

**ROLE OF SCHOOL LANGUAGE POLICIES IN ENHANCING
TEACHING AND LEARNING OF KISWAHILI IN WAJIR EAST
SUB-COUNTY, WAJIR COUNTY-KENYA**

BY

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DECLARATION

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DEDICATION

This research work is dedicated to my beloved wife Irine Machuki and family members who have inspired, encouraged, stood by me when I was almost giving up, supported me financially and morally throughout the research study up to its completion.

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ABSTRACT

The present study was carried out to focus on the role of language policies in enhancing teaching and learning of Kiswahili in Wajir East Sub-County. The research study was guided by the following objectives: to establish school language policies pursued by schools in Wajir East Sub-County, to determine the role of teachers and students in implementation of school language policies, to assess the attitude of students towards school language policies and finally to determine challenges faced in implementation of school language policies. The study was guided by Corpus theory on language planning and status theory on language in educational planning. A survey research design was used in this study. A sample of 8 schools with 200 students and 30 teachers of Kiswahili were drawn. Purposive sampling was carried out in selecting schools for study within Wajir East Sub-County. Principals and heads of language departments from the sampled schools were purposefully included in the study. Random sampling technique was used in selecting students for the study. Observation, content analysis, interview and questionnaires were used to collect data. Validity of research instruments was achieved through simplifying the test items to capture objectives under investigation and consultations with the two supervisors who assessed their relevance and suitability in the study. Reliability of the instruments was determined through Spearman's brown formula with the "r" value of 0.89. The findings were then presented through tabulation. Qualitative data was coded, analyzed into themes, categories and patterns relevant to the study through statistical package for social sciences (SPSS), and then results presented using tables and pie-charts. The research found out that, schools had language policies in place though not implemented to a large extent; since most learners and teachers often communicated in their first language and in English. The study also revealed that, schools that had implemented language policies performed better in Kiswahili examinations as compared to those that did not implement such policies. The study recommended the following: School authorities should ensure that language policies adopted are properly enforced so as not to alienate or disadvantage other languages. Language policies in all schools should be stream lined and measures put in place to address the usage of sheng and vernacular in schools. Kiswahili teachers should inculcate interest in their student toward Kiswahili by encouraging them to study the subject by rewarding those perform well in the subject. School administrators should be committed to implementation of language policies through constant and proper funding of language activities such as symposiums and printing of articles written by learners in school magazines. In this way, the morale of learners is boosted and thereby; inculcating positive attitude towards the subject by learners.

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LIST OF ABBREVIATIONS

BA	Bachelor of Arts
BED	Bachelor of Education
DEO	District Education Officer
H.O.D	Head of department.
KCSE	Kenya Certificate of Secondary Education
MED	Masters in Education
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter will handle the following concepts: Background information on Kenyan language policies during the colonial period, the bone of contention that is; the statement of the problem and the purpose of this study. Research objectives and research questions will be discussed in relation to significance and justification of the study. Focus will be on the scope, limitations and assumptions of the study; theories related to this research the conceptual framework and definitions of the key terms.

1.2 Background to the Study

Colonial administrators as well as missionaries realized the need to formulate a systematic language policy for Kenya, Uganda and Tanzania (then Tanganyika). For instance, as early as 1844, the development of the Kiswahili corpus had already informally begun with the work of compiling the first dictionary of Kiswahili by Dr. Krapf and later the publication of a grammar handbook in 1870 (Chiraghdin and Munyampala, 1977:54). Nabea (2009) states that, the colonial language policy in Kenya is important, putting into consideration the fact that it impacted greatly on post-colonial language policy. Kenya's language policy evolved further in 1957 and 1961 when the education department launched a new programme using English as medium to teach at all levels in all African schools; this was meant for easing communication and classroom instruction process.

Amisi (1997) observes that, the prevalence of mother tongue affects learning of another language. Most learners experience problems associated with their first

language in learning second language. Studies by Lumbasio (1989) and Njoroge(1996) point out that first language is the persistent problem in our schools. Ubogu (2004) asserts that, the prevalence of using local language means that, pupils lack a lot of vocabularies in English, which would be needed to understand teacher's lessons and textbooks they read. Equally, the same case applies in the teaching and learning of Kiswahili. Students will not perform well if they do not use the same language in their daily interaction process. Kenya's education system is dominated by examinations oriented teaching, where passing examinations is the benchmark for performance. Pupils who interact using English language tend to understand it and do well in examinations which are written in English language. Pupils who use mother tongue language in interaction are disadvantaged as they end up performing poorly. On the same research findings, it was noted that students who use Kiswahili in their daily interaction process tend to perform better in Kiswahili examinations than those who do not socialize using Kiswahili. Wangechi (2011), points out poor implementation of language policies in our education system as the factor that leads to poor performance of Kiswahili in Ngong Division, Kajiado North District. Kiswahili was seen as the appropriate language for the pan African dream. However, unlike English, the language was not anchored into the school curriculum and for a long time, it remained an optional subject (Mazrui: 1996).

English language was given much attention and weight by the Ominde commission which argued that, it would expedite learning in all subjects by ensuring smooth transitions from vernaculars and owing to its intrinsic resources. Ominde commission puts English on top of the rank as the official language; Kiswahili is in the middle of the rank as the co-official language followed by vernacular languages. This ranking shows that, the status of the local languages; Kiswahili being one of them is wanting.

This prejudice is witnessed in our secondary schools today. Teachers and school administrators come up with language policies and use; but, they themselves as teachers erode these rules. Both languages are given equal treatment in terms of usage unfortunately English is given an upper hand. Language policy implementation is halted by students who opt to code-mix, to fit their circumstances (Ashcroft: 1989).

According to the findings of literally research in rural Kenya by Ashcroft (2007), there is a strong appropriation of English and Kiswahili languages in code mixing and code switching. The research findings stipulated that, the Meru people borrowed largely from English and Kiswahili to fit their conversation. This is not different from our students in secondary schools who opt to use “*sheng*” language that is a mixture of English and Kiswahili and local languages. Kobia (2007) and King’ei (2007) assert that, sheng greatly borrows from local languages like: Dholuo, Kisii, Kambaexetra. Momanyi (2009) affirms that, sheng is impacting negatively on teaching of languages in Kenyan schools. Language is the principal means of communication (Chomsky, 2006). Language has a central role to play in school. Language helps the child to clarify and interpret his or her experiences, to acquire new concepts, and depth so as to consolidate the concepts already known to him. Language is a social instrument for the induction of the child into the society. Socialization of children would be difficult without language. Therefore, parents and schools have a great responsibility to provide optimum opportunities for language acquisition. Through language we are able to share and exchange our values, attitudes and aspirations in society. It is against this background, that the Kenyan government immediately after independence began a radical change and transformation of the education system to address challenges in education sector through education commissions and taskforces (Republic of Kenya, 2004). Republic of Kenya (1965) recommended the Kenyanization of the curriculum

by introducing Kiswahili in response to African culture. Sayoum (1997) notes use of indigenous languages in Kenyan schools education system as a reflection of the learner's background. It is against this background that this research is conducted to find out the language policy pursued by Wajir East Sub-County secondary schools and determine the influence they have to teaching and learning of Kiswahili.

1.3 Statement of the Problem

According to regional conferences on language policies and Education, principals are to blame for not doing enough to reinforce language policies such as making Kiswahili an official language of communication in a school setting, setting specific days in a week for Kiswahili language communication, compulsory participation of learners in Kiswahili language events such as debating clubs, journalism clubs, symposia competitions and role plays in their respective schools. This leads to secondary school learners lacking proficiency in both English and Kiswahili. It has been witnessed that learners, school administrators and even teachers of Kiswahili are fond of using first language; code mixing and code switching, intentionally breaking sentence structures and use of slung (*sheng*) in school environment and during teaching and learning of Kiswahili subject.

If language policy in schools is not properly addressed through proper implementation of school language policy, then there will be a paradigm shift towards using substandard Kiswahili language leading to negative impact to teaching and learning of this subject. Lack of implementation of language policies at various times has negatively affected the use of Kiswahili in Kenyan education system. Kiswahili is recognized as an official language within the school compound but no efforts have been made to enrich it further. The practice of schools forcing students to use

English as a medium of communication so as to improve their performance in the subject has negative effect to teaching and learning of Kiswahili. Improved teaching/learning of Kiswahili can only be achieved through implementation of school language policies. It is therefore evident that, teachers and learners cannot under-estimate the role of school language policies in enabling learners improve their listening, speaking, writing and reading skills. Teaching and learning of Kiswahili cannot take place if language policies in schools are not effectively implemented. Language policies are present in our school system. The concern is about implementation. The varied county and national examination results posted by students and the frequent use of first language by learners in Wajir East Sub-County, pose the question: Are language policies implemented in our schools? If the issue of language policy is not addressed by teachers of Kiswahili and school administrators in the school environment; negative impact to teaching and learning of Kiswahili will be witnessed.

Figure 1 shows language policies pursued by schools, implementation process and their relationship to teaching/learning of a language (Kiswahili) and evaluation process Ellis (2005).

1.4 Purpose of the Study

The purpose of the study was to find out the role of school language policies in enhancing teaching and learning of Kiswahili in Wajir East Sub-County, Wajir County.

1.5 Research Objectives

The study was guided by the following objectives:

- i. To identify the language policies pursued by schools in WajirEast Sub-County.
- ii. To determine the role of teachers in implementation of school language policies.
- iii. To determine the role of students in implementation of school language policies.
- iv. To assess the students' attitude towards school language policies.
- v. To identify the challenges experienced by schools in implementation of school language policies.

1.6 Research Questions

The research study was guided by the following research questions:

- i. What are the language policies pursued by schools?
- ii. What are the roles of teachers in implementation of school language policies?
- iii. What are the roles of students in implementation of school language policies?
- iv. What are the students' attitudes towards school language policies?
- v. What are the challenges experienced in implementation of school language policies?

1.7 Research Hypothesis

Ho₁: There is no relationship between emphasis on language policies and the learners' performance.

Ho₂: There no relationship between the rate of speaking fluency Kiswahili among learners and teaching/learning of Kiswahili.

Ho₃: There is no relationship between language symposia and performance of learners in Kiswahili.

Ho₄: There is no relationship between provision of teaching/learning resources and performance learners in Kiswahili.

1.8 Significance of the Study

The study findings are important on information about language teaching and learning, which is vital to curriculum developers at Kenya Institute of Curriculum development. Study may be used to emphasize the need to have more resources for teaching and learning Kiswahili. This way, learners will get a head-start fluency in Kiswahili language. The study is intended also intended to advice the Ministry of Education about formulating policies regarding Kiswahili subject for clear participation of teachers, parents and students in uplifting its standards throughout the country. The study findings would help school administrators and teachers of Kiswahili to re-examine, appraise language policies implementation in schools, adopt sound language policies and therefore; apply adjustments where necessary so as to foster the right attitudes of learners towards Kiswahili and improve teaching and learning of Kiswahili.

1.9 Justification of the Study

Most language studies carried out in Kenya have dwelt much on institution based factors that influence teaching/learning of Kiswahili for instance: learning resources, teacher experience, level of education, performance and teaching methods. The language aspects like: language use and school language policies have not been explored yet. The study was carried out to investigate the language policies put in place by schools and their relevance in enhancing teaching and learning of Kiswahili in Wajir East Sub-County and therefore; use the findings to highlight the need to strengthen Kiswahili as a national and official language right from secondary level of

education system to higher institutions of learning. This might necessitate a policy change that will emphasize on fluency Kiswahili speaking by all Kenyans right from secondary school to higher levels of learning.

1.9.1 Scope of the Study

Scope is building a fence or ring fencing, or setting boundaries for the study. This is done for the purpose of ensuring that the study is conducted within the time and resources available, population of interest are appropriately identified, foundations for making conclusions and generalization of the study are established and finally, criticism from other experts/researchers is averted (Boit&Wanyama :2003). The study was carried in 8secondary schools in Wajir East Sub-County. The study was confined to 200 students, 30 Kiswahili teachers, Heads of languages Departments and 8 Principals of the selected Secondary Schools in Wajir East Sub-County. This was done because of lack of enough time and financial constraints which would not have allowed wider coverage to include education officers in the Ministry of Education Headquarters and in the Teacher Service Commission. The study involved only students and teachers who were present in school.

1.9.2 Limitations of the study

Limitation is some aspect of the study that the researcher cannot control but believes may negatively affect the results of the study (Gay: 2009). The study was limited by the following factors:

- i) With all the ethical considerations by the researcher, some students did not fill all questions asked in the questionnaire due to suspicion and mistrust against the researcher. Some ended up not returning the questionnaire.

- ii) Long distance from one school to another made the research hurry up in collecting information from the respondents hence end up getting less detailed information.
- iii) The study limited itself to one Sub-County and yet Wajir County has 6 Sub-Counties. This was done because of its expansive nature and other logistical constraints like terrain.
- iv) Since little research has been done on role of language policies in enhancing teaching and learning of Kiswahili in Wajir East Sub-County, literature review was drawn from within and outside Kenya on English Language.

1.9.3 Assumptions of the study

An assumption is an assertion presumed to be true but not actually verified (Gay: 2009). The research study was guided by the following assumptions:

- i) Teachers and students were to cooperate and give honest answers.
- ii) All schools in Wajir East Sub-County had implemented language policies.
- iii) Student participation in language events such as symposiums, debating club competitions, writing articles in school magazines and interaction(communication) in Kiswahili was to be an indicator of the presence of language policies in selected schools
- iv) There were challenges in the implementation process of school language policies.

1.10 Theoretical Framework

Two theories were used in this research that is: Corpus theory on language planning and Status theory on language planning. Corpus planning activities is based under the following concepts: word pronunciations, vocabulary expansions, production of books, readers, manuals in schools especially when the students are directed to come with Kiswahili and English novels when joining form one, writing of articles in school magazines and debating clubs competitions; this is done to improve the language acquisition skills amongst the learners. The theory also develops the idea of oral texts which is evident in our schools especially during the drama and music festivals.

