

**UTILIZATION OF DRAMA IN TEACHING KISWAHILI GRAMMAR IN
SECONDARY SCHOOLS IN KIMILILI SUB- COUNTY, BUNGOMA
COUNTY, KENYA**

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DECLARATION

Declaration by the Student

This thesis is my original work and has not been presented for any research study in any other university. No part of this thesis may be reproduced without prior permission of the author and/or Moi University.

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DEDICATION

This work is dedicated to my dear sons Marvin and Bill. To them I say thank you very much for the encouragement and support.

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ABSTRACT

Teaching relies on approaches used in instruction. The way teacher delivers content has a definite impact on retention by the learner. Students' performance in Kiswahili subject Paper 2 in KCSE in Kimilili Sub County has been poor in recent years. This is the paper in which students' competency in grammar is assessed. Drama in grammar classroom offers lenses for learners to use their imagination, encourages adaptability, fluency and communicative competence. The aim of the study was to establish how teachers of Kiswahili make use of drama techniques in the teaching of Kiswahili grammar in secondary schools. The study was carried out in Kimilili Sub- County secondary schools in Bungoma County. The objectives of the study were; to establish the drama techniques used by teachers of Kiswahili in teaching grammar in the classroom, to evaluate the teacher's preparedness in the use of drama technique as a method of teaching, to assess the levels of student participation in Kiswahili grammar lessons when the drama technique is used. The study was guided by Constructive Pedagogy Theory which postulates how things should be taught and how one should bring someone to learn. The theory is often based on learning and is very much related to pedagogical strategy. The study also utilised mixed methodology research approach. It included survey questionnaire, interviews and class observation. Secondary schools in Kimilili Sub-County of Bungoma County were targeted. Purposive and simple random sampling was used to identify respondents who included teachers of Kiswahili in Form Three. Primary data was collected through interviews, questionnaires and observation. Secondary sources included information from written materials like books, journals, reports, seminar papers and articles. Quantitative data was analysed using descriptive statistics while qualitative data was analysed using thematic content analysis. The study findings are; role play, simulations, games and discussions are drama techniques used in teaching Kiswahili grammar in schools. It was found out that teacher preparedness in the use of drama is low. Most (65.9%) of teachers reported that students were willing to take up roles assigned to them when drama method was used. The main recommendation of the study is that teachers of Kiswahili should familiarise themselves with drama techniques in teaching grammar and opportunities should be provided for teachers to increase their knowledge and skills. The study findings would improve the quality of teaching and learning of Kiswahili grammar in secondary schools. The results of the findings would benefit the teachers of languages and other subjects in schools.

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LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELL	English Language Learner
ELT	English Language Teaching
ESL	English as a Second Language
IA	Integrated Approach
KCSE	Kenya Certificate of Secondary Education
KIE	Kenya Institute of Education (Kenya Institute of Curriculum Development Currently – KICD)
KLT	Kiswahili Language Teaching
KSL	Kiswahili as a Second Language
MOEST	Ministry of Education Science and Technology
PhD	Doctor of Philosophy
RoK	Republic of Kenya
SPSS	Statistical Package for Social Sciences
STAD	Student Teams Achievement Division

DEFINITION OF TERMS

Drama technique This is a method of presenting a book, a lesson or event as a play or film, this makes something seem more exciting or important than it really is. In this study the drama techniques investigated comprised of role plays, mime and even simulation methods.

Grammar It is the written and unwritten common rules governing how words are put together to form a written and spoken language. The study of how words and their component parts combine to form correct sentences.

Improvisation Making or doing something using whatever is available. To invent words in a play, statement among others, while you are playing or speaking instead of planning it in advance.

Mime is the use of movements of hands, body and the expression on someone face to tell a story or to act something without speaking.

Role play is a learning activity in which an individual behave in a particular situation. It allows students to practice language in a safe situation

Simulation A situation in which a particular set of conditions is created artificially in order to experience that could exist in reality.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents the background of the study, the statement of the problem, the purpose of the study, research objectives, research questions, justification of the study, significance of the study, scope and limitations of the study, assumptions of the study, theoretical frame work, conceptual frame work and operational definition of terms are also included.

1.2 Background to the Study

Language generally is considered an important aspect in the life of humanity because it is a system of communication consisting of sounds, words and grammar, or the system of communication used by people in a particular country or type of work (Chauhan, 2004; Sirisrimangkorn & Suwanthep, 2013). Language is defined as a shared set of verbal codes, such as English, Spanish, French, Swahili and others. People express their feelings through language (Beena, Nyagah, Kibui & Odundo, 2015). Language can also be described as a generic, communicative phenomenon especially in descriptions of instruction (Odera, 2007). Teachers and students use spoken and written language to communicate with each other-to present tasks, engage in learning processes, present academic content, and asses learning, display knowledge and skill and build classroom life (Mbito, 2013). In addition, much of what students learn in language is founded on grammar.

Luvisia (2003) defines grammar as a system of principles guiding a language speaker to construct correct sentences that can be understood by others and at the same time understand the construction of others using the same language. Mbithe (2014) echoes

him by saying that grammar consists of system of sounds, word structure and meaning. Grammar holds an important position in the world hence making it necessary to focus on the teaching methods (Richards & Rodgers, 2001). Grammar teaching requires use methods and approach such as grammar translation method, audio-lingual method (Kumaravadivelu, 2006); the oral approach and situational grammar teaching and the communicative language teaching (Brown, 2001) among other methods. The choice of a teaching method depends on what fits the educational philosophy, classroom demographic, subject area and even the school mission statement (Brown, 2001).

Teaching methods primarily fall into two categories; teacher centred and student centred (Oseno, 2015). Teacher centred approach include lecture and direct instruction methods and student learning is measured through objectively scored tests and assessments. Duruji, Azuh, Segun, Olanrewaju and Okorie (2014) state that student-centred approach to learning is when teachers and students play an equally active role in the learning process. Ozbek (2014) while quoting Bolton (1980) states that teacher centred approach is one which teaching and learning is centred outside the learner. Drama technique falls under student-centred category because it can intensify learning at interactive level (Chepkoech, 2012) between students and teachers.

The new approach in education has introduced the concept of learner centred education with students' involvement (Peregoy & Boyle, 2008). It is a fact that the meaning of learner centred education is deemed to learner's roles rather than subject centred (Park, 2015). According to Onyango (2009), some of the methods used to teach Kiswahili grammar by most teachers are lecture method and question and

answer. This is done with the intention of quick coverage and revision of the planned syllabus. This approach cannot be ignored but it is not sufficient for practical language use.

Drama technique is a term which includes mime, simulations, role-play, language games, group discussion, debates and other teaching activities which can be defined by the umbrella term drama techniques (Gomez, 2010). The use of drama as a tool of teaching a language and any other subject is not new (Moore, 2004). Historically, both drama and theatre have long been recognized as potent means of education and indoctrination (Been et al, 2014). The ways they are used today, however are new and they differ in a number of respects from the ways they have been used in the past.

Mukwa and Too (2002) state that one of the effective teaching techniques that could be applied in education programs equipped to the teachers during their preparation is simulation and problem solving techniques which comprise role playing, social drama, gaming and other drama techniques. There are many reasons in favour of using drama techniques in a language classroom (Phillips, 2003). This technique can provide motivation to learn, it can provide varied opportunities for different uses of language and because it engages feelings it can provide rich experience of language for participants (Maley & Duff, 2005).

Research shows that using drama techniques in the classroom provides a fun means of learning. Ozbek (2014) notes that dramatic methods which have the potential to arouse excitement, curiosity and interest towards a subject matter can be quite effective in capturing imaginations and attention of young people. It is important to allow young people to accept responsibility for their own learning. Prochazka (2004) states that drama aims at bringing real life into the classroom because the student is

placed in a relatively realistic environment and is motivated since he is directly involved. It becomes a powerful teaching and learning tool with profound positive effects on the students' cognitive, social, emotional and physical development. This was important to this study because the cognitive effects affect the performance and if used in Kiswahili grammar, improvement would be noted.

Drama in the classroom is a pedagogy that reaches students of multiple intelligence and of different learning ability (Tan, 2008). It engages the mind, the body, the senses and emotions to create personal connection to the real world and helps to improve comprehension and retention. Wessels (1987) says that teachers of young children tend to use role play, games and drama activities since the children are more receptive to any kind of 'make believe' or drama activities. Wessels further observes that the teachers of language are reluctant to use drama even when chances to employ the technique are available. This study intended to establish the suitability of the use of drama technique in Kiswahili grammar. The inclusion of dramatization in grammar learning is to give the learners opportunity to practice the language in terms of speech and in internalizing it (Suter, 2013).

Kenya is a multi-lingual country with over forty languages (Oseno, 2015). The role assigned to Kiswahili and other languages in education and other aspects of national life has been rather limited, as is the body of literature available to them. Needless to say, these roles have been heavily influenced by, among other factors, the politics of the day as well as the attitudes of the speakers themselves. The foundations and policies laid down by the colonial authorities and the missionaries who played part in the provision of formal and vocational education in the country between 1980s and

90s remain crucial in modern language policy considerations (Suter & Busienei, 2013).

Kenya has a kind of trifocal language policy that recognizes the role of Vernaculars, Kiswahili and English in the national education system (KIE, 2002). The indigenous languages are given a limited role as the medium of instruction up to standard three, especially in the rural areas with dominant language community (Kitula, 2001). Kiswahili is the national and official language in Kenya (Suter, 2013). It is a compulsory subject taught and examined throughout primary and secondary cycles and is also offered in most public universities (Chimerah, 2011). This study looked at how Kiswahili grammar was being implemented in secondary schools.

The current trend in Kiswahili Language Teaching (KLT) intends to adopt integrated approach (I.A) (KIE, 2002). In this approach, the literature and language are integrated so that the two can contribute one to another as it is in English subject (Taasisi Ya Elimu Kenya). The integrated approach focuses on the learner as the source of teaching. The Kenya Constitution (2010) gave Kiswahili a higher position because it recognised Kiswahili as a national language as well as an official language. At the moment, Kiswahili language is expected to be used as a medium of communication in different professions like administration, and in different institutions like parliament and legal processes. Because of this, it is evident that proper knowledge of the language is inevitable.

Stakeholders and researchers have had great concern on how to improve and develop Kiswahili language grammar. According to Mbaabu (1996) and Mwihi (2011), fluent use of Kiswahili depends on the type of schools, teaching methods and the attitude of the students towards the Kiswahili language. There may be many other

factors contributing to downgrading of fluent Kiswahili in Kenya as evidently seen. Techniques of teaching grammar are one of the factors contributing to the downgrading of language fluency. This is important considering the fact that grammar has an important role in any given language (Chimerah, 2011).

According to Gathumbi, Vikiru and Bwire (2008), grammar is the pillar of any language. The learner requires the structure (words, phrases and sentences) and language rules that govern the information and its usage in the acquisition of the four language skills. This is echoed by Gathumbi and Masembe (2005) who said that standard grammar fosters the four language skills that make the learners attain general fluency of the language. For correct usage and fluency of a language to be attained, the grammar of the language must be taken into consideration. Grammar preserves proper language as spoken by the original users of the language (Mbaabu, 1996). Because of the importance of grammar in a language, its proper use is the source of many modern books (Richards & Rogers, 2001). More so, in these books of practice, the grammar rules are stated separately from the practice aspects that use the grammar rules spelt.

As much as it is agreed that adequate knowledge of grammar is an important aspect in language learning, it is evident that knowing the grammar rules alone is not enough because the learner can master the rules and not communicate well in the same language (Goodwin, 2001). Also Kirui (2015) researched on the use of drama techniques in teaching and learning Kiswahili language in secondary schools. However the current study restricted itself to utilization of drama in teaching Kiswahili grammar in secondary schools in Kimilili Sub-County, Kenya. Therefore, proper teaching technique of grammar is unavoidable. The technique encourages the

learner to use grammar rules in different speaking contexts (Jennifer, 2009). The need for proper methodology for language fluency in communication is reflected in Kiswahili curriculum review (KIE, 2002). Ellis (1997) states that the teaching of grammar using the correct technique is discovered to have great effect on language use and development by the learners. On the contrary, grammar teaching should not be confined to sentence structure but on its usage in spoken language.

Gathumbi, Vikiru and Bwire (2008) state that the postulated grammar teaching techniques should portray knowledge of the language and different grammar aspect. A wide range of these techniques integrate. The teacher is required to integrate the teaching of the skills (Gathumbi & Masembe, 2005). The teacher should ensure that the learner has adequate grammar knowledge before subjecting the learner to sentence construction or other communication in writing or speaking. The fact that grammar teaching and learning techniques are vital in fostering language learning and communication, many scholars and researchers have tried to improve on these techniques so as to improve the grammar learning, this was the basis of this research.

Although Kiswahili is a compulsory subject in secondary and primary schools curriculum, the language policy of a given school affects the attitude of learners. Many schools give prominence to English at the expense of Kiswahili (Mbiti, 2013). In this case, the learners tend to give more attention to English while Kiswahili takes a back seat. English language has been dominating communication in schools and this has negative attitude and impact on the overall performance of learners in Kiswahili (Kimaro, 2013). As a national language, the performance of Kiswahili across the country has not progressed as expected as per Kimaro. The overall mean grade in Kiswahili of male and female candidates is below 50% (KNEC, 2007). The reports

attributed poor performance to poor teaching methods and influence of other languages used by the students such as *sheng* and mother tongue (Kang’ahi, Chisikwa, Omusonga & Osodo, 2012). This is reflected in recent years where Kiswahili performance has shown a drastic drop. For example, the performance in Year 2011 and 2013 had a mean of 49.01% and a mean of 35% respectively (Kimaro, 2013). Kiswahili had a mean of 47.88% in 2015 (MOE, 2016). This is an indication that the performance of the subject is below average compared to other subjects which record above average scores. The KCSE performance of Kiswahili subject in Kimilili Sub –County of Bungoma County has also declined in recent years. KCSE 2011-2016 was 5.78 –C, 5.10 –C-, 5.69 –C, 5.67-C, 5.59-C and 4.93 C- respectively. The grade attained was C and below as shown.

Table 1.1 Performance of Kiswahili since 2011-2016

Year	Mean score	Grade
2011	5.78	C
2012	5.10	C-
2013	5.69	C
2014	5.67	C
2015	5.59	C
2016	4.93	C-

Source: MOE Kimilili Sub-County, KCSE Results for year 2011-2016

In view of the above results that this research carried out to establish whether performance of students in Kiswahili grammar (Paper 2) was influenced by teachers’ use of dramatisation methods. It was to establish whether drama techniques are a strategy being used by teachers of Kiswahili to improve grammar in secondary schools in Kimilili Sub-County.

1.3 Statement of the Problem

The study evaluated the use of drama techniques in teaching of Kiswahili grammar in selected secondary schools in Kimilili Sub-County of Bungoma County, Kenya. This was motivated by the fact that in Kimilili Sub-County, student performance in Kiswahili has been poor over the past five years (2011-2015), especially in Kiswahili Paper 2. The performance in Paper 102/2 which concentrates on grammar affects Kiswahili generally because of the Integrated Approach (IA) being used in curriculum delivery. The review of empirical studies in the literature review has shown that inadequate studies have been conducted to determine how use of drama technique influence teaching of Kiswahili grammar in secondary schools in Kimilili Sub-County, Bungoma. Therefore, the researcher sought to establish the use of drama techniques in Kiswahili grammar lessons in Form Three classroom in selected secondary schools in Kimilili Sub-County.

1.4 Purpose of the Study

The purpose of this study was to investigate use of drama technique in teaching Kiswahili grammar in public secondary schools in Kimilili Sub-County.

1.5 Objectives of the Study

The specific objectives of the study were to:

1. To evaluate types of drama techniques used by teachers of Kiswahili in teaching grammar in selected secondary schools in Kimilili Sub-County.
2. To examine teachers' preparedness in the use of drama techniques in teaching Kiswahili grammar in selected secondary schools in Kimilili Sub-County.
3. To assess learner participation in drama activities in teaching Kiswahili grammar in selected secondary schools in Kimilili Sub-County.

1.6 Research Questions

The following were study research questions:

1. Which types of drama techniques are used in teaching Kiswahili grammar in selected secondary schools in Kimilili Sub-County?
2. What is the level of teacher preparedness in using drama during teaching of Kiswahili grammar in selected secondary schools in Kimilili Sub-County?
3. What is the level of student participation drama activities during teaching of Kiswahili grammar in selected secondary schools in Kimilili Sub-County?

1.7 Justification of the Study

This study intended to show the significance of selecting an effective methodology in passing content to active receptive learners for effective learning. The use of drama technique in learning Kiswahili grammar is meant to cultivate positive attitude and improve performance in Kiswahili subject. Most learners show great interest in drama and games in schools, they communicate freely as they enjoy playing during their recreation time. There is therefore need teachers of Kiswahili inculcate learners positive attitude to play with Kiswahili grammar activities in the classroom to maintain their interest in grammar lessons. This study contributes to the expansion of students' knowledge in the areas of drama and its influence on acquisition of grammar skills in Kiswahili.

Luvisia (2003) suggests that grammar furnishes the basis for a set of language skills. Grammar plays a crucial role in grasping and expressing spoken language. It is therefore considered necessary in helping the learners acquire grammatically accepted utterances in the language. The teaching of grammar encompasses language structure or sentence patterns, meaning and use. This study therefore justifies Luvisia's opinion

that teachers should use drama as a means of improving Kiswahili grammar performance in secondary schools in Kimilili Sub County.

1.8 Significance of the Study

Findings of this research and possible suggestions will increase the knowledge on teaching methods of Kiswahili grammar used by teachers. It is hoped that it will improve the students' grammar fluency and better their performance in the national examinations. The results would be of help to curriculum developers while developing the curriculum that correlates with what is in the syllabus and the methods of teaching grammar. The outcome of this research recommends encourage the Ministry of Education to prepare workshops for teachers to equip them with knowledge on proper grammar teaching methods. This would improve and change the negative attitude among the learners hence encouraging them to speak and write the correct grammar.

1.9 Scope and Limitation of the Study

1.9.1 Scope

The study focused on use drama technique in teaching Kiswahili grammar lessons in selected secondary schools in Kimilili Sub-County. The activities that the students were exposed to and the preparation of the teachers to choose this technique in grammar classes was the main focus. Kiswahili language skills involve listening, speaking, reading and writing. The Kiswahili paper 102/2 in KCSE focuses on comprehension, summary, grammar and social linguistics. These aspects form part of the contents of Form One to Form Four Kiswahili Syllabus. Teachers are equipped with appropriate instructional skills and drama technique is one of them. The drama activity happens in the classroom and is a method of teaching and learning Kiswahili

grammar. This study used teachers and students of Form Three because many grammar concepts and aspects in secondary schools syllabus are covered in this Form 3 (class).

1.9.2 Limitation of the Study

This study encountered several limitations. At first, some classroom observations were rescheduled due to the absence of teachers of Kiswahili during the time research was in their school. This lengthened the period of data collection and researcher had to make earlier arrangements on appropriate date to conduct observations. The period of data collection took longer than expected due to delays in teachers responding to research questions and also weather conditions. Some schools were inaccessible and this made the researcher to use alternative means of transport to access such venues.

1.10 Assumptions of the Study

The study was based on the following assumptions:

1. Teachers had adequate knowledge and skills in drama teaching.
2. The curriculum instruction material is uniform in all schools and the only difference is the technique employed by the teacher.
3. Teachers involved the learners in drama activities.
4. The selected respondents cooperated during the research process.

1.11 Theoretical Framework

This study was based on Constructivist Pedagogy Theory by Murphy (1997) which postulates how things should be taught and how one should bring someone to learn. Drama in education is a process and personality centred method based on pedagogical and psychological principles developed from the practice “as if games.” It is often

associated with reform pedagogy which aims to develop creativity, spontaneity, competence, preparing students to face real-life situations with less difficulty.

According to Murphy (1997), constructivist learning involves multiple perspectives, authentic activities and real-world environments which are just some of the themes that are frequently associated with constructive learning and teaching. Murphy (1997) performed a literature review of constructivist learning and summarized its characteristics: a constructivist learning environment should present and encourage multiple perspectives and presentations of concepts and content; the goals and objectives should be delivered through negotiation with the learners; teachers should act more like mentors, facilitators, tutors, coaches, monitors or guiders; opportunities, activities, tools and environments should be provided to encourage meta-cognition, self-analysis, reflection and awareness.

Students should be enabled to play a central role in controlling learning; learning situations and tasks should be authentic 'real world' like; knowledge construction is important and not reproduction; social negotiation, collaboration and experience is encouraged to construct knowledge; problem solving deep and high-order thinking are emphasized; errors represent learning opportunity; exploration, apprenticeship, collaborative and cooperative learning should be encouraged; assessment must be authentic and interwoven with teaching (Jonassen, 1994).

Drama techniques have been developed from the experience, methods and techniques of actor training, and have been used in education and personality development (thus in language teaching as well) mainly because there are certain parallelism between playing a role on stage and playing different roles in real life. Von Glasersfeld believed that from this constructivist perspective, learning is not a stimulus-response

phenomenon. It requires self-regulation and the building of conceptual structures through reflection and abstraction (Von Glaserfeld in Murphy, 1997). He describes constructivism as a theory of knowledge with roots in philosophy, psychology and cybernetics.

In constructivist perspective, knowledge is constructed by an individual through his interaction with his environment. How we perceive knowledge and the process of coming to know provides a basis for educational practice. If we believe that learners passively receive information then priority in instruction will be knowledge transmission (Murphy, 1997). If, on the other hand, we believe that learners actively construct knowledge in their attempts to make sense of their world, then learning will likely emphasize the development of meaning and understanding. Although there are those who will argue that constructivism does not provide a model for implementation, numerous researchers, educators and authors are actively engaged in using constructivist principles to design and implement new learning environments. Numerous online environments and technology-based projects are showing that the theory can effectively guide education practice.

1.11.1 Characteristics of Constructivist Learning and Teaching

Jonassen (1994) noted that many educators and cognitive psychologists have applied constructivism to the development of learning environment. From these applications, he has isolated some principles/ characteristics as follows: create real-world environments that employ the context in which learning is relevant, focus on realistic approaches to solving real-world problems, the instructor is a coach and analyzer of strategies used to solve these problems, stress conceptual interrelatedness, providing multiple representations or perspectives on content, provide tools and environments

that help learners interpret the multiple perspective of the world, learning should be internally controlled and mediated by the learner and focus on knowledge construction not reproduction.

