.4.3 Mixed (Eclectic) Method

All instructional methods mentioned above have their advantages and disadvantages. A good teacher, however, would be one who applies mixed methods so that all the sensory channels and learning styles of the pupils are catered for. Where the whole word method is used, pupils must make sentences using the words taught. They must be equipped with the methods of decoding the word by use of phonic clues among others. And at a later stage, the dictionary provides the child with the syllables of the word so as to syllabicate appropriately whenever there is need. And since words are made of letters - the alphabet is basic in all methods of reading 'the 'eclectic' approach is thus the application of two or more methods in teaching children how to read, usually beginning with wholes and following with those emphasizing the elements of the word.

2.5 "Word Attack" Skills

The task of the teacher is to help the child to be an independent reader who can advance without anybody's guidance. To do this, pupils
must have certain skills of 'unlocking' new words which they come across as they read on their own. A child who 'reads' without understanding is really 'barking' at print and hence does not read (Papps, 1970, p. 22). 'Word attack' skills are also useful in indicating to the child the pronounciation of new words.

The various methods of teaching reading have each of them in-built clues for guessing the meaning of a new word. Teachers have to emphasize these in-built skills by giving guidance in the process of 'unlocking' new words if the clues are to be useful at all. 'Word-attack' skills according to many authorities (Pappas, 1970; Hafner and Jolly 1972; Buffy and Sherman 1973; Pearson 1981) include the following clues:-

(i) Context clues:
(a) Syntactic clues - the position of a word in a sentence;
(b) Semantic clues: meaning as derived from the paragraph passage or sentence;
(c) Picture clues

(ii) Structural clues:
(a) Prefixes;
(b) Suffixes;
(c) Root;
(d) Other inflectional forms, for example, plural, comparisons;
(e) Parts of contractions.
(iii) Phonic clues
   (a) Initial letters;
   (b) Final letters
   (c) Letter groupings.

(iv) Visional clues:
   (a) shape of word (pattern);
   (b) length of word;
   (c) letter composition.

(v) Dictionary clues.

2.6 Teaching Intensive Reading

Intensive reading means the student or the class reading a relatively short passage very carefully with a view to understanding it both for surface and deeper meaning. Normally, in school, the degree of understanding is tested, most commonly through written or oral questions of various types and levels of difficulty. In lower primary classes the practice is normally to provide children with stories or texts with pictures and ask them to study and decide what they see in them. The teacher then prompts them with questions or exercises. Owino (1987, p. 45) suggests that when children are reading intensively, they should not do so by reading aloud. This practice has a lot of disadvantages including disregard of individual differences, subjecting children to tensions as they wait for their turn and so forth.

Intensive reading should be carefully planned for. The language
teacher should make efforts to get adequate copies of the study or books so as to give every child an opportunity to read and understand the selected passages. Owino (1987) in his research found that there was no provision for intensive reading by many teachers of English. Instead he found that teachers encourage the sing-song practice of reading between the pupils, with the teacher acting as a referee.

2.7 **Teaching Extensive Reading**

Extensive reading should be at the core of the Kiswahili language programme for a number of reasons. A well thought-out reading programme and access to a wealth of reading material such as fiction, non-fiction, reference books and magazines contributes in a variety of ways to a pupil's emotional and intellectual development. It can also aid them in mastering the language.

In "Teaching English in Kenya secondary schools" (1980, a guide), the Ministry of Education stresses the importance of encouraging and fostering of the reading habit. In doing this, extensive reading should:

(i) offer pleasure and entertainment;

(ii) enhance the pupil's emotional growth through legends, romance, etc.;

(iii) imaginative literature should introduce the pupils first to their own culture and environment through folklore, folk-songs, etc.;

(iv) widen pupils horizons and perspectives through all sorts of books;

(v) a massive exposure to the printed word, and thus the language

A poor or inadequate grasp of the medium of instruction inevitably affects the pupils' learning in other subjects. To achieve this objective, teachers must expose children to a lot of reading material within and outside the school.

Library work enhances extensive reading. Atkinson (1980) says a Library gives help to backward readers as pupils learn at their own pace. Pupils are made to realize books are a source of pleasure and knowledge. Structures learnt in class are revised in different situations. Pupils are introduced to mechanics such as silent reading for speed, good practice and positive attitude towards books through a well conducted library work.

A teacher should have a positive interest in a library and when funds are available make provision for purchase of books within the pupils interest and language ability (Owino 1987, p. 47). Extensive reading facilitates the utilization of skills gained during the intensive reading.

2.8 Instructional materials and factors that influence their choice

Materials used for teaching language can be grouped into two types. The first group is that of hardware. The hardware category covers all devices, gadgets and machines such as record-players, tape and cassette-recorders, slide and film projectors, video recorders and
blackboards. The software category, on the other hand, includes all replaceable items such as gramophone records, tapes, cassettes, slides, textbooks, chalk, pictures, exercise books, newspapers etc. In addition to this, there are realia or real objects.

With specific reference to reading, we have basic or core materials and supplementary materials. Core materials are those that carry the basic sequences of reading skills several levels or grades. Supplementary materials are library books, games, practice readers, magazines which are used to reinforce and personalize reading instruction.

The process of learning to read and write involves sensory and physical activity. Appropriate physical and architectural conditions are necessary to reading and writing lessons.

Reading instruction requires a great amount of equipment and material. The primer needs to be accompanied by a range of words, letters and illustrations. The pupil, therefore, needs space and time in which to use such implements as scissors, rulers, paint brushes and pens.

The Kenya Syllabus for Methodology in Primary Schools by the Ministry of Education (1975) says that there is no limit to the number of teaching aids a teacher can usefully make. For teaching to be effective and learning to be meaningful, the teacher should aim at stimulating all avenues of children's reception. Good facilities in the school lead to effective teaching and good performance in examinations.
Teacher-made materials and activities from the real world of child are preferable. Eshiwani (1983), stated that school facilities such as textbooks, library, laboratories visual aids and others are very important in school success.

Teaching materials are usually recommended by the Ministry of Education, the Kenya Institute of Education, Teachers' Guides and some publishers of textbooks. However, innovative teachers usually improvise or develop their own work sheets and exercises or ask the children to bring in their books, games, etc.

In his research, Akhusama (1984) found that there were not enough materials and stationery for teachers and pupils in the schools he surveyed. Only 0.8% of the pupils in his study had a supplementary reader to themselves and the rest shared texts, most sharing with three other pupils.

Ikumi (1985) discovered that there was little use of teaching aids. She, further, found out that when they were used they lacked variety.

Gray (1958) says that the modern practice of teaching reading is to combine methods and use them on the basis of the immediate interests of the pupil. These trends are consistent with the results of psychological studies.

2.9 Evaluation Procedures

Evaluation is a necessary, though a controversial practice in language teaching. It is on the basis of the results of evaluation that
pupils are graded and decisions are made on what will happen to them next. Evaluation results must be used with care if they are to be meaningful. Evaluation of reading helps the teacher to answer questions such as: Are the pupils making any progress in the direction of the goals appropriate to the learning situation? Claessen and Stephens (1986, p. 150) enumerate the objectives of testing, thus:

(i) It enables the teachers to monitor the progress of their pupils day by day, week by week etc.

(ii) Helps teachers to discover problems immediately so that teaching methods can be adjusted and assistance provided according to the needs of each individual child.

(iii) Tests provide an opportunity to demonstrate their skill in using the target language, consolidate what they did well and improve on what they did not.

(iv) Testing done regularly provides immediate feedback which is useful in exerting influence on the on-going teaching and learning process.

(v) Terminal examinations have a 'backwash' effect on teaching and learning process for succeeding pupils.

The importance of classroom exercises, tests and examinations cannot, therefore, be underrated.

There are many categories of tests. Hill (1979) divides tests into three categories. These are:-
(1) Grading Tests - These can cover a wide range of items including vocabulary and structure. They are used to find out the degree of a pupils' knowledge in order for the teacher to know what work to do with him.

(2) Tests of progress - These are meant to gauge progress that pupils have made and to determine their weak points. They are used continually as part of the teaching process to provide immediate reinforcement of what is taught. These tests concentrate on material pupils have covered. They are referred to as diagnostic tests (Brumfit and Roberts, 1983).

(3) Standard Tests: These are organized by authorities and are used for certification. All those concerned know their requirements in advance. The Kenya Certificate of Primary Education Examination (K.C.P.E.) is an example.

Classroom exercises are also important. They comprise activities designed to help pupils learn. They entail no notion of pass or fail (Ipara 1986). There are different types of tests. Tests are either objective or subjective, each type with many varieties.

2.10 Problems encountered in the teaching of reading in Kiswahili

The problems of reading instruction as regards Kiswahili are common to all other languages taught in Kenyan Primary Schools. In a study by Hemphill entitled "Language Use and Language Teaching in the Primary Schools in Kenya" (1968-1969) the author enumerated the following as the major problems of instruction.
1. In many schools the ratio of teachers to children (1:40) was not high enough to permit consistently good teaching.

2. The Kenya Equipment Scheme delayed the supplies of books and other materials. In some cases it never delivered the supplies; some schools did not even have a radio.

3. Inadequate teaching material led to the tendency for teachers to improvise and in so doing they wander off from the main teaching points in a lesson.

4. There was a great difference between the kind of Kiswahili in and around many schools and the near native variety.

5. Some children and teachers had a negative attitude towards Kiswahili.

Other studies (Wario, 1981; Olasya, 1988) have indicated that the teaching of three languages at lower primary school may limit the pupils' opportunity to master the Kiswahili language. In particular the four 35-minute lessons allocated to Kiswahili per week in those classes were inadequate. The same studies found that there was lack of basic textbooks for teaching the language.
CHAPTER THREE

DESIGN AND METHODOLOGY

3.1 Introduction

This study sought to identify those factors that affect the teaching of reading in Kiswahili by teachers of Kiswahili in lower primary classes in Kisii municipality, Kisii District. It was conducted by means of a simple survey of those factors affecting the teaching of reading in Kiswahili. The information that was collected was regarded as being representative of the situation as regards the teaching of reading in lower primary classes in schools from which the respondents were selected as well as other similar schools in the area.

