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A SURVEY OF INSTRUCTIONAL PRACTICES OF TEACHERS OF
KISWAHILI IN UPPER PRIMARY SCHOOL IN EMUHAYA DIVISION,
KAKAMEGA DISTRICT

BY

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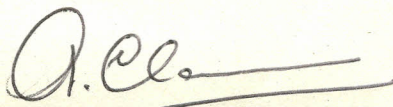
DECLARATION

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



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The Thesis has been submitted for examination with my approval as University Supervisor



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(ii)

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DEDICATION

This work is dedicated to wife and friend,
Mrs. Christine Echesa Olasya for being understanding
and the following members of our family for their
encouragement:-

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To them who understood my academic endeavour
and those who will understand. May their wishes be
fulfilled.

ABSTRACT

This research work was conducted in Emuhaya Division of Kakamega District. The main purpose of the study was to carry out a survey of the instructional practices of teachers of Kiswahili in upper primary school. The study involved an attempt to determine whether teachers make teaching preparations. It also involved the description of the instructional methods the teachers use, and the instructional materials they use and the factors that influence their choice. Finally the survey attempted to identify the current instructional problems faced by teachers of Kiswahili.

It was found necessary to study the current instructional practices of teachers of Kiswahili in view of the fact that Kiswahili had just been introduced as a compulsory and examinable subject in the new 8.4.4 system of Education curriculum in upper primary school.

Data was collected by way of questionnaire which each selected subject responded to. Twenty four (24) teachers from twelve (12) schools (two from each school) were selected out of a total of eighty-six (86) primary schools in the Division. Six (6) teachers were observed in actual classroom teaching situations.

The 24 sample teachers revealed that teachers do the necessary teaching preparations and further that although they use various methods of teaching, the lecture method features very prominently. The findings undertaken further revealed that teachers mainly employ the use of tests and examinations to evaluate pupils and their own ways of teaching. Many instructional materials are lacking in schools in sufficient quantities and even those available are not fully utilised in the teaching of Kiswahili. The sample teachers listed many problems ranging from inadequacy of textbooks and other facilities like the radio. While some of the pressing problems like crowded classrooms are beyond the ability of the teachers to solve, most of the problems could be solved by teachers' ingenuity, commitment and their own individual resourcefulness as professional teachers.

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CHAPTER ONE

THE PROBLEM1.0 INTRODUCTION1.1 BACKGROUND

The importance of language in promoting intellectual, moral and emotional growth has been recognised, although there is still some debate as to the exact nature of the process. Barnes, 1972, p.101; states that, "through language we receive both a meaningful world from others, and at the same time make meanings by re-interpreting that world to our own ends."

Language therefore is seen both as a medium of exchange and an instrument through which the learner can bring order into the environment (Bruner, 1966). Language facilitates a continuous assimilation of new experiences and in addition enables the learner to actively reinterpret or recode old experiences and represent them in new forms. Learning is not some kind of passive and accumulated block-building activity but a dynamic creative process in which language plays a mediating role. Rosen, 1971, p.126; points out that, "it is the enormous variety of dialogue with others; that we gather together linguistic resources to dialogue in our heads; there is nowhere else we get it from. Restrict the

nature and quality of dialogue and ultimately you restrict thinking capacity."

How then does the practicing teacher set about structuring the educational experience of pupils so that a 'variety of dialogue can flourish?' It requires an atmosphere where pupils can 'play with words' and think things out aloud'; where they can explore and experiment with language without fear or censure (Downey and Kelly, 1979, p.128). Dialogue must be kept on the move not terminated prematurely or inhibited by question and answer situations. The successful practitioner is the one who places emphasis on the community of learning, on the problem-solving, question-posing and discovery rather than the transmission of inert bodies of knowledge.

A contrary circumstance used to obtain in the Kenyan primary and secondary schools, where pupils were strictly restricted to speak to each other only in English; and whoever spoke in Kiswahili or any other language was regarded as having violated the 'noble' rule. Such an offender was issued with a 'disc' or a 'black-spot'; so that at the end of the school day, all the culprits were punished. Psychologically these so-called 'offenders' and the entire student body used to be retarded intellectually, socially and even morally, because the environment from which they came could not equip them to speak

and exchange their views well in the English language. It could be argued that the authorities who initiated and carried out those activities failed or were completely ignorant of the psychological damage they were causing on the children's development of their 'hidden curriculum'; when those children were inhibited from interacting with their fellow peers in the school environment where they spent most of their active life.

After highlighting on what some psychologists have to say on the importance of language as an instrument of dialogue and psychological growth; we could try to survey some of the activities during the colonial and missionary era in developing language policies in Kenya prior to independence; and even thereafter.

In the first two decades of the present century and in the period proceeding this; the obligation to provide educational facilities was assumed in Kenya almost entirely by different missionary orders. The enthusiasm of the early missionaries was not shared by all their successors, as the popular literature of the time attest. The prime purpose of the missionary activity, educational and otherwise, were for the most part, religious. Many of them conceived it as their primary duty to provide translations of the parts of the Bible and

to equip children in their schools to read those texts in their own languages.

Professor Oliver noted in his paper, 'The Missionary Factor in East Africa', (Whiteley, W.H; in Language in Kenya, Nairobi, O.U.P; 1974, p.403); that the resolution of the Continental Missionary at Bremen where the participants decided that they should refuse the subsidies for educational purposes, if offered by the then German East Africa (Tanganyika), unless the principle of giving such education should be preserved in the vernacular. The resolution called for a consistent policy of developing Swahili as a lingua franca of East Africa be maintained. It was a widely spoken and understandable language over a vast part of the Continent, the paper acknowledged.

However, despite this strong appeal noted by Professor Oliver, there were certain factors that militated against this positive view of developing Swahili. One of the factors that really got established in the minds of the East African Christians was the view which urged the Missionaries to let the Africans convert themselves.

In this context it could be argued that the implication on one hand was to leave the development of the local vernaculars to the Africans themselves. So, from this point of view, it is clear

that the missionaries had conflicting views as regards the development of the vernacular in the areas they took their missionary activities.

In certain instances missionaries perpetuated the idea of developing or non-developing of the vernaculars in the early part of this century. In their hands lay Swahili which could easily have been developed as a lingua franca in East Africa generally, and in Kenya in particular. But they did not take it perhaps due to the fact that they associated it with Islam.

This background of the missionary activities in Kenya is very important in understanding the conflicting views on language policy, because they were the ones and the colonial government who lay the firm foundation in education in the country. Later policies on language should be seen in this light.

1.1.2 The Ominde and Gachathi, Educational Commissions:

Two educational commissions in independent Kenya attempted to lay strong and clear emphasis on the teaching of Kiswahili in schools. First, the Ominde Commission of 1964 and the Gachathi Report of 1976.

The Ominde Commission studied the paper presented to them dealing with language policy, among other things. The chairman considered the question of education for national unity and practical difficulties that limited the application for a single policy throughout the country. In this connection he observed that, "the difficulty is largely linguistic though other factors are no doubt important."

The role of language in education was therefore a factor that the Commission considered very seriously in relation to national educational aims and priorities. As earlier on before independence, conflicting views arose again between the place of Kiswahili and that of English, as a medium of instructions. Some reasons were given to the effect that the English medium made it possible for a systematic development of language study and literacy which would be difficult to achieve in the vernaculars. But after their deliberations, the Commission recognised the fact that Kiswahili was a language of wider communication on a larger part of the African Continent; and therefore was a compulsory subject in the primary school. The Commission also added that, the proper and general cultivation of this African language is so important, that it warrants attention in our primary schools from the lowest practical level (Ominde Commission Report, 1964,

pp. 60-61).

The Commission recognised two major functions of Kiswahili as being, a unifying national influence and a means of Pan-African Communication over a considerable part of the Continent.

Through the years there have been attempts at various levels, to improve Kiswahili and its status vis-a-vis the primary school curriculum. The National Committee on Educational Objectives and Policies (Gachathi Report, 1976), recommended that Kiswahili be taught as a compulsory subject in the primary cycle. Recommendation No. 107 of the Report even went further to suggest that Kiswahili be taught as a compulsory subject and be included in Certificate of Primary Education Examination or its successor. This was an amplification of what the Ominde Report had said twelve years earlier.

But all these efforts were fruitless in improving the status of Kiswahili in the primary education curriculum as long as the subject was not an examinable one in the public examinations. Teachers would not make an effort of teaching a subject which was not quite effective. As Kenyan education system is examination oriented, a subject like Kiswahili, therefore remained simply on the syllabus but not taught as far as higher classes of the primary sector were concerned.