Liddicoat (2005) examines corpus planning in relation to language teaching and research. It focuses on nature of the language to be taught and learned. Liddicoat writes of lexical, grammatical developments of the language in question. It digs much on the syllabus and material development and the modification of these materials in the classroom instruction process. It is at this point that, the language teaching and learning implications of corpus planning becomes most evident, particularly as teachers are often involved in syllabus, materials development and modification for use in the classroom situation. Corpus planning deals with language standardization in terms of graphication, lexication and terminological modification.

On the other hand, Status theory on language planning is based on the context of teaching and learning of second language, Van Ellis (2005) examines such high level of planning questions as: which second language(s) chosen should be known, learnt and taught? That is, which variety and to what level? Van Ellis continues to say that, the choice of language should be identified and therefore; planned through status planning which deals with the society and status standardization that is, officialization and nationalization of the language. Language in education planning is

more about learning. It deals with policy development such as access, personnel, curriculum, methods and materials, resource, community and evaluation of these policies. It deals with the acquisition, requisition, and maintenance of second language shift. It is observed that scope of the term language planning was subsequently widened in its content and that language planning became related to other fields of linguistics and social sciences during the last decades. The concept of which language should be elevated for officialization and nationalization leads to a well sound policy on language in our schools. Teacher training is equally important in the implementation of a language policy. It is assumed that, stable well implemented language policies lead to improved teaching/learning of a language.

1.11 Conceptual Framework

Conceptual frame work is a model presentation of relationship between variables in the study shown graphically or diagrammatically (Orodho: 2005). It is a schematic presentation of concepts or variables which the researcher will operationalize in order to achieve the research objectives (Boit&Wanyama: 2013). It is a schematic (diagrammatic) presentation of a theory. The conceptual framework elaborates the research problem in relation to relevant literature. It summarizes the major (dependent and independent) variables in the study and the hypothetical relationship of variables in schematic diagram. Figure 1 shows the relationship between the various language policies pursued by schools in Wajir East Sub-County, their planning and implementation process through application of Corpus theory and Status theory on language planning. It also illustrates the outcome of the implementation process of language policies and evaluation of such language policies. Evaluation of language policies ranges from formal evaluation by policy makers, summative/lesson evaluation by teachers and challenges facing implementation of language policies.

1.12 Definition of Key Terms

Challenge- A new or difficult task that tests somebody's ability and skill. It refers to the problems that schools encounter in relation to implementation of language policies.

First language –Is the learner's first language (always spoken in his/her catchment area/at home). Study explores how first language influence school's language policy.

Kenya Certificate of Secondary Education (K.C.S.E) - Refers to the certificate that is awarded to students who have sat national examinations after completing secondary education cycle in Kenya. This study determines the impact school language policies have towards performance of national examinations.

Learning-It is knowledge gained by study. It can also be defined as knowledge one gets from reading and studying. Refers to mental and social change that takes place in the mind of the learner/individual; in language learning, it involves the process of mastering the four Kiswahili skills for instance listening, speaking, reading and writing. The research was to assess the role of school language policies to learning.

National Language -A language widely used by majority in a specific country. Kiswahili is the national language in Kenya. This research determines role played by national language in relation to school language policies.

Official Language - A language that has legal status in a country's constitution and it is one used as a medium of instruction in formal settings e.g. courts, parliament, government offices, schools etc. English is Kenya's official language. Kiswahili has become an official language in the new constitution. This study identifies the role of official language in implementation of school language policies.

Schools Language policy-A plan of action agreed or chosen by a group of people; a principle that somebody believes in that influences how he/she behaves. These are agreed principles put in place by schools in relation to language use in school to improve teaching and learning of a language amongst learners.

Second Language - Refers to any language other than the learner's first language. This study was to determine the role of the second language for instance English, Arabic and slungs influence teaching and learning of Kiswahili and by extension implementation of school language policies.

Teacher of Kiswahili- A person whose job is to teaching, especially in a school; is a person who instructs in Kiswahili after training. Here, the research was to assess the role of teachers of Kiswahili in implementation of school language policies.

Teaching: Refers to professional activity in which a teacher creatively and imaginatively uses himself and his knowledge to promote the learning of others. It is the ideas of a particular person or group especially about politics, religion or society that are taught to other people. This study determines the role of school language policies to teaching of Kiswahili.

1.13 Summary

The chapter has dealt with an introduction to language policies since colonial times until post-colonial period. It has also highlighted more on the status of local, Kiswahili and English languages in our Kenyan schools. The chapter has further elaborated the bone of contention in the statement of the problem; that is, there are language policies in Wajir East Sub-County secondary schools, but, they are rarely implemented by students and teachers during classroom instruction process. This

therefore necessitates the need to investigate the role of these policies in teaching/learning of Kiswahili. The research objectives and research questions have been stated clearly; significance and justification of the study in relation to the scope, limitations and assumptions of the research have not been left out either in this section. Finally, theories related to this study, that is; corpus and status theories on language planning have been discussed. The relationship between independent and dependent variables have been highlighted in this section and finally the definitions of the key terms have been discussed in this chapter. The next chapter will highlight on the various studies that have been carried out on language policies in Kenya and the outside world.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives an account of what has been cited by scholars on language policies. It expounds various paradigms on colonial and post-colonial history on national language policies. On the same perspective the chapter deals with sources of language policies, school language policies and the theories related to these policies.

2.2 Kenyan Historical Perspective on Language Policies

Shiundu and Omulando (1992) note that language policy refers to decisions made and taken by bodies that have administrative and responsibilities of such nature that their decisions affect procedures and practices at the level of national organization and activity. Mugane (2003) observes that a national policy on languages is a set of nationally agreed principles which enable decision makers to make choices about issues of language in a rational, comprehensive and balanced way. Kimani (2003) also notes that a language policy identifies the nation's language needs across communities and ethnicities surveys and examines available resources, identifies the role of language generally in life, establishes strategies vital for managing and developing resource, and relates all these to the best of the nation through a planning agency. Eastman (2001) looks at a national language as one that serves an entire nation rather than a regional or ethnic sub-division.

The encyclopedia Britannica states that language is an arbitrary system of vocal symbols by means of which human beings as members of a social group and participants in culture interact and communicate. Lawton (1989) says that language is not simply the outward manifestation of inner thinking but that it shapes makes

possible and even produces some kind of thought. The more we know about individual's language the more we know about their thinking. In fact as we internalize language we also internalize the society (Mokamba et.al: 2012). Basically therefore language enables communication. Awoniyi(1982) says that language is basic to all communication between one human being and another world over. He uses communication itself as the means by which we pass on from one person to another, ideas, feelings, knowledge, requests and indeed every aspect of human life. Awoniyi farther argues that personality and experiences are expressed through ones language and that one's language is a vehicle of culture transmission where language is part of that culture.

Okwanyi (1993) says that language is related to development of cognition. It is used by human beings for communication and helps us to carry out directive functions in our efforts to influence the behavior or attitudes of others. Consequently being an important part of culture it aids learning of culture and vice versa and is shared, evolves and changes over time. Like any other language Kiswahili has for a long been used as a religious, political and economic medium in pre-colonial, colonial and post-colonial eras (Mazrui: 1995).The use of Kiswahili in Education in Kenya can be traced to the colonial period after the establishment of the colonial department of education in 1911.

Oluoch (1978) singled out four language education policies in curriculum namely: the first language policy in 1911, the second language policy in the Bishop (1985) the third policy in the Ominde Report of 1984, the fourth language policy in the Inspectorate Report of the Ministry of Education in 1976. In the language policy of 1911, language matters were left to the missionaries and Kiswahili was taught in practically all schools as the most cultivated and widely spoken language in the

country then. It was the language of instruction in the curriculum and colonial officers were required to learn it and pass some sort of exam. Bishop (1985) dealt a blow to Kiswahili elevating English and leaving it to schools to decide whether to teach Kiswahili or not. Government colonial language policies in colonial and post colonial Kenya have determined the Place of Kiswahili in the education curriculum but largely colonial language policies still dominate.

Whitely (1969) notes that it is ironical in the fact that while it is Kenya that can boast of her eighteenth century Swahili Literature, it is in Tanzania where most has been done for the development of Swahili Literature in this century. Mazrui (1995) says that governments of East Africa need to defy the colonial myth that Kiswahili was unfit to cope with the requirement of the twentieth century and invest their resources, time and effort in making Kiswahili a language that can cope with scientific discourse. Mazrui argues that there is no language incapable of handling modern technology. Okombo (2011) takes issue with this dented language policy and describes Kenya as an environment in which a number of indigenous languages are spoken by the broad masses controlled by a small national elite that overtly operates in a non-indigenous ex-colonial language and claims links to the masses through a language in which they (the national elite) and sizeable proportion of masses are hardly competent. He further argues that effective participation in development and government activities requires a good degree of proficiency in the language of the market and the public platform and says Kiswahili being the most privileged indigenous language in sub-Saharan Africa has the potential role. National language, therefore; cuts across political, social and cultural entity and functions as a national symbol. Kenyalogy (2010) postulates that, Kenya is a multilingual society, thus various complications can arise if their effect in education is ignored

especially because in addition to 40 tribal languages, there is English as official language and Kiswahili as a national language. Inter-university council of East Africa is emphasizing on the exchange of curriculum programs through Kiswahili Association of East Africa (Kiswahili association of East Africa).

In Kenyan schools, students come from diversified language backgrounds. Dissemination of knowledge in such a scenario needs uniform language of communication within the school. Teaching and learning of a language especially Kiswahili needs stable implemented language policies within a school setting. Webb and Kembo (2000), argue that Kiswahili is highly ranked in East Africa since over 65% of the population speaks in Kiswahili. They argue that, Kiswahili is used in parliament together with English; also a medium of instruction at the lower primary level and currently compulsory and examinable up to the end of the secondary level. Most universities in Kenya have introduced Kiswahili in their curriculum for instance Nairobi University introduced it in 1967, Moi University, 1987. Since then, many other universities have introduced Kiswahili department in their curriculum.

Lewis (2009) observes and focuses on a situation whereby Kiswahili is not only a Kenyan language, but soon becoming an inter-Africa *lingua Franca*. Kimemia (2001) observes that Kiswahili is a *lingua franca* of a large part of the Kenyan society at all socio-economic levels. In this respect therefore our schools have come up with language policies to enhance development and competency in fluency speaking of Kiswahili language for the achievement of national and regional unity. Implementation of these policies will in turn improve learners' performance in Kiswahili subject. The current study therefore; seeks to unravel the role of language policies in teaching/learning and performance of Kiswahili in Wajir East Sub-County. Momanyi (2005) notes, that with introduction of modern technology, a local village

farmer may not understand the concepts in foreign language. It therefore, calls for the use of indigenous languages including Kiswahili as a medium through which technology will be interpreted and applied. Woolman (2001) also is of the view that, education should function as an agency of cultural transmission as well as change and reflect the dynamic processes of nation building. Mulokozi (2002) argues that, Kiswahili is used in many world radio and television broadcasting stations and in computer software and therefore, Google and Wikipedia sites can be read in Kiswahili. This underscores the fact that Kiswahili is becoming an international language. The development of Kiswahili ranges from trade, writings, religion, colonial rule communication and education. Mulokozi (2000) argues that language is the basic identity of people and therefore, countries embracing foreign languages lack cultural identity. In this respect, Kiswahili has been recognized as one of the official languages of the African union, giving it a chance to compete with English. This is not different in our schools especially where learners are urged to use official languages of communication that is English and Kiswahili.

Schools have gone further developing learners' language competence skills through introduction of debating clubs, journalism clubs where learners explore their language writing, reading, listening and speaking skills. Mwenda (2006) postulates that, the East African countries are currently working on a common language policy, because when people read from the same script, it leads to flow of information and therefore, brings regional integration. Language policy in Kenya has been a problem since independence. Before independence, missionaries running schools advocated for use of mother tongue in lower primary but they were divided on the role of Kiswahili. Beecher report (1947) restricted Kiswahili in areas where it was spoken as a first language.

Ominde commission (1984) recommended that Kiswahili be taught as a compulsory subject. It was in 1919 when the East African protectorate Education Inquiry Commission was set up to review the Education system in the three British colonies (Mbaabu, 1991:20). In 1928, directors of education and governors met in Dar-es-salaam to deliberate on the future of African education in the region. This was the first step towards the standardization of Kiswahili to be used as a medium for African education. It was agreed to set up the East African Language Committee starting 1930. It was until 1951, that three languages that is, trifocal language were maintained in African schools. Therefore, English, Kiswahili and vernacular were used in Kenyan schools. This favored students from three groups, that is, Africans, Asians and Europeans. This language policy fitted well with the three racial stratification of Kenyan society at that time. Africans were taught, either Kiswahili or the vernaculars, while Asians were instructed in their languages. This policy privileged English over other languages as the medium of formal education to the highest levels (King'ei:2001). Asian and African learners were placed at a clear disadvantage and often performed dismally in national examinations. Ogechi (2002) argues that barely a quarter of Kenyan population can adequately use English that remains the advantaged official language and medium of instruction in the education system, unlike Kiswahili.

In 1964, the Kenya Education Commission mounted a survey to establish interests of citizens with regard to language use. The findings of this study revealed that, most people wanted a trilingual approach to education. Mother tongue was preferred for verbal communication especially in rural areas, while English and Kiswahili were preferred for education from lower primary to the University. Kiswahili was favored in education for purposes of national and regional unity. Gachathi commission in

1976, declared Kiswahili an important subject in primary and secondary classes; but, even so, it received inferior status when compared with English in the school curriculum. While English was allocated eight to ten periods out of forty hours, per week, Kiswahili was allocated three hours (Chimera, 1998).