Therefore, according to this constructivist approach, the learning process itself is the road leading to understanding and it is more important than the final product. As a teacher using drama technique, Takacs (2009) pointed out that according to both (above mentioned) conceptions, learners should be helped to be able to succeed in life and accommodate themselves to their environment through the development of an adaptive knowledge by learning how to be self-sufficient to be able to develop their own conceptions, theories and their own decisions. This is an important aspect of the educational process. The basic principle of constructivist pedagogy theory is that our knowledge of ourselves and the world is our own construction. This can be brought into connection with an essential principle of drama technique in learning grammar because the most important goal of learning is to develop and define an attitude towards a given problem (Takacs, 2009).

Takacs (2009) argued that there is not enough scientific evidence yet which could prove how knowledge is created through drama activities. But he proposes two models that could grasp the essence of this process. These would be individual understanding and knowledge building through learning as a collective activity. The second is that an individual student internalises the knowledge of the group, and if the individuals acquire new knowledge they share it with others who utilize and internalize it. This concept results from a socio-cultural or situational approach and its main idea is that in the learning process, thinking and acting take place in a social context. Therefore learning is a social process based on co-operation and interaction.

He states that constructivist pedagogy and drama technique in education can play a beneficial role in reshaping and changing the educational system in a positive way.

1.12 Conceptual Framework

Independent variables

Dependent Variable

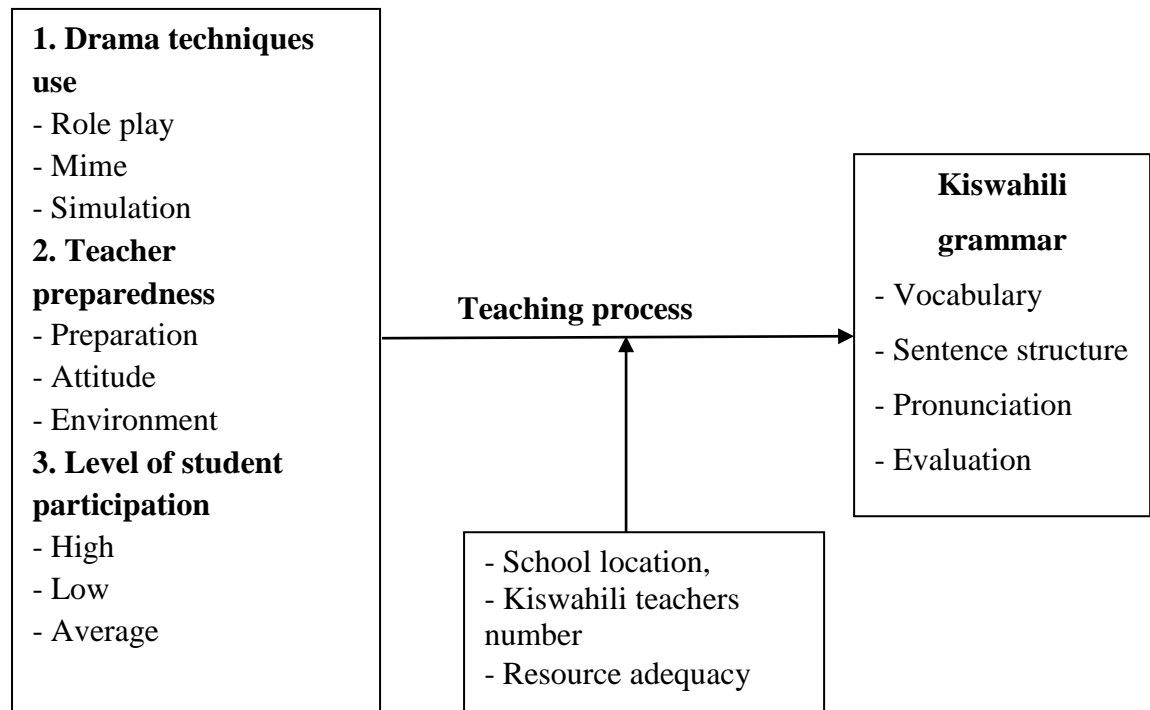


Figure 1.1: Conceptual Framework

Source: Study Variables

The conceptual framework shows the main variables for the study. In this research, there are three independent variables; drama techniques used teacher preparedness and level of student participation. The dependent variable is denoted by the level of teaching of Kiswahili grammar in class based on student level of competency in usage of vocabulary, construction of sentence, pronunciation and evaluation. However, the relationship between dramatisation and Kiswahili grammar teaching may be influenced by several intervening variables that comprise of; location of the school, number of teachers of Kiswahili in a school and resource adequacy in schools.

1.13 Chapter Summary

This chapter discussed the background of the study, statement of the problem, the purpose of the study, objectives among others. The drama techniques are regarded as an effective alternative tool in developing the learner's communicative competence in Kiswahili language and their ability to perform certain roles in the possible scenes of every day's life use of the language on their future professions. The next chapter presents the review of related literature in relation to the study objectives.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature under the following headings; importance of grammar in language learning, Kiswahili grammar practice methods, drama and the practice of Kiswahili language teachers, drama technique on performance, drama activities and students participation in Kiswahili grammar class. Several sources such as past theses, research journals, textbooks and information from the internet were of much importance during the compilation of this information.

2.2 Development of Kiswahili Language in Kenya

Kiswahili has now grown and expanded its territory up to the status of being an international language and has attracted many scholars, researchers, linguists and historians (Chimera, 2011). For a long time, Kiswahili has contributed in achieving social, political, economic and educational objectives. This has made it be recognized and be placed among the seven international languages of the 21st Century (Mbiti, 2013). Kiswahili has made progress nationally and in educational fields in Kenya (Odera, 2007). Because of this progress, the curriculum developers and policy makers have found it necessary to make changes so as to lift the standard of Kiswahili to march the increasing demands.

In the 1950s, Kiswahili was taken as a subject in the African preliminary examination. However, the learner had to have knowledge of English to pass Kiswahili because the questions of Kiswahili paper were in English (Kang'ahi, Chisikwa, Omusonga & Osodo, 2012). This trend has somehow persisted up to the present because in our school system at the apex is English, the official language and medium of formal

learning throughout the education system. English has a near co-status with Kiswahili and the two languages remain locked in rivalry in the educational as well as other socio-economic domains in Kenya. Since independence in 1963, several commissions of inquiry into Kenya educational system as well as human resource development needs have been set up. The effect on the use of Kiswahili of the ensuing reports has been far reaching. In addition to these commissions, pronouncement by the ruling party KANU and Development plans have also provided useful sources for Kiswahili language related information

RoK (1964) through Ominde Report recognized two major functions of Kiswahili language; an instrument of uniting the Kenyans and medium of communication in the African continent. At independence many Kenyans desired to have an African language as a national form of the time when many states strived for 'africanization' to avoid ethnic conflict (Luvisia, 2003). The Report recommended that Kiswahili be introduced as a compulsory subject from Primary One and be taught in school for communication purpose. It was not examinable at primary level and many schools ignored it. This Commission elevated English and relegated Kiswahili and the vernaculars to the background, this was often wanting.

The commission recommended that Kiswahili be introduced as a subject from Primary One. A department of Kiswahili was started to promote the language at the University of Nairobi. This was encouraging though they were not implemented until 1985 and 1969 respectively. The Wamalwa Report (1972) was charged with the study of reviewing the Kenya government's human resources training policies and it made important Kiswahili language-related recommendations. It recommended that; since most civil servants did not have a good command of Kiswahili, the national language,

special in-service courses be mounted at all training colleges for such staff. Although the recommendations were fully implemented they did not have a crucial impact on the educational system. For instance even at present, many civil servants still prefer to address the public in English often through interpreters due to the negative attitude towards Kiswahili and the vernaculars.

Gachathi Report (1976) recommended that Kiswahili be made a compulsory subject in primary and secondary schools. They suggested it to be the medium of instruction in Primary One to Three. In 1981 the Mackay Commission recommended that Kiswahili be examined at all levels of education. This Commission acknowledged the importance of Kiswahili in education. In view of the report, the new Education System, the 8-4-4 curriculum, was established and the Kiswahili syllabus in secondary schools was altered greatly. These changes intended to give the learners the required ability to benefit them in school and their future life. For the first time, this report recommended that Kiswahili be made a compulsory subject and be examined at all levels.

The Mackay report led to the establishment of the second university; Moi University in 1984. Although Kiswahili has not been made a compulsory subject at this university, the establishment of a department of Kiswahili was a positive step. The department is unique in that Kiswahili is used as a medium of instruction for both linguistic and literature components of the Kiswahili discipline (Williams & Senanu, 1995). Koech Commission (1999) also proposed that Kiswahili should be one of the five compulsory and examinable subjects at primary and secondary levels. These led to the establishment of many more departments of Kiswahili in public universities and the writing of publications, Kiswahili texts and reference books.

The secondary school Kiswahili syllabus (KIE, 1985) stressed on teaching and development of speaking and listening skills which were not stressed upon. This step included sounds that brought controversy among speakers of different ethnic backgrounds with the intention of fostering speaking. The review of the syllabus in 2002 was important because it focused on lifting the standards of Kiswahili and its performance in examinations. Due to this review, the Kiswahili lessons increased from 5 to 6 lessons in Form Three and Form Four. It also focused on issues that were controversial in grammar like '*uanishaji wa ngeli za Kiswahili*' which is the backbone of Kiswahili grammar (Mbaabu, 1996).

2.2.1 Use of Grammar in Kiswahili Subject

Linguists describe grammar as a set of structural rules governing the composition of clauses, phrases and words in any given natural language. Grammar consists of phonetics, phonology, syntax and semantics (Mgullu, 2002). The fact that all languages exhibit these aspects, there is no language without grammar. TUKI (1990) describes grammar as general rules that govern fluent reading and writing skills and Rushd (2011) describes grammar as structured language rules that portray the ability of the native speakers. It guards the accurate language as spoken by the native speakers.

According to Larsen-Freeman (2003), grammar is important for fluent communication. It is one of the aspects of a language that integrate. Grammar gives the structure of a language but it has to integrate with syntax and pragmatics which determines the meaning given in a spoken context. Therefore grammar involves integration of many aspects employed in communication. Williams (2005) has

supporting opinion by stating the fact that writings last long, it is necessary to have proper grammar structure to strengthen the written work.

Gathumbi and Masembe (2005) stated that grammar is an important aspect in language structure required by the learners in the development of other language skills; reading, writing, speaking and listening. Their view is supported by Bwire and Vikiru (2008) stated that grammar forms the base of any given language because the learners require the structure (words, phrases, sentences) and rules to be observed in its use in the four language skills mentioned earlier; the four language skills integrate through grammar. Many scholars have focused on the importance of grammar in language learning and eventually ended making effort on how it is taught in class (Gathumbi & Masembe, 2005). This study sought to establish whether the importance of grammar in language learning is taken into consideration whether proper methodology was used in teaching it in secondary schools.

2.3 Kiswahili Grammar Teaching Techniques

For effective Kiswahili grammar learning and good performance, teacher's methodology is central. It is the responsibility of the teacher to facilitate learning and foster the achievement of lesson objective and the general educational goals stated. The teacher is required to have adequate knowledge of the content and employ relevant teaching techniques to deliver the content. During teacher preparation process, the teachers are equipped in their subject areas to enable them to deliver the content effectively (KIE, 2002). Wessels (1987) observes that the teachers of language are reluctant to use drama even when chances to employ the technique are available.

Mondoh (2001) stated that teaching methods affect the effectiveness of a teacher because some concepts are understood better by the learner when delivered through a given method. Teaching methods when used appropriately become a significant variable of student achievement. Mondoh further notes that the teacher is the key determinant to the method to be used in the implementation of any aspect in curriculum. The teaching methodology facilitates achievement of the objectives. Methods applied by the teacher in class act as a framework for the presentation of instruction activities. The use of drama technique is therefore one of the methodologies to be used by the teachers of Kiswahili grammar.

Eshiwani (1993) indicates that teachers have the initiative to use their own instructional materials of teaching but they have not been varying the methods of teaching. Eshiwani meant that teachers have a variety of methods at their exposure but most of them stick to same methods. This is significant to the study because the teachers are encouraged to vary their methods. Drama is one of the methods the teachers are equipped with plus other methods used by the teachers include lecture, discussion question and answer. These other methods can be more effective if drama aspect is added to improve on grammar performance.

2.3.1 Lecture Method

One of the methods used to teach Kiswahili grammar by most teachers is lecture method (Suter, 2013). Lecture method is popular because it is economical in terms of time and material but it has many limitations. Onyango (2009) indicated that lecture method is inappropriate because; some teachers are not able to make their presentation to the comprehension of their learners. The method is inappropriate for teaching certain concepts especially those related to psychomotor skills and attitude

and it encourages relations of facts as ends in themselves and social learning is minimal during presentations. Lecture method combined with dramatization in grammar lesson can foster effective learning, what is lectured is put into action. It is therefore relevant to the study.

2.3.2 Discussion Method

Discussion method is a forum for open-ended, collaborative exchange of ideas among teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding or literally appreciation (Demircioglu, 2010). Discussion method is learner-centred; they encourage active learning and reflection. Some of the disadvantages of discussion method are; it can be used only to students who have some basic knowledge in the topic, some students may feel shy or reluctant to take part while others may try to dominate and the teacher may lose control over the students and they may end up quarrelling (Chepkoech, 2012). When drama technique is used in a discussion lesson, the students are involved and many of the setbacks are not felt hence improving their grammar

2.3.3 Question and Answer Method

In classroom, most teachers use this technique in grammar lessons (Gathumbi, 2005). They often ask questions of their students to gauge their comprehension. This method has many advantages but one of the disadvantages is that it has a passive model that relies on students to absorb information they need to reproduce. The teacher is more of an instructor than a facilitator. Nunan (2003) stated that teachers use this method to cover content and complete the syllabus in time. Dramatised way of questioning may motivate the learners more and reduce passivity (Kaptin'ei, 2006). When teachers are inspired, they do to undertake more classroom studies of different aspects of

drama in Kiswahili grammar teaching and learning. This will lead to better understanding of these approaches and will help to improve the quality of Kiswahili paper 2.

2.4 Drama Techniques in Language Classes

It is not easy to catch the learners' interest and motivation in class. Various means are used by teachers in order to involve the learners to participate actively in the learning process. Within such techniques employed in language classes, there are 'dramatic activities whose terminology can generate some ambiguity. Yildiz and Evsen (2013) distinguished between traditional types of drama, specifically the performance of a play. They called it theatre and other activities such as role plays, simulations and others which he calls informal drama. Both the play and the informal drama are useful resources to be used in a language class. Drama does not refer only to the product, the performance, but also to the entire process of language teaching (Phillips, 2003).

Drama refers to the process and the production respectively. In classroom application, the focus should be shifted from learning drama to emphasizing the process of leaning through drama (Gorjian Rahim & Jabripour, 2010; Magoma, 2011). In this study, activities that incorporate drama methods will be referred to as drama techniques or drama activities. Teresa (2007) argued that one of the reasons why teachers hesitate to embrace the ideas of utilizing drama and theatre in classroom activities is in the search for drama resources to develop curricular. Teachers are easily overwhelmed by various terms used in drama such as creative drama, educational drama, improvisation or improvisational drama, informal drama, classroom drama among others. This study sought to explain the myths of drama their effect on grammar skills development. Language teachers use a wide range of drama activities for engaging students'

participation and promoting active learning in the classroom. These include language games, storytelling, role-play, simulations, scenarios, prepared and spontaneous improvisation and process oriented drama activities (Mgullu, 2002). The study discussed drama techniques as reviewed below:

2.4.1 Language Games

Ladousse (2004) observed that language game is a game involving the repetition or creation of words, sentences, phrases and other language aspects in order to facilitate the learning of a language. The games range from structured language practice like using a pack of cards, practice of making and receiving phone calls and other less structured activities which border improvisation (Mwihaki, 2011). Generally, language games are based on observation (memory), interpretation (guessing) and individual/group interaction. Language games can be used for teaching synonyms, verbs, adverbs, proper nouns, parts of speech and other grammar aspects (Sirengo, 2013).

Nedomova (2007) noted that teaching grammar through use of games will be more effective than teaching it through repetition and memorization. Language games may be applied in teaching grammar because naturally learners always prefer fun (Tan, 2008). Learners like being physically active as they learn because they are naturally imaginative and creative. Teachers should see games not only as tools but integrate them into language learning by providing meaningful context in grammar teaching (Wright et al 1984 cited in Yolageldil & Akran, 2011).

2.4.2 Mime

To the language teacher, one could generally say that mime is acting out an idea or a story through gesture, bodily movement and expression without using words. Tan (2008)

suggested a number of ways in which grammar could be taught using mime. They suggest tense drills through mime, questions through mime, teaching prepositions and phrasal verbs through mimes (Gathumbi, 2005). This may seem strange in a language classroom.

According to Pinter (2006) and Doff (2000), one of the most effective guessing games is mime game. In doing mime game, the learners feel very excited, imaginative, enjoyable and communicative when performing their task by acting out, describing the structure learned. Amato (2007) stated that mimes are guessing games besides guessing sentences or pictures. Mimes are effective techniques to develop and reinforce some concepts of grammar. The most important function of implementing miming games in teaching is to give practice in communication.

Beena, Nyagah, Kibui and Odundo (2015) indicated that mime helps learners become comfortable with the idea of performing in front of peers without concern for language. Although no language is used during mime, it can be a spur to use language. This view is supported by Demircioglu (2010) when he said that mime is one of the most useful activities for language practice, it is also one of the most potent and relatively un demanding. Its strength lies in fact that although no language is used during the mime, the mime itself can act as a catalyst to generate and elicit language before, during and after activity.

Mime is a great way of reinforcing memory by means of visual association, and recall of language items is assisted whenever an associated image is presented (Beena, et al., 2015). Mime can help to fix language in the minds of the students. This could apply to learning of Kiswahili grammar. Romano, Papa and Saulle (2016) stated that mime exercises help develop oral expression and self-esteem. By using attentiveness, students further develop their observational skills through focus and details.

2.4.3 Role Play

Role-play is possibly the most familiar to teachers and therefore the most acceptable dramatic techniques (Chepkoech, 2012). Research indicates, however, that teachers' interpretation of role play varies. The most common 'role-play' is to select a dialogue, often an extract for listening comprehension, assign parts to the students and get them to read the dialogue aloud with the teacher correcting pronunciation errors (Eric, 2003). There are many types of role play. These include; dramatic plays, story dramatization and socio drama, seminar style presentation, debates and interview. They range from beginners role play for weaker students to advanced role play for the more proficient students in ESL classes. Different types of role play demand different approaches. The way the role play is introduced, the description of the roles, the facilitation and debriefing sessions vary accordingly. The role play activities chosen should be relevant to the language needs of the students.

Role-playing introduces problem situation dramatically; it provides opportunity for learners to assume roles of others and thus appreciate another point of view. It allows for exploration of situations and provides opportunity to practice skills. Teacher has to define the problem situation and roles clearly. They must give very clear instructions. Some limitations of role-playing are that learners may be too self-conscious and it is not appropriate for large groups (Chepkoech, 2012). Teresa (2007) posited that teachers often feel that a great deal of preparation is required from the teacher because the students must be given clear guidelines as to how to carry out the role play. Although this is true, the same could be said for any classroom activity which is not tied to a course book. The presentation needed for role play activity is not more than one used in course book activities. Another objection which has been expressed is that role play is too emotionally demanding because the task is performed in front of

others (Baraldi, 2009). Contrary to this belief, however, role play does not automatically mean that the task has to be performed in front of others. An example is pair work activity done at the same time. The question of the task being emotionally demanding therefore does not arise. It is important, in fact, not only for role play but for all drama activities in classroom, that there is no audience.

According to Kemboi and Osman (2015), role-play is a powerful tool in teaching and learning as it offers holistic education in a multi-level experiential journey of discovery, expression, and mastery where all learners and teachers learn and grow together. It has been observed that role-play technique enhances the teaching and learning process at different levels of education by increasing motivation, retention and active participation. It can also be used by the teachers to reinforce language items and grammatical structures that were earlier taught in previous lessons (Hong, 2010; Gathumbi & Masembe, 2005). This research looked at whether teachers used role play to teach Kiswahili grammar.

2.4.4 Simulation

Simulation as a language teaching method provides a way of creating a communicative environment where learners interact. It creates a situation when representivity fades (Crookall & Oxford, 1990). Jones (1982) calls a simulation as case study where learners become participants in an event and shape the course of an event. The learners have roles, functions, duties and responsibilities within a structured situation involving problem solving activities. The students are either playing themselves or someone else. Simulation activities are also interaction activities with various categories of dialogue. A proper simulation does not encourage a teacher to control the behaviour of his/her learners. It is, in fact dependent on what

each participant contributes to the situation in the form of skills, experience and knowledge (Kemboi & Osman, 2015).

A clear line cannot be drawn between role play and simulation. These two drama activities overlap. Role play is frequently used in within simulations. In role-simulation, the participant remains the same individual while reacting to a task that has been simulated on the basis of his own personal or professional experience (Odhiambo, Odongo & Okello, 2016). In language teaching, the differences between role play and simulation are not that important. As Livingston (1983) pointed out that the main concern for the language teacher is the opportunities role play and simulation provide in the school syllabus.

Simulation gives participants opportunity to practice taking on specific roles and improvising within specific situation on the assumption that with practice the participants will play their roles more effectively when situations involving similar skills occur in real life (Kimosop, 2015). Simulations are particularly useful in practicing and evaluating the use of procedures and language (vocabulary and structures) specific to particular skills. Smith (1984) states that simulations could arise out of well used teaching materials like cartoons, newspaper and magazine extracts. More so, less used teaching materials like items found freely in the environment like leaves sticks, stones and others could be used. This study sought to find out if these items were used in teaching Kiswahili grammar.

Butler (1977) in Gaudart (1990) incorporated as part of her evaluation, simulation exercises which explored attitude and promoted language development. Results indicated that students participating were involved, interested, they were observant, were able to communicate and were indeed motivated to express themselves. Where

pedagogy was concerned, however, it was apparent that the teachers had put in a lot of thought into making simulations relevant and exciting. This research investigated whether simulations was used to teach Kiswahili drama in secondary schools.

2.4.5 Improvisation

Improvisation is to make or create by using whatever is available (Mukwa & Too, 2002). Landy (1982) defines improvisation as an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a teacher, usually including statements of whom one is, where one is and what one is doing there. The focus is thus on identifying with characters, enacting roles and entering into their inner experience of imagination and fantasy (Beena et al, 2014). And according to McCashin (1990), the focus of improvisation is on helping learners to discover their own resources from which their most imaginative ideas and strongest feelings flow. Participants gain freedom as self-discipline and the ability to work with others develops.

