

KENYATTA UNIVERSITY

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**DEPARTMENT OF LITERATURE, LINGUISTICS AND FOREIGN
LANGUAGES.**

**PRESENTATION OF EMERGING AND CULTURAL ISSUES IN GIKUYU
KIEGA BOOK THREE.**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF HUMANITIES
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REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
ARTS OF KENYATTA UNIVERSITY.**

JULY, 2019

DECLARATION

“This is my original work and has not been presented for a degree in any other university.”

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DEDICATION

This project is dedicated to my dear husband, Dr. James Muya and my children Brian, Clarise, Jeremy and Maxwel for their financial and moral support through this course.

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First, I wish to acknowledge my heavenly Father for His love and faithfulness through this course. He came to my aid when the path seemed dark and encouraged me when I was down. All glory to you, my Lord.

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ABSTRACT

In 2002, the primary school curriculum in Kenya was revised. The curriculum requires coverage of emerging and cultural issues such as HIV/AIDS education, children rights, gender responsiveness, technology, integrity and environmental education. Mother tongue as a subject taught in lower primary is used to guide and orientate learners towards their culture, customs and accepted values of their society. It plays an important role in the teaching of emerging and cultural issues since learners get an opportunity to learn core concepts in a familiar language. Textbooks play a crucial role in teaching and learning. They should help learners to acquire the necessary knowledge, skills and attitudes. Thus, they should be carefully selected and evaluated from time to time to make sure they are in line with the curriculum. The objectives of this study were to identify emerging and cultural issues presented in Gikuyu Kiegea Book Three, to describe the presentation of the activities used for teaching emerging and cultural issues and to determine the appropriateness of activities used in teaching emerging and cultural issues in the textbook. The study was guided by the Presentation, Practice and Production framework by Baker and Westrup (2000) to examine the presentation and appropriateness of the activities used to present emerging and cultural issues. Cultural supportive theory by Vygotskian (1983) was also used to evaluate the presentation of cultural issues. A descriptive survey research design was used in the study. All emerging and cultural issues and all activities presenting them in the book were selected. Content analysis was done to elicit data on identification of emerging issues presented in the book and activities used to present them. The sample size comprised of sixty three public primary schools in Lari sub-county in Kiambu County, thirty-five teachers who teach mother tongue in the sampled schools and all the class three pupils in the schools. Interview guide and observation schedule were the research instruments used to elicit data on the appropriateness of activities used in teaching emerging and cultural issues. Data collected was summarized, discussed then presented using percentages, pie charts, tables and bar graphs. From the data collected, it was observed that drug abuse and technology were missing in the book. It was also noted that the activities used to present cultural and emerging issues in the book were minimal. On the appropriateness of the activities, it emerged that some activities were not at the level of the learners. There is need to present all emerging and cultural issues as stipulated in the syllabus and activities should be adequate.

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LIST OF ABBREVIATIONS & ACRONYMS

EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
KICD	:	Kenya Institute of Curriculum Development
KIM	:	Kenya Institute of Management
L2	:	Second Language
LoI	:	Language of Instruction
LP	:	Language Policy
MTB	:	Mother Tongue Based
MTE	:	Mother Tongue Education
UNESCO	:	United Nations Educational, Scientific and Cultural Organization.

OPERATIONAL DEFINITION OF KEY TERMS

Curriculum	: Principles and procedures for the planning, implementation, evaluation and management of an educational programme.
Cultural issues	: Peoples' customs and traditions.
Emerging issues	: Changes that take place in society affecting its operation.
Evaluation	: The process of establishing whether the textbook is at the level of learners.
Foreign Language	: The language that is not the first language of a learner.
Gikuyu	: An indigenous language spoken by the Agikuyu ethnic group in Kenya.
Instructional materials	: These are materials used by teachers in teaching and learning process.
Language of instruction	: The medium of instruction in a learning setting.
Mother Tongue	: The first language of a learner.
Syllabus	: A specification of what is to be taught in a course and the order in which it will be taught.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter includes the background to the study, the problem statement, objectives, questions, significance, assumptions, limitations and scope of the study.

1.1 Background of the Study

Material evaluation is the systematic appraisal of the value of materials in relation to their objectives and to the objective of the learners using them. You can predict the potential value using evaluation in this instance. You can use it in the process to focus on the description and awareness of the learner's capabilities and the materials in use. Because it can be used later, you can focus on what the learners gain in the process (Tomlinson, 1998 p.xi).

The reason why this research is important is to find out if the text book is aligned towards adding value to the learners or just a business syndicate that does not uphold the learners' value to standard. Moreover, textbooks have political and cultural aspect making them a ground for struggles to determine how they are produced, their contents, how they are distributed and how they will be used (Shannon, 2010). Material evaluation helps in highlighting the weaknesses and strengths of the textbook. When adopting new books or adopting new case studies, the curriculum will be strengthened (Cunningworth, 1995). Post-use evaluation plays a very important role in the process of developing new

textbooks. Analyzing and fixing problems with existing textbooks provides the basis on which the direction of development of new teaching material can be presented.

The main aim of any book produced since 1970 has been to put the learners at the center of every language in particular. Therefore, every effort must be made to use various criteria for evaluating language textbook. When selecting textbooks only those that state aims, values and methods of teaching should be selected (Cunningsworth, 1995.7).

The quality of learning –teaching procedure is greatly determined by the choice of language teaching materials. Since materials used in teaching language can play a crucial role in a student's success or failure, particular attention must be paid to evaluate such materials based on valid and reliable instruments. Cunningsworth (1995) observes that textbooks are effective resources for self-directed learning, an effective resource for presenting materials, a source of ideas, activities a reference source for students, and a reference where they reflect on pre-determined learning objectives, and support for less experienced teachers who are yet to gain confidence.

Torres (1994:315) observes that: “The textbook is an almost universal element of teaching...No teaching-learning situation, it seems, is complete until it has its relevant textbook.” However, it is important for teachers to be careful not to be enslaved by the textbooks but aim at providing objective based knowledge to the learners (Garinger, 2002)

Mother-tongue, in its wider meaning, often refers to using the first learner's language both at home and at school. Language acquisition and mother tongue literacy should ideally be supported by written resources such as textbooks to support oral activities. Written materials in mother tongue reinforce learners' literacy acquisition and build strong foundations for learning. Languages are the most powerful instruments of preserving and developing our tangible and intangible heritage. Language loss impoverishes humanity (UNESCO, 2013).

While mother tongue is used to shape the identity of the child, it also boosts their self-esteem. It also helps the child to develop a fast-learning capability towards adopting a second language. For you to create top-notch mother tongue material, you must use members of the community. This is because they will use their minds to build material that meets the standards of the community in an unparalleled manner. They also provide skilled illustrators, editors, and writers that play a great role in developing new materials in line with culture, curriculum, and context (Pang, 2001).

Mother tongue-based multilingual teaching programme works towards the creation and use of teaching-learning materials appropriate to the context, culture, and level of MTB-MTE learners. Teaching materials help the learner adopt better skills in education. With the use of these materials, the learners will develop curriculum-based competencies. There are various instructional materials that can be used to aid mother tongue-based learning. These may include text-based, picture cards and print materials and real objects.

Kenya has a language policy that allows children in pre-school and lower primary to be taught mother tongue as a subject and as a medium of instruction. In later years of primary education and secondary schools, English becomes the medium of instruction. The general objectives of teaching mother tongue in lower primary according to KIE (2002) syllabus are; to develop sufficient command of vocabulary and sentence patterns to enable learners to use mother tongue at home, school and community; to acquire pre-reading literacy and numeracy skills in mother tongue; acquire reading and writing skills; develop a positive attitude toward own culture and of others and; acquire basic ideas on HIV/AIDS, children rights and other emerging issues such as technology, the environment, integrity, education and gender responsiveness. The National Needs Assessment Survey Report conducted by (KIE, 1999) proposed integration of emerging issues into various subjects in both primary and secondary school, mother tongue being one of them. This was after they realized that the curriculum was not covering these emerging issues yet they were affecting learners.

In 2002, primary school curriculum in Kenya was revised and implementation was started in 2003. During the revision of the primary syllabus, special attention was paid to the coverage of emerging issues, with contemporary and vital issues addressed during the revision process. The old curriculum was phased out at the end of 2005 in both primary and secondary school (Education Sector policy Document, 2004). Issues like HIV/AIDS education were included with the aim of enabling the learners acquire necessary knowledge, skills and attitudes about STDS, appreciate facts and issues related to and STDs, develop life skills that will lead to HIVAIDS and STDS free life and make

decision about personal and social behavior (GOK MOE 1999). Education cannot be isolated from comprehensive health education programme addressing whole range of problems such as use of alcohol and other drugs, teenage pregnancies, poor living conditions, violence and unemployment (Gayane, 2003).

Language is a powerful tool for fostering understanding and tolerance among nations. Kenya is a multi-cultural nation which has been hit by tribal clashes from time to time. This is due to lack of understanding, respect and tolerance of different cultures. This can be dealt with by teaching learners to appreciate their culture and those of others at an early age by providing interesting, practical and a range of language activities.

In Kenya, mother tongue is used to guide and orientate pupils towards the culture in which they live, the customs, accepted values and morals of society. Learners will be guided to appreciate Kenyan diversity in terms of race, ethnicity, gender, language, culture and religion. It also respects learners' needs and abilities, valuing those within an inclusive learning environment. These emerging issues can be best learnt exclusively in language familiar to the learner. Learners have the opportunity to learn core concepts primarily in a familiar language, and later, they learn the vocabulary for those concepts in a new language.

In Kenya, publishers develop textbooks for each subject and later KICD vets each one of them for the ministry of education. There are subject specialists in each subject who evaluate these books according to laid down rules and criteria. They recommend

textbooks which are then included in the orange book. Subject teachers in each school are supposed to select one textbook as a course book while others act as supplementary materials

1.2 Statement of the Problem

The current education curriculum in Kenya has undergone continuous review since 2002. One of the main aspects of this curriculum review was to infuse and integrate emerging issues into both primary and secondary education such as child labor, children's rights, drugs and substance abuse, environmental conservation, HIV and Aids and gender responsiveness. Mother tongue was one of the subjects where these emerging issues were to be integrated since learners in lower primary are equally vulnerable.

Textbooks play a key role in curriculum implementation. Curriculum change demands revision of textbooks to capture the new content. Content in textbooks should be well presented with various activities to enhance understanding. Learners' needs and interests should be put into consideration when developing textbooks. Learners acquire knowledge of emerging and cultural issues mainly through education. Though these emerging and cultural issues have been included in the curriculum, many learners have innocently fallen victims of vices like drug and child abuse. Drug abuse has been reported to be on the rise among learners and social morals are deteriorating by the day. Social morals can be traced back in our culture hence mother tongue plays a key role in upholding them. If cultural and emerging issues are well presented in textbooks and in a language that a

learner understands best, there can be positive change in society. Evaluation of textbooks should be done from time to time to identify their strengths and weaknesses.

Gikuyu Kiega Book Three is the course book approved by KICD for teaching Gikuyu language in class three. Though it is very evident evaluation of materials after use cannot be ignored as emphasized by a number of researchers (Ellis,1997 and 1998), (Tomlison, 2003) and (Masuhara, 2004) very few post-use evaluations of textbooks for teaching languages have been done. Although some evaluations of English textbooks have been done on the presentation of various language skills for example by Omolo (2012), Ngumo (2008) and Kitugu (2005), none has been done specifically in mother tongue and in particular for the textbooks used in teaching Gikuyu. It is for this purpose that this study was carried out.

1.3 Research Objectives

The study was guided by the following objectives: -

- i) To identify the emerging and cultural issues presented in Gikuyu Kiega Book Three.
- ii) To describe the presentation of activities used for teaching emerging and cultural issues in Gikuyu Kiega Book Three.
- iii) To determine the effectiveness of activities used in teaching emerging and cultural issues in Gikuyu Kiega Book Three.

1.4 Research Questions

The study was guided by the following questions:-

- i) What are the emerging and cultural issues presented in the Gikuyu Kiege Book Three?
- ii) How are the activities provided for teaching emerging and cultural issues in the Gikuyu Kiege Book Three presented?
- iii) How effective are the activities that are used for teaching emerging and cultural issues in Gikuyu Kiege Book Three?

1.5 Assumptions of the Study

The following assumptions were made in the study, that:

- i) There are various emerging and cultural issues presented in the textbook.
- ii) There are a range of activities for presenting emerging and cultural issues in Gikuyu language.
- iii) The activities used in teaching emerging and cultural issues are effective.