3.2 Description of Subjects

The sample under study was selected from Kiswahili teachers of lower primary schools within the Kisii Municipality. These schools fall within the Getembe Educational Zone, Marani Division.

3.3 Sample Selection

The sample of this study consisted of thirty (30) teachers who were selected from ten (10) primary schools. The thirty (30) teachers were selected from schools within the Kisii Municipality. In terms of educational administration, the schools are under the Getembe educational zone. There are twenty nine (29) schools in the zone.

All the names of the schools were written on pieces of paper.
These pieces were then folded, put in a can and shuffled by the researcher. The names of each of the ten (10) schools were found by the researcher after picking from the can ten pieces of folded paper one at a time.

Three (3) teachers were selected from each of the ten (10) randomly selected schools. These teachers were the same teachers for standards one, two and three. The years of teaching experience and the training of the teacher were considered as these factors may influence the teaching of reading in Kiswahili. No value judgement was made on the effectiveness or otherwise of individual teacher's performance on the teaching of reading.

3.4 **Research Instruments**

Two instruments were used in the study. These were:

(a) Teacher's questionnaire,

(b) Actual classroom observation using observation schedule.

However, it was found necessary to supplement the two instruments above with an informal discussion with the teachers and the head teachers of the schools involved in the study. This enabled the researcher to elicit more accurate information from the respondents as well as clarify some issues raised in the questionnaire.

3.4.1 **Questionnaire Development**

The Questionnaire was the main instrument of the study. It consisted of three parts:
Part One (I)
This part consisted of items seeking information on teacher qualifications, teaching experience, training, etc; information on pupils linguistic backgrounds, teachers' subject allocation and extra-curricular responsibilities.

Part Two (II)
This part sought information on the methods of teaching reading in Kiswahili, provision of library facilities, availability of textbooks and other instructional materials.

Part Three (III)
This part consisted of items seeking information on evaluation of pupils' reading materials, methods of evaluating reading as well as instructional problems of teaching reading in Kiswahili as encountered by teachers.

3.4.2 The Observation Schedule
This mainly consisted of a checklist of items which the researcher carried along with him to the classrooms and lessons he observed. The researcher was to make a note on each item on the checklist while the lesson was in progress whenever he noticed an occurrence or aspect relevant to that item in the checklist.

There were ten (10) main items on the checklist that were directly related to the research questions that were to be investigated. However the observation schedule was found to be unworkable
and was supplemented with informal discussions.

### 3.4.3 Actual Classroom Observation

Five (5) teachers were selected on the basis of their willingness to be observed. Each teacher was observed over a thirty minute lesson by the investigator. The observation was carried out on different days in order to allow for an analysis of a wide range of instructional patterns obtaining in different classroom situations.

The observation schedule for use was constructed by the researcher. He observed and checked against his list any aspects and occurrences he noticed. In making the final report, the information so collected using the observation schedule was combined with the information from the questionnaire. The observation was meant to validate the responses on the questionnaire. The researcher was not able to carry out a pilot test to validate the instruments. This was because time and funds available were not adequate for the purpose.

### 3.5 Administration

The researcher wrote a letter of introduction to the headteachers of the sample schools which had been selected for the purpose of the study. The letter informed them their co-operation and that of their members of staff would be sought for.

There was also a letter attached to the teacher's questionnaire
addressed to the respondents. The researcher visited the sampled schools in October and met the headteachers so as to arrange to meet the teachers of standard one, two and three. The investigator then gave a questionnaire to each of the identified teachers and asked them to complete it within a period of seven (7) days. Arrangements were also made between researcher and the subjects on the day and time they could be observed in class. As it turned out, the researcher found that lower primary classes had a block timetable, meaning that Kiswahili was taught at the same time in all the lower classes, as well as in other schools in the zone.

The questionnaire was delivered by the researcher to the subjects and collected in completed form from the same respondents by him a week later. The researcher also recorded responses from the actual classroom observations he carried out.

3.6 Data Analysis

The analysis of data involved the use of descriptive statistics such as frequencies and percentages. This was based on raw scores of the responses of the respondents to the questionnaire. The information as then tabulated using tables as follows:

Table 1: Teachers' professional qualifications.
Table 2: Teachers Language Background and Teaching load.
Table 3: Pupils' socio-linguistic backgrounds.
Table 4: Teachers' attendance at refresher courses.
Table 5: Teachers' attitude to teaching reading in Kiswahili.
Table 6: Teachers' familiarity with teaching methods.
Table 7: Teachers' familiarity with word attack skills.
Table 8: Teachers' formulation of specific objectives.
Table 9: The teaching of extensive reading.
Table 10: Availability and use of instructional materials.
Table 11: Teachers' records of pupils' reading progress.
Table 12: Problems of Reading Instruction.

3.7 Data Collection

In order to collect data for the project the investigator had to prepare the questionnaire and observation schedule himself. He then went to the area of study in late October and delivered the questionnaires to the identified subjects. A total of 30 teachers in ten schools were visited for that purpose. After seven days the researcher visited the same schools and collected the questionnaires. In the course of those seven days he was able to observe five lessons in the selected schools. Only three of the lessons were included in the report.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with the responses of the teachers to the questionnaire. Thirty (30) teachers, one (1) from each of the first three classes of the lower primary schools were sampled. Ten (10) schools were selected as the sample to represent schools in the Kisii Municipality. Only twenty nine (29) questionnaires were collected, which represented a return rate of ninety six point six percent (96.6%). One (1) teacher did not hand over his questionnaire. Presumably he misplaced it or it was lost. Efforts to recover it were fruitless.

Five (5) teachers were observed in one 30-minute lesson each in actual classroom teaching. Although the data obtained from these observations is not reported fully in this chapter, it is used to validate, where necessary, some responses to the questionnaire. Analysis of data was in the form of raw scores. Percentages were then calculated from these scores. Subsequently, an analysis and interpretation of the data was then offered. Every table has a sub-heading appearing at the top and an analysis and interpretation after the table has been presented. There is provided also a sub-heading for information to be analysed and interpreted.

4.2 Teacher's Professional Qualifications and experience:

Table I below gives information on the teachers' professional qualifications and teaching experience.
<table>
<thead>
<tr>
<th>ITEM</th>
<th>R</th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age</td>
<td>Below 20 years</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>21 - 30 years</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>31 - 40 years</td>
<td>18</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>41 - 50 years</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>2. Sex</td>
<td>Male</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>3. Academic qualifications</td>
<td>K.A.P.E.</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>K.P.E./C.P.E.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>K.J.S.E.</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>HSC/EAACE/KACE</td>
<td>21</td>
<td>72</td>
</tr>
<tr>
<td>4. Professional qualifications</td>
<td>U.T.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>P4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>P3</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>P2</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>P1</td>
<td>15</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>S1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>5. Teaching experience</td>
<td>1 - 5 years</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>6 - 10 years</td>
<td>14</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>(Entire Teaching career)</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Over 16 years</td>
<td>10</td>
<td>34</td>
</tr>
</tbody>
</table>
Analysis and Interpretation

Table I reveals that 62% of the respondents are between thirty one (31) to forty (40) years of age. Seventeen per cent (17%) teachers are over forty (40) years. Only one (1) teacher (i.e. 4%) was below twenty (20) years. Thus more than three quarters (75%) of the sampled teachers are between twenty (20) years and forty (40) years of age. This means the majority of the teachers are in their prime. Eighty three per cent (83%) of these teachers are female as opposed to seventeen per cent who are male.

All the teachers have sat a higher examination. Almost eighty-six (86%) of them have sat K.J.S.E. and school certificate (i.e. 'O' level). Thus academically most of the teachers have adequate academic background. Only fourteen per cent (14%) are of primary school level, which is a minority.

All the teachers sampled are trained with the majority being P1s (52%) and P2s (34%). The remainder consisted of P3s (10%) and S1 (4%). Thus the majority by virtue of their training are expected to possess the ability to employ sound methods of teaching reading in Kiswahili.

Forty nine (49%) have an entire teaching experience of six (6) to ten (10) years while a significant number (34%) have taught for more than sixteen years. Only ten per cent (10%) have a teaching experience of less than five (5) years. Thus slightly more than eighty per cent (80%) of the teachers have had a teaching experience of more
than six (6) years, a factor that should enable them to teach reading Kiswahili with resourcefulness and confidence.

4.3 **Teacher's Language background and Teaching load**

Table II gives information on the teacher's language background and teaching load.

**TABLE II: TEACHERS' LANGUAGE BACKGROUND AND TEACHING LOAD**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>K</th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 (i) Learned Kiswahili in Primary Teachers Education</td>
<td>Learned</td>
<td>26</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Not learned</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Examined</td>
<td>25</td>
<td>86</td>
</tr>
<tr>
<td>(ii) Examined in:</td>
<td>Not examined</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>7 (i) Learned Kiswahili in Primary School:</td>
<td>Learned</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Not learned</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>(ii) Examined in it:</td>
<td>Examined</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Not examined</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td>8 No. of periods taught: per week</td>
<td>(a) Less than 30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(b) 31 - 35</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(c) 36 - 40</td>
<td>14</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>(d) More than 40</td>
<td>14</td>
<td>48</td>
</tr>
<tr>
<td>9. Teacher of</td>
<td>a) Lower Primary</td>
<td>20</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>b) Upper Primary</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>c) Both (a) &amp; (b) above</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>10. No. of Pupils in Class</td>
<td>a) Less than 30</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>31 - 40</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>41 - 50</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>More than 50</td>
<td>13</td>
<td>45</td>
</tr>
<tr>
<td>11 Years of teaching Kiswahili</td>
<td>Less than 2 years</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2 - 5 years</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>5 - 10 years</td>
<td>15</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>10 years</td>
<td>5</td>
<td>17</td>
</tr>
</tbody>
</table>
Analysis and interpretation

The findings from the information given on Table II reveal that not all the teachers have learned or been tested in Kiswahili at either primary teacher's college or at the primary school level. Those who have learned Kiswahili at a primary college comprise ninety per cent (90%) whereas only eighty three per cent (83%) have learned the language at primary school level.