It was not until the introduction of the 8-4-4 system of education in 1984 that Kiswahili gained its importance. Kiswahili was confirmed as a compulsory subject and was subsequently examined for the first time along with other subjects, in KCPE at the end of 1985. The objectives of the subject, loosely translated, stipulate that by the end of primary education, the pupil should listen and understand Kiswahili; and to write and express himself legibly and intelligently in Kiswahili. These objectives cannot be attained without heavy academic and pedagogical demands on teachers. Since there has been no public statements in the local press as far as Kiswahili subject is done in the KCPE since 1985, after the first KCPE Exams examined Kiswahili, it may be a quiet indication that the subject is being done well. The treatment and emphasis the subject is being accorded is appropriate and further that the teaching and learning of Kiswahili is effective and efficient. The investigator made a survey of the current situation to find out the instructional practices of teachers of Kiswahili in the upper primary school as per Emuhaya Division of Kakamega District.

1.2 PURPOSE

1. To determine if the teachers of Kiswahili in upper primary school make teaching preparations such as:

- (i) daily lesson plans,
 - (ii) course plans from the syllabus, and
 - (iii) schemes of work.
2. To find out the current methods of teaching Kiswahili which upper primary school teachers employ.
 3. To find out methods used by primary school teachers of Kiswahili to:
 - (i) evaluate the performance of pupils in Kiswahili;
 - (ii) evaluate their own teaching of Kiswahili.
 4. To list the instructional materials used by teachers of Kiswahili in teaching the language in upper primary school and to state the factors that influence teachers' choice of materials.
 5. To identify current instructional problems faced by the teachers of Kiswahili in upper primary school and suggest solutions to the problems.

1.3 SIGNIFICANCE OF THE STUDY

Little research has been done on teachers' instructional practices, particularly in upper primary schools, as regards instruction in Kiswahili, yet it is clear that such practices influence the teaching and learning process. This survey aims at stating the instructional practices of upper primary school teachers of Kiswahili, in relation to the generally operative ones.

Kiswahili is a national language of Kenya and a lingua franca over a considerable part of the Continent. It is also a compulsory and examinable subject in upper primary schools. The emphasis and treatment it receives will depend, among other factors, on the teachers. It is, therefore, important that their instructional practices be stated.

Findings of this survey could be useful to teachers, supervisors in the field, teacher educators, and policy makers in education. The findings could assist in throwing light on the areas to be rectified and in formulating strategies to rectify the situation, if this is necessary.

Teachers involved in this survey were selected randomly from a representative

sample of schools from Emuhaya Division.

The findings should thus hold for other areas in Kakamega District.

1.4 RESEARCH QUESTIONS

The investigator attempted to find answers to the following questions:

1. Do teachers prepare daily lesson plans, schemes of work, and course plans based on syllabus?
2. What instructional methods do upper primary school teachers employ?
3. What techniques do teachers use to evaluate the performance of their pupils in Kiswahili, and to evaluate themselves in their own teaching of Kiswahili?
4. What teaching materials do teachers use in the teaching of Kiswahili?
5. Do factors such as the syllabus, teachers' guides, etc, influence the teachers' choice of teaching objectives, methods and materials?
6. What problems do teachers encounter in their instructional procedures?
7. What are the qualifications of the Kiswahili teachers, and how many actually teach the subject?

1.5.0 DEFINITION OF TERMS AND ABBREVIATIONS

1.5.1 Instructional Practices: These are patterns of teachers' behaviour that are recurrent and applicable to various elements of subject matter in various teaching situations in which teachers endeavour to teach the necessary skills, information or knowledge. These patterns are characteristic of more than one teacher.

1.5.2 Instructional Methods: This is used interchangeably with teaching methods. A teaching method is a set of behaviours that occur, in a teaching situation, either as question and answer being used or in sequence in a unified way. The lecture method, for instance consists of an uninterrupted sequence of oral statements by the teacher. Others include the communicative method, the grammar translation method etc.

1.5.3 Instructional Materials: For our purpose Ikumi's (1985; p.63) definition will suffice. She says that instructional (teaching) material is something which satisfies a need or a deficiency in a teaching situation, i.e. a photograph, an object, a radio etc. It is the teacher who uses it as a means of conveying certain information or knowledge.

- 1.5.4 Evaluation: This is a process by which a teacher will be able to state what the pupils know, what they have learned, how they perform in relation to others, how the pupils' behaviour has changed and whether the teacher has achieved his objectives of his instructional programme. The instruments that enable the teacher to make such judgements include achievement tests, assignments, appraisal, observation etc.
- 1.5.5 Upper primary: In the present 8-4-4 system of education, it refers to standards 4,5,6,7 and 8.
- 1.5.6 K.C.P.E.: Stands for Kenya Certificate of Primary Education. This is awarded to candidates who complete, successfully, eight years of Primary Education and pass the Kenya Certificate of Primary Education Examination.
- 1.5.7 P1: Stands for 'primary teacher one.'
This is a teacher who has had a training in a primary teachers' college for two years, and is in possession of a Kenya Certificate of Education or its equivalent with Division Three or above.
- 1.5.8 P2: Refers to 'primary teacher two' who is in possession of a Kenya Junior Secondary

School Examination Certificate or K.C.E.

Division Four and has successfully trained for the years as a teacher in a teachers' college or promoted to that grade having trained as a P3.

1.5.9 P3: Stands for 'primary teacher three' i.e a holder of a Certificate of Primary Education or its equivalent, has successfully undergone teacher training course for two years.

1.5.10: U.T.: Stands for 'Untrained Teacher.'
A teacher who has not been trained.

1.5.11 K.I.E.: Refers to the Kenya Institute of Education. This is a body responsible for curriculum development in the Republic.

1.5.12: 8-4-4: Refers to eight years of primary education; four years of secondary education and four years of university education leading to the first basic degree certificate.

1.6 LIMITATIONS OF THE STUDY

1. The survey only focused on the instructional practices of teachers of Kiswahili and did not make any value judgement of their practices nor attempt to evaluate their effectiveness in terms of pupils' performance for instance in public examinations.

2. The survey was carried out for one division (Emuhaya) from which a number of teachers (24) were selected from twelve (12) schools out of 86, who participated in the study as subjects. The findings may not hold for the whole Republic.
3. The investigator observed 6 teachers. Each of them was observed twice in actual classroom lessons of 35 minutes each. The limitation of the time available for observation may minimise the representativeness of the findings. The findings were checked against the teachers' answers to the questionnaire in general, the findings were not reported separately.

1.7 BASIC ASSUMPTIONS

The investigator made the following assumptions as regards the instructional practices of upper primary school teachers of Kiswahili:-

1. That teachers of Kiswahili employ various methods in their teaching of Kiswahili.
2. That teachers make teaching preparations.
3. That teachers use various techniques to evaluate the performance of their pupils and their own teaching of Kiswahili.
4. That teachers use various instructional

materials in their teaching of Kiswahili.

5. That factors such as syllabus, teachers' guides etc. influence the choice of teaching objectives, methods and materials.
6. That teachers encounter various problems in their instruction of Kiswahili.

CHAPTER TWO

2.0 Review of Related Literature2.1 Introduction

Kiswahili is the only language that can truly claim the status of a lingua franca not only in Kenya but also in East and to some extent Eastern and Central Africa. Linguistic studies have also shown that it is also a Bantu language which makes it an indigenous African language.

Efforts are being made in Kenya to enable Kenyans young and old to be able to read and write Kiswahili. This activity is enhanced through, for example, Adult Education programmes on the radio such as 'Lugha Yetu'; 'Mabingwa wa Lugha'; 'Tujifunze Lugha Yetu ya Taifa' etc; spearheaded by the famous Radio Kiswahili teachers Mr. Walter Mbotela and Dr. Jay Kitsao of the University of Nairobi. There are in addition Radio Broadcast Programmes for Schools for Kiswahili.

Kiswahili likewise is among the three officially organised primary school languages in Kenya, namely - Mother Tongue, English and Kiswahili. According to K.I.E. mimeograph (1974), Kiswahili is used as a medium of instruction in places where the mother tongue cannot be used, for example in urban areas.

In the case where Kiswahili is the medium, this continues up to Std 3, but remains as a school subject from Std 4 upto Std 8, as was effectively introduced in 1985 (Mackay Report: 1982) Kiswahili is therefore a compulsory subject for all Kenya primary pupils.

The importance of Kiswahili is now even more pronounced with its inclusion in the terminal primary school examinations (KCPE) in 1985.

The Kenyan Local newspapers namely the Nation, the Standard, and the Kenya Times, have many times expressed the importance of Kiswahili not only as a school subject but also as a tool of communication in everyday life in Kenya.

A correspondent to the Sunday Nation of 22.1.78, said that Kiswahili should be viewed as a means of national influence over a considerable part of the African Continent, as it has been alluded to above. The paper added that Kiswahili should be compulsorily taught in all schools. And as far back as 1970, a British Broadcasting Corporation Swahili series was started featuring selected short stories. This was in addition to their regular other Kiswahili programmes which were on the air as far back as in the 1950s. These few citations are evidence of the fact that the existence and use of Kiswahili are possible.