1.6 Significance of the Study

It is hoped that the study will be useful to the developers of Gikuyu language textbooks. It may inform them on the areas the textbook needs to be improved in regard to activities used in teaching emerging and cultural issues presented in Gikuyu Kiege Book Three. It will possibly be useful to teachers of Mother Tongue because it will point out inadequacies in the textbooks used to teach Gikuyu language as far as the teaching of the emerging and the cultural issues is concerned. If the recommendations by the researcher

are put into use, they may help learners in acquiring knowledge on emerging and cultural issues. Finally, it is hoped that it will be useful to other researchers because it will contribute to the stock of knowledge on evaluation of language materials.

1.7 Scope and Limitations of the Study

The study focused on presentation of emerging and cultural issues in Gikuyu Kiege Book Three. It was carried out in selected primary schools in Kiambu County, Lari Division. Pupils and teachers who teach Mother Tongue in the selected schools were the respondents.

This study limited itself to the presentation of emerging and cultural issues in Gikuyu Kiege Book Three due to time frame for the course and availability of resources. Though mother tongue is taught from preschool to class three, this study confined itself to class three textbooks because it is the last class where mother tongue is taught as a subject and all objectives of teaching mother tongue should have been achieved. Further, the study restricted itself to the evaluation of only one textbook, Gikuyu Kiege Book Three, as it is the course book in the orange book approved by KICD.

1.8 Conclusion

Chapter one has discussed the background of the study on presentation of emerging and cultural issues in Gikuyu Kiege Book Three. It also discussed the statement of the problem, research questions, research objectives, and research assumptions, significance

of the study scope and limitation of the study. Chapter two reviews literature related to the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

This chapter reviews the literature related to the study which includes: framework for textbook evaluation, previous studies on textbook evaluation, language policy in Kenya, importance of mother tongue education, importance of textbook evaluation and theoretical framework.

2.1 Literature Review

The relevant literature to this study was reviewed in the following sections.

2.1.1 Language Policy in Kenya

Language policy (LP) refers to “all language practices, beliefs and management decisions of a community or polity’ (Spolsky, 2004:23). Language can either be official, local or national, depending on the priority it has been given in society. Language policy can be traced back in colonial era during which Christian missionaries spread the gospel in mother tongue. The colonial administrators wanted Africans to work as low cadre employees in administration. To achieve this, they controlled the teaching of English to Africans. Local languages were boosted when they were accorded orthography based on the Latin alphabets and by establishing publishing firms where creative writings were produced in local languages. This was under close supervision of administrators not to undermine colonial rule (Mazrui and Mazrui, 1998).

The missionaries boosted local languages by according them orthography based on the Latin alphabet. Local languages got a boon when colonizers started publishing firms. While English language was the major beneficiary of this venture, Kenyans also started producing creative works in local languages, though under the watchful eye of the administrators lest the work undermined colonial rule (Ngugi, 1978). According to Gorman, (1979) in Wendo (2009), after the Second World War, there was shift that hurt local languages. He observes that between 1950 and 1951, the Education Department Report pointed out that it was inappropriate to teach three languages at the primary school. The report included Beecher's 1949, Binn's, 1952 and Drogheda commission of 1952. The reports recommended that English be introduced in lower primary to be taught alongside mother tongue, and called for dropping of Kiswahili in curriculum, except in areas where it was the mother tongue. The implementation of the policy took effect in 1953-1954.

After Kenya attained its independence in 1963, English was declared an official language which was to be used in government sector and in education. In 1964, the Ominde Commission revealed that many Kenyans preferred English as a medium of instruction right from primary school to university. In 1967, Kenya Institute of Education (KIE), currently the Kenya Institute of Curriculum Development (K.I.C.D), started producing books in various mother tongues, Kiswahili inclusive; for use in primary schools. Gachathi Commission (1974) recommended mother tongue as a language of instruction (LOI) in lower primary school and English as a subject in lower Primary and LOI in upper primary classes, secondary and tertiary levels.

The current medium of instruction in Kenya is that in linguistically homogeneous school neighborhoods, the indigenous language of the area is used from standard one to three in linguistically heterogeneous school neighborhood, such as the case of urban areas, the national language Kiswahili, is used as medium of instruction from class one to three, a switch to English is to be made at the beginning of class four. Mother tongue is used not only as a medium of instruction in lower primary but also taught as a subject. The current study set out to examine the presentation of cultural and emerging issues in Gikuyu Kiega Book Three textbook. Since the role of mother tongue in early years cannot be ignored, it is imperative that the textbooks used are appropriate to enhance the teaching learning process.

2.1.2 Importance of Mother Tongue Education

During International Mother Language Day 2018, UNESCO Director -General, Audrey

Azoulay said that:

A language is far more than a means of communication; it is very condition of our humanity. Our values, our beliefs and our identity are embedded within it. It is through language that we transmit our experiences, our traditions and our knowledge. The diversity of languages reflects the incontestable wealth of our imaginations and ways of life. (UNESCO, 2018)

Mother Tongue is not only taught as a subject in lower primary for learners to acquire language skills but also to preserve culture and appreciate diversity (K.I.E syllabus,2010).Though many studies have shown that beginning child's education in his or her first language is very essential, this has been ignored by many African countries.

This has led to poor scholastic attainment, maladjustment of work and poor performance in examinations (Mwaniki, 2014).

Researchers have demonstrated many benefits of mother tongue instruction. Studies have shown that several skills are transferred across languages, such as reading comprehension strategies (Royer and Carlo, 1991) and phonemic awareness and reading skills (August and Shanahan, 2006). The development of additional language is partially a function of language development in mother tongue. A certain degree of proficiency of mother tongue is important to avoid reading difficulties. Children can more easily be taught comprehension strategies orally and early, in a language whose lexicon and syntax they already know and the vocabulary they understand. The more comprehension and vocabulary knowledge they build, the more text they understand, which aids in fluency (accurate, quick reading, with expression) (Cummins, 1998). This study set out to evaluate presentation of emerging issues in Gikuyu Kiege Book Three. Since language shapes our beliefs, identity and values, emerging and cultural issues should first be presented using a language that pupils understand best. Emerging issues like drug abuse not only affect adults but also young children. The young pupils should be made aware of these issues in the language they understand best since it's the language used to lure them to vices. The activities used in teaching these issues should vary and be interesting to the learners.

2.1.3 Importance of Textbook Evaluation

Making the right selection is difficult with the ever increasing textbook publishers (Cunningsworth, 1995). According to Tomlison (2008), the ELT textbooks should be developed on principles of language acquisition recommended by scholars and educators. Financial gains should not be the main goal of publishing textbooks (Litz, 2005). “Textbooks, like any other book that publishes print, are a piece of merchandise; the ultimate objective of their production is for commercial purpose” (Dendrinis, 1992:204). Instead of contributing positively to student development in the acquisition of English language, many textbooks are in fact leading to learners’ failure in acquiring the language and in the worst case contain serious pedagogical flaws and practical shortcomings (Litz, 2005 and Tomlison, 2008). Presentation of emerging and cultural issues in Gikuyu Kiega Book Three was evaluated as per the laid down objectives of teaching mother tongue in K.I.E syllabus (2010).

According to Tomlison, (2008), parents, teachers and administrators are the main considerations in textbook development instead of acquisition of knowledge by learners. Also, teachers tend to choose textbooks that are designed to allow for minimal preparation for their class. Litz (2005) also observed that some more recent scholars in the area of ELT materials development expressed concerns for the cultural content of textbooks which are inherently socially and culturally biased and help to perpetuate a form of “gendered” English. Culture is part and parcel of Language and as observed by Litz (2005) textbooks can be biased socially and culturally. The research aimed at

evaluating how emerging issues like gender responsiveness have been presented in Gikuyu Kiege Book Three.

A number of researchers in the area of material evaluation (Ellis (1997 and 1998) and Tomlison (2003)) have also stressed the importance of post-use evaluation of textbook, since it can provide data regarding actual effect of materials on users (Tomlison, 2003). However, empirical studies in post use appear to be limited in the literature, with many of them biased towards pre-use evaluation (Mukundan and Ahor, 2010). In view of the above, it is important to conduct textbook evaluation so as to ensure they facilitate the achievement of the objectives of teaching a given language.

2.1.4 Frameworks for Textbooks Evaluation

Skiersto's (1991) check list considers characteristics related to bibliographical data, aims and goals, subject matter, vocabulary and structures, exercises and activities and layout and physical make up. Hutchinson and Waters (1987) say that textbook evaluation is basically a straightforward, analytical, matching process and matching needs to available solutions. Cunningsworth's (1995) checklist includes aims and approaches; design and organization, language content, skill, topic, methodology and practical consideration. Rubdy (2003) evaluation frame work includes psychological validity (learners' needs, goals and pedagogical requirement), pedagogical validity (teachers' skills, abilities theories and belief), process and content validity (the thinking, underlying the material writers, presentation of content and approach to teaching and learning respectively)

Sheldon (1988) discusses some of the common theoretical and practical problems in textbook design. He reviews literature on the subject of textbook evaluation and the previous evaluation proposals. He suggests an evaluation sheet which consists of seventeen elements: rationale, availability, user definition, layout, and graphics, accessibility, linkage, selection, and grading, physical characteristics, appropriateness, authenticity, cultural bias, educational validity, practice and revision, flexibility, guidance and value for money.

Grainger (2001) observes that an evaluation checklist whether adopted from another author or created by oneself serves to ensure that significant factors will not be missed. The study therefore will take bits of relevant parts from the different views of checklist to merge into one to enrich the process of data collection in the current study. From Skiersto's (1991) checklist, characteristics related to vocabulary and structure, aims and goals were borrowed while those related to cultural and educational validity were borrowed from Sheldon (1998). Retrospective evaluation was used as described by Ellis (1997).

Hutchinson (1987) describes material evaluation in four stages which include defining the criteria in which evaluation is based, analyzing the nature and underlying principles and particular learning situation of the available materials and comparing two analyses in order to find out how far the materials match the needs of the programme in question. This view was used in this study as all element considered important were included in the

study. Presentation of emerging and cultural issues and teaching activities used to present them were identified. They were then matched against those provided in K.I.E syllabus.

2.1.5 Emerging Issues in the Teaching of Mother Tongue

According to world data on education 2006 /2007, the primary school education curriculum in Kenya has been reviewed several times since independence to cater for the changing needs of Kenya society. In 2002, the curriculum was rationalized and revised and subsequently implemented in phases from 2003 to 2006. The 2002 curriculum addressed several concerns which included curriculum overload and overlaps within and across subjects. Emerging issues such as HIV and AIDS, child rights, environmental degradation and gender issues among others were incorporated in the revised curriculum.

According to Wango (2011), Kenya has been faced by social, economic and political challenges. The impact of this in education sector is strongly felt. One of the objectives of teaching mother tongue according to KICD syllabus (2002) is for the learners to acquire ideas on HIV/AIDS, children's rights and other emerging issues such as technology, environment, integrity education and gender responsiveness. Emerging issues in society affect education sector directly or indirectly and cannot be ignored. Young learners are prone to, just to mention but a few, drug abuse and risks of being infected with HIV/AIDS. The activities used to create awareness in these emerging issues should be varied and interesting to make sure learners understand them.

2.1.6 Cultural Issues in the Teaching of Mother Tongue

The success of any educational change depends on culturally relevant materials which have local content. Inadequate quality and lack of materials impair curriculum innovation (Kalon, 1996 and Fullan, 2001). The implementation of language policy requires that the syllabus, textbooks, teachers' guides and other culturally relevant materials be developed and delivered in school for use before implementation. Lack of culturally relevant materials hinders the use of first language as medium of instruction.

According to Li Sun (2013), language is part and parcel of culture. She further states that language is a vehicle by which beliefs, values, and norms of community are transmitted from one generation to another. The same view is expressed by Gonderson (2000) who asserts that language is one of the most important carriers of culture. He states that language is void in the absence of culture and language in its cultural context creates meaning, that is, interpretation of meaning is done within a cultural framework.

In explaining the importance of teaching materials being relevant to the culture of the learner, Waigeria (2013) says that early exposure and use of culturally relevant instructional materials prepare children to adjust in life. He further observes that culturally relevant materials equip children with knowledge of sorting out issues and that they provide a way for learners to maintain their cultural identity while succeeding academically. The current study sets out to evaluate the activities used to present cultural issues in the textbook since one of the aims of teaching mother tongue is for learners to appreciate their culture and those of others.

2.2 Previous Studies on Textbooks Evaluation

Litz (2005) evaluated a university level textbook used in one of the language courses at university in South Korea. A total of eight university instructors teaching that particular language course and five hundred students had been surveyed. Questionnaires were sent to both students and teachers to survey their post-use experience on their perceived pedagogical value of the content of textbook and also considerations such as layout and design. The study adopted a post use evaluation approach focusing on how the textbooks can meet students and teacher's needs. The study was also based on post use evaluation where teachers took part. A questionnaire was also used in this study to elicit data from teachers.