On the other hand, it is surprising to note that none of these teachers were examined at the primary level and were, in fact, examined in Kiswahili for the first time at college level. The percentage examined is only eighty-six per cent (86%). Fourteen (14%) per cent have never sat for a Kiswahili examination. This is a sorry state of affairs considering these same teachers prepare pupils for Kiswahili in the K.C.P.E. examination. In fact, some of these teachers teach at both lower and upper primary classes. This finding means that the teaching of reading Kiswahili may not be in the hands of competent teachers.

But this situation is bound to change in the future when the 8:4:4 graduates qualify to be teachers. This is because under the new system Kiswahili is a compulsory and examinable subject at the primary and secondary school levels.

About 48% of the teachers are teaching over forty (40) periods a week. This is ununderstandable in view of the current policy of the Ministry of Education on staffing of schools. This policy stipulates that each of the lower primary classes be taught by one teacher. This
means that the teacher's workload will be heavy (over 40 periods) since he/she must teach all the periods in all subjects as indicated on the timetable. 70% of the teachers were teachers for lower primary classes only. Those teachers with less than thirty-five (35) periods comprise about the other half of the Kiswahili-teaching staff and these are presumably the individuals who teach upper primary classes.

More than half of the teachers had classes of over fifty (50) pupils per class. Only thirty five per cent (35%) reported having between forty one and fifty (41-50) pupils per class; ten per cent (10%) had less than forty (40) and thirty (30) pupils each.

The acuteness of the pupil-teacher ratio is demonstrated by the fact that two classes observed had over sixty (60) pupils instead of the recommended number of fifty (50) per class. In practice the large number of pupils in a class necessitates the teacher to overwork himself and consequently to do a shoddy job in attending to the individual needs of each child such as learning to read and write.

Most of the subjects have taught Kiswahili for a short time: 30% for less than two years; 28% for between 2 and five years; 52% for between five to 10 years and only 17% for over ten years. Thus the majority of the teachers (over 80%) have taught for less than ten years. This means the teachers may not have the necessary experience. Presumably the more experienced teachers (10 years plus) are assigned the upper primary classes.
4.4 Pupils' socio-linguistic backgrounds

Information on the pupils' socio-linguistic background is presented on Table III below.

**TABLE III: PUPILS' SOCIOLINGUISTIC BACKGROUND**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>R</th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.  Percentage of pupils able to speak in two or more languages</td>
<td>25%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>11</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>16</td>
<td>55</td>
</tr>
<tr>
<td>18.  The use of Kiswahili as medium of instruction in other subjects</td>
<td>Not used as a medium of instruction</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Used in some subjects</td>
<td>20</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Used in all subjects</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>19.  No. of periods in a week</td>
<td>5 periods</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td>20.  Periods devoted to reading</td>
<td>3 periods</td>
<td>14</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>2 periods</td>
<td>15</td>
<td>52</td>
</tr>
<tr>
<td>21.  Adequacy of periods for Kiswahili</td>
<td>Adequate</td>
<td>21</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Not adequate</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>16.  Most regularly used language by pupils</td>
<td>In class when no lesson</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Kiswahili</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>M.T.</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>12</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Out of class: M.T.</td>
<td>14</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Kiswahili</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>25</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>In their homes: M.T.</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Kiswahili</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Analysis of Interpretation

The findings in Table III reveal that all the teachers are aware about the sociolinguistic background of their pupils. This background is essentially one of multilingualism since the children hail from
different communities with different languages. When these children meet with each other in school they are thus forced by circumstances to employ a common language. In this case the common language is Kiswahili or the predominant language of the catchment area.

Fifty five per cent (55%) reported that all their pupils could speak two or more languages. Thirty eight per cent (38%) reported having seventy five per cent (75%) of their pupils able to speak in two or more languages. It is only seven per cent (7%) of the teachers who reported having less than 50% of their pupils competent in two or more languages.

At school most of the sampled teachers (97%) reported using Kiswahili as a medium of instruction; 69% used it in it some subject and 28% used it in all subjects. Surprisingly three per cent (3%) of them reported as not using Kiswahili at all as a medium of instruction. This is surprising considering that all had reported having pupils with competence in many languages. It would be expected that a more common and neutral language like Kiswahili would be the first choice of such teachers for instructional purposes. Presumably this small number of teachers use the local vernacular as a medium of instruction.

The most popular language in terms of use by pupils was reported to be Kiswahili (83%) followed by Mother tongue (14%) and lastly English (3%) when the pupils are in class but not having any lesson. When the pupils are out of class (but within the compound) Mother-tongue and Kiswahili rivalled each other in popularity. The former had 41%
and the latter 48%. English came in third place with only 10%. In their homes the most popular language was reported to be Mother tongue (87%) followed by Kiswahili (10%) and English at (3%).

These findings indicate that the teachers have a difficult time teaching reading in Kiswahili since their pupils are heterogenous and hence have disparate linguistic experiences. When the children arrive at school for the first time they have an advantage in that they are familiar with the Kiswahili language. However, the influence of mother-tongue on reading cannot be underestimated. The attainment of reading ability by the pupils is hampered by this mother-tongue influence as evidenced in the area of pronunciation, spelling and tenses. The pupils may thus fail to master the basic reading skills.

The alert teacher can, however, provide the necessary material to override this problem. More relevant activities can be devised for the pupils to assist them master the reading skills, regardless of their linguistic background. A hundred per cent (100%) of the teachers reported taking five (5) periods of Kiswahili, which is the official time allocation nationally. However, only 48% of them and 52% set aside three (3) periods and two (2) periods respectively for reading.

On whether the periods allocated to the teaching of Kiswahili are adequate, 72% of the teachers agreed whereas 28% did not agree. However, since most of the teachers have over forty (40) periods per week, the addition of more periods for Kiswahili would mean more work for them. Hence the reason for the majority agreeing that the
periods are adequate.

4.5 **Teachers' attendance at Refresher Courses**

Table IV presents data on teachers' attendance at refresher courses.

**TABLE IV: TEACHERS' ATTENDANCE AT REFRESHER COURSES**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>R</th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Attendance at a Refresher Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended</td>
<td>8</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Not attended</td>
<td>21</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>11. Kind of Activity attended</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inservice</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Workshop</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td>6</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>All the above</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>12. What they thought of the Refresher Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Useful</td>
<td>8</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Not useful</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**NB:** Under kind of the Activity one teacher has attended two of the activities.

**Analysis and Interpretation**

Table IV above shows that about three quarters (72%) of the teachers have not attended any refresher course. Only a mere twenty-eight per cent 28% have had an opportunity to do a refresher course.

Attendance at a seminar (21%) was cited as the most common
activity, followed by inservice (7%). Only one teacher (3%) attended all the activities listed. The researcher was surprised during an informal discussion with teachers of the schools he visited to discover that very few of them had attended any kind of refresher course after graduation. Indeed the most affected were the teachers of lower primary classes. It was claimed that many of the seminar and inservice courses organized by the Zonal Inspector of schools were 'meant' for only upper primary teachers who were preparing pupils for the annual KCPE examination.

The non-attendance of the teachers in any of these professional activities may mean that the teachers are not being afforded an opportunity to grow professionally as regards teaching methodologies and practices.

4.6 Teachers' attitude to teaching reading in Kiswahili

Analysis of responses from the teachers on their attitudes to teaching is presented on the following table:
TABLE V: TEACHERS' ATTITUDE TO TEACHING READING IN KISWAHILI

<table>
<thead>
<tr>
<th>ITEM</th>
<th>R</th>
<th>R</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Attitude to teaching Reading: Easy</td>
<td>25</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Difficult</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>Reasons for choice of either:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Easy: 1. It is medium of instruction</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>2. It is related to mother-tongue</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>3. Children are familiar with language</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>4. It is syllabic</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>5. No reason</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Difficult:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Mother-tongue interference</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2. Pupils different reading levels</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Analysis and Interpretation

Table V above shows that the majority of the teachers (25) thought that the teaching of reading was easy. Only four (14%) teachers thought otherwise. For those who reported that teaching reading was easy, the reasons they gave were: Kiswahili is the medium of instruction at Lower Primary (24%); it is related to some mother tongue(s) (21%);
children are already familiar with it (17%); it is syllabic (14%). Three (10%) teachers did not give reasons why they thought teaching reading was easy.

On the other hand, the four teachers who said the teaching of reading was difficult gave different reasons. The negative influence of mother tongue topped the list (10%). One teacher (4%) saw the difficulty as arising from the pupils' different reading levels.

It is perplexing to note that whereas some teachers saw the role of mother tongue in learning to read as beneficial, others saw it as being harmful to reading. Although they did not define what they meant by mother tongue, it is possible they were referring to the various local vernaculars such as Dholuo, Kegusii, Gikuyu and Nubian which are predominant languages in the area. Those pupils whose mother tongue is closely related to Kiswahili may find learning to read easy while those whose languages are not related to it may experience difficulty in learning to read.

It was surprising that no teacher mentioned the availability of textbooks as an important factor in determining the success or otherwise of the reading programme.

4.7 Teachers' Familiarity and use of teaching methods in reading

Table VI below gives information on teachers' familiarity and use of teaching methods.

TABLE VI: TEACHERS' FAMILIARITY AND USE OF TEACHING METHODS IN READING

<table>
<thead>
<tr>
<th>ITEM</th>
<th>R</th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Methods of Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reading:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonic</td>
<td>8</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Whole word method</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Syllabic method</td>
<td>14</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Story method</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2. Order of Preference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabic method</td>
<td>14</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Phonic method</td>
<td>7</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Story method</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Whole word</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Mixed methods</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Analysis and Interpretation

The aim of this section was to find out whether teachers are familiar with the specific methods of teaching reading. As Table VI shows, not all teachers were familiar with them. Three (10%) of the teachers were unable to list down any method of teaching reading. Fourteen (14) teachers listed the syllabic method; eight (8) teachers the phonic method; and three (3) teachers the whole word method.
Only one (1) teacher reported finding the story method useful in his teaching of reading.

The most popular method of teaching reading in Kiswahili almost corresponded to the most cited methods. Thus the syllabic methods was preferred by 14 teachers (46%), the phonic method by 7 teachers (24%), the whole word method by 2 teachers (7%). Two teachers (7%) preferred using mixed methods.