Faraj Dumila (Daily Nation, 6.3.84, p.6); feels rightly that, 'Kenyan educationists should immediately work upon Kiswahili with a positive and constructive attitude'.

In a similar vein, (Daily Nation, 10.9.82, p.5); said that language experts called for more research into the use of Kiswahili in Science, Literature, Culture, Technology, Economy, Judiciary and Administration.

One can deduce that the above suggestions were not made without the realisation of the importance of Kiswahili in all areas of life.

The review of related literature in this study is organised under five major headings.

These are:

1. Lesson Preparation;
2. Instructional Methods;
3. Evaluation;
4. Instructional Materials;
5. Instructional Problems.

2.2 LESSON PREPARATION:

A number of decisions have to be taken prior to the commencement of teaching which can influence the teaching process. These include the syllabus to be followed, the texts to be used, the topics to be covered and classroom activities to be engaged in (Brumfit and Roberts, 1983). Such decisions can be made by the teacher using his own judgement or the teacher's guide. In some cases the effect of examinations has so much influence on deciding what should be taught as Hill and Dobbyn (1979 p.136) argues:

"Both teachers and pupils do what examinations force them to do: If a particular skill is not tested in examinations, they will naturally not teach it - or if the time table forces them to teach it they will pay very little attention to it."

The tendency of pegging teaching to examinations or textbooks leads to what Hooper (1967) calls 'over-teaching.' He argues that we do this when we try to put over too extensive a tract of our subject. This is as a result of assigning one particular activity to one lesson.

Every lesson must be well prepared. It must have some points to be taught before the actual lesson begins. In other words every lesson must have an aim indicating what the

teacher intends to accomplish and the performance of the pupils. For example he may want to prepare children for a Reading Lesson by teaching meanings of some new words in a reading passage, so that children can read that passage for meaning.

To succeed in preparing for an effective reading lesson, items like new expressions and vocabulary for example; if the teacher has to handle them successfully, he is supposed to put some effort and time into his preparation. If teaching aids to enable children to understand some aspects in a Reading Lesson are required, the teacher has to make them in good time before the lesson begins.

Some recent research findings reveal that, 'a good reading lesson will have a kind of introduction aimed usually at arousing either the children's readiness or interest to learn. Some other introductions are aimed at summarising what has been learnt before, and linking it with what is going to be learnt' (Gichuru, 1979, p.33).

The importance of lesson preparation in any teaching situation cannot be overstated. Eshiwani (1983), in a study of "Factors Influencing Performance Among Primary and Secondary Pupils in Western Province of Kenya;" found that in schools where teachers had up-to-date schemes of work and planned for their teaching, examination results were

good. But this is not what happens as a comment by a teacher in one of the schools visited implies,

"I feel like under-worked here. Teachers in this school do not plan, they do not mark students' work regularly, and they are generally ignorant of the syllabus changes and requirements."
(Eshiwani, 1983, p.4).

2.3 INSTRUCTIONAL METHODS

Some scholars for example (Williams 1980, English 1971) argue that there are as many methods of instruction as there are teachers. It is further argued that teachers vary their procedures frequently depending upon the type of learners they are dealing with, group dynamics of each class, and so on (Brumfit and Roberts, 1983).

English (1971) in his article 'Recent Development in Language Teaching' cites three methods to language teaching. The first is the traditional or classical method which stresses the learning of grammatical rules. It involves translating materials into the target language. The emphasis of this method is on learning to read and write.

The second method, the audio-lingual method, views language primarily as speech. The basic tools of this approach are repetition

and substitution (of structures) skills. Pupils learn by memorization and mimicry and it is expected that they will internalize rules and automatically apply them to produce utterances in real situations out of the classroom.

The third method is referred to as code learning. This method, it is argued emphasises the mastery of the rules of the target language by the learner.

2.3.1 Direct Method

There is yet another approach, the direct method (Brumfit and Roberts, 1983). This approach sees speech rather than the written word as the prime channel of communication. Material is presented orally and grammar is not taught through rules but by situation and association. Learners engage in much repetition of the language structures.

2.3.2 Communicative Approach

Rod Ellis (1982) sees communicative approach as another effective method of language teaching. Current trends in language teaching favour this method. Emphasis here is on the acquisition and development of monitoring skills based on description of language. It involves

activities which are designed to engage the learner in the actual communication in the classroom by stressing the use of language as a means to some behavioural end.

Each of the approaches mentioned above constitutes a pattern of teaching techniques. From the various approaches we can generate methods and techniques for teaching language. No one single approach is however, a panacea and no teacher subscribes to one specific approach, implicitly or explicitly. This point is even made clearer by the following observation,

"No linguistic theory, or any single grammar, can satisfy all the requirements of language teaching, nor can any of them serve as an exclusive basis for language teaching method"
(Fillipovic, 1972, p.23).

Hendry and Matheson (1979) in a study centred on primary 2 stage in one primary school attempted to examine 'actual practices' of teachers in several open-plan and conventional classrooms in Scotland. Their findings indicated that there wasn't much difference in the two groups in that all organised children in flexible groups and only 32 percent of the work was pupil directed. The findings further revealed that teachers favoured formal methods (teacher-centred) and believed that pupils feel more secure if told exactly what to do. The teachers

evaluated informal methods negatively; as making heavy demands on the teachers, leaving pupils unsure of what to do, encouraging time wasting and not teaching basic skills effectively. This study revealed that teachers shun methods that are appropriate in catering for individual needs and capacities in learning.

The Kenya Education Commission Report (Ominde, 1964 p.62) had this to say on teaching methods in general,

"Nobody who is familiar with primary school will be unaware of the occurrence of drill methods of teaching; of an authoritarian tone of voice on the part of the teachers; of a neglect of activity methods of teaching and pupil participation, and little attempt at grouping, or otherwise adjusting instruction to the needs of particular children; of a negative approach to discipline and of a formalised presentation of material."

This quotation exposes the pedagogical barrenness of some teachers. An observation by the Bachelor of Education Review Committee (1979) further elucidates on the magnitude of the problem when referring to future teachers. It says,

"In the area of languages the weaknesses of the majority of the first year students are glaring and directly attributable to the secondary school curriculum and tuition students taking

Kiswahili are still learning to speak and write Kiswahili correctly at University level," (Bachelor of Education Review Committee, 1979 p.3).

The majority of primary school teachers have gone through secondary school. In the primary Teacher Training Colleges, they are mainly taught by graduates of Kenyatta University, Nairobi University and others from diploma colleges. The product of a weak trainee being trained by a weak tutor is definitely not the material appropriate for Kiswahili in upper primary school.

With this back-drop it was found interesting to investigate the methods of upper primary school teachers employ in their teaching of Kiswahili.

2.4 EVALUATION

It is argued that several times a month language teachers are faced with the challenges or in the eyes of some, the burden of giving classroom exercises, tests and examinations (Valette, 1972). The importance of these activities cannot be underrated. All these are used to evaluate pupils' performance.

Tests are used to gauge what has been acquired and separate people out into categories of pass or fail (Brumfit and Roberts, 1983). There are

many types of tests; each with different uses.

Hill (1979) in his book 'A Teacher Training Course; divides them into three categories for the purpose of the language teacher. These are:

- (a) Grading Tests - they can cover a wide range of items including vocabulary and structure. They are used to find out the degree of a pupils' knowledge in order for the teacher to know what work to do with them.
- (b) Tests of Progress - these are used to gauge progress pupils have made and to determine their weak points. They are also used continually as part of the teaching process to provide immediate reinforcement of what is taught. They concentrate on materials pupils have covered. They can also be referred to as diagnostic tests (Brumfit and Roberts, 1983).
- (c) Standardized Tests - these are organised by the authorities and are used for certification. All those concerned know their requirements in advance. The Kenya Certificate of Primary Education Examination is an example.

Exercises are important in language learning process, and are considered differently from tests and examinations. The exercises are activities designed to help pupils learn, argues Brumfit and Roberts (1983). They entail no notion of pass or fail.

There are different tests and exercises for the numerous and diverse skills in language learning. These activities can give adequate practice, respectively in all language skills. Some of these skills would include skills of aural comprehension, of speaking, of reading, of writing and correct usage of language (Hill, 1979). These major skills could further be broken down into several sub-skills.

There are also many ways in which information can be gathered on performance in the above mentioned skills. Some of these ways would be by such methods as:-

Information Gathering Instruments: These are such ways as Louis Cohen (1977) refers to as 'information gathering instruments'. By these he means the use of questioning (oral or written), objective tests, standardized tests, and essays. Other methods are by assessment of topic and project work. There are also ways like observation, self-rating and rating of others by pupils as Gorman, A.H. (1969) points out.

Involvement of both teachers and pupils in evaluation is in itself, an important aspect in teaching and learning activity (Gorman, A.H. 1969, p.123). The same observer further argues that because of the useful purposes of evaluation:

(a) evidence can be got to the effect that

- objectives are being achieved;
- (b) Pupils (and teachers) improve their self-assessment skills;
 - (c) Data can be obtained for analysis;
 - (d) Use can be made of the analysed data in decision making as regards the programme;
 - (e) It will also be possible to improve the quality of classroom interaction and therefore improve also teaching and learning activities.