Ngumo (2007) evaluated the presentation of vocabulary in Kenyan standard four English textbooks. He used a checklist to identify the types of texts in which grammar is presented, examined the range and types of grammar practice activities provided, to find out whether the presentation of grammar in the selected textbooks embodies the chief objective of grammar teaching as stated in the English syllabus (KIE, 2002). This study evaluated presentation of activities used in teaching emerging issues activities. The checklist used in this study is partly relevant to the current study since the four stages of evaluation, stated above were used.

Omolo (2012) evaluated phonological teaching materials on KICD approved form two textbooks. He used checklist to assess the type of activities used to present pronunciation in form two textbooks. The study used an evaluation checklist which included elements

that the checklist considered as important characteristics of good textbooks. This was necessary for quantification of frequency counts in order to establish the percentage of occurrence of items being investigated. He used Hutchinson view of materials evaluation as a guide was used since it outlines the stages involved in material evaluation. Content analysis approach was used. This study is relevant to the study since Hutchinson stages of material evaluation were employed in this study.

2.3 Theoretical Framework

This study will be guided by the Presentation, Practice and Production (PPP) theory by Baker and Westrup (2000) and the cultural supportive tools theory by Vygotskian (1983).

2.3.1 Presentation, Practice and Production Theory

Presentation, practice and production framework has two views: functional and structural. The views influence the way language is presented in teaching materials. Functional view is based on how people use language. Language is categorized depending upon the context of communication which makes meaning of language clear. Baker and Westrup (2002) outlined seven functions of language which include; asking for information, agreeing with someone, inviting someone to do something, making suggestions, giving instructions, talking about the future, giving advice and apologizing.

These functions of language are neither discrete nor mutually exclusive. A skill can play different functions at the same time. Functional approaches are important for textbook development. A good textbook should have various activities in teaching a given

language item based on functional consideration (Brown, 1994). Emerging and cultural issues in language are supposed to be taught within the four language skills. The activities used for teaching these issues should put into consideration other roles that they are supposed to play. For example, a writing exercise on drug abuse should not only focus on the language command of a learner but also the learner's knowledge about drug abuse. This theory is relevant to this study because emerging and cultural issues are not taught in isolation but are infused in various language skills which include: writing, reading, speaking and listening depending on the function of a given language item. Various learning activities should be used to enhance understanding. This theory catered for presentation of the activities used in teaching emerging and cultural issues.

2.3.2 Cultural Supportive Tools Theory

This theory was propounded by Vygotskian (1983). According to the theory, a textbook is a cultural product having an important cultural mission. The theory stipulates that there are two components of cultural mission that are of central interest. These are: textbooks formative influence on an individual development and the textbook role in the cultural development of society. He noted that, textbooks present samples of culture and of knowledge that competent adults in a certain culture have selected, classified and didactically shaped as organized systems of knowledge. They mediate and promote thinking operations and intellectual activities different in logical psychological nature. They also adopt many socially created techniques and strategies of intellectual functioning and behavior.

He outlined three different principles of textbook evaluation. The first principle is developmental demands which refer to development possibilities as well as development potential and needs of textbook users. Any serious textbook designing must take into account cognitive and also conative and emotional characteristics of those to whom the textbook is addressed. Besides, it is necessary to elaborate the developmental needs by postulating what it aims to finally achieve in terms of development.

The second principle is educational demands. According to this principle, textbooks should be evaluated in association with educational goals. Textbook should seek to achieve very clear educational purposes. Educational demands are based on systematization and elaboration of culturally recognized educational goals. To evaluate a textbook, we should consider whether the background used in the textbook is closely linked to conditions that are in line with learner's experiences.

The third principle is communicative. According to this principle the basic media of textbook is written discourse with all characteristics, advantages and limitations. Therefore, a textbook must satisfy certain principles that stand for written discourse in general and for the specific genre of the text. The first two principles, development and educational, are relevant to this study since the activities used to teach emerging and cultural issues should be geared toward providing knowledge and later change of behavior. They should also meet the education demands of the learners.

2.4 Conclusion

This chapter presented a review of related literature. The framework for textbook evaluation was discussed and various views were explored based on stages of textbook evaluation. Review of the previous studies on textbook evaluation was also done. Language policy in Kenya was traced back to colonial era during which Christian missionaries spread the gospel in mother tongue. The importance of mother tongue education and importance of textbook evaluation were also discussed. Two theoretical approaches that guided the study, Presentation, Practice and Production Theory and Cultural Supportive Theory, were discussed. The methodology of the study was discussed in chapter three.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section contains the methodological procedures of the study. It includes information about research design, area of study, target population, sampling techniques and sample size, data collection instrument, data collection procedure, validity and reliability, data analysis and presentation and ethical considerations. It also discusses the validity and reliability of data collection instruments, data collection procedures, data analysis and presentation procedures and ethical considerations.

3.1 Research Design

According to KIM (2009), a research design is a framework used by a researcher to answer research questions. This study used a descriptive survey research design. Orodho (2009) states that, in descriptive research design, the researcher uses interviews, observation guide and questionnaires to collect data from a sample of the target population. This is followed by independent records, data analysis and reporting descriptively what has been observed.

This design was appropriate for this study because the researcher used an interview schedule and an observation guide to examine the presentation of the activities used in teaching emerging and cultural issues in Gikuyu Kiega Book Three. The researcher read through the book to identify emerging and cultural issues presented in the book under study. Learners were also observed as they carried out the activities used to present

emerging and cultural issues in the book under study. Teachers were also interviewed to find out the appropriateness of the activities.

3.2 Area of Study

The study was conducted in Lari Sub County, Kiambu County. Lari Sub-county is located in the western part of Kiambu County, 40 km from Nairobi along Nairobi-Nakuru highway. It borders Limuru sub-county to the North, Githunguri and Gatundu North sub-counties to the East and Nyandarua County to the West. According to 2009 census, Lari has a population of 123,895 people. It covers 439.20 square kilometers. Gikuyu language is spoken in the central part of Kenya. Gikuyu Kiege Book Three is written in Kiambu dialect. Lari sub-county is predominantly rural but due to the extensive tea zones, there are numerous ethnic groups in the sub-county. As a result, most schools do not teach Gikuyu language as a mother tongue.

3.3 Target Population

The target population for this study comprised of sixty three public primary schools in Lari Sub County. It also comprised of one hundred and five class three teachers who teach mother tongue and three thousand, one hundred and twenty seven class three pupils in these schools.

3.4 Sampling Procedures and Sample Size

The textbook, Gikuyu Kiege Book Three, was purposively selected because it is the course book approved by KIE in the orange book for teaching Gikuyu. Class three was

selected because it is the last class where mother tongue is taught and all general objectives of teaching mother tongue in the KICD syllabus, as stated in chapter one, should have been achieved.

The study used purposive sampling procedure to select the eleven public primary schools which teach mother tongue since they are the only schools where mother Tongue is taught. All the teachers teaching mother tongue in class three in these schools were purposively sampled. A total of thirty-five teachers teaching mother tongue in class three constituted the final sample of the study. Eleven class three classes were also purposively sampled for observation with a total of eight hundred and thirty-five pupils.

3.5 Data Collection Instrument

To identify emerging and cultural issues presented in Gikuyu Kiega Book Three and to describe activities used to present these issues, a checklist proposed by Hutchinson and Waters (1987), shown on Appendix I, was used. This was done by identifying emerging and cultural issues presented in Gikuyu Kiega Book Three, identified the activities presented in Gikuyu Kiega Book Three and matching them against those provided by KICD. To elicit data on the appropriateness of the activities used in teaching emerging and cultural issues, an interview guide was used to elicit data from teachers and an observation guide from learners. The items used were structured open ended which aimed at giving the respondents freedom to express their views (Orodho 2009) (shown on Appendix II and III respectively)

3.6 Data Collection Procedures

All the units in the textbook, Gikuyu Kiege Book Three, were read through to identify emerging and cultural issues presented in the book since some issues are integrated in the language skills. The activities used to present these issues were also identified from the book, coded and described. They were matched against those provided in KICD syllabus. To collect data on the appropriateness of the activities used to present emerging and cultural issues in Gikuyu Kiege Book Three, the researcher interviewed teachers who teach mother tongue in the schools where the study was carried. The researcher was guided by the open ended items and noted down responses. Class three pupils were observed during Mother Tongue lessons in their classes. Mother Tongue has been allocated five lessons in a week, one lesson per day.

The researcher booked an appointment with the teachers teaching mother tongue through the head teachers of the selected schools agreeing on the time and adjustment of the lesson in case of delay. On the actual day, the researcher interviewed teachers who teach mother tongue in class three and observed learners during mother tongue lessons as they carried out activities presented in the book on cultural and emerging issues. By the help of the observation guide, the researchers noted down what was observed during the entire lesson. Data collected was analyzed to determine areas in the textbook that need to be addressed.

3.7 Validity and Reliability of Research Instruments.

According to Mugenda and Mugenda (2003), validity is the extent to which a research instrument gives the same results repeatedly. On the other hand, reliability is the extent to which the end results of data analysis represent the subject under study.

3.7.1 Validity

To ensure the validity in the interview schedule and observation guide, the researcher discussed them with the supervisors and adjustments were done to make them relevant to the study. The researcher also obtained emerging and cultural issues to be taught in class three from the syllabus which helped in the selection of items in the interview guide and observation schedule.

3.7.2 Reliability

In this study, the researcher carried out a pilot study, in Limuru Sub County in four primary schools where Gikuyu is taught, by observing pupils and interviewing teachers to ascertain the reliability of the items in the instruments. Data obtained helped the researcher to adjust the items in the interview schedule and observation guide.

3.8 Data Analysis and Presentation

Data was collected from Gikuyu Kiege Book Three, on emerging and cultural issues (HIV/AIDS, child's rights, gender responsiveness, environment, integrity, drug abuse and technology) presented in the book and activities used to present them (songs, similes, rhymes and poems, proverbs and reading passages) by reading through all the units. For

each activity and emerging and cultural issue, frequency counts in the textbook was done and the percentage of occurrence worked out by dividing frequency of occurrence by total number of activities presented multiplied by a hundred. Data was captured and coded. The researcher then checked these issues and activities against those in the syllabus. Data collected from pupils and teachers using observation guide and interview schedule respectively, was coded. Finally, data was presented and described using tables, percentages, pie charts and graphs.

3.9 Ethical Considerations

The researcher obtained an introduction letter from Kenyatta University(Appendix IV) Proper chain of command was followed in getting the respondents which included obtaining a research permit from National Commission for Science, Technology and Innovation (NACOSTI), (Appendix V). The researcher also obtained permission from the sub county education office and the head teachers of the primary schools where data was collected. Teachers were made aware of the aims of the study and they were not pressurized or induced to participate in the study. Pupils were observed during Mother Tongue lesson in presence of their teachers. Teachers signed consent (Appendix VI). The researcher also ensured the anonymity of the respondents.

3.10 Conclusion

This chapter covered the methodology used to carry out the study. It discussed research design, area of study, sampling procedure, data collection instrument, data collection procedure, data analysis and presentation and ethical considerations. Observation of

learners and interviewing the teachers who teach mother tongue in class three in the selected school were explained as the instruments used in the study. Chapter four deals with data analysis, presentation and interpretation.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter presents and interprets data on presentation of emerging and cultural issues presented in Gikuyu Kiega Book Three. It begins with identification of emerging and cultural issues presented in Gikuyu Kiega Book Three. In the subsections, emerging and cultural issues are described and their frequencies analyzed and interpreted. Activities used to present these issues are identified, presented, analyzed and described. Data on appropriateness of activities used to present emerging and cultural issues in the book was presented, analyzed and interpreted.

The purpose for this study was to carry out an evaluation of presentation of emerging and cultural issues in Gikuyu Kiega Book Three. The study sought to identify the emerging and cultural issues presented in Gikuyu Kiega Book Three, to describe the presentation of activities used for teaching emerging and cultural issues and to determine the effectiveness of activities presented in Gikuyu Kiega Book Three. The study used the cultural supportive theory by Vygotskian (1983) and Presentation, Practice and Production (PPP) framework by Baker and Westrup (2000).

To factor in the changing needs of the Kenyan society, primary school curriculum has been changed several times since independence. From 2003 to 2006, curriculum was reviewed and implemented in phases. Several concerns were addressed which included curriculum overload and overlaps within and across subjects. Among issues addressed

were child's rights, gender issues environmental degradation and HIV/AIDS among others.

