DRAMATIC TECHNIQUES USED IN TEACHING OF KISWAHILI LANGUAGE IN PRIMARY SCHOOLS IN KAKAMEGA SOUTH SUB-COUNTY OF KAKAMEGA COUNTY, KENYA

BY

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A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION, DEPARTMENT OF CURRICULUM INSTRUCTION AND EDUCATIONAL MEDIA IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION IN KISWAHILI

MOI UNIVERSITY

2021

DECLARATION

Declaration by the Candidate

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

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DEDICATION

I dedicate this thesis to my parents and to my children, Brian, Priscah, Bruno and Bramwel and to my dear wife Rosemary, for their love, patience, kind heartedness and gentle encouragement which helped me get through this process more than they will ever know.

ACKNOWLEDGEMENT

I greatly give thanks to God whose hand has been distinct from the very beginning of this study program. I would not have begun nor persisted through the program and finally finished without Him. Special thanks go to Moi University for providing me with an opportunity to pursue this post graduate degree program. Thanks also go to the lecturers of Moi University who enabled me go through the course work successfully. My deepest gratitude goes to my supervisors: Dr. David Wanyonyi and Dr. Violet Wangila for their time, guidance, correction, wisdom, professional knowledge and for correcting my many theses to the final copy despite their many academic and administrative duties. In addition, I am indebted to my colleague students in the department whom we shared ideas and discussed academic work. Special thanks go to all my respondents who were sampled and responded to a lot of questionnaire, observed or interviewed. Their cooperation enabled me to collect the required data for the study. To all these persons and groups of people, and others whom I could not mention by name, I say God bless you abundantly.

ABSTRACT

Teaching relies on approaches in instruction. The way teachers deliver content has a definite impact on retention by the learners. The teaching of Kiswahili language is generally factual and therefore appear boring to the learners. To make its teaching receptive various techniques are required and they include drama. The aim of the study was to establish how Kiswahili teachers make use of drama techniques in teaching Kiswahili language in primary schools. The study was carried out in Kakamega Sub-County primary schools in Kakamega County. The objectives of the study were; to establish the frequency of drama techniques in teaching Kiswahili in primary schools; to establish how Kiswahili teachers utilize drama techniques in teaching activities in the classroom; to assess the levels of pupils' participation in Kiswahili language lessons when drama techniques are used; find out the effectiveness of teaching of Kiswahili when drama techniques are used; ascertain the views of the teachers of Kiswahili on the use of drama techniques. Vygotsky social theory of language development constituted the theoretical framework of the study. The study utilized mixed method research approach with a descriptive survey design. It included survey questionnaire, interviews and class observation. The study targeted primary schools in Kakamega South Sub-County in Kakamega County. Purposive and simple random sampling was used to identify respondents who included teachers of Kiswahili and pupils in class seven. Schools were stratified into boys, girls and mixed categories. Stratified random sampling was used to select eighteen schools in which six schools were randomly selected from each of the three strata. From the schools sampled, one teacher of Kiswahili was randomly selected for the study. Six teachers were randomly selected from those who responded to the questionnaire for observation. Each of the six teachers was observed twice. The six teachers were interviewed after observing their second lesson. Primary data was collected through interviews, questionnaires and observation. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed using thematic content analysis. Based on evidence from the study, there are many drama techniques that can be decided on by teachers in Kiswahili language lessons. The techniques include; role play, mime, simulation, games, drama, debate and others. The study revealed that use of drama techniques was low because teachers selected approaches that would enable them to complete the syllabus fast. That pupils' participation was high (83.3%) when drama techniques were used during the lesson and teaching using drama was effective since (66.7%) of teachers reported it enhanced the teaching of the subject. The recommendation of the study was that the Kiswahili curriculum should be carefully designed to enhance the quality of teaching through learners' involvement. The curriculum and the content be learner oriented rather than examination oriented. This will eliminate the idea of the teachers concentrating on covering the syllabus at the expense of learners. The study findings would improve the quality of teaching and learning of Kiswahili language in primary schools.

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ABBREVIATIONS AND ACRONYMS

CLT	-	Communicative Language Teaching
ESL	-	English Second Language
ICT	-	Information and Communication Technology
KCPE	-	Kenya Certificate of Primary Education
KICD	-	Kenya Institute of Curriculum Development
KIE	-	Kenya Institute of Education
KNEC	-	Kenya National Examination Council
L2	-	Second Language
LAD	-	Language Acquisition Device
M. O. E	-	Ministry of Education
MOEST	-	Ministry of Education Science and Technology
SLT	-	Second Language Teaching
SPSS	-	Statistical Package for Social Sciences
STAD	-	Student Teams Achievement Division
ZPD	-	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents a general introduction to the problem. It comprises a brief background to the study, the statement of the problem, purpose of the study, research questions, and assumptions of the study, significance of the study, scope and limitation of the study, theoretical framework and definition of terms.

1.1 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).

Teaching methods primarily fall into two categories; teacher centered and student centred, (Oseno, 2015). Teacher centered 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-centered approach to learning is when teachers and students play an equally

active role in the learning process. According to, Ozbek (2014) while quoting Bolton (1980) states that teacher centered approach is one which teaching and learning is centered outside the learner. Drama technique falls under student-centered category because it can intensify learning at interactive level between students and teachers, (Chepkoech, 2012).

The new approach in education has introduced the concept of learner centered education with students' involvement, (Peregoy & Boyle, 2008). It is a fact that the meaning of learner centered education is deemed to learner's roles rather than subject centered (Park, 2015). According to Onyango (2009), some of the methods used to teach Kiswahili 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). Drama activities provide lots of immediate resources and are fun for teachers and students alike according to Marley et -al (2005).

The study takes cognizance of the existence of various approaches to language teaching and techniques such as direct method, grammar translation, suggest opaedia, audio-lingual, situational context, communicative and functional and total physical response among others. The way they are used today, however, are new, and they differ in a number of respect from the way they have been used in the past McCaslin (1998). He strongly believes that the arts should be employed in every classroom. It can reach students who otherwise couldn't be reached, and challenge students who have already grasped the concepts.

According to Maeley,et al (2005), drama can help the teacher to a achieve reality and can enable him overcome the students resistance to learning the language. In addition, Goodwin (2001), states that drama is a particularly effective tool for pronunciation teaching because various components of communicative competence can be practiced in an integrated way. Whitear's (1998) approach in this regard, says speaking is not about words, structure and pronunciation, but also feelings, motivations and meanings that are valuable benefits for bringing drama to the language learner. Ozbek (2014) notes that dramatic method which has 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 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, 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 drama techniques in teaching Kiswahili language. The inclusion of dramatization in a language 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). It is a compulsory subject taught and examined throughout primary and secondary cycles and is also offered in most public universities, (Chimerah, 2011).

The Kenya Constitution (2010) gave Kiswahili a higher position because it recognized 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. Over the years, the study of Kiswahili as a subject has become popular with students in various institutions and colleges, in fact, the two languages carry equal weight. English and Kiswahili are two languages which hold significant positions in the curriculum, (Barasa 2005). All these necessitate that Kiswahili be given a lot of attention in the educational system. The role played by Kiswahili students after school cannot be ignored. This is because Kiswahili is now almost given an equal footing with English when it comes to career choices. A good grade in Kiswahili is considered as a good grade in English. 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. According to Mbaabu (1996) and Mwihaki (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 the language 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).

Although Kiswahili is a compulsory subject in primary and secondary school curriculum, the language policy of a given school affects the attitude of learners. Many schools give prominence to English at the expense of Kiswahili, (Mbito, 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 and official language in Kenya, the Government acknowledges the importance of Kiswahili as a national language. According to Kenya gazette supplement no.63, 2005, 80% of the total population of Kenya speak Kiswahili language. Mbaabu (1978) observes that this language is widely used by large section of Kenyans in urban and rural areas. Sessional paper no 6 proposed that Kiswahili should be respected as a national language and be taught in schools. Mackay Report (1981) indicated that Kiswahili is compulsory subject and examined both at primary and secondary school levels of education. Chimera (1998) clearly outlines the importance of Kiswahili as symbol of national unity. Mazrui et-al (1995) argues that due to its enhanced status and expanded functions, which includes its role as a unifying factor for diverse people, it is imperative that emphasis is put on its teaching.

In spite of this fundamental function, Kenya has recently experienced falling standards of Kiswahili language. For example, the performance in 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 KCPE performance of Kiswahili subject in Kakamega South Sub-County has also declined in recent years' 2011-2016 are shown below.

Table 1.1 Performance of Kiswahili since 2011-2016.

Year	Mean
2011	57.65
2012	52.28
2014	52.05
2015	50.29

Source: MOE Kakamega South Sub-County K.C.P.E results for year 2011-2015.

There is therefore need for corrective measures with regard to the training of teachers of Kiswahili. Though it cannot be said that there is a situation in which teachers could be perfectly prepared especially in the effect of the changing curricular demand and the dynamic nature of language, the observation implies discrepancies, which need to be improved. In attempt to seek the corrective measures to address the falling standards, drama techniques of teaching should be investigated since it drives language teaching to its practical use. It is against this background that this study was undertaken. The importance of Kiswahili language cannot be overlooked and any research geared towards its efficiency is worth undertaking.

1.2 Statement of the Problem

The study evaluated dramatic techniques in teaching of Kiswahili language in selected primary schools in Kakamega Sub- County of Kakamega County, Kenya. This was motivated by the fact that in Kakamega South sub-county, pupils' performance in Kiswahili has been poor over the past five years 2011-2015. The review of studies in the literature review has shown that inadequate studies have been conducted to determine how dramatic techniques influence Kiswahili in primary schools in Kakamega Sub-County. Therefore, the research sought to establish dramatic techniques in teaching Kiswahili language in class seven in selected primary schools in Kakamega South Sub-county.

1.3 Purpose of the Study

The purpose of the study was to investigate dramatic techniques in teaching Kiswahili language in primary schools in Kakamega sub-county-Kenya. In order to achieve this purpose, the following objectives were established:

1.4 Objectives of the Study

The research objectives of this study were to;

1. Establish the frequency of dramatic techniques in teaching Kiswahili in primary schools; in Kakamega Sub-County-Kenya.

2. Establish how Kiswahili teachers use dramatic techniques in teaching activities in the classroom; in primary schools in Kakamega Sub-County-Kenya.

3. Determine the level of pupils' participation in the Kiswahili lessons when drama techniques are used in teaching Kiswahili language in primary in Kakamega Sub-County.

4. Find out the effectiveness of teaching of Kiswahili when drama techniques are utilized in primary schools in Kakamega Sub-County.

5. Ascertain the views of teachers of Kiswahili on drama techniques in the teaching of Kiswahili language in primary schools in Kakamega Sub-County.

1.5 Research Questions

The study was guided by the following research questions.

1. What was the frequency of drama techniques in the teaching of Kiswahili; in primary schools in Kakamega Sub-County?

2. What teaching activities did the teachers of Kiswahili use in teaching while using drama techniques?

3. To what extend did the pupils participate in Kiswahili lessons that use drama techniques?

4. What were the effects of dramatic techniques in teaching of Kiswahili language in primary schools in Kakamega Sub-County?

5. What were the views of teachers of Kiswahili on dramatic techniques in teaching of Kiswahili language?

1.6 Justification of the Study

For long time, there has been the use of teaching methods, which do not favour the child therefore the child comes out of school without much achievement in the content. Therefore, this study sought to find out if dramatic techniques can be an alternative technique of teaching language and particularly Kiswahili alongside the other teaching techniques already in place. Ayot (1992) says that, "the activity method is child centered in the sense that observable learning activities are carried out by the pupils". When a teacher employs a dramatic technique in teaching of a language,

drama is linked with the thinking process and is a manifestation of the thinking that is taking place. This would eventually be manifested through correct utterances in speech and perhaps the learner would write communicatively.

There was a need to undertake this study because learners have shown greater talents in drama as a co-curricular activity. Whenever learners get a chance to act in plays, narration or verses, they prove to develop communication competence. Teaching of language should not be left just at the rote knowledge level; therefore, the use of drama technique in teaching which makes it traverse to the productive skills, which in essence means the application of knowledge.

The study is justified because it adds more information to teachers of Kiswahili on effective teaching. It provides information on how to maintain an active class through the lessons. The study highlights the effects the other methods have on the understanding of concepts. The study at the same time gives recommendations for correction and even for future research.

1.7 Assumptions of the Study

Dramatic techniques have made Kiswahili language learning learner-centered and a productive activity. The learners get exposure to Kiswahili language through participating in drama in the classroom. The teachers who use drama techniques take adequate time and use appropriate resources to prepare for their lessons. At the same time, teachers give their pupils enough opportunities, to participate and practically use the language during the lesson that all teachers of Kiswahili language could employ drama. It was also assumed that any manipulative learning like use of models, group activity among others is drama techniques.

1.8 Significance of the Study

These techniques would greatly involve the learner and the teacher. The techniques would facilitate the involvement of both the teacher and learner for the betterment of classroom atmosphere that would enhance learning. The educationists and course designers will benefit from this study in designing appropriate approaches in handling various language teaching. The findings should be used as check points on the existing language techniques.

1.9 Scope of the Study

The study investigated dramatic techniques in teaching of Kiswahili language in primary schools. The study was carried out in Kakamega South Sub-County. It drew its sample from the class seven pupils from different primary schools in Kakamega. The sample also included teachers of Kiswahili in the sampled schools. The study focused only on eighteen (18) schools out of sixty-three (63) public schools which present candidates for the national examinations under the 8-4-4 Kiswahili language syllabus and restricted geographically to Kakamega South County. Theoretically, this work has been limited to the use of drama techniques in teaching Kiswahili in Kenyan primary schools. The study took consideration of other conventional methods of teaching and learning process. The study, however, concentrated on the use of drama technique in the classroom during the teaching of Kiswahili. The skills that were investigated included listening, speaking, reading and writing. Emphasis was put on each skill that was executed by the teacher during the lesson. The reason for involving all functional skills was that a teacher of Kiswahili was thought capable of selecting an appropriate drama technique in teaching any language skill in the syllabus.

1.10 Limitations of the Study

A limitation is some aspect of the study that may negatively affect the result that the researcher has no control over, (Mugenda and Mugenda, 1999). The following limitations were encountered by the researcher while carrying out the study on the use of drama in teaching Kiswahili in Kenyan primary schools. One key limitation in conducting the study was the reliance on self-report by the teachers. Information gotten was not reliable thus affecting uprightness of the results. This was alleviated by triangulation of the instruments in drawing the study sample population. Another limitation was using study sample from one sub-county was biased in nature making it hard to generalize the results to other parts of the county. This was however alleviated by random sampling technique at the sampling stage to ensure the chosen sample was representative. Tools could not present accurate results, this was countered by test -retest factor. There was also lack of cooperation from the members of staff, which was as a result of the respondents viewing the study with suspicion and probably fears that the information could be used to their disadvantage. This was countered by presentation of the permit to carry out the study.