Mackay Commission of 1981 recommended for the production of Kiswahili textbooks to meet the increased demands of both students and teachers, this was done to improve language acquisition amongst learners. Ngugi (1986:11) laments about his nasty experience in primary school. He states that: “one of the most humiliating experiences was to be caught speaking Kikuyu in the vicinity of the school. The culprit was given corporal punishment like three to five strokes of canes on the bare buttocks or was made to carry a metal plate around the neck with inscriptions such as *‘I am stupidor I am a donkey.* ‘Sometimes, culprits were fined money they could hardly afford.” All this was done in order to strengthen language policies in schools though in a negative way even when corporal punishment was abolished. This is relevant to the current research since forbidding learners from using their mother tongue meant that Kiswahili was forbidden since it is the mother tongue of the people in the Kenyan Coast. MacKay Report of 1981, made recommendations on language policy by asserting that, teaching and examinations of Kiswahili be expanded and intensified throughout educational system up to the university level. Koech Report of 2000 also came up with language policy recommendations which included: making of Kiswahili and English compulsory examination subjects in both primary and secondary schools and separation of language and literature curricular. The commission also advocated for the introduction of sign language at the secondary level. Ipara and Mbori (2009), indicate that in terms of language policy and planning, Kiswahili language has been standardized and coded for use in teaching and learning.

For instance, within East Africa region, there exist disciplined specific dictionaries. In addition, they argue that on the internet, there have been attempts to use Kiswahili alongside other languages such as English and French.

Therefore the wide range of applications of Kiswahili in Kenya (in part) makes the language to be well prepared in representing knowledge and information in science and technology. The opening of Eastern Africa's Common Market on July 1, 2010, the elevation of Kiswahili as both official and national language in the Constitution of Kenya implies that language is fundamental in achieving vision 2030. It is interesting to note that Kenya's language policies are well-stipulated on paper, but poorly implemented. While barely a quarter of the Kenyan population can adequately use English, it remains the advantaged official language and the medium of instruction in education system, unlike Kiswahili the co-official language Ogechi, (2002). Ogechifurther observed that, the leadership appears comfortable with the linguistic situation and would wish to have the status quo maintained. The linguistic situation among many Kenyans demonstrates that not all is well on the ground.

2.3 Language Policies

This research was guided by McNab's research on concepts on language policies planning (1989). Macnab incorporates the planning environment in language. This environment is divided into sociopolitical and organizational context. Sociopolitical context is the interlocking network of cultures and social groupings in multilingual society and the formative historical experience of the country. The types of language varieties in the community are important factors here. Kenya is made up of many heterogeneous communities and this situation must be taken care of in language planning. The organizational context consists of arrangements for language planning,

education and key factors in education language planning process. The actors in this setting are decision makers, planners, administrators and experts in the fields of education and linguistics.

Language policy planning is influenced by both sociopolitical context and organizational context. The Sociopolitical context influences policy directly through the correlations between language and socio-economic class, between language and political power and between language and decision making. In general, sociopolitical complexity correlates with the complexity of the communication system which individual students must acquire. Implementation is influenced directly by the socio-political and organizational contexts. It is sub-divided into two main parts, that is, corpus planning and status planning. Corpus planning refers to the development of languages designated by the government as medium of instruction of school subjects. It includes development of curriculum, materials and books.

The task of educationists is to incorporate new language norms into the classroom practice and into the body of spoken discourse by means of teacher training. It should also be incorporated into the body of written discourse by development of instructional materials. Evaluation is sub-divided into evaluations which are purposively initiated by the organization involved in education language planning (formal evaluations) and informal judgments which are made by policy makers, implementers and the target groups of language plans. The aim of this Study was to make an evaluation of school language policies on teacher's awareness, classroom practice and availability of textbooks. Problems encountered by teachers were also described. This theory is very vital for this study because it incorporated the planning

environment, which is multilingual, and provides for evaluation of the policy either from the organizational context or from the socio-political context.

Language planning has been characterized by Bomgbose (1990:75), referring to Fishman (1974:79) as the organizational pursuit of solutions to language problems related to its cultivation policy and politics. This problem can be narrowed down to the level of lack of common language in a politically defined unit, the absence of the writing system, the lack of technical vocabulary and the shortage of school textbooks. In light of this, status language policy planning would be equated merely with language policy whereas corpus planning largely overlaps with language cultivation. Status planning for instance, involves the allocation of languages to different community or societal norms such as the official sphere and education.

The introduction of a language into a school as the official language of communication can have a far reaching consequence to the users. Bomgbose comes up with various policy levels; for instance, general language use in business, media and education but for the purpose of this study, the researcher zeroed in to educational paradigms of language. Languagepolicy planning is deliberate language change; that is; changes in the system of language code or speaking or both that are planned by organizations that are established for such purposes or given a mandate to fulfill such purposes. As such, language planning is focused on problem solving and is characterized by the formulation and evaluation of alternatives for solving language problems to find the best (or optimal, most efficient) decision (Rubin &Jernud: 1971).

Two main pillars are nowadays widely accepted in language planning, namely status planning and corpus planning (Kloss: 1969, cited after Cooper 1989:31). Status planning is taken as the most important and starting point in a language planning

endeavor, regardless of how language planning is modeled as a whole (Haugen: 1987). The status of concepts like acquisition planning (roughly: how languages, varieties, styles, and terminologies are acquired) and the scarcely acknowledged prestige planning (roughly: how the status decisions are promoted) are taken care of in language policy implementation. One of the broadest definitions of language planning is that of Cooper (1989: 45), who treats acquisition planning as a third area alongside status planning and corpus planning. He says: "Language planning refers to efforts to influence the behavior of others with respect to acquisition, structure, or functional allocation of their language codes." Here, phenomena like the decision made by a couple with different mother tongues on the family language as well as every language teaching course fit in the scope of language planning.

The core of language planning is still to be seen in the activities of "young" and/or developing nations, dealing with questions such as which language(s) shall be used in which domains, questions of codification (including graphication, grammatication, and lexication) and elaboration (terminological modernization and stylistic development, as Haugen 1987 puts it), of implementation in schools. Therefore a Centre-periphery perspective can be adopted to highlight this fact, as Grin (1996: 31) does: "Language planning is a systematic, rational, theory-based effort at the societal level to solve language problems with a view to increasing welfare. It is typically conducted by official bodies or their surrogates and aimed at part/all of the population living under their jurisdiction." Language in education planning occurs most often in schools, it also implicates less systematic teaching situations in the community or in the work place. Baldauf and Ingram: 2003, Corson: 1999, Tollefson: 2002 write on language maintenance, re-acquisition, second language learning and language shift, goals and implementation of such goals. It focuses on curriculum implementation and

resource use in teaching and learning of the language. Basing on the assumptions above, stable and well planned-coordinated language policies adopted and implemented by schools will improve the teaching/learning processes in Kiswahili. The focus is on extensive teacher training, standardization of language through improving its terminologies, graphical and lexical, syllabus development, classroom instruction process and production of reading materials ranging from textbooks and teaching aids.

Language planning ranges from policy development and solving language problems through evaluation of the whole process. Language policy implementation in our schools may be achieved if these concepts are put into consideration. It is therefore; evident from these theories of language planning that, implementation of sound language policies to teaching/learning of any language has to undergo through a well laid down systematic structures. These structures revolve around good planning environment of language cultivation for instance: syllabus and curriculum development especially, when teachers and education stakeholders are involved in drafting a relevant curriculum that captures the emerging issues in our society. Language cultivation through development of grammar, lexical, graphical, and terminologies of language under focus; in relation to this concept, the curriculum developers should incorporate words pronunciations.

For language policy to be implemented in schools there should be adequate production of instructional materials like textbooks, class readers and the actual monitoring of the instructional processes. Language policies emanate from leaders. Political speeches by leaders provide useful information on language policies; good example is the 1969 wish to see Kiswahili being used as the official language in the

national Assembly by Mzee Jomo Kenyatta, Kenya's first president. This pronouncement was soon followed by detailed statements outlined by the party's secretary general, on how Kiswahili was going to be developed and promoted in such sectors as the civil service, lower law courts and provincial administration (Mbaabu, 1996: 132-134). The steps included:

- i) Ordering Kenyans to speak in Kiswahili.
- ii) Establishment of Kiswahili learning centers nationally.
- iii) Kiswahili competence to determine promotion or demotion in the civil service.
- iv) Kiswahili proficiency tests for parliamentary candidates to qualify for elections.

However, the above policy statements remained political rhetoric as none was ever implemented. Although, the country publishes a National Development plan regularly every five years since independence, only two of these documents have addressed the language problem. The 1979-83 and 1984-88 plan made brief statements about the government's intention with regard to language related measures. In the first instance, an institute of Kiswahili research was to be established at the University of Nairobi. In the other plan, the government announced that, it was to mount campaigns to implement and teach literary and post literacy adult educational programs in subjects such as family life and health, good citizenship and rural development. Again, as in the case of leaders' policies, none of these plans was actualized. Kimemia (2001) after carefully assessing the linguistic situation in Kenya argues that, for a long time language policy has come to mean nothing more than political pronouncements, government statements and recommendations made by education commissions which are rarely implemented.

It is evident that even in our schools, teachers come up with good language policies but none of them are actually implemented. The minister of education professor Kaimenyi had to say this on the stand of the government concerning language policies, when releasing 2013 K.C.S.E results: “In recent times, there has been a public debate in the media on language policy, that the government had changed the language policy in schools...Gachathi commission is very clear as reinforced in the Sessional Paper no. 14 of 2012 on reforming education and training sectors in Kenya...the medium of instruction should be, predominant language of the catchment area with English and Kiswahili taught as subjects from class one to class eight, while in class four, English supersedes the language of the catchment area as the medium of instruction.” (Charlo: Daily Nation, March, 3, 2014). This was in response to the media criticisms that the government was out to undermine school language policies by introducing use of local languages in teaching and learning at the expense of Kiswahili and English. From the minister’s statements, it is clear that, English is given an upper hand as compared to Kiswahili in our Kenyan schools.

2.4 Language Policies in Schools.

Schools in Kenya have introduced language policies that are meant to promote the use of Kiswahili and English as a way of improving performance. In line with this, schools in Garissa town have policies that insist on the use of English and Kiswahili within the school at all times. However some students deliberately flout this policy when speaking to their colleagues (Kevogo et.al: 2015). In relation to language policy in schools, Jagero (2010) notes that a small percentage of teachers and students in NEPADschools in Kenya use Kiswahili in ICT because English is the language of instruction in all subjects except Kiswahili. Therefore, language policy in Kenya plays

an important role in influencing the language used in ICT in schools. Currently Kiswahili has been elevated to official language status alongside English in the new constitution. This should be perceived as a step forward in changes to come on the language of instruction in schools hence in turn affecting Kiswahili in usage in ICT in schools (Jagero et.al: 2011).

Yambi (2010) notes that in most African countries, languages designated for school instruction are also designated as national and official languages. Shiundu and Omulando (1992) observe that, students go to school with certain predetermined targets and aspirations for themselves. On their own right, students want a teacher who can motivate them to speak more and more in classroom and teach them how to use language outside classroom situations. They want their teacher to be fluent in Kiswahili and capable of correcting their mistakes without hurting their ego or without accusing them of not having knowledge of Kiswahili. Teachers should be a little more careful in disseminating knowledge in language. This is so because, not all second language students have sufficiently developed language skills and this adversely affects their potential success and competence in fluency speaking of Kiswahili.

Language policy of the school differs, due to the geographical location of the schools. A School that is peri-urban will use Kiswahili in class one to three, since the area has Kenyans from different ethnic communities, while the school in the rural area learners are taught in mother tongue from class one to three, then from class four English is introduced (Wanjiku: 2014). Inconsistent Kiswahili language policies have continued to prevail in post-independent Kenya. These inconsistencies have accentuated and contributed to negative attitudes towards teaching and learning of Kiswahili

(Momanyi: 2009). Language policies have a big impact on teaching/learning, consequently affecting performance of Kiswahili in national examinations. According to research done by Ogero, (2012) in Sameta division, Kisii County on, “institution based factors influencing performance of Kiswahili,” he found out that language policy is the main factor. From his findings, a third of teachers in most schools preferred using Kiswahili because it is their duty to foster the development of Kiswahili language. The findings also suggested that, most students used both English and Kiswahili because it is obligatory for them since school policies directed so. Despite this good impression, Ogero found out that, a section of the students preferred “sheng” and mother tongue especially in public day schools which attributed to poor performance of Kiswahili national examinations K.C.S.E 2013. The permeation of languages that are not authorized is an indicator that schools have not effectively enforced language policies. From these findings, language usage skewed towards English because it is the dominant language used for most part of the school activities.

Kiswahili is recognized as an official language within the school compound (Ogero: 2012). This conforms to Ogechi (2002) findings that English remains an advantaged official language and medium of instruction compared to Kiswahili. Study carried out by Kamau, 2013 on “challenges facing teachers and students in the process of teaching and learning Kiswahili in public secondary schools in Kiambu sub-county,” affirmed that, lack of implementation of the language policies at various times has negatively affected the use of Kiswahili. Now that Kenya is a multilingual society, English and Kiswahili should be the official form of communication (Kenyalogy, 2010). Therefore; school authorities need to do more to develop Kiswahili by taking concrete practical steps like setting aside some days specifically for it, if its performance is to be improved.

The important role that language plays in the acts of learning and teaching is recognized by education systems all over the world. According to Oller (1979), being able to use a language or even a particular variety of a language seems to be a prerequisite for anything that education attempts to accomplish and without language there can be no curriculum. Teachers should be aware of non-verbal aspects of thinking but most of the thinking in the classroom situation involves linguistic structures. Cooper (2003), proposes the family unit as the starting point in any language. Cooper adjuncts that, it should also include other institutions such as church and school domains which operate in micro level planning. Students in North Eastern prefer speaking Somali language as compared to other languages such as English and Kiswahili. This poses a problem in development and planning of stable language policy within the school setting. According to Somali culture, Somali language is the most powerful sign of nationality in fact the first law which was to define one as a Somali, was the competence in communicating Somali language and one who follows Somali customs. The use of language among the Somali students in schools especially in Eastleigh, Nairobi depends on who is interacting with whom. At first, in the situation where teenager's networks are Kenyan based, the language choice is either English or Kiswahili. Secondly, where the networks are Somalis, they speak Somali language and also switch code between English, Kiswahili and Somali. Somali language still finds itself in school domain and even threatening to outdo Kiswahili (Bartoo: 2009). Study on role of language policies was based in Wajir East Sub-County with the same Somali students who actually value their culture and language so much. The whole idea is to find out whether they attach any value to Kiswahili language in education.