The impact of social, political changes and technological advancement both locally and beyond has been strongly felt in education sector (Wango 2011). To create awareness among young learners, there was need to include these changes in primary school curriculum especially in Mother Tongue. One of the objectives of teaching mother tongue according to K.I.C.D syllabus 2002 is for the learners to acquire ideas on HIV/AIDS, children's rights and other emerging issues such as drug abuse, environment, integrity education and gender responsiveness.

4.1. Identification of Emerging and Cultural Issues in Gikuyu Kiega Book Three

The first objective of the study was to identify the emerging and cultural issues presented in Gikuyu Kiega book three textbook. To achieve this objective, the book was read through to find out the emerging and cultural issues presented in the book. Figure 4.1 below shows presentation of emerging and cultural issues in Gikuyu Kiega Book Three.

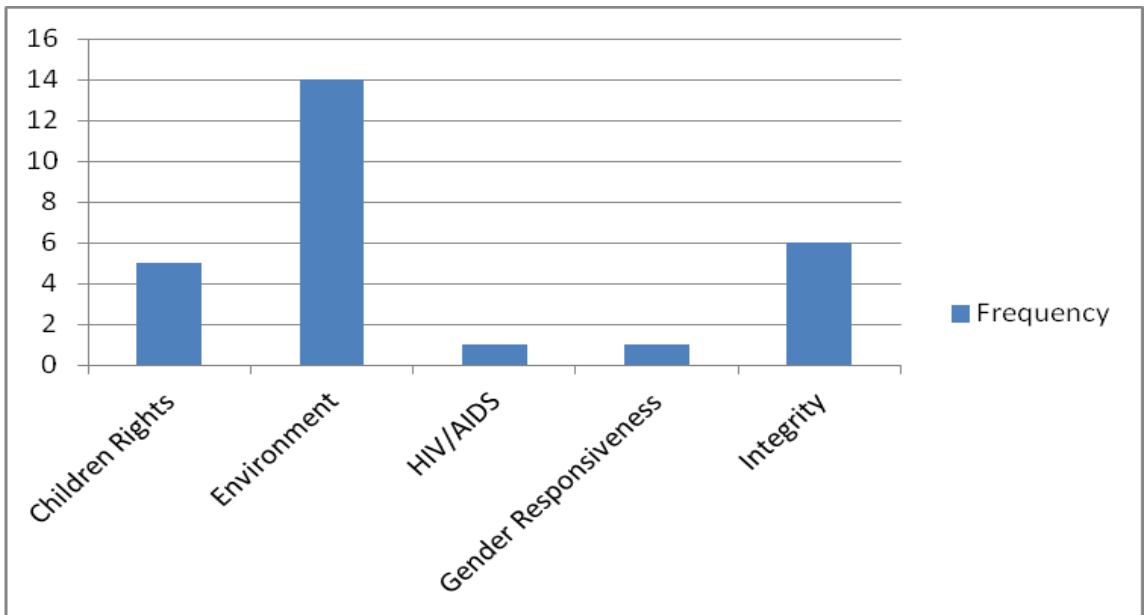


Fig. 4.1 Presentation of Emerging and Cultural Issue

Source: Gikuyu Kiege (2010)

From figure 4.1 above, child rights, environment, HIV/AIDS, gender responsiveness and integrity were presented in the book as required by the syllabus. Environment had the highest frequency of 14(54%), Child rights had a frequency of 5(18%), and integrity had a frequency of 6 (22%) while HIV/AIDS and gender responsiveness had the same frequency of 1 (4%).

4.1.1 Presentation of HIV/AIDS

Education sector policy on HIV/AIDS states that all learning institution should address the HIV/AIDS issue by incorporating sexuality education in the curriculum through life skills and co-curriculum activities. This should aim at developing skills, cultivating positive attitude towards life and behaviors to curb HIV/AIDS infection. This will also

enable learners to differentiate between myths that exist in their communities about HIV/AIDS and the truth. (KIE,2005)

From figure 4.1, it can be seen that HIV/AIDS has very low frequency, 4%. In most African communities, sexuality is not a topic that is discussed openly. It is actually a taboo to talk about sex to young children. There was a lot of hope when HIV/AIDS was introduced in the curriculum but from the above data, very little has been done. Myths about HIV/AIDS still hold in many communities to date. HIV/AIDS was declared a national disaster in 1999.

UNESCO (2018) noted that, Language is not only a mean of communication but also a condition of our humanity. It is in language that our beliefs, values and identity are shaped. HIV/AIDS should be taught in the early years of learners before it is presented in a foreign language. There are so many myths about HIV/AIDS in Africa which hinders the fights against it. These myths are connected to cultural beliefs like polygamy and wife inheritance. Cultural Supportive Theory by Vygotskian (1983) states that textbooks, as a cultural tool, mediate and promote thinking and enhance intellectual activities. Textbooks therefore can play a great role of giving learners facts about HIV/AIDS. With this, probably HIV/AIDS would not be on the rise. Information on HIV/AIDS should be presented adequately in Gikuyu Kiege Book Three.

4.1.2 Presentation of Child Rights

Children's Act (2001) states that no child should be subjected to early marriages and female circumcision or traditional practices that are likely to affect the child's education and health negatively. They are also not to be discriminated against on the basis their ethnic background, sex or economic status. Inclusion of child rights in the curriculum was to enable learners to acquire knowledge about their rights and steps to take in case their rights are violated. Mother tongue as a subject taught in lower primary aims at developing an individual's communication skills and language but if carefully prepared, they could play a great role in educating young learners about human rights. Child abuse is a global challenge and research on ways to curb it has been prioritized by the world. Schools are meant to shape child's behaviours and development yet it is one place where child abuse has been reported (Pineiro, 2006).

From figure 4.1, child rights have a frequency of 5 (14%). This is a very low frequency compared to the rise of child abuse. Child rights have been echoed not only in Kenya but also globally. The education sector has been in the front line in the campaign against child abuse with those found guilty facing consequences. Learning materials, especially textbooks, have not been left out as is evident in the book under study though more needs to be done. Presentation in the book shows that only outsiders can abuse a child which is not the case today. Hakijamii (2009) observes that child abuse in schools is done by teachers, other workers within the community and even fellow pupils ranging from bullying, verbal harassment, corporal harassment and sexual abuse. These forms of harassment should be presented in the book since most learners suffer silently for lack of

information. When young learners are made aware of their rights, they are able to defend themselves and seek help. Some cultural practices like early marriages and female genital mutilation violate child rights. Mother Tongue, if made good use of, can play a great role in the fight against child abuse since these cultural practices are passed from one generation to another using language. Though in most community's girl child rights are mostly violated, the boy child has also been violated hence both should be presented.

4.1.3 Presentation of Gender Responsiveness

Gender is the definition of male and female in society. It is about the role men and women play in their society which is dynamic and vary from one society to another. One of the objectives of the millennium development goal 3 is to achieve gender parity in primary and secondary education with the aim of improving the living standards of women. It also aimed at achieving gender equality and equity. According to UNGEI (2012), equality is the provision of equal opportunity for men and women so as to realize their potential fully. Gender equity is the process of putting measures to create fairness among men and women (UNESCO, 2009).

Millennium Development Goals Report (2005) observes that social and economic benefits are determined by education of girls. Some cultural practices have oppressed women and young girls through early marriages and female genital mutilation. In 2007, the gender policy was passed and handed over to the entities for implementation. Inclusion of gender responsiveness in the curriculum was to promote gender equity and equality in education sector.

From the fig 4.1 above, gender responsiveness has a frequency of 1 (4%). This is a very low frequency considering the attention it has been given in the education sector. This could be attributed to some African cultural practices that undermine women in the society. In most African communities, girls are faced with early marriages and female genital mutilation, forcing them to drop out of school. UNICEF (2010) study reported that girls who get married before they are eight years old are 23% while 4% get married before they turn thirteen. Kenya was also rated position twenty in the world in the number of children who get married before they turn eighteen. In most communities, women are put at the level of children and should obey without question. This could explain the low frequency in the textbook.

Klein (1985) observes that material used in the classroom should be gender balanced to develop positive attitude towards gender roles and imitate characters contained in the material used. Stigmatization of the girl child should be avoided at all costs. The book under study has made a notable attempt to use both girls and boys in positive and negative illustration. It should present gender responsiveness adequately to achieve the objectives of incorporating it in the curriculum.

4.1.4 Presentation of Environmental Issues

The environment problem has been on the rise both globally and locally ranging from global warming, climate change, drying rivers and frequent drought hence there is an urgent need to protect and conserve the environment. One of the strategies used to create awareness is through incorporating the issue in the school curriculum. Mother tongue is

one of the subjects that this theme was incorporated in during curriculum review. Kothari commission (1964-66) states that, to achieve conservation of environment, the theme should be included in basic education where learners later relate it to real life. Learners should carry out the activities both theoretically and practically. In traditional African society, environment played a key role in people's life. Plants were the main source of food and medicine which is the case today.

From figure 4.1, the environment has been presented with a frequency of 14(52%). It is evident that this issue has been presented adequately. The benefits of conserving the environment and the consequences of polluting it are clearly presented. Regardless of adequate presentation, environment conservation is still a challenge. Children learn by observing the adults. They could be lacking role models to emulate. Since the importance of environment conservation has always been there, and is not tied to any cultural beliefs could explain the adequate presentation.

4.1.5 Presentation of Integrity

Integrity is the act of being faithful and honest in one's actions. In the Kenya (2010) values like patriotism, human dignity, social justice and good governance are expounded. A culture of integrity is successfully cultivated when it begins with nurturing young learners. They will acquire skills and knowledge that will help them to value integrity which will play a great role in preventing corruption. School systems play a great role in communicating to young learners the importance of being faithful and honest. This is achieved by use of a language that learners understand best. Marlain (1967) observes

that quality education equips learners with moral values and intellectual knowledge. This can be achieved by involving all stake holders.

From figure 4.1, a good attempt has been made to present integrity with a frequency of 6 (22%) but more can be done. Basic values like honesty, diligence, and respect of the rule of law to help learners acquire knowledge on interrelations should be presented. Young learners should be taught the consequences of dishonesty to an individual and to the nation at large. According to Wamahu (2015), institutions that uphold values have disciplined learners. Values should be integrated in curriculum right from the early years of learning. She observes that academic achievements have been given an upper hand at the expense of values which leads to discordant behavior among young people. If learners are taught right from early stages the importance of upholding integrity, they would condemn corruption even when they grow up.

4.1.6 Emerging and Cultural Issues Approved by KICD

According to KIE syllabus, mother tongue is not only taught in lower primary as a subject to lay foundation of the four language skills but also to equip the learners with the knowledge of emerging and cultural issues. The presentation of these issues should be well planned so as to achieve the laid down objectives. KICD approved various cultural and emerging issues to be covered in class three as presented in KIE syllabus (2010). The following emerging issues are to be covered in class three in Mother Tongue.

1. HIV/AIDS
2. Child rights
3. Gender responsiveness
4. Environment
5. Integrity
6. Drug abuse
7. Technology

A comparison between the requirements of KICD and the textbook as far as the emerging and cultural issues that the book of its nature should cover reveal that drug abuse and technology have not been presented in the textbook.

In order to curb drug abuse among learners, the issue was integrated in the curriculum. This aimed at creating awareness about the dangers of drug abuse and how to avoid engaging in drugs. According to Kombo (2006), drug abuse in school is on the rise. Young learners should be made aware of the dangers of drug abuse at an early stage since they are equally vulnerable. Drug abuse has not been presented in the book under study. The book is not making the contribution it is supposed to make in the fight against drug abuse. This could explain why it is on the rise. Learners should be made aware of dangers of drugs abuse at an early age so as not fall into traps of drug traffickers.

Integration of technology in education system was motivated by greater educational and economic gains in both developing and developed countries. If a country fails to move with the new content and methods in education sector, it may not manage to compete economically in the world (Christensen, 1997). It is therefore important for the young to

start acquiring digital skills to enable them explore the world of information. The provision of tablets to class one pupils in public primary school by the government aimed at making learners ICT literate.

At the same time, learners should be guided on how to use technology positively and be enlightened on the dangers of accessing some sites. Many offences have been committed through technology with some young people falling victims innocently. This issue is missing in Gikuyu Kiege Book Three yet it is clear in the syllabus. Effort should be made to present the issue in the book as required by the syllabus.

4.2.0 Activities Used for Teaching Emerging and Cultural Issues in Gikuyu Kiege Book Three.

The second objective of the study was to describe the activities used for teaching the emerging and cultural issues in Gikuyu Kiege book Three. The activities are divided in two: content and practice. Content activities are for presenting emerging and cultural issues while practice activities are for testing understanding. The researcher started by identifying the activities that K.I.C.D approves for teaching emerging and cultural issues. K.I.C.D approved various content activities for teaching emerging and cultural issues in class three as presented in K.I.E syllabus 2010. The following activities are used to present items to be learnt.