1.11 Theoretical Framework

The study was guided by the theory of social learning advanced by Levy Vygotsky (1978). This theory was chosen because it is practical in teaching and learning the theory purports that for learning to take place effectively there must be social influences. He viewed language as a child's first tool for social interaction. Learning is an active constructive process. A learner is viewed as information constructor and new information is linked to the prior knowledge. Vygotsky placed more emphasis on social contribution to the process of development by saying that young children are curious and actively involved in their own learning and discovery of new

understanding. Much important learning by the learner occurs through interaction with a parent or a teacher. The teacher provides verbal instructions for the child. He calls this cooperative or collaborative dialogue in the zone of proximal development (ZPD). It is the difference between what a child can accomplish and what he can accomplish with an adult or more capable mediation or assistance. Drama creates opportunity for children to interact in a productive and purposeful way with other class members.

Drama can direct children towards extending their curriculum experiences to solve problems and deal with situations which on the surface would appear to be difficult. Being involved in fictional situations can lead them towards this zone. The theory purports quicker language development for children who are assisted by elderly people who have linguistic maturity. He also views interactions with peers as an infective way of developing skills in language. Chomsky (1965) explain that children imitate what they hear form adults. He says that a language acquisition device (LAD) is present in the brain of all human being to help language heard, work out rules and generate speech. However, Vygotsky explains that this inborn ability can only be realized in an interactive environment (MOEST) as provided in drama activities. Ngaroga (2006) says that learning is a relatively permanent change in behavior which comes as a result of practice of an activity. It is having an experience which comes as a result of practice of an activity. The activity carried out should be geared towards developing listening, speaking, reading and writing. The activity should involve all the senses of the learner which is provided in drama activities.

This study relates to this theory since Vygotsky emphasized the critical role of language that through activity, ideas are naturally exchanged and development occurs.

Classroom drama strives to build upon teaching methodologies that already exist, weaving them together in new ways that inspire and hold the interest of the learners at any level while keeping the focus on the curriculum. Drama is an aspect of social interaction. As learners perform, they are interacting with one another. The interaction enhances socialization thus learners learn in a comfortable environment. This is done in drama. Learning is done well in a state of guidance. In drama, the teacher as an adult guides the learners.

1.12 Conceptual Framework

The conceptual framework has independent variables, dependent variables and intervening variables. Independent variable of the study is the use dramatic techniques and the dependent variable is the teaching Kiswahili language in primary schools in Kakamega sub-county-Kenya. The objectives of the study were; to establish the frequency of drama techniques in teaching Kiswahili in primary schools, to establish how Kiswahili teachers utilize drama techniques in teaching activities in the classroom, to assess the levels of pupils' participation in Kiswahili language lessons when drama techniques are used, find out the effectiveness of teaching of Kiswahili when drama techniques are used and ascertain the views of the teachers of Kiswahili on the use of drama techniques. Figure 1.1 illustrates the conceptual framework and the intertwining of independent and dependent variables.

Independent Variable   **Dependent Variable**

Use of dramatic techniques   **Teaching Kiswahili language in primary schools**

- Frequency of using dramatic techniques

- Activities used when employing dramatic techniques

- Pupils participation when using dramatic technique

- Effectiveness of using dramatic techniques

- Views of teachers on the use dramatic of techniques

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Intervening Variables

- Parents knowledge
- school environment
- materials available in school

Figure 1.1: Conceptual Framework

Source; (researcher, 2019)

1.13 Operational Definition of Terms

Approach: This will be used as a method used to deliver instructional objectives and content.

Classroom interaction: This refers to the teacher-learner communication in the process of teaching and learning. It involves pupils' participation in activities during the lessons

Communication: This refers to sharing thoughts, feelings, ideas or information with others through speaking and writing.

Drama: An activity that involves imagination of a real situation and acting in circumstances of that situation by listening, speaking and reading moving and behaving in any other manner that the actor imagines benefits the given context. In this research, activities such as role play and simulations shall constitute dramatization.

Dramatization: From educational viewpoint, dramatization can be defined as method to develop skills through the performance of activities in situations that stimulate real life. It is possible to stimulate, for instance, a job interview method.

Dramatic Technique: Are teaching activities. Activities can include role-play, drama, games, improvisation and group discussion.

Effective Teaching: Means the teachers ability to teach Kiswahili. This includes the ability to design classroom activities in view of the process of learning and teaching.

Effectiveness: Refers to the extent to which a teaching goal has been achieved through a method of teaching.

Evaluation: Refers to the assessment of the effectiveness with which goals or objectives are attained in relation to a specific standard.

Learning activities: It refers to the learners' activities that is drama, role –play, mimes, debates and language games.

Language learning: Means attaining proficiency in target language through formal instruction. The process is structured systematically in order of difficulty of the material relevant to the learner's needs

Objectives: Clear statement of instructional intents, to help assure development of specific competence.

Second language: Will be used to refer to Kiswahili, which is learned after the mother tongue of the learner.

Technique: It refers to the method used in enhancing the learning of the language to learners' participation.

1.14   Chapter Summary

This chapter has given a prologue of the study. It has highlighted the background of the study. The statement of the problem, objectives of the study and research questions have been talked about to depict the real need of the study. Further, assumptions, significance and limitations of the study have also been given. Theoretical framework, which is the basis of the study, has been pointed out and expounded together with defining the terms used. The next chapter handles the review of literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature to the research problem. Sources such as textbooks, theses, research journals, newspapers and information from the website were used. This review is necessary because it helps the researcher establish the objectives of the study and serves as a link between the present study and the previous ones in the same or related fields. The relevance of this review to the present study is that knowledge gap will be pin pointed while the present study's intentions will be highlighted. The review has been divided in parts. Firstly, it talks about general views about Kiswahili as a language. Secondly it discusses important aspects in line with the objectives and finally a summary of the chapter.

2.2 Learning Kiswahili language in Kenya

Language is part of human life as it is the most effective means of human communication. Language also necessitates national and international interaction between people. It is common for people to identify with those who speak the same language as themselves, (Gathumbi & Masembe, 2005). Apart from being a means of communication, it is also a means of getting education, a career and participating in national building. From the proliferation of new technology worldwide, the world seems to be getting smaller and smaller (what is popularly known as the global village). This technological knowledge is passed on through language.

Kiswahili is a mandatory subject at primary and secondary school levels of education in Kenya. It is a tool to promote and enhance unity and patriotism among learners. As a cultural heritage, learners feel proud and cultivate not only national but also

international relations as well, (KIE, 2002). A lot of transactions take place between business, friends and other people outside school. Hence, this becomes a means of economic and individual development. As children join primary school, they are expected to acquire pre-requisite language skills by the end of eight years. They should be able to listen, speak read, write in Kiswahili, and develop interest in this subject beyond primary school level.

For realization of this goal, the home environment needs to cultivate interest in the child by encouraging interaction in Kiswahili. Upon formal enrolment in school, the teachers develop the interest so cultivated at all grades. They teach as per the curriculum requirement and evaluate the learners' performance accordingly. The performing and creative arts are important in the advancement of society. Since time immemorial, humanity has benefited immensely from strong messages transmitted through oral culture. In 2000 Kiswahili gained the enviable position of being the first official African language of the African Union. Kiswahili boasts a vibrant body of literature and continues to be studied in schools and universities in some parts of Europe, North America and the Far East. Kiswahili continues to wrestle gallantly with European and other African languages for space and time on TV and radio across the East and Central African region where it enjoys pride of place as lingua franca, (Waliula, 2005).

Kiswahili is a national language as well as the official language (the constitution 2010) while English is the official language in Kenya Kiswahili is an indigenous language of Bantu origin spoken by over 65% of Kenya's population, (Heinman, quoted in Mazrui & Mazrui, 1995). It's the language of inter- ethnic communication in Kenya. It is also the language of wider communication in East and Central Africa,

(Iribemwangi, 2012). Kiswahili is the declared national language in Kenya. It is also one of the two official languages. Since 1984, Kiswahili has been compulsory and examinable subject from the first year of primary school, through secondary school up to the highest levels. The main advantage of Kiswahili is that it is considered ethnical neutral and is not associated with any ethnic community although it originated from the East Coast of Africa.

2.3 Learner-centered Instructional Methods

Learner-centered methods actively engage students in learning process for effective mastery of the subject matter and promotion of a positive attitude towards the subject. As noted by the Ministry of Education in its National Report on the Development of Education in Kenya, presented at the International Conference on Education in September 2001, teaching approaches adopted should make learning more learners-centered in order to promote imaginative, critical and creative skills in students resulting in better achievement of instructional objectives Ministry of Education, (2001). In a learner-centered class, students take a participative role leading discussions and teachers become facilitators in this regard, teachers facilitate student's discussion and interject only when necessary, allowing students to put the language to use and explore aesthetics of learning materials, (Ahmed & Aziz, 2009).

According to Froyd (2007), the standard features of a learner-centered pedagogy include collaborative learning, connecting new information to previous knowledge and critical thinking. Some scholars refer learner-centered pedagogy as interactive learning. According to Mestre and Wenk (2010), interactive learning process within classrooms involves facilitating presentation of questions for small group work. Interactive pedagogy may also include the use of media and involvement of students

in field activities. Furthermore, interactive teachers allow for diverse learning styles among their students and encourage active involvement of all students, while helping them to improve in individual weaknesses, (Curtin, 2005). Students are also encouraged to ask questions, define problems and lead conversations, (Chika, 2012). Besides, such methods connect students' world with learning pursuits in the classroom, (Bush & Kumar, 2006). However, it is not sufficient to have an experience, if such is not discussed and shared, they be forgotten rapidly. Sharing of experiences through group discussions improves the application of acquired knowledge and skills, (Kumar, 2006).

Learner-centered method has advantages in a number of ways for instance; they promote democratic participation in the learning process, encourage critical thinking, meet student's communication needs and improve performance, (Cummins, 2007). The positive impact of such methods have also been documented by Chika (2012), who indicated that interactive methods are more powerful in enhancing learning than teacher-centered pedagogy. Kumar (2006) also indicates that interactive methods have higher impact in overall learning achievement than did active classrooms. As noted by Arends (1997), learner-centered methods can be used to teach complex academic materials and can help teachers accomplish important social learning and human relations goals.

2.4 Kiswahili Language Teaching Techniques

For effective Kiswahili 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.

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 performance.

2.4.1 Lecture Method

One of the methods used to teach Kiswahili 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 lesson can foster effective learning, what is lectured is put into action. It is therefore relevant to the study.

2.4.2 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-centered; 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 language.

2.4.3 Question and Answer Method

In classroom, most teachers use this technique in 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. Dramatized way of questioning may motivate the learners more and reduce passivity, (Kapting'ei, 2006). When teachers are inspired, they do to undertake more classroom studies of different aspects of drama in Kiswahili teaching and learning. This will lead to better understanding of these approaches and will help to improve the quality of the language.

2.4.4 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 effect of drama on Kiswahili 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:

2.4.5 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 through use of games will be more effective than teaching it through repetition and memorization. Language games may be

applied in teaching Kiswahili 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 language teaching, (Wright et al (1984) cited in Yolageldil & Akran, (2011).

2.4.6 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 language 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 undemanding. 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). It can help to fix language in the minds of the students. This could apply to learning of Kiswahili language. 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.

2.4.7 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 the use of drama techniques in teaching Kiswahili.

2.4.8 Simulation

Simulation as a language teaching method provides a way of creating a communicative environment where learners interact. It creates a situation when representativity 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 language.

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 language.

2.4.9 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 Kiswahili 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 language concepts. These activities and others can be used by the teacher in a Kiswahili 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 language would improve.

2.5 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 it allows the learners to participate in the lesson. The study sought to establish the use of drama as a tool of teaching Kiswahili with the objective of enhancing learner participation plus motivation.

Fleming (2006) stated that drama is inevitably learner-centered 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 language 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 nonverbal 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 language.

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 a language. 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 language 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.

Barbu (2007) said that using drama in English language also provides situations for reading and writing. The monotony of a conventional language 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 language 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 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 language 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 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 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 roleplaying 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 & 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 lesson, the contribution of these scholars is necessary for the study, (Mbito, 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.

2.6 Effect of Drama on Teaching and learning.

Ting (2005) found that children enjoyed learning language through drama activities. Drama can inspire students' creation, motivation and Kiswahili learning skills such as reading, writing, speaking and listening by creating suitable context. Children can develop their multiple intelligences to learn language through drama. Another benefit of drama is providing a context to practice listening and speaking for learners and it makes language practice more meaningful than mechanical drills. It is an effective pedagogy for literacy in Kiswahili as a second language classes, (Chauhan, 2004).

Gomez (2010) showed that learners would feel bored if the language class is tedious and monotonous. Drama activity combines action and entertainment for students while achieving the teaching goals.' The use of drama as a teaching tool is based on

premise that an involved child is an interested child, an interested child will learn, and drama directly involves the child, (Gomez, 2010, p31). In drama activity, Students use their prior experience to understand the roles and give their responses, just as the reader and writer conceive the image or responses. It is an effective way to master language in a second language classes, (Wagner, 2002). The convectional teaching system always focuses on the teachers and textbook. With drama, the roles have changed. The student-centered class has been advocated widely 'all activities gravitate around them and what they find meaningful, (Gomez, 2010:31).

Students apply language in the genuine situation so that they can find the reason to use it. Drama should be a useful tool to help students understand new language from grammar structures to syntactic knowledge. It also gives them a platform to exercise their imagination and creativity, (Sun, 1998). Drama is an instructional and powerful strategy. It provides an opportunity for students to undergo an imaginary experience and it affects students thinking and their way of looking at the world, (Wagner, 2002). Some students are amazed by their performance in drama activities and that they have the courage to stand in front of the class and express themselves. Students become more confident when using drama by experiencing the language in operation, (Guida, 1995).

Sam (1990) argued group work is an effective form in drama activities, which takes every student's initiative to process the learning. Students who have strong linguistic aptitude can take important roles while the low-level students also can be engaged in by taking the subsidiary role. Drama allows students to integrate their competence of speaking, listening, reading and writing in a second language class. First, students learn the language emotionally through drama strategy to learn syntax and

fundamentals. Then they will accept the sounds and idioms, until at last they can speak language with great accuracy and fluency, (Gomez, 2010).

2.7 Related Studies

There exist a number of researchers in Kiswahili language who paid attention either whole or in part to the issue of classroom interaction.   Weaknesses and strengths of these passed studies have been examined. The study will deal specifically with the use of drama techniques in teaching Kiswahili. The present study takes cognizance of the fact that a language syllabus has various components each of which may need specific methods as deemed possible.

Ongondo (2003) carried out a study on drama and communication competence of secondary students in English language. His objective was to find out whether drama students show communicative competence in English language. The present study seeks to investigate the use of drama technique in teaching Kiswahili in primary schools.

Luvisia (2003) established that the teachers had a positive attitude towards the use of learning resources in the teaching of Kiswahili, grammar. However, he further realized that the same teachers were using a variety of the available instructional resources. He was surprised to note that teachers were over dependent on the use of the chalkboard and the KIE recommended books.