Tests and exercises must therefore be carefully selected and constructed so that they are relevant to what is stipulated in the syllabus.

Hill (1979, p.137) cautions on this point when he argues that,

"We need to find types of tests which do not lend themselves to parroting, but which can at the same time do really show whether the candidate can use a language for practical purposes."

2.5. INSTRUCTIONAL MATERIALS

These can be categorised into hardware and software (Brumfit and Roberts, 1983). The hardware category covers all devices, gadgets, and machines such as record players, tape and cassette recorders, slide and film projectors, video recorders, and chalkboards. Software on the other hand include all replaceable items such as gramophone records, tapes, cassettes,

slides, textbooks, chalk, pictures, exercise books, newspapers, supplementary readers etc. The list is endless. On top of these, we have realia (Ikumi, 1985).

Despite other aspects, it could be argued that such schools as Alliance and others which have always done well yearly at the National Examinations, have been well equipped in both language teaching and other facilities. Good facilities contribute to the general educational standards in the schools but others are specific for certain subjects.

2.5.1 Gachathi Report (1976): The Gachathi Report, already cited in this study, when referring to instructional materials, arrived at the conclusion that language books were inadequate in quality and quantity and suggested that every school should build a 'library of short books' of appropriate difficulty for silent reading during English and Kiswahili periods in each primary school class using a high proportion of books that have African backgrounds and having enough titles for each pupil to his own book to read from' (Gachathi Report, 1976, p.127).

Teaching materials are many and greatly aid in the teaching of the four language arts

skills. The greater the range of resources available in any given situation the greater the chances of satisfying the purposes and needs of the teachers and the learners, and the fewer the constraints on the course planning (Brumfit and Roberts, 1983).

Ikumi (1985) reiterates again the usefulness of teaching materials by citing more uses. She argues that they (materials) can facilitate groupwork, take care of individual differences, create a conducive atmosphere for learning, precipitate learning by discovery, and make pupils learn at a faster rate. The instructional materials are so numerous and vital to prompt her to conclude that a language class that does not utilise any at all leaves a lot to be desired.

2.5.2 Display for Learning: Marjorie East (1952) argues in her book 'Display for Learning' that display is a science as well as an art. And that through research a great deal of information about the ways in which people react to what they see in display can be accumulated and used in the teaching of language in a classroom situation. She further argues that in universities, artists psychologists, and research workers in other fields are analysing the visual impact of such details as colour, line, and texture

and attempting to discover the words and pictures that create the greatest emotional and intellectual impact. These discoveries should not be left to the advertising world alone, but should be fashioned in such a way that teachers who meet difficulties in language teaching, should be able to employ those techniques as well.

In comparing the power of the display to that of words, Marjorie East (1952) again reiterates that, 'Display can build understandings more easily than can the words.'

Through the seeing of the actual objects or pictures of actual objects, the words that they symbolize acquire new meaning. For example, if you show children a hammer, a saw, scissors, pliers, and a screwdriver as you speak the names of these tools, the children will find it easier to attach the right meaning to the right words. And if you use each of these things, children will be helped to learn the word tool and the concept for which it stands. So when objects are seen in relationship to one another, conceptual patterns acquire meaning.

In summary Marjorie East (1952) outlines what display can do in a learning situation thus,

Display can help people to learn because displays:

(a) concentrate interest and attention;

- (b) show the basic structures of an idea;
- (c) explain abstract ideas by relating them to concrete things;
- (d) bring scattered ideas together to form new concepts;
- (e) turn new ideas into words;
- (f) encourage expression.

In this context, therefore, teachers should select and provide teaching materials with care and caution. Their guiding principles should be catering first for pupils' needs and capacities. Teachers should of necessity, involve pupils in the choice, production and use of the materials.

In her study on the use of teaching and learning resources in primary schools, Ikumi (1985) found that there was little use of teaching aids, and when they were used they lacked variety. The situation was even worse in upper primary classes where teachers did not use teaching aids because they argued that pupils had already learnt or acquired basic concepts concerning them.

2.6 INSTRUCTIONAL PROBLEMS

Language Policy: Gichuru, M.W. (1979) argues in her research paper that language policy in Kenyan primary schools was faced with many

problems. The first problem was that the language policy in the primary schools was not constant. It kept on changing. As an example it was not possible for the education authorities to decide at once whether to use Mother Tongue medium or English medium for instructions.

Due to varied policies, some educationists aired critical views on the language(s) to be taught in primary schools in Kenya. This controversy resulted into confusion among the language teachers.

There was a time when Kiswahili was faced with a much sharper policy problem. The Annual Reports of both 1950 and 1951 bears witness to the fact that there was a demand to start the teaching of English much earlier in the primary schools and to eliminate the teaching of Kiswahili. The Reports also reiterate that there was insufficient number of teachers competent to teach English in primary schools and the inadequacy of vernacular literature to replace the large amount of Kiswahili reading material that was available then. This is sufficient evidence to indicate that Kiswahili was not being taught wholeheartedly. It was just being pushed around because there was not another workable alternative. This was a clear negative attitude to Kiswahili.

A survey which was carried out almost twenty years later, also revealed more interesting problems

that were still confronting the teaching of Kiswahili in the country.

Hemphill, in a survey of Language Use and Language Teaching in Primary Schools in Kenya (1968-1969) revealed the following problems encountered by teachers of language, thus:-

- (a) In many schools the ratio of teachers to children (1:40 was not high enough to permit consistently good teaching.
- (b) The Kenya Equipment Scheme delayed the supplies (of books and other materials) or only supplied half what was ordered. In some cases it never delivered the supplies; some schools did not even have a radio.
- (c) Inadequate teaching materials led to the tendency for teachers to improvise and in so doing they wander off from the main teaching points in a lesson.
- (d) There was a great difference between the kind of Kiswahili spoken in and around many schools, and the near native variety (now referred to as standard) found in textbooks.
- (e) some children and teachers had a negative attitude towards Kiswahili

In conclusion, from all these observations cited in this study, one can imagine the magnitude of the problems the language teachers have to grapple with in an effort to teach pupils Kiswahili in the presence of two other languages; English and Mother tongue.

CHAPTER THREE

3.0 METHODOLOGY3.1 INTRODUCTION

The research was conducted using a survey design; it was a simple survey of instructional practices of teachers of Kiswahili in upper primary schools of Emuhaya Division. The information collected was described as representative of the instructional practices of teachers of Kiswahili in the schools the subjects were selected from as well as for other schools within the Division.

3.2 SAMPLE SELECTION

The population for study consisted of all upper primary school teachers of Kiswahili Emuhaya Division as by July, 1988. A sample of twenty four (24) teachers were selected. There are four (4) administrative locations in the Division, thus Bunyore East, Bunyore West, Bunyore North, and Bunyore South. Educationally, it is divided into three (3) Zones. The zones are Emuhaya East, Emuhaya West and Emuhaya North. The zones do not necessarily correspond to the administrative locational boundaries. In this survey educational zones were the ones used.

There are 86 primary schools which are roughly spread equally into the three zone.

Four (4) schools were, therefore, randomly selected from each zone to make a total of twelve (12) schools that the investigator visited. The survey was conducted in the month of July.

Two teachers of Kiswahili were involved in the study as subjects from each school. The two teachers selected from each school were selected on the basis of the classes which they teach. One teacher was one who teaches standard V and the other standard VII. Each of the 12 schools were thus represented by two teachers to make the total sample of 24 teachers. Primary school teachers do not specialize in any subject and the investigator was under the assumption that no case(s) of a teacher(s) handling all upper primary school Kiswahili would arise.

3.3.0 THE TOOLS

3.3.1 Questionnaire:

A 40 item questionnaire covering the aspects in the survey i.e. preparation, instructional methods, evaluation and instructional materials etc was constructed by the investigator. The questionnaire was divided into five (5) sections. The first section required factual information concerning the teachers. The second required

information on teachers' lesson preparation. The third section sought to know the teachers' instructional methods while the fourth required information on the evaluation procedures. The last section sought information on the instructional materials teachers use as well as the instructional problems they face.

There were 22 statements with three responses suggested for each; U(Usually), S(Sometimes) and N(Never). The subjects were to circle one appropriate response for each statement. 4 statements had several answers provided. In each case respondents had to place a tick in the box(es) against the answer(s) they felt appropriate according to what they know. One item had a list of teaching materials. The respondents were to place a tick in the relevant column to indicate whether they have the materials and whether they use them or not. 2 questions and 1 sub-question were open-ended requiring the subjects to make individual explanations. The total number of items in the questionnaire was 40.