1. Song
2. Simile
3. Rhymes and poems

4. Proverbs

5. Reading passages

4.2.1 Presentation of Emerging and Cultural Issues Using Songs

Songs are used to teach values and culture of a given community. They hold the attention of learners and the retention level of a learner is high. They carry given a message and learners are encouraged to pay attention to words and the message being passed. Shipley (1998) observes that music plays a great role of developing cognitive skills; learners learn to appreciate language as well as learning new vocabularies.

For example:

Mumwo nî arî mwîki naî

Nî ûrîa ûthûkagia mwana

Mûgûrûki kûna mwîki naî

Wamwona mwana wakwa

Ura Ura na ihenya na wîtane

Arorîo ni hiti Arothûrwo ni irio

Translation

You childless and evil person

The one who spoils a child

A real mad person and evil one

If you meet him my child

Run away run way and call for help

May he be eaten by hyena, may he be hated by food

Gikuyu Kiega Book Three (2010:53)

The above song is meant to teach learners about child rights and safety. They are advised to run away or call for help in case they meet those with intentions of harming them. A person who violates child right, according to the song, deserves death. Learners are not only expected to sing the song for oral practice but also to understand it.

Example Two

Mûici ni ûyû,mûici ni ûyû

Umai inyuothe,na ndotone

Ndûkaringe kiongo,ringa kûgûrû

Rûcio rûngi ekunye gûtû

Translation

This is the thief, this is the thief

Come out all of you, with weapon

Do not hit the head, hit the leg

Another day he will learn a lesson

The song above is meant to teach integrity. It is calling upon community members to run after the thief and punish him by beating him. The writer is quick to point out that the

thief should not be killed and that is why they should not hit his head but legs. This is to avoid violating human rights. It is a well thought activity which would arouse learners interest. Table 4.1 below shows the emerging issues presented using songs in Gikuyu Kiegea book three.

Table 4.1: Emerging and Cultural Issues Presented Using Songs

Emerging Issues	Frequency	% Occurrence
Children's rights	2	22
Environment	3	33
Integrity	4	44

Source: Gikuyu Kiegea Text Book (2010)

Table 4.1 above reveals that songs have been used to present child rights with a frequency of 2 (22%), environment 3(33%) and integrity 4 (44%). Young learners are mostly taught using songs since they hold their attention and enhance understanding. Care should be taken especially with songs with more than one emerging and cultural issue not to have a negative effect on another as the case above. The message sent across should be clear. Teachers guide should give clear guidelines to help the teacher in teaching these issues. The language used should also be easy to understand.

4.2.2 Similes

Similes compare a character with a given trait. They are used to teach about morals where learners are expected to emulate good character. They also aid in understanding by

bringing the theme or vocabulary to be learnt in the real picture. They are equally meant to elicit emotions through comparison.

For examples:

Ngî ciraruruma ta ngatîa. (Houseflies are sounding like wild beast)

The above simile has been used to describe dirty environment where there are so many houseflies. The comparison is meant to create a clear picture of the importance of keeping our environment clean and what is expected if we do not take good care of our environment. Unfortunately, this simile has not been accompanied with pictures to enhance learners understanding. Though similes have been used in the poem below they do not present any of the emerging and cultural under study. Table 4.2 below shows the emerging and cultural issues presented using similes.

Table 4.2: Emerging and Cultural Issues Presented Using Similes

Emerging issues	Frequency	% Occurrence
Environment	1	100

Source: Gikuyu Kiega Text Book (2010)

From the above table, only environment has been presented using similes which is appearing once in the entire book. The book ought to have used similes in presenting other emerging issues to paint a clear picture in learners' minds. They should be accompanied with pictures to make the comparison so real to the learners.

4.2.3 Emerging and Cultural Issues Presented Through Rhymes and Poems

Rhymes and poems are learner centered method of teaching. Themes are presented using rhymes and poems and learners are supposed to memorize and recite them. As they do so, they get the knowledge that the poem and rhymes were designed to inculcate. Tompkins (2009) states that after presenting the poem and practicing it, the teacher can allow learners to air their thoughts by asking them to draw or write the message they have gotten from the poem. They are learner centered and if they well-presented can go a long way in achieving the objectives of teaching emerging issues.

For example:

Mûciari nî mûciari

Ona ûngîkorwo ûnenehete ta ndûiga

Nake mûciari nî mûnyinyi ta kanyoni

Ona okworwo wîmûgî ta

Ruhiu rwa njora

Kana ûkagîa ngogoyo ta Kîgwa

Mûciari nî mûciari

Ndatûngagio ngarari

Angiuga ûtîge, ûtîge

Angiuga ûcoke ûcoke

Amu ndugîtuîka mûciari wa mûciari

Translation

A parent is a parent

Even if you are as big as a giraffe

And the parent is as small as a bird

Even if he is as sharp as a sword

Or you are as sweet as sugarcane juice

A parent is a parent

Should not be disagreed with

If he says stop, you stop

If he says you go back, you go back

Because you can't be a parent of a parent

Source: *Gikuyu Kiega Book Three (2010: 34)*

The poem above is talking about respecting parents. Children are expected to respect their parents regardless of their age, appearance or even their body size. In most African communities, Gikuyu included, children are expected to obey their parents without questioning them. This poem though meant to teach respecting parents can also hinder knowledge of child rights in that some parents have violated their children rights and the children do not speak out because they are supposed to obey without question. Teachers' guide does not point out this. There are dangers of obeying parents without question as some of them have abused their children and demand silence in the name of obedience, Table 4.3 below shows the emerging issues presented using poems and rhymes in Gikuyu Kiega book three.

Table 4.3: Emerging and Cultural Issues Presented Using Poems and Rhymes

Emerging Issues	Frequency	% Occurrence
Environment	1	100

Source: Gikuyu Kiege Book Three (2010)

From the table above, it is evident that poems have not been used to present most emerging and cultural issues. They have only been used to present environment with a frequent of 1(100%). Young learners enjoy reciting poems and can be a good activity of teaching emerging and cultural issues.

4.3.4 Emerging and Cultural Issues Presented Through Proverbs

Proverbs are used to promote good behaviors and right attitudes towards life. Cultural norms are also passed from one generation to another using proverbs. The message put in proverbs helps the learners to shun bad behaviors. They are short and hence they are easy to recite.

For example:

mûria wiki akuaga wiki (The one who eats alone dies alone)

Uthuri wa gitonga ndunungaga (Polluted air of a rich man does not have a bad smell)

Wamwene ni wa mwene giki kingi ni kirindi (Your issues are yours other people are a crowd)

Source: Gikuyu Kiege Book Three (2010: 51)

The first proverb is meant to teach generosity. Those who celebrate alone will equally mourn alone. Kikuyu community believes in unity and especially in rural areas. It also teaches integrity where one serves people honestly. The second proverb means that even if a rich man does something wrong, people do not point fingers at him because he has power. If not well presented to pupils, these proverbs can have negative effect on learners as they will take it that rich people have the right to do wrong things. The third proverb means that one should mind their own business first before they sort issues of others. It encourages people to think critically before making decisions because they can mess up trying to please others. Table 4.4 below shows the emerging and cultural issues presented using proverbs in Gikuyu Kiega book three

Table 4.4: Emerging and cultural Issues Presented Using Proverbs

Emerging issues	Frequency	% of Occurrence
Children's rights	1	33%
Environment	1	33%
Integrity	1	33%

Source: Gikuyu Kiega Book Three (2010)

From table 4.4 above, proverbs have been used to present three emerging issues namely child right, environment and integrity with each appearing once (33%). Care should be taken not to pass wrong messages through proverbs as in the case of the second proverbs. More proverbs should be used to present emerging and cultural issues as they carry words of wisdom and warning.

4.2.5 Emerging and Cultural Issues Presented Through Reading a Passage

Reading passages is one of the most interesting medium through which knowledge is imparted in young learners. There are both bad and good characters where the good character is rewarded while the bad character is punished. Learners are encouraged to emulate the good character. They are usually accompanied with pictures to paint a clear picture in pupils' mind by arousing imagination.

Example of a Passage

Mutumia uyu ni muugi,arahanda miti

Kahii gaka gaitagiriria miti mai gatanathii cukuru

Maitu athambagia mboga atanaruga

Arugaga mboga na kamwaki kaniniRui ruru ruoima kirimaini

Iria riri rina mahuti moru

Niwega kuhanda miti niguo tuone mbura

Tiwega guthukia miti

Translation

This woman is wis eshe is planting trees.

This boy waters plants before going to school.

My mother washes vegetables before cooking.

She uses little fire to cook vegetables.

This river is coming from the mountain.

This river has so many weeds.

It is good to plant trees so as to attract rain.

It is not good to destroy trees.

The above passage is pictorial and is meant to teach about environment conservation. The need to conserve the environment by planting trees, taking care of rivers and using less fuel is emphasized. The pictures enhance understanding by helping the learners to see real life situation. Some passages were accompanied by pictures.

Example Two

Thoma ndereti ici gatagati ka Mothoni na Maina

Muthoni: Andu aria maganagia ciana ndiciragia ni aria matacanuraga njuiri, mari na ikubia nene na iratu cia nyamuga na maitho matune ta mamuguruki uria unganagia mahuti thoko-ini. Ndiciragia ati acio nio mathiaga utuku makinyita twana turia twatumwo ndukaini. Matunyitaga magatutonyia githaka ini magatwagania.

Maina: Nii nyonaga ta mundu o wothe a hota kwagania kaana angikorwo ari na mitugo miuru. To muhaka mundu akorwo na njuiri itac nuragwo, ona kana maitho matune. Andu aiingi nimakorangwo na mitugo miuuru na matingimenyeka ona ungimarora uguo. Ciana nyingi ni iheagwo iheo ni andu mehumbite wega, na ciana icio ikarumirira andu acio, nimacokaga makamagania. Matumagira iheo icio ta mitego ya gutega ciana icio.

Muthoni: Gwiciria uguo woiga niguu, tondu andu acio matarii uguo ndoiga ti aingi na ciana nyingi no cirathukio. Kwoguo reke twitikire ati andu acio maganagia ciana, mahana o ta we na nii, na matiri na ngurani ona hanini.

Maina: Ii andu acio tuikaraga nao, tutwaranaga nao na mahana ota ithui. Kwoguo ciana niciagiriirwo ni kurutwo guthikiriria na kurora maruri ma andu acio na njira iria

matumagira gutegera ciana mitego ni getha mahote kumagania. Ciana niciagirirwo kwirwo uria ciagirirwo ni gwika mangiaganio.

(Source: Gikuyu Kiega Book Three pg 41-42)

Translation

Read this conversation between Muthoni and Maina

Muthoni: I thought people who rape children are those that do not comb their hair, have big hats, sandals made of tyre, red eyes like those of the mad man who collects dirt in the market. I think they rape children who are sent to the shop at night. They take them into the bush and abuse them sexually.

Maina: I think any person can abuse a child sexually if he is ill mannered. It is not a must for such person to have unkempt hair or red eyes. Many people are ill mannered and you can not know them by outward look. Many children are lured by such people using gifts.

Muthoni: I think that is true because those that I had described are not many but sexual abuse cases are on the rise. Let us agree that those who abuse children sexually are just like you and me.

Maina: Yes, such people we live with them, we walk with them and they are just like us. Children are supposed to be taught how to identify such people and the methods they use to lure them. Children should be informed on what to do in case they are sexually abused.

The conversation above is meant to teach learners about child rights. It informs them that they should be careful with people whether smartly dressed or not. It tries to clear out the thought that those who abuse children sexually are not in their right mind. It tries not

point out that sexual abuse do not only happen to girls by using general term, children. About what learners should do in case of sexual abuse should not only have been left for the teacher to do it but also presented in the book so as learners can read it time to time. Table 4.5 below shows emerging and cultural issues presented using passages in Gikuyu Kiege Textbook.

Table 4.5 Emerging and Cultural Issues Presented Using Reading Passages

Emerging Issues	Frequency	% Occurrence
HIV/AIDS	1	8
Children's rights	2	16
Environment	7	58
Integrity	2	17

Source: **Gikuyu Kiege Book Three.**

Table 4.5 above reveals that passages have been used to present most emerging and cultural issues. They have been used to present HIV/AIDS with a frequency of 1(8%), child rights (16%), environment 7(58) and drug abuse 2(17%). Most passages were used to lay a foundation for the activities to be carried out. The fact that passages in language teaching are used to lay a foundation for vocabulary and language could explain why it has the highest frequency. Though passages were adequately presented, most of them lacked pictures which could arouse learners' curiosity. Table 4.6 below present summary of emerging and cultural issues

Table 4.6: Summary of Frequencies of Activities used to present Emerging and Cultural Issues.