McCashin (1990) further stresses that improvisation is an excellent technique to use in the grammar classroom as it motivates the learners to be active participants in authentic situations thereby reducing their self-consciousness. Improvisation provides learners with opportunities to not only improve their language communication skills. It also improves their confidence which will ultimately lead to the development of grammar concepts. These activities and others can be used by the teacher in a grammar class (Gathumbi et al, 2008). Also these activities and their varieties depend on the creativity of the teacher who can think of useful situations where he can generate student's communication skills. This is very relevant to the topic of study because if teachers use improvisation, the performance in Kiswahili grammar would improve.

2.5 Drama Technique and Teacher Preparedness

Teacher preparation entails many things. They include; schemes of work, lesson plans, teaching notes, progress reports, class record of work covered and class attendance registers (Onsare, 2013). There is assumption that having long and vast experience in teaching affects performance. A study by Murnane and Philip (1981) (in Myberg and Rosen (2004) on teacher experience and effectiveness shows that teachers with less teaching experience are less effective than those who were more experienced. Teachers who do not prepare adequately for grammar lessons by identifying suitable instructional strategies end up boring the learners.

Jennifer (2009) states several reasons why students say they hate English grammar lessons. She indicated that most students equate having good grammar with mastering terminology; they do not like doing grammar homework because they find it meaningless and not manageable. Jennifer also found out that some do not see the practicality of learning grammar because they have great fluency and accuracy in their oral expression and feel hampered when deciding which vocabulary to use when speaking. Most students are overwhelmed by the volume of information in grammar books. Another reason given is that most grammar books are intimidating even for teachers and tend to overload the brain in a short period of reading (Kemboi & Osman, 2015).

Most grammar learners lack confidence in their ability to use grammar for communication, they therefore criticize themselves and their grammar skills. Though Jennifer (2009) focused on English, it is relevant to this study because the same problems are experienced in Kiswahili and other languages. It is therefore upon the Kiswahili grammar teachers to employ drama techniques that will change the attitude

of the learners and motivate them. Maddux (2009) agrees that there is a significant positive correlation between academic performance and motivation of the students through drama activities.

Suter and Busienei (2013) made observations that agree with Jennifer (2009) when they said that some of the Kiswahili teachers have been accused of using the same teaching method year in year out despite changes in technology because their older colleagues do not use a variety of them. Some teachers enjoyed talking and even punish students who doze when they are teaching. Teachers should not rely on word to explain ideas, concepts and facts. The use of a variety of teaching methods such as role-play, demonstration, dialogue, improvisation make teaching both lively and interesting to the learner bearing in mind that grammar is all about using the language creative.

In using drama techniques in the classroom, the roles of the teacher change as they become a facilitator rather than an authority or the source of knowledge (Sirengo, 2014). The class becomes more of a learner-centred rather than a teacher centred one. Hoetker (1969) in Moore (2004) warns that the teacher who too often imposes his authority or who conceives of drama as a kind of inductive method for arriving at preordained correct answer will certainly vitiate the developmental values of drama and possibly its educational value as well. Drama activities will make the learners own the lesson and enjoy learning. Wessels (1987) who observes that teachers of language are reluctant to use drama even when chances to employ the technique are available. Students can acquire the required grammar aspects and internalize them if they are placed in a situation that is real to them. When learners use non-verbal communication like gestures, facial expressions plus verbal communication bearing in

mind intonation, stress, pronunciation among others they internalise the language and gain confidence even when they interact outside the classroom (Gathumbi, 2005).

Mukwa and Too (2002) state that drama is one of the teaching techniques that could be applied in education. It is equipped to the teachers during their preparation. Simulation, role-play, improvisation, mime games and problem solving technique are among the drama activities. These technique take into consideration the learners' ability and interest. This was relevant to this study for it sought to establish the teachers' preparedness for the use of these techniques during grammar lessons. They also stated that drama technique can be used to teach students to acquire and practice various skills. This is useful to this study because using drama and drama activities has clear advantages on four language skills of learning. They found out that drama encourages students to speak; it gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expression. Drama is a powerful tool in the language classroom.

Use of drama technique in ESL is not just leaving the students in the class to do all the work but rather a teacher's initiative in the grammar classroom (Brumfit & Carter 1986 in Carter, 2007). Stressing on language teaching for effective communication and authenticity, they state that language use could demand the language teacher to take the following responsibilities; the teacher should guide the language learning process by having proper pronunciation, intonation, stress rhythm and oral expressions. The teachers need to facilitate comprehension of vocabulary and other language aspects. The teacher should stimulate conversation through interactions with the students. He/she should establish a real conducive atmosphere for student participatory in language learning experiences fostered by the drama technique. This

was found relevant to this study because to achieve what is stated, a teacher requires adequate preparation (Kang'ahi et al., 2012).

Gibbs (2001) described drama as an alternative way for a teacher to assess by observing. They state that when teaching new concepts, the teachers always depend on prior knowledge. The teachers start with what the students know, which further guides them with the next step to take in teaching. It is difficult for some learners to make sense of specific things and this is where drama fits in (Kimaro, 2013). Drama technique can be used to review a lesson; further allowing teachers to assess what the students already know or have learned. Davies (1990) says drama activities could probably be used in all stages of the typical five stage lesson to take the focus away from the teacher and put it on the students to give them the maximum amount of talking time.

Drama could be particularly effective in stages two to five of a lesson, above all in the fifth stage. In this study, these views are relevant in that it sought the instructional methods employed by the teacher of grammar. Kitula (2001) established whether the teachers were prepared to use drama techniques to pre-view or review the grammar lessons in the classroom. Research by Gibbs (2001) found out that drama techniques in EFL improve reading comprehensively, writing, self-concepts, attitudes towards others and the lesson. Improvisation takes place in different ways besides role-playing. Also the purpose of engaging in drama activities in learning is to create a variety of complex opportunities that can help further other skills within reading, speaking, writing and composition. This is valuable to this study because Kiswahili Paper 102/2 includes reading comprehension, summary writing, grammar and social linguistics.

Gibbs (2001) noted that drama is entertaining. Fun is learning and learning is fun. If the teachers remember this and try to incorporate fun in teaching, the students will definitely enjoy the learning process and in relation to the study, the complaint as stated by Jennifer (2009) will not arise. They stated that; students enjoy dealing with and discussing real issues and problems. Students like figuring things out, doing interesting things and doing things differently and the use of drama may require adequate time for the teacher to prepare (Ong'ondo, 2003). The current study sought to establish the practice of including drama technique in their Kiswahili grammar lesson preparation to elicit the fun intended in learning. The teachers' schemes of work and lesson plans (professional documents) were used in some instances to verify the regularity of drama use.

Royka (2001) maintained that few activities can bring EFL/ESL classroom to life. The trends in English Language Teaching (ELT) lean heavily towards communicative and authentic language use. Drama provides lots of immediate resources and is fun for teacher and students alike. The fear for a new drama user is the hard part to overcome. He claims that at times teachers are reluctant to use drama activities in language classroom for various reasons; they do not know how to use the activities, limited resources, time constraints among others. This was relevant to the study because it sought to establish the views of Kiswahili grammar teachers and if there were any difficulties in using drama technique in class room environment.

Royka (2001) observed the reluctance should not be the case; teachers of language need to employ drama to teach the language. Applebee (1984) says that; it is ironic that although most teachers of language consider drama to be within their curricular domain. Furman (2000) observes that the reasons why teachers still hesitate to

embrace the ideas of utilising drama and theatre in the classroom activities can be summarised as follows: In the search for drama resources to develop curricula, teachers are easily overwhelmed by various terms used in drama and theatre such as creative drama, developmental drama, process drama, improvisational drama, improvisation, informal drama, classroom drama, drama in education among others (Okumu-Bigambo, 2000).

Dramatic activities tend to be placed at the edge of the official curriculum; they seem to be time consuming and unnecessary. Since most teacher education programs do not offer courses related to drama and theatre, teachers are unfamiliar with facilitating dramatic activities (Ong'ondo, 2003). In light of these factors teachers are encouraged to prepare and apply drama in the classroom. The study sought to establish whether the teachers prepared to use applicable drama strategies in their Kiswahili grammar classroom.

2.6 Drama Technique on Student Grammar Performance

A student progressive performance is determined by his or her motivation among other factors (Oseno, 2015). A student who is highly motivated will tend to perform better than his or her fellow students. Therefore the student should see the need of wanting to learn and appreciate what the teacher is saying (Sirengo, 2014). Any teachers' effort will mean little if he/she does not appreciate the importance of motivating the student to learn. Students are more likely to engage in a subject if they see a good reason of doing so. Desialova (2009) confirms that subject matter being taught by the teacher should appeal to the students' personal academic and professional goals. The more we can do to make the material as interesting as

possible, the more motivated students will be to learn it and conceptualise it. Motivation contributes to improvement of performance of the learners (Suter, 2013).

There are many reasons in favour of drama activities and techniques in a language classroom. First of all it is entertaining and fun and can provide motivation to learn. It can provide varied opportunities for different uses of language and because it engages feelings, it can provide rich experience of language for the participants. Maley and Duff (2005) listed many points supporting the use of drama and these are; it integrates language skills in a natural way. Careful listening is a key feature. Spontaneous verbal expression is integral to most of the activities; and many of them require reading and writing, both as part of the input and the output. It integrates verbal and non-verbal aspects of communication, thus bringing together both mind, body, and restoring the balance between physical and intellectual aspects of learning (Chepkoech, 2012).

By fully contextualising the language, it brings the classroom interaction to life through an intensive focus on meaning (Kemboi & Osman, 2015). The emphasis on whole-person learning and multi-sensory inputs helps learners to capitalize on their strength and to extend their range. In doing so, it offers equalled opportunities for catering to learner differences. It fosters self-awareness (and awareness of others), self-esteem and confidence (Ulas, 2008). Through this, motivation is developed. Motivation is likewise fostered and sustained through the variety and sense of expectancy generated by the activities. There is a transfer of responsibility for learning from teacher to learners which is where it belongs. It encourages an open, exploratory style of learning where creativity and imagination are given scope to develop. This in turn promotes risk-taking which is an essential element in effective language learning. Drama has a positive effect on classroom dynamics and

atmosphere, thus facilitating the formation of a bonded group which learns together. It is an enjoyable experience (Kaping'ei, 2006). This is relevant to this study because it applies to any language for learner centered activities and improves performance.

Dramatic activities according to Maley and Duff (2005) are activities which give students opportunities to use his own personality in creating the material in which part of the language class is to be based. Drama activities can provide students with an opportunity to use language to express various emotions, to solve problems, to make decisions and to socialize. Drama activities are also useful in the development of oral communication skills, reading and writing as well. Drama activities help students to communicate in the language including those with limited vocabulary and improve in their Language performance (Aldavero, 2008).

Hertzberg (2009) said that teaching and learning activities that involve drama can be bumped back into a book talk session that occurs during reading rather than an extension activity on completion of a book. When drama is used this way, it engages learners in critical language practices and at the same time sanction genuine responses. Hertzberg (2009) contribution to the study is found important because it will help establish views of teachers of Kiswahili concerning the use of drama technique in Literature lessons compared to grammar lessons. This study investigated the drama technique approaches used in Kiswahili grammar instruction lessons.

Clark (2013) argued that drama is hands-on, experiential learning and engages mind, body, voice, and emotions to interpret and convey to others information and ideas. Drama in education is a powerful teaching and learning tool with profound positive effects on a student's cognitive, social, emotional, and physical development (Luvisia, 2003). The benefits of regular theatre arts instruction spill over into all school subjects

and everyday life. Drama is sound pedagogy that reaches students of multiple intelligences and different learning styles (Ong'ondo, 2003). It is a multi-sensory mode of learning that engages mind, body, senses, and emotions to create personal connections to the material that improve comprehension and retention. Therefore when drama is applied effectively it is an effective means of teaching and learning Kiswahili grammar.

2.7 Students Participation in Drama Technique

According to Suter and Busienei (2013), there is need for Kiswahili teachers in Kenya to be aware of the two approaches to any second language teaching. Any SLT can be fluency-based teaching which lays instructional emphasis that takes place in real life situations. This approach is likely to promote Kiswahili language learning. They further emphasize that dramatization as a method of teaching Kiswahili can easily enhance oral interaction. Dramatization is viewed as one of the best methods of teaching spoken skills and grammar as it allows the learners to participate in the lesson. The study sought to establish the use of drama as a tool of teaching and learning Kiswahili grammar with the objective of enhancing learner participation plus motivation.

Fleming (2006) stated that drama is inevitably learner-centred because it operates through active cooperation. It is therefore a social activity and thus embodies much of the theory that has emphasized the social and communal as opposed to the purely individual aspects of learning. The use of drama techniques and activities in the classroom provides exciting opportunities for learners to use the language in concrete situations. Besides, some research studies (Maley & Duff, 2001; Phillips, 2003) suggest that drama activities can promote interesting ways of motivating grammar

acquisition to teachers. Clark (2013) concurs by saying that drama games allow for a large range of participation, from minimal to highly expressive and creative. Gifted students are given a chance to synthesize learning from various subjects. They can take the same idea several layers deeper than an average student and still demonstrate it in the same time frame as others.

Desialova (2009) said that using drama and drama activities has clear advantages for language learning. It encourages students to speak; it gives them the chance to communicate, even with limited language, using non verbal communication such as body movements and facial expressions. Desialova outlined some of the areas where drama is very useful to language learners and teachers. It encourages participation as he states that; drama gives learners an experience of using the language for communication and real life purposes by generating a need to speak (Mansour et al., 2013). It is an ideal way to encourage learners to guess the meaning of unknown language in a context and need to use a mixture of language structures and functions if they want to communicate successfully. More so, it makes language learning an active, motivating experience.

Drama helps learners gain the confidence and self-esteem needed to use the language spontaneously and by taking a role in role-play and language games. Students can escape from their everyday identity and “hide behind” another character abandoning shyness (Chepkoech, 2012). The use of drama is useful in language learning. The study therefore sought to establish the participation of learners. Desialova further notes that; drama brings the real world into the classroom and its aim can be more than linguistics because teachers can use topics from other subjects thus encouraging the students to act out scenes from history or they can work on ideas and issues that

run through the curriculum. When students dramatise, they use all the channels (sight, hearing, and physical bodies) and each student will draw to the one that suits them best. This means that all parts of the learner will all be actively involved in the activity and the language will enter through the channel most appropriate for them. It stimulates learners' intellect and imagination (McCaslin, 1998).

Peregoy and Boyle (2008) state that drama activities provide students with a variety of contextualized and scaffold activities that gradually involve more participation and more oral language proficiency, they are also non- threatening and a lot of fun. Drama has been credited with the ability to empower students and allow them some ownership and control over their own learning (Wilburn, 1992). Working in drama allows students to test out various situations, registers and vocabulary in a real way without having to suffer any real consequences. Kao and O'Neill (1998) proposed that confidence levels increase when students have something to talk about and, most importantly, when they know how to express their ideas through grammar.

Barbu (2007) drama use in English language resulted in real communication, involving ideas, emotions, feelings, appropriateness and adaptability. Such activities give the teachers a wider option of learner-centred activities to choose for classroom teaching, being extremely efficient in teaching grammar. Even after years of teaching English grammar, the students do not gain the confidence of using the language in and outside the class. The conventional grammar class hardly gives the students an opportunity to use language in this manner and develop fluency in it. This is because students lack the adequate exposure to fluent language outside the class as well as the lack of exposure to fluent speakers who can communicate with the students on authentic matters. So an alternative to this is teaching language through drama. Drama

technique gives context for listening to meaningful language production, leading the students or forcing them to use their own language resources thus enhancing their linguistic abilities (Mbito, 2013). The above applies to all languages teaching therefore making it relevant to Kiswahili grammar study.

Barbu (2007) said that using drama in English language also provides situations for reading and writing. The monotony of a conventional grammar class can be broken and the syllabus can be transformed into one which prepares students to face their immediate world better as competent users of the Language because they get an opportunity to use the language in operation. Drama improves oral communication, as a form of communication methodology; drama provides the opportunity for the students to use grammar meaningfully and appropriately (Odera, 2007).

Maley and Duff (1979) state that students' involvement in the negotiation and construction of meaning during participation in a drama allows them insights into the relationship between context and language and lets them link the language they are learning to the world around them. Drama puts back some of the forgotten emotional content into language because appropriate meaning, form and structure are important in language learning. Students' involvement in the negotiation and construction of meaning during participation in a drama gives them insights into the relationship between context and language, and then lets them link the language they are learning to the world around them. This study therefore established how much student participation was achieved by use of drama technique in Kiswahili grammar lesson.

Gibbs (2001) stated that drama is part of real life and prepares students to deal with real life's problem. It allows students to make sense out of their real life situation by allowing them to rehearse roles, give them shape or form to individual and personal

ideas and feelings they are naturally experiencing. Drama can restore the totality of the situation by reversing the learning process, beginning with meaning and moving towards language form (McCaslin, 1998). This makes language learning more meaningful and attempts to prepare the students for real-life situations. Stevic (1980) observes that language learning must appeal to the creative intuitive aspect of personality as well as conscious and rational part.

Drama activities can be used to provide opportunities for the students to be involved actively (Chepkoech, 2012). The activities involve the student's whole personality and not only his mental process. Effective learning can be achieved when the student involves himself in the tasks and is motivated to use the target language (Raghian, 2014). The contribution of the scholars was important to this study because the participation of the students in a Kiswahili grammar lesson is to prepare them to deal with real life situation in communication. It is therefore relevant in establishing the validity of the research objective in the current study.

Ulas (2008) noted that speaking is the most common and important means of providing communication among human beings. The key to successful communication is speaking nicely, efficiently and articulately, as well as using effective voice projection. Speaking is linked to success in life as it occupies an important position both individually and socially. Vernon (n.d) supports the view that conversational use of language also promotes fluency. Vernon states that while learning a play or a phrase, students are encouraged to listen to, potentially read and then repeat their lines over a period of time. By repeating the words and phrases they become familiar with them and are able to say them with increasing fluency by encouraging self-expression, drama motivates students to use language confidently

and creatively. This is what the study was about. The current study sought to justify using drama in Kiswahili grammar teaching.

Several scientific investigations have demonstrated that creative, instructional and educational drama activities have positive contribution to the general education process and that these activities improve speaking skills (Ong'ondo, 2003; Rushdi, 2011). According to Makita (1995), dramatic and role playing activities are valuable classroom techniques that encourage students to participate actively in the learning process. These dramatic activities can take different forms and that the teacher can provide students with a variety of learning experience by developing different methodologies according to the needs of his students (Rushdi, 2011). These role-playing activities enable the teacher to create a supportive, enjoyable classroom environment in which students are encouraged and motivated to effectively learn the target language (Chepkoech, 2012).

Smith (1984) notes that, although drama has existed as a potential language teaching tool for hundreds of years, it has only been in the last thirty years or so that its applicability as a language learning technique to improve oral skills has come to the forefront. Regarding the point that drama has an important impact on language teaching, Goodwin (2001) said that drama is a particularly effective tool for pronunciation teaching because various components of communicative competence (discourse, intonation, pragmatic awareness, and non-verbal communication) can be practiced in an integrated way.

There are some other elements involved in acquiring oral communication skills: adding efficiency to communication and drama activities facilitates the improvement of these elements. Whitear (1998) adds that speaking is not only about words,

structure and pronunciation, but also feelings, motivations and meanings that are valuable benefits for bringing drama to the language learner. Drama techniques and activities to develop communication skills through fluency, pronunciation, cooperative learning, confidence building and intercultural awareness may be added also to the above mentioned elements. This is important in relation to the current study.

One of the major characteristics of the social aspect of oral communication skills is the ability to deliver a speech comfortably and with self- confidence (Sirengo, 2013). Drama appears to be the ideal method for students to develop self- confidence. In this regard, Pietro (1987) says that, students who are not naturally talkative often appear more willing to join in the discourse when they realize that they are not dominated by a teacher figure. Sam (1990) agrees by stating that drama activities can be used to provide opportunities for the students to be involved actively, the activities involve the students whole personality and not merely his mental process. Peregoy and Boyle (2008) stated that drama activities provide students with a variety of contextualized and scaffold activities that gradually involve more participation and more oral language proficiency, they are also non-threatening and a lot of fun.

From the use of drama, students become more confident in their use of Kiswahili by experiencing the language in operation (Sirengo, 2013). Drama in a Kiswahili grammar classroom is ultimately indispensable because it gives learners the chance to use their own personalities. It draws upon students' natural abilities to imitate and express themselves, and if well-handled should arouse interest and imagination (Kang'ahi et al, 2012).

Drama encourages adaptability, fluency, and communicative competence. It puts language into context, and by giving learners experience of success in real-life situations it should arm them with confidence for tackling the world outside the classroom. Since the current study's ultimate goal is to find out the levels of student participation in a Kiswahili grammar lesson, the contribution of these scholars is necessary for the study (Mbiti, 2013). This empowers this study to find out the role of students in language teaching lessons. Student's participation takes the centre of the current study as it is believed that learners initiated activities are more memorable and have meaningful pedagogical condition

2.8 Empirical Review of Related Studies

Rushdi (2011) investigated the effects of game strategy on the learning of English grammar for the twelfth grade students at Gaza governmental schools. The researcher adopted the experimental approach. The sample of the study consisted of (80) male students from Palestine Secondary School in West Gaza. Findings indicated that there were statistical significant differences between both groups, favouring the experimental one, and this is due to the method of educational games strategy. Furthermore, the study revealed that educational game strategy had a large effect size favouring the experimental group. The study by Rushdi (2011) was on learning of English in Palestine while this study was on Kiswahili grammar in Kenya.

Flintoff (2005) study sought to determine some emerging understanding of the perceptions and attitudes held by Drama teachers about the introduction of Interactive and Information Technology (digital environments) into classroom Drama practice. Study indicated that drama teachers surveyed generally believe IT will offer benefits to the field of Drama education and that students will gain better learning

opportunities as a result of engaging with technology. There seems to be a healthy measure of skepticism that may eventually ensure that Drama remains the focus despite engaging with new technologies. The study did not focus on the use of IT during classroom practice considering that not all schools in the area have infrastructure to support IT use.

Yildiz and Evsen (2013) identified the views of the teachers on the use of drama as a teaching method in the science and technology courses. Qualitative research method was used. The data were collected through semi-structured interviews. Most of the participants reported that the material in science and technology course was easier to learn through drama. While some of the participants make preparations to use drama, others use it without any preparation whenever they feel that the use of drama is appropriate. The study also sought the perceptions and attitude of teachers towards the use of drama in teaching Kiswahili grammar in school different from Yildiz and Evsen use in science and technology teaching.

