

**ENHANCING THE USAGE OF KISWAHILI IN SECONDARY SCHOOLS AND
IN THE WORLD OF WORK IN ISINGIRO**

DISTRICT

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DECLARATION

I, Sunday Otus, hereby declare that this is my original piece of work and has never been presented for academic award in any institution of learning.

.....

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APPROVAL

This dissertation has been submitted for assessment with our approval as supervisors and we confirm that the work has been compiled by the candidate under our supervision.

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Date.....

DEDICATION

This work is dedicated to my beloved parents, wife and children: Raymond, Pauline, Austin, Ritah, Jane Frances and Aulelias for the support, encouragement and perseverance during the time when I was away. You are all memorable to me.

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LIST OF ACRONYMS

“A”: Advanced Level

“O”: Ordinary Level

CD: Compact Disc

CLIL Content and Language Integrated Learning

CS: Candidate student

ESC: Education Service Commission

FGD: Focus Group Discussion

FRONASA: Frontline for National Salvation

GWPE: Government White Paper on Education

ICTs: Information Communication Technologies

MoES: Ministry of Education and Sports

MVP: Masters in Vocational Pedagogy

NCCC: National Center for Cultural Competence

NCDC: National Curriculum Development Center

NOMA: Norwegian Masters Abroad

NRM: National Resistance Movement

SL: School Leaver

SPSS v. 17: Statistical Package for Social Scientists version.17

T: Teacher

UNEB: Uganda National Examinations Board

VET: Vocational Education and Training

VP: Vocational Pedagogy

Wow: World of Work

PTA: Parents Teachers Association

ABSTRACT

This study was carried out with a view to enhancing the usage of Kiswahili both in secondary schools and in the world of work in Isingiro district after observing that despite the numerous avenues for acquisition, picking and learning, its level of usage had remained low and ungrammatical in the area. The study was carried out in selected Government Aided Secondary schools and from the business and civil communities in Isingiro district. Three objectives guided the study ; to investigate aspects involved in the teaching and learning of Kiswahili in secondary schools in Isingiro district, establish the usage of Kiswahili both at school and in the world of work and examine the challenges in enhancing the usage of Kiswahili in secondary schools and world of work. The study used a descriptive design, taking both qualitative and quantitative approaches based on a sample of 82 respondents which comprised of Kiswahili candidate students, Kiswahili teachers, school leavers, business men and elders. The research findings revealed that the teaching of Kiswahili in the selected secondary schools was theoretical and not interactive, and there were limited avenues for practicing Kiswahili both at school and in the world of work. The study concluded that the teaching was not communicative enough to give the learners the communicative competence. In addition, the little learned at school tends to be forgotten due limited avenues for practice and recommended that teaching needs to involve learners in practical language learning activities and make Kiswahili a popular language of communication in all social arenas as well as the government giving it necessary support.

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter presents background information to the study, statement of the problem, purpose of the study, objectives, research questions, scope, significance of the study, conceptual frame-work, definition of key terms and limitations to the study. It generally provides a basis upon which other chapters are built. The study was designed to suggest ways to enhance the usage of Kiswahili in Isingiro district.

1.1 Background to the Study

In this section, a brief of what Kiswahili is explained, its usefulness, values to society and work, its growth and usage in the different societies, pedagogical aspects related to Kiswahili teaching and a motivation of undertaking this study are discussed.

1.1.1 What is Kiswahili?

The word Kiswahili comes from two words, Ki- which is a Bantu prefix descriptive of language and “sawahil” which meant the coast and therefore Kiswahili was used to mean a Bantu language that developed on the coast. It is a language that developed on the East African Coast as a result of the contacts between Arabs and the natives and spread inland mainly through commerce, religion and colonization (Mukuthuria, 2006). This language has got a number of dialects and the dialect referred to as standard Kiswahili is Kiunguja, a dialect spoken in Zanzibar and this was eventually used in colonial and post independent East Africa.

1.1.2 Usefulness of Kiswahili as a language to society and work

Though English is the most important language in post independence East Africa, Kiswahili plays an increasingly vital role in the daily commercial, political, cultural, and social life at every level of society. Being an African language, Kiswahili has the potential of expressing the Africans' cultural diversity and addressing the needs of the majority who do not speak, read or understand the foreign languages (Mulokozi cited Mukuthuria 2005). As a tool for communication, knowledge of Kiswahili is an important skill for exporters and non exporters. Trading internationally requires possession of multiple language skills. According to Rasmussen(2002) effective communication is prevented by the lack of language fluency. In work settings, possession of relevant language skills facilitates communication between different units and also offers chances for promotion on the job.

1.1.3 Growth of Kiswahili in Uganda.

Missionaries are credited for the development and spread of Kiswahili in Uganda. On their arrival in East Africa to save the African souls and spread the word of God, missionaries made every effort to develop Kiswahili so as to be able to communicate with the indigenous East Africans. Mukuthuria (2009) notes that as a result of their effort, books on Kiswahili grammar were written, songs translated into Kiswahili and a Kiswahili-English dictionary was compiled. He notes that all this missionary work had a great impact on the development and expansion of Kiswahili. Lexicographical foundations of Kiswahili were set, grammar documented and it was also possible to teach Kiswahili as a second language beyond the coast of E. Africa where it was a native

language. However, as soon as they learned the local languages they started being prejudiced against Kiswahili, which they associated with the Islamic faith (Mukuthuria 2006).

Islam on the other hand as a religious belief that had a strong foundation in Arabic Language played a great role in the introduction and spread of Kiswahili in Uganda. According to Gerard cited in Mukuthuria (2009), Kiswahili reached Uganda through long distance trade before 1862. The Swahili people, who were Muslims, in company of their Arab merchants, introduced this language into Uganda. Initially, it was received in the royal court by the Kabaka of Buganda. By 1889, it was widely used for communication purposes. Kabaka Mwangi of Buganda was fluent in Kiswahili to the extent that he used it to communicate with the British administrators based in Zanzibar. It is worth noting that Islamic culture greatly influenced the culture of the people in Buganda particularly in their mode of dressing. Therefore, Kiswahili started spreading alongside Islam in Buganda kingdom. However, among the major Christian-oriented Bantu ethno-linguistic groups of southern and western Uganda, Kiswahili never gained deep ground but remained as an important language for the military and the police (UCLA Language Materials Project).

Right from colonial days to date, various attempts have been made to make Kiswahili a popular and official language of communication but with a limited degree of success. On August 7, 1973, Amin declared Kiswahili a national language. Makerere University was made the main centre for the development of Kiswahili with a research centre established and for this purpose it was also introduced in other tertiary institutions. However, no serious efforts were put in place to enforce its usage. In the same vein when

the NRM took over power in 1986, among their major tasks was the language issue that would bring about unity to all Ugandans. However to date the same effort has not yet achieved its purpose.

A number of factors have been advanced to explain the situation. They include the prejudice which the missionaries had towards Kiswahili by associating it with the Islamic faith. A Makerere Conference in 1944 gave local languages prominence as regional languages and English language as a lingua franca for the purpose of wider communication (The Independent, 2009). At independence in 1962, the multilingual orientation of Uganda made it difficult for any one language to be chosen for promotion due to tribalism and linguistic prejudice and as such English was adopted from colonialists. The declaration of Kiswahili as a national language by Idi Amin, the then president of Uganda, on August 7, 1973 and its adoption and use as a language of the armed forces and later being used by the Tanzanian forces in 1979 and their brutality towards civilians made Kiswahili to be associated with dictatorship, abuse of human rights, thieves and looters (Mukama cited in Mukuthuria 2006).

With the coming to power of the NRM in 1986, the image which the public had towards Kiswahili was set to change. In addition to recognizing English as the official language in Uganda, the national constitution of the Republic of Uganda, (1995) under chapter two, 6. (2) provides that any other language may be used as a medium of instruction in Schools or other Educational institutions or for legislative, administrative and judicial process as may be ordered by the law.

1.1.4 Teaching, learning and Usage of Kiswahili in Society

Whereas there have been various attempts at the adoption and use of this language in Uganda, as in other sister countries of Kenya, Tanzania and Democratic Republic of Congo, the attempts have not yielded maximum output. The usage of this language has remained scanty with about 35% of the population being Kiswahili proficient, and its use mainly being in the armed forces due to the colonial history of this country (Independent, 2009). This low percentage of Kiswahili usage is in contradiction with the basic principle of Vocational Education and Training (VET) which holds that the skills acquired should optimally be put to use either through formal government employment or self-employment to earn a living. In Educational institutions where it was introduced as part of the secondary school curriculum, a few schools countrywide opted for the teaching of Kiswahili and among those few schools when it comes to the selection of subjects to sit for, at national level examinations a few students register for it (See Appendix: IX) despite the continued emphasis of East African Governments on the importance of Kiswahili in the integration process.

Isingiro District shares her border with Tanzania, a Kiswahili speaking nation; it is an area of high economic activity and inhabited by refugees from some Kiswahili speaking countries and on top of it all the teaching of Kiswahili in secondary schools in the area. All these factors would have provided a good network for social interaction which Vygotsky cited in Scarino & Liddicoat (2009) refers to in his socio-cultural theory. This theory holds that learning and development are culturally embedded and socially supported. Accordingly, learner's participation in socially mediated activities is essential. He holds that learning a language should be a collaborative achievement and not an

isolated individual's effort where a learner works unassisted and unmediated. According to this theory, learning of a language is completely dependent on other people especially parents and peers and is enhanced through social interaction with more knowledgeable or more proficient users of the language. These knowledgeable or proficient users could be language teachers, fellow learners or any other proficient language user, inside and outside school (Williams and Burden cited in Turuk, 2008, p.247). Accordingly language proficiency is achieved through experiencing the language by means of experience-based activities (Roblyer cited in Kang'ahi *et al.* 2012, p.66).

Over the years several approaches have been adopted to teach Kiswahili in secondary schools in Uganda but their main focus has been on assessing knowledge. Acquisition of language skills and their application in real work situations have not been assessed. From experience as a teacher, the teaching has tended to be theoretical, abstract in nature and individualized. The teaching is not merged in a social context and neither is there a strong connection between learning and its usefulness and yet all these would be cornerstones for creating the kind of vocational communicative competences demanded in the world of work.

1.1.5 Motivation for the study and gap

Being a language teacher and aware of the integration of the East African states where Kiswahili has been identified as a lingua franca for the integration, I was motivated to carry out this study so as to enhance the usage of Kiswahili in secondary schools and in the world of work in Isingiro District. This was after observing that despite existence of various avenues for acquisition, picking, learning and usage of Kiswahili

was in limited use. Learners more often complete their secondary school learning with limited language proficiency for them to effectively communicate and be able to benefit from the integration. With the knowledge, skills and experiences gained on a Study program of Masters in Vocational Pedagogy (MVP) where pedagogical approaches such as team work and collaborative learning are emphasized and are reflected in the way learners later make use of the skills, I was motivated to carry out this study so as to cause change in the way the language is taught and used in secondary schools and in the world of work in Isingiro district.

1.2 Statement of the Problem

While Mulokozi Cited in Mukuthuria(2006) observes that language is fundamental to peoples' identity in expressing their cultural diversity and addressing the needs of the majority especially the youths by preparing them for employment, expanding readership and publication of new ideas, increasing cross-border trade, providing access and community involvement in economic, social and political activities that concern them, Mukuthuria (2006) notes that the last four decades of Kiswahili teaching in Uganda have not been so successful in changing the learners, workforce and the community at large. Kiswahili teachers, graduates and even learners have continued to use languages other than Kiswahili when they are communicating instead of the language they have learned for a number of years at school, colleges and even Universities. A few School leavers, College and University graduates who attempt speaking Kiswahili do not demonstrate their fluency at Kiswahili. Kabakayigga cited in Buwembo (2013) notes that the Kiswahili spoken in Uganda is pidgin, ungrammatical and vocabulary is a mixture of local languages with Kiswahili. He further notes that there

are few Kiswahili newspapers being sold in Uganda because very few Ugandans can read and understand the Kiswahili used in Kenyan and Tanzanian newspapers. As a Masters student of Vocational Pedagogy, I thought the experiences acquired on the study program would contribute to the improvement of Kiswahili teaching in Uganda. This study therefore sought to establish ways of enhancing the usage of Kiswahili in secondary schools and the world of work in Isingiro district by incorporating vocational pedagogy principles and practices in teaching and policy making processes.

1.3 Purpose

The purpose of the study was to investigate the teaching and usage of Kiswahili in secondary schools and world work in Isingiro district so as to suggest ways of enhancing its usage in schools and in the world of work.

1.4 Objectives

The objectives that guided the study were;

- i. To investigate aspects involved in the teaching and learning of Kiswahili in secondary schools in Isingiro district
- ii. To establish the usage of Kiswahili both at school and in the world of work in Isingiro district
- iii. To examine challenges to enhancement of usage of Kiswahili in secondary schools and world of work in Isingiro district

1.5 Research Questions

- i. What are the aspects involved in the teaching and learning of Kiswahili in secondary schools in Isingiro district?

- ii. How is Kiswahili used both in secondary schools and in the world of work in Isingiro district?
- iii. What are the challenges to enhancement of the usage of Kiswahili in secondary schools and world of work in Isingiro district?
- iv. How can the usage of Kiswahili be enhanced in secondary schools and world of work in Isingiro district?