Activities	Similes	%	Reading passages	%	Poems	%	Songs	%	Proverb	%
Child Rights	0	0	2	17	0	0	2	22	1	33
Environment	1	100	7	58	1	100	3	33	1	33
HIV/AIDS	0	0	1	8	0	0	0	0	0	0
Gender Responsiveness	0	0	0	0	0	0	0	0	1	33
Integrity	0	0	2	17	0	0	4	44	0	0

Source: Gikuyu Kiega (2010)

From table 4.6, environment has the highest frequency of 7(78%) of HIV/AIDS with frequency of 1 (8%) child rights 2(67%) and integrity 2(17%). The textbook has made good use of passages in presentation of emerging issues. This could be because passages are used not only to present reading skills but also laying foundation for other items to be taught like vocabulary and language pattern. This provides learners with knowledge of the issue being presented and prepares them to carry out subsequent exercises.

From table 4.6, it can be observed that Gikuyu Kiega Textbook has presented emerging and cultural issues using various activities. Environment has the highest presentation which is presented by all activities. HIV/AIDS, child rights, gender responsiveness and integrity have low frequencies in terms of activities. Drug abuse and technology is not presented by any of the above activities. This probably explains why drug abuse is on rise. In terms of activities, passages have the highest frequency while similes and poems have very low frequency. Young learners learn through activities that is by doing and

seeing rather than merely being told. According to Richard (1990), learning material must be interesting to the learner and should aim at holding his attention. The activities should also give learners an opportunity to use the language and express themselves. From the literature review, a good textbook should have various activities in teaching a given language item based on functional considerations (Brown, 1994). Gikuyu Kiege Book Three has made a fair attempt to present emerging issues using various activities though some like similes have very low frequency.

4.2.6 Practice Activities Used to Present Emerging and Cultural Issues in Gikuyu Kiege Book Three

The second part of activities is practice where learners practice what they have learnt to enhance and test understanding. In PPP framework, learners are supposed to practice what they have learnt through various activities to enhance understanding. Practice plays a crucial role as it connects presentation stage to production stage. Activities should not only be appropriate for the items to be learnt but also clear and easy to understand. They should be geared towards building a learner's confidence. Emerging issues deal with real life situations and with proper presentation and good practice through activities, learners will be able to deal appropriately with these issues whenever they face them. Practice for emerging issues and cultural issues can be presented using discussion, role play, language games, gap filling and creative writing.

4.2.6.1 Discussion

In discussion, learners are given items to discuss in groups after presentation so as to share their experiences and views. It helps to explore the topic as learners give their different points of view on the topic by sharing their opinions and thoughts. Discussion also aids in learning and speaking. Due to the level of learners, the teacher is supposed to guide the learners so as to remain focused and not to learn wrong things from peers. The topic should be at the level of learners.

For example: Aranîriai uhoru wa mûirîtû kûhika tene atakinyîte wa kûhika. (Discuss about a girl getting married at a tender age) (Source: **Gikuyu Kiega Book Three (2010:67)**).

Example Two

Araniriai uhoru wa murimu wa mukingo na ciana cia ndigwa (Discuss about HIV/AIDS and orphans)

(Source: **Gikuyu Kiega Book Three (2010:42)**)

The exercise in example 1 above requires the learners to discuss the dangers of early marriages. When learners are involved in discussion, they are able to share their views and the challenges they may be facing. Young learners share information freely and this can be a good opportunity for a teacher to assist and enlighten them. Discussion of HIV/AIDS issues and child rights can be helpful to learners. However, they need prior knowledge of the issue to be discussed. There is no presentation under this theme, child rights, to enlighten the learner on danger of early marriages. In PPP theory, practice stage cannot be successful without presenting of the theme first. Learners also need to be guided as they discuss to avoid learning wrong things from peers and also to avoid

hurting those already affected. Table 4.7 below shows how exercises involving discussion on emerging issues were presented in Gikuyu Kiega book three.

Table 4.7: Emerging and Cultural Issues Presented Using Discussion

Emerging issues	Frequency	% of Occurrence
HIV/AIDS	1	25
Children's rights	2	50
Environment	1	25

Source: Gikuyu Kiega (2010)

From table 4.7 above, the textbook has made an attempt to use discussion for learners to practice what they have learnt in the presentation stage in issues regarding HIV/AIDS (25%), children's rights (50%) and environment (25%). Presentation of emerging issues is important before practice so as to give learners knowledge of a given issue. In the book, cases of practice were noted. For example, the exercise requiring learners to discuss HIV/AIDS. The issue had not been presented before. It is a taboo in most communities in Kenya to openly talk about sex. This could have been much easier if presentation had been done. If learners are well prepared for discussion, they can share their experiences and the teacher can guide them.

4.2.6.2 Role Play

Role play is an activity that gives learners opportunity to explore real situations with fellow learners. Learners play a role of their own or of another person. This helps the

learners to understand the item being taught from their own point of view or from another person's point of view.

Example: Ikai ithako ria rugano ruru (Role play this story) (Source: Gikuyu Kiega Book Three, 2010:31).

The story is about a market of fools which though food stuffs are cheap, those who go there came out with stomachache and diarrhea. There were dead dogs and rats but the leaders took initiative of cleaning it

After reading the passage about the 'market of fools' the learners were expected to role play the passage to enhance understanding on the importance of taking care of the environment. It could be easier for the learners to carry out the exercise having the knowledge of keeping the environment clean. They can role play outside the classroom by involving them in actual cleaning of school compound. Table 4.8 below shows how role play activities on emerging issues are presented using role play in Gikuyu Kiega book three.

Table 4.8: Emerging and cultural Issues Presented Using Role Play

Emerging Issues	Frequency	% of Occurrence
Environment	2	50
Integrity	2	50

Source: Gikuyu Kiega (2010)

From table 4.8 above it was observed that role play has been used to present two out of the seven emerging issues, environment (50%) and integrity (50%). The book should

make more use of role play activities to enable learners to understand the role to play when faced drugs and violation of children's rights issues, just to mention but a few. For example, playing the role of a chief saving a girl from early marriage would make them understand that there is law that protects their right and realize there are people they can turn to.

4.2.6.3 Language Games

Language games motivate learners since they are enjoyable and help learners to interact freely. Huyen (2003) observes that when games are used in teaching vocabulary, they add relaxation and fun hence improve word retention; they promote healthy competition holding learners interest and make learning real. Armstrong (2002) observes that language games provide a relaxed environment for interaction of learners. Vocabulary concerning emerging issues especially technology is best presented using language games. In the book under study, language games activities were not used at all to present emerging issues. In each emerging issue, there is vocabulary to be taught which could best be presented through language games.

4.2.6.4 Gap Filling

In gap filling, learners are expected to fill in gaps with the correct word from the vocabulary of emerging issues previously presented. According to Folse (2006), gap filling in vocabulary exercise, the exercise should be repeated.

For example:

Mîî îûteithagia na _____ na _____. (Trees help with _____ and _____)

Nî wega _____ maî ûtananywa. (It is good to _____ water before drinking)

(Source: Gikuyu Kiege Book Three, 2010:63)

In the above exercise, learners are expected to fill in gaps with the correct word. The two questions are presenting environment. In every theme in language teaching, there is vocabulary to be learnt. The theme had already been presented in a passage. Sentence construction and gap filling are mostly used exercises to test understanding. Table 4.9 below shows how gap filling exercises has been used to present emerging and cultural issues.

Table 4.9: Gap Filling Exercises Used to Present Emerging and Cultural Issues.

Emerging issues	Frequency	Percentage of Occurrence
Environment	6	86
Integrity	1	14

Source: Gikuyu Kiege (2010)

It is observed from the table 4.9 above that only environment (86%) and integrity (14%) were presented using gap filling activities. Gap filling is the main writing activity in teaching vocabularies. From the table above, it is evident that this activity has very low frequency.

4.2.6.5 Creative Writing

Creative writing not only helps learners to practice writing skills but also to express themselves and share their views. It can be an inspiring activity for young students as they put their thoughts in writing. Young learners are thinkers and they learn best through social interaction (Piaget 1965). If writing can be well planned, it could encourage learners to write hence, exploiting learners' full potential (Vygotsky, 1978). Young learners learn differently, hence it caters for different learning styles. Teachers should respond positively to learners' writing to motivate them.

Example One: Andika mihari iiri ûria ûmenyagirira kûria ûikaraga nigetha ûikare u ûtari na mûrimu kana kwaga mai. (Write two sentences on how you take care of where you live so that you live without diseases or lack of water **(Source: Gikuyu Kiege Book Three, 2010:63)**).

This exercise not only meant to practice writing skills but also to test learners' understanding on environment conservation. The theme has been presented earlier in a pictorial passage showing how one can take care of the environment.

Example Two: Andika rugano ugitumira tuuhoro tutu

1. Kahii kamwe_____
2. Muthigari riria aiguire biringi _____
3. Ngui ya muthigari ya tengerete yerekeire ruriini _____
4. Muici riria amenyire niakunyitwo _____
5. Ngui ni yongereirwo ndebe _____

Translation

1. One boy _____
2. When the policeman heard the whistle _____
3. The policeman's dog ran towards the field _____
4. When the thief realized that he was going to be caught _____
5. The dog was promoted _____

The activity above is meant to practice integrity through creative writing. The learners are expected to complete the story using their own words. Since the teacher has already taught how to deal with thieves, learners are expected to use the same knowledge to complete the story whereby human rights regardless of the offence are not violated.

Table 4.10: Emerging Issues Presented Using Creative Writing

Emerging issues	Frequency	% of Occurrence
Environment	5	63
Integrity	3	37

Source: Gikuyu Kiega (2010)

From the table 4.10, creative writing has been used to present environment (63%) and integrity (37%). Drug abuse, gender responsiveness, technology, child's rights and HIV/AIDS lack this exercise completely. Learners could respond to what they have learnt about emerging and cultural issues through creative writing. This way the teacher is able to know what is in the learners' minds and assist where necessary. More exercises should be given to learners to test their understanding. Vocabulary teaching is not complete

without practice exercises. Table 4.11 shows the summary of the practice activities used to teach the emerging and cultural issues in Gikuyu Kiege book three.

Table 4.11: Summary of the Practice Activities Used in the Book

Practice Activities	Frequency	% of Occurrences
Role Play	4	17
Gap Filling	7	31
Discussion	4	17
Creative Writing	8	35

Source: Gikuyu Kiege (2010)

The above responses are presented on figure 4.2 below.

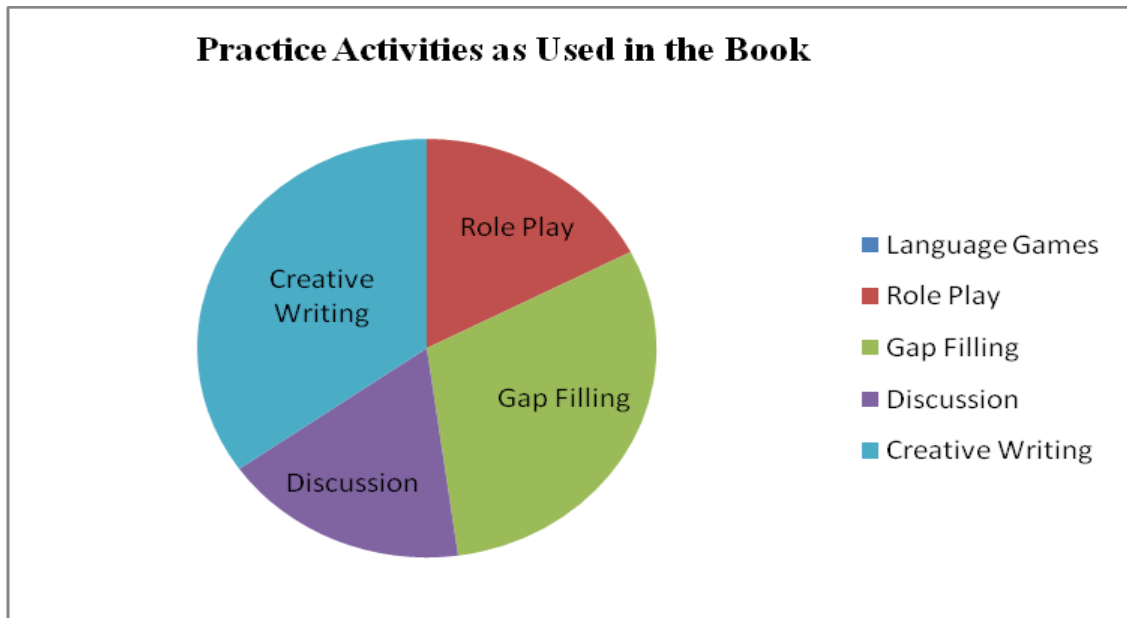


Fig. 4.2: A Pie Chart Showing a Summary of the Practice Activities Used in the Book

From figure 4.2 above, various practice exercises have been used to present emerging and cultural issues with creative writing having the highest number of exercises. Though

language games are interesting to the learners, they have not been used in the book under study.