Park (2015) described three case studies in universities in Korea, showing that the use of drama projects can be successfully used in different teaching situations and is an effective means of promoting meaningful language learning in students often demotivated by traditional methods and the test-driven classroom. Results indicated positive attitude change and promotion of cognition, positive affect and social skills in all three case studies, confirming earlier research findings and showing that the drama project is a viable and effective educational tool for the foreign language teacher, from individual syllabus supplementation to incorporation into a language program curriculum. The study by Park was in universities in South Korea while this study has been conducted in secondary schools in Kenya.

Teresa (2007) attempted to look at students' perceptions of learning English through process drama in a Secondary 3 Chinese-medium mixed ability class in Hong Kong. Students' responses to the drama lessons were collected through a questionnaire and three semi-structured interviews. From the findings, students generally felt positive about process drama. They also expressed that the approach could help them to improve their reading, writing, listening and speaking skills. However, some problems related to the use of process drama in the Hong Kong teaching context were also identified. The study was conducted in Hong Kong while this study is in Kenya.

Sirisrimangkorn and Suwanthep (2013) investigated the pedagogical use of integrated drama-based role play and Student Teams Achievement Division (STAD) cooperative learning, and its effects on the first year non-English majors' speaking skills, motivation and self-esteem. The study was conducted over an academic semester in a basic English class in a north-eastern university in Thailand with two separate groups, with a quasi-experimental design. They found out the effectiveness of drama-based role play combined with STAD on students' speaking skills, motivation, and self-esteem in the experimental group. The study was conducted in Thailand and did not link use of drama based role play and acquisition of grammar skills by students.

Demircioglu (2010) examined drama, drama implementations and vocabulary teaching to young learners through drama. Research show that teaching vocabulary to young learners through drama is more effective than traditional vocabulary teaching methods. Drama as a teaching technique creates supportive intellectual and emotional environments that encourage students to think. It allows students to apply their communication skills and encourages them to take risks. The study by Demircioglu was on primary schools pupils while this study was in secondary schools.

Gorjian Rahim and Jabripour (2010) research was conducted over a whole academic semester with 60 intermediate students enrolled in English drama II courses. They were divided into two groups of experimental and control groups. It was revealed that though both groups were successful in answering the multiple-choice questions, the students in the experimental group yielded a better performance in taking the post-test. In other words, there was a significant difference in the gains of the control group in which the contents of the plays were solely surveyed and those of the experimental group who were mostly performed the plays lively.

Mansour, Na'eem and Abdalla (2013) investigated the effect of using drama as a teaching technique on improving the English oral proficiency of the preparatory year students in the applied sciences stream at Al-Imam Muhammad Bin Saud Islamic University. The sample of the study consisted of 42 male preparatory year students distributed in two sections, one constituted the experimental group, and the other constituted the control group. Result showed that there was significant difference in the oral proficiency favouring the experimental group who were taught according to dramatization and improvisation techniques based on dialogue formats. The study was in university while this study focused on conducted in secondary school on how drama usage influenced Kiswahili grammar proficiency among students.

Arzu (2008) studied the effects of drama and traditional methods on primary school students' use of reading strategies, on their attitudes toward reading, and on their perceptions of the drama method. A pre- and post-test experimental design with the control group was employed for this study. The drama technique was used in the experimental group and traditional teaching methods in the control group. Data analysis indicates that the drama method was more effective than traditional methods

with respect to strategy use. There was no significant difference between the groups in terms of attitudes towards reading. The study by Arzu (2008) was in primary schools while this study is in secondary schools.

Gill (2005) investigated the effect of drama on Asian law students' oral communication skills who study law in Western universities. He found that these dramatic activities would help improve their English-language oral-communication skills and lower their affective barriers and increase their confidence, motivation and spontaneity when speaking, while improving their non-verbal skills. Ulas (2008) investigated the effect of creative, educational drama activities on developing oral skills in primary school children. The study consisted of two groups of fourth-year students attending an elementary school in the provincial city-centre of Erzurum, Turkey, during the 2006-2007 educational school years. Data analysis demonstrated a significant difference between the experiment and the control groups' oral communication skills. The application of drama activities improved the development of students' oral proficiency contrasted with traditional methods. The study by Ulas was among primary school children while this study was among secondary school students.

Lizasoain and Ortiz (2009) used an experimental group (n=19) of Spanish-speaking learners of English performed an interview and a role play activity to learn a given grammar structure (present continuous in its affirmative, negative and question forms), while another control group (n=17) was taught the same structure through the traditional formal teaching method in Chile. Drama techniques were efficient and effective as the formal teaching methods in the Chilean EFL classroom. In a drama technique provision classroom, students became motivated and learn in a realistic

communicative environment offering plenty of opportunities to use language meaningfully.

Raghian (2014) investigated the influence of teaching English subject using drama on the development of intermediate students' creative thinking. The sample population of the study comprises two randomly selected first year intermediate classes of the 33 intermediate female schools in Tabuk. Teaching English subject using drama is effective in the development of first year intermediate students' creative thinking. Results also revealed that there are statistically significant differences between the creative thinking of control group (those who study using the traditional method of teaching) and the creative thinking of experimental group (those who study using drama) according to the post-creative thinking test and this insure the effectiveness of teaching English using drama on the students creative thinking.

Barreto (2014) studied language acquisition through the use of educational drama. Research has demonstrated that using drama in the classroom can help language development of all students in order to achieve English proficiency. Engaging in learning experience through drama activities without stress increases motivation for participation in the classroom especially for English language learners. The drama experience is made more meaningful by emphasizing a purpose, which requires problem-solving skills, along with various modes of language use. Moreover, evidence of language development can be accessed through various modes. Within the context of drama, speaking and listening skills are fostered in peer-peer, group, and student-teacher interactions, which are beneficial for reading and writing. In order to further explore the results and benefits of drama in the classroom, various types of drama strategies and their applications were studied.

Taskin-Can (2013) investigated the effect of creative drama-based instruction on fifth graders' science achievements in the light and sound unit and scientific process skills. This quasi-experimental research was conducted in one of the public elementary schools in Turkey during 2009-2010 academic years. A light and sound achievement test was developed and administered to randomly selected 60 students. The experimental group was instructed through creative drama-based implications and the control group was never exposed to creative drama. An instruction material including five lesson plans was constructed for the leader to administer creative drama-based instruction. The unit was instructed to each group for three weeks. A science achievement test and a scientific process skills test were administered to each group as pre-post test. An independent sample t-test revealed that there were significant differences in the means of creative drama applications, science achievement and scientific process skills.

Gomez (2010) studied the effectiveness of the use of drama in the teaching of English as a second language (ESL) as opposed to traditional instructional methods, specifically to the enhancement of the oral skills, including pronunciation and fluency. The students assessed were Spanish mother tongue speakers and attended a public school in Madrid, Spain. Two classes from the same year group received instruction in the differing methods over a three-week period. They were examined pre and post instruction. The results of the study concluded that teaching English through drama was more effective than using traditional methods.

A study of Baraldi (2009) examined ways in which drama and theatre techniques and practices, as implemented in the elementary classroom and combined with pedagogical practices to teach and learn a second language, can create the appropriate

conditions that promote environments conducive for content learning and to aid the English Language Learner (ELL). The results of this research suggest that all the participants: 1) appreciated the use of drama in the classroom; 2) learned the content of the economics unit; and, 3) would use drama in other subject areas. In particular, ELL students expressed an interest and desire to use drama and theatre techniques to learn English in the future. Similar concepts were discovered that could be used in both drama and ELL education to achieve their particular goals.

Burgerova and Cimermanova (2013) found out that the use of drama activities in language classes builds a space and context for primary speaking and listening. In some cases it can develop reading skills (depending on the age and the level of the learners) and even writing skills. Application of drama techniques enables teacher integrate all language skills to students. Gathumbi (2005) observed the communication effects in a bilingual environment, more so the teaching techniques in English lesson classes in Kenyan secondary schools. While using the observation method, he observed the interaction between teachers and learners in English lessons. The research established that teacher domination was at 75% and the learners' activity was 25% in this interaction. This research suggested the use of techniques that are task and learner centered for better performance in language grammar. The present study investigated the level of learner participation in drama activities during Kiswahili grammar lessons.

Ong'ondo (2003) observed that textbooks and syllabi as well as observation of actual teaching in the Kenyan Secondary school classrooms indicate that the teaching of language is mostly done for linguistic competence and not communicative competence. Most books and teachers tend to concentrate more on reading

comprehension and grammar because these areas carry the highest marks in English examinations. Writing is allocated only twenty percent of marks while speaking is not examined at all. There seems to be an apparent failure that communicative skills are adequately represented in language courses. There are numerous learning activities that the teachers can use which unfortunately are not used in many Kenyan Schools. Ong'ondo's study gives some insight to the current study when he carried out a study on impact of drama on communicative competence of secondary school students in English language. His objective was to find out whether drama learners show better competence in English. The present study sought to determine how drama techniques promoted Kiswahili grammar learning.

Okumu-Bigambo (2000) revealed that communicative competence could be achieved through guided practice in speaking and writing. However, in many Kenyan Secondary school classrooms, such guided practice in speaking and writing is lacking. To many teachers and learners in such classrooms, learning language for examination purposes seems to be the only reality. Language for communication is usually relegated to the background simply because its role in examinations is not visible. The students have little opportunity to bridge the gap between the abstract language and the language of communication used to describe real tasks in life. Suffice to say that communicative language used in teaching and learning should be articulated through a cognitive and lecture directed methodology. The study was conducted on university students while the current study dealt with secondary school setting.

Kapting'ei (2006) established that activities that involve dramatization, role plays, debates discussion, simulation and others are important in all stages of language learning and teaching. These help the learners generate ideas, encourage free flow of

thought and help learners discover both what they want to say and how to communicate both in speech and in writing. Therefore, teachers' choice of a technique with such activities would successfully assist the learners in the understanding of English. The study shows that the use of drama techniques in English teaching is advantageous because it makes learning a student-centered activity. The study found the work relevant because it sought to establish the use of drama techniques in Kiswahili grammar lessons.

Odera (2007) conducted an in-depth investigation to find out the extent to which school radio lessons were used in teaching and learning Kiswahili Language. The study was carried out in 30 secondary schools that represented urban, rural, and suburban areas in Nyakach schools in Nyando district. Teachers valued the use of radio lessons in teaching and learning Kiswahili Language because it helped to improve spoken and written Kiswahili.

Magoma (2011) analyzed the whole program of integrated English curriculum since its inception to its current state and practice in secondary schools. The study mainly used a qualitative approach in the form of a case study design and it employed questionnaire, interview and observation instruments to collect data from 101 teachers of integrated English and 20 head teachers in Nairobi North District area. The research found that 57.4 % of the teachers of integrated English did not undergo any type of in-service training before they started the actual teaching of integrated English curriculum. Therefore, they started teaching the curriculum without proper understanding as regards the implementation of integrated English curriculum. The study by Magoma was in English language curriculum teacher preparedness while this study focused on teacher preparedness in usage of drama in Kiswahili grammar.

Kang'ahi, Chisikwa, Omusonga and Osodo (2012) determine the influence of teaching styles on learners' achievement in Kiswahili language in secondary schools in Hamisi District, Kenya. The population of the study consisted of 1,800 Form 4 students and 76 teachers of Kiswahili language. The study found a positive relationship between teaching styles and learners' academic achievement in Kiswahili language. Achievement was seen to increase with more learner-centered teaching styles. Both teachers and students also expressed positive perspectives on some statements. The slight difference in mean scores was because students rarely dramatize the plays and the narratives they learn in class and so they are not in a position to know the impact that dramatization can make in understanding the texts easily as their teachers do.

Chepkoech (2012) assessed the extent to which teaching techniques affect the performance of students in English language as a subject. The study used a mixed methods research by design. It involved all form three students and relied on a sample size of 180 students drawn from six secondary schools within Eldoret Municipality, form three English teachers, heads of the selected schools and education officials in the district. The study found that lecture and group discussions are the common methods employed by teachers in their teaching. Debating and drama or role-play is not fully utilized.

Anusu, Barasa and Omulando (2012) study sought to find out the challenges faced in the use of the CLT approach for teaching listening and speaking lessons among teachers in Lugari District in Kenya. The descriptive research design was adopted, with direct observation and interview methods of data collection being used. The study revealed that the major challenge lay on time, and wide syllabus. These,

together with the large classes limited the teachers' ability to involve learners in meaningful participatory activities. The pressure for formal examinations made the teacher concentrate on training and drilling the learners on how to pass the exams at the expense of communicative competence. The teachers chose to teach the learners how to pass exams and not how to use English in different situations. The result of this is that the learner will not be able to speak English both in school and after school. A teacher whose aim is to cover the syllabus will be unwilling to follow an approach that does not recognize that second language learning in a class room set-up is guided by what has already been prescribed. To such a teacher CLT is a waste of time.

Mbito (2013) study focused on challenges facing Kiswahili in secondary schools. The target population comprised all form four students in the sampled Kiambu District secondary schools. It was revealed that the teaching and learning of Kiswahili was facing some challenges in Kiambu District. Some of these challenges include lack of textbooks, lack of teaching and learning resources, poor attitude of students, influence of sheng and vernacular and lastly overloading Kiswahili teachers with many lessons. The study concluded that schools should have well stocked library and resource centres, enough Kiswahili teachers and lastly in servicing of Kiswahili teachers to keep them in tandem with the changing trends of education.

Suter (2013) study assessed the implementation of the Kiswahili oral literature syllabus in secondary schools in Kenya based on Gagne's conditions of learning theory, which states that effective learning only occurs in specific conditions. The study employed descriptive survey research design. Majority of the respondents agreed that Kiswahili oral literature was introduced in the syllabus without a pilot

study with most of them saying that the syllabus was introduced without induction of teachers.

Suter and Busienei (2013) study examined the materials and the instructional approaches employed by secondary school teachers and students in the teaching and learning of Kiswahili oral literature in Marakwet District, Kenya. The target population included Kiswahili teachers, head of departments and students from all the ten secondary schools in Marakwet District. Majority of teachers and most students agreed that students' text books were available. Moreover, majority of the respondents agreed that discussion was one of the most frequently used methods to maintain interest in Kiswahili oral literature classroom. The study was conducted because the authors were not aware of any study that had been conducted in relation to the teaching of Kiswahili oral literature in the District.

Onsare (2013) investigated the factors perceived by teachers of English that affect the teaching of oral communication in the secondary school English language classroom. This study employed a descriptive survey design focusing on the secondary school teachers of English and their learners. The results revealed that most teachers use lecture and Question/ Answer methods more than any other technique. Thus, the teacher played an active role while the learners remained passive. The study also revealed that teachers do not make efforts to provide opportunities for learners to practice oral skills in the class. Language teacher trainers need to emphasize the teaching of oral skills in schools.

Sirengo (2014) study sought to establish if drama has influence on the development of communicative competence among primary school pupils in Nakuru Municipality in Kenya. The study used a descriptive survey design. Two tests, one on writing and

another on speaking for pupils and a questionnaire for teachers were administered. Results of this study show that drama pupils had better communicative competence in the English language compared to non-drama pupils. A majority of pupils 164(91.1%) of drama pupils scored above 50% in the speaking and written tests cumulatively, compared to 125(69.4%) of the non-drama pupils. Drama provided an appropriate milieu for the learners to practice the language extensively through a wide range of activities such as storytelling, verse speaking, role-play and dialogue.

Kimosop (2015) focused on teachers' preparedness to implement effective classroom instruction of Christian Religious Education curriculum in secondary schools in Kenya. Descriptive survey research was carried out to establish this with forty five (45) form four C.R.E teachers in forty five (45) public secondary schools who were selected using simple random sampling. The study established that 22 (48.6%) never accomplished the learning objectives. 30 (66.6%) write schemes of work but majority 25(55.5%) never refer to them often. The majority 39(86.7%) never wrote lesson plans. The study by Kimosop was in CRE curriculum while this study was in Kiswahili grammar.

Oseno (2015) study sought to find out the classroom activities used by teachers to promote learners' active participation in speaking skills lessons in eight secondary schools in Eldoret Municipality, Kenya. The study adopted mixed methods design and simple random sampling to select schools, students and English language teachers from National, Provincial and District schools. The study found out that: there was variation in use of classroom activities for example discussion was the most used classroom activity while oral drill was the least used, during classroom discussions, students code switched to Kiswahili or *Sheng* due to low oral skills and teachers did

not integrate various classroom activities in one lesson thus denied learners chances of using authentic language in context.

Kemboi and Osman (2015) study sought to assess the use of role-play technique as the most appropriate technique to improve performance in K.C.S.E. English language. Majority of the teachers showed positive attitude towards the use of role-play technique. Students were actively involved in role-play activities as they were motivated. Also, most teachers had positive attitude towards English language and this could be attributed to the relationship between attitude and bilingualism. Majority of the students showed positive attitude towards the use of role-play technique. They realized their mistakes, discovered what they did not know hence developed problem solving skills. While the students became actively involved, they developed intrinsic rewards as the teacher readily offered extrinsic form of reward. Thus students not only gained knowledge but knew how to acquire it independently. A high degree of retention and assimilation resulted after role-playing. This made the students assimilate more of the subject matter. Kemboi and Osman study was on effect of role play technique on English language performance by students while this study checked on the influence of role play on Kiswahili grammar performance.

Beena, Nyagah, Kibui and Odundo (2015) study sought to find out the effects of dramatization on learning of the English Language, among high school students and its influence on learner achievement. The target population of the study was 4,400 students, 45 headteachers, 720 teachers and 16 Directorate Quality Assurance officers from the Ministry of Education Science and Technology. They found out that when dramatic features were used in learning the English Language, learner achievement

was improved. The study by Beena et al. was on English language while this study was on Kiswahili grammar.

Wetende (2016) assess the availability and utilisation of audio-visual teaching resources in teaching Oral Literature among high schools in Butere Sub-County. The sample size comprised of 25 headteachers or their deputies and 63 Oral Literature teachers. The study established that most audio-visual instructional resources were unavailable in many schools. The common audio-visual instructional resources identified were; textbooks, storybooks, short forms, poems, journals, narrative collections, drums, horns, cassettes and resources persons. The unavailability of learning resources made teachers not to regularly use dramatisation method in teaching and learning.

Odhiambo, Odongo and Okello (2016) explored pedagogical experiences of teachers in implementing the integrated English language curriculum in Kenya, Kisumu County. Saturated sampling design was used to select 110 subject teachers, 52 heads of departments and 52 principals currently implementing the integrated English curriculum to fill questionnaires. Findings indicated that most teachers implemented certain aspects of the integrated curriculum in using the integrated approach. Half (50%) of the principals observed that their English language teachers integrated drama in teaching listening and speaking skills and equally 50% disagreed or were not sure. principals are not very clear of what is going on in the English language classrooms as the findings indicate there is a close link between those who agreed and those who disagreed or were neutral. These findings indicate a low level of integrating drama into language teaching. The study by Odhiambo et al. (2016) was on English language while this study focuses on Kiswahili grammar teaching.

2.9 Summary of Literature Reviewed

This chapter has assessed the contribution of different scholars on drama as a technique of language teaching and learning. Though most of the scholars cited used learning English as a second language ESL/EFL, their views are applicable to other languages learning including KSL. The study assessed what the scholars say about drama techniques available for grammar learning, the teachers preparation that include the use of drama techniques in their lessons, the effect of use of drama on learners performance and their participation in grammar classes where the drama techniques are used. These studies were quite important because each research field had different results.

The reasons for different results are that each researcher was in different kind of environment for instance, Park (2015) research was in Korea, Rushdi (2011) in Palestine among others. The scholars agree that the use of drama techniques in teaching and learning language is advantageous. However, the literature review established that there is a gap in the study when it comes to its application of drama techniques by teachers of Kiswahili in Kenyan secondary schools. Studies conducted in Kenya seem to lean on English (Sirengo, 2013; Mbithe, 2014; Oseno, 2015) with available studies in Kiswahili focusing on other aspects of curriculum resources usage (Luvisia, 2003; Kang'ahi et al., 2012; Mbito, 2013). With regard to the above studies and available literature, there was a reason for the present study to be carried to determine how teachers utilisation of drama techniques influenced Kiswahili grammar teaching in Kimilili secondary schools. The next chapter deals with research methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the methodological procedures undertaken during the study. It includes the information about the area of study, the study sample and sampling procedure, the data collection procedures, the instruments validity and reliability, the methods used for data analysis and ethical considerations.

3.2 Study Area

The study was carried out in secondary schools in Kimilili Sub-county of Bungoma County Kenya. It is bordered to the West by Mt. Elgon, to the North by Bungoma North, to the south by Bungoma Central and to the East by Webuye. Like the other Sub-counties in Kenya, Kimilili has a number of trained teachers with diverse experiences and equipped with diverse teaching methods. The Sub-county has schools of different categories. They include national, county and Sub-county schools. This enabled the researcher to find out what affects the teaching methods in different schools and came up with reliable research results.

More so, the researcher has taught in secondary schools in this region for many years thus making it possible for her to access the sampled schools easily. Singleton and Straits (1993) states that the study area should be related to the research problem, the area should be accessible and the sampled research population should relate well with the researcher. The researcher chose the study area because of the generally low performance in the KCSE Kiswahili performance for the previous/past years. No study on the topic of research has been conducted in Kimilili Sub-county regarding the problem at hand hence the need to carry out the research. The findings in this

study made it possible to make generalization about the use of drama technique in teaching grammar in Kenya.

3.3 Research Design

The study used a mixed method research methodology that combines qualitative and quantitative approaches. This study adopted a descriptive survey research design. It was used because it describes peoples' behaviour, their views and the direction they take (Kombo & Tromp, 2006). This design enabled description of drama techniques used by teachers and their effect on students' acquisition of Kiswahili grammar. The design also allowed collection of qualitative and quantitative data through use of various research instruments like questionnaires, interview schedule and classroom observation. Quantitative survey provided data which was used to answer the questions. Qualitative research was useful during classroom observation. Views and perception were obtained from the teachers without manipulating the variables.

3.4 Target Population

The target population is defined as the total number of subjects that are of interest to the researcher (Oso & Onen, 2009). According to Kothari (2004), the target population must be well defined and known. For this reason, the target population was all secondary school students and teachers in selected schools in Kimilili Sub-county. However, the accessible population were 24 schools and 44 teachers of Kiswahili employed by TSC as indicated in the records of Sub-county Quality Assurance and Standards Officer. The study focused on Form Three teachers of Kiswahili and students. The Form Three students were observed. The form three students are more mature and can express themselves better in lessons taught using the drama technique compared to form one and two learners. Form three students have acquired more

grammar aspects that enable them express themselves well. The study did not use the form four students because it is an examination class that is given adequate time for examination preparation. Table 3.1 shows the target population for the study.