Onyamwaro (1990) carried a study on the relationship between attitude and performance and concluded that, attitude towards a language do not directly affect performance but provide motivation for reading of the language. This indicates that achievement is greater for students whose attitude remains favorable, while students who experienced negative feelings develop a poor self-image, which in turn makes

them achieve lower grades. Onyamwaros study relates to the present study in that, the current study also sought to establish the views of students regarding the use of drama techniques in learning Kiswahili.

Odeos (2003) study on oral questioning the pedagogy of Kiswahili grammar recommended among other things that the teacher should improve themselves through teachers own initiative by way of publications on questioning and responding. Teachers should ask oral questions that lead learners to use Kiswahili in a way that fosters communicative abilities needed in life and for sharing accumulated knowledge. The study concludes that second language classroom oral questioning is fundamental to the provision of language input and language output which facilitate the learning of language. The current study is related to the mentioned study since both deal with the activities that go on Kiswahili classroom the teaching and learning process. The current study particularly focused on drama as a classroom activity aimed at enhancing learning. The present study sought to establish the effectiveness of drama in teaching and learning a second language (Kiswahili) classroom in facilitating language learning.

Torres (2004) has also worked with theatre in his high classrooms, claiming that there exists a direct relationship between theatre and language learning and that implementation of drama techniques would improve vocabulary acquisition, fluency, communication, pronunciation, shyness, among other things. O'Gara (2008) conducted a two group pre-test/post-test quasi-experimental study similar to the present one in which he compared the efficiency and effectiveness of drama techniques and the traditional method in the teaching of English tenses in a bilingual Italian school. In this study, he encountered a significant difference that placed drama

techniques above most traditional methods. This study provided the basis for the need to conduct the current study. Torre`s findings point out the importance of implementing drama techniques that it would improve vocabulary acquisition, fluency, communication, pronunciation among other advantages. The current study therefore sought to investigate the use of drama techniques in primary schools in Kenya having in mind its importance as pointed out by Torres. O`Garas findings also strengthened the current researcher's need to conduct this current studies.

Kaptingei (2006) established that activities that involve dramatization, role plays, debates, discussions, simulations are important in all stages of language teaching and learning. They help students generate ideas, encourage free flow of thought and help students discover both what they want to say and how to communicate both what they want to say and how to communicate both in speech and on paper. Therefore, teacher's choice of techniques that involve such activities would successfully assist the learners in the understanding of English. The study concluded that use of drama techniques in English teaching is advantageous because it makes learning a student centered activity.

The present study seeks to investigate dramatic techniques in teaching Kiswahili language in primary schools in Kenya.

Kitito (2008) On teacher factors affecting the intergraded approach (I.A) the teaching of Kiswahili in Kenyan secondary schools found out that sixty percent of the teachers made use of the lecture methods in teaching both grammar and literature, which is not highly recommended for teaching especially in an I.A manner. Lecture method is a teacher centered does not enhance participation of students in class. Others ignored such methods as debates, storytelling, drama, group work and simulation which are

student centered and effective in teaching through an I.A. The current study found this literature relevant since it sought to find out how teaching is done especially through dramatization.

Suter (2008) In the study on preparedness in teaching Kiswahili Oral literature pointed out that implementation of Kiswahili oral literature was done with a lot of urgency as a result ignoring many core areas such as in- service training through seminars, workshops, conferences symposia and subject panel meetings for Kiswahili oral literature teachers to update them on the various effective approaches towards teaching and learning process of Kiswahili oral literature. The current study found this relevant since it also investigated on effective teaching of Kiswahili with special emphasis on drama techniques.

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 language in Kenya.

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 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 primary schools 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 language skills by students.

Mansour, Na'eem & 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 was conducted in primary schools on how drama usage influenced Kiswahili proficiency among students.

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 select 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.

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. The present study investigated the level of learner participation in drama activities during Kiswahili lessons.

Okumu-Bigambo (2000) revealed that communicative competence could be achieved through guided practice in speaking and writing. However, in many Kenyan primary 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 primary school setting.

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 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.

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.

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 language. 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 language teaching.

2.8 Research Gap

In attempt to find out what other scholars have said about the study in question the researcher has looked at various aspects related to the study. In the literature review, various views have been advanced on the influence of drama techniques on the teaching of Kiswahili. Many scholars agree that use of drama techniques in teaching is very advantageous to the process. There are many reasons in favor of using drama activities and techniques in the language classroom. First, 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. In this chapter the researcher has discussed drama techniques from different perspectives: this includes, pupils' communication,

alternative or designer methods, how to use drama in the classroom, dramatization as a teaching technique and drama and the practice of language.

The literature review established that there is a gap in the study of use of drama techniques in the teaching of Kiswahili in primary schools and hence the need of this study. Each report was based on different kinds of pupils' populations in different learning situations. This study was therefore carried out to fill this gap. The next chapter deals with research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, research design and methodology, which is used in this study, is discussed. The chapter specifically, outlines the research design, location of the study, the study population, the sample size, sampling procedures, research instruments, data collection procedures, data analysis procedures, ethical consideration and finally, summary of the chapter are presented.

3.2 Research Design

This study was a descriptive survey research; it was based on research questions centered on the approaches of teaching and learning Kiswahili. This being an educational finding, descriptive survey design was chosen in agreement with Creswell (2011) view that it is the most suitable research method in education. It was intended to describe the existing condition in the teaching of Kiswahili in schools, thus Kothari (2004) assertion of the method, strengthened its use in this study. The descriptive survey design is the best measure through which views, options, attitudes and suggestions for improvement regarding the use of drama.

3.3 Location of the Study

The research was conducted in Kakamega South sub-County, Kakamega County. Like other sub-counties in Kenya, Kakamega South sub-County has a number of trained teachers of Kiswahili of diverse experiences. It aimed at finding out why teachers of Kakamega South sub-County have problems with regard to selection and use of appropriate language teaching approaches. The researcher chose the study area because of the generally low performance in the KCPE Kiswahili examination for the

previous years. No study on the topic of research has been conducted in Kakamega South sub-County regarding the problem at hand hence the need to carry out the study. Furthermore, the researcher chose the area because of the need for acquisition of local knowledge. The findings in this study made it possible to make generalization about the teaching of Kiswahili language in Kenya. It was anticipated that this would ease and facilitate the administration of the research instruments as well as data collection within the limited time and financial constraints of the study.

The Sub-county has an area of 142.9 sq. km. The Sub-county is densely populated and rated one of the poorest Sub-county in the country. It has two administrative divisions namely Ikolomani North and Ikolomani South. It was curved from the larger Kakamega County in the year 2008. The sub- County is bordered to the south by Vihiga County, to the North Kakamega central sub-county, the west Khwisero sub-county and to the East by Kakamega East sub-county.

Economically, the sub-county practices subsistence farming and little cash crop farming. Trade is carried out on small scale and there are no major tarmac roads or industries. The sub-county is inhabited by Idakho Luhya community who are culturally rooted in bull fighting and Isukuti dance. The sub-county has a number of educational institutions namely Eregi teachers' college, Bushiangala Polytechnic and Sigalagala technical institute. There are a few health facilities namely Ighuhu Sub-County health center and Shibwe health centre that attend to the dense population. The sub-county also lies in untapped goldmines which led to the local name Ikolomani. The inhabitants are rather religious and hence many denominations exist in this area.

3.4 Target Population

Oso & Onen (2005) define study population as the total number of subjects that are of interest to the researcher. The study population was all primary school pupils and teachers who were in the selected schools of Kakamega Sub-County.

The study involved class seven teachers of Kiswahili in Kakamega Sub-county. The teachers and pupils of class 7 therefore constituted the target population. The sub-county has 63 primary schools that present candidates for KCPE every year, (Sub-county Quality Assurance and Standard Officer, 2012). 18 schools were sampled randomly for the study and all the class seven Kiswahili teachers and pupils of the 18 sampled schools formed the target population. Class seven pupils were chosen because they have been in school long enough to provide reliable information. The class seven pupils were believed to be more mature than classes six and five, they could express their exact feelings towards use of drama techniques of teaching Kiswahili. The study did not use class eight pupils because they were candidates engaged in internal examination.

3.5 Sampling Techniques and the Study Sample Size

The researcher used stratified random sampling to select the three (3) school categories: Boys, Girls and mixed schools. From each stratum, three (3) schools were randomly sampled for the study. A simple random sampling technique was used because it ensured that each member of the target population had equal and independent chance of being included in the study sample, (Walkman, 2005). One class seven teacher of Kiswahili from each school were selected purposively to give 18 teachers. Six teachers were randomly selected from those who responded to the

questionnaire for interview and observation. The research respondents constituted 18 teachers and 162 pupils.

3.6 Sampling Procedures

Sampling is a procedure of selecting a part of the population on which research can be conducted, which ensures that conclusions from the study can be generalized to the entire population. The researcher made use of simple random sampling. Simple random sample is one which each and every member of the population has an equal and independent chance of being selected as respondents. From the sub-county, only 18 schools were randomly sampled. In schools with more than one teacher, purposive sampling was used to select the teacher teaching the selected class for the research. The researcher used stratified sampling to select the categories of pupils: performers, average performers and below average performers. The three groups were arrived at after dividing the population of a given class basing on their performance. Nine pupils from each school were selected by simple random sampling making 162 pupils all the above sampling involved 180 respondents.

3.7 Research Instruments

There are several methods of collecting data which include; observation schedule, interview schedule, questionnaire, warranty cards, distributor audits, party audits, consumer panels, and content analysis (Kothari 2003). The study was collected by the use of questionnaire, observation schedule and interview schedule instruments. The instrument used in this study included the questionnaire, interview schedules and observation schedules.

3.7.1 Questionnaires

According to Mugenda & Mugenda (1999) questionnaires are commonly used to obtain important information about a population. It is useful in investigating patterns of frequencies expectations, need, priorities and preferences. The questionnaire is easy to analyze, simple to administer, quick for respondents to complete and it is an immediate usable form. It is efficient research tool because the researcher is likely to obtain personal ideas from the respondent. The respondents are set free to read questions and complete questionnaire and return it at the end of the activity. In the teachers' questionnaire, the first part sought information about the teacher's institution of training their teaching experience and the category of the school they are teaching. These factors were important in that the researcher would establish whether the training institution would influence the teacher towards a particular approach.

The other part was important in establishing whether a particular technique was prevalent in any category of schools. The second part of the questionnaire dealt on the pedagogical approaches to the language, the teacher's selection of the learning activities, students' participation in the process of teaching and learning and teachers' attitude towards the use of drama techniques in language classroom. Close ended questionnaires were preferred in order to facilitate easy analysis of the data and to reduce respondent's bias.

On the other hand, the students' questionnaire had two sections. The first section targeted personal details and the second section gave activities and their instructional resources by their teachers and opinions towards the use of drama techniques. The questionnaires were distributed to teachers of Kiswahili in various schools selected

for the study samples of teachers' questionnaires used in this study is given in appendix I.

3.7.2 Observation Schedule.

Gathumbi & Masembe (2005) stated that observation is one of the best methods to establish the relationship between the teacher and the learners in 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' behavior 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 (6) teachers were observed in this study to establish the methods they used in teaching Kiswahili and the pupils' involvement in activities that improve the language. The observation schedule used in this study had two main sections; the teachers' use of drama techniques 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 schemes and lesson plans) to establish the evidence of this technique in their planning.

3.7.3 Interview Schedule

This study employed the respondent type of interview. Powry & Watts, (1987) the term is referred to as the style of interview where the interviewer retains all control throughout the whole process. Therefore, a fairly clear process schedule was

constructed and used by the interviewers. This schedule acted as a guide to both the interviewer and the interviewees on how to go about the interview session, rather than a fixed schedule to be followed. This could also be referred to as a semi-structured interview where the main aim is to collect similar ideas from a number of people though it places less emphasis on a standardized approach. The data was collected and recorded through note taking. The interviewer took notes of the circumstances under which the interview took place as well as a condensed account of what was being said by the teachers. Note taking was preferred because it is not intrusive, is less costly and helped save time. The interview sessions were conducted after observation sessions so as to keep the teachers from knowing what the researcher was observing during the lessons. Each of the selected teacher was interviewed after his/her lesson was observed the second time.

3.8 Piloting of Instruments

Ideally a pilot study tries out the research tools on the respondent who would be eligible to take part in the main study. One actually wants to find out whether the respondents have the same understanding of questions and thus would offer the information required. Piloting of research tools is very important. It is not until a researcher has some completed questionnaires, and information obtained using all the instruments in the study that one can be sure the research needs are going to be met by the information one has asked for. According to Allwright (1988) & Barasa (1994), even the most carefully constructed instruments cannot guarantee 100% reliable data. Therefore, pretesting research instruments on a small sample of respondents in a preparatory exercise was vital.

This called for a pilot study. To ascertain the reliability of the questionnaires, the observation schedule and the interview schedule, a test-retest design was used. The researcher administered the questionnaires to teachers and students in two pilot schools' in Lurambi division of Kakamega north district. The information obtained from questionnaires and observation schedule indicated some insufficiencies, the researcher therefore found it necessary to include teacher interviews. The researcher therefore constructed an interview schedule which was also tested for reliability in the two schools. Under pilot study a total of 4 teachers were interviewed. The results obtained filled the gap that had been discovered. The interview schedule was then included in the main study as one of the instruments of data collection.

3.9 Validity of Research Instruments

The researcher made use of the research objectives and questions to ensure that the questions developed in the research instrument were valid. 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 research problem, (Polonsky & Waller, 2004). The content validity of the items was established by consultation with the experts in educational research in the University. For the purpose of this study, the researcher requested various experts from Moi University to scrutinize and judge whether the content used in the test is relevant to the study. They individually assessed the instruments and provided feed-back to the researcher. The specialists carried out analysis of the contents of the questionnaire, observation schedule and interview schedule offered suggestions and corrections. Their suggestions were used in making the necessary corrections and improvements in all the instruments. The instruments were refined into the final instruments used in the study.

3.10 Reliability of the Research Instruments

According to Toili (2001), a scholarly study has to show evidence for accuracy, generizability and replication. These are the issues of validity and reliability of the study. Before the researcher went for the main data collection, he had to carry out a pilot study in order to test reliability of the research instruments. I had to prove consistency in yielding results even after being used repeatedly.

3.10.1 Pilot Study Results

Toili (2001) discussing on the test-retest reliability approach for determining reliability says, one way to measure reliability is to give the same people the same test on more than one occasion and then compare each person's performance on both testing. In doing so, one can actually want to established the extent to which the test or instrument in this case is measuring stable and enduring characteristics of the test taken. This particular study employed a similar approach, compared the results on the 6 teachers who answered the questionnaires and the 4 lessons that were observed from the two school where the pilot study was carried out, using the results obtained, the researcher with the help of various course experts in the department of curriculum instruction and educational media Moi University found out that some responses given by the teachers to the questionnaires had certain weaknesses.