Like the family and the home domains, schools dictate the language to be used and take over from family the issue of socialization and therefore strive to develop the language competence of school going children and therefore teenagers have to abide by the rule as they have no control. Students use English or Kiswahili for academic purposes only and within the school (Bartoo: 2009). According to Rubin (1973) and Haugen (1983), the process of implementation of language policies, involves activities of government agencies, institutions and writers in adopting and using the selected and codified form. Activities such as production of newspapers, textbooks and other publications as well as the use of language in mass communication are part of the implementation process.

In a report compiled by Muthwii (2002), a team of researchers carried out a study which investigated the views and perceptions of parents, teachers and pupils on language policy in education and its use. The study was carried out in Kenyan and Ugandan schools using interview schedules. It was found out that, although the policy statement in both countries may seem plausible in theory, in practice, it is faced with many problems. Muthwii (2002) affirms that parent failure to stress the importance of Kiswahili to their children has some negative impact on their performance. Momanyi (2009) states that: “sheng is impacting negatively on teaching of languages in Kenyan schools. Though, schools have come up with policies on language usage, students find it good and easy to communicate using sheng.” According to a regional conference on language policy and Education held in Nairobi from 15th to 17th May, 2006 principals were to blame for not doing enough to reinforce the language policies in their respective schools. This led to secondary school learners lacking proficiency in both English and Kiswahili. The delegates proposed that the government should in future have a multilingual curriculum in the Kenya’s education system to cater for the

needs of all the Kenyan citizens. It is therefore evident that teachers and administrators are to blame for poor implementation of language policies in schools. In Kenya, there has been no serious attempt by the government to sensitize teachers, parents and pupils about the wisdom and benefits of the language policy in education. Mbaabu (1992) study aimed to analyze Kenya's language policy as stipulated in the government document and commission reports with a view to explaining why Kenya was not developing Kiswahili.

Mbaabu study adopted a historical approach and draws upon historical, descriptive, analytical and statistical data. Its findings were that, the official promotions of several languages result in underdevelopment of Kiswahili. Okitumu (1988), study in Kakamega district points out poor language policies in Kenyan schools especially when students are forced to use English. Though intended to improve the medium of instruction, it ended up playing down languages known to the child where Kiswahili is included. This study found out further that, the policy relegated Kiswahili to secondary position because, teachers and pupils failed to accord it any importance. Amisi (1997) observes that, the prevalence of the mother tongue affects learning of another language. Most learners experience problems with their mother tongue in learning of second language.

Muthii (2002) associates misunderstanding of instruction in the curriculum by rural students who have difficulties with the English language due to mother tongue influence. Language policy plays a significant role in the improvement of performance as well as understanding of a language. Muthii's study (2002) investigated how the language policy of schools affected the teaching and learning of Kiswahili and found out that, schools which failed to put in place proper language policies had issues such

as first language influence and sheng affecting teaching and learning of Kiswahili. This study is different from Muthii's in relation to environment and language used, for instance in Wajir there was use of Somali (first language) and usage of English, sheng and Arabic language among learners. Though schools have come up with policies on language use, students find it good to communicate using sheng. Mbaabu and Nzuga (2003) assert that, they use this language in order to cut off adults who are not conversant with the language. It is not surprising that, at times when teaching Kiswahili lugha (grammar) in class, students often answer questions using sheng. This has been witnessed in classroom teaching and learning process where learners communicate in their first language or at times fail to communicate in Kiswahili due to influence of their first language. This is translated to examinations levels where students write Kiswahili compositions (insha) in sheng, as evidenced when I mark their examination papers. Kenyan schools language policy is described in a framework whereby, English is the official language of Kenya and in terms of policy, the medium of instruction from standard four onwards. He says that, Kiswahili, as an indigenous language, is the national language in Kenya which is taught and examined as a compulsory subject from class one up to form four (Ogechi: 2006)

Getau (2003) carried out a study on the present situation regarding the teaching and learning of Kiswahili in primary schools in Kikuyu Division. His study revealed that language policies in education affect performance in the subject. He found out that, in school language policies, English is given a lot of emphasis as a medium of instruction and the official language as opposed to Kiswahili. This takes us back to the colonial times in Kenya, where English was made superior by the British (Mbaabu, I. & Nzuga, K.:2003). The government of Kenya and schools in particular are not

serious on sensitizing teachers, parents and learners on the wisdom and benefits of the language policy in education (Muthwii: 202).

Okitumu(1988), study in Kakamega District points out poor language policies in Kenyan schools where students are forced to use English. Though intended to improve the medium of instruction, this ended up down playing languages known to the child where Kiswahili is included. The study further found out that, the policy relegated Kiswahili to a secondary position because teachers and pupils failed to accord it any importance. English and Kiswahili are used in Kenyan schools as medium of instruction and are also compulsory subjects in the curriculum. It is expected that, teenagers should be using the two languages exclusively in school and reserve their first languages for other domains like the home and family. This could be as a result of proficiency and identity construction. When learners develop their communicative ability in Kiswahili, it therefore follows that there is improved acquisition of writing, reading and speaking skills hence improving teaching and learning of Kiswahili. It is essential that all children are accorded the opportunity to develop their language skills to the fullest extent possible in order to gain maximum access to education structures and norms that constitute the society of their new community. For successful teaching and learning of Kiswahili to take place, stable language policies have to be adopted and implement by Kenyan schools. Being able to use a language or even a particular variety of a language, seems to be a prerequisite for anything that education attempts to accomplish and without language, there can be no curriculum Oller (1979).Neustupny (1968), points out that developing countries face unique language problems. Having inherited legacies of colonialism, they wish to develop language policies which more accurately reflect the present day political realities behind the uses of English and indigenous languages in their countries.

Mbaabu (1992:182), states that, “Kenya has not put the whole language policy issue on the public agenda for a broad policy formulation adoption and implementation.” Many scholars see this, as a language dilemma for instance, Gorman (1990), Mbaabu (1992), Bogonko (1992), and Muthwii (2002) argue that, Kenya has adopted what appears to be a multi-focal approach which does not allow emphasis on any specific language. English, Kiswahili and mother tongue languages are all used in education at varying degrees. Schools championed language policies like designing official language of communication within school vicinity that is English and Kiswahili, setting days aside for communication of these languages, ordering learners to report in schools with language novels and setting up language events in schools like symposiums and role plays.

The reason for introduction of language policies in schools was to strengthen the language use amongst learners and enhance smooth language teaching and learning. For instance, when learners have a stable command of four language skills that is speaking, listening, reading and writing in Kiswahili, it facilitates classroom interaction between the learner and the teacher. It is against this background that the current study seeks to find out the role of school language policies in enhancing teaching/learning of Kiswahili. The difference between this study and Muthii’s is that, this research determines the role of language policies in relation to both class room instruction process (teaching/learning) and performance of Kiswahili as a subject taught in Wajir East secondary schools, while Muthii dwelt on views and perceptions of parents, teachers and pupils on language policy in education and its use in Kenya and Ugandan schools.

2.5 Summary of Literature Review

The reviewed literature from scholars shows that, there are many challenges that face teaching/learning of Kiswahili language in relation to language policies. These challenges include: lack of language policies in education system, poor implementation of these policies by teachers, students and the government, lack of enough teaching resources and textbooks for the actual implementation of these policies in school, too much attention put on foreign languages like English at the expense of the local languages, Kiswahili being one of them. It is clear that, all along from colonial times to post-colonial times, our schools have come up with language policies which are rarely implemented. For children to develop fluency in Kiswahili and perform well in Kiswahili, at all education levels, they must have a good foundation of the language fluency at secondary level. This can only be achieved if teachers will come up with language policies that must be adopted and be implemented at school hence the focus of the present study on roles of school language policies in enhancing teaching/learning of Kiswahili in Wajir East-Sub-County. Next chapter will highlight research design and methodology used in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents research methodology. It comprises research design, population, sampling and sample size, instruments of data collection, validity and reliability of the data collection instruments, procedure for data collection and ethical consideration.

3.2 Research Design

Kombo and Tromp (2006) define research design as the structure of research. It is the 'glue' that holds all of the elements in a research project together. Orodho (2003) defines it as the scheme, outline or a plan that is used to generate answers to research problems. The study adopted a descriptive survey design. Orodho (2009) views survey as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It is the most frequently used method for collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues.

Lokesh (1984) notes that descriptive survey research studies are designed to obtain information concerning the current situation and other phenomena and whatever possible, to draw valid conclusion from facts discussed. Survey design helps collect .data from the population that is too large to be observed directly. The aim of survey design is to collect information from a sample that is a representative of the population as a whole, and generalizability that is, it will enable the researcher to use the data to make plans for, or predictions regarding the total population, it helps the researcher to ascertain attitudes and opinions as well as factual information.

Questions can be asked on a range of varied subjects in one questionnaire and analysis can yield unexpected insights into the population being studied. Boit and Wanyama(2013:33)saythat: “survey design uses individuals and (not groups) as respondents, in other words, every response is from a separate group.” A survey design was appropriate because, it enabled the researcher to obtain pertinent and precise information concerning status of the role of language policies in teaching/learning of Kiswahili in Wajir East, Sub-County. The researcher found descriptive survey appropriate in this study for it enabled him explore the role of school language policies in enhancing teaching and learning of Kiswahili, explore challenges faced by educators and learners in the implementation of these policies and also draw possible solutions to challenges identified.

3.3 Area of Study

The study was conducted in public secondary schools of Wajir East Sub-County, Wajir County, Kenya. The area is rural and borders Wajir North, Eldas, Tarbaj, Wajir West and Wajir South Sub-Counties. Wajir-East Sub-County is situated approximately 150 kilometers North of Garissa town and on the Garissa-Manderaroad and has a total population of 112,572 people with 17,517 voters as portrayed in appendix G. The region is mainly rural, has sandy soils and rarely receives rainfall. The major economic activity is livestock keeping though nowadays residents conduct small scale irrigation farming on vegetables. The area is flat and experience floods during heavy rains. Wajir East Sub-County was ideal for the study because the performance of Kiswahili has been dismal for the last five years therefore there was need for urgent attention. In the past, no study had been done in the same locale to address the issue on language policies and its influence to teaching/learning of Kiswahili. In addition,

frequent use of Somali, Borana and Sheng languages among students in Wajirmade Wajir East Sub-County appropriate for the study.

3.4 Target Population

The target population is the total number of participants or the total population of interest of study (Boit&Wanyama: 2013). Borg and Gall (1989) define population as all members of a real or hypothetical set of people, events or objects to which an investigator wishes to generalize the results of a study. According to Mbesa (2006) population is the entire group of people, events or things of interest the researcher wishes to investigate. Wajir East Sub-County has 10 schools with a total population of 1200 students and 200 teachers. The study was carried out in 8 secondary schools, 200 students and 30 teachers of Kiswahili were selected for inclusion in the study. Head of languages department and head teachers of the sampled schools were also included in the study. Wajir East Sub-County was selected because; it has all along recorded varied results in Kiswahili language at the level of County and Kenya National Examinations evidenced by results of 2013 and the previous years, even when most schools have language policies in place. The frequent use of Sheng, English and first language among learners and teachers necessitated the need to carry out this research. Results indicated that, while some schools did well in Kiswahili others performed poorly. The current study was to unravel the reason behind this poor performance in relation to roles played by language policies.

3.5 Sampling Procedure and Sample Size

According to Kombo (2006), sampling is the act, process or technique of selecting a suitable part of a population for the purpose of determining parameters or characteristics of the whole population. Purposive sampling was used in selecting 8

schools for research since the sample represented the entire population. Purposive sampling is also referred to as judgment sampling. It is the process of selecting a sample that is believed to be a representative of a given population (Gay: 1981). The researcher selects a sample based on his experience and knowledge of the group to be sampled. Purposive sampling was used in selecting 30 teachers of Kiswahili, heads of languages department and head teachers of the sampled schools since they are directly involved in formulation of school policies, where language policies are inclusive. Simple random sampling was done in selecting 200 students from the sampled schools this was in tandem to selection of 25 students from each school. The researcher folded pieces of papers with a secret code written on only 25 papers. Students were asked to pick pieces of papers; those picked papers with a labeled secret code were included in the study. According to Frankel and Wallen (1999), simple random sampling ensures that each element in the population has equal and independent chances of being selected.

3.6. Questionnaire for Teachers

The questionnaire involves the use of written down items to which the respondent individually responds in writing. The questionnaire was divided into three sections. Section A had demographic information of respondents. Section B sought to identify the various language policies in school, implementation process and the possible challenges faced. Section C helped determine the role of these policies in enhancing teaching/learning, the attitudes of learners towards Kiswahili and section D sought to find out possible solutions to challenges faced in the implementation of school language policies. Closed and open ended questions were incorporated in the questionnaire. The 5-point Likert rating scale was used in measuring perception,

attitude, values and behaviors of the respondents as seen in appendix B for teachers. The researcher chose this method of data collection, because: it was to assist him collect information from distant respondents, it was cost effective, easy to administer and collection of data was straight forward. Questionnaire technique helped the researcher to plan questions well and modify them to capture the characteristics of variables under study.

3.6.1 Questionnaire for students

Questionnaire for students sought to determine their demographic data, their general performance in Kiswahili, their opinions on presence of language policies in school, implementation of these policies and their attitudes towards school language policies. Learners were also required to give a brief explanation on their role in implementation of school language policies and challenges they encounter in implementation of these policies (see appendix C).

3.6.2 Interview Guide for Head Teachers

Interview is oral, vocal questioning technique or discussion with the respondent. The researcher used interview method to find out challenges faced by the administration in implementing school language policies. The researcher used probes to investigate each challenge identified (see appendix D). The technique involved face to face interaction between head teachers and the researcher leading to self-report. This technique was used to collect data because it is flexible and adaptable, the researcher can note facial expressions, gestures and hesitations when engaging the respondent and at the same time, it helped the researcher to authenticate the responses. Besides, the researcher can explore issues raised and discuss attitudes, feelings and beliefs

more easily with head teachers. Responses from the interviewee were recorded and analyzed. The researcher asked head teachers to suggest possible solutions to challenges on language policy implementation in their respective schools.