Table 3.1 Target Population

Schools type	Number of schools	Number of teachers
Girls	6	14
Boys	4	10
Mixed	14	20
Total	24	44

3.5 Sampling Procedures

Considering the population of the study was not high, all of the schools and teachers were selected to participate in the study. Mcleod (2014) defines sampling as a process of selecting a representative group from the population under study. The Sub-county has 28 secondary schools, four schools had just been established and did not have form three class by the time of study. The schools target population included 4 boys' boarding schools 6 girls' boarding schools, and 14 mixed day schools, therefore implying that the sampling was stratified. A simple random sampling technique was used to ensure that each member of the target population has equal and independent probability of being included in the study sample (William, 2005). This sampling method bias free and an element cannot come twice as a sample. Simple random sampling was used to select 2 streams of form three in schools with more than 2 streams (Kombo & Tromp, 2006). Two form three teachers of Kiswahili from schools with more than 2 teachers were selected randomly to give a total of 44 teachers who responded to the questionnaire. 14 teachers were selected randomly for observation and were interviewed. The teachers whose classes were observed were interviewed too.

3.6 Research Instruments

This research used questionnaires, observation schedule and interview schedules as instruments of data collection. The instruments were chosen basing on the objectives of the research study. According to Cohen, Manion and Morrison (2011), the combination of the three instruments strengthens and confirms the data. The questionnaires alone may not elicit exact data required and accurate information. Therefore observation schedule was used to compensate for non-responses. Document analysis was used after observation. The interview schedules lead to more responses and accurate information can be collected (Creswell & Clarke, 2011). Tape recording was used alongside interview schedules. The interviews captured information some of which the questionnaire and observation had not captured. Samples of questionnaires used in this study are given in appendix.

3.6.1 Questionnaires for Kiswahili Language Teachers

The questionnaire was administered to 44 teachers. The questionnaire is useful and advantageous because it is practical, large amounts of information can be collected from a large number of people in a short period of time and in a relatively effective way. The research being a survey, the use of questionnaire is appropriate as stated. The questionnaire gives the respondents freedom to express their views and make suggestions (Gay & Diehl, 1992). The response was from the 44 teachers of Form Three in schools targeted (Appendix B). Most of the questions developed were close ended and open ended. The closed ended questions give specific answers while open ended questions give the researcher the ability to get detailed data concerning the study; an example is the grammar teaching techniques and the learners activities that foster fluency in grammar. In situations where the responses were minimal, the researcher was forced to administer the questionnaire in person.

3.6.2 Observation Schedule

Gathumbi and Masembe (2005) stated that observation is one of the best methods to establish the relationship between the teacher and the learners in the teaching and learning process. Observation is very important because it is the only method that does not have bias in establishing the teachers' ability to deliver and the learners' behaviour in class. Observation was carried out purposively in order to establish the actual techniques employed by the teachers, their tasks and the activities of the learners in the classroom. This was based on Babbie (2005) which states that, observation provides a conceptually adequate analysis of classroom life based on factual recording and descriptions.

The lessons for observation were randomly selected. Fourteen (14) teachers were observed in this study to establish the methods they used in teaching Kiswahili grammar and the students involvement in activities that improve their grammar. The observation schedule used in this study had two main sections; the teachers' use of drama technique and the second section focused on the students' participation and response. The observation checklist was used in cases where the teachers were not employing drama technique the day the researcher visited the school. The researcher used the teaching documents (schemes and lesson plans) to establish the evidence of this technique in their planning. Appendix C shows the schedule.

3.6.3 Interview schedules of Kiswahili Language Teachers

According to Mugenda and Mugenda (2009), interviews are better than questionnaires because the interviewer can place himself in a real environment of the interviewee hence enabling him to attain better data. More so, the interviews enable the researcher explain research questions that are hard to interpret thus making it possible for the

respondent to respond correctly and openly. This study employed the respondent type of interview which in Fraenkel and Wallen (2009) referred to as the style of interview where the interviewer retains control throughout the whole process. The interview schedule acted as a guide to both the interviewer and the respondent.

The data was collected and recorded through note taking. Note taking was preferred because it is not intrusive it saves time and is less costly. The interview session came after classroom observation. Each of the selected teachers was interviewed after lesson observation. There was use of tape recorder. There are many advantages of tape recording in an interview situation because it gives an accurate summary of the interview and it can be rewound and be listened to repeatedly to get clarity of the interview (Kombo & Tromp, 2006). Appendix D shows the interview schedule for this research.

3.6.4 Piloting of Instruments

The term pilot studies refer to mini versions of a full scale study (feasibility studies), as well as the specific pre-testing of a particular research instrument. Pilot studies are a crucial element of good study design (Mugenda & Mugenda, 2009). A pilot study tries out the research tools on respondents who would not take part in the main study. According to Cohen et al. (2011), even the most carefully constructed instruments cannot guarantee 100% reliable data. The purpose of the piloting was to make sure that the instruments were valid and reliable. To ascertain the reliability of the questionnaires, the observation schedule and the interview schedule, a test re-test design was used.

The researcher administered the questionnaire to teachers and students in two pilot schools selected purposively in the neighbouring Bungoma North Sub- County.

Classroom observation, teacher interview and tape recording were carried out in the same schools. A total of 10 teachers answered the questionnaires while 5 lessons were observed and tape recording was used. The information obtained from the questionnaire and observation schedule indicated some insufficiencies. Under the pilot study, 5 teachers were interviewed. The results of the pilot study filled the gap that had been discovered. The instruments were then included in the main study for data collection in the study.

3.6.5 Pilot Study Results

When discussing the test- retest reliability approach for determining reliability, Babbie (2005) says, one way to measure reliability is to give the same people the same test on more than one occasion and then compare each persons' performance on both testing. In doing so, one can actually establish the extent to which the test or instrument in this case is measuring stability and enduring characteristics of the test taken. The study compared the results of the 10 teachers who filled the questionnaire and the 5 teachers who were observed and interviewed from the two pilot schools.

With the help of the experts, it was discovered that the questionnaire had deficiencies like duplication of items and had ambiguous items. This necessitated adjustment as a way of improving the reliability of the questionnaire. According to Kothari (2004), piloting enables the researcher to discover aspects with deficiencies and rectify them hence strengthening the reliability and validity. After correction, the researcher re-administered the questionnaire to the same respondents two weeks before the commencement of the study. The results for pre-test and post-test were tested for reliability.

3.7 Reliability and Validity of Research Instruments

3.7.1 Validity

According to Mugenda and Mugenda (2009), validity of research instruments is the accuracy of inferences. Validity is when the method chosen is able to provide data that measures what one wants to measure and provide a valid answer to one's problem. The researcher made use of the research objectives and the research questions to ensure that the questions developed in the research instruments are valid. Validity of the content was established by consultation with the experts in educational research in the University and discussion with the peers (class mates) who scrutinized and judged whether the content used in the test is relevant to the study. The specialists carried out analysis of the content of the questionnaire, the observation schedule and interview schedule and gave suggestions and corrections. Their suggestions were used to improve the instruments.

3.7.2 Reliability

Mugenda and Mugenda (2009) define reliability as a measure of the degree to which the questionnaire gives consistent results. Scholarly study has to show evidence for accuracy, generalizability and replication (Babbie, 2005). To ensure that the questionnaire measure what they are supposed to have measured, they were tested in three neighbouring Sub-county schools that were not included in the sample. The researcher had to carry out a pilot study in order to test reliability of the research instruments. Six Kiswahili teachers were randomly selected from the schools. The test items were scored independently. The tests in the sampled schools were repeated after a period of two weeks to verify the reliability. A reliability value of 0.731 was obtained for the research instrument making the instrument to be reliable as indicated by Babbie (2005).

3.8 Data Collection Procedures

The researcher obtained permit from Ministry of Education. She sought for permission of the Ministry through the sub-county education office. An introductory letter from Moi University was attained which gave a brief specification of the study to the teachers of the schools sampled for study. The researcher familiarized herself with the schools and sought permission from the principals. Questionnaires were distributed to the respondents and later on obtained for analysis. Time tables for Kiswahili grammar lessons to be observed were collected before the actual observation day. Arrangement to carry out observation amongst the sampled teachers was made and 15 teachers were observed twice, making a total of 30 lessons. Interviews were conducted amongst the 15 teachers who were observed. The recording during the interviews and short note taking was done and finally used the information for analysis.

3.9 Data Analysis Procedures

The raw data was obtained from the data collection instruments were coded, scored organized, analyzed and presented using frequency tables basing on the objectives of the study. This being descriptive survey, qualitative and quantitative methods of data analysis was used. The data collected from each instrument was analyzed each separately and each item of the instrument was used to draw conclusion after subjecting them to independent analysis. This was done in order to give comprehensive representation of approaches the teachers used in grammar teaching. The information was presented by use of frequencies, percentages, tables, figures and averages for interpretation of data collection by the research instruments.

Interview and observation schedules produced qualitative data which was analyzed qualitatively by arranging the responses thematically; thematic analysis and presentation of data. Information from open ended questionnaire items was analyzed qualitatively into themes guided by the study objectives. Data from interview was coded and analyzed descriptively in identified themes based on study objectives as Creswell and Clark (2011) point out that qualitative data analysis involves coding the data, dividing the text into small units that is phrases, sentences or paragraphs, assigning a label to each and then grouping the codes into themes.

Quantitative data was drawn from closed ended items in the questionnaire which was analyzed using descriptive statistics with the help of Statistical Package for Social Sciences (SPSS). This computer package assisted the researcher get the frequencies, percentages and means of data that was being analyzed. According to Creswell and Clark (2011), the quantitative data analysis proceeds from descriptive data analysis to inferential analysis and multiple steps in the inferential analysis build a greater refined analysis. The data was compiled in frequencies and then converted into percentages. For easy interpretation, the information was tabulated.

3.10 Ethical Consideration

There are several reasons why it is important to adhere to ethical norms in research. First, norms promote the aims of research such as knowledge, truth and avoidance of error; for example prohibition against fabricating, falsifying or misrepresenting research data. It promotes the truth and minimizes error. As proposed by Kimmel (2007), consent of the participants was obtained before involving the participants in the study. The participants were assured of no personal data collection. As observed

by Oso and Onen (2009), the researcher assured the respondents that they had a right to refuse to be observed or to participate.

The researcher ensured confidentiality of data given by respecting the interest of the participants and reported their responses without bias or misinterpretation. Research participants were debriefed about aims and objectives of the study before data collection process. The researcher ensured that there was a proper citation of information quoted in the study and acknowledged in the references. Bryman and Bell (2011) concur with Kimmel and add the aspect of anonymity of individuals and organizations participating in the research to be assured. The researcher adhered to this.

3.11 Chapter Summary

This chapter has described the study design and methodology used in the study. The study area, population, data collection procedure and details of the three research instruments given. The chapter has also described sampling procedures and explained the pilot study. The study undertaken was descriptive survey of using drama technique in teaching Kiswahili grammar in secondary schools in Kimilili Sub-County. After piloting the instruments, the researcher used them to collect data that is presented in the next chapters.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS OF FINDINGS

4.1 Introduction

This chapter presents the results of data analysis on use of drama technique in teaching and learning of Kiswahili grammar in selected public secondary schools in Kimilili Sub-County. The analysis of the findings from the three instruments; questionnaire, observation and interview used in data collection were done independently. The chapter results answers the following research questions:

1. Which types of drama techniques are used in teaching Kiswahili grammar in selected secondary schools in Kimilili Sub-County?
2. What is the level of teacher preparedness in using drama during teaching of Kiswahili grammar in selected secondary schools in Kimilili Sub-County?
3. What is the level of student participation drama activities during teaching of Kiswahili grammar in selected secondary schools in Kimilili Sub-County?

The presentation of data is organized in the following ways; the information provided by the 44 teachers who responded to the questionnaire, followed by the 14 teachers who were observed in a total of 14 lessons. The teachers were observed in class while teaching Kiswahili grammar lessons at different times. The final presentation is the interview findings of the 14 teachers observed in class. The study had 44 questionnaires for form three Kiswahili teachers. The response to the study was all 44 subject teachers. This implied that the study had 44 teachers forming the 100 % response rate from teachers.

At first the study sought information from respondents, the details included: establishing the professional qualification, teaching experience and the type of the schools of the respondents.

4.1.1 Professional Qualification

The researcher sought to establish the professional qualification of the respondents. On professional qualifications all the 44 respondents who filled the questionnaire, translating 100% turnover were fully qualified teachers according to their education qualification. 10 (22.7%) are diploma in education holders, 29 (65.9%) hold a bachelor of education degree, 4 (9.1%) had qualified with masters while the remaining 1 (2.3%) had PhD in education. This implied that all the teachers sampled had qualified as per the Ministry of Education guidelines to teach in secondary schools. This eliminated the notion that students perform poorly in Kiswahili grammar due to lack of qualification of the subject teachers. Moreover it has been proved that the academic qualifications and professional training of teachers have a direct and positive bearing on the quality of teaching performance as effective teaching is determined by both subject matter knowledge and pedagogical skills (Mbiti, 2013).

Table 4.1 Teacher's Qualification

Qualification	Frequency	Percentage
Diploma	10	22.7
Degree	29	65.9
Masters	4	9.1
Ph.D.	1	2.3
Total	44	100

4.1.2 Teaching Experience

The researcher sought to establish the work experience of the teachers. Teaching experience was an important factor to consider since it would give a teacher a variety of experience on teaching techniques in Kiswahili grammar. Mbiti (2013) concluded that students taught by long experienced teachers performed significantly better than students taught by those teachers with short teaching experiences in Kiswahili. Responses from the study (Table 4.2) shows that 9 (20.5%) of the teachers under study had an experience of between 1-5 years, 14 (31.8%) had taught between 6-10 years while another 14 (31.8%) had taught between 11-15 years. 7 (15.9%) were having an experience over 16 years. This can be interpreted that majority of the teachers sampled had enough experience in teaching Kiswahili and could sight drama as one of the methods used in Kiswahili grammar teaching. The findings are similar to what Sirengo (2014) who found out that majority of the teachers had sufficient experience of teaching Kiswahili. If these teachers used their experiences appropriately, teaching and learning of Kiswahili would improve to a large extent.

Table 4.2: Teaching Experience

Experience	Frequency	Percentage
1-5	9	20.5
6-10	14	31.8
11-15	14	31.8
16 and over	7	15.9
Total	44	100

4.1.3 School Type

The researcher sought to establish the schools where drama technique is more effective in teaching Kiswahili grammar in secondary schools in Kimilili. Out of the 44 teachers in the sample, 33 (75%) had taught in more than one category of the

schools. Results revealed that 16 (48.48%) were of the opinion that drama technique was more effective in mixed day school, 11 (33.33%) were of the opinion that the technique is more effective in boys schools while 6 (18.18%) said the method works well in girls' schools. Many said it is more effective in mixed schools because there are more mixed schools in the Sub-County. To validate this, observation of the technique in 14 schools was carried out and results analyzed as shown below.

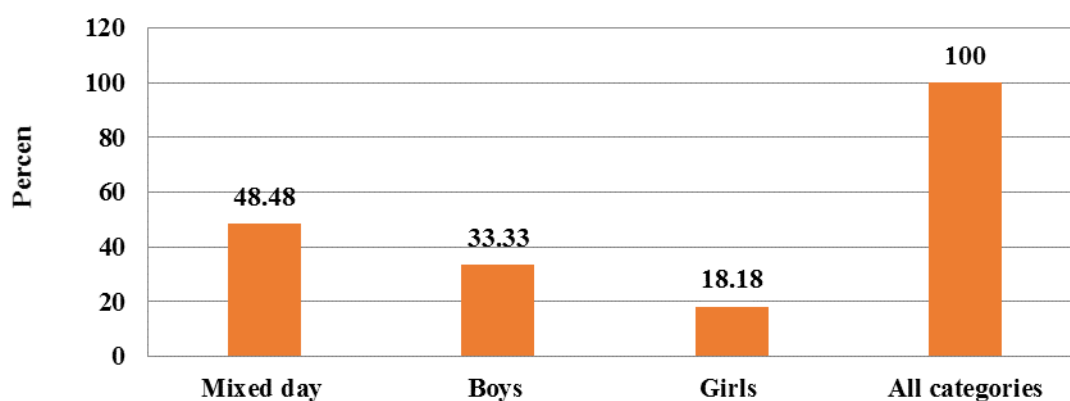


Figure 4.1 Type of Schools under Research

4.2 Drama Techniques used by Teachers of Kiswahili

The first research question of the study was to establish the drama techniques used by teachers in Kiswahili grammar. The study also checked on the effect of the usage of drama techniques on student grammar performance in Kiswahili. First the respondents were asked whether they had ever used drama as a grammar teaching technique. Only 12 (27.3%) confirmed to have applied the method, while 28 (63.6%) admitted that they had not used the drama method in grammar lessons and 4 (9.1%) used drama techniques sometimes. This is shown in Figure 4.2.

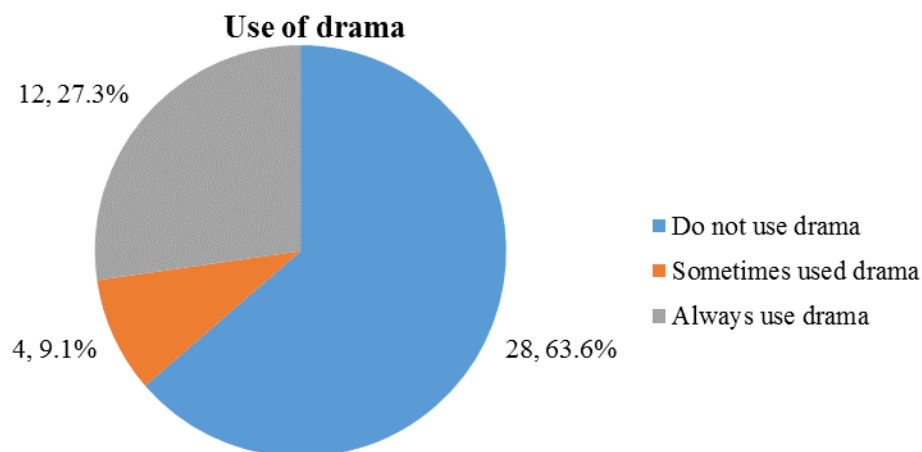


Figure 4.2 Use of Drama Technique in Teaching Kiswahili

However, when various grammar techniques were availed for respondents to select which included simulation, mimes, role- play and language games, the responses contradicted earlier results. Respondents were to select more than one technique. The responses were as follows; 34 (77.27%) used simulation as a technique in their grammar lessons, 27 (61.36%) used mimes in their grammar lessons, 29 (65.91%) used role play technique while 25 (56.82%) indicated language games. The table below illustrates the distribution of the selection of the respondents.

Table 4.3: Drama Techniques Used by Teachers of Kiswahili

Technique	Frequency	Percentage
Simulation	34	77.27
Mimes	27	61.36
Role play	29	65.91
Language games	25	56.82

It was realized that some of the respondents misunderstood the concept of drama techniques by confusing it with the concept of theatre as indicated by Dougill (1987), cited by Taskin-Can (2013) who says that there are ‘dramatic activities whose terminology can generate some ambiguity. Dougill distinguished between traditional types of drama specifically the performance of a play and others like simulation, role–

play etc which he calls informal drama. This clearly indicates that drama technique as a method of instruction was not clearly used in teaching Kiswahili grammar. The findings coincide with a research conducted in Kenya by Sirengo (2014) and Beena et al. (2015) who established that drama technique was not commonly used.

4.2.1 Methods Commonly Used in Teaching Kiswahili Grammar

Responses in part (b) prompted the researcher to use this item to establish methods commonly used in teaching Kiswahili grammar. Results showed that majority of teachers 19 (43.2%) sighted question and answer technique. This was followed by discussion method 9 (20.5%) while 6 (13.6%) choose on lecture method. Moreover, 6 (13.6 %) indicated dictation and a dismal 2 (4.5%) choose drama as the most commonly used in grammar class. The results indicated that drama techniques are among the least used. This is illustrated as in the bar graph below.

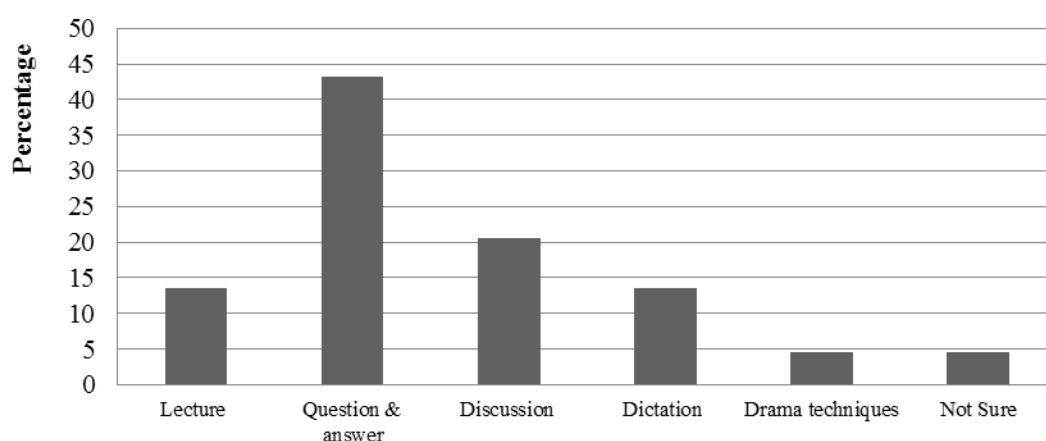


Figure 4.3: Methods Commonly Used In Teaching Kiswahili Grammar

The results in Figure 4.3 coincides with findings made by Kang'ahi et al. (2013) where they found out that teacher-centred approach dominated the classroom. Beena et al. (2015) established that majority of the teachers indicated that they did not use dramatic activities effectively in teaching the English Language. This shows the

teachers used teacher centred method of teaching and learners were not actively involved in the learning process. This shows that teacher-centred methods are still used to teach Kiswahili grammar in secondary schools in Kenya.

4.2.2 Drama Techniques used in teaching the Four Language Skills

The study sought to establish drama techniques used in teaching the four language skills. The responses were as shown in Table 4.4. In teaching listening skill, 33 (76%) applied role play, 5 (12%) of the respondents used dramatisation, 22 (50%) use language games during their listening sessions while 26 (60%) used discussion. In speaking skill, 20 (45.63%) of the respondents said that they used role play while 25 (56.5%) respondents said that they used drama in teaching speaking, 31 (70%) used language games in the speaking classes while the majority 33 (75%) used discussions. In reading skill, 33 (74.3%) of respondents used role play while 6 (13.67%) of them used dramatization, the majority 33 (75%) used language games while 13 (30%) of respondents used discussion during reading lessons. In writing, 3 (7%) of the respondents used dramatization in their writing lessons, 8 (19%) used role play, 9 (20%) used language games and 2 (5%) indicated used discussions. The results are presented in Table 4.4.