4.3 Effectiveness of the Activities Used in Teaching Emerging Issues in Gikuyu Kiega Book Three.

Objective three sought to determine the effectiveness of the activities used in teaching the emerging and cultural issues in Gikuyu Kiega Book Three. To achieve this objective, a total of thirty five teachers who teach mother tongue in class three in the selected eleven primary schools in Lari Sub County were interviewed to elicit data on the appropriateness of the activities used in presentation of emerging issues. Pupils in the classes they teach were also observed as they carried out the activities. Table 4.12 below shows the responses from teachers and observation results from pupils.

Table 4.12: Responses from Teachers and Observation Results from Pupils.

Items	Yes	%	No	%
1.The activities are relevant to the learners	35	100	0	0
2. Various activities have been used to present emerging and cultural issues	5	14	30	86
3. Activites are at the level of learners	25	71	10	29
4. Sensitive issues have been presented appropriately	3	9	32	91
5. Activities are interesting to the learners	5	14	30	86
6. Learners are given opportunity to share their experiences	11	31	24	69
7. Learners change their behavior	5	14	30	86

Source: Field Data (2018)

4.3.1 Relevance of Activities Used for Teaching Emerging Issues

Activities used to present emerging and cultural issues should be relevant to learners in terms of their background and the theme they represent. The activities should have content that has local content since use of materials that are not culturally relevant hinders use of first language as a medium of instruction.

From table 4.12 above, all the respondents observed that the activities used to present emerging and cultural issues were relevant since they were drawn from the learner's social environment. The activities had local content hence learners were not alienated. Kalon (1996) states that, Implementation of any language policy requires culturally relevant teaching and learning materials. From the classroom observation, it was noted that learners were very conversant with the language, illustrations and pictures used in the book since they were drawn from their immediate environment. For example, in presentation of environment, the examples of trees given are locally found.

4.3.2 Variety of the Activities

To enhance understanding, activities used in teaching young learners should be varied. Richards (1990) observes that it is important to put into consideration the amount of exercise for different themes so as to meet learners' needs. Richards (1990) observed that materials used in teaching should provide activities to the learners that give opportunities for communication and adequate for language use and should be geared towards achieving set objectives. The researcher sought to find out from the teachers their opinion on the variety of activities used to present emerging issues.

From table 4.12, 30 (86%) of the respondents considered the activities used to present emerging and cultural issues not varied while 5 (14%) considered them varied. They observed that some emerging and cultural issues were so minimal and did not provide learners with adequate exercises to enhance understanding. The few emerging and cultural issues presented in the book under study did not have varied activities for learners which affected their understanding. This was equally noted during class observation where learners lacked previous knowledge on the emerging issues. In the second stage of PPP theory, learners are expected to apply what they have learnt in presentation stage. This cannot happen without adequate activities. Teachers observed that some emerging issues were presented using one activity in the entire book. This was equally echoed during analysis where a theme was presented using one activity in the entire book.

4.3.3. Activities are at the Level of Learners

When designing teaching materials, it's important to put into consideration the needs of the learners and their level. Their age and previous knowledge should be put into consideration. The researcher sought to find out from the responses whether the activities are at the level of learners.

From table 4.12, 25 (71%) of the respondents observed that learners were able to carry out some of the activities provided in the book under study while 10 (29%) felt that learners were not able to carry out all the activities provided in the book. Activities presenting child rights and HIV/AIDS were not presented in a way that is easy to

comprehend. During class observation it was noted that learners experienced some difficulties in carrying out some activities for example where learners were asked to discuss dangers that a young girl may face by getting married at an early age. The respondents, teachers, felt that this activity would have been a lot easier if it was introduced within a comprehension before the activity was presented to the learner. Richards (1990) observes that the activities should be presented in a way that they not only maintain learners' interest but also arouse their interest. It was observed that the activities were not from known to unknown since learners lacked prior knowledge to be able to carry out the activities. Learners' interest should be central when it comes to development of teaching materials. In PPP theory, the theme should first be presented, followed by practice and finally production. Learners cannot produce what they do not know. Textbook developers should be keen on presentation of emerging and cultural issues before moving to practice stage.

4.3.4 Presentation of Sensitive Issues in the Textbook.

From the table 4.12, 91% of the respondents said that there are some activities that learners are not comfortable carrying out while 9% said learners were comfortable carrying out all the activities in the textbook touching on sensitive issues. The respondents said that some learners were not comfortable with activities touching on sensitive issues like HIV/AIDS and children rights like rape cases and especially those who have been victims. During class observation, it was noted that learners shy off from carrying out activities where they were told to discuss HIV/AIDS and orphans since some were already victims. Some became emotional to a point of shedding tears and especially

those who had lost their parents in the recent past. Sensitive issues that should be presented with care as pointed out by Vygotskian (1983) in the Cultural Supportive Tool Theory that textbooks designers should consider emotions that the materials presented are likely to arouse. Passages presenting characters that have undergone the same challenge and have overcome or has been assisted would probably make learners feel at ease and be able to carry out the activities by realizing that all is not lost.

4.3.5 Ability of the Activities to Hold Learners' Interest

From table 4.12, 30 (86%) of the respondents said that the activities presenting emerging and cultural issues in the book under study failed to hold learners' interest while 5 (14%) said that the activities held learners' interest. As per the researcher's observation, the activities carried out during class observation, those activities that lacked pictures did not hold learner's attention. This was probably because of inadequate presentation of the emerging and cultural issues. They should have been accompanied by pictures which would arouse learner's curiosity. Prior knowledge of the themes is also paramount. Some activities went straight to practice stage without presenting the theme first. According to Vygotskian (1983), language items should be presented before practice stage.

4.3.6. Learners Opportunity to Share Personal Experiences Opinion and Feelings.

According to Vygotskian (1983), there are three different principles of textbook evaluation. One of them is developmental demands which refer to development possibilities as well as development potential and needs of textbook users.

From table 4.12, 11(31%) of the respondents observed that the activities used to present emerging issues in Gikuyu Kiege Book Three give the learners opportunity to share their experiences. 24 (69%) said they don't since they were few. This was equally noted during class observation. Learners had minimal participation to share their experiences since the activities were not prompting and some emerging issues were not presented. Emerging issues are part of the community where learners come from hence they should be given opportunity to share their experiences through discussion and narrating their experiences and that of others. They should relate what they learn in class with what is happening in their communities. In Stage three of PPP framework, learners are supposed to practically apply the new knowledge. By giving learners opportunity to share their opinion, the teachers are able to test their understanding.

4.3.7 Learners Change of Behavior.

One of the objectives of introducing the emerging issues in the curriculum is to help learners develop the right attitude towards life and acquire good behavior. According to Tomlison (2008), material evaluation has significant impact on its ability to meet learners' set learning objectives and by shaping how they learn and the outcome. Any given course book should aim at achieving laid down objectives.

From the table 4.12, 30(86%) of the respondents said that after the learners were taught emerging issues that were geared towards change of behavior, there was no change noted. They attributed this to lack of adequate activities in the book and some issues completely missing in the book like drug abuse. 5(14%) of the respondents noted that there was

minimal behavior change in the few issues. Learners' change of behavior is determined by their understanding. For them to understand, the themes should be presented in a way that arouses learners' interest and curiosity. The main aim of inclusion of emerging and cultural issues in the school curriculum is to change learners' behavior and develop positive attitude towards life. This seem not to have taken place as observed by the teachers and some researchers like Kombo (2006) who noted that drug abuse among learners is on the rise.

4.3.9. Suggestions Regarding Areas of Improvement of the Text Book.

Table 4.13 below presents the responses of the respondents regarding areas in the book that they feel need to be improved.

Table 4.13: Areas of Improvement of the Text Book

Areas of Improvement	Frequency	Percentage
All emerging issues should be covered in the textbook	25	71
More activities should be provided	32	91
Activities to be at the level of learners.	30	86

Source: Field Data (2018)

From table 4.13 above 25(71%) of the respondents suggested that all emerging issues as laid down in the syllabus should be presented in the textbook while 32 (91%) felt that more activities should be provided in the book under study to enhance learners understanding. 30 (86%) of the respondents recommended that the activities used to

present emerging issues in the book under study should be at the level of learners. This was noted during observation where learners were unable to carry out some activities.

4.4 Conclusion

This chapter has presented, analyzed and discussed the findings of the study. It was found out from the data collected that the textbook under study, Gikuyu Kiega Book Three, does not match the objective of emerging issues in mother tongue. Some emerging issues like drug abuse, technology and gender responsiveness are completely missing in the book. The activities used to present these issues are inadequate hence not giving learners enough exposure. The next chapter gives a summary of research findings, recommendations and suggestions of further study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provides the summary of the findings of the study, conclusion and recommendations and suggestions for further study.

5.1 Summary of Findings

The study set out to evaluate the presentation of emerging issues in Gikuyu Kiege Book Three. It aimed at identifying the emerging and cultural issues presented in the Gikuyu Kiege textbook, describing the presentation of activities used for teaching emerging and cultural issues and determining the effectiveness of activities used in teaching emerging and cultural issues in the textbook.

From the study, it was observed that HIV/AIDS, integrity, environment, gender responsiveness and child rights were presented in Gikuyu Kiege Book Three. Environment had the highest frequency while HIV/AIDS and gender responsiveness had the lowest frequency. Drug abuse and technology were not presented in the book yet they are in the syllabus. Inadequate presentation of HIV/AIDS could be attributed to the fact that it is a taboo in many African communities to talk about sex openly and more so to children.

Cultural practices like wife inheritance and beliefs like HIV/AIDS is a curse still holds in some communities. Though the government is on forefront in promoting gender equality

and equity to an extent of incorporating it in curriculum, this theme has not been presented in the book under study. Issues like female genital mutilation and women empowerment have not been addressed. If these issues miss out in other levels, learners are likely to grow up with the same cultural beliefs on gender. Various activities have been used to present emerging and cultural issues in Gikuyu Kiege Book Three as presented in the syllabus.

Similes, passages, poems, songs and proverbs were used. Passages had the highest frequency while similes had the lowest. Some activities presented more than one theme. Some were clearly pointed out while others were not and only a keen teacher would notice them. Similes though they paint a clear picture in learners' minds were used once. The activities also failed to cater for learners who had been affected by issues like HIV/AIDS and female genital mutilation since they were not given hope by giving examples of those who have made it. Most activities were not accompanied with pictures to enhance understanding yet learners have different learning styles. On practice exercises, role play, gap filling, discussion and creative writing were used. Gap filling had the highest frequency while role play and discussion had the lowest. It was noted that most of the practice exercises were writing exercise while oral practice was the least used. Most practice activities lacked the presentation stage making learners experience difficulties in carrying them out.

On the effectiveness of the activities used to present emerging and cultural issues in Gikuyu Kiege Book Three, it was noted that the activities presented were relevant to the

learners because the illustrations were drawn from learners' immediate environment. Most activities were at the level of learners. It was also noted that sensitive issues like HIV/AIDS and child rights were not carefully presented for those already infected and affected; this made learners to shy off from participating. Most activities were not interesting since they were no pictures accompanying them to arouse learners' interest and hold their attention.

5.2 Conclusions

One of the objectives of teaching mother tongue in class three is to acquire basic knowledge on HIV/AIDS, child rights, integrity, gender responsiveness, drug abuse and technology. This was not fully covered in the book under study, Gikuyu Kiege Book Three. Some issues like technology and drug abuse were not presented. Some issues had very few activities hindering the achievement of the objective of integrating emerging issues. It was also observed that activities presenting these issues were not adequate and some were not at the level of learners. Teachers observed that behavior change was not observed even in learners in upper classes yet they had been taught. This was evident as environment in many schools was not clean. This was regardless of the adequate presentation of environment issue. This could be attributed to lack of role model.

5.3 Recommendations

Mother tongue, as had been observed earlier, plays a critical role in the learners' acquisition of knowledge. It should be taken with the weight it deserves. It is important therefore that the ministry of education be on the forefront in making sure that the

textbooks developed are of good quality and cover all the objectives of teaching mother tongue. All emerging and cultural issues should be presented in the book as stipulated in the syllabus. Since learners learn through seeing, the presentation should be accompanied with pictures. This could also arouse their interest. The teachers should also be trained on how to teach the emerging issues like HIV/AIDS and child right for them to be able to teach without hurting those who have been victims.