3.6.3 Observation Schedule

The observation schedule consisted of a checklist which had items that sought information of learners' involvement in class as they learn and interact with each other during teaching and learning processes in class. The researcher also observed language used by students during break time, lunch and games time. This enabled the researcher identify the learner's level of competence in Kiswahili. On the same note, the researcher assessed the language used by teachers inside classroom and within school vicinity. This schedule comprised of behavior in Kiswahili skills ranging from reading skills, speaking skills, use of mother tongue, teacher's level of Kiswahili competence, use of sheng and English, presence of journalism and "*chama cha Kiswahili*," debating and journalism clubs, use of role plays in teaching learning of Kiswahili (see appendix E). The researcher marked against these activities to identify whether or not they were incorporated in teaching/learning process in classroom situations. Observation was used by the researcher since it avoided biasness and overcame language barriers among respondents.

3.6.4 Document analysis

Document analysis involves deriving information by carefully studying written documents, or visual information from sources called documents which could be: textbooks, newsletters, articles, pictures and minutes of meetings held. The researcher conducted an investigation on the presence of clear guidelines in relation to language policies in the selected schools. This was done through inquiring from the language

departmental minutes, staff meeting minutes, school rules and regulations, school publications, and minutes of the prefects meetings. The researcher conducted an investigation on the performance of Kiswahili through county evaluation and national examinations this helped him ascertain poor performance witnessed in Wajir East secondary schools and yet language policies are put in place.

3.7 Pilot Study

This is the testing of the research instruments to a small representative sample identical to, but not including the group of the study to test validity and reliability. Pilot survey is the replica and rehearsal by the main study. It brings to the light the weaknesses (if any) of the instruments of study. From the experience gained in this way, improvements of the questionnaire can be effected (Kothari: 2004). The researcher presented study instruments to two schools in person and collected them afterwards to determine their validity with the help of supervisors. The selection of the sample for piloting was based on assertion by Mulusa (1999) that, about ten respondents represent the target population in all the major respects used in a study. The schools in the pilot study were not involved in the actual study. The study questionnaires were repeated with a selected pilot sample with similar characteristics to the actual sample. This helped in checking the deficiencies of the research instruments.

3.8 Validity of Research Instruments

Validity is the accuracy and meaningfulness of inferences based on research results (Mugenda and Mugenda: 2003). According to Borg and Gall (1989) validity is the degree to which an instrument measures well what it purports to measure. To test for content validity, the researcher conducted a pilot study of the questionnaire, interview

guide and observation. Test items were simplified to make it identifiable and understandable by the respondents. The interview guide was made simple and clear, observation schedule was modified to capture the characteristics under investigation for instance language used in and outside class. The questionnaires, observation schedule and interview guide were presented to the two supervisors who assessed their relevance and suitability in data collection. Their comments and suggestions were incorporated to improve validity of the instruments.

3.9 Reliability of Research Instruments

According to Mugenda and Mugenda (1999) reliability is a measure of degree to which a research instrument will yield constant results after repeated trials. Orodho (2009) observes that reliability of an instrument is the consistence in producing similar results over a period of repeated trials. Macmillan and Schumacher (2001) define reliability as the consistency of measurements; that is, the extent to which a measure is free from errors. Kothari (2004) and Kerlinger (1993) observed that, for data to be reliable, it must have the ability to consistently yield the same results when repeated measurements are taken under the same conditions. Piloting was done to test reliability. Spearman's brown formula was used to determine reliability of the research instruments with the "r" value of 0.89. During piloting, correction and modification of the instruments was done. Additional test items in questionnaire and pretesting of the observation forms were conducted to capture information that may have been left out and ensure that the instruments were comprehensive and detailed enough to collect the required information. This supports the view of Best and Khan (1986) who stressed that the longer a test is the more internal consistency it has.

3.9.1 Procedure for Data Collection

Data collection of the study involved getting an introductory letter from Moi University. The researcher obtained a research permit and research authorization letter from the Ministry of Education Science and Technology in Nairobi (NACOSTI gave out research license) and then reported to Wajir East Sub-County Education and then to the County Director of education giving each a copy of the research permit and letter of authorization before embarking on research. The researcher visited sampled schools and introduced himself, with the letter to the respondents; administered questionnaires to teachers of Kiswahili and students. Classroom observation during Kiswahili lesson delivery was done, language used by learners during short breaks, lunch breaks and games was also observed. Information gathered through observation schedule was recorded as observed. The researcher conducted interviews with head teachers on the same day their respective schools were visited. Document analysis was carried out through the assistance of head of language departments and head teachers of the sampled schools. The questionnaires were collected on the same day.

3.9.2 Data processing and analysis

After collection of questionnaires and interview schedules, data was appropriately organized into themes, categories and patterns relevant to the study, coded and entered into the computer for analysis with the help of Statistical Package for Social Sciences (SPSS). Interview manuscript was initially coded into thematic categories; any response related to more than one category was coded into relevant categories. Results were presented using tables on the basis of the research objectives. Analysis was done using inferential statistics based on Pearson's product moment correlation coefficient and Spearman's rank correlation coefficient. The two methods were used to minimize their weaknesses and maximize their strengths; they also help determine

clear characteristics and relationship that exists between these variables while showing the degree and direction of the relationship. SPSS package was chosen as the most applied statistical package in social science because it offers the possibilities of wide range of statistical analysis.

3.9.3 Ethical considerations

These are measures that were taken by the researcher to maintain human dignity, (Seed House: 1988). The concept of non-maleficence (avoidance of harm to the subjects by act or omission) and beneficence (the capacity to do well to others and you) was considered. On the same note, the subjects were assured anonymity that is, the researcher assured respondents that the information given is purely for research and not for victimization or any other purpose; subjects were not supposed to write their names on the questionnaire. Autonomy was the key issue in this research whereby, the subjects were accorded opportunity to decide on whether or not to participate in this research. This was achieved through presenting both verbal and written information to individuals so that, they could make informed decision on whether or not to participate in the study. The researcher assured confidentiality to the respondents.

3.9.4 Summary

This chapter has dealt on how research methodology was carried out during the study. The chapter has expounded on the research design, area of study, the target population, the sample size and the sampling technique. Research instruments used their relevance in terms of validity, reliability and pilot study has not been left out in this chapter. Data collection procedure, data processing, data analysis and ethical

consideration used have been explained in this chapter. Next chapter deals with data analysis, presentation, interpretation and discussion.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The main purpose of this study was to investigate the role of school language policies in enhancing teaching/learning of Kiswahili in public secondary schools in Wajir East Sub-County, Wajir County. This chapter deals with data presentation, analysis, interpretation and discussions made from the themes under the objectives of the study. The objectives of this study were: to establish school language policies pursued by schools in Wajir East Sub-County, to assess the role of administration, teachers and students in implementation of school language policies, to investigate the attitude of learners towards school language policies and finally to determine challenges faced in implementation of school language policies. Respondents of this research were: students, teachers of Kiswahili, principals and head of language departments. The return rate of the student's questionnaires was 96% while teachers, principals and head of language departments had a return of 100%. The research data was analyzed by use of descriptive and inferential statistics. Tables were used to supplement the qualitative discussion covering the open-ended questions. Information was presented by pie charts and tables. Descriptive nature of the research led the researcher to discuss in detail the various problems and issues found in this study. The following subsection presents the background information and the research objectives.

4.2 Background Information and Characteristics of the Sample

The study sample consisted of 8 school principals out of whom 7 were male while 1 was female, 30 teachers of Kiswahili out of whom 23 were male while 7 were female and 192 students out of whom 126 were male while 66 were female as indicated in Table 4.1

Table 4.1: Number of Respondents of the Study and Their Gender

Respondent	Male	Female	Male %	Female%
Principals	7	1	87.5%	12.5%
Swahili teachers	23	7	76.67%	23.3%
Students	126	66	65.63%	34.37%
Total	156	74	67.83%	32.17%

Table 4.1 shows that, out of the eight principals, 87.5% were male while 12.5% represented female. It was also found that out of the 30 teachers of Kiswahili, 76.67% were male while the remaining 23.3% represented female. On the side of students, 67.83% represented male students while the remainder 32.17% represented females. This depicted that Wajir East Sub-County society undermined girl child education.

Table 4.2: School Category, Number and Their Sex Status.

School category	Boys	Girls	Mixed
National	1	1	0
County	1	0	0
District	0	0	5
Total	2	1	5

4.3 Teachers' Age

The study sought to know the teachers' age. Figure 4 depicts the teachers' age bracket.

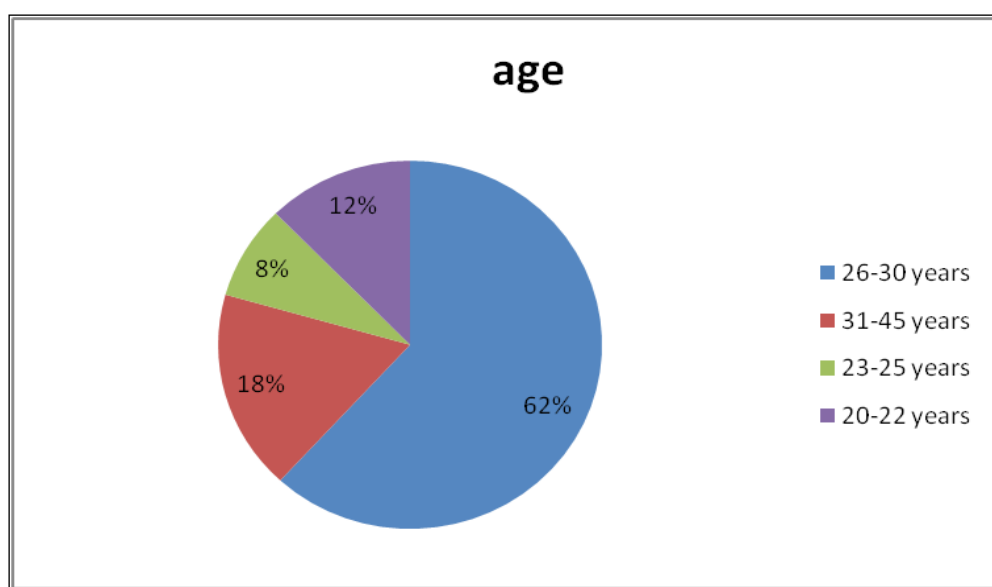


Figure 4.1 Teachers' age

Figure 4.1 shows, most teachers teaching Kiswahili were young 62% of them aged 26-30 years, 8% aged 23-25 years, 12% aged 20-22 years and 18% aged 31-45 years. This meant that young teachers are better positioned to ensure language policies are properly and fairly implemented to ensure improved teaching and learning process of Kiswahili.

4.4 Teacher's Professional Qualification

The study sought to know the teacher's professional qualification. Table 4.3 shows teacher's professional qualification.

Table 4.3: Teacher's Professional Qualification

Qualification	Frequency	Percent
Diploma	4	13.4
B.A	1	3.3
B.E.D	24	80
M.E.D	1	3.3
Total	30	100.0

Table 4.3 depicts that teachers were qualified professionally to teach Kiswahili; 1(3.3%) teacher had master's degree, 24(80%) teachers had a bachelor of education degree, 1(3.3%) teacher had a Bachelor of Arts degree and 4(13.4%) teachers had diploma in education. This attests the fact that they are better positioned to handle language concepts as depicted by Corpus theory on language planning, advanced by Ellis (2005) who argues that, teacher training is very important in implementation of language policies. Huron (1977), study in Malaysia found out that, there is a correlation between length of teacher training and students achievement. This conforms to Ogero(2012) in Kisii County Kenya who found out that trained teachers post good results as compared to untrained teachers.

Corpus theory on language planning depicts the task of educationists as people who incorporate new language norms into classroom practice and into the body of spoken discourse by means of teacher training. Liddicoat (2005) examines corpus planning in relation to language teaching and research. It focuses on nature of the language to be taught and learned. Liddicoat writes of lexical, grammatical developments of the language in question. It digs much on the syllabus and material development and the modification of these materials by a professional teacher in the classroom instruction

process. It is at this point that, the language teaching and learning implications of corpus planning becomes most evident, particularly as teachers are often involved in syllabus, materials development and modification for use in the classroom situation.

4.5 Other Subjects the Teacher is Trained to Teach

The researcher sought to know other subjects the teacher has trained to teach. Table 4.5 shows the second teaching subject by teachers of Kiswahili.

Table 4.4 Other subjects the teacher is trained to teach.

Subject	Frequency	Percent
Geography	9	30.0
History	14	46.7
Religious studies	3	10.0
Others	4	13.3
Total	30	100.0

Table 4.4 shows that, 9(30.0%) teachers have trained Geography as a second teaching subject; 14(46.7%) teachers trained History as a second teaching subject, 3(10.0%) teachers trained Islamic Religious Studies as a second teaching subject while 4(13.3%) teachers trained at least second teaching subject. This therefore showed that, most teachers of Kiswahili taught another second subject of which the instructional media is usually in English. The researcher found out that, this is could be the reason as to why teachers of Kiswahili code mix language when teaching/learning Kiswahili since they teach at least two lessons instructed through English.

4.6 Research Objective 1: To Determine Language Policies Pursued By Schools.

The researcher sought to determine language policies pursued by schools. The following policies were identified:

4.6.1 English and Kiswahili as a mode of communication in school setting

From observations carried out by the researcher, it was clear in school rules, staff and prefects minutes that language of communication within the school setting was Kiswahili or English. The researcher sought to investigate teachers of Kiswahili on how frequent learners observed this policy by speaking in Kiswahili. Teachers' responses are presented in Table 4.5.

Table 4.5: Kiswahili as a Mode of Communication in a School Setting.

Responses	Frequency	Percent
Often	15	50.0
Rarely	11	36.7
Never	4	13.3
Total	30	100.0

Table 4.5 shows that 15(50%) teachers confirmed they often witness and engage learners in speaking Kiswahili, 11(36.7%) teachers said they rarely witness learners speak in Kiswahili but rather hear them speak in first language; while 4(13.3%) teachers responded that, they never hear their learners speak in Kiswahili. The debate on the use of African languages as instructional media has been there for some time now. It has been said often times that a human being learns best if educated in their language and it follows that African languages Kiswahili being one of them are the best media for education of the African peoples according to UNESCO Report in African languages as instructional media (1999).