Table 4.4: Drama Techniques used in Teaching the Four language Skills

Language skill	Role play	Dramatization	Language games	Discussion
Listening	33 (76%)	5 (12%)	22 (50%)	26 (60%)
Speaking	20 (45.6%)	25 (56.5%)	31 (70%)	33 (75%)
Reading	33 (74.3%)	6 (13.67%)	33 (75%)	13 (30%)
Writing	8 (19%)	3 (7%)	9 (20%)	2 (5%)

It is seen that listening skills was mainly taught using role play, speaking skills was taught using discussion, reading skills through language games and writing skills

through language games. The findings are supported by Beena et al. (2015) who found out that 80% of the students in Meru county agreed that when they participate in role-play; they can speak English Language fluently. This shows that dramatisation techniques significantly influence language skills acquisition.

4.2.3 Effectiveness of Drama Techniques Use

Question 7 on the questionnaire sought to establish the effects of drama technique use on performance. The responses were based on the question that provoked views on 'effectiveness of using drama techniques. The results were as follows; 5 (11.4%) of the respondents indicated that they strongly disagree (SD), 3 (6.8%) respondents indicated that they disagree (D), 18 (40.9%) indicated that they were not sure (NS), 10 (22.7%) of the respondents said that they agree (A) and 8 (18.2%) respondents indicated that they strongly agree (SA). It is evident from the study that one teacher did not fill the questionnaire on effect of drama technique on teaching and learning of Kiswahili. A big percentage agreed with the view that the use of the techniques is effective and the results collaborate with a study by Hertzberg (2009) who established that drama bring into realization what the students have learnt effectively and connect it with their understanding. This can be represented on a pie chart as shown in Figure 4.4.

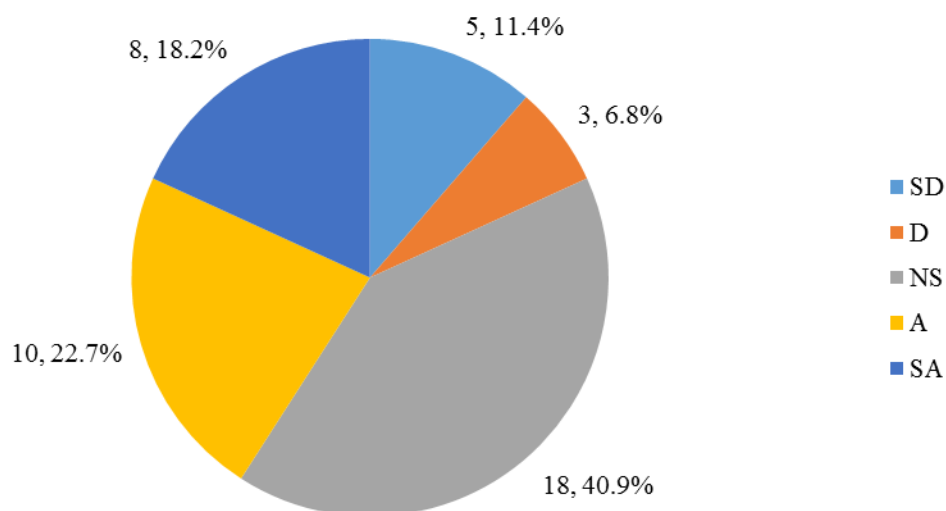


Figure 4.4: Effectiveness of Drama Technique

4.2.4 Effects of Drama on Grammar Understanding

The respondents' were to state their opinion on the statement that 'the use of drama technique will improve the students understanding of Kiswahili grammar concepts.' Their opinions are reflected in the Figure 4.5. The results were as follows; none of the respondents disagree (SD), 8 (18.2%) respondents indicated that they strongly disagree (D), 9 (20.5%) respondents indicated that they were not sure (NS), 20 (45.5%) indicated that they agree (A) and 7 (15.9%) indicated that they strongly agree (SA). From the responses it was revealed that a big percentage of the respondents were of the opinion that the use of drama techniques improves students understanding of grammar. Findings in Figure 4.5 are supported by Demircioglu (2010) who found out that Drama as a teaching technique promotes long-term retention of vocabulary. Learners need to be actively involved in the learning of words. Students learn a new language to attain communication skills and express the selves well. This statistic can be represented in the Figure 4.5.

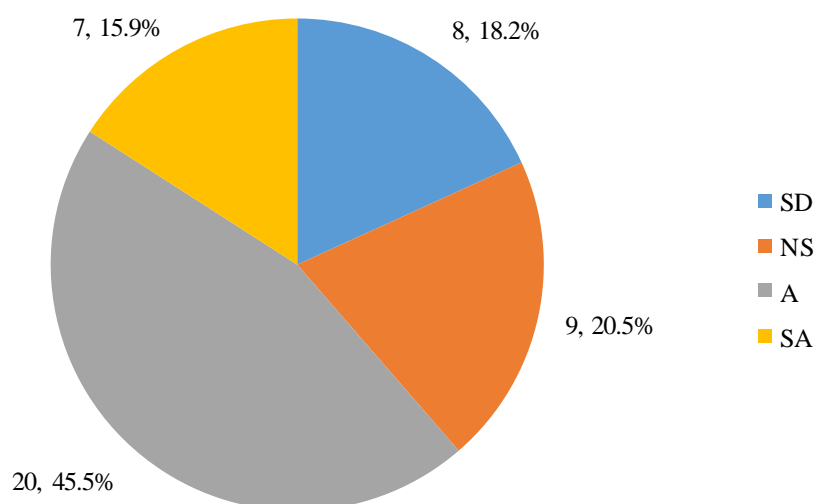


Figure 4.5: Effects of Drama on Grammar Understanding

4.2.5 Teachers Views on the Use of Drama Method in Teaching of Kiswahili

In order to authenticate the reliability of the study, the researcher sought the views of the teachers on the use of drama in teaching Kiswahili grammar. The results are as shown in Table 4.5.

Table 4.5: Teachers Views on the use of Drama Method in Teaching of Kiswahili Grammar

Teachers views		Yes	No	Missing	Total
Does not apply to most parts of the syllabus	F	33	11	0	44
	%	75	25	0	100
Makes the lesson learner centred and enhances mastery of the content	F	40	4	0	44
	%	90.9	9.1	0	100
Technique reserved for teaching literature	F	29	15	0	44
	%	65.9	34.1	0	100
Enhances learners practical language use	F	39	5	0	44
	%	88.5	11.5	0	100
Not possible to use because of limited time allocated on the school timetable	F	28	15	1	44
	%	63.6	34.1	2.3	100
Too involving for the teacher to prepare the lesson	F	30	12	2	44
	%	68.1	27.2	4.5	100

Result from Table 4.5 show that 33 (75%) of the respondents were of the view that the method is applicable to most parts of the syllabus, 40(90.9%) respondents held the view that the technique promotes learner centred approach and enhances mastery of the content, This is in agreement with an earlier study by Fleming (2006) who established that drama is inevitably learner centred because it can only operate through active cooperation. 29 (65.9%) of respondents were of the opinion that the drama techniques are reserved for teaching literature, 39 (88.5 %) respondents indicated that it enhances learners practical language use through verbal retention, 28 (63.6%) indicated that it is not possible to use the techniques because of limited time allocated on the school time table and 30 (68.1%) respondents were of the view that using the techniques was too involving for the teacher to prepare the lesson.

The responses show that the teachers agree with the fact that drama techniques enhance performance in mastery of the content and practical use of language but time allocated for the lesson and their attitude on preparation limit them. The finding concurs with Beena et al. (2015) whose respondents (teachers) regarded dramatic activities such as role play, mime, language games, and simulation are entertaining, captivating and enjoyable. Responses to items related in this theme indicates majority of the teachers and students are enthusiastic about dramatic features.

4.3 Teachers' Preparedness in the Use of Drama Technique in Kiswahili Grammar

The second research question was to evaluate teachers' preparedness in the use of drama techniques as a method of teaching Kiswahili grammar. Teacher preparation entails many things. They include; schemes of work, lesson plans, teaching notes, progress reports, and record of work covered and class attendance registers. Having

long and vast experience in teaching affects performance (Chepkoech, 2012). Chepkoech indicated that teachers with less teaching experience are less effective than those who were more experienced in English subject in secondary schools in Eldoret Municipality.

4.3.1 Frequency of Teachers Organising Drama Activities

The researcher wished to establish whether teachers prepared to use drama techniques regularly in their grammar lessons by asking, ‘how often they organize drama techniques in teaching grammar’. The responses were as follows; On *dramatization*, 1 (2.83%) indicated that he/she organized dramatization every lesson, 3 (6.8%) respondents indicated that they organized to use dramatization weekly, 2 (4.5%) respondents indicated that they organized it monthly, 2 (4.5%) respondents said that they organized it once a term and 34 (77.3%) indicated that they did not organize it at all. Therefore, few teachers prepared to use drama in grammar lesson. The finding coincides with Kang’ahi et al. (2013) who established that students rarely dramatize the plays and the narratives they learn in class.

As for *simulations* the response was as follows; 1 (2.83%) of the respondents said that he/she organized it every lesson, 3 (6.8%) indicated that they organized it weekly, 2 (4.5%) respondents indicated that they organized it monthly, 2(4.5%) respondents said that they organized it once a term and 34 (77.3%) respondents admitted that they did not organize it at all. It can thus be concluded that few teachers were prepared to use dramatic actives in grammar lessons. On *language games* 3(6.8 %) indicated that they organized it every lesson, 6(13.6%) indicated that they organized it weekly, 11(25.0%) indicated that they organized it monthly, 23(52.3%) indicated that they organized it once in a term and 1(2.3%) indicated that they did not organize it at all.

Responding to the use of *mimes*, 1(2.3%) respondents said that they organized the use of mimes every lesson, 2(4.5%) respondents said that they organized it weekly, 9(20.5%) respondents said that they organized it monthly, 2(4.5%) respondents indicated that they organized it once in a term and 30(68.2%) indicated that they did not organize it at all.

In response to the use of *role-play*, 5(11.4%) indicated that they organized it every lesson, 3(6.8%) respondents indicated that they used it weekly, 22(50%) respondents indicated that they organized it monthly, 7(15.9%) indicated that they organized it once a term and 7(15.9%) respondents indicated that they did not organize it at all.

The findings revealed were as presented in Figure 4.6.

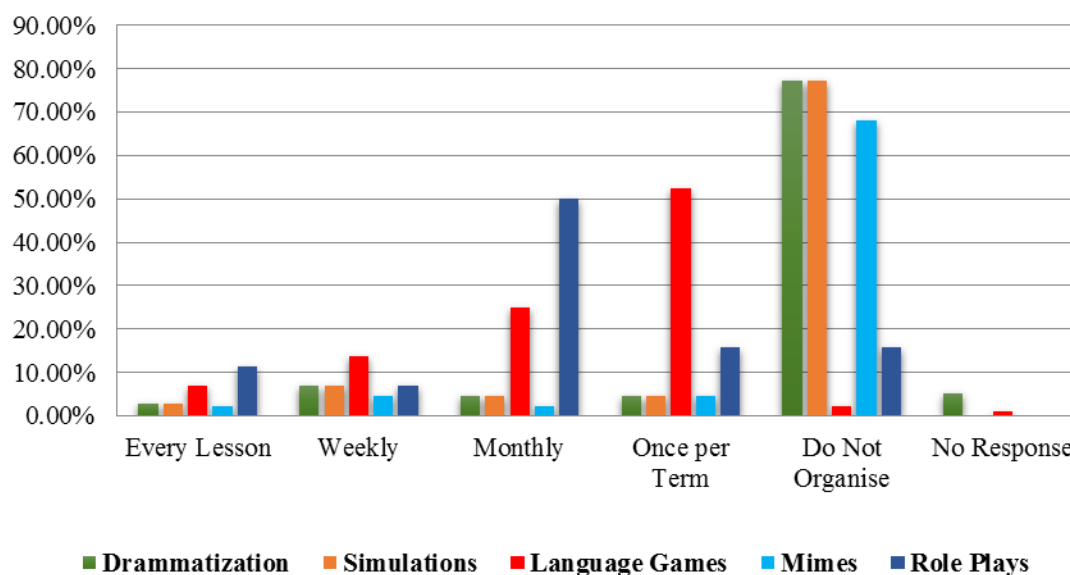


Figure 4.6: Frequency of Organization of Drama Activities

4.3.2 Difficulties Encountered when Using Drama Technique

The respondents were required to select from the responses provided when asked on the 'difficulties encountered when selecting material and activities for teaching Kiswahili grammar using the drama technique'. The responses were as follows; 32

(72.7%) of the respondents sighted time allocated on the time table did not allow for organization of such activities. Therefore, many teachers were conversant with the drama technique only that they feared using it due to the limited time allocated. 37 (84.1%) said it was too much work for teacher to organize drama activities, 29 (65.9%) respondents indicated that the books were not available to guide in using the drama activities, 12 (27.3%) respondents sighted students not being interested in drama activities, 36 (81.8%) of the responses indicated that the drama technique lessons were preoccupied with so many activities until students found it difficult to grasp the main ideas planned and 7 (15.9%) respondents indicated that the activities were difficult for the learners to grasp. These responses correspond with (Furman, 2000) observation on reasons why teachers still hesitate to embrace the ideas of utilizing drama and theatre in the classroom.

Table 4.6: Difficulties Encountered when Using Drama Technique

Difficulties	Frequency	Percentage
Limited time on the time table	32	72.7
Too much work for the teacher to organize	37	84.1
Activities too difficult for the students to grasp	7	15.9
Unavailability of books to guide such activities	29	65.9
Students not interested in drama activities	12	27.3
Lesson preoccupied with so many activities	36	81.8

4.3.3 Frequency to which Drama Techniques are used in Grammar,

Comprehension and Summary

The study sought to establish how often the drama techniques are used in the above mentioned. The results (Figure 4.7) were as follows; 2% of the respondents indicated that they used them in every *grammar* lesson, 41% respondents indicated that they used them occasionally, 15% respondents said that they did not use it at all, while 9% said it was impossible to apply the techniques in grammar lessons. The statistics are displayed on the chart below. In comprehension *reading lessons* 5% respondents

indicated that they used drama techniques in every comprehension lesson, 29% respondents indicated that they used them occasionally, 18% said that they did not use them, while 10% said it was impossible to apply them in teaching comprehension.

For *writing summary*, 3% of the respondents indicated that they used drama techniques in every lesson, 13% used it occasionally, and 49.6% did not use it while 61.5% said it was impossible to apply drama. This can be interpreted to mean that despite teacher s' knowledge of the effectiveness of drama techniques, some of them do not use them at all.

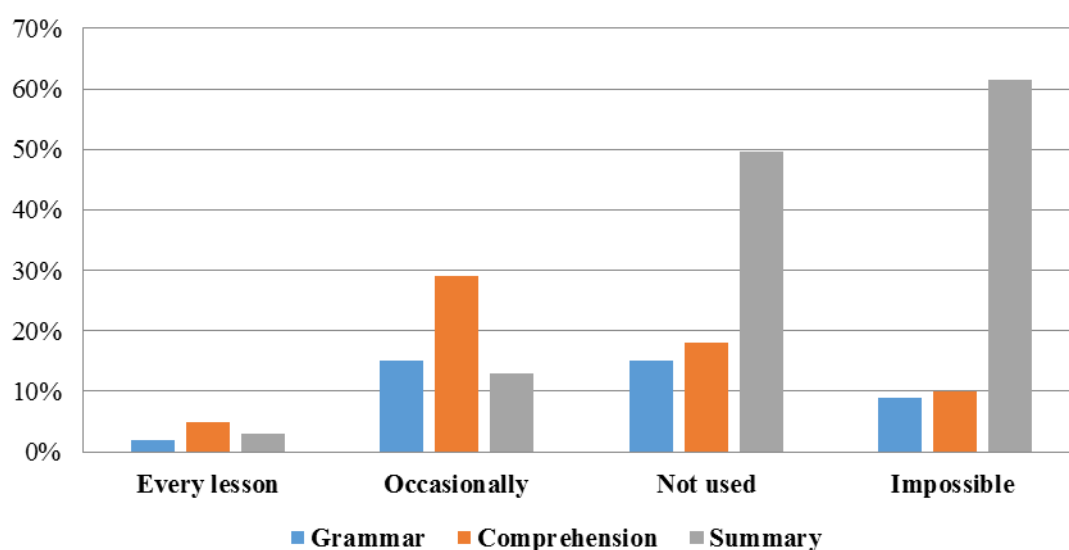


Figure 4.7: Use of Drama in Grammar, Comprehension and Summary

Evidently, the bar chart above reveals that most teachers prefer to deliver a summary of the lesson through the conventional teaching as opposed to organization of drama sessions which are meant to make the lessons more understood and interesting to the students.

4.4 Levels of Student Participation when the Drama Technique is used

The third objective was to assess the levels of student participation in drama activities towards learning of Kiswahili grammar.

4.4.1 Comparison of the Lessons Taught using Drama Technique with Lessons

Without

The respondents were expected to give a comparison of learner participation in lessons taught using drama technique with lesson without. The response indicated that 39 (88.6%) respondents indicated that lessons with use of drama techniques realized greater student participation and 5 (11.4%) indicated that the participation was realized in lessons without drama techniques. The interpretation for this could mean that teachers of Kiswahili are aware of the techniques and their effects on students responses.

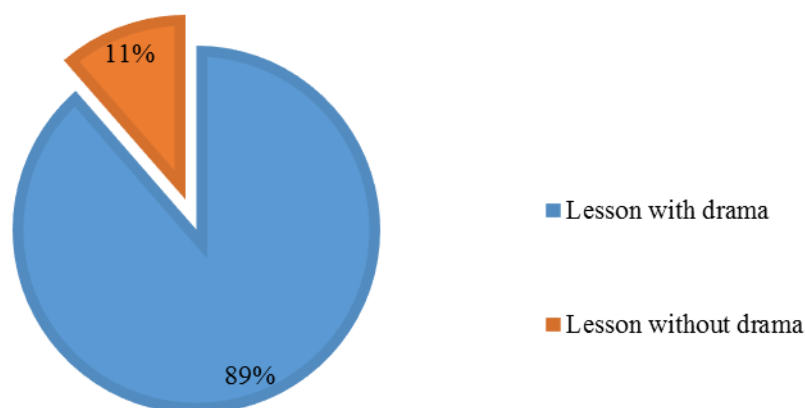


Figure 4.8: Comparison of Student Response on Lessons Taught with and without Drama

4.4.2 Student Participation in Drama Activities

The research sought to establish the level of the learners' participation in drama activities. According to the findings, 29 (65.9%) respondents were of the opinion that students were always willing to take up roles assigned to them when drama techniques are used, 33 (75%), respondents said that students pay attention during

lesson 37 (84.1%) respondents asserted that learners become creative and make the lesson interesting when dramatization techniques are employed. This is in line with earlier studies by (Gorjian Rahim & Jabripour, 2010; Park, 2015) who established that drama activities give students an opportunity to use their own personalities in creating the material in which part of the language class are to be used, 14 (31.8%) respondents indicated that the learners do not take up any roles assigned to them and 10 (22.7%) respondents were of the opinion that students are just fascinated about the events when drama is used.

Table 4.7: Levels of Student Participation in Lessons with Drama Technique

Activity		Yes	No	Missing	Total
Always willing to take up role assigned to them	F	29	15	0	44
	%	65.9	34.1	0	100
Pay attention during lesson	F	33	11	0	44
	%	75	25	0	100
Do not take up any roles assigned to them	F	14	30	0	44
	%	31.8	68.2	0	100
Just fascinated about the events but do not get any about the language.	F	10	33	1	44
	%	22.7	75	2.3	100
They become so creative and make the lesson interesting	F	37	5	2	44
	%	84.1	11.4	4.5	100

This can be interpreted to mean that the level of student participation increases in Kiswahili grammar lessons when the drama techniques are used in the classroom. The findings coincide with Matsuzaki-Carreira (2005) who argues that by playing roles in a dramatic performance, the students may experience a deeper sense of sympathy toward each other that rarely develops from mere passive viewing and surveying the text.

4.4.3 How Learners are made to Participate in Drama Technique

This item sought to establish how the learner participation was elicited in drama techniques used lessons. The responses were as follows (Figure 4.9); 6 (42.8 %) respondents indicated that they appointed learners according to their ability, 3 (21.4%) respondents indicated that of the learners willing fully take roles. 4 (28.6%) respondents indicated that they identify areas of weakness and give the learners roles in these areas while 1 (2.2%) indicated that he/she did not make them participate at all. This shows that a higher percentage of the teachers who use drama in their teaching, select the students to take roles. This is encouraging since the roles given boost the abilities of the learners and it also encourages full participation of all the learners and no one is left out.

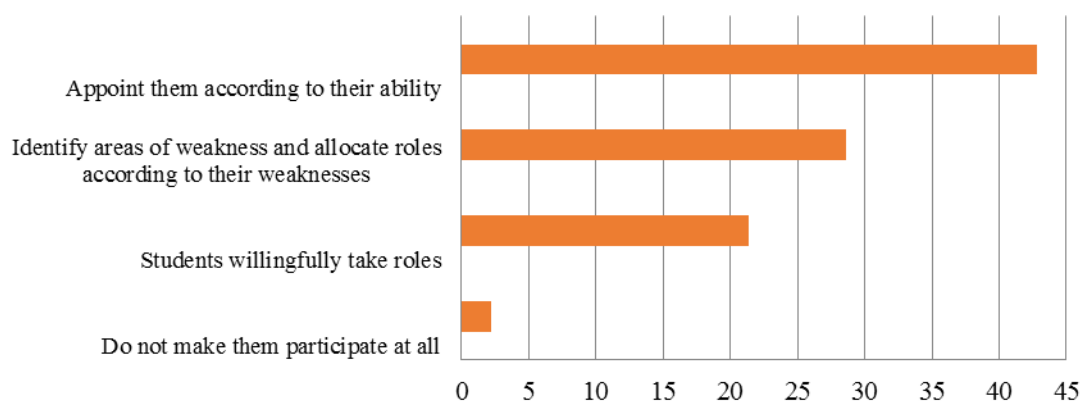


Figure 4.9: How Teachers influence the Participation of Students

To conclude the questionnaire instrument, various components of Kiswahili grammar were identified and to establish how drama techniques were used to make the delivery effective. The bar graph shown in Figure 4.10 reveals the results obtained.