Changes to the teacher questionnaire were found necessary especially on the basis of which questions was left unanswered or where answers given suggested the teacher had no idea of what the question required. This necessitated the adjustment, alteration and deletion of certain items as a way of improving on the reliability of the questionnaire as a whole. The researcher corrected and re-administered the questionnaire to the same respondents after two weeks. The results for the pre-test

and post test studies was tested for reliability using the Cronbach's reliability index. According to Ssengor, (2003), reliability index of 0.5 is the accepted minimum level of reliability and further avers that the higher the index, the better. The reliability index for this study was 0.74.

3.11 Data Collection Procedures

The researcher obtained a research permit from Ministry of Education. The permission of the Ministry of Education through the sub-county education officer was sought. There was a brief introduction letter by the researcher which gave a brief specification of the study to the teachers of the schools sampled for the study. The researcher distributed the questionnaire to the respondents and obtained them back for analysis. The timetables for Kiswahili lessons to be observed were collected prior to the observation exercise. Using the timetables, the researcher made arrangements to carry out observations amongst the sampled teachers. Six teachers were observed twice, making a total of twelve lessons. Interviews were conducted amongst the six teachers who were observed.

3.12 Data Analysis Procedures

This being a quantitative survey, descriptive method of data analysis was used. Interview schedule produced qualitative data which was analyzed qualitatively by arranging responses thematically, then analyzing them. The data collected from each instrument was analyzed each separately. This was done in order to give a comprehensive representation of approaches the teachers used in Kiswahili language teaching. Each item of the instrument was used to draw conclusion after subjecting them to independent analysis. The information was presented by use of frequencies, percentage, tables, figures and averages for quicker interpretation of data collected by

the research instruments. Most of the information elicited through interviews was presented qualitatively. There was also thematic analysis and presentation of data.

Quantitative data that was drawn from closed ended items in the teacher questionnaire and the student questionnaire was analyzed using descriptive statistics with the help of Statistical Package for Social Sciences (SPSS) particularly frequencies and percentages. Creswell & Clark (2011) observe that quantitative data analysis and 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 onto percentages. For easy interpretation, the information was tabulated.

Information from open ended items analyzed qualitatively into themes guided by the study objectives. Data from interview were coded and analyzed descriptively in identified themes based on study objectives as Creswell & Clark (2011) point out "qualitative data analysis involves coding the data, dividing the text into small units that is phrases, sentences or paragraphs, assigning a label to each unit and then grouping the codes into themes." The researcher then discussed themes as Creswell & Clark (2011) observes in qualitative research, presenting the results may involve discussion of evidence for the theme or categories or diagram presents framework/models or theories.

3.13 Ethical Considerations

Ethical consideration in social research is important in promoting aims of research; to provide knowledge that contains no fabrications falsifying information or misrepresentation of data. Hence the researcher sought voluntary consent of the respondents.

As observed by Oso & Onen (2005) & Polonsky & Waller (2004) the researcher assured the respondents that they had the right to refuse to be observed or to participate. The researcher ensured confidentiality of data given respected the interest of the participants and reported their responses honestly to avoid biasness and misrepresentation. Personal identity of the participants was concealed. The researcher also undertook to protect the rights and interests of the participants. The participants were not exposed to any stores or discomfort. The researcher also ensured that there was a proper citation of sources of information quoted in the study. For better response the researcher got the respondents informed in advance of any appointment and made them aware of the significance and objectives of the research study.

3.14 Chapter Summary

In chapter three the design and methodology used in the study has been described. The study area and study population has been described. The actual data collection procedure and details of the three instruments have been given. Summary of sampling procedures and pilot study have also been explained. Notably, the study has been a descriptive survey on the use of drama techniques in primary schools in Kakamega Sub-County.

Questionnaires were administered to 18 teachers; 12 lessons were observed from six teachers who were later interviewed. These instruments were piloted and afterwards used to procure the data that was presented in the next chapters. The next chapter (4) deals with data presentation, analysis, interpretation and discussion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND

DISCUSSION

4.1 Introduction

In this chapter data collected from the field is presented, interpreted, analyzed and discussed. Three instruments were used in collecting the data. These were the questionnaire, interview schedule and observation schedule. The research questions and the objectives formulated at the beginning of the study provided a guideline for investigation of the teaching and learning of Kiswahili and to establish how drama techniques were used. The chapter results answer the following research questions:

(a) What was the frequency of drama techniques in the teaching of Kiswahili; in primary schools in Kakamega sub-county?

(b) What teaching activities did the teachers of Kiswahili language use in teaching while using the drama techniques?

(c) What level did the pupils participate in Kiswahili lesson that used drama techniques?

(d) What are effects of the use of drama techniques in teaching of Kiswahili language in primary schools in Kakamega sub-county?

(e) What were the views of teachers of Kiswahili on drama techniques in teaching of Kiswahili language?

Data is presented in the following ways: the information which was provided by eighteen teacher respondents to the questionnaire is presented. This is followed by the presentation of data from six teachers who were observed in a total of twelve lessons. Each teacher was observed while teaching two of the Kiswahili lessons. There shall

also be the presentation of interview findings of the six teachers who were selected. The analyses of the findings from the three instruments used in data collection were done independently. This helped in getting a comprehensive account of the teachers' use of drama techniques as shown by the questionnaire and actual qualities as shown by classroom observation and interviews. Descriptive statistics based on frequencies and percentages gave overall views about the findings. Tables and graphs were also used to illustrate some of the information. Prose descriptions have also been used to present data from the interview schedule. In this chapter, number of respondents is given and percentages are in brackets.

4.2 Background Information of the Respondents

This variable was important since it enabled the researcher to establish the background of the respondents in terms of gender, professional qualifications and length of time in service. The responses on each of the mentioned aspect were presented in the following sub-sections: Gender of the respondents, professional qualification and teaching experience. Table 4.1 presents the proportion of gender of teachers who participated in the study.

4.2.1 Gender of the Respondents

The study sought to know the respondents gender, table 4.1 below show gender of the respondents.

Table 4.1 Gender of Respondents

Gender	Frequency (f)	Percentage (%)
Male	13	72.2
Female	5	27.8
Total	**18**	**100.0**

From Table 4.1, the findings indicate that male teachers dominate the teaching of Kiswahili 13 (72.2%), compared to 5 (27.8%) female teachers. It is important because male and female teachers have different methods of delivering information to pupils. The findings show that both female and male can do teaching of Kiswahili language. The subject is not a one-gender area. At the same time, involvement of male and female teachers would take care of the needs of the learners who are from different categories of schools where the researcher carried studies. From the percentages above, it is possible that male teachers have a positive attitude towards Kiswahili compared to the female teachers. It could also be possible that, from the sample of schools taken, more male teachers teach upper primary compared to female teachers.

4.2.2 Professional qualifications of Respondents

The study sought to know the teacher's professional qualification. Figure 4.1 below Presents professional qualification attained by Kiswahili primary teachers.
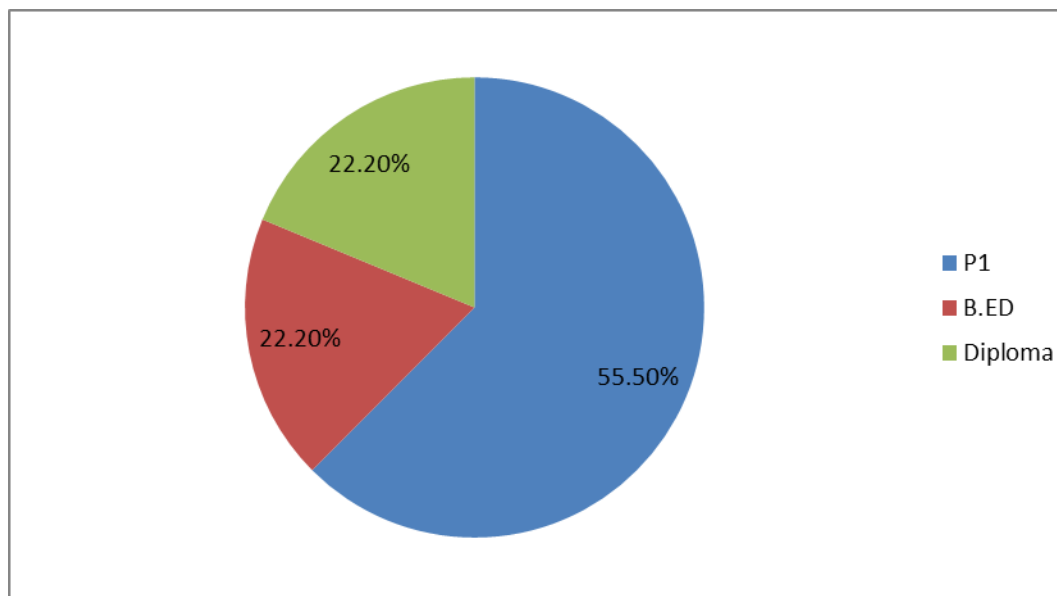
Figure 4.1 Professional qualification of Respondents

From Figure 4.1, all the teachers were qualified professionally to teach Kiswahili. Ten (55.5 %) teachers had P1 certificate, four (22.2 %) teachers had a bachelor of education degree and four (22.2%) were diploma holders. The outcome shows that all teachers were professionally trained and had the capacity and ability of teaching Kiswahili. It could also show that teachers have gone for further studies given that entry point for teaching at primary has been raised.

4.2.3 Teachers language Teaching Experience

The study sought to know the teachers experience to the teaching of Kiswahili table 4.2 below show the teacher's experience.

Table 4.2: Teachers Language Teaching Experience

Length of service	Frequency	Percentage
3-6 years	4	22.2
7-10 years	5	27.8
11 and above	9	50.00
Total	**18**	**100.0**

The Table 4.2, show that four (22.2%) teachers had an experience of 3-6 years, while five (27.8%) had an experience of 7-10 years. Nine (50 %) had an experience of 11years and above. This shows 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.

The study revealed that the teachers had knowledge of language teaching approaches because those who responded to the questionnaire were well trained. In addition, nine (50%) had a teaching experience of over eleven years. The study concluded that experience was an important element in teachers' performance because years of practice would present a variety of experience to the teacher. In this study, it was

important to find out whether the teachers were a factor in his choice and use of a particular teaching technique or not.

4.2.4 Type of Schools of the Respondents

The study sought to know the type of schools of the respondents table 4.3 below present the type of schools.

Table 4.3 Respondents Type of Schools

Type of school	Frequency	Percentage
Mixed school	6	33.3
Girls school	6	33.3
Boys school	6	33.3
Total	**18**	**100**

Table 4.3 show that six (33.3%) respondents were teaching in each of the three categories, it was expected that the nature of the class might influence the teacher in the choice of the method of teaching in a way. This prompted the next question which sought to establish whether the teaching methods were effective basing on the nature of the class combination.

4.3 Schools where Drama Techniques were more useful

The study sought to establish how teachers made use of drama techniques in teaching and learning activities in the classroom table 4.4 below show the usefulness of drama techniques.

Table 4.4: Type of schools where drama was more useful

Type of school	Frequency	Percentage
Mixed school	4	22.2
Girls school	3	16.7
Boys school	2	11.1
All categories	9	50
Total	**18**	**100**

From table 4.4, the findings show four (22.2%) respondents said that drama was easy to be used in mixed schools. Three (16.7%) respondents indicated that it was effective to teach using drama in girls' schools. Two (11.1%) respondents said that they used drama effectively in boy's schools. Nine (50%) were the largest number who indicated that the use of drama was effective in all categories of schools.

Although the content of the language was the same for all students, whether the class was girls or boys made the approach vary according to the respondents' views whether participation was effective in a class of a particular gender was to be established further using proper classroom observation. This study could not rule out the fact that the choice of a teaching technique by a teacher would be determined by among other factors, the nature of the class in relation to this case.

4.3.1 Methods' Commonly used in teaching Kiswahili language

The study sought to know the methods commonly used in teaching Kiswahili language. Table 4.5 below shows method commonly used.

Table 4.5: Method Commonly Used.

Technique	Frequency	Percentage
Question and answer	4	22.2
Discussion	2	11.1
Drama	0	0
Explanation	9	50
Role play	3	16.7
Total	**18**	**100**

From Table 4.5, the findings indicate four (22.2 %) respondents said that they used question and answer most effectively. Two (11.1%) respondents commonly used discussion. Nine (50%) said they used explanation method of teaching.3 (16.7%) said they used role play. The results coincide with findings made by Kang'ahi et al. (2013) where they found that teacher-centered approach dominated the classroom. Beena al. (2015) established that majority of the teachers indicated that they did not use dramatic activities effectively in teaching English language. This shows the teachers used teacher centered method of teaching and learners were not actively involved in the learning process. This shows that teacher centered methods are still used to teach Kiswahili language in primary schools in Kenya.

4.3.2 Frequency of Teachers Organizing Drama Activities

The study sought to establish the frequency of use of drama Techniques, table 4.6 below show the frequency of the dramatic techniques.

Table 4.6: Frequency of Dramatic Techniques

	Mime f(%)	Improvisation f(%)	Simulation f(%)	Drama f(%)	Play game f(%)	Role play f(%)	Dialogue f(%)
Every lesson	1 (5.6)	0 (0)	1 (5.6)	0 (0)	0 (0)	4 (22.2)	0 (0)
Weekly	4 (22.2)	0 (0)	10 (55.6)	4 (22.2)	6 (33.3)	7 (38.9)	5 (27.8)
Monthly	7 (38.9)	0 (0)	3 (16.7)	4 (22.2)	4 (22.2)	3 (16.7)	6 (33.3)
Termly	4 (22.2)	0 (0)	2 (11.1)	5 (27.8)	5 (27.8)	2 (11.1)	2 (11.1)
Not organized	2 (11.1)	0 (0)	2 (11.1)	5 (27.8)	5 (27.8)	2 (11.1)	5 (27.8)
Total	18 (100)	0 (0)	18 (100)	18 (100)	18 (100)	18 (100	18 (100)

From table 4.6, no respondent said that they used drama in every lesson. Four (22.2%) said they used it weekly and monthly. Five (27.8%) said they used drama termly basis while five (27.8%) respondents indicated that they do not use drama at all. On the use of debate, there was no respondent who said they organized it during every lesson. Five (27.8%) respondents said they organized it on weekly basis and on monthly basis. Three (16.7%) said they organized it once in a term. Five (27.8%) said they do not organize debates at all.

One (5.6%) respondent said they organized simulations during every lesson. Ten (55.6%) respondents said they organized simulations on weekly basis. Three (16.7%) respondents said they organized it once in a month. Two (11.1%) said they organized it once in a term. Two (11.1%) said they did not organize simulations at all. No respondent said they organized language games in every lesson. Six (33.3%) said they organized language games weekly. Seven (38.9%) respondents said they organized it once in a term. One (5.6%) respondents said they do not organize language games. Four (22.4%) respondents said they organized language games monthly. One (5.6%) respondent said they organized Mimes in every lesson as an activity to enhance learning. Four (22.2%) respondents organized the activity weekly while seven (38.9%) respondents said they used mimes once in a month. Four (22.2%)

respondents said they used it once in a term. Two (11.1%) respondents said they do not use the technique at all. On role play four (22.2%) respondents used it for each lesson. This was perhaps thought to be important in making students practically use the language. Seven (38.9%) said they organized role play on weekly basis while three (6.7%) respondents said they organized it once in a month. Two (11.1%) said they organized it once a term. 2(11.1%) respondent said they did not organize it at all.