1.6 Significance of the Study.

The findings of the study are expected to:

- i. Avail additional literature for researchers in the field of languages in general and Kiswahili particularly through the publications made available in the University's library and on the internet.
- ii. Help in the formulation of the right language policy by policy makers in the country after bringing out the research findings to their attention by means of radio presentations, and writing articles in the newspapers.
- iii. Improve on the teaching and usage of Kiswahili in secondary schools and world of work in Isingiro district achieved through holding of workshops for Kiswahili teachers in the district and public awareness campaign for the members of the public to sensitize them on the importance of Kiswahili generally.
- iv. Improve on my skills for conducting research through the presentations made to a panel of experts and comments made and adhered to for the betterment of this research work.

1.7 Conceptual Framework

This is a diagrammatical representation of the concepts in the study. The representation is self-derived to explain the relationship between the variables in the study.

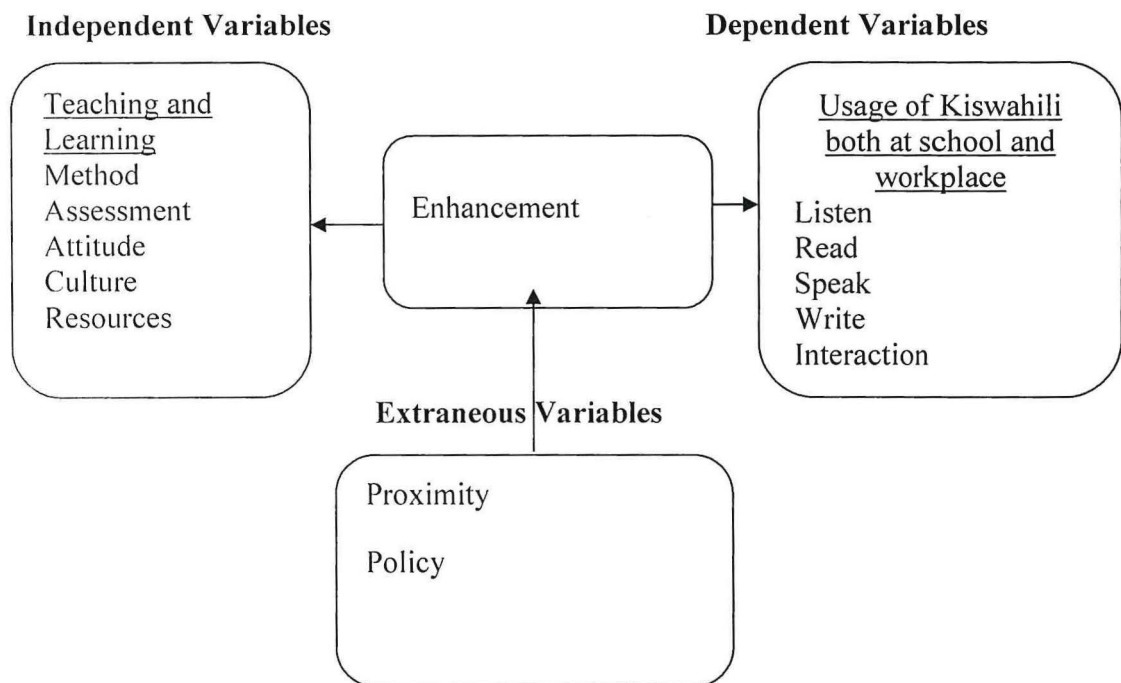


Figure 1. Conceptual framework

Teaching is the action of someone who is trying to assist others to reach their fullest potential in all aspects of development. Good teaching is a result of having a deep knowledge of the subject matter and a solid understanding of the principles of teaching and learning (Moore, 2009) and is enhanced by aspects such as methods used, content given to learners, availability of suitable resources, mode of assessment, policy in place, culture and attitude of the learner towards the subject and the teacher. Each of the aspects mentioned above contributes greatly to the learner's acquisition of language skills.

The outcome of teaching a language is the acquisition of skills and competences by the learner and is reflected in the ability to listen, read, write and speak and interact in and with language. The usage depends on how well the teaching and learning was carried out, policy in place to enforce usage, attitude towards the language and the level of interaction with language and language users. In addition, usage of a language in the four identified areas can also be influenced by other factors such as the history of the country in which the language is used and proximity to language speakers. In light of this study, I have observed that the teaching of Kiswahili in secondary schools in Ugandan and the level of usage in the world of work have remained to some extent wanting and this is the reason why this study aimed at enhancing the teaching in secondary schools and the usage both at school and in the world of work was carried out.

1.8 Scope of the Study

Under this, I looked at geographical, content and time scope.

1.8.1 Geographical scope

The study was carried out in Isingiro district in South-Western Uganda. Focus was on secondary schools and workplaces. The area was chosen because it is bordering Tanzania, a Kiswahili speaking nation, inhabited by different ethnic groups and has got a number of refugees some from Kiswahili speaking countries and it is an area of high Economic activity due to border trade.

1.8.2 Content scope

The study covered the aspects involved in teaching and learning of Kiswahili in secondary schools in Isingiro, usage of Kiswahili in secondary schools and in the world

of work in Isingiro district and challenges to enhancement of Kiswahili usage in secondary schools and world of work in Isingiro district.

1.8.3 Time scope

The study covered a period between 1973, the year in which Amin declared Kiswahili a national language by decree to March 2013 when the data collection exercise was concluded. Aspect

1.9 Definition of key Terms

- **Aspects:** portions of what is involved in the teaching and learning processes.
- **Certificate:** Having completed a recognized level of Education in the Ugandan school system either at S.4 or S.6
- **Elders:** People that society perceives as having the desirable knowledge, skills and values to pass on to the young generation irrespective of age.
- **Enhancement:** Changing the existing situation for the better (both in quality and quantity) through adoption of the right teaching methodologies, provision of appropriate materials, a favorable language policy and social interactive activities.
- **Language Policy:** A government strategy to regulate the use of languages in the country by giving each one a recognized status.
- **Language:** Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.

- **School leavers:** Those who had been to school and at least completed their Ordinary school certificate or Advanced school certificate and were formally or informally employed.
- **Teaching:** Activities aimed at helping the learner reach his/her highest potential.
- **Usage:** Making use of the skills and competence for personal and others benefit
- **World of work:** Any place where people can put to practice the skills and competence acquired as a result of training
- **Zoezi:** A Kiswahili word for exercise or practice normally given at the end of lesson.

1.10 Limitations to the study

Kiswahili being a relatively new subject on the curriculum and it did not have much research work carried out in such areas as how to enhance its usage in an area, however literature from other popular world languages was used to inform this study in addition to the scanty literature on Kiswahili available.

Whereas the study should have covered a number of schools country-wide to get an overall picture of the language situation in the country, available funds limited the study to selected secondary schools and members in the world of work in Isingiro district thus the findings are only of a situation in Isingiro district not general to the country.

Respondents' willingness and cooperation in the study was another limitation to the study. Kiswahili teachers were not open enough to share with me on key issues in

the study. They wondered why they needed to be observed while teaching. However after a thorough explanation to them they accepted. It is more likely that the behavior and practice of the teachers could have been adjusted to please me.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In this chapter I review literature relating to each specific objective of the study with a view to investigating aspects involved in the teaching and learning of Kiswahili in secondary schools in Isingiro District, establishing the usage of Kiswahili both at school and in the world of work in Isingiro district, and examining the challenges of teaching, learning and usage of Kiswahili in schools and world of work in Isingiro District.

Literature related to other world languages is reviewed on addition to the scanty literature in Kiswahili.

2.2 Aspects Involved in the Teaching and Learning of Kiswahili

In this section I looked at such aspects as the teaching methods, resources both financial and non financial, the assessment methods and areas, skills assessed and culture.

2.2.1 Teaching Methods

Stevens, (1983) notes that learning a language should be reinforced with the aims of teaching that language and should be as close as possible to the needs and interest of the learners. The aim of teaching should be relevant to the learner and realistic in the practical situation where the learner and the teacher come together. That is, learning happens through activity, interaction and cooperation. Through cooperating with their teachers and fellow students and through their participation in learning activities learners

acquire the skills of performing that task and as a result improve on their performance (Mjelde, 1987).

One of the main concerns for language teachers is to help language learners develop satisfying language proficiency for communication purposes (Bahran & Soltani, 2012).

Lennart(2011) notes that work related communication must be looked at as an integrated part of vocational competence which ought to be developed through language for use both in the teaching and learning processes and in performing the various vocational tasks the learner is involved in. My observation is that Kiswahili learners complete their secondary school learning with limited language proficiency to communicate in Kiswahili in the various activities they later become involved in.

Nunan cited in Taher and Bahran,(2012) notes that success in language learning is measured in terms of the ability to carry out a conversation in the target language. It is my observation that in order for learners to develop satisfying language proficiency for communication purposes, teachers ought to combine content and form-oriented input to make the learners communicate and gain fluency in the target language. This view is supported by Howatt, cited in Molina, Canado, & Agullo (2005) who observes that Classroom language learning should be linked with real-life communication outside its confines and is developed through activities simulating target performance thus equipping learners with tools for producing unrehearsed language outside the immediate classroom. My observation from a number of years of practice as a Kiswahili teacher is that the Kiswahili learned in class ends in class. It is rarely used outside class setting.

Chika cited in Kang'ahiet *al.*(2012) notes that Students' interactive instruction is the most powerful method of teaching. In line with the above, Richards and Rodgers

cited in Molina *et al.* (2005) assert that Students work together in structured groups to reach common goals through cooperation rather than competition. The students are direct and active participants in the learning process and must work collaboratively with other group members on tasks assigned. This is further emphasized by Lave and Wenger cited in Bockarie, (2002) who note that learning is primarily a social activity, rather than an individual phenomenon, and that knowledge is a matter of practical competence gained through participation and engagement in the social enterprises of particular communities of practice. During the teaching and learning process students are expected to actively participate in their own learning through the use of language and interactions with their colleagues and teachers. However from the teaching experience I have observed that learning of Kiswahili is individualized and characterized by competition for higher grades. In rare circumstances are there opportunities for practice of what has been learned in class and outside class, a situation which does not enhance language usage.

In order to learn and master a skill it is necessary to have cooperation and collaboration in all the learning activities. Davidson & O'Leary and Kegan cited in Moore (2009) assert that collaboration and cooperation in the learning activities give students the opportunity to learn important social and cognitive skills from one another. This entails learners working together in mixed ability groups in accomplishing a set of tasks. Dewey cited in Mjelde (2006) assert that in learning, the experiences of the whole group depend upon participants being responsible for the results of their own learning and performance as well as that of the others.

In agreement with this assertion is my experience from the expedition to the garage which I carried out immediately I joined the Masters program to get learners' experiences in learning from work places and where I found out that there was limited competition and learners reported progressing quickly and enjoyed learning and mastering skills within a short time.

Coyle, Hood, & Marsh cited in Harris & Duibhir(2011) assert that Content and language integrated learning (CLIL) as an approach to language learning uses the target language to teach both content and language. Learners engage with content in the target language. This process enables the attainment of both content objectives and language objectives in the same lesson. As a communicative approach to language teaching, it provides an authentic context for language acquisition and use. In a CLIL classroom, learners become active participants in their own learning using complex cognitive processes to acquire knowledge.

Netten & Germain cited in Harris & Duibhir(2011) argue that for the learners to develop language proficiency they need to reach a basic level of spontaneous communication as quickly as possible. Accordingly, learning a language requires that both teachers and learners are accorded enough time so that they undertake sustained activities over time. When learners do not have sufficient practice with the language, they do not develop language proficiency which in turn leads to lack of motivation. According to Serrano and Muñoz cited in Harris & Duibhir(2011), concentrating the hours of instruction in shorter periods of time is more beneficial for student learning. Learning and usage of a language are enhanced when there is ample time on the learning task and with

high levels of interaction. Students exposed to intense periods of language learning achieve greater proficiency than those who are exposed to the same amount of time over an extended period (Strevens, 1983).

2.2.2 Resources

The role played by adequate provision of instructional materials for teaching and learning cannot be over-emphasized. Oni cited in Owoeye and Yara (2011) notes that the availability, adequacy and relevance of the resources influence learners' achievements in a learning environment. According to Akande, cited in Owoeye and Yara (ibid), learning occurs through ones interaction with the environment. To him, environment includes books, sitting arrangement and quality of teachers. These, according to the study are assumed not to be in place in Isingiro District. The study's assumption concurs with the finding by Commonwealth Education Fund 2005#1571 cited in UNICEF (2010) which notes that most schools especially in rural areas in Uganda lack adequate learning materials and environment conducive to learning.

Teachers, instructional aids, and curricula have an effect on how students learn. Students desire to have tangible learning materials and teachers as the main point of contact (Gardner and MacIntyre cited in Ushida 2003). Without the availability of the tangible resources as argued by Gardner and MacIntyre , learning becomes crippled. Lennart (2011) views the curriculum as a steering tool in terms of goals, content, time allocation and distribution, and the expected results of the specific education for the development of vocational competence. He, in addition views the human as the most important factor in the success of any teaching and learning situation after attaining a long period of training,

acquiring different types of knowledge, possessing professional ethics, experiences gained from working with others and possession of certificate as a result of a long period of training.