3.3.2 Observation:

The investigator observed six teachers

in the classroom over two 35 minute lesson each. The observation was carried out on different days for each teacher in order to allow for an analysis of a wide range of instructional patterns used in different classroom situations. Two subjects from one of the schools in each educational zone were selected for observation. The teachers were selected on the basis of their willingness to be observed. This was determined when the sample of 24 teachers had been selected. It was not at all easy to get the 6 teachers as most declined to be observed by giving all manner of reasons and excuses. Even those who eventually agreed, after a lot of persuasions, would choose to absent themselves on the day of the observation. On the other hand due to Division-wide Mock tests, it was understandable why certain teachers were absent when they were due for observation. The investigator attributed this to a mixture of both lack of confidence and fear of being victimised, as well as real pressure of work bearing on them in the preparation for the std VIII students' 8-4-4 system of education and the KCPE Exams.

The investigator used a questionnaire

in the form of observation schedule to guide him in the observation. The purpose of the observation was to validate the responses on the teachers' questionnaire. The information collected was not reported separately but was combined with the information from the teachers' questionnaire in making the final report.

The teachers observed were from schools listed as follows:

Ekwanda

(i) Standard V

Itumbu

(ii) Standard V

Kima

(iii) Standard V

Esirabe

(iv) Standard VII

Ebukhaya

(v) Standard VII

Mukhombe

(vi) Standard VII

3.4 STATISTICS

Information was collected by counting of the responses to items, and analysing them. Frequency distribution tables were prepared and the tables for each item was calculated by

addition. After this, percentages were calculated.

3.5 ADMINISTRATION

The investigator visited the schools, in July, and met the Divisional Assistant Education Officer and the Zonal Assistant Primary School Inspectors in order to have them arrange for the investigator to meet the school heads who would arrange for him to meet the teachers of Kiswahili. The investigator then identified the subjects in the survey. These were given a questionnaire each to complete. The investigator also arranged with those willing for the day and time they could be observed in class. The whole exercise was done over a period of three weeks.

Subjects were informed, on the questionnaire, the purpose of the study and that their participation was being enlisted to make the study succeed. They were also informed that the information provided was to be used only for statistical analysis and not for evaluating or assessing them as individuals. They were, therefore, not required to give their names or names of the schools on the questionnaire.

3.6 ANALYSIS

Each of the item in the questionnaire

belonged to one of the areas under the survey. The responses to it were, therefore, totalled and grouped according to the types of responses made. The responses were expressed as percentages of the survey sample. The information was tabulated using tables as follows:-

Table 1: Factual Information About Teachers.

Table II: Teachers' Lesson Preparation.

Table III: Teachers' Instructional Methods.

Table IV: Teachers' Evaluation Procedures.

Table V: A: Instructional Materials

Table V: B: Use of Instructional Materials.

Table V C: Instructional Problems.

CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION4.1.1 INTRODUCTION

This chapter deals with the responses of the teachers to the questionnaire. In the investigation there were twenty four (24) teachers with twelve (12) teachers handling standard V and a similar number handling standard VII Kiswahili classes in the 12 schools selected as the sample to represent Emuhaya Division. All the 24 teachers satisfactorily completed the questionnaire. Six (6) teachers were observed, in two 35 minute lessons each, in actual classroom teaching. Although the data obtained from the observation will not be reported separately in this chapter, it will be used to validate where necessary some responses in the questionnaire.

Analysis of data will be in form of raw scores, percentages will be calculated from this. There will be an explanation of data after analysis, and following this will be interpretation.

4.1.2 COLUMNS

The columns in tables have been used in the following way:

The first one shows the question numbers.

The second shows the question item. The column for the total is for the total responses for each item. The % column is the percentage for responses out of 24 respondents.

4.2.1 FACTUAL INFORMATION ABOUT TEACHERS

Information on teachers' qualifications, work load, size of classes; professional activities and reasons for teaching Kiswahili was sought. The information obtained was distributed as shown by the following table:

TABLE I: Factual Information About Teachers

Question	Item	Total	%
1	<u>Qualification:</u>		
	(a) UT	5	20.8
	(b) P3	0	0
	(c) P2	6	25
	(d) P1	13	54.2
2	<u>Total Periods Taught:</u>		
	(a) Less than 30 periods	0	0
	(b) 31 - 35	4	16.7
	(c) 36 - 40	9	37.5
	(d) More than 40	11	45.8
3	<u>Number of Pupils:</u>		
	(a) Less than 30	1	4.2
	(b) 31 - 35	5	20.8
	(c) 36 - 40	0	0
	(d) More than 40	18	75.0
4	<u>Activities Attended</u>		
	(a) Seminar	0	0
	(b) In-service	9	37.5
	(c) Workshop	1	4.2
	(d) None	14	58.3
5	<u>Reasons for Teaching:</u>		
	(a) Qualified	14	58.3
	(b) Interested	7	29.2
	(c) Requested	3	12.5
	(d) Compelled	0	0

4.2.2 ANALYSIS AND INTERPRETATION

Findings made revealed that 54.2% of the upper primary school Kiswahili teachers are P1; 25% are P2; 20.8% are untrained teachers and no P3. This does not imply that schools in Emuhaya Division are lucky to have a higher percentage of P1 teachers. What it means, and the investigator's observation supports this, is that there is a general tendency to assign the highly qualified trained teachers, namely P1s and P2s to teach senior classes (Upper Primary School), and more so since Kiswahili began to be an examinable subject at K.C.P.E. level.

The teaching load in terms of periods taught a week revealed an interesting variation.

Most teachers (45.8%) said that they teach more than 40 periods, while 37.5% indicated that they handle between 36-40 periods, and only 16.7% of them said that they teach between 31-35 periods, while none teaches less than 30 periods a week. This load which averages about six periods a day, is still too heavy for most teachers considering the sizes of the classes they

said they teach. 75% said that they have more than 40 pupils in their classrooms, while 20.8% said they have between 31-35 pupils. A negligible 4.2% have less than 30 pupils in their classrooms. All the classrooms observed revealed inadequacy of furniture and sitting space.

Concerning the activities attended by the teachers to reinforce their teaching abilities, 37.5% indicated that they had attended workshops; and surprisingly 58.3% indicated having attended no course in Kiswahili, and none attended any seminar during the year.

Reasons as to why they taught Kiswahili, a big number (58.3%) said they do so because they are qualified. 29.2% said they are not qualified but teach Kiswahili because they are interested in it. 12.5% of the teachers taught the subject because they were requested to do so, while none of the teachers were compelled to do so. Primary school teachers usually don't specialize and there is no special Kiswahili course in training colleges. By being qualified the teachers

mean their certification for instance P1 and P2.

4.3.1 TEACHERS' LESSON PREPARATION

The table below shows the teachers' responses to items seeking information concerning whether they use explicit objectives, their selection of units to teach and elements to emphasise in teaching.

Table II: Teachers' Lesson Preparation

Question	Item	Total	%
1	<u>Definite Objectives:</u>		
	U	16	66.7
	S	8	33.3
2	N	0	0
	Clear Objectives but not written:		
	U	4	16.7
3	S	14	58.3
	N	6	25
	No specific Objectives:		
4	U	3	12.5
	S	4	16.7
	N	17	70.8
4	Depend on Syllabus for Objectives:		
	U	22	91.7
	S	2	8.3
	N	0	0

Question	Item	Total	%
5	Select Units based on needs:		
	U	10	41.7
	S	8	33.3
6	N	6	25
	Select from textbook:		
	U	19	79.2
7	S	5	20.8
	N	0	0
	Select from syllabus:		
8	U	18	75
	S	6	25
	N	0	0
8	Select Course Prepared by		
	(a) K.I.E.	12	50
	(b) The School	0	0
	(c) Self	4	16.7
9	(d) Group of teachers	8	33.3
	Elements emphasised in teaching:		
	(a) Listening	20	83.3
	(b) Oral language	14	58.3
	(c) Vocabulary	9	37.5
	(d) Grammar	18	75
	(e) Written work	20	83.3
	(f) Spelling	9	37.5
	(g) Reading	22	91.7
	(h) Comprehension	12	50
10	Teach new element each lesson		
	U	10	41.7
	S	14	58.3
	N	0	0

4.3.2 ANALYSIS AND INTERPRETATION

It was found that 66.7% of the teachers use definite objectives, which are written down, in their teaching of Kiswahili. 58.3% said they use objectives which are clear in their mind but which are not written down. Only 12.5% said they do not use specific Kiswahili objectives. All the six teachers observed had schemes of work, and lesson plans which had definite objectives written down. This could also have been so because they had been forewarned about observation in advance and did the necessary lesson preparation. In considering the sources of their objectives on syllabus, 91.7% said that they depend on the syllabus while only 8.3% sometimes used other sources.

As regards selection of Kiswahili activities for their classes, 41.7% indicated that they do so on the basis of their pupils' immediate needs. 79.2% and 75% said they select from textbooks and the syllabus respectively.