On dialogue no respondent said used it every lesson. Five (27.8%) said used dialogue weekly. Six (33.3%) respondents said they used it monthly. Two (11.1%) said used dialogue termly. Five (27.8%) said did not organize dialogue. All the techniques investigated that is; drama and dialogue, simulations, language games, Mimes and role play were thought to be important for authentic language use. Many teachers prompted consented that these activities facilitate language practical use. However, it is apparent from the data that many respondents comprised of those who do not use them.

4.3.3   Using Drama techniques to teach Grammar, Comprehension and Writing

The study sought to find out frequency of the use of drama to teach grammar, comprehension and writing table 4.7 below show functional skills.

Table 4.7 Functional Skills.

	Grammar	Comprehension	Composition
Ever lesson	0 (0)	2 (11.1)	1 (5.6)
Occasionally	10 (55.6)	11 (61.1)	6 (33.3)
Not used	8 (44.4)	5 (27.8)	11 (61.1)
Impossible	0 (0)	0 (0)	0 (0)

From table 4.7, the statistics indicate that in teaching of grammar, there was no respondent who used drama technique in every lesson. 10(55.6%) said they used it occasionally. 8 (44.4%) respondents said they do not use drama techniques to teach grammar at all. No respondent stated that it was impossible to use drama techniques to teach grammar. In the teaching of comprehension, 5 (27.8%) respondents said they did not use drama to teach it. 2(11.1%) respondents said they used it in every lesson. 11 (61.1%) respondents said they used it occasionally.

No respondent felt that it was impossible to use drama techniques in teaching comprehension. In the teaching of composition, there was one (5.6%) respondent who said they used drama on every lesson; there was no respondent who felt it was impossible to use it.6 (33.3%) respondents said they used drama occasionally to teach composition while eleven (61.1) respondents did not use at all.   According to the findings drama is used occasionally to teach the various language skills. It is less frequently used to teach grammar and comprehension as compared to teaching composition.

4.3.4 Difficulties in using drama techniques in the classroom

The study sought to find out difficulties in using drama techniques in the classroom, table 4.8 below show the responses.

Table 4.8 Difficulties in using drama techniques

Items	Frequency	Percentage
Inadequate time	5	27.8
Activities difficulties for students	2	11.1
Teachers overworked	4	22.2
Do not allow all students to participate	3	16.7
No guide books	4	22.2
Students not interested	0	0

From table 4.8, the findings show that five (27.8%) respondents said time allocated in the time table was not enough to organize such activities. 2 (11.1%) respondents said that students find the activities too difficult for them to grasp. Four (22.2%) respondents said that it was too much work for teachers to organize such activities. Three (16.7%) respondents said that such activities do not allow all students to participate in the class. Four (22.2%) respondents said that there were no books to guide them in organizing such activities. No respondents said that students were not interested with such activities. 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.

4.4 Techniques Used in Teaching Listening, Speaking, Reading and Writing

The study sought to find out how Kiswahili teachers made use of drama techniques in teaching listening, speaking, reading and writing, table 4.9 below show the findings.

Table 4.9. Techniques used in teaching listening, speaking, reading and writing

	Listening f(%)	Speaking f(%)	Reading f(%)	Writing f(%)
Drama	3 (16.7)	1 (5.6)	3 (16.7)	1 (5.6)
Debate	0 (0)	9 (50)	0 (0)	0 (0)
Simulation	2 (11.1)	2 (11.1)	1 (5.6)	9 (50)
Language game	5 (27.8)	2 (11.1)	2 (11.1)	2 (11.1)
Mimes	4 (22.2)	2 (11.1)	1 (5.6)	2 (11.1)
Role play	2 (11.1)	2 (11.1)	9 (50)	4 (22.2)
Total	18 (100)	18 (100)	18 (100)	18 (100)

From table 4.9, the findings indicate three (16.7%) respondents said they used drama to teach listening. No respondent said they used debates to teach listening and two (11.1%) respondents used simulations. Five (27.8%) of respondents used language games while Four (22.2%) used Mimes to teach listening. Two (11.1%) of the respondents said they used role play to teach listening.

Speaking is an important component in language learning. It's through this activity that a learner gets involved in social interaction which helps in developing communicative competence, (Paulson, 1992). Table 4.9 reveals that One (5.6%) respondent used drama, nine (50%) said they used debates to teach speech work. Two (11.1%) respondents said they used simulations. The same number of respondents also said they used Mimes, language game and role plays to teach speaking.

The teaching of reading was as follows; Three (16.7%) respondents said they used drama, no respondent said they used debates. One (5.6%) respondents said they used simulations. Two (11.1%) respondents used language games and one respondent (5.6%) said they used Mimes. Nine (50%) respondents used role pays. Reading was limited to comprehension passages which required the learners to read some few sentences or paragraphs. Observation revealed that this was an activity that was left to the pupils to work on their own. Such practical activities as news reporting and speech delivery were missing in lessons.

On teaching of writing, the statistics on Table 4.9 shows that one (5.6%) respondent said they used drama while no respondents used debates. Nine respondents (50%) used simulations while two (11.1%) used language games and mimes. Four (22.2%) respondents said they used role play to teach writing.

4.4.1 The Technique Most Suitable to Teach Reading and Writing.

The researcher sought to know the most suitable technique to teach reading and writing the table 4.10 below shows techniques most suitable for teaching.

Table 4.10: Most suitable techniques

	Listening	Speaking	Reading	Writing
Role play	2 (11.1)	3 (16.7)	8 (44.4)	7 (38.9)
Debate	6 (33.3)	10 (55.6)	1 (5.6)	1 (5.6)
Language game	4 (22.2)	1 (5.6)	4 (22.2)	3 (16.7)
Simulation	3 (16.7)	2 (11.1)	4 (22.2)	6 (33.3)
Mimes	3 (16.7)	2 (11.1)	1 (5.6)	1 (5.6)

From Table 4.10, in teaching of listening, two (11.1%) respondents chose role play, six (33.3%) respondents chose debate, four (22.2%) respondents chose language game, three (16.7%) chose simulation and mimes, most suitable technique to teach listening. In teaching of speaking, the respondents were as follows, three (16.7%) respondents chose role play, ten (55.6%) respondents chose debate. One (5.6%) respondents chose language game and two (11.1%) chose simulations and mime for teaching speaking. In teaching reading**,** eight (44.4%) respondents chose role play. One (4.6%) respondents chose debates while four (22.2%) respondents each chose language games and simulations. One (5.6%) respondents chose mimes for teaching reading.

There were seven (38.9%) respondents who selected role play as suitable technique for teaching writing while one (5.6%) respondents selected debate. Three (16.7%) chose language games while six (33.3%) chose simulation as a suitable technique for teaching writing. Only one (5.6%) respondents chose mimes as a suitable technique for teaching writing. The choice of a particular technique here according to the findings revealed that it was taken as a possible indication that the teachers had an opinion that drama techniques would be used for topics that suit them.

4.4.2 Application of Drama Techniques in Kiswahili activities

The study sought to know the use of dramatic techniques in various activities table

4.11 below show various activities.

Table 4.11 Various Kiswahili activities

	Role play	Simulation	Demonstration	Language game
Nouns	7 (38.9)	4 (22.2)	3 (16.7)	4 (22.2)
Adjectives	2 (11.1)	6 (33.3)	7 (38.9)	3 (16.7)
Verbs	7 (38.9)	4 (22.2)	3 (16.7)	4 (22.2)
Preposition	5 (27.8)	2 (11.1)	9 (50)	2 (11.1)
Clauses	5 (27.8)	3 (16.7)	8 (44.4)	2 (11.1)
Direct speech	4 (22.2)	5 (27.8)	5 (27.8)	5 (27.8)
Possession	6 (33.3)	5 (27.8)	3 (16.7)	4 (22.2)
Comprehension	8 (44.4)	4 (22.2)	4 (22.2)	2 (11.1)
Composition	7 (38.9)	3 (16.7)	6 (33.3)	2 (11.1)
Conjuction	3 (16.7)	2 (11.1)	7 (38.9)	6 (33.3)
Phrases	2 (11.1)	3 (16.7)	8 (44.4)	5 (27.8)

From Table 4.11, in teaching of nouns, 7 (38.9%) respondents used role play,

4(22.2%) used simulations, while 3 (16.7%) used demonstration. Those who used

language games to teach nouns were 4 (22.2%) respondents. On the teaching of

pronouns, 8 (50%) respondents used role play, 3 (16.7%) respondents used

simulation, and 4 (22.2%) respondents used demonstration. Those who used language

games were 3 (16.7%) respondents. It was found out that in teaching of adjectives, 2

(11.1%) respondents used role play, 6 (33.3%) respondents used simulations, 7

(38.8%) respondents used demonstration and 3 (16.7%) respondents used language

games. On the teaching of verbs, it was found out as follows, 7 (38.9%) respondents

used role play, 4 (22.2%) respondents used simulations, 3 (16.7%) respondents used

demonstrations and 4 (22.2%) respondents used language games in teaching verbs.

About preposition teaching the findings were as follows; 5 (27.8%) respondents said they used role play, 2 (11.1%) respondents said they used simulations; 9 (50%) respondents said they used demonstration while two (11.1%) respondents used language games. The teaching of clauses was found out as follows; 5 (27.8) respondents said they used role play, 3 (16.7%) respondents said they used simulations; 8 (44.4%) respondents said they used demonstration and 2 (11.1%) respondents used language games. Findings on teaching of sentences showed that, 3 (16.7%) respondents said they used role play, 4 (22.2%) respondents said they used simulations. 9 (50%) respondents said they used demonstrations. Language games were used by 2 (11.1%) respondents. Direct speech was taught as follows, 4 (22.2%), respondents said they used role play and simulations each. 5 (27.8%) respondents each used demonstrations and language games. In the teaching of possession; 6 (33.3%) respondents said they used role play.5 (27.8%) respondents said they used simulations while 3 (16.7%) respondents said they used demonstrations and 4 (22.2%) respondents used language games.

The activities used in teaching comprehension was as follows; 8 (44.4%) respondents said they used role play,4 (22.2%) respondents said they used simulation while 4 (22.2%) respondents said they used demonstration language games were used by 2 (11.1%) respondents. Composition was taught as follows; 7 (38.9%) said they used role play, 3(16.7%) respondents used simulation, 6 (33.3%) used demonstration while 2(11.1%) respondents used language games. Conjunctions were taught as follows;3(16.7%) said they used roleplay,2 (11.1%) used simulation,7 (38.9%) said used demonstration and 6 (33.3%) said used language game. Phrases was taught as follows;2 (11.1%) said used role play,3 (16.7%) said used simulation,8 (44.4%) said used demonstration and 5 (27.8%) said used language game.

The findings revealed that respondents used demonstration in teaching various topics in Kiswahili. The activities organized were very limited. However, although the respondents said they organized the activities, observation by the researcher revealed different findings which shall be discussed under observation. The choice of a teaching activity by the teacher was to be established by this study. The study contends that in language teaching instructions, it is important to motivate the learner with activities prior to the lessons because it is during this phase that the learners acquire ideas.

4.4.3 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 15 (83.3) respondents indicated that lessons with use of drama techniques realized greater student participation and 3 (16.7%) 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 pupils' responses.
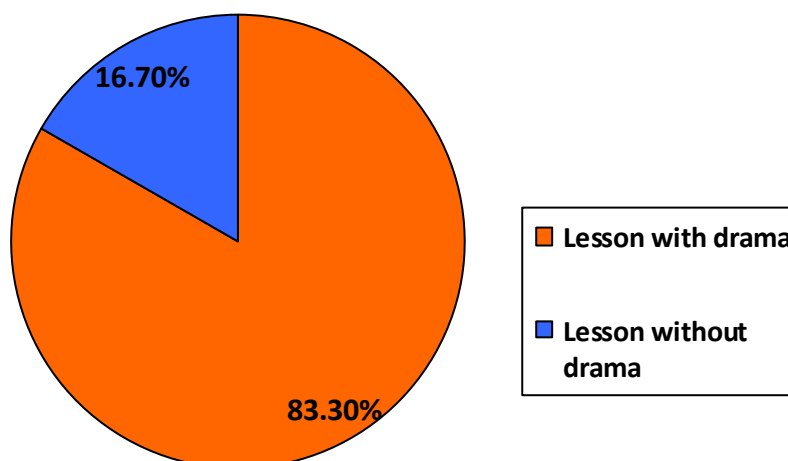
Figure 4.2: Comparison of Pupils Response on Lessons Taught with and without Drama

4.4.4 Pupils Participation in Drama Activities

The research sought to establish the level of the learners' participation in drama activities. According to the findings, 13 (72 %) respondents were of the opinion that students were always willing to take up roles assigned to them when drama techniques are used, 10 (56 %), respondents said that students pay attention during lesson 12 (67%) 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, 7 (39 %) respondents indicated that the learners do not take up any roles assigned to them and 6 (33 %) respondents were of the opinion that students are just fascinated about the events when drama is used.

Table 4.12: Levels of Pupils Participation in Lessons with Drama Technique

Activity		Yes	No	Missing	Total
Always willing to take up role assigned to them	F	13	5	0	18
	%	72	28	0	100
Pay attention during lesson	F	10	8	0	18
	%	56	44	0	100
Do not take up any roles assigned to them	F	7	11	0	18
	%	39	61	0	100
Just fascinated about the events but do not get any about the language.	F	6	11	1	18
	%	33	61	5.5	100
They become so creative and make the lesson interesting	F	12	4	2	18
	%	67	22	1.1	100

This can be interpreted to mean that the level of pupils' participation increases in Kiswahili language 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 pupils may experience a deeper sense of sympathy toward each other that rarely develops from mere passive viewing and surveying the text.

4.4.5 Pupils Participation during Drama Oriented Lessons

The study sought to know pupils' participation during drama oriented lessons table 4.13 below show pupil's participation.

Table 4.13 Pupils Participation

	Frequency	Percentage
Willing fully	6	33.3
Pay attention	8	44.4
Do not take any role	0	0
Become so creative	4	22.2

From Table 4.13, 6 (33.3%) respondents said that students willing fully participated in the activities required of them during drama lessons. It was revealed that 8 (44.4%) respondents said that students were more attentive during lessons. No respondents said that students do not play any role at all. 4 (22.2%) respondents said that students were so creative in a drama oriented lesson. One of the objectives of the study was to determine the levels of student's participation when drama techniques are used. The responses revealed that pupils had the option to willing fully take roles or be creative in one hand or failed to participate and be fascinated on the other hand,

4.4.6 Mode of Making Pupils Participate in Drama Lesson.

The study sought to know the mode of making pupils participate in drama lessons table 4.14 below show pupil's participation.