It is clear from the above information that over 97% of the teachers use at least one method of teaching. The three (3) teachers who did not respond may have ignored the question or were not aware of the specific method of teaching. Not one teacher mentioned any of the prerequisite reading activities such as excursions, choral speaking, singing, dramatization and games which are all useful in promoting the reading ability and habit in children.

4.8 Teachers' familiarity with 'word attack' skills

Responses to this item are presented in Table VII below:
TABLE VII: TEACHERS' FAMILIARITY WITH 'WORD ATTACK' SKILLS

<table>
<thead>
<tr>
<th>Years of experience trained</th>
<th>Number</th>
<th>Familiar with method</th>
<th>Not familiar with method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5 years</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>14</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>20 years and above</td>
<td>10</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>%</td>
<td>100</td>
<td>34</td>
<td>66</td>
</tr>
</tbody>
</table>

Table VII shows that only ten (10) teachers are familiar with 'word attack' skills. The rest (66%) are not familiar. The greatest number of those not familiar comprise the group that has taught for twenty years and over. The ten (10) who are familiar with the word attack skills gave no order of preference of the methods when teaching.

During the actual classroom observation the researcher noticed the use of only two methods - namely context clues and phonic clues. A discussion with some of the teachers revealed that the term 'word attack' skills was unfamiliar to most teachers. Yet it was clear that quite a number of teachers and pupils are using them in their teaching and learning reading without their being aware of them. Those teachers
with long service in teaching were particularly not aware of this aspect of teaching reading. Since 'word attack' skills enable the pupil to unlock the meaning of new and unfamiliar words, it is pertinent that each teacher impart them to his pupils. This way the pupils will be able to become independent readers as well as extend their reading and vocabulary.

The fact that more than half of the teachers are not aware of these skills reflects lack of adequate training while they were in college and, hence their pupils do not benefit from these skills.

4.9 Teachers' formulation of specific objectives

Table VIII presents data on teachers' formulation of specific objectives.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>R</th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Formulation of specific objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The syllabus</td>
<td>25</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>2. The text</td>
<td>4</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>29</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Analysis and Interpretation

It is clear from Table VIII that all the teachers use definite objectives in their teaching reading in Kiswahili. However most teachers
(86%) usually rely on the syllabus, whereas others (14%) derive their objectives from the textbooks for both activities. The use of textbooks for this purpose tends to limit the teacher to the contents of only one book and thus denies the teacher flexibility in the teacher's approach to teaching reading.

The Teaching of Intensive Reading

The researcher observed five lessons being taught. Only three of the sample lessons will be included in this section. A brief analysis has been attempted for each lesson. The sampled lessons will only be a summary of the classroom activities, with the barest details possible. The five lessons were all found to have common characteristics. They were:

(i) the objectives were either non-existent or simply unspecific for those who planned their lessons;

(ii) the lessons were either of wide content or exceeded the time allocated;

(iii) new words were taught as the reading progressed;

(iv) pupils were not given an opportunity to use new words in sentences of their own so that they may be able to use them in situations similar to those of the passages read;

(v) questions to pupils were answered orally most times.

(vi) Reading aloud was used as a basis for intensive reading and not as a follow-up activity with specific points to be gained.
LESSON I - STD. 3

CLASS: 3B
Number of Pupils 57
Number of Textbooks 20

TEXT: Masomo ya Msingi by T. Zani and Z. Zani, pp. 47-48

Lesson Plan: Available
Teacher's Guide: Not available
Time: 10.20 - 10.50 a.m.
Schemes of work: Available
Objective: Available

Mwalimu: Hamujamboni watoto!
Wanafunzi: Hatujambo Mwalimu.

Mwalimu: Nataka nyote mtazame ubaoni na kunielezea manachokiona. Kuna picha ngapi ubaoni?

Mwanafunzi: Nne
Mwalimu: Ni maneno gani yaliyoandikwa ubaoni?

Mwanafunzi: (anasoma) maskini, tajiri, kunenepa, kukonda, nyama ya ulimi, fumbo

Mwalimu: Katika ubao nani tajiri na nani maskini?

Mwanafunzi: Yule asiye vaa viatu ndiye maskini na anaye vaa viatu ndiye tajiri.

arobaini na saba. Nani atatusomea? ... Ndio wewe (Anataja jina lake).

Mwanafunzi: (Anasoma pole pole hadithi iliyomo. Anasoma aya mbili za kwanza)

Mwalimu: Mwanafunzi mwingine asome.

Mwanafunzi: (Naye anasoma aya mbili).

Mwalimu: Sasa mtajibu bila kuandika (Watoto wanajibu maswali yote)


Analysis and Comment:

The teacher planned his work to take into account the pupils' ability to master new words that may occur in the story. The teacher also considered the pupils' reading levels by assigning them smaller units to be read. Even though not all pupils were able to participate in the reading. Many sat passively while a few read aloud their allotted units. But obviously they enjoyed the story by studying the pictures on the blackboard and perhaps by the loud reading.

However, the teacher made no allowance for silent reading which should have been accompanied by guided comprehension questions to help the children interpret the passage being read. The practical work consisted of answering questions orally. Follow-up activities should, however, have involved written work as writing makes pupils
individually answer questions on the passage read.

The teacher showed a fondness for factual questions which were too easy for the pupils. Inferential and evaluative questions should have been planned for to enhance comprehension and intensive study.

Few errors were committed during the actual reading, though there were instances of repeated words and phrases. The teacher every now and again had to intervene and correct the mistake, which interfered with the flow of the lesson. Only one pupil had difficulty in reading and the teacher later informed the researcher that the pupil had just been transferred from some school in the rural areas.

There was no use of visual aids, apart from the pictures drawn on the blackboard and in the textbook. The number of pupils was too big for the available copies of the textbooks. An ongoing class in the next room suppressed very much the voices of the pupils who were reading the passage. The pupils showed knowledge of context and grammatical clues.

LESSON 2 - STD. 1

| Number of pupils | 105 |
| Number of textbooks | Not available |
| Text | Masomo ya Msingi by T. Zani and Z. Zani |
| Schemes: | Not available |
| Lesson Plan: | Not available |
| Objective: | Not available |
| Time: | 9.15 - 9.45 a.m. |
Mwalimu: (Anaandika silabi hizi ubaoni)
ka ke ki ko ku
wa we wi wo wu
la le li lo lu
Anasoma hizo silabi kisha wanafunzi nao wanasoma wote pamoja.
Baada ya hapo mwalimu anauliza wanafunzi kutunga majina kutokana na silabi hizi
wa we wi wo wu
(Majibu yanaandikwa katika vitabu vyao ili mwalimu akivisahihishe baadaye).

Analysis and Commentary:

This lesson was clearly a non-starter. The teacher was in the first place handling too big a class (105 pupils). She admitted to the investigator that she had in fact combined two classes as one teacher was away on sick leave. Secondly there were no textbooks for use in the lesson, though a few pupils had their own copies. Thirdly, the learning conditions were such that both the pupils and the teacher were uncomfortable. The room had earth walls with no door; the floor dusty and cracked. The separation between that room and another was made of thin earthen wall with several holes. Furthermore the desks were inadequate as one desk was being used by upto six pupils. When they were asked to write, many of them were unable to write
anything as there was hardly enough room on the desks for all of them.

On the lesson itself, the investigator felt the content was too elementary. When asked on this the teacher claimed that she was repeating the lesson as she had already completed teaching what was on the schemes of work. If that was true then she may have chosen what she thought would be an easy part of her scheme. The teacher did not make use of aids, nor were any available.

**LESSON 3 - STD. 2**

- **Number of Pupils:** 59
- **Number of Textbooks:** Not available
- **Text:** Not available.
  - But some pupils had Masomo ya Msingi.
- **Lesson Plan:** Not available
- **Scheme:** Not available
- **Time:** 9.15 - 9.45 a.m.

**Mwalimu:** Good morning!

**Wanafunzi:** Good morning, Madam!

**Mwalimu:** Take out your exercise books. Open them.

**Wanafunzi:** (Wanatoa daftari zao vile wameagizwa).

**Malimu:** Okay. Sasa nataka mtazame ubaoni.

(The teacher writes on the board).

Wingi wa maneno katika Kikundi cha M-WA

Mtoto Watoto
Mwalimu: (Reads aloud all the words on the blackboard. Then asks the pupils to read as she points at each line of words).

Wanafunzi: (All of them read in a chorus).

Mwalimu: (Repeats the words again while underlining 'M' and 'Wa' for singular and plural respectively. She continues)

Kwa kila jina lenye shina 'M' kwa umoja hubadilika kuonyesha wingi kwa kuandika 'Wa' badala ya 'M'

Manaelewa?

Watoto (wote) Ndio mwali mu.


<table>
<thead>
<tr>
<th>Umoja</th>
<th>Wingi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Msichana</td>
<td></td>
</tr>
<tr>
<td>2. Mkulima</td>
<td></td>
</tr>
<tr>
<td>3. Mke</td>
<td></td>
</tr>
<tr>
<td>4. Mgiriana</td>
<td></td>
</tr>
<tr>
<td>5. Mgema</td>
<td></td>
</tr>
<tr>
<td>6. Mwalimu</td>
<td></td>
</tr>
<tr>
<td>7. Mwanamke</td>
<td></td>
</tr>
</tbody>
</table>
Mwalimu: Ningetaka kusahihisha kwa wale ambao wamemaliza kuandika majibu. (The teacher) then moves round marking the pupils work while the others are busy writing).

Mwalimu: Kwa wale ambao sikuangalia vitabu vyao nataka vikusanywe ili niende kuviangalia na kuvisahihisha baadaye. Ahsanteni.

Wanafunzi: Wote: Ahsante sana, Madam.

Analysis and interpretation:

This lesson appeared to the researcher to have been hastily prepared. It was more of a writing lesson than a reading one. There was no text provided for that purpose. With a specific objective the teacher could have identified suitable material for reading and then arranged to get sufficient copies for all the pupils.

Another notable feature of this lesson was the use of English during the lesson. Apart from being unnecessary, this practice shows lack of seriousness on the part of the teacher. Mixing languages also tends to confuse the learners of Kiswahili as they may imitate such teachers.