A library is another useful resource in the teaching-learning process. This is because the educational process functions in a world of books, periodicals and other reproduced materials. Owoeye and Yara (2011) maintain that the library supports all functions of school teaching and provides service and guidance. A well equipped library is a major facility which enhances learning (Ola cited in Owoeye and Yara (ibid). According to Fowowe cited in (Owoeye and Yara (ibid) library must be up- to- date and at the same time allow access to older materials. Text books as a resource for teaching and learning constitute an important tool for academic achievement. Like any other teaching and learning discipline, Kiswahili needs well thought of resources in form of teachers, instructional materials and library facilities.

2.2.3 Assessment

Hildebrand cited in Charlton ,Hannan, Herrick,Landy & Mahar (2005) asserts that assessment is the engine that drives pedagogy and the curriculum. It shapes learners' motivation, their sense of priorities and their learning tactics. Assessment practices should be integrated into the teaching curriculum design process. Accordingly learners need to be actively involved in their own assessment in order to enhance their learning. This assessment should produce new knowledge and not merely reproducing received wisdom. To achieve this, teachers need to engage the learners in real work relevant to their lives (Newmann, 1996).

From personal experience the assessment practice of learners seems not to involve learners. It is teacher centered and is not integrated as some language skills are not assessed as well as other language areas like literature which could have developed the learners' critical thinking skills. This curriculum produces learners who are knowledge consumers but not knowledge producers.

2.2. 4. Culture

National Center for Cultural Competence (NCCC) defines culture as a framework in which people live their lives and communicate shared meanings with each other. It includes thoughts, languages, practices, beliefs, values, courtesies, manners of interacting, relationships and expected behaviors of a racial, ethnic, religious or social group and the ability to transmit the above to succeeding generations.

According to NCCC, an early start to language learning is beneficial for learners as it activates natural language acquisition mechanisms and ultimately provides more time to acquire the language. This learning is enhanced by constant contact with native speakers in their own society (<http://athro.palomar.edu/language/language-4.htm>). Through this way language patterns get into long term memory. However, according to Edelenbos *et al.* cited in Harris & Duibhir (2011), this early start must be accompanied by effective teaching. Teachers need to balance between activities to promote fluency and confidence with activities focusing on accuracy. Teaching and learning activities should alternate between talk and accuracy activities and also between activities requiring spontaneous performance and those where performance can be planned and prepared. The present system of teaching is contrary to

the above, emphasizes just a mastery of the rules of grammar from their teachers and ignores the activities requiring spontaneous performance.

2.2.4 Resources

2.3 Usage of Kiswahili at School and in the World of Work.

As a language of communication, Kiswahili is expected to be used at secondary schools where it is even a subject of study on the secondary school curriculum and also in the world of work where secondary school leavers finally find themselves, either employed by government or self employed and need it for communication purposes.

2.3.1 Usage of Kiswahili at school

Charlton *et al.* (2005) assert that language does not develop in isolation. Knowledge and values are acquired and theorized within an individual's particular community: namely family, neighbors, friends, and colleagues, who participate to varying degrees in communities of interest and in local, ethnic, regional and national activities.

According to Howatt cited in Molina *et al.* (2005) target language should be used at all times in Kiswahili lessons, and as much as possible outside formal Kiswahili lessons. Activities such as storytelling, debates, Role plays and drama are all avenues for expressing oneself in the language and greatly contribute to enhancing language proficiency levels. It is my observation that in the school setting all the above identified activities ought to be integrated in the school curriculum because they help to build the speaking competences which were noted and observed lacking in the area under study.

From personal experience, participation of individuals and opportunities for using the language in family, neighbors and friends seem to be inadequate with the native local languages and English languages hindering the development and usage of Kiswahili in secondary schools and world of work in Isingiro district.

Story-telling activities can help to promote speaking proficiency and literacy skills. Stories help to develop an awareness of narrative discourse and stimulate learners' interest and imagination Edelenbos, et al., 2006; and Cable et al., 2010 cited in Harris & Duibhir (2011). Stories with a cultural dimension and with good illustrations can be particularly effective. Teaching involving the use of stories, however, should not be overly concentrated on grammatical structures but should highlight aspects such as the overall structure of narratives and different points of view within the stories.

2.3.2 Usage of Kiswahili in the world of work

Language and knowledge are inseparably linked in that knowledge is always coded into language. According to Brannen, Piekkari, & Tietze (2012) language has an active role to perform in the socio-economic life of individuals and thus using language becomes equivalent to “acting in the world” .Language connects different socio-cultural, institutional and individual worlds (Tietze, 2008).

In the world of work, *East African Kiswahili Commission, (1999)* notes that Kiswahili is a useful tool for communication both at local, national, regional and international levels in attainment of Social, political and economic benefits. According to Brannen & Doz, cited in Brannen *et al.* (2012), Language is an artifact of how business

thoughts are formulated as well as how they are communicated and discussed so as to shape and bind what one focuses on and how it articulates in what he/she does later. In this regard, language can facilitate and significantly limit growth and performance of any individual or business venture but more so Multinational corporations (MNC).

Mukuthuria (2006) noted that Kiswahili is a language of the mass media and plays important roles in educating the masses on critical issues in a society. It can as well be used to foster unity among the populace in a country as it is used in Kenya and Tanzania. In commerce and religion, the role Kiswahili plays cannot be quantified as it has been used as a language for business and religious endeavors both among the Muslims and Christians. Habwe (2009) notes that Kiswahili has helped in promoting the music industry in the country, Popular musicians in Uganda either use Kiswahili or a mixture of Kiswahili and other local languages like Luganda in composing their music (Buwembo 2013).

However while all the above scholars are generally emphasizing the importance of having Kiswahili skills for personal and community's benefit, it has generally been observed in Isingiro district that the population there is generally lacking a good command of these skills and if they are to benefit from the integration of the East African countries then both the teaching and usage have to be enhanced.

2.4 Challenges in enhancing the usage of Kiswahili in secondary schools and world of work in Isingiro district

These are possible obstacles that might hinder the achievement of enhanced usage of Kiswahili in secondary schools and world of work in Isingiro district. They are reviewed as hereunder;

2.4.1 Dominance of English and local languages.

As was noted at Makerere Language conference of 1944 (The independent, 2009) which discussed the language issue in Uganda, Local languages like Luganda and Runyakitara were given prominence as regional languages and have continued to hinder the learning and usage of other languages as they are in everyday use in all transactions. Using Kiswahili alongside these languages is likely not to succeed. Molina et al cited in McLaren, Madrid, & Bueno(2005) have observed that the quality and quantity of the input received, the interactional style, and the attitudes developed towards each language and the socio-cultural context in which one finds himself pose a challenge to the usage of Kiswahili.

2.4.2 Kiswahili teaching curriculum

The Kiswahili teaching curriculum is more content-based than skills-based and emphasizes more on academic input and is examination focused ignoring imparting of practical skills and knowledge for life-long learning (Kobia, 2009). From experience gained on the study program in Vocational Pedagogy, if learning is to take place in the context of Vocational Education and Training (VET), then there is need for the integration of the three components of knowledge which are general knowledge, theory

and practice (Nilsson cited in Mjelde, 2006). The integration of these into the teaching and learning processes poses a challenge to the curriculum implementers especially towards developing Kiswahili proficient speakers.

2.4.3 Opportunities for Practicing the Language.

Learners need opportunities to listen to and comprehend natural spoken language Harris & Duibhir (2011). Ideally learners should use an interaction strategy which combines both ‘bottom-up’ and ‘top-down’ processing. In ‘bottom-up’ processing learners piece together the sounds that they have heard to form words, phrases and sentences that they recognize. They combine this with a ‘top-down’ approach where they use their prior knowledge of the topic or situation to predict or guess what they have heard. One strategy is said to compensate for gaps in the other so that the oral text can be comprehended.

2.4.4 Funding of Kiswahili Programs

Whereas other languages like English, German, and French are receiving funding from home countries for people to learn and use and which partly accounts for their popularity in countries where they exist, Habwe, (2009) notes that absence of local funding for Kiswahili is a big challenge to its growth and usage in Uganda. If Kiswahili is to proliferate in society, resources in form of funds to buy scholastic and non scholastic materials have to be set aside and committed to achievement of this purpose. Arinaitwe (2011) observed that funding for VET activities remains a challenge to successful implementation of VET as a small percentage of a National budget is allocated to VET activities annually. This has resulted dependency syndrome on their teachers.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

In this chapter I describe the methodology used to carry out the study up to completion. It includes the research design, study area, study population, sample size, sampling techniques, data collection instruments, procedures, processing, analysis and quality control and finally ethical considerations.

3.2 Research Design

Descriptive research design was used in this study employing more of the qualitative than the quantitative approaches. The qualitative approach was used because the study involved describing and explaining aspects involved in the teaching of Kiswahili, how Kiswahili is used both at school and in the world of work and the challenges to enhancement of usage of Kiswahili in secondary schools and world of work in Isingiro district. A quantitative approach was used because the study involved identifying statistical relationships between the variables in the study. Also qualitative approaches were useful in ensuring that there are no loopholes in the study, complementing one set of results with another and to enhance integrity of the findings (Greene *et al.* cited in Bryman, 2006, p.9). According to Cohen, Manion, and Morrison (2000) a descriptive research design is convenient, accurate and is suitable for capturing respondents' perceptions and attitudes. Mette(2011) asserts that a descriptive design gives a holistic understanding of specific relationships resulting into high reliability and validity of the data collected.

3.3 Study Area

The study was conducted in eight out of twelve Government-Aided secondary schools in Isingiro district and among members in the world of work in Isingiro district. The area was chosen because its borders Tanzania, a Kiswahili speaking nation inhabited by different ethnic groups and has got a number of refugees, some from Kiswahili speaking countries and it is an area of high Economic activity due to border trade. The reasons above were considered relevant to my study as far as picking, learning and usage of this language in this particular area is concerned.

3.4 Population of Study

The population of study comprised members from the school setting and others from the world of work. From the school setting, a sample was taken from the Kiswahili candidate classes and these were helpful in answering all the research questions in the study. They provided data on how teaching is carried out, materials teachers use in teaching of Kiswahili, how it is assessed during the learning process, Learners attitudes towards Kiswahili, the usage of this language both at school and outside school and challenges to enhancement of Kiswahili usage in secondary schools and in the world of work in Isingiro. The choice of Kiswahili candidate students was because I thought; they would give a true picture of the situation of Kiswahili in the area since they had chosen to continue with the language to those levels. Kiswahili teachers and school leavers were also helpful in answering all the four research questions. Views from members in the world of work chosen from the business and civil community helped in answering research questions two, three and four.

3.5 Sample Size

The sample size for the study was 82 respondents out of 289 target population. Its composition was as follows; eight secondary schools out of the twelve Government Aided secondary Schools in the district were chosen for this study. The choice of Government aided secondary schools was because I wanted to establish government's effort towards supporting the teaching of Kiswahili. These schools are only representative of the language situation in Isingiro. From each of these schools, six Kiswahili candidate students were randomly sampled. The Kiswahili candidate students were chosen because I considered them to have special interest in the language since they had opted for it in their studies. Again, one teacher of Kiswahili from each school was purposively selected because they had knowledge pertaining to the general situation of Kiswahili in schools. Twenty school leavers who studied Kiswahili between 1991 and 2012 were selected using the snowball method. Three businessmen and three elders were also purposively contacted for the study. All the above categories of respondents were selected because I took them to have the required data for the study. The information is summarized and illustrated in Table 1.

Table 1: Population, sample size and sampling technique.

Category	Population Size	Targeted size	Total respondents	Sampling technique
Kiswahili teachers	16	8	8	Purposive
Kiswahili candidate students	231	48	48	Stratified random sampling
School leavers	30	20	20	Snowball
Elders	6	3	3	Purposive
Businessmen	6	3	3	Purposive
Total	289	82	82	

Source: Field data.

3.6 Sampling Techniques

Stratified random sampling, purposive and snow ball sampling techniques were used to identify respondents for the study. Odiya,(2009) notes that stratified random sampling is convenient and provides an orderly way of selecting respondents from a big population. Patton in cited Cohen, Manion, & Morrizon, (2000) asserts that purposive sampling saves time, money and spares the researcher's effort of finding unfriendly participants. Purposive sampling technique was used on teachers because these are directly involved in the activities of teaching and assessment.

Stratified random sampling was used to select students from candidate classes offering Kiswahili. From each candidate class, Strata would be created basing on gender. From each list every first two even numbers would be selected from each class. The four

Kiswahili candidates were again listed alphabetically taking the first three. This was done to avoid bias and to have all the genders represented. However, this was not achieved fully because in some schools, in senior six Kiswahili class, there were no females offering Kiswahili and therefore samples from such schools were male-dominated.

Purposive sampling technique was used to select respondents from the world of work. Members chosen in this category were those I identified as prosperous and respectable members from both the business and civil communities in Isingiro. Snowball method was used on selecting school leavers who were spread all over the district but had studied Kiswahili up to either “O” or “A” level. Through this method one member initially chosen would help in identifying the next till the required number was met.

3.7 Data Collection Methods

Data for this study was collected from both primary and secondary sources. Data collection methods used were, Interviews, observations and documentary analysis.

Interview guides, observation checklist, focus group discussion guide and documentary analysis check list were used as tools for data collection. An interview guide was used to collect data on aspects involved in the teaching and learning of Kiswahili, its Usage in Isingiro and the challenges to enhancement of the usage of Kiswahili in Isingiro District. Focus group discussions were used to establish aspects involved in the teaching and learning of Kiswahili, usage and challenges to the usage of Kiswahili in Isingiro. Documentary analysis was carried out to identify resources for the teaching of Kiswahili

in secondary schools in Isingiro, establish the usage of Kiswahili and the challenges to enhancement of its usage in Isingiro.