Table 4.14 Mode of participation

	Frequency	Percentage
Appoint basing on ability	8	44.4
Pupils willing fullness	7	38.9
Teacher gives where they are weak	3	16.7
Do not make them participate	0	0
Total	**18**	**100**

From Table 4.14, It was found out that 5 (27.8%) respondents appointed those who were able to take roles. 7 (38.9%) respondents left students to take role on their own. 2 (11.1%) respondents identified pupils' area of weakness then gave roles related to that area. Given that some respondents; 4 (22.2%) appointed students basing on their areas of need, it was an indication that making a student participate in lesson would enhance understanding of the lesson. The respondents revealed the ability of all pupils 'participation in drama oriented lessons.

4.4.7 Whether the Use of Drama Technique Enhances Language Teaching

The study sought to know whether teaching of Kiswahili became effective table 4.15

below presents the effectiveness when drama techniques are utilized.

Table 4.15 The use of Drama Technique

	Frequency	Percentage
Strongly agree	5	27.8
Agree	12	66.7
No idea	1	5.6
Strongly disagree	0	0

From table 4.15, the findings indicate five (27.8 %) respondents said they strongly

agreed that the use of drama enhances teaching of language. Twelve (66.7%) agreed

on the same sentiments. However, one (5.6%) respondents said they had no idea. No

respondents said that they did not agree. The findings are supported by Demircioglu

(2012) who found out that Drama as a teaching technique promotes retention of

vocabulary. Pupils learn a new language to attain communication skills and express

themselves well. The usefulness of a technique in this case was to be established by

the extent at which the lesson objectives were achieved and how it enabled students to

participate to enhance understanding of the language.

4.5 Teachers views on the Need of Use of Drama Techniques

 The study sought to know teachers' views on the need of use of drama techniques

table 4.16 below show teachers views.

Table 4.16 Teachers views on the use of drama techniques

	Frequency	Percentage
Strongly agree	8	44.4
Agree	10	55.6
No idea	0	0
Disagree	0	0
Strongly disagree	0	0
Total	**18**	**100**

From Table 4.16, there was no respondent who indicated that he had no idea whether the use of drama technique would improve students understanding of the language. Similarly, there were no respondents who said they did not want to use drama technique in Kiswahili language.8 (44.4%) respondents strongly agreed that positive attitude towards the use of drama would improve language teaching and learning. 10 (55.6 %) agreed that drama was needed for the improvement of teaching and learning of Kiswahili.

From the findings, positive views towards an approach of teaching would facilitate the use of that technique. On the contrary, if the teacher has no belief in whether a technique would enhance learning, its use would be inhibited. The response to this question indicated that there was positive attitude towards the need to use drama techniques. This was important in that it justified the necessity of investigation of whether teachers' chose the technique or not during the teaching.

4.5.1 Whether the use of drama technique was determined by teacher's views.

The study sought to determine whether the views of the teachers determined the use of dramatic techniques table 4.17 below present's teachers' views.

Table 4.17 Teachers Views Determine use of Dramatic Techniques

Teachers Views	Frequency	Percentage
Strongly agreed	8	44.4
Agree	9	50
Do not agree	0	0
No idea	1	5.6
Total	**18**	**100**

From the table 4.17, 8 (44.4%) agreed that those teachers who have positive attitude to teaching use drama techniques. 9 (50 %) respondents strongly agreed. A total of 17 (94.4. %) therefore, agreed, none of the respondents did not agree, while 1(5.6%) respondent said they had no idea. The responses were based on informed opinions and stereotyped views about the status of Kiswahili in Kenya.

Basing on the findings, the choice of drama would be the prerogative of the teacher in class. Therefore, whether the technique was used or not, depended on the teachers' attitude.

4.5.2 Teachers Opinion about Drama Techniques in teaching Kiswahili

The study sought to know teachers' opinion about drama techniques in teaching Kiswahili table 4.18 below show teacher's opinion.

Table 4.18 Teachers Opinion on the use Dramatic Techniques

Teachers views	Frequency	Percentage
Too involving for some sections	2	11.1
Only apply for some sections	2	11.1
Make learning learner centered	9	50
Only suitable for comprehension	1	5.6
Encourage learners' practical language	3	16.7
Not possible because of time	1	5.6

From Table 4.18, findings indicate 2 (11.1%) respondents said that drama activities were too involving for the teacher and the learner. Those who said that drama was applicable for some sections of the syllabus were 2 (11.1%) respondents. 9 (50%) respondents said that using drama for learning would make learning learner centered.4 (22.2%) respondents again said that using drama in lessons was a way of encouraging learners to practically use language. 1 (5.6%) felt it was not possible to use drama because of limited time. The findings indicated that other than the reasons given above there were many other inhibiting reasons that may have not been included in the study that limit the use of drama techniques.

4.6 Classroom Observation schedule

Six teachers were sampled for observation. Each teacher sampled was observed twice. Therefore, a total of twelve lessons were observed. The observation schedule was prepared and had four main areas of observation. The first major category was meant to observe the techniques the teacher employed in that particular lesson. The researcher was to verify whether the activity was used by either the pupil or the teacher as a sub category of this observation. Under the sub-category observed, the

researcher would also indicate whether the activity was relevant to the topic or familiar with the student's level of understanding.

The second part of the observation schedule was to find out the students' participation in a technique that the teacher used during the lesson. The researcher was to observe whether the students had self-initiated activities or the teacher used certain activities to solicit participation. The sub-category for this section was to find out whether the activities initiated by the students offered practice for the structures being learnt or not. Under this category the researcher was also indicating whether the activities were relevant and familiar.

The sub-category under students' participation was to find out whether the teacher pressurized the learner to participate or allowed students on their own. The third major category of observation schedule was meant to observe the manner in which the teacher executed his lesson. This was meant to determine whether the lesson was taught with ease, the teacher enjoyed the lesson, whether there was adequate classroom interaction and whether the lessons objectives were achieved. The last category of observation was task analysis. The tasks to be analyzed with regard to drama activities were intended to find out the extent at which the teacher used realia and other authentic materials, the learner's preparedness in terms of the roles they took in real classroom communication. Also important was to observe the level at which activities were challenging to the pupils in relation to their abilities.

4.6.1 Teaching techniques that were Observed

Role play as a technique was used in reading some sections of the comprehensions or supplementary readers. Out of the twelve lessons observed, there were 10 (83.3%) lessons which utilized role play as a technique of teaching and learning, eight (66.7%)

lessons observed utilized discussion. Further 11(91.7) of the lessons each made use of question and answer, six (50%) lessons used explanation, two (16.7%) of the lessons used demonstration, four (33.3%) of the lessons used group activities, three (25%) used simulation, one (8.3%) used debate and two (16.7%) used language game. while Seven (38.9%) used drama, three (16.7%) used debate and Two (11.1%) utilized language games. These findings confirmed that indeed claims of use of certain techniques as were in the questionnaire was true figure 4.3 illustrates the findings.
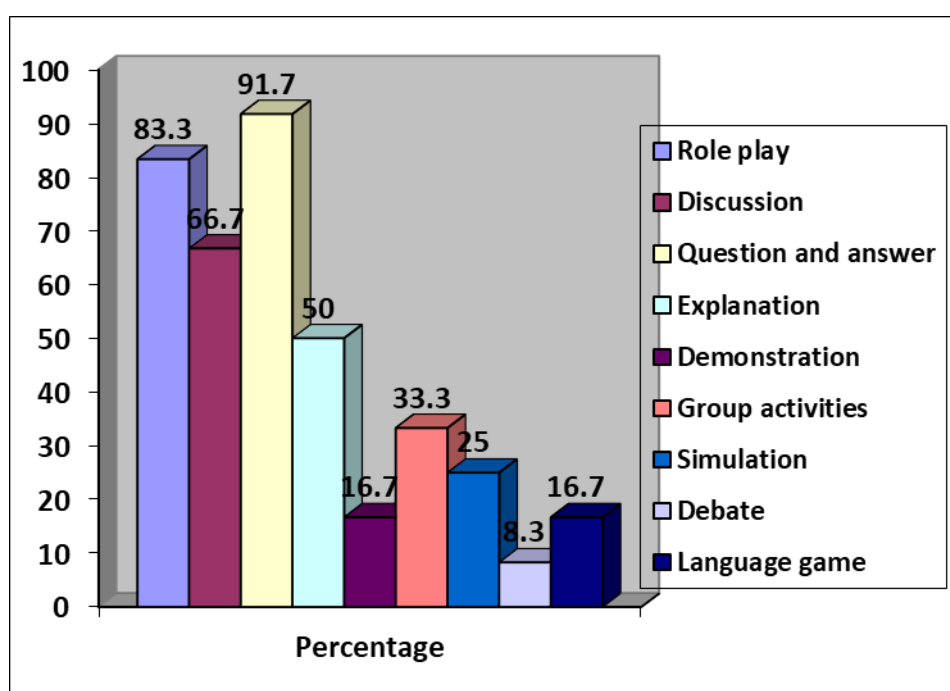
Figure 4.3 Distribution of Techniques Used During Lesson Observation

4.6.2 Teachers/Pupils involvement in Activities

The reason for observation was not only to establish whether a technique was used but also to establish who used the technique in the classroom. During observation, role play was used in 10 (83.3%) lessons out of the twelve lessons observed. It was realized that the teacher played a role in appointing the students to perform the

activity, Role playing in this situation involved students reading parts of the passages during comprehension. In such lessons, pupils took most part of the lesson while poor readers struggled to go through a paragraph. Eight (66.7%) lessons observed, utilized discussion method. This involved both teachers and pupils' presentation of assignments given. Although there was not much of paralinguistic activities involved, it was observed that such presentations gave students a chance to practice language use in spoken form.

Explanation method was observed to have been utilized in six (50%) lessons. This was an activity for the teachers. The pupils played passive roles. It should however be noted that in most of the lessons observed this method was used in conjunction with other methods of teaching. Rarely was it used in isolation throughout the lessons. Question and answer method was observed in 11 (91.7%) lessons. This was an activity initiated by the teacher. Rarely did the pupils take the initiative in this activity except during individual presentations. This method was also used together with other methods of teaching. Of the twelve lessons observed, two (16.7%) involved demonstration. four (33.3%) lessons involved group activities. three (25%) lessons observed involved some simulation activities in which the pupils were involved. 1(8.3%) of the lessons observed involved debating an activity that greatly engaged the learners. two (16.7%) lessons observed involved some language games. What was generally observed in all these activities was majorly teacher dominance during the lessons.

4.6.3 Relevance of the Activities Utilized During the Lessons

Relevance of the classroom activities was observed as a sub-category of the main activities. Relevance was observed in terms of whether the activity offered practice

for the language skills to be learned during that lesson. What was observed to be relevant also was the relationship of the activities to the lesson being taught. 10 (83.3%) lessons out of twelve that utilized role play were related to the topic taught; in this case they were relevant. 8 (66.7%) of the twelve lessons that used discussion were relevant because they were useful in making students utilize the language. 11 (91.7 %) of the twelve lessons utilized question and answer method. The activity enhanced student teacher interaction and was therefore relevant. 6 (50 %) of the lessons that utilized explanations were relevant. 4 (33.3 %) of the twelve lessons that used group activities were useful in engaging the pupils' in conversion. 3 (25%) of the twelve lessons that utilized simulation were relevant in that the lessons required that learners be shown practically what to do. One (8.3%) of the three lessons that utilized debates and two (16.7%) of the two lessons that utilized language games were relevant the findings are summarized in Figure 4.4.
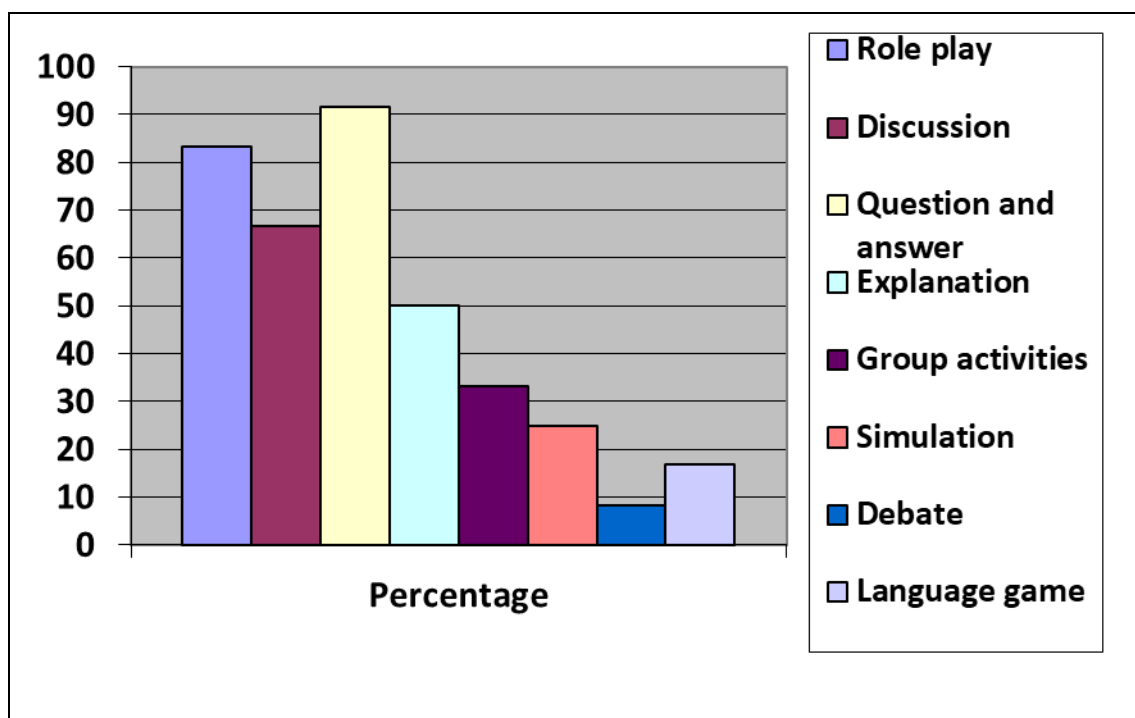
Figure 4.4 Relevance of Activities Organized During the Lessons

4.6.4 Familiarity of the Chosen Activities to the Learners

During role play, it was observed that most learners were familiar of their roles especially in comprehension passages observed in twelve lessons. In the eight lessons that utilized discussions, pupils were busy in these discussions, a sign that they were familiar with their task. However, where pupils had a problem, the teacher went to assist. During the question and answer, the pupils responded to those questions that were familiar to them. The activities chosen by the teachers were commonly known to the pupils and were easy to adopt during the lessons. The familiarity was also seen in the debates and language games observed.

4.6.5 Participation during Lesson Observation

The results below indicate that 6 (33.3 %) lessons which were observed showed that pupils initiated classroom activities used during the lesson. The rest of the lessons were teachers' initiatives. The six self-initiated lessons were found out to be relevant and familiar to the topics concerned. It was also found out that the self-initiated lessons offered practice for the skills used. In 12 (66.7%) lessons, it was observed that teachers were soliciting for students' participation through prompting.