4.6.2 Days set aside for English and Kiswahili use

The document analysis done by the researcher affirmed that, there were specific days put aside by the school administration and language department for Kiswahili and English communication within the school setting. This language policy was to inculcate a sense of positive attitude towards these subjects and improve language speaking skills of the learner and consequently lead to better results. The researcher

therefore; sought to determine whether this policy was adhered to by schools. Table 4.6 represents teachers' responses.

Table 4.6: Days set aside for English and Kiswahili language use

Response	Frequency	Percent
There are days set aside	23	76.7
No days set aside	7	23.3
Total	30	100.3

Table 4.6 shows that 23(76.7%) teachers said there were specific days set aside for English and Kiswahili communication within the school setting; while 7(23.3%) teachers said there were no specific days set aside for English and Kiswahili communication therefore, learners opt to use any language they wish in the school setting.

4.6.3 Compulsory reporting in school with language novels by new comers and Form One students.

The researcher found out that, 5(62.5%) schools directed new comers and students joining form one to come with at least two Kiswahili and English novels. For instance, the researcher found out in one school, the head of department attested, that it was in their policy statements that new comers report with three Kiswahili novels like: *Walenisi*, *Mzimuwa Watuwa Kale* and *Kipimo cha Mizani*, three English novels for instance: *A man of the People*, *Not yet Uhuru* and *The Grain of Wheat*. The researcher investigated from learners the existence of such language policy in school. Table 4.7 represents the responses.

Table 4.7: Compulsory Reporting With Language Novels by New Comers and Form One Students

Response	Frequency	Percent (%)
Often	120	62.50
Rarely	40	20.83
Never	32	16.67
Total	192	100.0

Table 4.7 shows that 120(62.50%) students affirmed they are directed by school administration and language teachers to report with language novels during school intake sessions, 40(20.83%) students said they are rarely asked to report with language novels during intake progress while 32(16.67%) students asserted they were never directed to report in school with language novels. Status theory on language planning deals with policy development such as access to resource materials and evaluation of these policies.

From these findings, it was affirmed that most schools asked their learners to report with language novels. Teachers of Kiswahili asserted that, Language acquisition ranges from reading, communicating, speaking and listening skills; if these skills are

achieved through wider reading, improved teaching/learning of Kiswahili takes place easily. The significance of this policy was to improve implementation process of language policy in school through equipping learners with adequate reading skills which in turn improves their level of language competence skills and improved teaching/learning of Kiswahili.

4.6.4 Kiswahili Role plays

From the interview conducted, the researcher found out that, it was well stipulated in school staff and languages departmental meetings that learners are involved in language role plays in order to inculcate language competence skills among them. On this note, the researcher opted to investigate whether teachers of Kiswahili heeded the idea. The responses of teachers on whether or not they engage learners in Kiswahili role plays during teaching/learning of Kiswahili are as shown in Figure 4.2

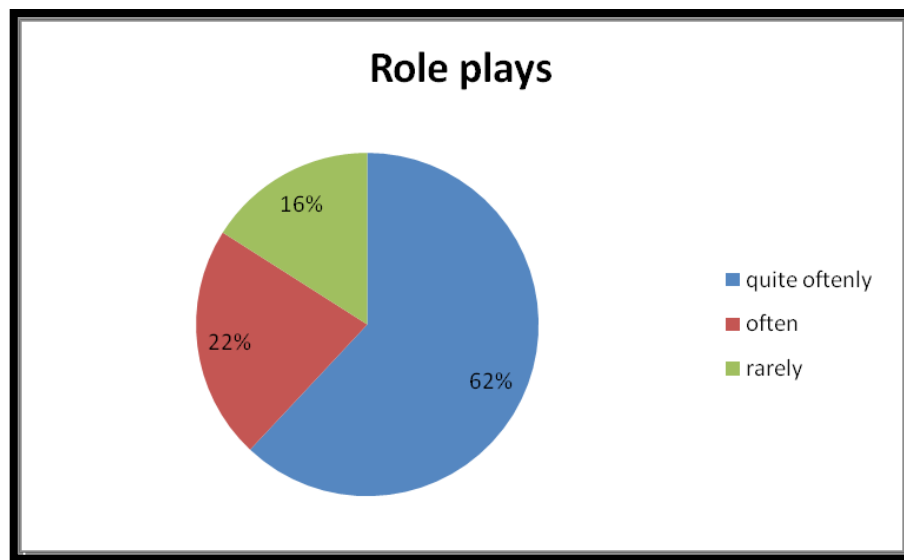


Figure 4.2: Participation of Kiswahili Role Play Activities.

Figure 4.2 shows that, 19(62%) teachers of Kiswahili often allow learners to participate in role plays during teaching/learning process; 5(16%) teachers of Kiswahili said they rarely allow learners to participate in role play while, 6(22%) teachers responded that they did not allow learners to participate in role play

when teaching/learning of Kiswahili meaning that teachers did not take their role seriously on implementation process of language policies. Theory on language planning underscores the importance of development of language terminologies through pronunciation (Ellis: 2005).

The researcher observed incorporation of this concept in involving learners on role plays, participation of learners in school symposiums, debating clubs and writing of articles in school magazines. True learning takes place when students are actively involved through participation of role plays and drama (Poorman: 2002). The result of involvement is increased learning (Fog: 2001). In this way, learners are able to explore their language skills and its acquisition in a broader perspective thereby enhancing teaching/learning of Kiswahili. Ellis theory also depicts out the evaluation process on language policy which is done by teachers through role plays where learners are engaged to speak in Kiswahili for evaluating whether speaking skills have been learnt.

4.6.5 Participation in Kiswahili symposia

It was evident from the languages head of departments that, language symposia were among the language policies pursued by schools, that each learner had to participate in these symposia on specific weekdays put aside for the same. The researcher sought to know whether Teachers of Kiswahili encouraged learners to interact with one another through the language symposia in teaching and learning of Kiswahili. Teachers' responses are as depicted in table 4.8.

Table 4.8: Teachers' involvement of learners in symposium Participation

Response	Frequency	percentage
Often	19	63.4
Rarely	10	33.3

Never	1	3.3
Total	30	100.0

Table 4.8 shows that, 19(63.4%) teachers said they often allow learners to participate in language symposia especially in Kiswahili; 10(33.3%) teachers said they rarely give learners opportunity to participate in Kiswahili symposiums, while 1(3.3%) teacher said she never involved her students in symposium events during teaching learning of Kiswahili. During the study, the researcher witnessed students participating in a symposium forum of which was later followed with awards to best presenters by school administration and language teachers. When learners are frequently engaged in language forum symposia, it then follows that their language acquisition competency is developed alongside implementation of school language policies. This leads to improved teaching/learning process of Kiswahili through competency in the four language skills that is reading, speaking, listening and writing. The researcher interrogated further to know whether students participated in this language event during learning. Their responses are presented in figure 4.3.

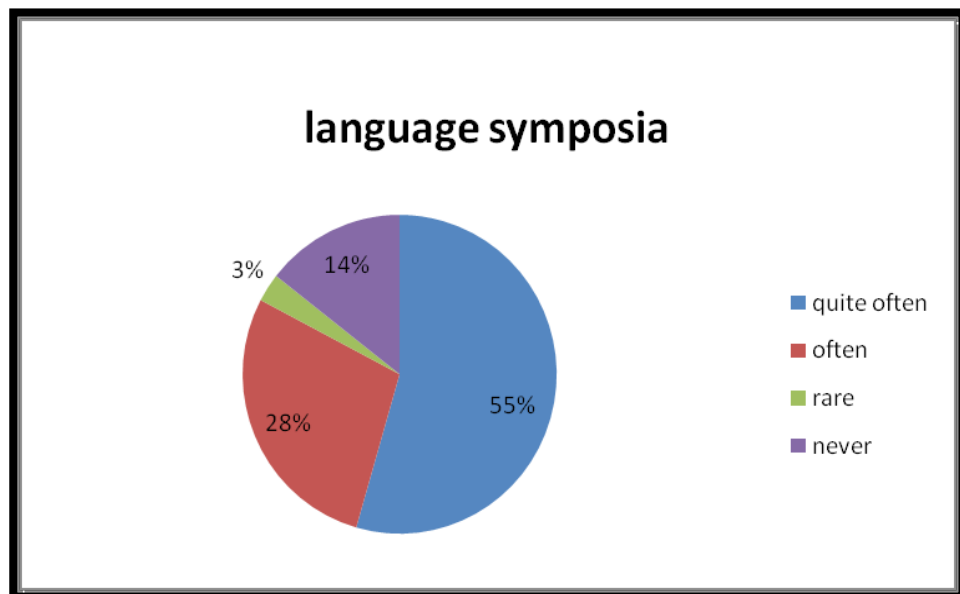


Figure4.3: Students Participation in Language Symposia

Figure 4.3 shows that 106(55%) students quite often participated in language symposia, 6(3%) rarely participated in language symposia, 54(28) students often participated in Kiswahili language symposia and 26(14%) never participated in language symposia. From figure 4.3 above, 160(83%) students participated in language a symposium which isa clear indication that schools ratified language policies and incorporated it to teaching and learning of Kiswahili.

4.6.6 Participation in school magazine writing sessions

From the document analysis the researcher found out that, learners' participation in writing school magazine articles was one of the language policies that were spearheaded by language teachers to develop learners' language acquisition skills. In relation to this, the researcher affirmed that there existed articles written by learners in school magazines. These magazines were written yearly, focusing on discipline, education, spiritual growth and socialization aspect (jokes). In addition, these articles were written in English, Kiswahili and *sheng*. The researcher sought to investigate the extent to which teachers of Kiswahili allowed learners participate in writing articles in the school magazine. Table 4.9 shows teachers' responses.

Table 4.9: Participation of Learners in School Magazine Articles Writing

Teachers' Responses	Frequency	Percent
Often	16	53.3
Rarely	9	30
Never	5	16.7
Total	30	100.0

As shown inTable 4.9, 16(53.3%) teachers ascertained that, they often involve learners in writing articles in the school magazines; 9(30%) teachers said that they rarely involve learners in drafting articles in school magazines, while 5(16.7%)

teachers confirmed they never indulge learners in writing articles in school magazines. The researcher further engaged the learners with questionnaires to assess whether they write articles in school magazines. Their responses are as presented in figure 4.4.

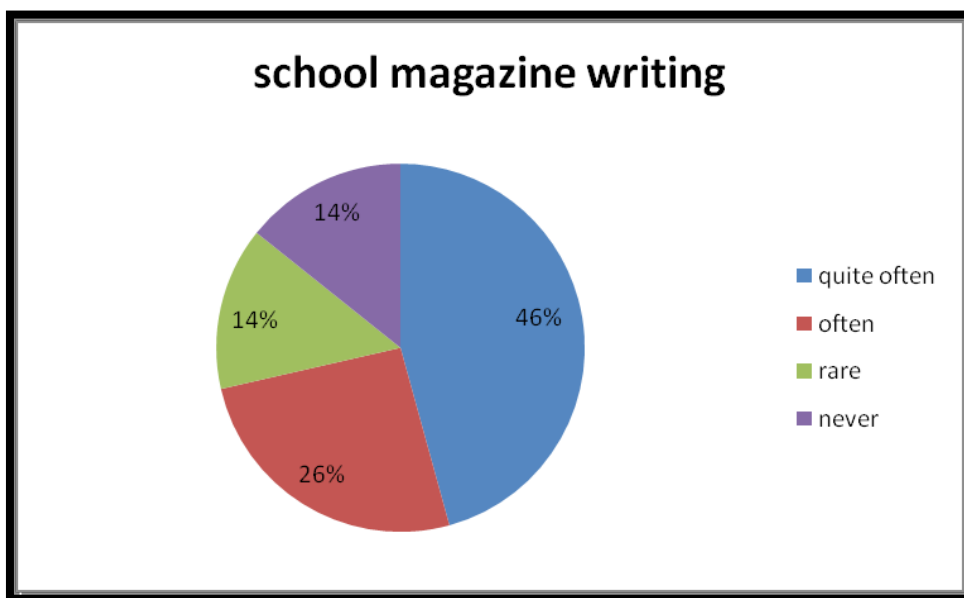


Figure 4.4: Students' Response on School Magazine Article Writing

Figure 4.4 responses, 88(46%) students confirmed they often participate in writing articles in school magazines; 27(14%) students said they rarely participate in writing school magazine. 27 (14%) students ascertained they never participated in writing school magazines before; while 50(26%) students said they often participate in article writing activities. From these responses, it is clear that there are language policies put in place by schools in order to highlight language challenges and solutions to such challenges. The researcher observed that, schools which observed official language of communication (English and Kiswahili), set days aside for speaking of these languages, asked their learners to report in school with language novels improved interaction process between the learner and the teacher during teaching/learning of Kiswahili, thereby registering improved results in Kiswahili. According to the

UNESCO Report (1999) a firm language policy should be followed by strong commitment to the development of especially the chosen language and creation of the necessary infrastructure for their development like the creation of national language programs, institutes for language and curriculum development, setting up special centers for production and publication of relatively low cost materials of their own language in education will make this ideal a reality.

Haugen (1987) gives a domain in which languages should be taught, elaborated and be implemented in schools. Haugen argued that the process of implementing language policies revolves around institutions producing newspapers, textbooks and other publications as well as the use of the language in mass communication. Rubin (1973) ascertains that, use of language in mass communication and publication of articles provides an optimum level for learners to develop competency in language acquisition skills as part of implementation process of language policies. Shiundu (1992) observed that students want a teacher who motivates them to speak more and more in classroom and outside. Haugen further depicts the role of teachers in implementation of these policies. Baldauf and Ingram (2003), Curson (1999) and Tollefson (2002) write on language maintenance, requisition, second language learning and language shift; goals and implementation of such goals.