3.7.1 Interviews.

These were conversations with selected respondents with a view to obtaining data relevant for the study. Interviews were in form of a one- on- one interview with each Kiswahili teacher, school leaver, elder and business person. Interviews in form of focus group discussions were used to collect data from Kiswahili candidate students from each school selected for the study on all the three objectives. These interviews were guided by some unstructured questions that were seeking the respondents' views on key issues in the study and in the course of the inquiry other probing questions for clarification would be posed. Throughout the interviews, I listened attentively and took record of all the responses given. I was able to identify aspects involved in the teaching and learning of Kiswahili in secondary schools in Isingiro, how the language is put to use in the world of work in Isingiro and challenges to enhancement of usage of Kiswahili in both schools and world of work in Isingiro district. As a method of data collection, interviews were appropriate because they were flexible and only data relevant to the study was collected as pointed out by Patton cited in Mikkelsen (2005).

3.7.2 Observation Method

This was a purposeful, systematic and selective way of listening and watching an event as it took place and taking record of all observed events that were of interest to me. In school settings, I used the non-participant observation method to observe how the Kiswahili lessons were being conducted, how much of Kiswahili was used in the lesson

and outside on school compound, the sitting arrangement, interactions between learners themselves and also the interaction between learners and teachers during the lesson. An observation of all the mentioned items was done in all the eight schools selected for this study and it was carried out between February 3rd and March 15th 2013. All that I observed was recorded in a note book following the observation guide earlier made. This aspect of data collection was basically to reinforce the interview method and as a means of validating the quality of data gathered (Odiya, 2009).

3.7.3 Documentary Analysis

With the help of documentary analysis checklist, I analyzed some of the documents in place to obtain data for my study. Documents analyzed included school teaching timetables, Kiswahili teaching syllabi, a copy of school rules and regulations for each school, the Government White Paper on Education(GWPE) and the National Constitution for the Republic of Uganda. Other documents analyzed included school UNEB result sheet for each school for four consecutive years starting from 2009 to 2012. The teaching timetables provided information on how much time is allocated to the teaching of Kiswahili and the structuring of activities in a school in a day. School rules and regulations as a way to enhancing the usage of Kiswahili at School were analyzed, the Government white Paper on Education for the policy guidelines and mandate to teaching and learning of Kiswahili, and the national constitution for the policy on language in Uganda. The UNEB result sheet was useful in providing information about students' attitudes towards Kiswahili as reflected in the number of candidates who registered for this subject at the end of their Ordinary level or Advanced level. As a data

collection method, documentary analysis was helpful in pointing to the necessary literature that needed to be reviewed and later to be used in the discussion of the findings.

3.8 Data Collection Instruments

Four types of Data collection instruments were used to collect data from the different categories of respondents because of the suitability of each instrument for a category of respondents.

3.8.1 Interview guide.

Using an Interview guide, data was collected from eight Kiswahili teachers, taking one teacher from each school. It was also used to collect data from 20 school leavers and six members from the World of Work who were both from the business and civil community. The interview guide was used to collect data from the above mentioned categories of respondents because they were scattered in Isingiro District and therefore it was not possible to meet them at once. In addition, the guide provided for an opportunity of clarifying on questions and digging deep for more information (Odiya 2009).

3.8.2 Focus group discussion guide

The discussion guide was used to collect data from candidate students offering Kiswahili at both “O” and “A” level from each of the schools visited. This was because the number of respondents per school was relatively big and therefore group discussion would help to save time. In addition, the instrument allowed room for adjustment in the questions for clarity on particular issues of concern. In a group kind of setting candidates were free to express their views on issues under study (Odiya, 2009)

3.8.3 Observation checklist

An observation checklist was used in school setting to collect data on aspects involved in the teaching and learning of Kiswahili, usage of Kiswahili in secondary schools and in the world of work in Isingiro district and challenges to the enhancement of usage of Kiswahili in secondary schools and in the world of work in Isingiro district. The instrument was chosen because of its suitability to collect first hand information that is reliable. Through use of this instrument first hand data was collected and complemented the data obtained by means of other data collection instruments.

3.8.4 Documentary analysis checklist

Documentary analysis checklist was used to collect data on all the three objectives of the study. Important documents analyzed were a copy of the school rules and regulations for each school, Government white Paper on Education, National constitution, Kiswahili teaching syllabus school teaching timetables and UNEB result sheet for each school for five consecutive years at both Ordinary and Advanced levels. This instrument was useful in providing data on aspects of usage and challenges to enhancement of using Kiswahili in secondary schools and world of work in Isingiro district.

3.9 Data Collection Procedures

Under the guidance and supervision of the two assigned University supervisors, I was able to write and present a research proposal that guided this study. After the approval of the research proposal I developed research tools which were modified with assistance from supervisors. I secured a letter of introduction from the Head of Art and

Industrial design department, Kyambogo University, introducing me to the various institutions from which I would collect the data for the study. I personally delivered this letter and when permission was granted, arrangements for the identification of the respondents in those institutions followed. Appointments as to the date of data collection would be left behind depending on the convenience as granted by the school time table.

On the day for data collection I first requested for the registers of students offering Kiswahili from both “O” and “A” Levels out of which a list of males and females arranged alphabetically would be made and then from each list a sample would be chosen taking every first two even numbers on the list. A list of four members would be made still alphabetically and it was out of this list that the first three members would be selected for participation in the study. In a suitable place as identified by a responsible teacher, I carried out a Focus Group Discussion with the selected Kiswahili candidate students seeking their responses to the four research questions of the study while taking record of their responses guided by the discussion guide. I then requested for observing the teacher in the classroom teaching guided by the observation checklist before I could carry out an interview with such a teacher after the lesson. The arrangement was as such, so that views from learners are confirmed or denied by the teacher in the real classroom teaching activity and then with the teacher being the last respondent, he would not be able to hide the information because the information already is captured through the other respondents.

3.10 Data Quality Control

To ensure that the data collected is justifiable, truthful and consistent over time I designed the research tools guided by the research objectives with the approval of my supervisors. Different data collection methods and instruments were used to collect and enrich the quality of the data collected. Personally I collected the data and proper record keeping was ensured at each stage.

3.11 Data Processing and Analysis

Data was processed and analyzed both quantitatively and qualitatively. To analyze data on the characteristics of respondents I used the Statistical Package for Social Scientists (SPSS v. 17). Here I used descriptive statistics like percentages and data was presented in form of tables. Cross tabulation of the various attributes in the study was carried out to bring out the relationship between these attributes. On the other hand, themes and sub-themes were developed for analysis of qualitative data according to the objectives of the study.

3.12 Ethical Issues

While carrying out this study, due regard was made of ethical concerns. These included informing participants in advance of the overall purpose of the exercise, assuring respondents of confidentiality of their responses and identities by use of letters such as SL to mean school leaver and use of good and friendly language during the data collection exercise.

CHAPTER FOUR: DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter I give biographic information of the respondents and thereafter a presentation and interpretation of the findings. The presentation and analysis was done following the order of research questions. The research questions were related to aspects involved in the teaching and learning of Kiswahili in secondary schools in Isingiro district, usage of Kiswahili both at school and in the world of work in Isingiro and challenges related to enhancement of usage of Kiswahili in secondary schools and world of work in Isingiro district.

Data was obtained through use of interviews, observations and documentary analysis.

4.2 Summary of biographic information of the respondents

Data was obtained upon the respondents' age, gender and levels of education.

4.2.1 Number of respondents.

In this study a total of 82 respondents participated having been selected from the categories of Kiswahili candidate students, Kiswahili teachers, school leavers, business men and elders. Their composition according to gender is presented in table 2.

Table2: Composition of the respondents according to gender

Gender	Frequency	Percent
Male	52	63.4
Female	30	36.6
Total	82	100.0

From the table, majority of the respondents were males 52 (63.4%) as against the females who were 30 (36.6%). A balance in the numbers could not be struck because in some schools especially at "A" level there were no female students offering Kiswahili. In such cases only boys were considered for the discussion.

Again in the world of work a few females were available to participate in the study. This is because a few of them were not in the responsible positions or participated in the business activities. Most of females' activities were limited to domestic work. This unequal representation shows how gender still determines the roles and responsibilities performed by particular gender and their level of interaction in the social world.

4.2.2 Gender and Age.

Due reference was made to the gender and age of respondents. Table 3 presents gender according to different age brackets. Count column gives the number of respondents as per gender according to each age bracket. Row column gives the percentage of the respondents in each age bracket to all respondents according to that

gender. Column percentages refer to respondents in each age bracket as a percentage of the whole age bracket. This information is presented as in table.3

Table 3: Gender and age distribution of respondents

			Age bracket of the Respondents						Total
			10-19	20-29	30-39	40-49	50-59	60+	
Gender	Male	Count	24	9	12	4	1	2	52
		Row	46.2%	17.3%	23.1%	7.7%	1.9%	3.8%	100%
		Column	63.2%	60%	60.0%	66.7%	100%	100%	63.4%
	Female	Count	14	6	8	2			30
		Row	46.7%	20%	26.7%	6.7%			100%
		Column	36.8%	40%	40%	33.3%			36.6%
Total	Count	38	15	20	6	1	2	82	
	Row	46.3%	18.3%	24.4%	7.3%	1.2%	2.4%	100%	

According to the data in table 3 above, 38(46.3%) of the respondents were in the age bracket 10-19. Of these, 24(63.2) were males and 14(36.8%) were females. In the age bracket 20-29, the total number of respondents were 15(18.3%).Of these, 9(60%) were males while 6(40%) were females. In the age bracket 30-39 were 20(24.4%) respondents. Of these 12(60%) were males compared to eight (24.4%) females. In the age bracket 40-49, were six (7.3%) respondents. Of the six, four (66.7%) were males as against two (33.3%) females. In the age bracket 50-59 was one (1.2%) respondent. This was a male. In the age bracket 60+, there were 2(2.4%) respondents. These were also males.

4.2.3 Gender and Level of Education

The study considered gender and level of education of the respondents. Levels of education considered in the study were certificates, Diplomas and Degrees. Table 4 presents summary information on gender distribution and levels of education.

Table 4: Gender distribution and education level of respondents

		Level of Education			Total	
		Certificate	Diploma	Degree		
Gender	Male	Count	40	6	6	52
		Row	76.9%	11.5%	11.5%	100.0%
		Column	61.5%	60.0%	85.7%	63.4%
	Female	Count	25	4	1	30
		Row	83.3%	13.3%	3.3%	100.0%
		Column	38.5%	40.0%	14.3%	36.6%
Total	Count	65	10	7	82	
	Row	79.3%	12.2%	8.5%	100.0%	

From the table, 65 (79.3%) of the respondents were in the certificate holders group. Of the 65 certificate holders 40(61.5%) were males compared to 25(38.5%) who were females. From the table, 10 respondents were Diploma holders. Of the 10 Diploma holders six (60%) were males while four (40%) were females. Seven (8.5%) respondents were Degree holders. out of the seven, Six (85.7%) were males as against one (14.3%) for females.

From the data above all the respondents in the study had at least reached senior four with the lowest being those who were in their Senior four but for the purpose of this

study were included in the certificate holders group. The statistics from the table show that generally more men continue with their Education to higher levels than their female counterparts. This is evidenced by six male degree holders compared to one female as from this study due to either social or economic reasons.

4.3 Aspects involved in the teaching and learning of Kiswahili

In this section, focus was on methods, resources for the teaching of Kiswahili, assessment and attitudes towards Kiswahili

4.3.1 Teaching methods.

Responses were sought from eight Kiswahili secondary school teachers (five males and three females), 48 Kiswahili candidate students (28 males and 20 females), twenty school leavers (15 males and five females) and six members from the world of work (four males and two females). Data was also collected using real classroom lesson observation in each of the schools visited. This was done to supplement the quality of the data collected using responses from the different respondents.

From the different categories of respondents, I aimed at establishing the methods used to teach Kiswahili in these schools and levels of interaction during the real classroom activity and out of classroom. Reference was also made to the interdisciplinary approach adopted in the teaching of Kiswahili. To those who did not learn from school I sought to establish how they picked or acquired the language. A total of 82 respondents were contacted and their responses were thus: 32 candidate students (20 males and 12 females) reported that their teachers come and devote classroom time to teaching, talking and explaining all the way. Teachers lecture give directions and control

learners. The teaching is structured in such a way that systematic rigid procedures are followed whereby the teacher introduces the lesson, covers a prepared content for that lesson and gives written exercise testing a recall of the content learned during that lesson. All school leavers reported having been taught Kiswahili in the same way as described above.

From the findings above, it can be noted that the Kiswahili lessons as reported by the Kiswahili candidate students and school leavers are teacher centered with the learners almost having little input during the course of the lesson. This kind of teaching makes the learner to depend on their teachers and the focus of their learning is on passing the exercise given at the end of the lesson. The method does not help language learners to develop satisfying language proficiency for communication purposes which according to the constructivists (Moore 2009) is gained through experience-based activities rather than directed by teachers. The constructivists' views and views of the learners imply that learning occurs through student-centered activities such as discussions, debates and drama rather than teacher-led activities which are the common methods of teaching as reported by the Kiswahili candidate students. Therefore the method of teaching employed by Kiswahili teachers is majorly teacher-centered yet other methods such as group discussion are as well very important in learning as student CS15 said, "*Through discussions, I get a chance to share opinions and through talking I develop fluency in Kiswahili.*" While student CS28 said, "*Discussions help in deeper understanding of a concept and I do not forget easily.*" This underscores the importance of learning through personal experience.

