This survey was conducted in K.E.D. to try and find out the following:

The present situation regarding the teaching and learning of Kiswahili in the K.E.D. primary schools in view of a possible introduction of the language in certificate of Primary Education (C.P.E).

The purpose of this study was to try and find out the problems and difficulties of both teachers and pupils connected with the teaching and learning of the National Languages, Kiswahili. Also, it was intended to find out how the teachers and pupils would feel towards introduction Kiswahili in C.P.E. and how the present situation would be affected by the change.

It was also hoped that by introducing Kiswahili in C.P.E. both teachers and pupils would put more effort in the language and take it more seriously than before. This in turn would help the spread of our National Language throughout the country, and make the teachers concerned with the teaching of the language gain the status they deserve as language teachers and therefore be encouraged to take their studies in Kiswahili more serious when in college.

The researcher was able to collect the information by questionnaires for both teachers and pupils, which she administered personally from school to school in K.E.D.

The 11 schools, which were chosen, revealed the facts that Kiswahili is facing several problems. For example, there are not enough textbooks nor supplementary readers to facilitate a meaningful learning of the language. There are also very few teachers willing to pursue the teaching of the language yet all primary school teachers are taught how to teach Kiswahili while in training colleges.

Out of these willing teachers, almost all felt that they would need further training in the teaching of this language if Kiswahili is to be introduced in C.P.E. Both the teachers and pupils reported on wanting more Kiswahili periods if it has to be examined in C.P.E.

Both the teachers and pupils reported on wanting more Kiswahili periods if it has to be examined in C.P.E. because they all felt the present maximum of 4 periods per week is not enough.

However, the investigator is happy to report that though there are a lot of problems surrounding the teaching and learning of Kiswahili at the moment, both parties are trying very hard with the limited recourses.

Also both parties responded very positively and were really more favourably inclined towards Kiswahili being tested in C.P.E. for this is a sure way to bring about constructive changes to the present teaching/learning situation of our National Language, Kiswahili.