4.6.7 Participation in journalism club in school.

Participation of learners in journalism clubs was one of the language policy advocated by schools. The researcher sought to investigate from teachers of Kiswahili whether the schools had well established journalism club to equip the learners with good language acquisition skills like communicative ability, fluency in Kiswahili speaking,

and nurturing talents like news presenters and reporters. Their responses are as shown in Table 4.10.

Table 4.10: Participation in Journalism Club in School.

Teachers' responses	Frequency	Percentages
Often	16	53.7
Rarely	7	23.3
Never	7	23.3
Total	30	100.0

Table 4.10 shows that, 16(53.7%) teachers said they often allow students to attend and participate in journalism club activities like Kiswahili news presentation at parade on Fridays and Mondays, 7(23.3%) teachers said they rarely assist learners in nurturing their talents through journalism activities while 7(23.3%) teachers said they have never allowed learners to participate in journalism club activities. From the content analysis, the researcher confirmed that schools offered journalism club and had actually ratified it in school rules, whereby each learner was expected to write at least one article in school magazine every year both in Kiswahili and English. Language heads of department presented minutes of journalism club which depicted various deliberations and club plans discussed in their meetings.

4.6.8 Debating club activities

Kiswahili Learning needs frequent use of language. The more the learner is involved in learning activities such as presentation of topics in public, asking and answering questions, the more the learner learns (Vygotsky: 1987). When the learners participate in debates they get time to practice different vocabularies, different sentence structures since as he expresses himself he chooses the appropriate words. Additionally it is during such activities that peer mediation takes place. The learners are able to learn from each other and correct one another. The researcher ascertained from language departments that it is a language policy for each learner to belong to a debating club. The researcher sought to determine the extent to which teachers of

Kiswahili involve their learners in debating activities. Their responses are as shown in Table 4.11.

Table 4.11: Debating Club Activities

Responses	Frequency	Percent
Often	21	70.0
Rarely	9	30.0
Total	30	100.0

Table 4.11 shows that 21(70%) teachers said they often allow learners to participate in debating activities and therefore; incorporate it to teaching/learning of Kiswahili. 9(30%) teachers said they rarely allow learners participate in debating club activities. The information is presented in Figure 4.5.

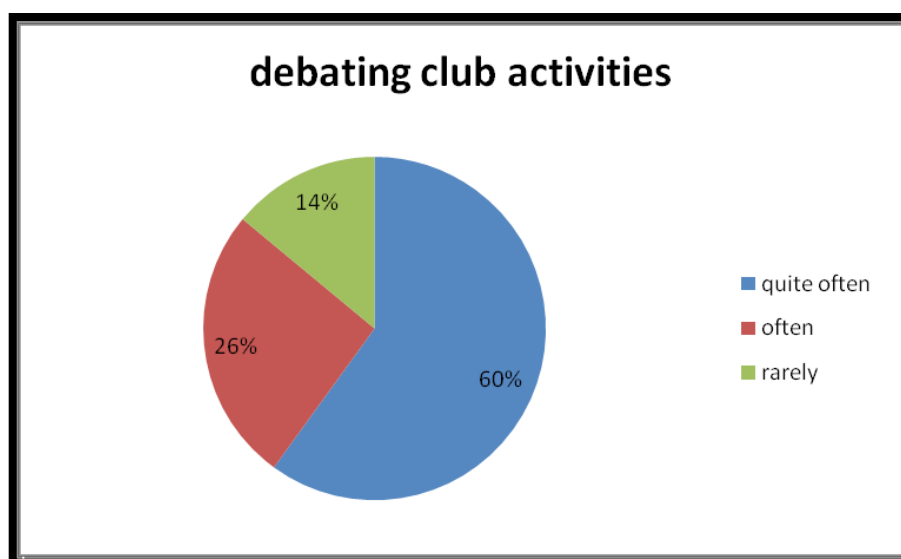


Figure 4.5: Debating Club Activities Participation by Learners

Figure 4.5 shows that, 115(60%) learners said they quite often participate in debating activities, 50(26%) said they often participated in debating club activities while, 27(14%) of the learners said they rarely participated in Kiswahili debating activities. During observation schedules, the researcher observed students conduct debating sessions which were directed by language teachers. This implied that teachers of Kiswahili played a greater role in implementation of school language policies. Learners were subjected to debates on current emerging issues in society such as:

corruption, human rights, democracy developing countries, effects of global warming and environmental conservation. Learners were expected to prepare these topics a week earlier before actual presentations were done. The significance of these debates was to improve learners' oratory skills which in turn are translated into class room teaching/learning of Kiswahili speaking skills.

4.7 Objective 2: To Determine Role of Teachers in Implementation of School Language Policies.

In this objective, the researcher sought to investigate the role played by teachers of Kiswahili and teachers of other subjects in promoting implementation of school language policies.

4.7.1 English, Kiswahili and first language as a mode of communication among teachers.

The research sought to investigate from teachers of Kiswahili on how often they use English during interacting or teaching Kiswahili. Their responses are shown in Figure 4.6.

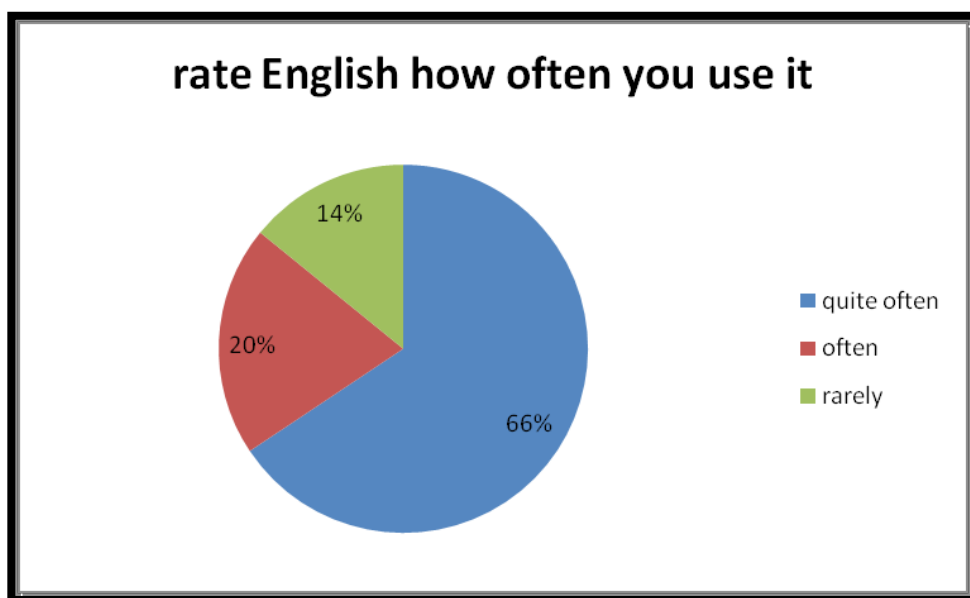


Figure 4.6: Rating English and How Often Teachers of Kiswahili Use It.

Figure 4.6 shows that, 20(66%) teachers quite often spoke in English when interacting and teaching Kiswahili, 6(20%) teachers said they rarely use English when interacting and teaching Kiswahili subject, while 4(14%) teachers said they rarely use English when relating with learners or teaching Kiswahili. During the field study, the researcher witnessed teachers of Kiswahili conversing in local language within the school vicinity. The 26(86%) teachers conversed in English since the second subject was to be taught in English. On the same note, the researcher sought to investigate from teachers of Kiswahili on how often they communicate in Kiswahili when teaching and interacting with learners. Responses are presented in Figure 4.7.

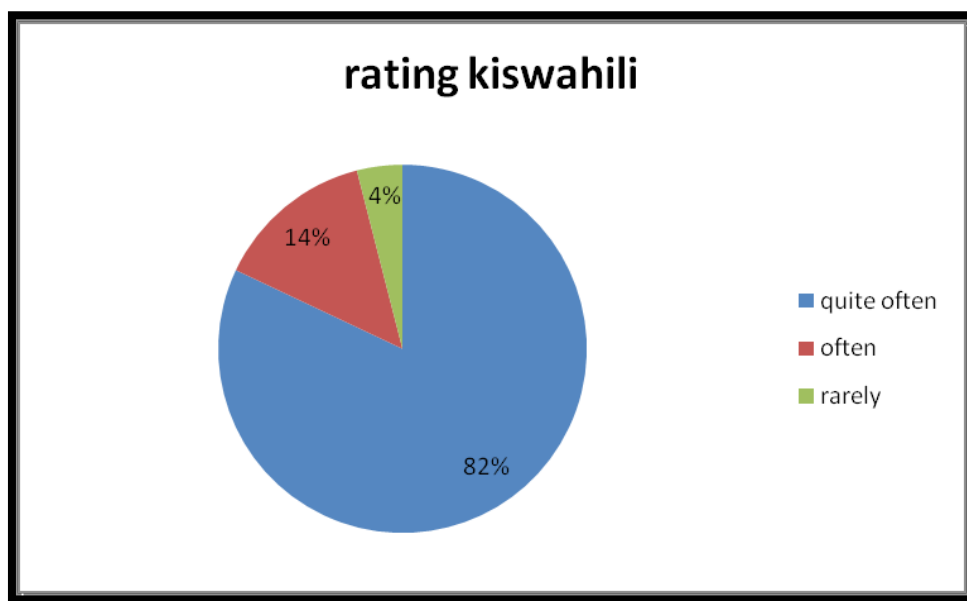


Figure 4.7: Rating Kiswahili Use by Teachers of Kiswahili

Figure 4.7 responses show that, 25(82%) teachers quite often used Kiswahili when teaching and interacting with learners, 4(14%) teachers often used Kiswahili when interacting with learners while 1(4%) teacher said he rarely uses Kiswahili in interacting with learners. The researcher sought to investigate from teachers of Kiswahili on how often they use first language when teaching/learning and interacting with learners; their responses are presented in Table 4.12.

Table 4.12: Use of First Language Amongst Teachers Of Kiswahili

Responses	Frequency	Percent
Often	1	3.4
Rarely	4	13.3
Never	25	83.3
Total	30	100.0

Table 4.12 shows that, 25(83.3%) teachers never used first language during teaching/learning and interacting with learners. It was also noted that 4(13.3%) teachers rarely used first language when teaching/learning of Kiswahili while 1(3.4%) teacher said he often used the first language in teaching/learning and interacting with learners in school. It is evident from the responses that teachers of Kiswahili usually speak in English when interacting and teaching learners. One teacher said this:

“Some concepts are very hard and abstract and therefore they cannot be comprehended by learners easily, this calls for code-mixing for learners to grasp the content taught.” (Mutua: 2014, teacher of Kiswahili).

In one of the mixed school parade assembly, the researcher witnessed a head teacher giving instructions to learners using first language (Somali). The head of department of the school in question had the following to say:

“It is in our school language policies that we use Kiswahili language as a mode of communication during Mondays and Tuesdays, English be used on Wednesdays and Thursdays while both languages be used on Fridays...unfortunately teachers as custodians of such policies are in forefront of breaching such laws.”(Protus:2014,teacherof Kiswahili).

From the document analysis carried out by the researcher, such language policies were well stipulated in minutes of teachers’ staff and language departmental meetings. One of the teachers of Kiswahili had the following to say:

“Our language policies such as Debating clubs, Chama cha Kiswahili, Journalism club, language exam competitions, officialization of Kiswahili and English as a mode communication, setting specific days

for communication of such languages, rewarding good performers of languages, subjecting penalties to learners who breach such policies, teachers being an example to the learners in fluency speaking of the stipulated language...are written good concepts of inculcating competency of language skills to our learners, unfortunately, they are on paper and never implemented by teachers.” (Ismail:2014, teacher of Kiswahili).

One of principal from a girl's school said this:

It is hard to implement the language policies here since most of our parents are not learned therefore; language insemination skills is left with the teacher, parents have no role to play for the same...it is also challenging since some of our teachers who originate from this community, opt to use the first language when relating with our learners.”(Zainab: 2014, head teacher).

Code mixing down plays the concept raised by Mac nab's theory (1989) on language planning which argued that, the task of the educationists is to incorporate new language norms into classroom practice. This agrees with Ogero (2012) findings that, most teachers and students code-mixed when teaching/learning in school, even when they are aware that language policies are in place. The researcher observed that, teachers of Kiswahili who often speak in fluent Kiswahili posed a good example to learners which in turn led to stable implementation of language policies in schools leading to effective teaching/learning of Kiswahili. On this perspective, Shiundu and Omulando (1992) asserts that, teachers should be an example in fluency speaking of language and correct learners carefully to avoid hurting them since they have not sufficiently developed language skills. In educational sector, teachers have complained in various for that the code interferes with formal language learning inside classroom. This is because students fail to mark boundaries between 'sheng' and standard Kiswahili. It has also been observed that students are fluent with this restricted code than with standard Kiswahili (Momanyi: 2009). From the researcher's observation schedules, some students communicated in their first language.

4.7.2 Teachers' awareness of school language policies

The researcher sought to investigate whether teachers of Kiswahili were aware of language policies in their schools. Figure 4.8 presents teachers' responses.