On the lesson itself the teacher gave very few examples of words in M - WA class. About ten (10) words could have given the pupils the clue on how to change a singular noun to a plural using the right prefixes. As it was, this was not done.

The pupils were answering in a chorus to her questions. The
writing exercise she gave to the pupils may have been too difficult for some of them, considering that the teachers' introduction was not adequate. It was also observed that no visual aids were used. No textbooks were used either. Pupils should have read from the books themselves.

At the end of the lesson the researcher raised the question of textbooks and was informed by the teacher that pupils buy their own copies and bring them to school. But on this particular day they did not bring them as they were not aware of their having any lesson. The researcher doubted this as he had visited the school earlier and made arrangements with the headteacher for some of the teachers to be observed. The teacher's manner was autocratic and uncaring to these small children.

4.11 The teaching of Extensive reading

Table IX below presents data on the reading of extensive reading, including availability of class libraries.
TABLE IX: THE TEACHING OF EXTENSIVE READING

<table>
<thead>
<tr>
<th>ITEM</th>
<th>R</th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Class Library:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Established</td>
<td>6</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>Not established</td>
<td>23</td>
<td>23</td>
<td>79</td>
</tr>
<tr>
<td>15. Reasons:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For not establishing one:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. There is no money to buy readers</td>
<td>6</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>2. Children do not have time to read</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. The classroom is not a safe place for storage of books</td>
<td>16</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>4. If any other</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>16. Pupils carry books home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They carry home books</td>
<td>12</td>
<td>12</td>
<td>42</td>
</tr>
<tr>
<td>They do not carry books</td>
<td>14</td>
<td>14</td>
<td>48</td>
</tr>
<tr>
<td>17. They do not carry books home because:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. They don't get time to read at home</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2. They keep all their books at schools</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3. They may damage books</td>
<td>8</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>4. The books are too few to be borrowed by the pupils</td>
<td>8</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>Any other</td>
<td>1</td>
<td>1</td>
<td>32</td>
</tr>
</tbody>
</table>

**NB:** In Items 15 and 17 teachers were required to tick as many as would apply.
Analysis and Interpretation

Out of the 29 respondents in Table IX above only 4 (21%) indicated that they have established class libraries. The researcher, however, could not confirm the truth of this report. Of the ten schools visited only two schools had school libraries. The class libraries were nowhere in evidence. Teachers had no records of borrowing by pupils. Furthermore the teachers observed did not show records of library lessons in their instructional programmes. The researcher was left in doubt as regards the existence of the class libraries. The reasons given by teachers as to why libraries had not been established ranked from fear that the books may be stolen or destroyed to insecure classrooms (55%) and lack of money (21%) to buy the books. One teacher reported finding no use for class library.

On the reasons for not allowing the pupils to carry home books, the most commonly ticked reasons were number 3 and 4. Others gave other reasons such as lack of a school library or losing the books. From discussions with the teachers it would appear many teachers have a misconception about a class library. They think such a facility must be housed in a special place and be stocked with many readers. Yet a class library can be a mobile facility and can consist of no more than cut-outs from Kiswahili Newspapers, posters from children and wildlife magazines, which are located at one corner of the class. Almost all teachers agreed that pupils have enough time to read at home.

It thus appeared to the researcher that no serious efforts were
being made by the teachers to establish a class library however rudimentary it may be.

4.12 **The availability and use of instructional materials**

Table X below presents data on the availability and use of instructional materials in the schools studies.

**TABLE X: AVAILABILITY AND USE OF INSTRUCTIONAL MATERIALS**

<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>AVAILABLE</th>
<th>USE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
<td>%</td>
</tr>
<tr>
<td>a) Clockface</td>
<td>22</td>
<td>76</td>
</tr>
<tr>
<td>b) Calendar</td>
<td>27</td>
<td>93</td>
</tr>
<tr>
<td>c) Wall Chart</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>d) Blackboard</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td>d) Chalk</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td>f) Scrap paper</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>g) Pictures</td>
<td>22</td>
<td>76</td>
</tr>
<tr>
<td>h) Radio</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>i) Radio Cassette</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>j) Flash Cards</td>
<td>22</td>
<td>76</td>
</tr>
<tr>
<td>k) Textbooks</td>
<td>28</td>
<td>97</td>
</tr>
<tr>
<td>l) Models</td>
<td>19</td>
<td>66</td>
</tr>
<tr>
<td>m) Display board</td>
<td>14</td>
<td>48</td>
</tr>
<tr>
<td>n) Nature Corner</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>o) Kiswahili Newspaper</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td>p) Cardboard</td>
<td>12</td>
<td>41</td>
</tr>
<tr>
<td>q) Centre of Interest</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>r) Rulers</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>s) Exercise Books</td>
<td>22</td>
<td>76</td>
</tr>
<tr>
<td>t) Coloured Pencils</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td>u) Crayons</td>
<td>11</td>
<td>38</td>
</tr>
<tr>
<td>v) Dusters</td>
<td>24</td>
<td>83</td>
</tr>
</tbody>
</table>
Analysis and Interpretation

The tabulated information on Table X above shows that most of the sampled schools do not have all the materials. Going by the teachers' responses, the most available are: Blackboard (100%), Chalk (100%), Textbook (97%), Calendar (90%), Wall chart (83%), Centre of Interest (83%), Rulers (83%), Dusters (83%), Radio (83%), Nature corner (83%), Pictures (76%), Exercise books (76%), Flash cards (76%). The most notable in their non-availability included: scrap papers (26%), Radio Cassette (17%), Kiswahili Newspapers (34%), Coloured Pencils (31%), Crayons (38%), Cardboard (41%) and Display board (48).

It is disturbing to note that three per cent (3%) reported that they did not have textbooks, a vital resource for teaching language. Calendars, models, centres of interest, nature corners and coloured pencils and crayons are other vital materials necessary for training visual perception and discrimination. Yet about a third of the classrooms sampled did not have all these resources. The table shows the following were not available: Coloured pencils (34%) and Crayons (38%). Although other materials such as Calendars (93%), Wall chart (83%), Radio (83%) were all indicated as being available, whether or not they were used in Kiswahili lessons is doubtful. The researcher did not confirm their use during the actual classroom observations he made in five lessons.

Some materials were alleged to be in the library or in the head teachers' office - as the classrooms were unsafe for storage. Such materials included wall charts, radios, models and newspapers. Radio
cassette and newspapers assist to extend the reading of the pupils by broadening and enriching their experiences. Yet only 17% of the teachers reported to be having radio cassettes.

Another interesting observation made was that some pupils did not have the necessary writing materials. Only 76% of the respondents said exercise books were available in their classes. A good 24% said exercise books were not available. The reasons advanced when the researcher inquired were twofold: failure by the District Education Board and/or the parents to provide the exercise books. The most used materials corresponded to those most available. This includes blackboard (100%); chalk (100%), textbook (97%) and calendar (90%). The least used materials are Kiswahili newspapers (26%) and radio cassettes (14%). No reasons were given for such big variations between availability and actual use.

4.13 The use of Visual Aids

The researcher had the opportunity of observing five (5) lessons in lower primary classes. He observed that some teachers had lesson plans and schemes of work. But for teaching reading, the teachers relied almost exclusively on writing on the chalk board and on reading from textbooks. Apart from one teacher who drew pictures on the blackboard the rest did not use any visual aids. Such aids as charts, models and pictures were not available in any of the five classrooms. This aspect of the teaching reading Kiswahili shows that teachers
are either not planning for effective teaching of reading or that they have no interest in the language. The researcher was told by one teacher that he had 'covered' the syllabus of Kiswahili and that he had to hurriedly prepare the lesson for the researcher's purpose.

The non-use of visual aids reduced most lessons to a sing-song affair, monotonous and boring to the young children. Planning for use of visual aids does not necessarily require a lot of time or money. A teacher who is interested in his subject has an option of making the visual aids or asking the pupils to make them. Photographs and pictures can be collected by the pupils and then brought to school for use during the period. There are no expenses involved here. Most materials can be acquired freely as they are easily available.

Visual aids provide a variety of stimuli to the learners and hence assist children in learning of unfamiliar people, places, animals and events. Teaching language in lower primary classes needs the use of visual aids, more than anything else. The researcher observed that most pupils lost interest in reading lessons after the first ten minutes since teachers were unable to sustain their interest without the visual aids.

4.14 Teachers' records of pupils' reading progress

Table XI below presents information on teachers' records of pupils reading progress.
TABLE XI: TEACHERS RECORDS OF READING PROGRESS

<table>
<thead>
<tr>
<th>3. Keeping of records</th>
<th>4. The form of records kept:</th>
<th>5. Reasons for keeping records:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep</td>
<td>Percentages</td>
<td>1. To monitor progress of each child</td>
</tr>
<tr>
<td>Do not keep</td>
<td>Grades</td>
<td>2. Identify slow learners for assistance</td>
</tr>
<tr>
<td></td>
<td>Comments</td>
<td>3. Grouping pupils according to ability</td>
</tr>
<tr>
<td></td>
<td>All the above</td>
<td>4. To plan suitable reading material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. To provide means of self-evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. No reasons given</td>
</tr>
<tr>
<td>T</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>34</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>24</td>
<td>2</td>
</tr>
</tbody>
</table>

Analysis and Interpretation

Table XI reveals that all the teachers (100%) keep records of their pupils' progress in reading.
The most popular forms in which this assessment is kept are: (in order of popularity) grades (34%), comments (31%), percentages (31%). However, about a quarter (25%) of the teachers keep all the listed forms of records. Through an informal discussion with some of the teachers, the researcher learnt that a lot of these evaluation procedures are carried on informally and are in particular, not based on any reading scheme. During the actual classroom observation only one teacher out of the five that was observed had kept any form of records. Even this odd teacher had records in the form of percentages, meaning they may well have been end-of-term marks rather than progress records. Here it appears the teachers are lax in the actual keeping of the progress records of their pupils.

On the purpose of keeping these records two teachers (7%) gave no reasons at all. The most cited reasons are: to monitor pupils' progress of each child (69%), identify slow learners for assistance (52%), to plan suitable reading materials (14%), to provide teachers with means of self-evaluation (10%). Other teachers (7%) saw evaluation as a means of enabling the teacher to group the pupils according to reading ability levels and a means devising appropriate teaching methods suitable for each level of ability.