Various activities should be used to present emerging and cultural issues to enhance learners understanding and to cater for different learning styles. They should also be at the level of learners. Presentation of emerging and cultural issues should be before practice activities to give learners knowledge of these issues.

On the appropriateness of the activities, it is important for the textbook developers to provide more activities which are interesting to the learners. They should also be at the level of learners and different activities should be used to present a given issue. Comprehension on emerging issues should be thrilling to arouse learners' curiosity and to lay a foundation for the activities to be carried later in a given unit. Illustrations like pictures should be used in the textbook to hold learners' attention and interest.

5.4 Suggestions for Further Study

This study was limited to presentation of emerging issues in Gikuyu Kiege Book Three. There is need for further research to be done on presentation of emerging issues in other languages like English and Kiswahili, the extent to which integration of emerging issues

in primary school curriculum has been implemented and an assessment of acquisition of knowledge on emerging and cultural issues by young learners.

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APPENDICES
APPENDIX I: CHECK LIST

Textbook Name: Gikuyu Kiega Book Three

Phase I: KICD approved Activities in Gikuyu Kiega Book-Three

1. Poems
2. Songs
3. Story telling
4. Role Lay
5. Proverbs
6. Discussion
7. Similes
8. Riddles
9. Tongue twisters

Phase II: Activities provided in Gikuyu Kiega Book Three for teaching emerging and cultural issues.

Phase III: Matching activities in the textbook against those provided by KICD.

Phase IV: Issues in the textbook that need improvement.

APPENDIX II: INTERVIEW GUIDE FOR TEACHERS

Name of the school ----- Code-----

Dear Respondent,

I am a student pursuing a masters of Arts degree in English and Linguistics. I am conducting a research entitled “An evaluation of presentation of emerging and cultural issues in Gikuyu Kiege Book Three in Kenya”. The purpose of this interview is to collect data that will enable the researcher to evaluate the books used in teaching Gikuyu language. The information provided will be used for academic purposes only. The information given will be treated with utmost confidentiality.


1. Describe the relevance of activities used for teaching emerging issues in Gikuyu Kiege Textbook?
2. How varied are the activities?
3. How well do the activities help learners to comprehend emerging and cultural issues?
4. How are sensitive issues like HIV/AIDS presented in the book?
5. Are there activities in the book that learners find them hard to carry out? If yes, explain.
6. How would you describe the activities in terms of giving learners opportunities in sharing of personal experiences, opinion and feeling?
7. How would you describe the learners’ change of behavior after carrying out the activities?

8. Which challenges do you face when teaching emerging and cultural issues as presented in the textbook?

9. What would be your suggestions regarding the improvement of the book?

APPENDIX III: OBSERVATION GUIDE.

1. Learners participation
2. Learners' prior knowledge, activities are from known to unknown.
3. How well the group discussion work.
4. Exercises allow learners to share personal experiences, opinions and feelings.
5. Learning activities are interesting to the learners.
6. Activities are at the level of learners.

APPENDIX IV: RESEARCH AUTHORIZATION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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Our Ref: C50/CE/26126/2011

DATE: 31st August, 2018

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

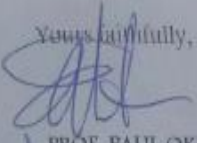
Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR ANN NYAMBURA KABERERE – REG. NO. D50/ce/26126/2011

I write to introduce Ann Nyambura who is a Postgraduate Student of this University. Ann is registered for MBA degree programme in the Department of Human Resource Management.

Ann intends to conduct research for a MBA Project Proposal entitled, "Presentation of emerging and cultural issues in Gikuyu Kiege book three, Kenya.

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. PAUL OKEMO
FOR: DEAN, GRADUATE SCHOOL

APPENDIX V: K.I.C.D APPROVED MOTHER TONGUE SYLLABUS

INTRODUCTION

Mother tongue is the first language a child is exposed to or the language of the school's catchment area. This is the language in which children first learn to express their thoughts and develop relationships with their immediate social environment. Their experiences in education, therefore, should provide for their Mother Tongue to enable them learn and understand the values and concerns of the society. The school should attempt to amplify rather than replace these experiences.

Mother Tongue occupies a very important place in our primary school curriculum for a number of reasons:

- The pupils' ideas and thoughts are in their mother tongue and will continue to be so, long after they have learnt to speak in English. To be encouraged to think for themselves, the pupils must be helped to do so in their own language.
- The culture of a people is expressed in mother tongue. Mother Tongue must be taught positively so that learners can respect their cultural heritage as a basis for appreciating that of other people and make own contribution when they grow up.
- Mother Tongue acts as a link between home, Early Childhood Development (ECD) centres and Primary School, and encourages the child's free expression. It is also a tool for the teaching of literacy, numeracy and manipulative skills and a foundation for learning other languages. Mother Tongue when used as a medium of instruction provides children with a sense of belonging, self-confidence and motivates them to participate in all school activities. This provides for a smooth transition experience.
- Mother Tongue should be taught as a subject in lower primary so as to:
 - establish basic language skills such as listening and understanding, speaking, pre-reading and reading, pre-writing and writing. These should be done in a language that the pupils can speak well.
 - reinforce and develop it as an effective medium of instruction. The use of mother tongue makes what is taught meaningful since it relates to the child's previous experiences.
 - develop it for greater use since it is the most comprehensive expression of the child's cultural heritage comprising character, moral and religious values.

GENERAL OBJECTIVES

By the end of the course, the learner should have:

1. developed sufficient command of vocabulary and sentence patterns to enable the learner use mother tongue at home, at school and in the community
2. acquired pre-reading, literacy and numeracy skills in mother tongue
3. acquired reading and writing skills
4. developed a positive attitude towards own culture and those of others
5. acquired basic ideas on HIV/AIDS, children's rights and other emerging issues such as technology, the environment, integrity education and gender responsiveness.

STANDARD THREE

6.1.0 SKILLS: LISTENING AND SPEAKING

6.1.1 SPECIFIC OBJECTIVES:

By the end of the topic, the learner should be able to:

- a) give, receive and follow precise instructions accurately in individual and group tasks
- b) listen and respond appropriately to a variety of instructions
- c) tell stories/news/announcements confidently and correctly
- d) relate real or imaginary events in narratives, news and experiences
- e) discuss themes drawn from the immediate and wider environment
- f) listen to stories being read, talk about what happens to characters and recall significant details.

6.1.2 LEARNING EXPERIENCES

- a) Listening and responding appropriately to:
 - oral instructions
 - directions
 - messages conveyed through different modes of communication such as stories, proverbs, internet and E-mail.
 - questions
 - more complex commands including irony
 - requests
 - similes and metaphors
 - proverbs

- riddles
 - tongue twisters
- b) Listening to and demonstrating one's understanding by following:
 - news and announcements
 - riddles, short stories, similes and metaphors
 - relevant taped materials
 - relevant Mother Tongue radio programmes.
 - c) Reinforcing concentration through:
 - acting a variety of activities based on events at school and at home
 - playing language games.
 - d) Participating in conversations and dialogues
 - e) Learning calendar content, such as seasons, important national events and events of local interest
 - f) Dramatizing and role playing
 - g) Practicing:
 - appropriate social expressions in and out of school
 - types of traditional greetings according to different categories of persons and occasions.
 - speech drills
 - impromptu speaking on various themes based on the immediate and wider environment

- h) Telling:
- news and describing one's experiences
 - time using vocabulary related to time
 - stories
 - riddles
 - tongue twisters
- i) Conversing using puppets
- j) Playing language games to reinforce and enrich vocabulary, sentence patterns and tenses
- Singing songs
 - Reciting:
 - rhymes and poems
 - choral verse
 - speaking on selected extracts with integrity values
- k) Talking about various themes such as the farm/garden/domestic and wild animals
- l) Giving directions to/from places
- m) Interpreting sequential picture stories for oral composition
- n) Giving oral reports on:
- graded materials read
 - findings of group work
 - visits
 - projects
 - experiments
 - entertainment
- o) Discussing suitable current affairs
- p) Stating riddles and solving them
- q) Predicting what is going to happen in a story
- r) Using:
- similes in sentences
 - proverbs in appropriate situations in and out of school.

6.1.3 LEARNING RESOURCES

- Real objects
- Relevant taped materials
- Pictures/photographs
- Resource persons
- Masks
- Puppets
- Appropriate centers of interest/nature corner/curiosity corner
- Nature walks/visits

6.1.4 ASSESSMENT ACTIVITIES

The following basic competencies will be expected for the listening and speaking skills:

Pupil's ability to:

- converse fluently and confidently.
- dramatize and role play a variety of activities
- answer questions
- recall details in parts of the story.
- identify lessons in narratives/proverbs

6.2 SKILL: READING

6.2.1 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:-

- a) read given texts silently and answer oral and written questions
- b) read aloud fluently and with increased confidence from a range of graded reading materials.

6.2.2 LEARNING EXPERIENCES

- a) Reading:
 - paragraphs, short stories, supplementary

- readers and other relevant materials
 - graded materials for fluency, pronunciation and comprehension
 - rhymes, poems, riddles and proverbs
 - simple informal letters
 - labels, captions, posters, notices and menu
 - and understanding the teacher's comments and responding appropriately
 - the names and directions of places, with proper pronunciation
 - questions from individual work cards on selected class readers
 - scrap books, picture dictionaries and relevant magazines
 - sentences from substitution tables.
- b) Reading and dramatizing simple stories
 - c) Participating in simple informal reading contests.
 - d) Reading, understanding and solving puzzles
 - e) Playing reading games

6.2.3 LEARNING RESOURCES

- Supplementary readers
- Old calendars
- Pupils' written work
- Reading cards
- Work cards
- Relevant children's magazines/newspaper cut-outs
- Religious bulletins
- Wall charts
- Clock faces

- Other relevant reading materials

6.2.4 ASSESSMENT ACTIVITIES

There are basic competencies expected for the reading skills: Pupil's ability to:

- answer questions orally and in writing after reading a given story
- dramatize/role play certain characters or parts of the story after reading certain texts/stories
- compete at reading tasks.

6.3.0 SKILL: WRITING

6.3.1 SPECIFIC OBJECTIVES:

By the end of the topic, the learner should be able to:

- a) produce clear and legible joined script
- b) write own stories based on familiar experiences
- c) write short informal letters.

6.3.2 LEARNING EXPERIENCES

Handwriting

- a) Copying and practicing:
 - letters of the alphabet in joined script
 - words, phrases, names, sentences, informal letters and passages/stories
- b) Practicing joined script handwriting
- c) Participating in handwriting competitions

Writing

- a) Writing:
 - answers to questions
 - guided compositions with appropriate topics

- story from a sequence of pictures
 - class notices and posters
 - simple sentences to form a sequence of pictures
 - dictated words, sentences and short passages
 - labels and captions for own drawings and models
 - informal letters and addressing envelopes
 - short reports, information, requests, messages and news.
- b) Compiling scrap picture books, labeling and numbering the pages.
- c) Compiling picture dictionaries.
- d) Keeping personal diaries.
- e) Filling in missing words in sentences to write paragraphs.
- f) Rearranging and writing simple sentences to form a sequence of ideas.
- g) Substituting single words for phrases and writing them down
- h) Participating in:
- spelling games
 - classroom displays of written work.
- i) Building and copying words, phrases and sentences.

6.3.3 LEARNING RESOURCES

- Appropriate writing materials such as pencils
- Handwriting manual
- Wall charts
- Chalk board
- Personal diaries

- Posters
- Pictures/photographs
- Work cards
- Picture sequences
- Nature walks
- Field trips/visits

6.3.4 ASSESSMENT ACTIVITIES

The following basic competencies will be expected for the writing skills:

Pupil's ability to:

- write using joined script neatly and legibly
- produce correctly punctuated pieces of writing
- write informal letters
- spell correctly
- express their ideas in simple narrative.



**APPENDIX VI: TEACHERS' CONSENT TO PARTICIPATE IN THE
INTERVIEW**

I-----accept to voluntarily participate in the
interview. I promise to give honest and credible responses to all questions.

Signed: -----**Date:** -----

APPENDIX VII: RESEARCH PERMIT



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/19672/25946**

Date: **2nd October, 2018**

Ann Nyambura Kaberere
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Presentation of emerging and cultural issues in Gikuyu Kiege Book Three, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **all Counties** for the period ending **2nd October, 2019**.

You are advised to report to **the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
All Counties.

The County Directors of Education
All Counties.