Asked to choose the three elements they emphasise most, the teachers chose, Reading (91.7%), Listening (83.3%), and written work also (83.3%). 41.7% of the teachers said they teach a new skill of each element each

lesson of the week. From the observation carried out and the discussions that followed, it was evidently clear that most teachers peg their teaching on the textbook. They rely heavily on the syllabus for the topics and on the textbook for content and activities. although the investigator could not represent findings of his observation quantitatively, the tendency did not deviate much from the responses in the questionnaire as far as the teaching elements emphasised is concerned. The pattern in a typical classroom observed was almost like the following: in most cases the teacher talks as the pupils listen, he then assigns some reading which is later followed by a written exercise or assignment. Teachers always started a new unit in each lesson, they rarely went back to revise the previous lesson even when the lesson had been interrupted by the bell or otherwise.

4.4.1 TEACHERS' INSTRUCTIONAL METHODS

Section three of the questionnaire was meant to elicit information on the instructional methods teachers employ. The responses are shown in the table below:

Table III: Teachers' Instructional Methods

Question	Item	Usually		Sometimes		Never	
		Total	%	Total	%	Total	%
1	Teach by lecturing	3	12.5	11	45.8	10	41.7
2	Pupils given exercises	14	58.3	8	33.8	2	8.3
3	Do exercises from text-book	4	16.7	19	79.2	1	4.2
4	Pupils given homework	7	29.3	16	66.7	1	4.2
5	Mark exercise books	13	54.2	11	45.8	0	0
6	Correct every error	21	87.5	3	12.5	0	0
7	Punish pupils	10	41.7	14	58.3	0	0
8	Give extra lessons to weak ones	3	12.5	19	79.2	2	8.3
9	Used drama and games	2	8.3	20	83.3	2	8.3
10	Involve pupils in communication:-						
	(a) conversation	13	54.2	10	41.7	1	4.2
	(b) Debating	4	16.7	19	79.2	1	4.2
	(c) Discussion	8	33.3	12	50	4	16
11	Explain in other languages	1	4.2	13	54.2	10	41.7

4.4.2 ANALYSIS AND INTERPRETATION

Only 12.5% of the teachers said they usually teach by lecturing. 45.8% said they sometimes do so, while 41.7% said they never. In the actual observation, however, it revealed practices contrary to this; most of the talking if not all, in the classrooms observed, was done mainly by the teacher. 58.3% of the teachers said they normally give their pupils the same exercises. As to whether they give pupils exercises from the textbook, 16.7% said they do so while the remaining (79.2%) said they sometimes do so. 29.3% of the respondents indicated they usually give homework to their pupils everyday. However 45.8% indicated that they sometimes do so; this would be reasonable taking into account the heavy teaching load and class sizes recorded elsewhere in this chapter. A massive 87.5% indicated they correct their pupils everytime they err in both oral and written work. Less than 12.5% indicated they give extra lessons to weak pupils after class and only 8.3% of the teachers use drama or games in their teaching of Kiswahili. Although 54.2% of the teachers acceded that they usually involve children in actual communicative activities in class, the

the observation made again revealed practices contrary to this. And even though this was in conversation and less in debating and discussion activities. As had been stated above, most of the talking that ever was, in the classrooms observed, was done by the teachers. Silence on the part of the pupils could be due to the fact that they think that teachers know much or are the ones who have the right of speaking. It is also possible that they fear making mistakes and being corrected instantaneously. In this case the presence of other variables cannot be ruled out. Only 4.2% of the teachers confirmed that they explain certain Kiswahili items in either Olunyole or English.

4.5.1 TEACHERS' EVALUATION PROCEDURES

Information on teachers' evaluation procedures is presented in this section. This includes information on sources and frequency of tests and examinations, areas and methods of evaluation and also techniques of marking. Actual distribution is shown by the table below.

TABLE IV: Teachers' Evaluation Procedures

Question	Item	Total	%
1	<u>Sources of tests:</u>		
	(a) In textbooks	7	29.2
	(b) By self	6	25
	(c) By group of teachers	8	33.3
	(d) From past papers	3	12.5
2	<u>Frequency of tests:</u>		
	(a) Weekly	12	50
	(b) Once in two weeks	9	37.5
	(c) Once a month	3	12.5
	(d) Once a term	0	0
3	<u>Frequency of examinations:</u>		
	(a) Monthly	6	25
	(b) Termly	17	70.8
	(c) Half yearly	1	4.2
	(d) Yearly	0	0
4	<u>Areas emphasised in evaluation:</u>		
	(a) Listening	6	25
	(b) Oral language	5	20.8
	(c) Vocabularly	6	25
	(d) Grammar	21	87.5
	(e) Written work	15	62.5
	(f) Spelling	1	4.2
	(g) Reading		
	(h) Comprehension	10	41.7

Question	Item	Total	%
5	<u>Techniques of marking:</u>		
	(a) Points	1	4.2
	(b) Written remarks	6	25
	(c) Marks	19	79.2
	(d) Grades	1	4.2
6	<u>Techniques of evaluation:</u>		
	(a) Tests and examinations	22	91.7
	(b) Project work	3	12.5
	(c) Observation	11	45.8
	(d) Interviews	5	20.8
	(e) Pupils' individual rating	6	20.8
7	<u>Methods of assessing own teaching:</u>		
	(a) Tests and examinations	18	75
	(b) Observation	23	95.8
	(c) Performance in exercises	17	70.8
	(d) Written work	22	91.7

4.5.2 ANALYSIS AND INTERPRETATION

The findings carried out revealed that 33.3% of the teachers depend on tests set by groups of teachers. 29.2% of them rely on textbooks as sources of their tests set while 25% of the teachers set tests by themselves and only 12.5% set their tests from the past papers.

50% of the respondents said they set tests on weekly basis, while 37.5% do so once in two weeks, while 12.5% of the teachers said they do so once a month. During the investigator's visits and observation in the schools, which covered a period of nearly three weeks, there was not any Kiswahili test done as such, except one which was set and undertaken by all schools in the Division for a period of three days. This, the investigator thought was so because the second term examinations, normally taken in July, were due. Responses to the item on frequency of examinations showed that 70.8% of the Kiswahili teachers set examinations termly. The remaining 25% said that they do so on monthly basis and a mere 4.2% set their examinations half yearly. The three areas the teachers said they emphasise most in their evaluation are Grammar which received a positive response of 87.5% from

the teachers. Written work was also selected by 62.5% of the respondents. Third came Comprehension which was selected by 41.7% of the Kiswahili teachers. The other area which followed in magnitude to those three main ones selected was Reading with 33.3% of the respondents.

On the techniques of marking, 79.2% affirmed that they use marks. Observation of the pupils' exercise books marked revealed the same. An impressive 91.7% averted that they use tests and examinations in evaluating the competency of their pupils as far Kiswahili is concerned. The response indicated by teachers in assessing their own teaching revealed interesting differences, thus there was a positive response of 95.8% of the teachers who use observation(oral activities), while 91.7% do so by written work of the pupils and 75% of them affirm this by using tests and examinations.

4.6.1 INSTRUCTIONAL MATERIALS

The table below has a list of instructional materials. For each material, the total number of corresponding percentage of the teachers who indicated its availability and use is distributed per columns on the right.

TABLE VA: Instructional Materials

Materials	Available		Used	
	Total	%	Total	%
(a) Printed materials	11	45.8	11	45.8
(b) Blackboard	24	100	24	100
(c) Coloured chalk	22	91.7	21	87.5
(d) Scrap paper	10	41.7	8	33.3
(e) Pictures	17	70.8	17	70.8
(f) Radio	22	91.7	20	83.3
(g) Record player	0	0	0	0
(h) Radio cassette	3	12.5	0	0
(i) Flash cards	16	66.7	15	62.5
(j) Display board	9	37.5	8	33.3
(k) Nature corner	14	58.3	14	58.3
(l) Centre Interest	16	66.7	16	66.7
(m) Newspapers	13	54.2	13	54.2
(n) Wall maps	12	50	11	45.8
(o) Models	8	33	8	33.3
(p) Card-board	7	29.2	7	29.2
(q) Clock-face	20	83.3	18	33.3
(r) Mirror	8	33.3	8	33.3
(s) Calendar	24	100	23	95
(t) Textbooks	24	100	24	100

4.6.2 ANALYSIS AND INTERPRETATION

The information tabulated reveals that most of the materials are available in most schools. Some are, actually more readily available than others, thus going by the teachers' responses. These include: blackboard (100%), Calendar (100%), textbooks (100%), radio (91.7%), coloured chalk (91.7%), clock-face (83.3%), and picture (70.8%). Other materials are available in only very few schools. Only 3 (12.5%) teachers said they have a radio cassette which in actual sense as figures indicate are not used. 7 (29.2%) of the teachers said they have card-board in their schools, while 8 (33.3%) of them acceded having models and mirrors each in their schools. From the discussion with one of the teachers observed, the investigator was of the opinion that most respondents (75%) said they do not have scrap paper because they did not actually understand the meaning of the word. In almost all the cases apart from the blackboard, scrap paper, mirror, the percentage of the teachers who said they use certain instructional materials was actually lower than that of those who said the materials are available in the schools. 83.3% indicated that clock-face is available yet

yet only 75% said they use it in the teaching of Kiswahili. This is actually a large number taking into account the sample from which the respondents were selected. Other instructional materials indicated as being available are readily used in corresponding proportions. Some materials are just not available in the schools. Notable among these being record players, Kiswahili newspapers and radio cassette. In the classrooms the investigator sat to observe the kind of teaching that was going on there, the only common teaching materials used were the blackboard and the textbooks, suggesting that although many teachers indicated they use a variety of instructional materials, this was not on lesson to lesson basis. Certain materials may be are used as need arises.