Thus a substantial number of teachers assessed the reading of their pupils. It is noteworthy that a small number of them (10%) was evaluation of their pupils as a means of evaluating themselves as teachers of reading.
4.15 **Problems of reading instruction in Kiswahili.**

This item elucidated the following responses in tabulates below:

**TABLE XII: PROBLEMS OF READING INSTRUCTION IN KISWAHILI**

<table>
<thead>
<tr>
<th>Summary of Problems</th>
<th>T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inadequate of Textbooks</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td>2. Mother tongue interference</td>
<td>19</td>
<td>66</td>
</tr>
<tr>
<td>3. Lack of supplementary reading materials</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>4. Lack of physical facilities</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>5. Overcrowded classrooms</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>6. Teachers not trained to teach reading in Kiswahili</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>7. Mixing of languages</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>8. Lack of readiness/practice in language</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>9. Lack of writing materials</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>10. Lack of Teaching Aids, like charts</td>
<td>14</td>
<td>48</td>
</tr>
</tbody>
</table>

**Analysis and Interpretation**

This question assumed that all teachers of Kiswahili had encountered many problems in their teaching of reading and that some of these problems were beyond their control or means. The teachers were required to list down the problems.

Table XII above shows the most prevalent problems were: mother tongue interference (66%), lack of teaching aids (48%), inadequacy
of textbooks (34%), teachers not trained to teach reading in Kiswahili (28%), lack of supplementary reading materials (14%) and mixing of languages (14%).

Other less common problems included overcrowded classrooms (10%), lack of physical facilities (6%). The lack of writing materials was reported by 17% of the teachers. This is an indication that some teachers were very much concerned with these basic items for teaching and learning to read. Lack of readiness to read on entry into school was reported by 10% of the teachers. This is understandable considering that quite a number of the lower primary classes have never attended pre-school prior to their admission to standard one. This problem may be affecting, admittedly, other languages such as English and mother-tongue.

The problem of mother-tongue interference could be overcome by teachers first engaging the affected pupils in oral practices in Kiswahili before introducing them to reading and writing. This way, it is suggested, the pupils will muster the standard grammar, pronunciation and spelling of the language. The fact that a few said that they lack basic training to teach reading is no excuse for not trying other means such as use of pre-recorded cassettes, radio broadcasts and such resources.

The mostly cited instances of mother-tongue interference included failure to distinguish between 'l' and 'r', 'gu' and 'wu', 'z' and 's', 'j' and 'ch', 'b' and 'p'. All these could be overcome by judicious planning
on the part of the teacher. There was evidence that many pupils had overcome this problem by the time they were in standard three.
SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND OBSERVATIONS

5.0 Summary

This study involved a survey and description of those factors that affect the teaching of reading in Kiswahili. The study covered ten schools within the Kisii Municipality. It involved thirty (30) teachers, three from each school in the study. These teachers were those who were teaching standards one, two and three (i.e. lower primary).

The study was considered important since Kiswahili is the national language of Kenya as well as an international lingua franca. Kiswahili is also a medium of instruction in lower primary classes in schools within urban centres and the coastal areas of the Republic. The ability to read well in the language was seen as a key to a pupils’ success in school as well as in society. The method of analysis entailed the use of questionnaires and an observation schedule. The former were completed by Kiswahili teachers and the latter was used by the researcher when he observed five lessons of reading in Kiswahili.

The analysis entailed the following procedures:

1. An examination of the factors that affect the teaching of reading in Kiswahili. These factors included the following: teachers' qualifications, training and experience, pupils' sociolinguistic backgrounds, teachers' work load and attitude to teaching reading,
teacher's attendance of refresher courses, teaching methods and their use, the availability and use of instructional materials, the teaching of intensive and extensive reading, evaluation procedures and instructional problems experienced by Kiswahili teachers.

2. The construction and administration of the instruments for the collection of the data on the above factors was done by the researcher himself.

3. The analysis, presentation, interpretation and discussion of the results was based on the responses to the questionnaires. The analysis of data involved use of frequencies and percentages. It was tabulated and each table assigned a number.

4. The data on the tables was supplemented by classroom observations made by the researcher and by informal discussions held with Kiswahili teachers as well as head teachers of the selected school.

The remainder of this chapter deals with conclusions made from the data. It also includes the investigator's observations and recommendations on the teaching of reading in Kiswahili. Recommendations for further research are also included in this chapter.

5.1 Conclusions

This study reveals that all the lower primary teachers involved in the study are trained. They, however, have a poor background and mastery of Kiswahili. A majority of them have neither learned the Kiswahili nor been examined in it. This factor tends to hinder their
efforts to teach reading in Kiswahili.

Most teachers prepare schemes of work and use objectives in their lesson plans. A good number of the teachers derive their objectives from the textbooks while the majority depend on the syllabus.

These teachers have a heavy workload, some teaching upward of forty (40) periods a week. Some teach in both lower and upper primary classes.

Most of the classes are very large with over fifty (50) pupils per class and an average of fifty to one (50-1) pupil-teacher ratio, which places heavy demands on the teachers in terms of class discipline and organization. A majority of pupils in the schools under study are bilingual. Others are multilingual. This affects their learning to read in Kiswahili. Many teachers are aware of this factor and differ on whether their pupils' competence in many languages is beneficial or not to learning to read in Kiswahili. Some agree that it is whereas some do not.

An opportunity to attend refresher courses is not being given to the teachers. Many have not attended any such courses since leaving college. As such, their professional growth has been stunted. Even their morale and motivation to teach reading in Kiswahili have been affected.

Almost all the teachers think teaching reading in Kiswahili is easy. In practice this was not found to be easy. Lack of basic learning materials such as textbooks and exercise books make the teaching
of reading difficult. A few teachers were of the opinion that teaching reading is difficult.

Many of the subjects are aware and employ various methods of teaching reading. These include the syllabic, the story, the whole word, and the phonic methods. Many of them prefer the syllabic and the phonic methods. However there is no variation in the practice drills as was observed in the classrooms.

Teachers do not plan for acquisition of pre-reading skills and reading readiness for those pupils who have not attended pre-school. Such planning would involve arranging for excursions, working with clay and paper, telling stories, reading and reciting poems, choral speaking, singing and dramatizations.

Modern methods of teaching reading languages such as "word attack" skills are not known by a majority of the teachers, though a number are using them unknowingly. With acquisition of these skills a pupil can read independently both intensively and extensively.

Material for teaching reading are inadequate and scarce in most schools studied. Textbooks, supplementary readers and exercise books are not enough. Radio and radio cassettes are not available in many schools. Hence they are not widely used.

The two most commonly used evaluation procedures are tests and examinations. Reading progress records of pupils takes the form of grades and percentages. There exists several other methods of evaluating reading such as appraisal and classroom tests. Progress
records should be kept on a fortnightly basis.

There are no arrangements made by Kiswahili teachers for both extensive and intensive reading in their lesson preparations. Many still rely on the traditional methods of teaching reading in which the teacher plays a dominant role, and the learners a subordinate one. More than a half of the teachers in the study reported to have established class libraries. The researcher did not find any such libraries in the schools he visited.

Teaching aids were hardly used contrary to the recommendations of the teachers' guide. Teachers rely exclusively on the pictures in the pupils' books which results in teachers failing to arouse the interest of the pupils.

Reading aloud characterized all the lessons observed and did no more than produce 'word callers' incapable of decoding the meaning in the texts being read. No provisions were made for silent reading to enhance understanding. Slow learners were not programmed for in loud reading. The style of questioning was neither developed nor comprehensive.

A more vigorous and challenging line of questioning would have yielded more benefits during the intensive reading. Instead, mostly simple factual questions were asked. Thus the pupils innate skills were not fully exploited. Children are always full of zest for life, are creative, are full of imagination and are generally, disposed to learning new things faster than adults. This ability was not exploited
by the teachers of reading.

A majority of the teachers are aware of the problems that they encounter when teaching reading in Kiswahili. The leading problems included: mother tongue interference, mispronunciation, lack of textbooks and exercise books and radio cassettes. Thus many pupils are unable to read due to lack of motivation and stimulation from their teachers and the environment.

5.2 The Investigator's Observations

It has been shown in this study that more ought to be done to improve on the teaching of reading in Kiswahili and the language in general. Present efforts and practices by Kiswahili teachers were found to be neither adequate nor appropriate. Teachers of Kiswahili in lower primary classes are not getting a chance to improve on their pedagogical skills by way of attending refresher courses or engaging in such creative activities as writing books and Kiswahili reading programmes. Their instructional practices are outdated with regard to teaching reading in Kiswahili.

The researcher observes that this should not be the case. Given adequate training followed by rigorous refresher courses after graduation, many teachers can indeed teach reading more effectively and hence efficiently. The Kiswahili syllabus used at training colleges should be revamped and if possible include reading instruction as its major component. The academic content such as grammar should
receive less emphasis since this has already been covered at 'O' level.

The investigator also observes that lack of instructional materials in many primary schools is hindering the reading lessons, not only in Kiswahili but also in other languages. This issue, the investigator contends, has not received the attention it deserves especially from teachers, headteachers and parents.

Proper assessment procedures would entail teachers to use more informal methods than is the case at present. Individual assessment of pupils' progress and reading level should be preferred to group assessment. This type of evaluation enables the teacher to plan for the different learning styles and reading abilities of his/her pupils. The researcher observes that end of term examination marks in this regard should, instead, be dropped in favour of informal appraisal records made by the Kiswahili teachers.

5.3 Recommendations

Recommendations for Teaching reading in Kiswahili

(a) Teachers of Kiswahili should demonstrate clear forethought and resourcefulness in their teaching of reading in lower primary classes. One sure way of doing this is for the teachers to plan in advance for the provision of necessary teaching materials, by even involving their pupils and the parents. Activities which involve practical work such as excursions, clay and paper work,
story telling by the teacher, dramatization, reciting poems, choral speaking, should be provided for. These activities will equip the pupils with pre-reading skills as well as motivate them to learn to read for entertainment and information. The overall aim is the achievement of literacy in every child.