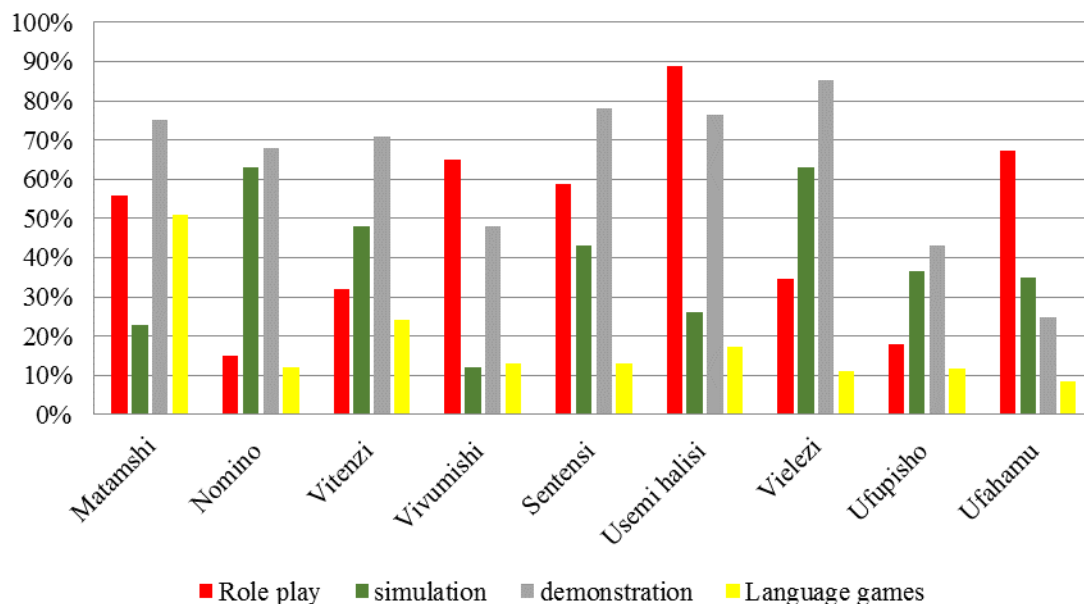


Figure 4.10: Application of Drama Techniques in Kiswahili Grammar Lessons

During *Matamshi* lessons, 75%, indicated that they used demonstrations, 56% indicated role play, 51% of the respondents indicated language games during these lessons and 23% indicated that they used simulations. For *Nomino* lessons, 68% of the respondents indicated using demonstrations, while 68% used simulations during these lessons, 12% of them indicated using language games during the *Nomino* classes and 15% applied role play. In teaching *Vitenzi*, 71% indicated the use of demonstration in their teaching, 48% said that they used simulations for the lessons. 32% indicated that they used role- play and (24%) used of language games in *vitenzi* lessons.

Vivumishi lessons; 65% indicated the use of role- play, 48% respondents indicated the use of demonstrations in teaching *vivumishi*, while 13% and 12% of the respondents applied language games and simulations during *vivumishi* lessons respectively. During the *Sentensi* lessons, 78% of the teachers used demonstrations, 58.7% indicated the use of role- play, and 43.2 % used simulations while 13.2% used language games during these lessons. Considering *Usemi Halisi* lessons, 88.9%

respondents used role-play, 76.6% indicated that they used demonstrations in these lessons, 26% and 17.4% indicated that they used simulations and language games in these lessons respectively.

For *Vielezi lessons*, 85% indicated that they used demonstrations, 63.1% used simulations, 34.7% used language games and 11%, indicated the use of language games in these grammar lessons. During *Ufupisho lessons*, 43% of the teachers used demonstrations, 36.7% used simulations, and 18% used role play while 11% respondents applied language games. Finally, for *Ufahamu lessons*, 67.3% used role play, 35% use simulations during the lessons 24.7% and 8.5% also used demonstrations and language games respectively. From the findings, demonstrations were the most used followed by role- play, then simulations and language games in few selected grammar items. This can be presented in the pie chart.

Preference of Various types of Drama Technique

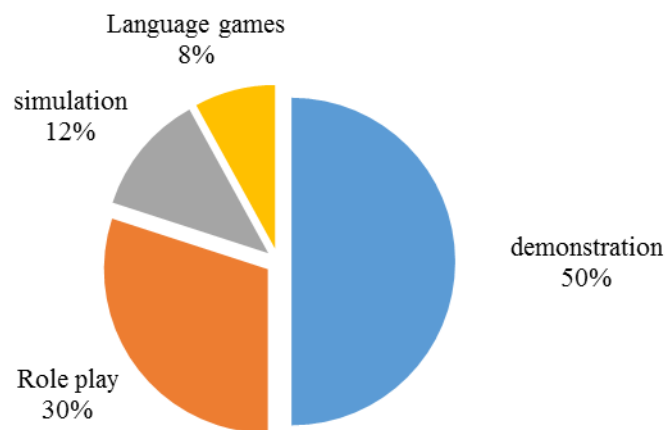


Figure 4.11: Preference of Various Types of Drama Technique

4.5 Classroom Observation

To compare data collected through questionnaires, classroom observation was carried out in 14 randomly selected schools on 14 teachers during grammar lessons.

4.5.1 Techniques of Teaching Kiswahili Grammar

The researcher used observation schedule to establish various techniques of teaching Kiswahili grammar in the actual classroom environment. The findings were as follows; 2 (14.2%) teachers used dramatization method in teaching grammar, 5 (35.7%) used role-play 9 (64.3%) used discussion in the lessons, 11 (78.6%) of the teachers used lecture method, 4 (28.6%) used debates, 14 (100%) used question and answer, 2 (14.3%) used language games, 5 (35.7%) of the teachers used language games while 7 (50%) of the teachers used demonstration during grammar instruction.

Table 4.8: Techniques of Teaching Kiswahili Grammar

Teaching Technique		By teacher			By student		
		Used	Not used	Total	Used	Not used	Total
Dramatization	F	2	12	14	0	14	14
	%	14.2	86.8	100	0	100	100
Role play	F	5	9	14	2	12	14
	%	35.7	64.3	100	14.3	85.7	100
Discussion	F	9	5	14	12	2	14
	%	64.3	35.7	100	85.7	14.3	100
Lectures	F	11	3	14	2	12	14
	%	78.6	21.4	100	14.3	85.7	100
Debates	F	4	10	14	10	4	14
	%	28.6	71.4	100	71.4	28.6	100
Question and Answer	F	14	0	0	11	3	14
	%	100	0	100	78.6	21.4	100
Language games	F	2	12	14	4	10	14
	%	14.3	85.7	100	28.6	71.4	100
Simulations	F	5	9	14	2	12	14
	%	35.7	64.3	100	14.3	85.7	100
Demonstration	F	7	7	14	2	12	14
	%	50	50	100	14.3	85.7	100

4.5.2 Effectiveness of Drama Techniques in Teaching Kiswahili Grammar

The researcher went ahead to observe in 14 lessons how effective the drama techniques were in grammar lessons. The results indicated that; *dramatization* was observed in by 28.6%. It was evident that 100% of the students enjoyed the lesson and 100% objectives were achieved. 3 (75%) out of the four registered good interaction between teacher and learner and between learner and learner. 3 (75%) of the lessons were taught with ease. This is in agreement with Maley and Duffy (2005) who observed that by fully contextualizing the language, drama brings the classroom interaction to life through an intensive focus on meaning. *On role-play* 5 (35.7) teachers used the technique. 4 (80%) of the lessons showed evidence of enjoyment, 3 (60%) lessons had objectives achieved, 3 (60%) had good interactions in the process of learning, only 1 (20%) lesson was dull and 3 (60%) of the 5 lessons were taught with ease using role-play.

For *lecture method*, 11 (78.5%) teachers were observed using this technique. 2 (18.2%) of the lessons were enjoyable, 3 (27.3%) of the lessons achieved the objectives, 1 (9.1%) had good interaction and 9 (81.8%) were dull lessons as observed and 1 (9.1%) was taught with ease. *Question and answer technique* was the most used technique. Of the 14 (100%) lessons used this technique, 10 (71.4%) lessons had evidence of enjoyment, 6 (42.8%) had the objectives achieved, 4 (28.5%) had some interactions though it was upon the teacher to ask and guide the learners. 6 (42.5%) were dull lessons and the teachers worked hard to get the correct answers from the learners and 9 (64.2%) were taught with ease. 5 (35.7%) lessons observed used *simulations*. 4 (80%) lessons were evidently enjoyable; 3 (60%) achieved the objectives; 3 (60%) lessons observed had healthy interaction, 1 (20%) lessons using simulation were dull and 4 (80%) lessons out of five were taught with ease.

Debates were used and 4 (28.5%) lessons observed used debates. 3 (75%) of the lessons were enjoyable, 3 (75%) of the lessons achieved the objectives, 4 (100%) had good interactions. The lessons were generally motivating and 3 (75%) the teacher taught with ease. *Discussions* as a technique was used by 2 (14.2%) teachers in Kiswahili grammar lessons. 2 (100%) lessons were enjoyable, the targeted objectives were achieved, there was good interaction in the lessons and the lessons were taught with ease. Lessons that used demonstration had same results with discussion lessons. They were 2 (14.2%) and the lessons were enjoyable achieving the objectives, had good interactions and were taught with ease. It can therefore be concluded that lessons involving drama techniques i.e. dramatization, role play, simulations, demonstration register the highest satisfaction and consequently higher objective achievement.

Table 4.9: Effectiveness of Techniques

Technique	Lesson	enjoyed		Objective		Good		Dull		Taught	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Dramatization	F	4	0	4	0	3	1	1	3	3	1
	%	100	0	100	0	75	25	25	75	75	25
Role play	F	4	1	3	2	3	2	1	4	3	2
	%	80	20	60	40	60	40	20	80	60	40
Lectures	F	2	9	3	8	1	10	9	2	1	10
	%	18.2	81.2	27.3	72.7	9.1	90.9	81.8	18.2	9.1	90.9
Question and answer	F	10	4	6	8	4	10	6	8	9	5
	%	71.4	28.6	42.8	57.2	28.5	71.4	42.8	57.3	64.3	35.7
Simulations	F	4	1	3	2	3	2	1	4	4	1
	%	80	20	60	40	60	40	20	80	80	20
Debates	F	3	1	3	1	4	0	0	4	3	1
	%	75	25	75	25	100	0	0	100	75	25
Discussion	F	2	0	2	0	2	0	0	2	2	0
	%	100	0	100	0	100	0	0	100	100	0
Demonstration	F	2	0	2	0	2	0	0	2	2	0
	%	100	0	100	0	100	0	0	100	100	0

4.5.3 Student Participation in Drama during Kiswahili Grammar Teaching

During observation the researcher sought to establish the level and mode of student participation in lessons that were taught using drama techniques. The findings were as

follows; 1 (7.2%) lesson observed had activities initiated by the learners. Looking at the relevance and familiarity of the activities initiated by the learners, 5 (35.7%) were familiar and relevant to the concerned topic and made the learners practice the targeted grammar aspect. From the individual and group activities, it was observed that in 5 (35.7%) of the lessons with drama technique, the teachers were soliciting for student participation through prompting and 21.6% of the lessons observed; the teachers put pressure on students to answer questions and take part in the required activities (Figure 4.12).

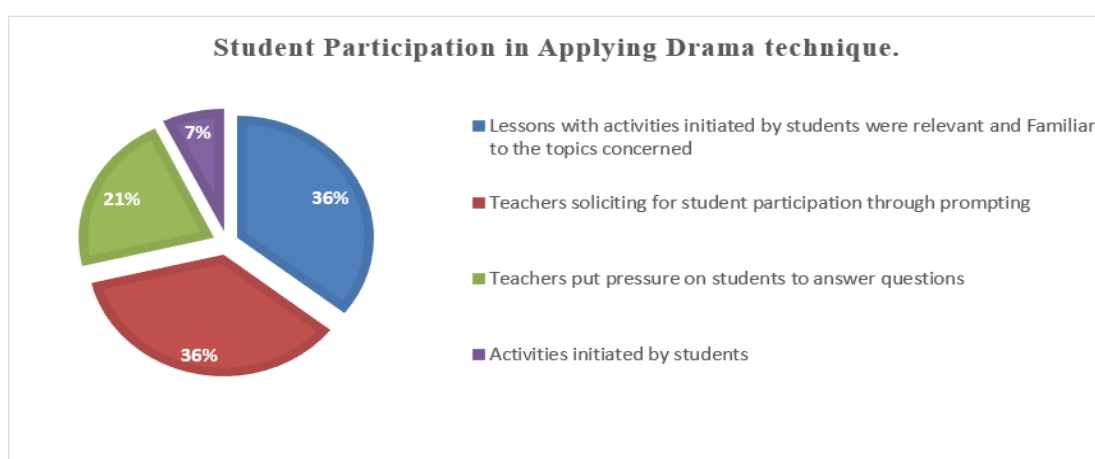


Figure 4.12: Participation of Students in Drama Taught Lessons

4.5.4 Analysis of Students' Activities

The researcher sought to establish how drama activities were used in actual classroom situation. The results are as shown in the Figure 4.13. Results revealed that out of the 14 lessons observed, 1 (7.1%) had complete use of improvisation, 3 (21.4%) used improvisation occasionally and 10 (71.4%) did not use improvisation in their lessons. When it came to individual participation in class, no lesson was observed where individuals participation dominated the lesson, 1 (7.1%) had occasional individual participation in drama techniques in use. 13 (86.7%) lacked individual participation in drama activities.

The observation also revealed that 1 (7.1%) of learners created situations throughout the lesson, in 2 (14.3%) lessons, the learners occasionally created drama technique oriented situations, and 11(78.6%) lessons observed learner created situations were not available. While observing the presence of evaluative activities 3 (21.4%) lessons had complete evaluative activities, 6 (42.8%) occasionally had evaluative activities, and in 5 (35.7%) lacked proper evaluative activities. This could be interpreted to mean that although drama techniques sighted to be effective in teaching and learning of Kiswahili it is less practiced in many secondary schools in Kimilili Sub-County.

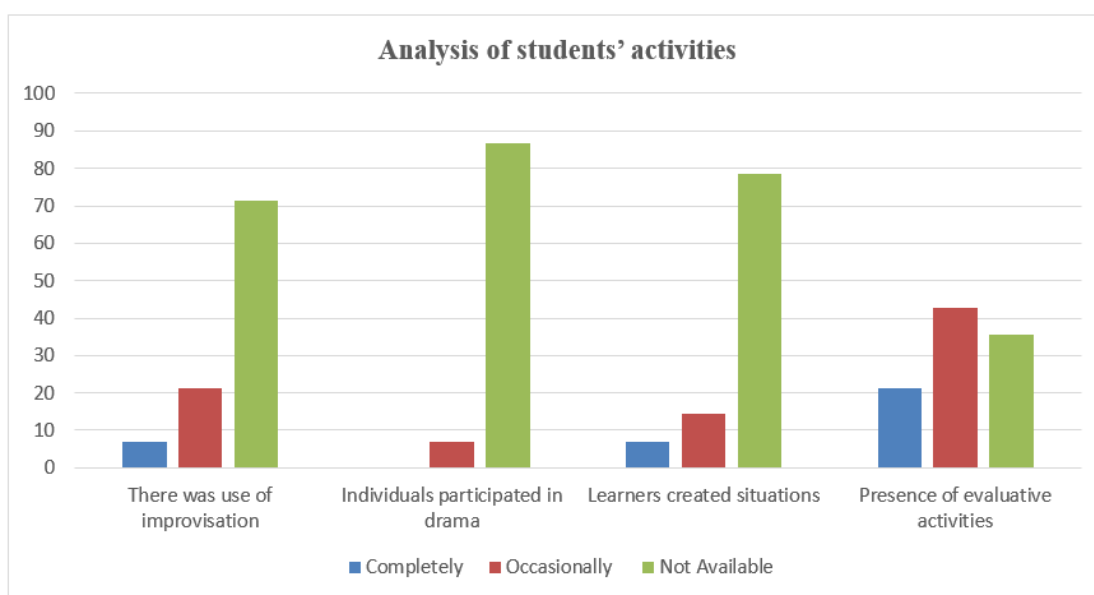


Figure 4.13: Students' involvement during drama taught lessons

4.6 Teachers Interview

The researcher included teacher interviews to complement the data collection. The interviewer retained control through the whole process. The 14 teachers who were observed were interviewed. The interviewer constructed questions as per the research objectives of the study.

4.6.1 Factors Considered when Selecting Teaching and Learning Techniques

Question one aimed at establishing from the respondents the factors they considered when selecting a teaching method. 4 (28.5%) respondents said that the method of teaching was determined by type of content and how much the teacher intends to cover. 7 (50%) respondents said that a method of teaching was determined by the ability of the learners and 3 (21.4 %) respondents indicated that it was determined by the time that was available for teaching. As far as the ability of the learners is concerned, most respondents said that slow learners required a method that involved them more compared to bright students who only need guidance. Since drama involves students mostly, it can be interpreted to mean that it is the most effective method of dealing with slow learners. It agrees with Moore (2004) as he stated an old American proverb;

‘Tell me and I will forget, show me and I may not remember, involve me and I will understand’

Table 4.10: Considerations when Selecting Drama Technique

Factor	Frequency	Percentage
Type of content and how much the teacher intends to cover	4	28.5
Ability of the learners	7	50
Time available for teaching	3	21.4
Total	14	100

Question two sought to establish whether the teachers in their preparation planned and used dramatization as a method of teaching grammar lessons. In the response, 9 (64.3%) said they prepared to use drama and had it in their schemes of work and 5 (35.7%) confessed that they rarely included drama techniques in their grammar lesson preparation and during scheming. This contradicted the findings after lesson observation in class where only two teachers had schemed to use drama in their

lessons. This can be concluded that most teachers are aware of drama techniques and their effectiveness but they do not prepare to use them.

4.6.2 Reasons Cited for not planning to Use Drama Techniques

When asked to state the reasons why drama techniques were not included in their preparation the response were different (Figure 4.14); 3 (21.4%) respondents said that they did not use it because the forty minutes lesson was not adequate to carry out meaningful drama activities in class. 3 (21.4%) said that it is not only time to dramatize that was not adequate but it also required much time to prepare and plan for such lessons, 5 (35.7%) respondents said that drama would be appropriate for Fasihi lessons than grammar lessons. This group of respondents must be among those who confuse theatre and formal drama activities as indicated by Dougill (1987) in Rahim and Jabripour (2010) while 3 (21.4%) respondents said that they did not require planning to use dramatization because the teacher can use drama techniques in the course of teaching even without planning to use it.

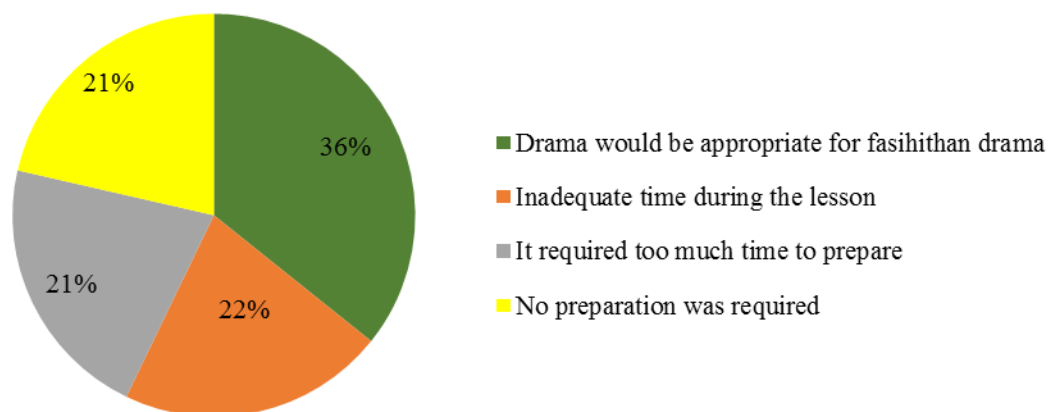


Figure 4.14: Reasons for not Using Drama Technique

4.6.3 Necessity for a Teacher to be Trained in Order to Use Drama

The respondents were asked whether teachers needed to be trained in order to use drama technique in a grammar classroom. 6 (42.8%) respondents said that only those trained to use drama utilize this technique in the classroom effectively hence there was need to train. However majority of the teachers 8 (57.8%), said they do not need it as they are already trained during their college or university courses to use it. Few said that use of drama is a natural skill for it comes naturally. Other teachers said due to emerging new trends in Kiswahili, it was necessary for teachers to attend in-service courses and workshops during school holidays to improve on the use of drama techniques in teaching. One teacher did not respond excusing himself of having another lesson in another class.

4.6.4 Why Teachers Make Students Dramatize during their Lessons

Question four sought to find out why teachers made the students dramatize during their lessons. 4 (28.6%) respondents said that making the learners dramatize made the lesson exciting. 5 (35.7%) respondents said that the students did well when they dramatize because they remembered what they saw and were involved for drama techniques are student centered. 3 (21.4%) respondents said that making the students dramatize enhances teaching and learning while 2 (14.3%) said that the techniques make the learners feel at ease while in class. It was also noted that they used those techniques in different situations, such as a respondent who explained, ‘I used most of them in order to improve oral skills,’ or another who stated, ‘We do it in the reading time as a comprehension technique,’ We can also see other ways of using it in more general ways such as, a teacher who stated that ‘we use drama for simple situations, someone at the market shopping vegetables and fruits, for example they ask for fruit

saying ‘*Tafadhali* and *ahsante.*’ Long plays are not required to be taken to interview section.

4.6.5 Student Participation in Lessons that Involved Drama

Question four sought to establish the level of student participation in lessons that involved drama. 2 (14.3%) respondents said that those who were able to communicate well in Kiswahili were willing to participate actively in drama techniques oriented lesson. 1 (7.1 %) respondents said that participation depended on learner’s ability. The shy learners participated less. 2 (14.3%) respondents said that sometimes few learners end up participating actively leaving the rest of the learners inactive. 4 (28.8 %) respondents said that dramatization was effective in lower classes for they enjoyed language games and simulations. In upper classes teachers concentrate in completing the syllabus and sometimes look at these techniques as a waste of time. They said that the Form Threes needed to cover more content for examination and not for communication and 5 (35.7%) respondents said that many learners did not participate because they were not confident in spoken language use.

4.6.6 Attitude of Teachers on the Use of Drama Technique in Teaching

Question five aimed at establishing the attitude of teachers regarding the use of drama technique in teaching Kiswahili grammar. 11 (78.6%) respondents felt that there was no adequate time to prepare and wait for students to dramatize in class. 3 (21.4%) respondents said that drama techniques are good and they excite the learners. This can be concluded that the learners love drama though the problem is the attitude of the teachers. Some respondents suggested that the learners do not participate because they don’t know drama while others suggested that the students were shy and there was

nothing for them to do. This is an indication that some teachers had given up on the use of drama to teach Kiswahili as a whole leave alone the grammar aspect.