Through real classroom observation activity while lessons were going on in most of the schools visited, I observed teaching taking place in the form of talk and chalk methods. Teachers were the resources for the learners to refer to. Learning was individualized and with limited interactions between learners themselves and between learners and teachers.



Figure 2. Theoretical teaching

From the world of work, four out of six members reported having learned Kiswahili through interaction with Kiswahili speakers at work where it was their only accepted language of communication. One of the respondents WoW3 had this to say, “....as a FRONASA fighter I learned Kiswahili easily because it was the only language our instructors used and even throughout our activities it was the language of

communication. In a short period of time I had learned Kiswahili and I could communicate in it.” According to this finding, daily usage of a language in all the activities the learner or any other individual gets involved in makes one to learn and gain confidence in using the language more easily.

Two out of six members reported having learned through hearing people speak Kiswahili and imitating them. This was possible due to associating with Kiswahili speakers. Through working with and in the language proficiency levels increase rapidly. From the world of work members reported having picked the language in a short period of time and were able to use the language in its four language skills.

From the above findings it is important to note that the learning of a language is much easier when there are opportunities for interaction among the language learners and with the language content itself.

All Kiswahili candidate students and 18 out of 20 school leavers reported that their teachers used a mixture of both English and Kiswahili and at times local vernaculars when teaching Kiswahili. It was only two school leavers who reported that their teachers taught them Kiswahili using Kiswahili and still this was at “A” level. Through observations of the Kiswahili lessons in progress in all the eight schools visited, I noticed that Kiswahili teachers continually used a mixture of languages in Kiswahili lessons.

This was in agreement with responses given by candidate students and school leavers. 30 out of 48 Candidate students reported that a mixture of these languages confused them. It is my observation that teaching a language in a different language in some way produces little output in form of gaining the language competence as can be

explained by the inability of learners and even school leavers to use the language effectively and yet those who have learned the language using the language find it easy as was reported by a FRONASA fighter. (*Figure 2. on the following page is an illustration of a mixture of languages on a black board in a Kiswahili class*)

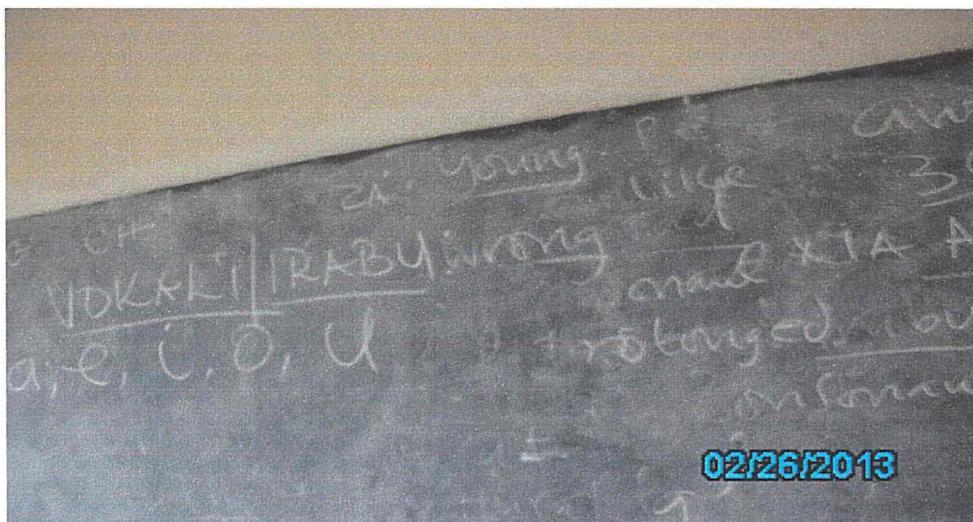


Figure 3. A mixture of English and Kiswahili

4.3.2 Resources for the Teaching and Learning of Kiswahili

Another aspect of teaching and learning of Kiswahili sought into was the resources for the teaching and learning of Kiswahili. My focus was on availability and quality of the teachers of Kiswahili, time allocated to the teaching of Kiswahili on school timetables, availability of the reading and reference materials for both teachers and learners and the learners themselves as a resource with reference to their motivation.

Responses were got from Kiswahili secondary school teachers, Kiswahili candidate students and school leavers and personal observations in the real classroom

lessons. Personally I observed eight different sessions of real classroom teaching and the findings were that all the Kiswahili teachers in these schools were trained Ugandan nationals.

Being trained teachers was thought to be a contributory factor to the quality of these teachers in relation to how competent they were in teaching this language and the command they had of the language. In a simple conversation I held with a few of them I found out that their level of proficiency in speaking the language was low. Of the six teachers whom I tried engaging in speaking Kiswahili, four of them could not sustainably speak Kiswahili. They instead mixed Kiswahili with English. This was an affirmation of even how the teaching was being conducted. Their ability to communicate in spoken form was found wanting and therefore even the quality of their teaching.

On time allocated to the teaching of Kiswahili on the school timetables, Findings revealed that 3 to 4 periods a week were dedicated to the teaching of Kiswahili in each school at both “O” and “A” levels. Learners reported that the three or four periods of Kiswahili in a week were not enough for them to study and retain what they learned, on the issue of time, one of the Kiswahili candidate students, CS 6 said,

“In a week we meet our teacher two times and even when he comes we have forgotten what we learned in the last lesson. At least we want to learn Kiswahili every day”

This means that learning of a language needs to be more frequent than is currently provided for on the school timetable.

The image shows a handwritten school teaching timetable on a grid. The word "MON" is written vertically on the left side. Large letters "P" and "B" are written vertically in the middle. The timetable contains various subject names and class periods. A date stamp "02/26/2013" is visible in the bottom right corner.

Figure 4. A copy of school teaching timetable

Findings from the study revealed inadequacy of the reading and reference materials for both teachers and learners. In a few schools (two out of eight) schools there were teachers' resource books which teachers used to teach. Two out of eight teachers reported that at times they would photocopy some of the materials for the learners to read on their own. Personally through an observation of the schools' library stockings, I noticed in all the eight schools visited there is total absence of a book or any other written material in Kiswahili in the library shelves. The inadequacy of reading and reference materials makes the learners not to enhance their learning as well as teachers preparing material that is not to standard depending on which books or material is accessible to him or her. Again learners' reading on their own is affected and yet this would have improved on the

learners' reading skills and building of their vocabulary and grammar. It is my observation that because of the unavailability of the learners' and teachers' reading materials, lessons tend to be teacher centered with learners totally relying on their teachers.

Findings revealed that learners lacked the motivation to learn and use Kiswahili, both teachers and learners reported that learners' choice to continue studying Kiswahili was because they saw it as a subject they could easily pass in final examinations but not as a language they valued for usage in life. One of the candidate students CS5 Said *".....I chose to continue with Kiswahili up to the end of my O level just because I believe it is passable otherwise I would not have continued with it like other students did. The moment I finish my exams I do not expect any body to tell me anything on Kiswahili"*. Learners' motivation to learn is closely linked to how they value the subject under study. Because the majority of the learners and members of the public do not value Kiswahili in Uganda even the motivation to learn and make use of it is also low. This resulted in low numbers enrolling for Kiswahili both at "O" and "A" levels. (See *Appendix: IX*).

4.3.3 Assessment.

Views were sought from 76 respondents in the categories of eight teachers, 48 candidate students and 20 school leavers on issues pertaining to which language skills are taught and whether learners are assessed in all the language skills, whether the assessment was satisfactory and the challenges teachers faced in assessing their learners.

Six teachers reported assessing their learners' progress through giving written exercises at the end of the lesson, tests during the course of the term and end of level National examinations. In addition to views of the six teachers, two teachers reported involving their learners in answering some questions orally in class. Skills reported as assessed were writing and reading.

While two out of eight teachers reported involving learners in reading Kiswahili passages and teaching Kiswahili using Kiswahili as some of the ways in which they taught language skills, learners on the other hand reported that their teachers come, lecture to them, instruct and control all the learning activity before giving them an end of lesson activity. One of the learners (CS 4) said, "*Our teacher comes to class, he talks and we are not allowed to talk and we are given a zoezi before he goes out*"

The findings seem to indicate a deficiency in the way teaching and assessment is done. Teaching emphasizes the writing and reading skills with the speaking skill being completely neglected. The teaching is formalized and does not encourage interaction which is one way to develop language skills among learners. It is my submission that teachers ought to engage students in class talk activities during the Kiswahili lessons.

A majority (40 out of 48) of the Kiswahili candidate students were dissatisfied with the way they were assessed. They cited that it did not test them on listening and speaking skills and was limited to paper work and never gave them a chance to measure their fluency levels. Five teachers reported that learners showed lack of interest in the language, mother tongue interference in the written Kiswahili, time for teaching and assessing the learners not enough and assessing the learners in all the skills were some of the challenges they faced in assessing the learners. Other teachers reported dominance of

English language and the importance students attach to Kiswahili which was rated low. The assessment of proficiency in a language must rather be based on functioning in a much more linguistically complex situation but not by one or two skills test as was noted as being the practice.

4.3.4 Attitude towards Kiswahili.

Eighty two respondents were interviewed on their personal and public's attitudes towards Kiswahili. The respondents were in the categories of eight teachers (five males and three females), 48 candidate students (28 males and 20 females), 20 school leavers (15 males and five males) and six members (four males and two females) from the world of work.

Out of the eight teachers interviewed, six teachers (four males and two females) reported that students have a negative attitude towards Kiswahili especially at the lower secondary school level and only two teachers reported that learners had a positive attitude towards Kiswahili.

Responses from the 48 students interviewed were that 28 students (19 males and nine females) reported that they had a negative attitude towards people who speak Kiswahili while 20 students (nine males and 11 females) reported having a positive attitude towards people who speak Kiswahili. Twenty school leavers were interviewed about their feelings in learning Kiswahili and the attitudes of the people they interacted with towards Kiswahili. Their responses were thus; Fifteen (11 males and four females) reported having a negative attitude towards Kiswahili and even the attitudes of the people they interacted with was reported as negative. Five school leavers (four males and one

female) reported having a positive attitude in learning Kiswahili and even the people they interacted with had a positive attitude towards Kiswahili. From the world of work, six respondents (four males and two females) were interviewed on what the attitude of the people they interacted with was and on their personal attitudes towards people who speak Kiswahili, two members (two males) reported having a negative attitude towards Kiswahili and even the people who speak Kiswahili while four respondents (two males and two females) reported having a positive attitude towards Kiswahili and people who speak it. Summary information on respondents' attitudes is presented in table 5.

Table 5: Attitudes towards Kiswahili in Isingiro district

			Attitude Towards Kiswahili		Total
			Positive	Negative	
Gender	Male	Count	16	36	52
		Row	30.8%	69.2%	100.0%
		Column	51.6%	70.6%	63.4%
	Female	Count	15	15	30
		Row	50.0%	50.0%	100.0%
		Column	48.4%	29.4%	36.6%
Total	Count	31	51	82	
	Row	37.8%	62.2%	100.0%	

From the table, majority of respondents (51 out of 82) representing 62.2% of all the respondents have got negative attitude towards Kiswahili. Of the 51 respondents 36 (69.2%) were males. The information shows how much work needs to be done especially in changing males attitudes since they are the ones mostly in the business and other social

life. Some of the reasons given for the negative attitudes held included no Jobs for Kiswahili professionals, Kiswahili is a language for Moslems, a language for thieves and the army and whoever uses Kiswahili is seen as a proud person. Attitude as an aspect of language learning was seen to greatly influence the choice learners made and the commitment towards learning Kiswahili and which can partly explain the levels of language usage in the area. This can be seen in appendix VIII where candidates who chose to study Kiswahili in the selected schools are shown in comparison to the total per class from 2009 to 2012.

4.4 Usage of Kiswahili at school and in the world of work

As a language of communication, Kiswahili ought to be used both at school and in the world of work.

4.4.1 Usage of Kiswahili at school

When students were asked about whether they practiced Kiswahili learned in class outside in the public, 34 out of 48 (20 males and 14 females) candidate students reported not practicing Kiswahili outside school. Whether members outside in the public speak Kiswahili, 34 out of 48 reported that members do not speak Kiswahili while others reported that some do occasionally use it. When asked to rate their own performance in Kiswahili with respect to the four language skills their responses were as in table 6.

Table 6: Students' rating on level of language proficiency

		Usage of Kiswahili			Total	
		Good	Fair	Poor		
Gender	Male	Count	15	33	4	52
		Row	28.8%	63.5%	7.7%	100.0%
		Column	71.4%	58.9%	80.0%	63.4%
	Female	Count	6	23	1	30
		Row	20.0%	76.7%	3.3%	100.0%
		Column	28.6%	41.1%	20.0%	36.6%
Total	Count	21	56	5	82	
	Row	25.6%	68.3%	6.1%	100.0%	

From Table 6 above, 21(25.6%) of the students rated their performance in Kiswahili as being good. Of these, 15(71.4%) were males compared to their female counterparts who were six (28.6%). 56(68.3%) rated themselves as being fair. These were in the proportions of 33(58.9%) males to 23(41.1%) females. Five (6.1%) respondents rated themselves as being poor. The students rated themselves basing on their fluency in the form of written, reading, listening and speaking with writing and reading taking a big percentage as presented in the table 7.