(b) Planning and executing a lesson should aim to strike a balance between choral and individual reading, between silent and oral reading.

(c) The role and effect of the various linguistic backgrounds of the pupils should always receive sufficient attention as to facilitate rather than hinder the efforts of teachers to teach pupils to read Kiswahili accurately and fluently.

(d) Teaching methods and 'word attack' skills should be seen in the context of the needs of the learner not those of the teachers. Hence teaching objectives should be specific and seek to change the behaviour of the learners after each lesson. Reading lessons should also involve some writing exercises.

(e) The large number of pupils in the classes would be broken down to two or more streams to alleviate the problems caused by the pupil-teacher ratio. If the classrooms and teachers are not enough for this new arrangement, then a shifting system can be adopted. Here one stream can attend classes in the morning and the other stream in the afternoon. Teachers of these classes should be given an incentive as they will be shouldering a double load.
(g) Provisions of instruction materials should be the priority of every school. This is especially so for language teaching. Radio and radio cassettes could even be borrowed from neighbouring schools for effective teaching of reading. Alternatively the teachers could acquire some of the unavailable materials through harambee efforts. With sufficient funds having been raised, the school can easily build a small school library, buy adequate textbooks and supplementary readers. Teachers of Kiswahili should show initiative here.

(h) The keeping of pupils' reading progress records is mandatory and these should be kept on a weekly basis. The over-reliance on terminal and end-year examinations for assessment of pupils reading levels and progress should be discarded in favour of simple informal fortnightly tests given by the teacher of Kiswahili. Appraisal procedures can be used as well to identify the pupils with special difficulties. Remedial teaching should be planned for as a result of the appropriate evaluative procedures.

General Recommendations

The conclusions reached above and elsewhere in this project generally indicate that the teaching of reading in Kiswahili is riddled with many malpractices. This is due to various factors that have been described elsewhere in this project. Most of the factors so studied are within the control of the teachers of Kiswahili by virtue of the teacher's training and experience. The following general
Recommendations are offered for the improvement of teaching reading in Kiswahili.

(a) There is a need to improve the quality and quantity of teachers. Potential teachers on recruitment to the profession should be required to have at least a pass in Kiswahili at 'O' level. The Ministry of Education should consider introducing specialization in language teaching in training colleges. This will ensure production of Kiswahili teachers who are both interested and qualified in the subject and in reading in particular. More emphasis should be placed on introducing teacher trainees to the modern methods of teaching reading in Kiswahili. The content aspect of Kiswahili syllabus should thus receive less attention than is the case now since this aspect has already been covered at school certificate level.

(b) There is need for educational administrators and head teachers of primary schools to devise a continuous in-service programme in Kiswahili reading instruction. Attendance by teachers should be made compulsory as it is through such professional activities as seminars and workshops that teachers can up-date their pedagogical knowledge and skills. Teachers of both lower and upper primary classes should all be given the opportunity to attend them.

(c) Kiswahili subject inspectors should be posted to all districts in the Republic to assist teachers improve their skills of teaching
in Kiswahili. It is suggested also that these inspectors should adopt a new approach to their work. The new approach should involve the subject inspector viewing himself as a professional colleague, friend and guide to the teacher. He should not concern himself merely with the inspection of schemes of work and lesson plans as is the practice currently. In the new role, the subject inspectors should work hand in hand with Teacher Advisory Centre (TAC) Tutors.

(d) Kiswahili subject panels should be established at zonal divisional and district levels. These panels should find ways and means of helping teachers of reading in Kiswahili overcome any difficulties they encounter.

(e) Visits and excursions to various areas in the Republic by Kiswahili teachers should be encouraged and actively promoted. Participation in these activities can expose teachers and even their pupils to the various dialects and usages of the Kiswahili language. Visits to the predominantly Swahili-speaking areas of the Republic will particularly be rewarding. Such visits and excursions could be organized by a national organization of Kiswahili teachers.

It is recommended that there be established a national association of Kiswahili teachers to co-ordinate such activities.

(f) The teaching of three languages, (viz. Mother tongue, Kiswahili and English) in lower primary classes should be re-examined
by the Ministry with a view to promote the teaching of reading in Kiswahili which is the national language of the Republic. If the other languages are dropped from the curriculum this can also reduce the workload for the teachers of lower primary classes.

Recommendations for Further Research

The importance of reading of Kiswahili has been stressed elsewhere in this project. However from the data collected it has not been possible to state with certainty the factors and conditions necessary for the success of reading instruction in Kiswahili. Further research could throw light on the following:

(a) The relationship between pupils' reading achievement and female teachers in lower primary classes. Are female teachers better than their male counterparts in teaching reading in Kiswahili and vice versa?

(b) The effect of overcrowded timetables and on Kiswahili reading instruction.

(c) There is need to find out whether trainee teachers are being exposed effectively to the various techniques of teaching reading.

(d) The effect of teaching three languages in lower primary classes on reading achievement.

(e) The role played by head teachers in ensuring availability of materials for teaching reading in Kiswahili.

(f) Remedial reading programmes in Kiswahili vis-a-vis academic achievement of primary school pupils.
(g) Measurement of the quality of Kiswahili reading materials for lower primary classes.

(h) Research is needed to prepare groundwork for standardized reading tests which would establish targets at which all reading teachers of Kiswahili should aim.

(i) Practices used in teaching of writing in lower primary classes as reading and writing are closely related.

(j) The role of parents in reading achievement by their children.

(k) The possibility of using Kiswahili as a medium of instruction in upper primary classes ought to be investigated.
APPENDIX A

LETTER TO THE HEADTEACHER

Antony A.O. Onyamwaro
Dept. of Comm. Tech.,
Kenyatta University
P.O. Box 43844
NAIROBI

October 1990

The Headteacher

Dear Sir,

I am a student of Primary Teacher Education at Kenyatta University. I request you to allow me to use your school as a representative of the municipality's sample of schools and teachers to participate in the study project.

The project is an attempt to find out the factors that influence the teaching of reading in Kiswahili in Lower Primary Classes. The study is quite important considering the challenges and demands imposed on teachers and schools in the implementation of 8-4-4 system of education and language policy.

The study project will be in partial fulfilment for the Master of Education course at the University. All responses will be treated with utmost confidentiality and will only be used for statistical purposes. It is in no way intended to evaluate a teacher's personal efficiency or effectiveness as an individual.

I would like to visit your school on _______________ in order to administer a questionnaire and observe the sampled teachers.

A copy of a clearance letter from the Office of the President will be forwarded to you as soon as possible.

Thanking you in advance.

Yours faithfully,

Antony A.O. Onyamwaro
APPENDIX B

LETTER TO TEACHERS’ QUESTIONNAIRE

Antony A.O.Onyamwaro,
Department of Comm. Tech.,
Kenyatta University
P.O. Box 43833
NAIROBI

October 1990

Dear Sir/Madam,

The intention of this questionnaire is to collect information on the factors which influence the teaching of reading Kiswahili in Lower Primary classes in Kisii Municipality, Kisii District.

You are kindly asked to give the information needed. This will be used purely for statistical purposes and is in no way intended to evaluate your personal efficiency or effectiveness as an individual teacher. For this reason you do not need to write your name or the name of your school on this questionnaire.

Your cooperation in completing this questionnaire will indeed contribute to the success of the study. It will be therefore highly appreciated.

Yours faithfully,

Antony A.O. Onyamwaro
APPENDIX C

TEACHERS' QUESTIONNAIRE

Below find a questionnaire for you to respond to. You are required to put a tick in the box [ ] provided or complete the space provided against each item with the answer you feel is appropriate.

PART ONE
TEACHER QUALIFICATIONS AND EXPERIENCE

1. My age is: (a) Below 20 years [ ]
   (b) 21 - 30 years [ ]
   (c) 31 - 40 years [ ]
   (d) 41 - 50 years [ ]

2. I am: (a) Male [ ]
   (b) Female [ ]

3. My academic qualification is:
   (a) K.A.P.E. [ ]
   (b) K.P.E./C.P.E. [ ]
   (c) K.J.S.E. [ ]
   (d) C.S.E./E.A.C.E./K.E.C./K.C.S.E. [ ]
   (e) H.S.C./E.A.A.C.E./K.A.C.E. [ ]
   (f) Any other (Please specify) __________

4. My professional qualification is:
   (a) U.T. [ ]
   (b) P4 [ ]
   (c) P3 [ ]
   (d) P1 [ ]
   (e) S1 [ ]
   (f) A.T.S. [ ]
   (g) Diploma [ ]
   (h) Any other (Please specify) __________
5. My teaching experience in years is
   (a) ________ years in present school
   (b) ________ years in my entire teaching career.

6. Did you learn Kiswahili in your primary teacher education?
   (a) Yes [ ]
   (b) No [ ]
   If so were you examined in it?