Table 4.19 Pupils participation during the lessons

	Frequency	Percentage
Lesson with self-initiative	6	33.3
Teachers solicit pupils' participation	12	66.7
Total	**18**	**100**

4.6.6 Analysis of Pupils Tasks

The researcher sought to establish the extent of the use of the methods identified by the respondents and compared with what the researchers found out in actual

classroom situation. The tasks were to be analyzed using the degree of performance or availability.

The tasks were either performed or was available completely, occasionally or not performed or available. Realia and authentic materials were available completely in one (8.3%) lessons. It was occasionally available in One (8.3) lesson and in nine (75%) there was no use of realia and authentic materials. In One (8.3%) lessons there was complete presence of individual activities by the learner in class. In Six (50%) lessons the individual activities were present occasionally and in nine (75 %) lessons there were no presence of individual activities. Learners were completely required to do something in one (8.3%) lessons while occasionally in ten (83.3%) lessons, and in two (16.7%) lessons there were no activities required of learners to do. It was found out that there was completely a component for evaluation in eleven (91.7%) lessons and occasionally in evaluative components was observed in one (8.3%) lesson.

Table 4.20 Observation of Pupils Task During the Lessons

	Completely (f)	Occasionally (f)	Do not ascribe f(f)
Realia and other authentic materials	1 (8.3)	1 (8.3)	9 (75)
Presence of individual activities	1 (8.3)	6 (50)	9 (75)
Lessons required to carry out task	1 (8.3)	10 (83.3)	2 (16.7)
Presence of evaluate activities	1 (8.3)	11 (91.7)	1 (8.3)

4.6.7 Manner of Teachers Performance During the lesson

In ten (83.3%) lessons observed, teachers enjoyed teaching during the lesson.11 (91.7%) teachers were found out to be teaching with ease. 5 (41.7%) lessons were

thought to be dull, while 6 (50%) lessons evidenced good pupil interaction among themselves and the teacher. Seven (58%) teachers seemed to have had their objectives achieved by the end of the lesson.

Table 4.21: Manner of Teachers Performance During the lesson

	Frequency	Percentage
Enjoyed	10	83
Ease	11	91.7
Dull	5	41.7
Pupils interaction	6	50
Objectives achieved	7	58

4.6.8 Comparison of findings from questionnaire and observation

From the two lessons observed for every teacher selected, it was found out that the teachers had different approaches to their lessons depending on the topic taught, it was generally evident that few activities were used in most of the lessons contrary to what was found out from the questionnaire. Using statistics from Table 4.5 and 4.17, the variations were as follow; from the questionnaires 33.3% respondents used explanation, while classroom observation reflected a higher percentage of 50% respondents utilized it.

Discussion was utilized by 44.4% according to the questionnaire while observation revealed that it was utilized by 11.1% respondents. From the questionnaire none indicated that they utilized drama while observation revealed that 38.9 % utilized some drama techniques in the course of their teaching. From observation it revealed that 94.4% utilized question and answer while questionnaire showed 22.2% was utilized. From questionnaire 16.7% role play was utilized while observation schedule showed 83.3% was employed.

The variation was a sign that respondents would choose to withhold or reveal information in questionnaires, therefore observation and interviews would be important to support or negate information amongst all the three instruments.

Table 4.22: Approaches used by teachers while teaching

	Questionnaire	Observation
Explanation	33.3%	50 %
Discussion	44.4%	11.1%
Drama	0%	38.9%
Question and answer	22.2%	94.4%
Role paly	16.7%	83.3%

4.7 Teachers Interview

The researcher included teacher interviews to complement the data collection. The interviewer retained control through the whole process. The 6 teachers who were observed were interviewed. The interviewer constructed questions as per the research objectives of the study.

4.7.1 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. 1 (17%) respondents said that the method of teaching was determined by type of content and how much the teacher intends to cover. 3 (50%) respondents said that a method of teaching was determined by the ability of the learners and 2 (33 %) 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 4.23: Considerations when Selecting Drama Technique

Factor	Frequency	Percentage
Type of content and how much the teacher intends to cover	1	17
Ability of the learners	3	50
Time available for teaching	2	33
Total	**6**	**100**

Question two sought to establish whether the teachers in their preparation planned and

used dramatization as a method of teaching Kiswahili lessons. In the response, 4 (67

%) said they prepared to use drama and had it in their schemes of work and 2 (33%)

confessed that they rarely included drama techniques in their 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.

4.7.2 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 was different (Figure 4.); 1 (17%) respondents said that they

did not use it because the thirty-five minutes' lesson was not adequate to carry out

meaningful drama activities in class. 1 (17%) 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, 3 (50%) respondents said that drama would be appropriate for story telling 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 2 (33%) 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.
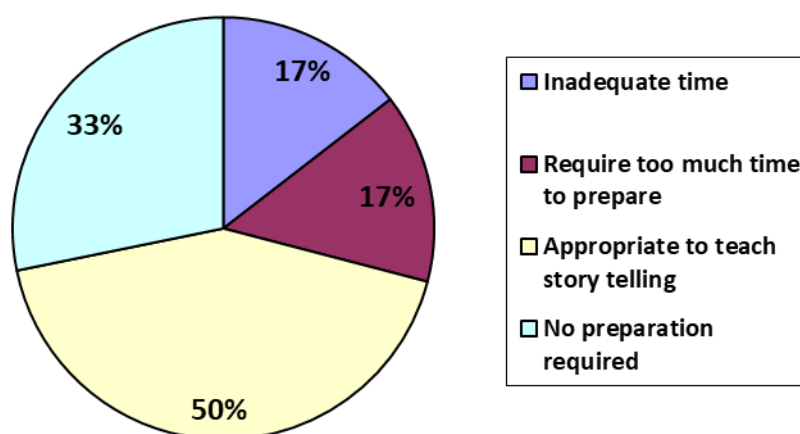
Figure 4.5: Reasons for not Using Drama Technique

4.7.3 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 the classroom. 2 (33%) 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 1 (17%), said he did not need it as they are already trained during their college or university courses to use it. 2(33%) said that use of drama is a natural skill for it comes naturally. 1(17%) teacher 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.

4.7.4 Why Teachers Make Pupils Dramatize during their Lessons

Question three sought to find out why teachers made the pupils dramatize during their lessons. 1 (17%) respondents said that making the learners dramatize made the lesson exciting. 2 (33%) 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. 2 (33%) respondents said that making the students dramatize enhances teaching and learning while 1 (17%) said that the techniques make the learners feel at ease while in class.

4.7.5 Pupils Participation in Lessons that Involved Drama

Question four sought to establish the level of pupils' participation in lessons that involved drama. 2(33%) respondent said that those who were able to communicate well in Kiswahili were willing to participate actively in drama techniques oriented lesson. No respondent said that participation depended on learner's ability. The shy learners participated less. 1 (17%) respondents said that sometimes few learners end up participating actively leaving the rest of the learners inactive. 3 (50 %) 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 class seven needed to cover more content for examination and not for communication and no respondents said that many learners did not participate because they were not confident in spoken language use.

4.7.6 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. 2 (33 %) respondents felt that there was no adequate

time to prepare and wait for pupils to dramatize in class. 3 (50 %) 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. 1(17%) 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.

4.7.7 Difficulties in Asking Pupils 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. 3 (50%) respondents said that having many students in the classroom and involving them in drama activities is impossible within the time allocated for the lesson, no respondent 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; 1 (17%) respondents said that most of the students were shy and would not participate willingly in drama lessons. 2 (33%) respondents said that drama techniques lessons required a lot of instructions given to students and intense supervision in order for them to be meaningful.

4.7.8 Effect of Drama on Teaching and Learning of Kiswahili language

 The researcher concluded by finding out whether teaching and learning improved when drama activities were used during Kiswahili lessons (Table 4.). 3 (50%) respondents agreed that drama enhanced teaching and learning. 2(33%) 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. No respondents said that it

depended on the teachers input in terms of training that determined the learner's performance. 1(17%) respondent said that it depended on the teacher's attitude towards the use of drama techniques if their use was to be effective.

Table 4.24: Effect of Drama on Teaching and Learning Kiswahili language

Effect of drama on teaching and learning	Frequency	Percentage
Enhances teaching and learning	3	50
Success of learning depended on the ability of the learners	2	33
Teachers training level	0	0
Teachers attitude towards the use of drama	1	17
Total	**6**	**100**

4.8 Discussion of the Findings

The following is the discussion of the findings of the study presented according to the study objectives and the theoretical framework that guided the study. The study revealed that the teachers had knowledge of language teaching approaches because those who responded to the questionnaire were well trained. In addition, 50% had a teaching experience of over eleven years. The study concluded that experience was an important element in teacher's performance because years of practice presented a variety of experiences to the teacher. Despite the teachers long teaching experiences, it was revealed that 38.9 % do not organize drama activities in the classroom. Although drama was not used by most teachers, the study revealed that the teachers were aware of the need to make use of the technique in the teaching of Kiswahili. The study also revealed that the nature of the class, the ability of the pupils, the status of the school whether girls, boys or co-educational were a number of factors that determine the teachers' choice of a technique to use during the lesson. The following

findings with regard to the study objectives shall give further insight of the use of drama techniques.

4.8.1 Selection and use of Teaching and learning Techniques

The study revealed that a wide range of learning activities were available for the teachers to select and use in the teaching of Kiswahili language. The activities ranged from role plays, language games, simulations, debates, discussions to dramatizations as activities that offered practical methods of teaching the language. However, 16.7% of the teachers revealed that they do not utilize drama techniques at all. On the other hand, over 93.8% of the teachers used question and answer method in the teaching of the four language skills that is listening, speaking, reading and writing. Although many teachers agreed that use of drama techniques would enhance understanding of the language, they still did not put these into practice. These findings confirm those of Kapting'ei (2006) who observed that many teachers did not utilize drama techniques although they agreed that use of drama techniques would enhance understanding of the language.

Following the finding above, the study revealed that the teachers were the ones who could decode the most appropriate teaching methods and language contents to be learnt by the pupils. So they could decide to organize and use a method convenient for themselves or for the learners. Torres (2004) who worked with theatre in his high school classrooms, claiming that "there exists a direct relationship between theatre and language learning" (p. 408) and that implementation of drama techniques would improve vocabulary acquisition, fluency, communication, pronunciation and shyness. Teachers in this study fell short of Torres belief; Pupil's linguistic incompetence could be a result of what the study found on teachers' inability to place emphasis on

meanings expressed of functions performed through language. The study noted that teachers selected question and answer, and explanation methods as a way of teaching the language. Rarely did they use drama techniques. They therefore, had little time to assess pupil's practical use of the language.

4.8.2 Pupils Participation during Drama Organized Lessons

In determining the learner's participation, observation of their willing fullness attention and their responsibilities were considered. Pupil's classroom activities were observed to determine whether they were relevant and familiar. It was observed that 68.7% of the lessons involved pupils in meaningful language learning situation. The study revealed that most pupils were willing to take roles assigned to them by teachers. It was also observed that attention in class was enhanced by pupils' participation during the lesson which resulted to teacher-pupil classroom interaction.

However, where drama techniques were not employed such interactions were missing. Pupil's participation was inhibited by the fact that teachers took 95.8% of the lessons observed discussion and explaining concepts whenever there was participation in this case, the teachers either prompted or pressurized the students. It was therefore evident that teachers took most of the lesson time leaving the pupils to participate in minimum activities. In some lessons, it was observed that pupils who participated were few. There were individual pupils who dominated especially during question and answer method of teaching. The few who participated were either competent in the language or outstanding in class. Pupils who did not participate were concluded to have had inadequate skills of argument which could be the product of speech proficiency.

The study observed that during reading lessons (comprehension), pupils shared out the paragraphs and read one after another. While the teachers had the opportunity to make pupils take roles and dramatize the passage, this was not done. Pupils merely read and were left to try and find out the answers after the passage, such kind of role-play was not so helpful than if the teachers made the pupils dramatize some parts of the passage.

From the findings above, it was noted that if pupils participated in the lesson, they will practice the language. In language learning, practice plays an important role in the learners' overall performance at a given item. 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 (2005). Fleming (2006) stated that drama is inevitably learner centered because it can only operate 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 study therefore concluded that one possible consequence of the inability of the teachers to involve the learners were the ultimate failure of the learner to master the language as a whole.

4.8.3 Teachers views on Use of Drama

In evaluating whether the teachers were interested in using drama in the teaching of Kiswahili majority (93.5%) strongly agreed that it was teacher's positive attitude towards the use of techniques that prompted the use of that particular technique. The study noted that those teachers who enjoyed and loved teaching employed techniques such as role plays, language games, and simulation and drama techniques. It was noted that such techniques required the teacher to put more effort in preparation and

involving the pupils. Many teachers expressed views that there was very little time for such preparation; others felt that it was too involving among other constraints. It revealed that positive attitude towards the use of dramatization helped the teacher in selection and use of such technique.

The same findings are shared by Suter (2008) who established that teachers do not have a favorable attitude towards the teaching and learning process of Kiswahili oral literature. She further established that this kind of attitude has led to a negative attitude by pupils towards the subject in relation to other Kiswahili genres such as Kiswahili Novel. The study revealed that teachers were aware that pupils enjoyed dramatized lessons. However, some teachers still had a feeling that such lessons only fascinated the pupils who eventually learnt nothing out of it. Such detrimental views were cited as the possible reasons why drama was least used during the lessons.

4.8.4 The Effectiveness of Teaching Using Drama Techniques in the Classroom

In order to determine whether teaching was more effective or not, analysis was done on the use of realia and authentic materials, the level of difficulty or the activities and whether pupils were required to dramatize. The tasks were used as a guideline for the teacher in selection of a method to use in teaching. The effectiveness of teaching was established by how the selected method of teaching made the concepts clear and familiar to the learners. The study revealed 87.5% of the lessons did not utilize realia and authentic materials and 6.3% utilized the materials occasionally. The study noted that learners needed to hear, see and even touch as they learn the language. Insufficiency of realia was an indication that language teaching was done by explanation method which required pupils to do little during the lesson.

The study revealed that if a teacher selected a good teaching method, he will prepare effectively because he will include materials which will aid learning. Use of realia would be an impetus for the teacher to have prior preparation of the lesson. The study noted that where there was no appropriate preparation, the teacher had a difficulty in achieving his lesson objective. Such teachers were less effective in language teaching than those who used drama techniques. It was noted that the absence of realia and authentic materials in many lessons were indication that teachers hardly had practical lessons. It was seen that teachers hardly prepare themselves adequately to teach various language skills using appropriate demonstrations or illustrations. The study noted that effective teaching involved selection of a teaching method that ensures that the learner's activities were challenging but not threatening. The study revealed that 94.4% used question and answering while 50% used explanation methods.

Majority therefore did not use drama techniques. Yaha (1984) points out teachers' dominance and use of traditional method of teaching. The current study indeed confirmed that those traditional methods are still in use. Lessons that used explanation method required learners to do little. Learners were hardly challenged. And attention is mediated by specific parts of the brain. Yet, neural systems fatigue quickly, actually within minutes. With three to five minutes of sustained activity, neurons become 'less responsive'; they need a rest (not unlike your muscles when you lift weights)" (Perry 2004). This is why children will not learn when lectured to over a significant period of time. Their attention is lost, unless they are somehow involved in the learning process. Teaching using drama technique as the study revealed, was effective on the strength that the method made pupils to be creative in speech and in written work. They also felt that it was an appropriate method of making pupils practically use the language.