4.6.3 THE USE OF INSTRUCTIONAL MATERIALSTABLE VB: Use of Instructional Materials

Question	Item	Total	%
1	<u>Basis of using materials</u>		
	(a) K.I.E.	8	33.3
	(b) Textbooks	4	16.7
	(c) Needs of pupils	12	50
2	Materials sent by Kenya School Equipment Scheme:		
	U	1	4.2
	S	19	79.2
	N	4	16.7
3	Teacher collects materials:		
	U	5	20.8
	S	19	79.2
	N	0	0
4	Pupils collect materials:		
	U	1	4.2
	S	22	91.7
	N	1	4.2
5	Only teacher handles materials		
	U	1	4.2
	S	7	29.2
	N	16	66.7

It can be seen from the data distribution above that 50% of the respondents said they use instructional materials on the basis of the needs of their pupils. 33.3% said the materials they use are those ones recommended by the K.I.E. It is interesting to be noted from the way teachers responded that only 4.2% of the materials they use in the teaching of Kiswahili are usually sent by Kenya School Equipment Scheme. Only 5 (20.8%) of the teachers indicated that they usually collect and/or produce the materials. A mere 1 (4.2%) of the respondents said that pupils collect and/or produce the materials. On the question of whether it is only the teacher who usually handles the teaching materials in class, only 4.2% of the teachers responded positively.

4.6.4 INSTRUCTIONAL PROBLEMS

The instructional problems as enumerated by the teachers are ranked in the order shown in the table below:

TABLE VC: Instructional Problems

Question	Problems	Total	%
(a)	Inadequacy of textbooks	17	70.8
(b)	Inadequacy of instructional materials	13	54.2
(c)	Mother tongue interference	14	58.3
(d)	Little opportunity for pupils to use language	11	45.8
(e)	Over-crowded classrooms	8	33.3
(f)	Unsuitability of basic textbooks	4	16.7
(g)	Pupils' negative attitude	6	25
(h)	Pronunciation problems	11	45.8
(i)	Problems with spelling	6	25

The researcher recorded some of these problems on his visits and observation in school. Others like inadequacy of instructional materials and over-crowded classrooms have been mentioned elsewhere in this chapter. Emuhaya Division is composed of homogeneous community. Most of the pupils infact all of them are Abanyole forming the Division. The mother tongue in the lower primary school is Olunyole (Luyia) and that is what children speak outside the classroom. If there are any sprinkling of non-Abanyole in the schools, the

the number is quite negligible and even them end up speaking Olunyole with ease.

This practice is what teachers (58.3%) averred to that interfere with the learning of Kiswahili and gives no opportunity for the use of Kiswahili outside the four 35 minute lessons allocated to Kiswahili per week. Discussions with the teachers observed revealed that pupils also lack suitable and sufficient supplementary readers in the language. The only basic textbook (Masomo ya Msingi series by Zakaria Zani) is the mainly available text to cater for most of the requirements in the teaching of Kiswahili. This text is also found to be unsuitable as the teachers confided to me in the sense that the content and vocabulary used, they said, was at times beyond the grasp of rural children particularly in the mashairi (poetry) sections.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS5.1 CONCLUSION

Most upper primary school teachers of Kiswahili make schemes of work and use definite teaching objectives which are written down in their lesson plans. The common source of the objectives is the syllabus while the textbook is considered the main and in some cases the only source of content.

From the point of view of actual teaching, most teachers still subscribe mainly to the traditional methods of language teaching; thus, great emphasis is still being laid on grammar and reading, listening and writing skills, although all these skills are being catered for, little attention is being given to actual meaningful language usage that can develop communicative competence.

There are definitely many techniques of evaluation that teachers of the language could employ. But surprisingly upper primary school teachers seem ignorant of their existence. The only techniques readily used are tests and examinations. The main source from which tests are set is again the textbook, which ironically some teachers said was not suitable for their

rural children due to their vocabulary and content.

There is a notable inadequacy of instructional materials in schools both in terms of number and variety. Most of the commonly used instructional materials are effectively used including the radio. Perhaps of greater concern is the fact that teachers and pupils are not effectively involved in collection, production and use of materials.

Teachers who handle Kiswahili classes, have to grapple with a number of problems in their efforts to teach the language. These problems range from inadequacy of textbooks to pupils' negative attitude as well as mother tongue interference. Whereas some of these problems like over-crowded classrooms and inadequacy of certain essential instructional facilities are definitely beyond the power and ability of the teachers to solve; but many of them for instance less expensive and sophisticated instructional materials can be solved through the ingenuity, commitment, and resourcefulness of the teachers of Kiswahili.

Teachers of Kiswahili could do this in the following ways:

- (a) By collecting and involving pupils in the collection of instructional materials. These instructional materials need to be realistic, relevant to the learners' progress, interesting, encouraging, and compatible with the approach being followed. Pupils can use and play with these in the usage of language so that the language they employ is not just abstract and meaningless but that which is 'real', relates to tangible objects and has communicative value to their learning and mastering of the Kiswahili language.
- (b) By at times basing their teaching on themes such as farming, tourism, soil conservation and business and economic activities, in which pupils are divided into groups with each group being assigned a specific task like drawing, modelling, drama, discussion, debate, etc. In the process of carrying out each of the tasks the pupils will be required or instructed to use the appropriate language thus encouraging the teaching/learning of Kiswahili.
- (c) Instead of teachers depending solely on the use of the recommended textbook as their only source of teaching/learning materials; they should actually be practical

in their approach. They should seek for material and borrow ideas from various sources such as different textbooks, supplementary readers, newspapers, Educational Media Service brochures from K.I.E., and other publications. In this context it is meant that teachers should themselves be widely read and learn simple research techniques.

In all, the success of Kiswahili in the Division, if not the District and the Republic as a whole, a compulsory and examinable subject in the upper primary school curriculum will greatly depend on the effectiveness of the teachers of Kiswahili. This aspect will only be possible if the teachers divert from the traditional methods of teaching language and adopt an approach that is sufficiently rich in the variety of devices that it exploits for the learner to have the freedom to adopt whatever learning strategy which suits him best.

To succeed in this strategy the teaching of Kiswahili must be a flexible process; this means that teachers should not be too rigid to conform or apply only familiar methods they are used to alone. They should be able to vary them or try new ones, depending on the materials being taught etc.

5.2.1 GENERAL RECOMMENDATIONS

In view of the many conclusions reached and recorded in this study project, the following measures are recommended:

- (a) As a teacher of Kiswahili in a primary teacher training college, and therefore being aware of the inadequacy of the curriculum, the investigator, along with what he observed during the period of administering his questionnaire and observation in actual classroom

teaching, recommends that Kiswahili curriculum in teacher education institutions should be overhauled. It should be geared to go hand in hand with the new status of the language now that it is a compulsory subject in upper primary school and an examinable one at KCPE level.

Teachers should be trained effectively with a view of assisting them to have a lot of confidence in the subject and be creative enough to meet their pupils' demands. A special course for teachers of Kiswahili that will include an increased number of periods a week and an emphasis on all areas of Kiswahili language including phonology, morphology, syntax, semantics and the four language art skills. There should be emphasis on modern approaches of language teaching, and practice in the production, preparation and use of appropriate teaching materials.

- (b) There is a need to set up a National Kiswahili body which will be charged with the responsibility of carrying out research on the teaching and learning of Kiswahili, writing and prescribing books to be used, production of other

teaching materials, and advising teachers. This body should co-ordinate its activities with the Kenya Institute of Education, Kenya School Equipment Scheme and the Ministry of Education's Inspectorate to ensure that quick and equitable distribution of materials and ideas respectively reach the teachers.