7. Did you learn Kiswahili in your primary school?
   (a) Yes [ ]
   (b) No [ ]
   If so were you examined in it?

8. The total number of periods I teach in a week in all subjects are:
   (a) Less than 30 [ ]
   (b) 31 - 35 [ ]
   (c) 36 - 40 [ ]
   (d) More than 40 [ ]

9. I am a teacher of:
   (a) Lower primary [ ]
   (b) Upper primary [ ]
   (c) Both (a) and (b) above [ ]

10. The number of pupils in my class is
    (a) Less than 30 [ ]
    (b) 31 - 40 [ ]
    (c) 41 - 50 [ ]
    (d) More than 50 [ ]
11. I have taught Kiswahili for:
   (a) Less than 2 years [ ]
   (b) 2 - 5 years [ ]
   (c) 5 - 10 years [ ]
   (d) More than 10 years [ ]

12. I teach Kiswahili because:
   (a) I am qualified to do so [ ]
   (b) I am not qualified but I like it [ ]
   (c) I was requested to do so [ ]
   (d) I was compelled to do so [ ]

13. The following are the other responsibilities I hold in the school apart from classroom teaching (state them).

14. In view of the weeks work load I feel there is:
   (a) too much work [ ]
   (b) less work [ ]
   (c) just enough work [ ]
   (d) no work [ ]

15. What language is used as the medium of instruction in the Lower Primary Classes in your School?
   (a) English [ ]
   (b) Mother-tongue [ ]
   (c) Kiswahili [ ]
   (d) Any other (Please specify) ________________________________
16. What language is used regularly (most times) by your pupils when:
   (a) in class (when no lesson is on) ____________________________
   (b) out of class (e.g. during games) ____________________________
   (c) in their homes ____________________________

17. Approximately what percentage of your pupils are able to communicate in two or more languages:
   (a) 25% [ ]
   (b) 50% [ ]
   (c) 75% [ ]
   (d) 100% [ ]

18. To what extent do you use Kiswahili as a medium of instruction in other subjects:
   (a) I do not use it as a medium of instruction [ ]
   (b) I use it as a medium of instruction in all other subjects [ ]

19. How many periods of Kiswahili are there in a week? _________

20. How many periods in a week do you devote to reading? _________

21. Are the periods allocated to teaching Kiswahili adequate?
   (i) Yes [ ]
   (ii) No [ ]
PART TWO
INSTRUCTIONAL METHODS AND MATERIALS

1. List the methods you have found useful in your teaching of reading in Kiswahili. (List as many as you can). e.g. (phonic method).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What order of preference do you use with the methods you have listed in (1) above?
   (i) ____________________________________________________________
   (ii) ___________________________________________________________
   (iii) ___________________________________________________________
   (iv) ___________________________________________________________

3. Give reasons why some of these methods are appropriate for beginners in teaching reading.

________________________________________________________________________

________________________________________________________________________

4. Each teacher should be free to use the methods he/she thinks best in the classrooms:

1. agree [  ]
2. do not agree [  ]
3. am not sure [  ]

5. I find teaching of reading in Kiswahili:

(a) easy [  ]
(b) difficult [  ]
6. Give reason(s) which supports your choice in either of the alternatives in five (5) above.

__________________________________________________________________________________

__________________________________________________________________________________

7. Tick the 'word attack' skills which your pupils can use independently:
   (a) Context clues [ ]
   (b) Phonic clues [ ]
   (c) Grammatical clues [ ]
   (d) Dictionary [ ]

8. Approximately what percentage of your class can use all the 'word attack' skills?

__________________________________________________________________________________

9. In formulating specific objectives for reading I use:
   (a) the syllabus [ ]
   (b) the text [ ]

10. Have you attended a refresher course on the teaching of reading in the last five years
    (a) Yes [ ]
    (b) No [ ]

11. If the answer in ten (10) above is YES, indicate the kind of course you attended:
    (a) In-service [ ]
    (b) Workshop [ ]
    (c) Seminar [ ]
    (d) All the above [ ]
12. If you attended any of the refresher courses, do you think the course was:
   (a) Useful? [ ]
   (b) Not useful [ ]

13. Have you established a class library?
   (a) Yes [ ]
   (b) No [ ]

14. If the answer above is 'NO' the reason is because:
   (a) There is no money to buy readers [ ]
   (b) Children do not have time to read [ ]
   (c) The classroom is not safe for storage of books [ ]
   (d) I have not found it necessary for my work [ ]

15. If the answer to fourteen (14) above is 'NO' the reason why they are not allowed to carry home the books is (tick as many as apply in your situation)
   (i) They don't get time to read at home [ ]
   (ii) They keep all their books at school [ ]
   (iii) They may damage the books [ ]
   (iv) The books are too few to be borrowed by pupils [ ]
   (v) Any other reasons (Please specify): __________________________

16. List down the titles of basal (readers) your pupils use in class:
   (i)___________________________________________________________
   (ii)_________________________________________________________
   (iii)_________________________________________________________
   (iv)_________________________________________________________

17. Are you a member of a public library?
   (a) Yes [ ]
   (b) No [ ]
18. If the answer to seventeen (17) above is YES, how many books do you read in a month? _____________

19. I do not read other books apart from the text(s). I use in class in my teaching because:
   (i) There is no public library in Kisii Municipality
   (ii) I have too many lessons to allow for leisure reading.
   (iii) Our schools have no novels
   (iv) Any other reason(s) (Please specify): ________________

20. Indicate whether you have the following instructional materials in your school or class and show whether you use them in your class or not by writing YES or NO in the appropriate spaces:

<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>AVAILABLE YES/NO</th>
<th>USED YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Clockface</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Wall chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Blackboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Chalk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Wrap papers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) Pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) Radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Radio Cassette</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(j) Flash Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(k) Textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(l) Models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(m) Display board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n) Nature Corner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(o) Newspapers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(p) Cardboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(q) Centre of interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(r) Rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(s) Exercise books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(t) Coloured pencils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(u) Crayons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(v) Dusters</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

OBSERVATION SCHEDULE TO BE COMPLETED BY THE RESEARCHER

1. Did the teacher allow pupils time for follow-up activities such as:
   (a) Choral reading
   (b) Reading aloud,
       (i) individual
       (ii) as groups
   (c) Complete sentence based on reading done
   (d) Individual silent reading
   (e) Answering oral questions on the part read,
   (f) Writing a short summary on the part read,
   (g) Formulating questions to be answered by classmates,
   (h) Drawing pictures to illustrate new words/events/concepts on the part read,
   (i) Rewriting the story changing parts, for example, dialogue into indirect,
   (j) Dramatization
   (k) Recitation,
   (l) Selection key sentences which illustrate Characteristics or ideas,
   (m) Finding synonyms or/and antonyms of new words,
   (n) Using new words in original sentences
   (o) Relating, orally or in writing, a similar personal episode.

2. Were there any other activities not listed above?
3. What action did the teacher take when pupils murmured during silent reading:
   ![Yes/No]
   (i) Encouraged them to read silently:
   ![Yes/No]
   (ii) Totally unconcerned about it:
   ![Yes/No]
   (iii) Rebukes them

4. (i) Did the teacher have a book corder in the classroom?

5. (i) Did the teacher use teaching aids?
   (ii) Were reading charts used when reading materials were not enough?
   (iii) Did the teacher use flash-cards to teach new words?

6. Indicate other teaching aids used in the course of the lesson.
7. (i) Did pupils have enough space for comfortable reading?  
(ii) Did the teacher help pupils when they had difficulty as the reading was in progress?  
(iii) Did he/she group the pupils?  
(iv) Did he/she give special attention to the backward readers?  
(v) Were there enough comprehension texts for all the pupils?  
(vi) The teacher assigned faster readers some task when they completed the passage being read ahead of the rest?  

8. What methods of teaching did you observe during the lessons?  
(a) Whole word (look and say)  
(b) Sentence  
(c) Phonic  
(d) Alphabetic  
(e) Syllabic  
(f) Eclectic methods  
(g) Any other, explain  

9.  
(i) Was there a class library?  
(ii) Were the library books appropriate to the pupils' reading levels?  
(iii) There was a school library for all the pupils
(iv) Were the books well stored? [ ] [ ]

10. Explain condition of books as observed. e.g. neatly stored; covered; order of classification in terms of ability, etc.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
APPENDIX E

READING ABILITY RECORD CARD

Class: __________________________________________
Name: __________________________________________
Age: ____________________________________________

Word attack skills:
(i) Context clue knowledge _________________________
(ii) Phonic clue knowledge __________________________
(iii) Structural analysis ____________________________

Levels of understanding:
(i) Factural ________________________________
(ii) Inferential ________________________________
(iii) Evaluative ________________________________
(iv) Predictive _________________________________
(v) Relationship ________________________________

Speed of reading and fluency: ____________________________

Types of errors made (e.g. mispronunciation, substitution, addition, reversal, omission, repetition, etc.)

Remedial Treatment required: ____________________________

____________________________
____________________________
____________________________
## ESTIMATED BUDGET

<table>
<thead>
<tr>
<th>Item/Activity</th>
<th>Cost in Shillings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing materials</td>
<td>600.00</td>
</tr>
<tr>
<td>2. Typing, photocopying and binding the proposal (6 copies)</td>
<td>2,000.00</td>
</tr>
<tr>
<td>3. Typing Questionnaire</td>
<td>350.00</td>
</tr>
<tr>
<td>4. Photocopying questionnaire</td>
<td>700.00</td>
</tr>
<tr>
<td>5. Travelling</td>
<td>1,200.00</td>
</tr>
<tr>
<td>6. Subsistence - 15 days</td>
<td>1,500.00</td>
</tr>
<tr>
<td>7. Typing the Research Report</td>
<td>1,500.00</td>
</tr>
<tr>
<td>8. Photocopying at least 5 copies of Final Report</td>
<td>700.00</td>
</tr>
<tr>
<td>9. Binding the 5 copies of the Final Report</td>
<td>500.00</td>
</tr>
<tr>
<td>Approximate Total cost will be</td>
<td>9,050.00</td>
</tr>
</tbody>
</table>
### APPENDIX G

**A. Onyamwaro**  
*E55/8109/88/89*

#### M.ED. WORK SCHEDULE

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing Research Proposal</td>
<td>18 June - 30 August 1990</td>
</tr>
<tr>
<td>2. Typing Research Proposal</td>
<td>1st - 10th September 1990</td>
</tr>
<tr>
<td>3. Pilot Testing of Questionnaire and visiting Research Areas</td>
<td>11th - 14th September 1990</td>
</tr>
<tr>
<td>4. Final construction of Questionnaire</td>
<td>15th - 19th September 1990</td>
</tr>
<tr>
<td>5. Application for permission from President's Office to carry out Research</td>
<td>20th - 22nd September 1990</td>
</tr>
<tr>
<td>6. Data collection</td>
<td>1st - 15th October 1990</td>
</tr>
<tr>
<td>7. Statistical Analysis</td>
<td>16th - 30th October 1990</td>
</tr>
<tr>
<td>8. Writing the Research Report</td>
<td>1st - 30th November 1990</td>
</tr>
</tbody>
</table>

**GOD BLESS ME AND MY LABOURS. AMEN.**
SELECTED BIBLIOGRAPHY


Daily Nation (1987), Nairobi 7th November.


Kenya National Examination Council,

Nairobi; 1987 KCPE Newsletter

1987 KCPE Newsletter

1988 KCPE Newsletter

1989 KCPE Newsletter