This supports Ongondo (2003) findings that drama has a positive impact on a learner's communicative competence in language. It confirms this view that it is also possible that it could have a similar impact on a learner's competence in any other language or other subjects. Indeed, drama has similar impact on Kiswahili language learning. The study noted that teaching using drama techniques made teachers go beyond using the available resources and course text books during the lessons. Such teachers became effective by looking for more learning resources to aid understanding of the language.

4.9 Discussion based on Theoretical Framework

The study was guided by the theory of social learning advanced by Lev Vygotsky (1978). This theory was chosen because it is practical in teaching learning L2 to the young children the theory purports that for learning to take place effectively there must be social influences. He viewed language as a child's first tool for social interaction. Learning is an active constructive process. A learner is viewed as information constructor and new information is linked to the prior knowledge.

Vygotsky placed more emphasis on social contribution to the process of development by saying that young children are curious and actively involved in their own learning and discovery of new understanding. Much important learning by the learner occurs through interaction with a parent or a teacher. The teacher provides verbal instructions for the child. He calls this cooperative or collaborative dialogue in the zone of proximal development (ZPD). It is the difference between what a child can accomplish and what he can accomplish with an adult or more capable mediation or assistance. Drama creates opportunity for children to interact in a productive and purposeful way with other class members.

Drama can direct children towards extending their curriculum experiences to solve problems and deal with situations which on the surface would appear to be difficult. Being involved in fictional situations can lead them towards this zone. The theory purports quicker language development for children who are assisted by elderly people who have linguistic maturity. He also views interactions with peers as an infective way of developing skills in language. Chomsky (1965) explain that children imitate what they hear from adults. He says that a language acquisition device (LAD) is present in the brain of all human beings to help language heard, work out rules and generate speech. However, Vygotsky explains that this inborn ability can only be realized in an interactive environment (MOEST) as provided in drama activities. Ngaroga (2006) says that learning is a relatively permanent change in behavior which comes as a result of practice of an activity. It is having an experience which comes as a result of practice of an activity. The activity carried out should be geared towards developing listening, speaking, reading and writing. The activity should involve all the senses of the learner which is provided in drama activities.

Vygotsky emphasized the critical role of language that through activity, ideas are naturally exchanged and development occurs. Classroom drama strives to build upon teaching methodologies that already exist, weaving them together in new ways that inspire and hold the interest of the learners at any level while keeping the focus on the curriculum.

4.10 Summary

The chapter has given analysis and interpretation of data collected concerning the use of drama techniques in teaching and learning of Kiswahili in primary schools. The chapter has presented the findings and discussed the study findings. The next chapter deals with summary of findings, conclusions and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.

This chapter presents summary of the findings, conclusions and recommendations that are derived from the conclusions of the study based on the findings presented in chapter four. The procedure for treating the recommendations will be first to present relevant objectives this study set to establish findings by making a summary presentation and then the conclusion and recommendation. Thereafter there will be the later part of the chapter that will involve the presentation of the recommendation for further studies and research.

5.2 Summary of Findings

The purpose of this study was to establish use of drama techniques in teaching Kiswahili language. The study was a descriptive survey of teaching of Kiswahili language, in primary schools in Kakamega South Sub-County. Chapter three presented the methodological procedures of the study. Eighteen teachers and responded to the questionnaires, twelve lessons were observed and six teachers were interviewed. Chapter four presented the data collection from the four instruments. The findings of the data raised issues which the researcher discusses, concludes and makes recommendations in this chapter. The findings are summarized according to the objectives as presented hereafter.

The first objective of the study was to establish the frequency of use of drama techniques in teaching and learning of Kiswahili. The study established that drama is used occasionally to teach various language skills. It is less frequently used to teach composition as compared to teaching comprehension and grammar. The most

frequently used method of teaching was found to be question and answer method. The least frequently used method was demonstration.

The second objective of the study was to establish how Kiswahili language teachers make use of drama techniques in teaching activities in the classroom. The study established that few teachers do not utilize drama techniques at all. The most popular method of teaching is question and answer method used in teaching listening speaking, reading and writing skills. Although many teachers agreed that use of drama techniques would enhance understanding of the language, they still did not put these into practice.

The third Objective of the study was to determine the levels of pupils' participation in Kiswahili lessons that made use of drama techniques. The study revealed that most pupils were willing to take roles assigned to them by teachers. It was observed that attention in class was enhanced by pupils' participation during the lesson which resulted in teacher-pupil interaction where drama techniques were employed. Pupils participation was inhibited by the fact that the teacher took most of the lessons observed lecturing and explaining concepts. The study observed that during lessons (Comprehension), pupils shared out paragraphs and read one after another. While the teachers had the opportunity to make pupils take roles and dramatize the passage, this was not done.

The fourth objective of the study was to establish the effectiveness of teaching of Kiswahili language when drama techniques are utilized. Teaching using drama technique as the study revealed, was effective on the strength that the method made pupils to be creative in speech and in written work. Teaching using drama techniques made teachers go beyond using available resources and course text books during the

lessons. Such teachers became more effective by looking for more learning resources to aid understanding of the language.

The fifth objective of the study was to establish the views of teachers of Kiswahili on the use of drama in the teaching of Kiswahili language. The study noted that those teachers who enjoyed and loved teaching employed drama techniques of teaching such as role play, language games and simulation. Many teachers expressed views that there was very little time for such preparation; others felt that it was too involving. Positive attitude towards the use of dramatization helped the teacher in selection and use of such technique. Pupils enjoyed dramatized lessons. Some teachers still had a feeling that such lessons only fascinated the pupils who eventually learnt nothing out of it.

5.3 Conclusion

In this study several conclusions can be drawn. Activities that involve dramatization, role-plays, debates, discussions, simulations are important in all stages of language teaching. They help pupils generate ideas, encourage free flow of thought and help pupils discover both what they want to say and how to communicate both in speech and writing. The study concluded that use of drama techniques in Kiswahili language teaching is advantageous because it makes learning a learner-centered activity.

The study concluded that Kiswahili teachers need to direct learners to practice use of language appropriately. They do not need to carry out all explanation and demonstration on their own instead, they should involve pupils by way of discussions and arguments. Group teaching can enhance easy use of drama techniques because members of the groups can act out a passage, a scene in the play or any language skill. Following the findings of teachers' attitude, it was concluded that drama techniques

would offer practice to pupils in language use. However, though practice serves as an important component of language improvement, the idea could not be easily implemented with the existing contradiction in teachers' attitude towards Kiswahili curriculum in Kenya.

Further, the study concluded that teachers' negative views were an inhibiting factor towards the use of drama technique in the classroom. Following the teachers' ability to organize dramatized activities in the process of teaching and learning this involvement of pupils enhance teacher-pupil interactions. This was based on the findings that the lessons were creative and thus able to enhance learners' language beyond using course text books during the lessons. It requires teachers' creativity in utilization of resources and pupils also needed to be creative. Such lessons became more effective in language learning and they enhance retention of what is taught and learnt

The study found out that learners' involvement in drama activities increased their 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. If the teachers embrace the techniques in Kiswahili language lessons, improved performance will be realized. The use of drama techniques in Kiswahili lessons enhances learner participation because it makes learning a learner-centered activity and they own the lesson.

5.4 Recommendations

The follow are the recommendations for the study.

1. Considering the impact of drama techniques on pupils' mastery of the content and its effectiveness in teaching, there is need to increase time for Kiswahili teaching from the current 5 to 7 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 teachers should familiarize themselves with drama techniques and make use of it regularly in their lessons. This technique will motivate the learners and boredom in teaching 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 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 Suggestion for Further Research

This study sought to establish dramatic techniques in teaching Kiswahili in primary schools in Kakamega Sub-County focusing on class seven pupils only. The researcher suggests that;

1. Similar study should be carried out in other parts of the country and in other classes so as to establish a common view on the issue.

2. An investigation should be carried out to establish other methods that are learner- centered in teaching Kiswahili.

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.

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APPENDICES

Appendix I: Introductory Letter

MOI UNIVERSITY

P.O. BOX 3900

ELDORET.

Dear Participant,

I am a Masters student at Moi University Eldoret, as part of my course requirement, I am undertaking a research on "The use of drama techniques in teaching Kiswahili in primary schools: A case of Kakamega South Sub-County" you have been selected to participate in this study and you are requested to kindly assist in providing the required information to the best of your knowledge by responding to questions attached. All the information obtained will be for the purpose of this study and nothing else. You are further assured that the information obtained will be treated with utmost confidentiality. This is because the information is strictly for academic purposes.

Your kind assistance will be highly appreciated.

Yours sincerely

Julius F. Kisanya

Moi University

Appendix II: Questionnaire for Kiswahili Teachers

Introduction

Dear respondent,

You have been selected as one of the main participant of this study. The study intends to establish the use of drama techniques in teaching Kiswahili in primary schools. You are therefore requested to respond to all the items as honestly as possible. The information will be kept as confidential and will only be used for the purpose of the study. Thank you for your co-operation.

Instruction to the respondents

1. Do not write your name and the name of your school anywhere in this questionnaire**.**

2. Respond to all items accordingly

3. Tick the aspect you **agree.**

Part A: General Information of the Respondents

1. Gender

   Male ( )   Female ( )

2. Professional Qualifications

   P2 [   ]   P1 [   ]   Dip. Ed. [   ]

   B.Ed [   ]   M.Ed [   ]   Other [   ]

3. You're Experience in Teaching Kiswahili

   [   ] 0-2 years   [   ] 3-6 years

   [   ] 7-10 years   [   ] 11 and above years

4. What type of school do you teach?   [ ] Mixed   [ ] Girls   [ ] Boys

5. Tick from the following options the school where you taught more effectively using drama techniques;

 [ ] is effective in mixed schools   [ ] is effective in Girls school

[ ] is effective in Boys school   [   ] is equally effective in all categories of schools

PART B

6 The use of drama techniques in Kiswahili teaching is needed to improve pupils' understanding of their language. (Tick the aspect that best describes what you accept.)

[ ] Strongly agreed   [ ] Agree   [ ] No idea   [ ] Disagree [ ] strongly disagree

7. In teaching Kiswahili, which technique do you employ most efficiently in class?

 [ ] Questions and answers [ ] Demonstration [ ] Discussion [ ] Drama techniques

[ ] Explanation , Role play, language game

8. Tick the aspect that you agree; using drama techniques makes teaching and learning most effective [ ] Strongly agreed [ ] Agree [ ] No idea [ ] Disagree [ ] strongly disagree

9. 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	
Dramatization					
Debates Simulations					
Language Games					
Mimes					
Role plays					

10. From the activities listed in 5 above indicate which one of them you have successfully used to teach

    a) Listening _____ b) Speaking _____

    c) Reading _____ d) Writing _____

11Teachers who use drama techniques have a positive attitude towards their teaching and their pupils

    [ ] Strongly agreed [ ] Agree [ ] No idea [ ] Disagree [ ] strongly disagree

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

	On every lesson	Occasionally	Not used	Impossible
a) Grammar				
b) Comprehension				
c) Composition writing				

13Briefly give a comparison of the lesson you used drama technique and the once you did not, which one do you realize greater pupils' response?

    [ ] Lesson with drama techniques   [ ] Lesson without drama

14. Think about selecting materials or activities for teaching Kiswahili techniques such as role-play, demonstrations, 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 pupils find the activities too difficult to grasp

    [ ] It is too much work for the teacher to organize

    [ ] Does not allow for the preparation for all the students in the class

[ ] Books to guide on such activities are not available

[ ] No pupil is seen to be interested in such activity

15. What observation about your class have you made on the role of pupils during a lesson that makes use of drama techniques?

[ ] 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 become so creative and make the lesson creative

16. What is your opinion 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 enhances 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 students participate in drama activities during your lesson?

[ ] Appoint them according to their ability

[ ] Pupils willing fully takes role

[ ] Identify areas of weakness and giving them roles in these areas

[ ] Do not make them participate at all

18. Select from the following techniques one which would be the most suitable to teach the language skill given Role play, Debates, Language games, Simulations, Mimes

       a) Listening _____

       b) Speaking _____

       c) Reading _____

       d) Writing _____

19. Indicate with tick [ ] or an [x] the activities that you have used in your class in teaching the areas shown in the table. The first activity has been illustrated.

	Role play	Simulation	Demonstration	Language games
Intonations	X			X
Nouns				
Pronouns				
Adjectives				
Verbs				
Prepositions				
Conjunctions				
Phrases				
Clauses				
Sentences				
Direct speech				
Possessions				
Summary				
Comprehension				
Composition				

Appendix III: Interview Schedule

I am a master's student at Moi University in the school of education, carrying out a research thesis to fulfill the requirement for award of Master of Education in Kiswahili degree. The topic of research is the use of drama techniques in teaching and learning of Kiswahili in primary schools in Kakamega South Sub-County. Kindly provide your sincere responses to this interview questionnaire whose information will be treated with confidentiality and used purely for academic purposes. Your assistance will be highly appreciated

PART A

Name ……………………………………………………………

School …………………………………………………………….

PART B

1. What factors do you consider in selection of a particular method of language teaching out of the many that are known to you

2. (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 the classroom?

3. What makes you a teacher of Kiswahili chose to make students dramatize in a lesson?

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

5. What is your attitude about the use of drama techniques in teaching of Kiswahili

6. Are there any difficulties in making students dramatize?

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

Appendix 1V: Observation Schedule

School …………………………………… Time ………………

Roll …………………………………… Topic ………………

Major section-use of techniques   sub-section

Used   (√)

	Not used (x)	Teacher	pupils	Familiar
Relevant				
Dramatization	( ) ( )	( )	( )	( )
Play role	( ) ( )	( )	( )	( )
Discussion	( ) ( )	( )	( )	( )
Lectures	( ) ( )	( )	( )	( )
Debates	( ) ( )	( )	( )	( )
Questions +answers	( ) ( )	( )	( )	( )
Group activities	( ) ( )	( )	( )	( )
Language games	( ) ( )	( )	( )	( )
Simulations	( ) ( )	( )	( )	( )

Students participation

Use a tick to show whether;

There were activities initiated by the pupils [   ] were the activities relevant? [   ]

Were they familiar [ ]

Did the teacher solicit participation? [ ]

Were they relevant? [ ]

Comments on how the lesson was conducted to show effectiveness of techniques

Was the lesson enjoyed?   [ ]   Was there real drama?   [ ]

Was it taught with ease?   [ ]   Was it a dull lesson?   [ ]

Objectives achieved   [ ]   Good interaction with students [ ]

Show the level at which the following were implemented (use a tick)

	Completely	Occasionally	Do not use (not available)
There was use of realia + improvisation			
Individuals participated in practical Drama activities			
Learners required to create situation			