Table 7: Level of Kiswahili usage

Skill	Frequency	Percentage
Listening	5	10.4
Reading	10	20.8
Writing	25	52.1
Speaking	2	4.2
Interaction	5	10.4
All the above	1	2.1
Total	48	100

From the two tables above, it can be said that while the students rated themselves differently on the levels of language proficiency according to the different ratings with the majority being fair, More than 50% of them were in the writing skill with the rest of the skills including interaction taking the remaining percentage. This partly can explain the skills emphasized by their teachers when teaching and only five who rated themselves based on interaction indicates the extent to which the language is in usage in secondary schools in Isingiro district.

Asked about whether they practiced the language outside the school environment, 38 candidate students responded that they were not practicing Kiswahili outside the school environment. One of them CS. 24 said, “...*Why bother using Kiswahili, I am understood in my Kinyankole, moreover those who speak Kiswahili are seen as proud people*”

This means that Kiswahili learned at school remains at school and makes learning of Kiswahili abstract since this language is not put to optimal use so that the learners can gain confidence in the spoken language.

About whether members outside in public speak Kiswahili, three teachers (one male and two females) responded that some speak Kiswahili especially those having a background from Tanzania and those who have had a chance to travel due to commerce, religion and politics. Five teachers however reported that a big percentage does not speak Kiswahili, that it was a language of the soldiers. Eight out of 20 School leavers reported using through listening to radio programs broadcast in Kiswahili and when travelling and get an opportunity to find a person speaking it. They also mentioned listening to songs sung in Kiswahili by Musicians as another way through which they interacted with Kiswahili.

4.4.2 Usage of Kiswahili in the world of work

From the world of work (commercial centers and refugee camp) there were reported instances of Kiswahili usage. This was when Kiswahili speakers met, communicating with employees in the garage, in commercial centers, when handling some refugees issues, on crossing over to Tanzania and through listening to musicians singing occasionally. One of them, WoW3 said, *“...I hear some people speaking Kiswahili but the only instance when I have myself used Kiswahili is when I cross over to Tanzania to visit my in-laws”*

It can be seen from the above findings that Kiswahili usage in work places in Isingiro district is scanty despite the proximity with Tanzania which would have

motivated some people to use Kiswahili for communication purposes. English language and Runyakitara and Runyambo dominate social interactions. Runyakitara and Runyambo (a dialect from Tanzania) are Bantu languages and their speakers do not need interpreters to understand each other. Even in the refugee camp the need for Kiswahili usage is felt when there is communication between Ugandans and refugees from the Democratic Republic of Congo and Somalia. The level of Kiswahili usage in all the aspects of language skills in the schools visited was reported low. This was to the extent that even the rules and regulations did not emphasize Kiswahili usage as was noted through total absence of a school rule or regulation to enforce it.

4.5 Challenges to enhancement of Kiswahili usage in Isingiro

The most mentioned challenges to the enhancement of Kiswahili usage in Isingiro among others included the following;

4.5.1 Attitudes towards Kiswahili

Respondents in the categories of teachers, Kiswahili candidate students and school leavers were interviewed on their attitudes towards Kiswahili and people who speak Kiswahili. 70 out of 82 respondents reported that members of the public associated Kiswahili with wrong doing and not wanting to be understood. While a majority (four out of six of those interviewed in world of work had a positive personal attitude to the usage of Kiswahili, however their effort to use and develop the language further in the community was reportedly being turned down by the negative perception held by the members of the public. One school leaver expressed his view towards Kiswahili in the following words:

"...every time I speak Kiswahili members look at me with suspicion".

Those who attempted to speak it did not have sufficient command either with an inclination towards English language or their local languages. All in all, basing on the above data, the responses were that the attitude towards Kiswahili was negative especially by members of the public.

4.5.2 Existence of a Common Language

All the respondents mentioned the existence of a common language in the area as a major challenge to the usage of Kiswahili. On this issue, one of the school leaver, SL 4 said.

"Why use Kiswahili if I can be understood in my local language..."

All the natives as well as their neighbors from Tanzania understood each other in their communication due to historical connections and closeness to one another.

In order for language to develop and become used, a fraction of the population in an area should be using it otherwise it will be a dead language. Avenues like using it in worship during hymns sung and also using it as an international language for business transactions and in political circles can help develop the language further.

4.5.3 Lack of avenues for practicing Kiswahili

Learners, school leavers and teachers all reported that there were limited avenues for using Kiswahili outside the classroom lesson time. One school leaver when asked about whether he practiced Kiswahili learned class in the outside environment replied thus;

"...whom do I speak Kiswahili with? There are no people to speak it with. People will think I am a mad man." This was a challenge because while the purpose of learning a language is for use in communicating with others, avenues for practicing the language were limited. The little learned from school could not be supplemented with interactions, listening to broadcasts in Kiswahili or through reading on one's own to enrich one's proficiency and therefore the little learned in class ends there.

A language can be spoken when it is given a social space. This calls for availability of the people to speak it with over an issue of common interest.

4.5.4 Inadequacy of government's will to improve on the status of Kiswahili in Uganda.

All the teachers mentioned inadequacy of government's will to improve and raise the status of Kiswahili in Uganda as a major challenge to enhancement of its usage. In this regard one teacher (T2) commented;

"...every year we receive very many cartons of books from the Ministry of Education and Sports (MoES), but to our surprise there is always not a single book on Kiswahili and we are left to teach using our old notes which we wrote when we were at college from lecture notes given."

While government was in support of Kiswahili being taught in secondary Schools as per the Education white Paper Report (1992), little was being done to promote it. It remains an optional subject and when it comes to providing financial and material support little is given to schools in form of scholastic and non scholastic materials.

From the above, it is important to note that effective teaching and learning in any discipline requires use of relevant and enough teaching and learning materials. In a situation where materials are lacking, teachers are left to teach depending on which material is available to them and learners are not accorded a chance to learn on their own. This can partly explain the prevailing inability to use the language even after being to school for four or more years learning Kiswahili.

4.5.5 Methods employed in the teaching of Kiswahili

Forty out of 48 Kiswahili candidate students reported that they had never been engaged in any practical learning activity in form of debates and storytelling. This was also observed in all the eight secondary schools that were visited for data collection. The way Kiswahili is taught at secondary school level which was observed and reported to be theoretical in nature posed a major challenge to the usage of Kiswahili. While the teaching was aimed at developing the communicative competence in the learner, the methods employed were reported as not catering for this. The analyzed methods employed in the teaching of Kiswahili are interpreted that the teaching was content based and aimed at preparing the learners just to pass exams at the end of the level when they sit National Examinations. The teaching emphasized the development of writing, reading and listening skill. It did not cater for the development of the speaking skill and yet this is the skill considered to be most important by linguists.

4.5.6 Curriculum

A close scrutiny of the Kiswahili teaching syllabus reveals lack of repeated reiteration of content in succeeding levels from S.1 to S.4. For instance, pronunciation is

covered only in S.I and nothing is mentioned of it in upper classes and yet it is a crucial component in Kiswahili speaking skills. The order of the content and learning experiences as spelt out in the current Kiswahili teaching syllabus is not clear. This means that the spoken ability will not develop fully due to the amount of time spent on this aspect of language learning. There will not be gradual development of content at consecutive levels.

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study aimed at investigating the usage of Kiswahili in secondary schools and world of work in Isingiro district after realizing that language was in limited use. The discussion of the findings followed the order of the research questions. From this discussion. Conclusions and recommendations have been drawn. The research questions for the study were; what are the aspects involved in the teaching and learning of Kiswahili in Isingiro? How is Kiswahili used at school and in the world of work? What are the challenges to the enhancement of Kiswahili usage in Isingiro? And how can the usage of Kiswahili be enhanced in Isingiro?

Aspects involved in the teaching and learning of Kiswahili in Isingiro considered important for my study included: methods used in the teaching of Kiswahili in the selected Secondary schools, the availability and quality of the resources for the teaching of Kiswahili, the assessment of the learners and attitudes held by learners towards Kiswahili.

In usage, the study sought to establish whether Kiswahili was being used in Isingiro District taking into consideration the five aspects of language usage which are speaking, listening, reading, writing and interaction and the levels of usage of this language. The challenges to enhancement of Kiswahili usage in Isingiro were identified and categorized as falling under the teaching methods, resources for the teaching and usage of Kiswahili and attitudinal challenges and then possible strategies to enhance its usage in Isingiro district.

5.2 Discussion of findings

In this section I discuss the findings according to the objectives of the study which are aspects involved in the teaching and learning of Kiswahili in Isingiro district, establish usage of Kiswahili at school and in the world of work and examine challenges to enhancement of usage of Kiswahili in Isingiro district .

5.2.1 Aspects involved in the teaching and learning of Kiswahili

Findings revealed that teaching of Kiswahili is theoretical and teacher-centered. This is supported by (Okello, 2012) who contends that the nature of Ugandan education system is generally theoretical due to lack of instructional materials, infrastructure, technology and lack of practice among teachers. Okinyal cited in Okello (2012) further notes that the theoretical nature of teaching produces graduates who lack the required skills and competences in the world of work.

In light of the above, I put across that the theoretical approach to teaching of a language is not effective because it does not allow learners to practice and develop language skills and competences. It produces products that lack spoken language skills. This is because if teaching is to be effective, it should be practical and take place informally. It should also include social interaction activities instead of being directed by teachers through teacher-led activities as was observed in all schools visited where teachers dominated classroom activities and learning was individualized and with limited interactions between learners themselves and between learners and teachers.

The findings indicated that Kiswahili is taught using both English and Kiswahili as shown in Figure 3. This could probably explain the inability of students and graduates

from educational institutions to fluently use the language in the spoken form after spending a number of years learning it. According to Pawliková-Vilhanová (1996), continued use of languages of the colonial masters deprives the majority of the Africans of access to knowledge and hinders them from participating in National politics and decision making process of their countries.

Judd, Tan, & Walberg cited in Harris & Duibhir (2011) contend that learners need to be provided with comprehensible input by their teachers through use of target language in their teaching. This point is further emphasized by Curtain cited in James (1971) who notes that greater use of the target language by the teacher results in higher language proficiency among learners. This is further in line with the findings from the FRONASA fighter who reported having learned Kiswahili easily as a result of Kiswahili being the language of communication while on training and after. Personal experience from the field of teaching shows that teaching a language in a different language does not give the necessary language competences to the learner.

Findings revealed that the resources for the teaching of Kiswahili were inadequate. Human resources in form of competent trained Kiswahili teachers and non human resources in form of books and other scholastic materials were inadequately provided. Strategy to Revitalize Technical and Vocational Education and Training(TVET) in Africa (2007) emphasizes that the delivery of quality VET is dependent on the competence of the teacher in terms of theoretical knowledge, technical and pedagogical skills as well as being abreast with new technologies in the workplace. This point is further noted by Marsh (1964) who observed that Quality of Education in any country is directly related to the quality of its teachers as a resource and manager of

other resources. The unavailability of books coupled with the quality of teaching and limited opportunities for interaction make the learners not to enhance their learning.

From the above, it can be noted that if Kiswahili is to gain ground in Isingiro beginning from school, then the quality of the teachers has to be improved upon through raising their competence levels attained either through refresher courses, field attachments to Kiswahili speaking countries or through upgrading and the government should endeavor to at least provide basic books for both teachers and learners. In addition to the above, there is need to create and promote public awareness of the importance of Kiswahili among the local populace through promotion of such activities as music since it was observed by Habwe (2009) as one of the most influential activities that was popularizing Kiswahili in Uganda.

Findings revealed that Kiswahili subject was given between three and four periods a week in each school at both Ordinary and Advanced levels. This according to Kiswahili candidate students and Kiswahili teachers was not enough for the teachers to teach and learners to retain what they learned. This is in accord with Netten & Germain cited in Harris & Duibhir (2011) who assert that learning a language requires that both teachers and learners are accorded enough time so that teachers undertake sustained activities and learners put to use what they learn. Serrano and Muñoz cited in Harris & Duibhir (2011) note that concentrating hours of instruction in a shorter period of time is more beneficial for student learning. Catford cited in Strevens (1983) further notes that the spreading of the content over a number of years leads to a drop in performance by the end of the learning period on ground that the quantity per week is little resulting into

boredom and anti learning consequences. From the above, there is need to allocate more time to the teaching of Kiswahili on school curriculum than is presently provided for.

Findings indicated that written assessment was the only form of assessment used and learners themselves were not involved in their own assessment. The assessment encouraged reproduction of received wisdom rather than producing new knowledge. Hildebrand cited in Charlton *et al.* (2005) asserts that the assessment should produce new knowledge and not merely reproducing received wisdom which according to Simister cited in Turuk (2008) produces dull and uninspired students. This according to Newmann, (1996) can be achieved through engaging learners in real work relevant to their lives.

From personal experience, the assessment of learners does not involve learners in real activities relevant to their lives. It is teacher centered and is not integrated as some language skills are not assessed. This mode of assessment encourages cram work and mere reproduction of knowledge given in class but does not encourage learners to apply the language skills which are mostly developed through interaction.