4.6.7 Difficulties in Asking Students to Participate in Drama

Question six was purposely to identify the difficulties encountered when requiring the learners to get involved in lessons that had drama techniques. 8 (57.1%) respondents said that having many students in the classroom and involving them in drama activities is impossible within the time allocated for the lesson, others said that drama activities elicit so much noise and are too involving for the teacher This confirmed Furman's (2000) observation on reasons why teachers still hesitate to embrace the ideas of utilizing drama and theatre in the classroom; 2 (14.3%) respondents said that most of the students were shy and would not participate willingly in drama lessons. 5 (37.5%) respondents said that drama techniques lessons required a lot of instructions given to students and intense supervision in order for them to be meaningful.

4.6.8 Effect of Drama on Teaching and Learning during Kiswahili Lessons

The researcher concluded by finding out whether teaching and learning improved when drama activities were used during Kiswahili grammar lessons (Table 4.11). 6 (42.7%) respondents agreed that drama enhanced teaching and learning 2 (14.3 %) respondents said that the success of learning depended on the ability of the learners to grasp and understand the concepts but not on the method used. 2 (14.3 %) respondents said that it depended on the teachers input in terms of training that determined the learner's performance 4 (28.5 %) respondents said that it depended on the teacher's attitude towards the use of drama techniques if their use was to be effective.

Table 4.11: Effect of Drama on Teaching and Learning during Kiswahili Grammar

Effect of drama on teaching and learning	Frequency	Percentage
Enhances teaching and learning	6	42.7
Success of learning depended on the ability of the learners	2	14.3
Teachers training level	2	14.3
Teachers attitude towards the use of drama	4	28.5
Total	14	100

4.6.9 Results Obtained when Drama Technique is used in teaching Grammar

The researcher went further to ask about results obtained when drama techniques are used in teaching grammar. 9 (20%) said the techniques give correct feedback on grammar activities. 17 (38.6%) said that the method gave lessons a fresh approach while 23 (52.3%) said assignments were done satisfactorily when the methods were used. When drama techniques are used to in teaching of grammar, most of the teachers agreed that there was positive feedback from the students. The findings therefore show that the teachers know that one way of giving grammar lessons a fresh approach is by using the techniques.

4.7 Discussion of Findings

This section deals with the discussion of findings of the study presented as per the research objectives.

4.7.1 Drama Techniques Used by Teachers in Kiswahili Grammar

In establishing the Drama techniques used by teachers in Kiswahili grammar; the teachers were asked whether they had used Drama techniques or not. Majority of the teachers (63.6%) said that they had not used the techniques in grammar lessons though it was established that most teachers associate the techniques with acting

before audience (theatre). In assessing the drama technique used, teachers were asked what they considered before applying a given teaching technique. It was thus evident that many sighted the nature of the content to be covered while others looked at the availability of time to prepare while others sighted the ability of the students in class.

It was further established that basing on those parameters teachers used the drama techniques limitedly. Preference of the method commonly used showed that question and answer technique was the most preferred technique 43.2%, followed by discussion method at 20.5%. The least employed techniques were drama techniques at 4.5%. However, the few who employed the method in teaching mainly used simulation (77.27%) approach while 65.91% used Role play, 61.38% used mimes while 56.82% used language game .it is thus clearly concluded that drama technique as a method of instruction is limitedly used in teaching Kiswahili grammar.

In evaluating the effectiveness of the drama technique used, the opinion of the teacher was sought by filing in the questionnaire how they agreed or disagreed. Most 66.0% of teachers were of the opinion that drama technique makes teaching and learning more effective when used in grammar lessons. Moreover opinion of the teachers was sought to establish the results obtained when drama techniques was used, 36.6% said the method gave lessons a fresh start, 20% said the method gives correct feedback while 58.3% said assignments were done well when drama was employed in teaching. Views of the teachers on the use of drama was also asked and responses were that 75% said the method is applicable to most parts of the syllabus while 90% holding the view that it makes the lesson learner centred and enhances mastery of the content.

4.7.2 Teachers' Preparedness in the Use of drama Techniques in Kiswahili

Grammar

In evaluating whether teachers prepared to use drama, observation on schemes of work, lesson plans, teaching notes and class record of work was observed. It was established that a limited number of teachers sight drama techniques in grammar lessons as evidenced by lack of it on the schemes of work. Moreover teachers were asked to state how often they organized drama activities. Results indicated that only 2.83% organized it every lesson while majority 77.3% said they rarely organized it. Moreover when asked to sight the difficulties encountered in selecting materials for teaching grammar majority of teachers 81.8% said there was too much work for the teacher to organize. 66.9% sighted unavailability of book while 81.8% said the very many activities involved made it difficult for students to grasp the main ideas planned. In assessing further the preparedness of the teachers, a question on how often drama was used in grammar, comprehension and summary, majority 41% said they did not use it at all while only 21% sighted using it every lesson. It was thus concluded that drama techniques are rarely used in teaching Kiswahili Paper 2.

4.7.3 Students Participation in Drama Technique during Kiswahili Grammar

In evaluating the levels of the students participation; a comparison of lessons taught using drama method was used. Realization of the student greater response was observed when drama techniques were used. Further analysis revealed that majority of the teachers 65.9%, were of the opinion that students were always willing to take up roles assigned to them when drama method was used. Moreover the study also established that 75% of the respondents said student pay attention during the lesson. Despite the above, observation revealed the contrary. Most teachers did not use the drama techniques hence the student level of participation could not be assessed well.

In a few lessons where drama techniques was used it was evident that student level of participation was high.

4.7.4 Discussion based on Theoretical Framework

This study was based on constructivist pedagogy theory by Murphy (1997) which postulates how things should be taught and how one should bring someone to learn. Drama in education is a process and personality centred method based on pedagogical and psychological principles developed from the practice “as if games.” It is often associated with reform pedagogy which aims to develop creativity, spontaneity, competence, preparing students to face real-life situations with less difficulty.

According to Murphy (1997), constructivist learning involves, “Multiple perspectives, authentic activities and real-world environments which are just some of the themes that are frequently associated with constructive learning and teaching”. Therefore for learning and teaching to take place effectively, the selection of the teaching techniques is paramount. Murphy (1997) performed a literature review of constructivist learning and summarized its characteristics: a constructivist learning environment should present and encourage multiple perspectives and presentations of concepts and content. Since drama is practical in nature, it is paramount that the method should be applied in Kiswahili grammar teaching; the goals and objectives should be delivered bearing the negotiation with the learners; teachers should act more like mentors, facilitators, tutors, coaches, monitors or guiders; opportunities, activities, tools and environments should be provided to encourage meta-cognition, self-analysis, reflection and awareness.

Students should be enabled to play a central role in controlling learning; learning situations and tasks should be authentic ‘real world’ like; knowledge construction is

important and not reproduction; social negotiation, collaboration and experience is encouraged to construct knowledge; problem solving deep and high-order thinking are emphasized; errors represent learning opportunity; exploration, apprenticeship, collaborative and cooperative learning should be encouraged; assessment must be authentic and interwoven with teaching (Murphy, 1997).

Drama techniques have been developed from the experience, methods and techniques of actor training, and have been used in education and personality development (thus in language teaching as well) mainly because there are certain parallelism between playing a role on stage and playing different roles in real life. The study revealed that most teachers were in agreement that drama method results in proper acquisition of skills and proper learning of deeper concepts. This is because students are involved practically to develop speaking, reading and writing skills. This was in agreement with Tacas (2009) who said that for learning to take place students must be involved. However despite acknowledging the usefulness of the drama technique, it was evident that the discourse of the constructivist pedagogy theory which was the theoretical frame work of the study was not achieved. This is due to the fact that many teachers preferred other methods of teaching to drama as they took less rigorous time to compare. It was revealed that mostly teachers were in charge of the teaching giving students less time to actively participation in the lessons.

4.8 Chapter Summary

The chapter has given the analysis of data collected through questionnaire, observation schedule and interviews on the use of drama in teaching Kiswahili grammar in secondary schools in Kimilili sub-county, Bungoma County and the discussion of findings.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the Summary of the study purpose and objectives and a brief summary of the findings, conclusions, recommendations and suggestions for further research.

5.2 Summary of Findings

The purpose of the study was to establish the use of drama techniques in teaching Kiswahili grammar lessons. The findings are summarized according to the objectives as follows:

5.2.1 Drama Techniques used by Teachers in Kiswahili Grammar

The first objective of the study was to establish the drama techniques used by the teachers of Kiswahili in teaching. The study revealed that a wide range of drama techniques were available for the teachers to select and use in teaching Kiswahili grammar few teachers utilized them. The most preferred grammar teaching method is question and answer. This method is also popular in teaching the four language skills- listening, speaking, reading and writing. Many teachers did not use the drama techniques despite their knowledge of the techniques enhancing performance. Following the findings mentioned, the study revealed that the teacher can cause the learners improve in their grammar performance if he/she decides on appropriate technique available.

The study established that the use of drama techniques improves students understanding of grammar concepts and the method gives correct feedback. The techniques make the lesson learner centered and enhances mastery of the content

hence improves learner performance. Those lessons that included drama techniques made teaching and learning of Kiswahili grammar more effective.

5.2.2 Teachers Preparedness in the Use of Drama Techniques in Kiswahili

Grammar

The second objective of the study was to evaluate teachers' preparedness in the use of drama techniques. The study revealed that few teachers sighted or prepared to use drama techniques in their grammar lesson as evidenced in their professional records. Majority of teachers (81.8%) expressed that it required a teacher to put in more effort to organize and prepare a forty minutes grammar lesson with drama activities included. In other words it is involving and there is little time for such preparation. Teachers' attitude towards the preparation and use of the technique affected the inclusion of the drama techniques in their preparation and use in the classroom. Some teachers confused drama techniques in language learning with theatre. They think of the learners taking roles and always act in front of the audience. Following the study findings, it was revealed that most teachers acknowledge the positive effects of drama techniques but they do not prepare to use it in Kiswahili grammar lessons.

5.2.3 Students Participation in Drama Techniques in Kiswahili Grammar

The third objective was to assess the levels of student participation in Kiswahili grammar lessons when drama is used. The study revealed that student participation increased in Kiswahili grammar lessons when the drama techniques are used in teaching. The learners were always willing to take up roles assigned to them when drama techniques were used. The learners became creative and the grammar lessons were interesting. Role-play play was used during some comprehension reading and the students merely read and were left to find out answers in the passage. Such use

was not helpful compared to if they were given direction to dramatize some parts. It was observed that the students paid attention in drama techniques oriented lessons and teacher learner interaction was high. It was evident that the learners enjoyed the lessons that were taught using drama techniques.

5.3 Conclusions

Based on evidence from the study, the following conclusions are made. There are many drama techniques that can be decided on by teachers in Kiswahili grammar lessons. The techniques include discussion, role-play, simulations, games and others. Using drama techniques to teach a language results in real communication, involving ideas, emotions, feelings, appropriateness and adaptability.

The inclusion of drama technique in Kiswahili grammar lessons during preparation is advantageous to the teacher. The teachers who made use of the technique were more effective in Kiswahili grammar teaching. This was based on the findings that such lessons required the teacher to prepare well and guide the learners through the lesson. These techniques can be used to pre-view or review the lessons.

The study found out that learners' involvement in drama activities increased their grammatical competencies in Kiswahili. Further, their interest in learning was also boosted as a result of being involved in drama activities by their teachers. The study concludes that drama techniques are effective, motivating and they enhance retention of what is taught and learnt. The negative attitude and views of most teachers is a drawback to their use. If the teachers embrace the techniques in Kiswahili grammar lessons, improved performance will be realized. The study concluded that the use of drama techniques in Kiswahili grammar enhances learner participation because it

makes learning a learner-centred activity and they own the lesson. The learners are motivated and practice the language appropriately.

5.4 Recommendations

The follow are the recommends for the study.

1. Considering the impact of drama techniques on student mastery of the content and its effectiveness in teaching and learning, there is need to increase time for Kiswahili teaching from the current 6 to 8 lessons per week so as to enable adequate time to use drama method. Dismal performance in the subject can be eliminated if the technique will be impressed. The introduction of drama method in the classroom should be managed with great care so that the potential benefits can be realized as if not planned carefully it may impact on learning negatively.
2. The study recommends that Kiswahili grammar teachers should familiarize the selves with drama techniques and make use of it regularly in their lessons. This technique will motivate the learners and boredom in teaching and learning grammar will be minimized. That teacher preparation programs that provide them with knowledge, experience and guidance on the use of drama methods should be adopted. Training in the techniques should be fostered to assist in eliminating teacher's weakness. This can be done by strengthening their skills through workshops and regular in-service courses. In doing so, their level of confidence of using drama technique will be boosted.
3. The Kiswahili curriculum should be carefully planned to enhance the quality of teaching and learning through learners' involvement. The curriculum and the content to be covered should be learner oriented but not examination

oriented. This will eliminate the idea of the teachers concentrating on covering the syllabus at the expense of the learners.

5.5 Suggestions for Further Research

This study sought to establish the use of drama technique in teaching Kiswahili grammar in secondary schools in Kimilili Sub-County focusing on form three students only. The researcher suggests that

1. Similar study should be carried out in other parts of the country and in other forms so as to establish a common view on the issue.
2. An investigation should be carried out to establish other methods that are learner centred in teaching and learning grammar.
3. As the study reveals that drama is minimally used, it therefore proposes that a future research to establish the real causes of its non-usage in teaching Kiswahili grammar.

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APPENDICES**Appendix A: Consent Letter**

RUTH KISANDA

MOI UNIVERSITY

P.O. BOX 3900

ELDORET

Dear respondent,

I am a post graduate student in the school of education department of Curriculum Instruction and Media. Currently I'm conducting a study on Assessment of drama technique use in teaching Kiswahili grammar in county schools in Kimilili Sub-County Bungoma County.

I kindly ask for consent. I promise that the information provided will be treated with utmost confidentiality and will only be used for academic purposes. Please don't write your name on questionnaires given to you.

Thank you for your acceptance.

Regards

Ruth Kisanda

Moi University

Appendix B: Questionnaire For Kiswahili Language Teachers

Answer as requested

PART A: DEMOGRAPHIC QUESTIONS

1. What is your highest academic qualification?
 Diploma () Degree () Masters () PhD ()
2. Which college / university were you trained (College/University?)

3. How many years have you taught Kiswahili?
 1-5 () 6-10 () 11-15 () 16 and above ()
4. What is the type of school that you teach?
 Mixed Boarding () Mixed Day () Girls () Boys ()
5. Tick from the following the school you taught effectively using dramatization
 It is effective in girls boarding schools ()
 It is effective in girls' day schools ()
 It is effective in boys' boarding school ()
 It is effective in mixed schools ()
 It is effective in all categories of schools ()

PART B: QUESTIONS AS PER OBJECTIVES

6. In teaching Kiswahili grammar, which methodology do you use most efficiently in class?
 Lecture () Question and answer () Discussion ()
 Dictation () Drama techniques ()
7. (a) Have you ever used drama as a grammar teaching technique?
 Yes () No ()
- (b) If you answered yes to the previous question, which ones have you used e.g. Role-play, simulation, language games etc. and what results did you get?

- (c) If you answered no in the previous question, why don't you use drama technique? (Mark 3 or 4)
 Lack of knowledge of the technique ()
 Drama activities are too noisy ()
 I prefer other techniques ()
 I think it won't work with 'difficult students' ()
 Time is too short ()
 I have never considered this possibility ()
 It needs a huge previous preparation ()
 I have many students in class of different level ()
8. The use of drama techniques in Kiswahili will improve the students understanding of grammar concepts
 Strongly Agree () Agree () Not sure ()
 Disagree () Strongly Disagree ()

9. Using drama techniques makes teaching and learning more effective

Agree () Agree () Not sure ()
Disagree () Strongly Disagree ()

10. How often do you organize the following learning activities? (Tick where appropriate)

	Every Lesson	Weekly	Monthly	Once in a term	Do not organize at all
i. Dramatization	()	()	()	()	()
ii. Simulations	()	()	()	()	()
iii. Language games	()	()	()	()	()
iv. Mimes	()	()	()	()	()
v. Role plays	()	()	()	()	()

11. From the activities listed in the table above, indicate which one of them you have successfully used to teach

	Dramatization	Simulations	Language games	Mimes	Role plays
i. Grammar	()	()	()	()	()
ii. Speaking	()	()	()	()	()
iii. Listening	()	()	()	()	()
Reading	()	()	()	()	()
Writing	()	()	()	()	()

12. Are there occasions when you have used drama technique in teaching the following?

	On every occasion	Occasionally	Not Used	Impossible
i. Grammar	()	()	()	()
ii. Comprehension	()	()	()	()
iii. Summary Writing	()	()	()	()

13. Briefly give a comparison of the lesson you used drama technique and the one you did not. Which one did you realize greater student's response?

Lesson with drama technique () Lesson without drama ()

14. When selecting material or activities for teaching Kiswahili using role-play, Language games, simulations among others. What difficulties have you encountered? (Tick as many as applies to you)

- Time allocated does not allow for organization of such activities ()
- The students find the activities too difficult to grasp ()
- It is too much work for the teachers to organize ()
- It does not allow for the participation of the students in class ()
- Books to guide on such activities are not available ()

No student is seen interested in such activities

The lesson is pre-occupied with activities until the student find it difficult to grasp the main ideas planned

15. What observation have you made on the role of students during a lesson that make use of drama technique in your class?

They are always willing to take roles assigned to them

They pay attention during the lesson

They do not take any role assigned to them

They are just fascinated by events but do not get anything about Language

They become so creative and make the lesson interesting

16. What is your view about using drama techniques in teaching Kiswahili? (Tick as many as you can)

It is too involving for the teacher to prepare the lesson

It does not apply to most parts of syllabus in Kiswahili

It makes the lesson learner centered and enhance mastery of content

It is a technique reserved for the teaching of literature

It enhances learners' practical language use

It is not possible to use because of time allocation in the school timetable

17. How do you make your learners participate in drama activities during your lessons?

I appoint them according to their ability

Students willing fully take roles

I identify areas of weakness and give them roles in these areas

I Do not make them participate at all

18. Indicate with a tick (✓) the activities that you have used drama technique in your class in teaching the areas shown in the table. The first activity has been illustrated

	Role Play	Simulation	Demonstration	Language games
i. Matamshi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Nomino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Vitenzi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Vivumishi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Viunganishi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Sentensi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Usemi halisi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Vielezi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix. Ufupisho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Ufahamu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for participation.

Appendix C: Observation Schedule

Time..... Topic.....

Roll.....

1. Use of Drama Techniques

	By teacher		By student	
	Used	Not used	Used	Not used
Dramatization	()	()	()	()
	()	()	()	()
Role play	()	()	()	()
	()	()	()	()
Discussion	()	()	()	()
	()	()	()	()
Lectures	()	()	()	()
	()	()	()	()
Debates	()	()	()	()
	()	()	()	()
Question and Answer	()	()	()	()
	()	()	()	()
Language games	()	()	()	()
	()	()	()	()
Simulations	()	()	()	()
	()	()	()	()
Demonstration	()	()	()	()
	()	()	()	()

2. Student participation

Use a tick. (√)

Were there activities initiated by students? ()

Were the activities relevant? ()

Were the activities familiar? ()

Did the teacher solicit participation ()

3. Comments on how the lesson was conducted to show effectiveness of techniques (Yes or No)

Was the lesson enjoyed? () Was there drama technique? ()

Objectives achieved () Was it taught with ease? ()

Good interaction with students () Dull lesson ()

4. Show the level at which the following were implemented (√)

	Completely	Occasionally	Not Available
i. There was use of improvisation	()	()	()
ii. Individuals participated in drama activities	()	()	()
iii. Learners were required to create situations	()	()	()
iv. Presence of evaluative activities	()	()	()

Appendix D: Interview Schedule

1. What factors do you consider in selecting of a particular method of language teaching out of the many you know?

.....

a. Do you plan and use dramatization as a method of teaching?

.....

b. Does a teacher need to be trained in order to use drama technique in a grammar classroom?

.....

2. What makes you as a teacher of Kiswahili choose to make students to dramatize in a lesson?

.....

3. How do you ensure that students participate during the lesson that you have organized, especially the drama lessons?

.....

4. State your opinion about the use of drama technique in teaching Kiswahili grammar?

.....

5. Are there difficulties in making students dramatize?

.....

6. Do you think learning and teaching improves if drama activities are used during Kiswahili lessons? If Yes, in which ways?

.....

.....

.....

.....

.....

The end
Thank you

Appendix E: Research Permits and Letters**MINISTRY OF EDUCATION SCIENCE AND
TECHNOLOGY****Telephone:** (020)2319168 / (020)8163418**Email:** kimbgmdeo@gmail.com

When replying please quote our

REF NO: KIM/ED/CIR/033/VOL.1/253


 DISTRICT EDUCATION OFFICE
 KIMILILI - BUNGOMA DISTRICT
 P.O.BOX 227
 KIMILILI
 DATE: 12/2/2016
THE HEADTEACHER**KIMILILI****RE: RESEARCH - RUTH ANDESIA KISANDA**

The above named is a student at Moi Uuniversity and She is authorized to carry out a research on her area of interest.

The purpose of this letter is to ask you to accord her all the necessary support she may require to carry out the research

PP *Elisha Omala*

ELISHA OMALA
SUB- COUNTY DIRECTOR OF EDUCATION
KIMILILI- BUNGOMA SUB- COUNTY



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/15/30593/8044**

Date:

17th November, 2015

Ruth Andesia Kisanda
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The use of drama technique in teaching kiswahili grammar in secondary schools in Kimilili Sub- County, Bungoma County,”* I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for a period ending **1st November, 2016**.

You are advised to report to **the County Commissioner and the County Director of Education, Bungoma County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Bungoma County.


The County Director of Education
Bungoma County.



CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A **7261**

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. RUTH ANDESIA KISANDA
of MOI UNIVERSITY, 259-50204
kimilili, has been permitted to conduct
research in Bungoma County
on the topic: THE USE OF DRAMA
TECHNIQUE IN TEACHING KISWAHILI
GRAMMAR IN SECONDARY SCHOOLS IN
KIMILILI SUB- COUNTY, BUNGOMA
COUNTY

for the period ending:
1st November, 2016

Applicant's Signature: *Ruth Kisanda*

Director General Signature: *[Signature]*

National Commission for Science, Technology & Innovation