- (c) Special emphasis should be accorded Kiswahili subject inspectors who should be posted to all districts in the Republic. They will work as it were hand in hand with the Teachers' Advisory Centre Tutors and Kiswahili Subject Panels in supervising and helping teacher and in organising workshops, in-service courses, seminars to enlighten the teachers on new instructional methods and materials. This is likely to act as a motivation to teachers who in turn will encourage Kiswahili activities in their schools.
- (d) Currently there is over-dependence on class textbooks and the syllabus by Kiswahili teachers. The investigator recommends that there should be less of this and instead teachers should exercise their own ingenuity in the selection of

learning materials from a variety of sources. Pupils also should be involved more in learning through active participation and through activities like drama, games and debates. The teaching/learning of Kiswahili will be more interesting, meaningful and effective if teachers and pupils all participate in the collection, production and use of teaching/learning materials. Occasionally Kiswahili teachers and their classes should hold small scale displays of the materials constructed by pupils in the language. This would in effect assist to motivate the other pupils with negative attitude to have a liking for Kiswahili.

5.2.2 RECOMMENDATIONS FOR FURTHER RESEARCH

This study only focused on the instructional practices of the teachers and did not make any value judgement of the practices nor evaluate their effectiveness. It will be interesting to study the practices of Kiswahili teachers over a long period of time and evaluate their effectiveness in terms of pupils' performance and competence in public examinations.

It is now going to be four years since the first national Kiswahili examination was done at K.C.P.E. level. This is long enough for people to form opinions about the subject. In the research findings of this project, 25% of the teachers indicated pupils' negative attitude as one of the instructional problems they are faced with in their teaching of the language. It is necessary to study the attitudes of parents, teachers and pupils towards the teaching/learning of this subject.

Kiswahili is Kenya's national language and also a lingua-franca over a wider area of the continent of Africa. It is increasingly being used in international forums, this makes the functions of the language, particularly in its written form increasingly elaborate thus attaching a lot of importance on the reading skill. The teaching of reading as a skill by Kiswahili teachers, becomes therefore a possible area of research that could be undertaken.

APPENDIX I

TEACHERS' QUESTIONNAIRE

Olasya Okutima, G.A.,
Kenyatta University,
Department of Educational Comm.
Technology,
P.O. Box 43844,
NAIROBI.

Dear Sir/Madam,

This questionnaire is intended to collect information about practices of Upper Primary School Teachers of Kiswahili in Emuhaya Division. The information you will provide will only be used for statistical purposes and not to evaluate you as an individual. Do not, therefore write your name or the name of your school on this questionnaire. Your co-operation in completing this questionnaire will contribute to the success of the study and is therefore, highly appreciated.

Yours faithfully,



OLASYA OKUTIMA, G.A.

INSTRUCTIONS

The questionnaire is divided into five sections. Read it carefully and answer all the questions in the five sections.

No answer is necessarily correct or wrong. Feel free to give the answer you feel appropriate.

SECTION 1GENERAL INFORMATION

The questions below have four responses each. Put a tick in the box against the appropriate answer:

1. My professional qualification is:

- (a) UT (b) P3 (c) P2 (d) P1

2. The total number of periods I teach a week (in all subjects) is:

- (a) Less than 30 (b) 31-35 (c) 36-40
(d) More than 40

3. The number of pupils in my class is:

- (a) Less than 30 (b) 31-35 (c) 36-40
(d) More than 40

4. I have had a chance to attend the following Kiswahili activity (ie) this year:

- (a) Seminar (b) In-service course
(c) Workshop (d) None

5. I teach Kiswahili because:

- (a) I feel I am qualified to
(b) I am not qualified to but I like it
(c) I was requested to
(d) I was compelled to

(b) The textbook I use:

U

S

N

(c) The syllabus:

U

S

N

6. A course or scheme of study prepared by:

(Tick appropriate box):

(a) Kenya Institute of Education

(b) My school

(c) Myself

(d) A group of teachers

7. Indicate the order of importance in which you emphasise the following Kiswahili elements in your teaching:

(Tick once in the appropriate box):

ELEMENTS	VERY IMPORTANT	IMPORTANT	LESS IMPORTANT
(a) Listening			
(b) Oral Language			
(c) Vocabulary			
(d) Grammar			
(e) Written work			
(f) Spelling			
(g) Reading			
(h) Comprehension			

8. I teach a new skill of each element each lesson of the week..

U

S

N

10. I involve pupils in many activities in my Kiswahili class as the following: (Use U S N in appropriate space):

(a) Conversation (b) Debating (c) Discussion

11. I explain things to my pupils in a language other than Kiswahili:

U

S

N

State which _____

SECTION 4

EVALUATION

Put a tick in the appropriate box:

1. I give Kiswahili tests set:

(a) In textbooks (b) By myself
 (c) By a group of teachers (d) From past papers

2. I give tests:

(a) Weekly (b) Once in two weeks
 (c) Once a month (d) Once a term

3. I give examinations:

(a) Monthly (b) Termly
 (c) Half yearly (d) Yearly

4. The three areas or skills in which I test my pupils most are: (Tick appropriate box):

(a) Listening (b) Oral language
 (c) Vocabulary (d) Grammar

(e) Written work (f) Spelling (g) Reading (h) Comprehension

5. I mark pupils' work by:

(a) Points (b) Written remarks (c) Marks (d) Grades

6. Some of the techniques I use to evaluate my pupils are:

(a) Tests and examinations (b) Project work (c) Observation of Language use (d) Individual interviews

(e) Pupils' individual rating and rating of others:

(Tick only those you use).

7. State how you assess your teaching of Kiswahili to tell whether you have achieved your objectives?

(a) _____ (b) _____

(c) _____ (d) _____

SECTION 5INSTRUCTIONAL MATERIALS

1. Indicate whether you have the following instructional materials in your class or school and show whether you use them in your class or not by putting a tick in the appropriate space.

MATERIALS	AVAILABLE	NOT AVAILABLE	USED	NOT USED
(a) Printed materials				
(b) Blackboard				
(c) Coloured chalk				
(d) Scrap paper				
(e) Pictures				
(f) Radio ✓				
(g) Record Player				
(h) Radio Cassette ✓				
(i) Flash Cards				
(j) Display board				
(k) Nature corner				
(l) Centre of interest				
(m) Newspapers ✓ (Kiswahili)				
(n) Wall maps				
(o) Models				
(p) Card-board				
(q) Clock face				
(r) Mirror				
(s) Calendar				
(t) Textbooks ✓				

APPENDIX IIOBSERVATION SCHEDULE

The investigator will indicate in the appropriate column how the teacher reacts in suggested situations, by putting a tick in the appropriate space:

	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT
<u>PREPARATION:</u> Schemes Plan				
Lesson Plan				
Objectives				
<u>INTRODUCTION:</u> Arousing interest				
Brisk				
Link with learners' experience				
<u>INTERACTION:</u> Learners' participation				
Use of groups				
Varied Activities				
Content (sufficient)				
Teachers' language				
Questioning techniques				
Use of games/drama				
Use of feedback				
Reinforcement				
Effective learning				
<u>RESOURCES:</u> Use of resources				
Bb.work, Library etc				
<u>PERSONALITY:</u> Mastery of content				
Confidence				
Pleasant learning atmosphere				

APPENDIX 111ACTION PLAN:

TIME LINE FOR THE STUDY - 1ST MAY - 15TH SEPTEMBER 1988

<u>ACTIVITY</u>	<u>MONTH</u>	<u>DATE</u>
1. Writing research proposal	May	1st - 30th
2. Typing research proposal	June	2nd - 15th
3. Application for permission to collect data (President's Office)	JUNE	17th - 1st July
4. Data collection and administration of questionnaire	July	4th - 18th
5. Statistical Analysis	July	21st - 27th
6. Writing the report	August	1st - 6th
7. Checking the report by the supervisor	August	8th - 12th
8. Typing the report	August	15th - 29th
9. Binding the report	September	1st - 7th
10. Handing of the report	September	9th - 15th

APPENDIX IV

ESTIMATED EXPENDITURE

INVESTIGATOR: OLASYA OKUTIMA, G.A.

DURATION OF PROPOSED SURVEY: 19 WEEKS (FROM 1ST MAY 1988 TO 15TH SEPTEMBER, 1988)

INSTITUTION: KENYATTA UNIVERSITY

<u>1. SECRETARY:</u>	<u>COST</u>
(a) Typing proposal	360.00
(b) Typing report	480.00
<u>2. PHOTOCOPYING</u>	
(a) Proposal	360.00
(b) Report	360.00
<u>3. STATIONERY</u>	
(a) Foolscap papers A4	100.00
(b) Stencils	100.00
(c) Typing papers A4	100.00
(d) Photocopying papers A4	150.00
(e) Biro-pens	20.00
<u>4. RESEARCH PERMIT AND PHOTOGRAPHS</u>	100.00
<u>5. RUNNING STENCILS</u>	200.00
<u>6. TRAVELLING</u>	
(a) To administer questionnaires	400.00
(b) Classroom observation	200.00
(c) To collect questionnaire	400.00
(d) To meet supervisor	400.00
7. Binding proposal (8 copies @ 25/= each)	200.00
8. Binding report (6 copies @ 85/= each)	510.00
9. Subsistence for 19 weeks @ 25/= per day)	<u>3325.00</u>
TOTAL	<u>7965.00</u>

APPENDIX V

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