Findings revealed that people hold a negative attitude towards Kiswahili. Mukama cited in Mukuthuria (2006) attributes the negative attitude to Kiswahili to the way it was used by Idd Amin, the once ruler of Uganda and his forces and later by the Tanzanian forces whereby it came to be associated with dictatorship, abuse of human rights, thieves and looters. Attitudes as an aspect of language learning greatly influence the choice and commitment learners make towards learning a subject. Lennart cited in Mjelde (2006, p.121) notes that to experience education as something meaningful is the

starting point for the development of competence and motivation to expend more effort to learn. This point is further noted by Wallace cited in James (1971) who notes that the learners' motivation towards learning a language was influenced by the utilitarian value the learner attached to the subject. From experience as a practicing teacher of Kiswahili at secondary school, students attach low importance to Kiswahili and this subsequently translates into a few of them opting to study it in preference to other subjects on the school curriculum. In addition the situation is made worse by over-emphasis on teaching language structure which is ineffective in setting to motion students' intellectual abilities (Turuk 2008).

5.2.2 Usage of Kiswahili at school and in the World of Work

Findings showed that Kiswahili was not in common use both at school and in the world of work because members understood one another in their local languages hence saw no need of using Kiswahili. Molina *et al.* (2005) assert that target language should be used at all times as much as possible outside formal Kiswahili lessons and is enhanced in such activities as storytelling, debates, Role plays and drama. Charlton *et al.* (2005) assert that language does not develop in isolation. Knowledge and values are acquired and theorized within an individual's particular community: namely family, neighbors, friends, and colleagues, who participate to varying degrees in communities of interest and in local, ethnic, regional and national activities.

It is my observation that the current situation as regards usage of Kiswahili in Isingiro can be explained by the way it is taught. The teaching through this study revealed that it did not include such activities as storytelling, debates, role plays and drama. In

addition it is not used in varying degrees in communities of interest including domestic and national activities.

In the world of work, a few members from the world of work reported occasionally using Kiswahili especially those having a background from Tanzania and those who have had a chance to travel due to commerce, religion and politics. Some school leavers and members in the world of work mentioned using Kiswahili especially with friends who know it in market places, through listening to radio programs broadcast in Kiswahili and when travelling and get an opportunity to get a person speaking it. Also Kiswahili was mentioned as being in use through communicating with employees at their place of work (garage) as well as when handling refugee issues and on crossing over to Tanzania. Netten & Germain cited in Harris & Duibhir(2011) argue that for the learners to develop language proficiency, they need to reach a basic level of spontaneous communication as quickly as possible. It is my assertion that learning a language requires that both teachers and learners are accorded enough time so that teachers undertake sustained activities and learners put to use what they have learned. When learners do not have sufficient practice with the language, they do not develop language proficiency which in turn leads to lack of motivation.

5.2.3 Challenges to enhancing the usage of Kiswahili in secondary schools and in the world of work in Isingiro district.

While the importance of Kiswahili as a language of communication cannot be overemphasized, findings showed that the attitude towards Kiswahili was negative. Most of the members of the public associated Kiswahili with wrong doing and not wanting to

be understood. These findings are in line with the assertion by Mukama cited in Mukuthuria (2006) that the brutality of the occupational forces made Kiswahili to be associated with dictatorship, abuse of human rights and thieves. Habwe has noted that Kiswahili as a language of communication is useful in establishing border links, in the music industry, political arena, general works and religion. Despite this enormous role Kiswahili plays, it is surprising to find that a section of the population still holds negative attitude to it. The challenge therefore is how to change these attitudes so that people can benefit from the existence of these avenues even for usage. Bruner cited in Arinaitwe (2011) argues that if teaching is done well and content is worth learning, there are forces at work in Contemporary society that will provide the external urge that will get learners more involved in the learning process as learners tend to dedicate their efforts to learning things that they feel are beneficial to them.

The existence of a common language understandable almost by all the residents and neighbors from Tanzania posed a challenge to the usage of Kiswahili. Mukuthuria (2006) notes that, the Makerere conference of 1944 which gave local languages prominence as regional languages continued to work against usage of Kiswahili in some regions. According to Molina *et al.* the interactional style, the attitudes developed towards each language and the socio-cultural context in which one finds himself pose a challenge to the usage of a language like Kiswahili. The world has gone global and therefore communication also global. This requires that the interactional, attitude and the social cultural environment also need to change to meet these global demands. There is need to break away from the use of local languages by encouraging more interaction in and with Kiswahili speakers and which according to the findings is not practiced.

Avenues for practicing the language also posed a big challenge to the usage of the language. Language learning is enhanced by constant contact with native speakers in their own society. Mjelde, (1987) contends that learning happens through activity, interaction, and cooperation. Through constant contact with Kiswahili speakers, in Kiswahili and in unplanned imitation of their teachers and peers learners develop satisfying language proficiency. In the same line, Kramersch cited in Scarino and Liddicoat (2009,) notes that language as a social practice requires that teachers ensure that students are provided with opportunities to learn and engage with unplanned and unpredictable aspects of language. In order for language to develop, it should be used by quite a percentage of the population in the area.

Government commitment and will to raise and improve the status of Kiswahili in the district was reported as inadequate. While government was in support of Kiswahili being taught in secondary Schools as per the Education white Paper Report (1992), little was being done to promote its teaching. Okinyal cited in Okello (2012) notes that institutions lack instructional materials and the government was doing little to provide for the most desired materials for effective teaching and learning. In addition, Okinyal (2006) observed that the education system is financed from outside. Foreign countries commit a little of their resources to education and when it comes to language education more resources are allocated to the teaching of English language at the expense of other languages like Kiswahili because they want to foster their interests. This was in line with findings from one of the teachers who mentioned that when government sends to schools books there is always none on Kiswahili and yet other languages like English receive more than the required copies for a particular school. This according to Nalumansi et al.

cited in Arinaitwe (2011) makes teachers to resort to theoretical nature of teaching which denies the learners a chance to learn by doing which would have enhanced their language levels through repetition and imitation of proficient language speakers.

The way Kiswahili is taught at secondary school level which was observed and reported to be theoretical in nature posed a major challenge to enhancement of the usage of Kiswahili. Clegg *et al.* (2007) in their draft report found that the teaching methodologies in the existing syllabuses did not promote effective learning and acquisition of skills. While the teaching aimed at developing the communicative skills in the learner, the methods employed were not catering for skills development. The teaching was content based and directed at achieving the highest grade in the examination. The examinations assess mainly knowledge, with very few marks given for showing an understanding of how to apply knowledge hence not catering for skills development.

Developing satisfying language proficiency for communication purposes as Bahran & Soltan (2012) observe using these methods poses a big challenge. The teaching should have its focus on linking language use to real life communication outside the confines of classroom through activities simulating target performance to equip learners with skills to use outside the immediate classroom.

It is my observation that in order for a language to be effectively taught for communicative purposes, Content should be organized logically so that topics and concepts are built from simple to complex ones and content of a subject is repeated at higher levels. This makes the learner grasp the major issues addressed in the topic. A close scrutiny of the Kiswahili teaching syllabus reveals lack of repeated reiteration of content in subsequent levels from S.1 to S.4. For instance, pronunciation is covered only

in S.1 and nothing is mentioned of it in upper classes and yet it is a crucial component in teaching a language. Kobia (2009) noted that Kiswahili teaching curriculum is more content-based as opposed to skills-based curriculum and emphasizes more on academic input and is examination focused ignoring imparting of practical skills and knowledge for life-long learning. The curriculum does not allow for the presentation of an entire unit of study in all its complexity but rather a presentation of skills and knowledge in isolated pieces which is against the social-cultural theory's teaching.

5.2.4 Ways to enhance the usage of Kiswahili both at school and in the world of work

According to the study, findings showed that making Kiswahili compulsory right from primary up to S.4 would enhance its usage. This is because the child would pick interest in the language early and almost everybody who goes through the education system would be introduced to Kiswahili, thus having relatively a big fraction of the population as Kiswahili proficient. This is in line with Stern cited in James (1971) who asserts that the primary years are a good period for beginning a second language. Wilder cited in James (1971) argues that the human brain loses "plasticity" after puberty and language learning after that age becomes increasingly difficult. But this would go hand in hand with creating job opportunities where Kiswahili usage is required. This can include the media, courts of law and in Parliamentary proceedings. As of now the only space where Kiswahili is in use is the military and in limited use in some business transactions. In other words, Kiswahili needs a wider space in the Ugandan society as it is in Kenya and Tanzania.

The teaching of Kiswahili should be made practical by teaching Kiswahili using Kiswahili and even using Kiswahili to teach other subjects on the school curriculum except English. James (1971) asserts that if the learning of Kiswahili is to be meaningful to the student, it is desirable to integrate Kiswahili in the rest of the school curriculum. This is further supported by Coyle, Hood, & Marsh cited in Harris & Duibhir (2011, p.41) who assert that the use of Content and language integrated teaching enables the attainment of both content and language objectives. As a communicative approach to language teaching, it provides an authentic context for language acquisition and use. However it is my submission that this goes hand in with the provision of abundant teaching materials and more training for teachers. This would be a clear sign of government's commitment to promote Kiswahili as a tool for regional integration.

It is also necessary to introduce assessment of speaking skills in the evaluation of Kiswahili candidates. The finding is supported by Bahrani & Soltani (2012) who note that in the assessment of learners there is need to allocate a percentage of their final grade to speaking skill. James (1971) recommends use of programmed instruction techniques where sound drills are emphasized using modern ICTs like CDs. From the experience gained on masters in vocational pedagogy, if the communicative competence is to be developed in the learner, the teaching ought to include teacher-talk activities, listening activities, reading passages, involving learners in debates, role plays and holding discussions. Seedhouse cited Turuk (2008) has suggested a dual focus on form-and-accuracy together with meaning- and-fluency in second language classroom as the best way of enhancing students' level of language proficiency.

These activities encourage students to experiment and innovate with the language and create an atmosphere that allows them to make mistakes without fear of embarrassment which ultimately will contribute to their self confidence as speakers and as a motivation to learn more. However I found out that the above mentioned activities were not in use in the teaching of Kiswahili in the visited schools and which no wonder explains their low spoken proficiency at the language.

There should be a shift from teacher centered approaches to learner centered approaches with focus on interaction. Chika cited in Kang'ahi *et al.* (2012, p.4) notes that Students' interactive instruction is the most powerful method of teaching. Lave and Wenger cited in Bockarie (2002.p.4) note that learning is primarily a social activity, rather than an individual phenomenon, and that knowledge is a matter of practical competence gained through participation and engagement in the social enterprises of particular communities of practice. The view that learning is a social activity is also shared by Johnson and Johnson cited in Arinaitwe (2011) who assert that the level of cooperation exhibited in the structure of society determines how individuals support one another in all aspects of learning and also determines the outcomes. Where learners are interactive, they encourage and facilitate each other's efforts to learn. Cooperative learning promotes a greater use of higher level reasoning strategies and critical thinking than do competitive or individualistic learning strategies.

It is my submission that in order for the learning of Kiswahili and usage to increase, students need to work together in groups through cooperation rather than competition and its usage should be popularized through usage in most public places which include churches, politics, the press and more importantly in commerce.

Literature in Kiswahili should be introduced as a subject of study at Ordinary and Advanced levels. This is because it would improve on learners' reading tactics; develop their grammar, vocabulary and their self public expression. This is in line with AL-Khader's assertion that literature is intertwined with language proficiency and self-reliance as it teaches students to write and speak what they think rather than what others require from them. Literature texts also facilitate the acquisition of grammar and vocabulary (<http://www.enotes.com/homework-help/what-importance-teaching-literature-schools-h-389893>. What is the importance of teaching literature in schools and at home?). This implies that Government has to purchase and provide literature materials on addition to training teachers to handle the subject. According to Turuk (2008), the teaching of literature is believed to enrich students' vocabularies and support the development of their critical thinking, thus moving them away from the parrot-like types of learning and developing a self motivated attitude to learning of the language. He observes that the negative attitude towards language learning is sometimes due to over-emphasis on teaching language structure which is ineffective in setting to motion students' intellectual abilities.

Sensitize the public about the importance of Kiswahili as a tool for regional integration. This appears a shared responsibility between parents, teachers, government and the business community with each playing its own role. Marcos & Peyton, (2000) assert that this can be achieved through generating community support at Parents and Teachers Association (PTA) meetings, teacher conferences and sending company representatives to school career days to talk to students about the important role that languages other than English play in the workplace. AL-Khader has observed that by

using Kiswahili in social, political and economic spheres of life including education, the mass media, army and religion, Kiswahili can gain ground in Uganda as was the case with Tanzania where use was made of Kiswahili and saw at least 95% of the Tanzanian citizens become Kiswahili proficient. To the student the purpose of learning Kiswahili should be explained. VET requires that learners be taught subjects relevant to their goals and aspirations. This calls for career guidance to the learner in the initial years of his/her schooling which is not a common practice in the education system in Uganda and is affecting the student's attitude and motivation towards learning subjects such as Kiswahili.

5.3 Conclusion

Conclusion has been made basing on findings on objectives of the study. From the findings, the teaching methods employed are not communicative enough to enable spontaneous use of the language. This is because the methods used emphasize the writing skill at the detriment of other skills including interaction. The assessment of learners does not bring new knowledge but just a reproduction of wisdom received and fails to give the necessary skills and competences to the learners. The resources required for teaching and learning of a language are inadequately provided. All the above point to some deficiency in the way Kiswahili is taught and assessed, by whom and with which resources. Any corrective measure ought to address all the above issues.

Kiswahili was in limited use both at school and in the world of work due to the inadequacy in government's commitment and will to enforce its usage, negative public perception and dominance of local languages and English. This means that even the little learned at school tends to be forgotten.

A number of challenges ranging from attitudinal, curriculum through resources to policy were identified as hindering the enhancement of usage of Kiswahili in secondary schools and world of work in Isingiro district. Any effort to enhance Kiswahili usage needs to address issues of attitude, curriculum and language policy concurrently. Handling one aspect of the problem in isolation will not change the situation.

5.4 Recommendations

Basing on findings from the study, in order to enhance the usage the of Kiswahili in secondary schools and world of work in Isingiro district I make the following recommendations;

Government through Parliament should make Kiswahili learning compulsory from P.1 to S.4 by passing a national language policy that popularizes and adopts the usage of this language in public places such as places of work, markets, churches, schools and even in parliamentary deliberations.

Government, through its agencies should carry out a massive public campaign to popularize the importance of Kiswahili as a language of communication for educational and commercial purposes. It should as well teach the members of the public through adult literacy classes so that those who did not learn from school can learn it and be able to speak it.

More Government funding to the education sector in order to provide for the necessary scholastic materials in form of books and for further training of the teachers

especially by giving them scholarships to Kiswahili speaking countries so as to break away from the English and mother tongue syndrome.

Teachers need to adopt vocational pedagogical methods such as group work, field trips and cultural events in their teaching practice and this call for interdisciplinary and interactive approaches in the teaching of Kiswahili. They need to design activities that allow the attainment of spoken language skill which is so important in the world of work. These activities can include involving learners in debates, role plays and holding discussions.

The ministry of Education and Sports through school administrators should always carry out career guidance to students in their first year of secondary school learning. This will create awareness in the learner about the value of learning a language like Kiswahili and will be motivated to study it.

Some of the Kiswahili lessons should be conducted from outside the classrooms into public places like market places so that members of the public in such places are made aware of the existence of such a language and can as well be attracted to the language.

National Examinations should include the oral aspect of the language and the teaching should aim at developing the skill of speaking which will subsequently be tested in the aural examination. This in addition makes learners gain self confidence in using the language even after school in the world of work.

Teachers should integrate cultural components in their teaching of Kiswahili because language teaching is influenced by aspects of culture which include courtesies, manners of interacting and songs.

There is need to rejuvenate cultural events geared towards popularizing Kiswahili speaking. These may include drama, poetry and quizzes and prizes be awarded for participation.

Academic trips to Kiswahili speaking countries for both teachers/instructors and students so that they become immersed in the Kiswahili environment can help both the teachers/instructors and learners to gain confidence in using Kiswahili hence improve on their listening and spoken skills.

Allocate more time to the teaching of Kiswahili. This calls for curriculum changes so that this is reflected in the new curriculum designed.

5.5 Areas for further research

- Use of ICT in the teaching and learning of Kiswahili.
- Study only carried out in one district, therefore future studies should be conducted in the whole country to unveil the general language situation in the country.
- A study on factors affecting language policy formulation in Uganda.

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APPENDICES

Appendix 1: Letter of introduction

KYAMBOGO



UNIVERSITY

P. O. Box 1 Kyambogo, Phone: 041-2820012 Fax: 041-220464, Kampala

www.kyambogo.ac.ug

FACULTY OF VOCATIONAL STUDIES

DEPARTMENT OF ART & INDUSTRIAL DESIGN

Date: 09/01/2013

To:

RE: LETTER OF INTRODUCTION

This is to introduce Mr/Ms/Mrs. SUNDAY OJUS
 Registration No. 2011/110/288/M.P. who is a student of Kyambogo University pursuing
 on a post graduate programme in Vocational Pedagogy.

He/She intends to carry out a research in:

LANGUAGE USE OF THE URBAN AT KIWAMULI LANGUAGE
IN ISHARA DISTRICT


as partial fulfillment of the requirements for the award of the Degree in Masters of Vocational
 Pedagogy.

We therefore kindly request you to grant him/her permission to carry out the research at your
 organization.

Any assistance accorded to him/her shall be highly appreciated.

Thank you.

Yours Faithfully,


 Mungisa John
 Ag. Head of Department
 Art and Industrial Design



Appendix II: Letter of Consent to the Respondents

Dear Sir/Madam/ Students

I am Sunday Otus, a student at Kyambogo University pursuing a master's degree in Vocational Pedagogy. Currently I am carrying out research on **“Enhancing the usage of Kiswahili in Isingiro district”** as one of the requirements for the award of this degree.

From experience, I have noted that that despite Kiswahili being taught in Ugandan Educational institutions and the strategic position of the district, the levels of usage of this language still remain low.

This study therefore seeks to explore into various aspects involved in the teaching of Kiswahili, challenges to the usage and usage of Kiswahili with an ultimate goal of enhancing its usage in Isingiro district.

You have been identified as one of the key respondents in this study. The data is intended to contribute to the Enhancement of the usage of Kiswahili in the district. I request you to give me some of your time and respond to a few questions I have prepared. The information given will be kept confidential. Should you, however, wish to know the findings of the study, a copy shall be given. Thank you.

Consent: Please I am/ we are willing to participate in this study and my/ our views to be used for the purpose of this research.

Appendix III: Focus group discussion guide with Kiswahili candidate students

Aspects involved in the teaching /learning of Kiswahili

When teaching Kiswahili which language do the teachers use?

Do you learn all the four language skills? That is, listening, writing, reading and speaking?

Are you examined in all the four language skills?

What practical activities do you involve yourselves in? (Debates, plays, songs, riddles, Field trips etc)

What is your attitude towards people who speak Kiswahili?

(B) Usage of Kiswahili in secondary schools and world of work in Isingiro

District

Apart from learning Kiswahili in class, do you practice the Kiswahili outside the classroom environment?

How do you rate your own performance in Kiswahili?

Are there school rules and regulations to emphasize the usage of Kiswahili at school?

Do other people in the community use Kiswahili? Why?

(c) Challenges to the usage of Kiswahili in Isingiro

Any challenges you face in using Kiswahili both at school and outside school?

If any challenges, how can they be overcome?

Appendix IV: Interview Guide for Kiswahili Teachers

1. Gender: Male Female
2. Age: 20-30, 31-39, 40-50, 51-59, Above 60.....

(a) Aspects involved in the teaching/learning of Kiswahili in Isingiro District

1. How many periods are given to Kiswahili lessons a week?
2. Which resources are available to facilitate the teaching and learning of Kiswahili?
(CDs, books, radios, TV, Internet etc)
3. What practical activities do you involve the learners in? (Debates, plays, songs, riddles, field trips etc)
4. How is the assessment of the learners done?
5. Which language skills do you usually assess?
6. What is the attitude of the students towards Kiswahili?

(B) Usage of Kiswahili both at school and in the world of work

7. Do community members outside school generally use Kiswahili in their
Communication? If not, why?
8. In your view how can literature contribute to enhancement of proficiency in
Kiswahili?

(C) Challenges to the teaching/learning and usage of Kiswahili in Isingiro

9. In your view is the improvement in the teaching of Kiswahili enough to increase
its usage in Isingiro District?
10. In your opinion, how should the teaching/ learning and usage of Kiswahili be
enhanced?

Appendix V: Interview Guide for School Leavers

Gender: Male.....Female.....

Age: 20-29, 30-39, 40-49, 50-59, 60 and above

Level of Education Completed:.....

(A)Aspects involved in the teaching/learning of Kiswahili in isingiro

- 1 Which language(s) did the teachers use to teach Kiswahili?
- 2 Would the teachers involve you in practical activities while teaching?
- 3 Which language skills were assessed?
- 4 Are you satisfied with the way you were assessed?
- 5 What was your feeling in learning Kiswahili?
- 6 What is the attitude of the people you interact with towards Kiswahili?

(b)Usage of Kiswahili both at school and in the world of work

- 7 How do you apply the Kiswahili learned at school in your everyday life activities?
- 8 What is your view of the level of Kiswahili usage in Isingiro District?

(C) Challenges to the teaching/learning and usage of Kiswahili in Isingiro

- 9 In your view what are some of the challenges to enhancing the usage of Kiswahili Isingiro District?

Appendix VI: Interview Guide for the Members in the World of Work

1. Sex: Male Female

2. Age: 10-19, 20-30, 31-39, 40-50, 51-59, 60 and above

3. Level of Education.....

Guiding questions

(a) Aspects involved in the teaching/learning of Kiswahili

1. How did you learn the Kiswahili you speak? (From school, or through interaction with Kiswahili speakers?)

2. What is your attitude towards people who speak Kiswahili?

(b) Usage of Kiswahili at school and in the world of work

3. How often do you interact with people who speak Kiswahili?

4. Would you welcome the idea of making Kiswahili learning compulsory from primary to S.4

(c) Challenges to the Usage of Kiswahili in Uganda

5. What in your view are the obstacles to the spread of Kiswahili in Uganda as a national language?

6. What would you advise the government to do to enhance the usage of Kiswahili in Uganda?

7. How can the teaching/usage of Kiswahili be improved upon in Isingiro District?

Appendix VIII: Observation Guide

Methods employed in teaching (DEMO VS theoretical)

Which teaching/learning aids they use in teaching Kiswahili

The types of activities students are involved in to enhance learning of Kiswahili

How they are assessed during the lesson.

Learner-learner interaction

Sitting arrangement

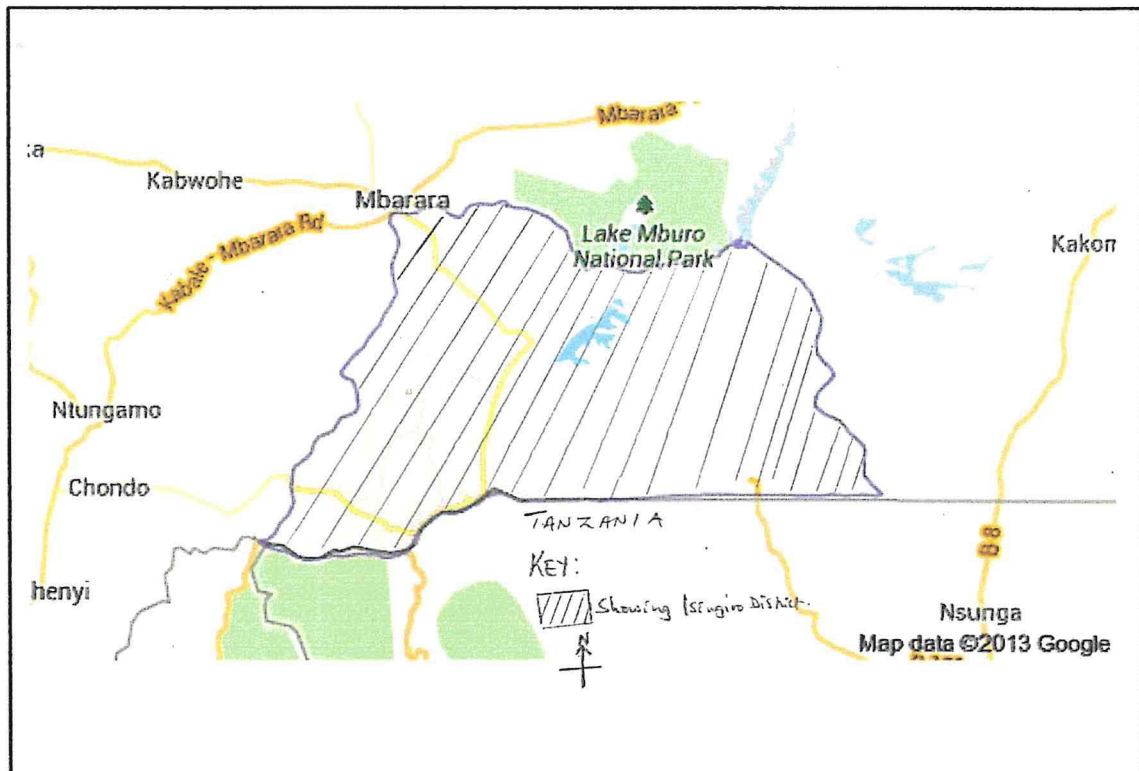
Teacher-Learner interaction

Appendix IX: The Rate of Retention of Kiswahili Subject.

Year	2012	2011	2010		2009			
School	"O"	"A" Level	"O" level	"A" Level	"O" Level	"A" Level	"O" Level	"A" Level
School 1	12/118	3/21	11/122	5/15	15/108	5/22	7/87	10/26
School 2	32/120	4/18	14/83	5/24	10/71	6/28	6/56	5/24
School 3	12/84	2/18	10/117	2/10	15/88	00/15	10/82	2/11
School 4	6/51	10/40	15/88	22/49	4/54	10/38	5/47	12/32
School 5	6/66	5/21	5/85	00/26	5/72	00/16	7/60	00/15
School 6	21/162	8/42	17/105	6/31	20/118	06/30	15/80	8/28
School 7	18/134	10/29	12/96	10/32	20/193	8/27	10/82	6/21
School 8	22/60	5/39	10/47	7/31	9/48	5/21	10/45	6/18

Source: UNEB School Registers for 2009-2012

Appendix X: Map of Isingiro district



Source: Google maps 2013