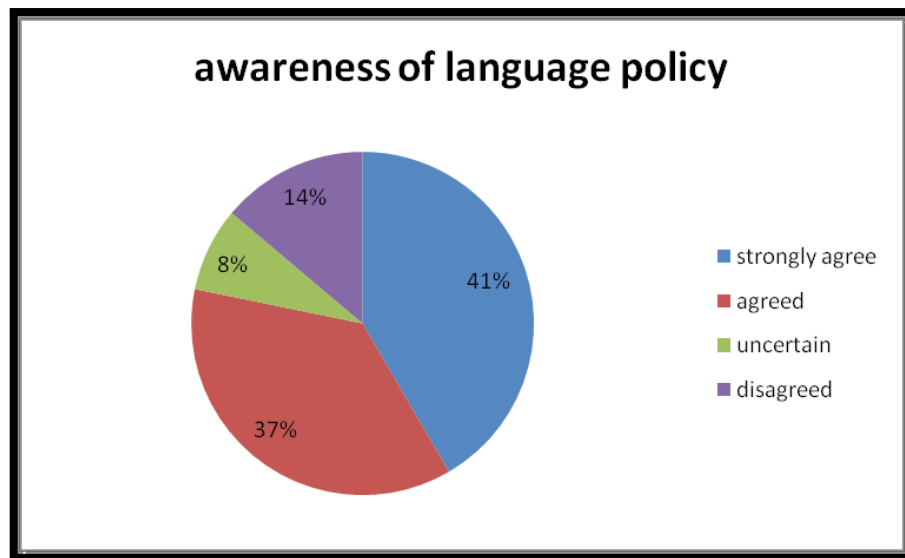


Figure 4.8: Teachers Awareness of School Language Policies

Figure 4.8 shows that, 12(41%) teachers strongly agreed they were aware of language policies and they implement them, 11(37%) agreed that they were aware of language policies in school and implement them, 3(8%) teachers were uncertain on presence of language policies in their schools while 4(14%) disagreed on presence of language policies in their schools. The research sought to investigate whether teachers of Kiswahili code mixed when teaching/learning and interacting with learners. From figure 4.8, it is clear that 80% teachers were aware of presence of language policies in school and infuse it to teaching/learning of Kiswahili. Their responses are presented in Table 4.13.

Table 4.13: Teachers of Kiswahili code-mixing when teaching/learning

Responses	Frequency	Percent
Strongly agree	8	27.7
Agree	6	20.7
Uncertain	3	10.3
Disagree	9	31.0
Strongly disagree	3	10.3
Total	29	100

Table 4.13 shows that, 8(27.6%) teachers strongly agreed they usually code mix when teaching/learning and relating with learners, 6(20.7%) teachers agreed they code mix when teaching, 3(10.3%) teachers were uncertain whether or not they code mix when teaching/learning of Kiswahili, 9(31.0%) teachers disagreed to have code mixed when teaching and relating with learners in school while 3(10.3%) teachers strongly disagreed to have code mixed when teaching/learning of Kiswahili. From table 4.13, 14(48.3%) teachers said to have code mixed when teaching/learning of Kiswahili lesson delivery while 12(41.3%) disagreed to have code mixed when teaching/learning of Kiswahili. It is therefore evident that teachers of Kiswahili at times code mix language when instructing learners during Kiswahili lesson. This affects language policy implementation in school since learners imitate the language used by their teacher thereby influencing the way they write in Kiswahili write ups and communication among themselves.

4.7.3 Source of language policies within the school.

The study sought to investigate from teachers on who comes up with school language policies.

Responses are presented in Figure 4.9.

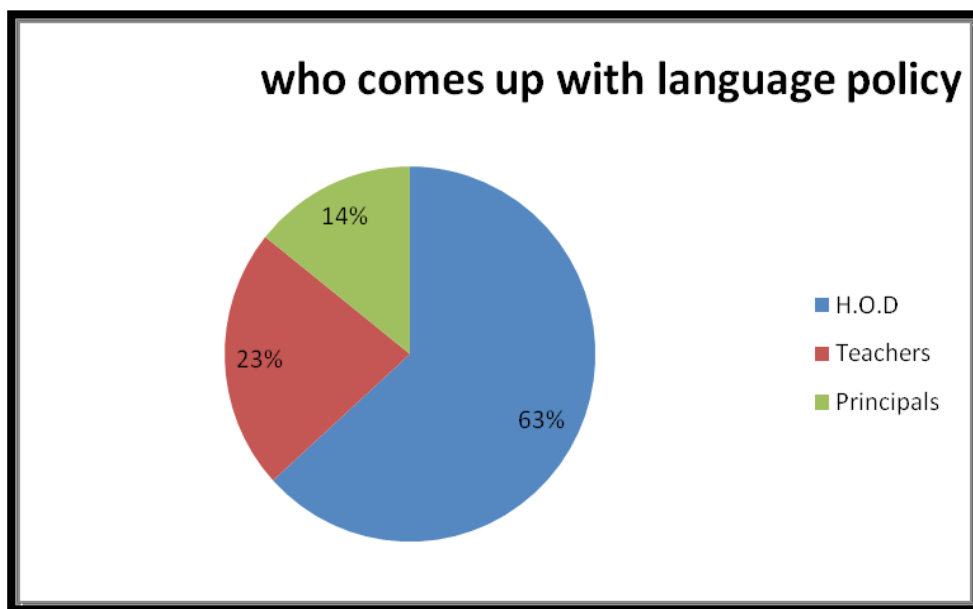


Figure 4.9: Source of School Language Policies.

Figure 4.9 shows that 19(63%) teachers affirmed that major decisions like language policies come from head of departments, 7(23%) teachers said language policies come from teachers while 4(14%) teachers said that language policies emanate from school principals. The researcher therefore; ascertained that major school language policies originate from teachers. In relation to this, the researcher found out that, language policies emanated from language teachers and school administrators. The researcher sought to investigate further whether teachers as language policy initiators emphasized them in teaching/learning of Kiswahili. Responses are presented in Table 4.14.

Table 4.14: Teachers' Degree on Emphasizing School Language Policies.

Responses	Frequency	Percent
Quite often	8	26.7
Frequently	22	73.3
Total	30	10.0

Table 4.14 shows that, 8(26.7%) teachers said they quite often stress on language policies in school while 22(73.3%) affirmed they frequently emphasize language policies when teaching/learning and relating with learners. Table 4.14 amplifies the role of teachers in language policy implementation, that they are not only language policy makers but should also ensure that such policies are ratified and implemented to the uttermost.

4.8 Objective 3: To Determine Role Of Students In Implementation Of School Language Policies.

This objective sought to determine the role played by learners in implementation of school language policies. On this perspective, the researcher sought to investigate the kind of language used by learners while in school. This was determined from the questionnaires where they were required to write on how frequently they used English, Kiswahili, Sheng and their first language while Teaching and learning of Kiswahili was taking place. Their responses were as seen on table 4.15.

Table 4.15: Students' Language(s) Use in School.

Language	Frequency	Percentage (%)
English and Kiswahili	179	93.3
Kiswahili only	2	1.0
English only	3	1.5
Sheng'	4	2.1
Mother Tongue	4	2.1
Total	192	100.0

Table 4.15 shows that majority of students 179(93.2%) opted communicating in both English and Kiswahili because schools officially allow students to use the two languages while at school. 2(1%) communicated in Kiswahili indicating that they found it convenient, 3(1.5%) used English, because they believed it is a language of instruction in all other subjects with the exception of Kiswahili, while those who communicated in sheng and mother tongue accounted for 4(2.1%) each. Table 4.15 prove that, school language policies in schools under study; reflect those at the national level though the enforcement part of it was lacking especially in district day schools. The fact that majority of the principals used both English and Kiswahili while addressing students is a good indication that languages take centre stage in the day to day activities because they are official and national languages. The findings in Table 4.15 shows that, an overwhelming majority of students used both English and Kiswahili because it was obligatory for them since school policies directed so. Choices make people make in regard to language use reflect trends towards either language maintenance or language shift (Boehm, 1997:64). According to Kevogo et.al: 2015, secondary students of Somali descent choose to use Somali language to communicate with their family members and friends at all times when they are at home. While in school they have the option of using either English or Kiswahili depending on the school policy. However, some of them contravene this rule and use

Somali language within the school. A section of the students preferred using *sheng* and mother tongue especially in public day schools. The permeation of languages that are not authorized is an indicator that schools have not effectively enforced language policies. From the findings, language usage is skewed towards English because it is the dominant language used for most part of school activities. Kiswahili is recognized as an official language within the school compound, but no effort has been made to entrench it further.

4.9 Research Objective 4: To Assess The Students' Attitude Towards School Language Policies.

The study sought to determine the learners' attitude in Kiswahili. The attitude was measured through their performance in the subject. If learners perform well in the subject, then it follows that they have a positive attitude conversely, if the performance is bad, then their attitude is negative towards Kiswahili. The researcher also measured learners' attitude towards Kiswahili by seeking their opinions (whether they have a positive or negative attitude towards Kiswahili). Table 4.16 presents students' opinions.

Table 4.16: Students' attitude towards Kiswahili

Learners' opinion(attitude)	Frequency	Percentage (%)
Negative	136	71
Positive	56	29
Total	192	100

The researcher sought to know whether students had positive attitude towards Kiswahili. The findings were captured in Figure 4.16 which depicted that 136(71%) students said they had a negative attitude towards Kiswahili and did not enjoy learning and communicating in Kiswahili, while 56(29%) said they had a positive attitude towards Kiswahili and that they enjoyed learning and communicating in Kiswahili. Reason students gave for their negative attitude towards Kiswahili, was that some teachers of Kiswahili failed to involve them in learning of Kiswahili. In addition to this, learners said they were punished for speaking other languages like sheng' and first language. Punishing learners impacts positively or negatively. The Learning-Based theory of motivation emphasizes on effect of past experiences to explain the cause of present behavior. Human beings are motivated to do those things that brought them pleasant consequences in the past and avoid those that result in negative consequences (Ingule, et.al, 1996). Punishing brings negative consequences and as a result, learners are less likely to practice or use Kiswahili because of fear of the end result of using it in school.

UNESCO Report (1999) notes that poor attitude regarding adoption of African languages as education media still reign on. These are poor socio-economic attitudes at national level that continue to be accorded African languages. Some of the reasons

given for this scenario include inherited colonial attitudes, lack of political will, the cost of language development in terms of human and material resources, that is, there are no suitable text materials and specialist teachers of the languages. This attitude was affirmed by the researcher when learners conversed in their first language (Somali). According to the researcher punishing students for not speaking Kiswahili posed level of negativity to these official languages that is English and Kiswahili from learners.

4.9.1 Performance of students in Kiswahili

The researcher sought to investigate from teachers of Kiswahili mark-books, County and National examinations on how students perform in Kiswahili subject at county and national examinations. The following is noted in Table 4.17.

Table 4.17: Performance of Students in Kiswahili.

Grade	Frequency	Percent
A and A-	0	0
B and B+	70	36.5%
D+ and C+	60	31.2%
D and below	62	32.3%
Total	192	100.0%

Sample of KCSE Results Year 2013.

Table 4.17 shows that, 70(36.5%) students scored between grade B and B+, 60(31.2%) students scored between grade D+ and C+ while 62(32.3%) students scored D and below. From these results, it is a clear indication that majority of learners scored grade C and below, this was affirmed in schools that did not adhere to school language policies the policies were as policy statements in staff meeting, language departmental minutes and in school rules, unfortunately they were never implemented. From Table 4.17, results of the study show that there is no grade A- and

grade A. Most learners scored grade C and below.

Teachers of Kiswahili therefore need to review language policies pursued their schools and adjust where necessary. It was also noted from the study that, schools that implemented language policies achieved good results in Kiswahili mean score of between C+ and B+ as compared to schools which did not emphasize on such policies. This attested to Muthii's research (2002) on language policies in schools who noted that, schools which did not put in place proper language policies had issues like mother tongue influence and sheng thereby impacting negatively teaching/learning of Kiswahili. The study sought to investigate from teachers of Kiswahili on how language policies have improved retention of content in Kiswahili during teaching/learning.

Teachers' responses are presented in Table 4.18.

Table 4.18: Language Policy and Retention of Kiswahili Content

Response	Frequency	Percent
Strongly agree	12	40.0
Agree	13	43.4
Uncertain	4	13.3
Disagree	1	3.3
Total	30	100.0

Table 4.18 shows that, 12(40%) teachers strongly agreed that retention of content in Kiswahili has been boosted by school language policies, 13(43.4%) teachers agreed that content retention has improved in Kiswahili since introduction of language policies in school, 4(13.3%) teachers were uncertain whether or not school language policies have improved retention of content in Kiswahili; while 1(3.3%) teacher disagreed that school language policies have improved retention of content in Kiswahili. It is evident from table 4.18 that 83.4% teachers agreed that there was

improvement in teaching/learning of Kiswahili since introduction and implementation of school language policies. One head teacher said:

“Our students have been scoring a mean grade of 3 equal to grade D fortunately, since we started language policies for instance compulsory speaking of Kiswahili on Mondays and Tuesdays, English on Wednesdays and Thursdays both languages on Fridays, compulsory Kiswahili exam competitions, compulsory debating and journalism clubs, our students have improved their communicative skills and performance in Kiswahili with a mean score of 6.”(Farah: 2014).

The researcher sought to investigate from learners on their performance in Kiswahili.

Their responses are presented in Figure 4.10.

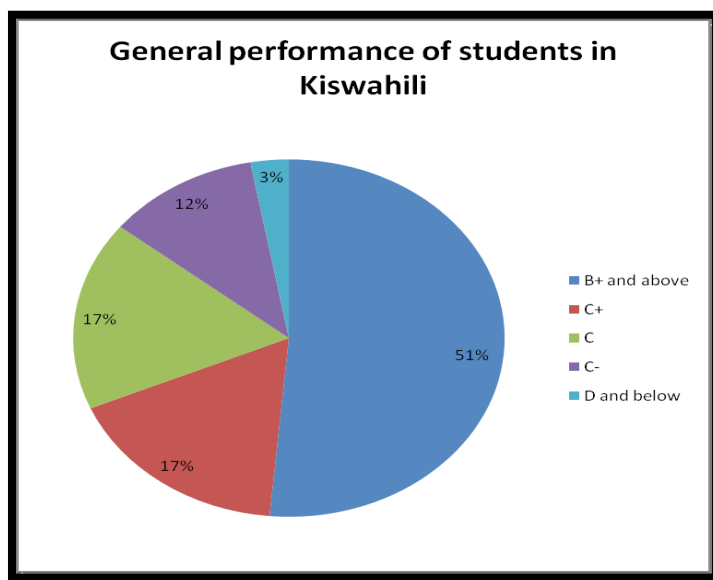


Figure 4.10 shows responses from the learners' questionnaires, 98(51%) students said

Figure 4.10: General Performances of Learners in Kiswahili. they score between grade B+ and above, 33(17%) students said they scored between grade C+ and C, 33(17%) students said they scored grade C and below while 23(12%) said they scored grade C-; 5(3%) scored grade D and below. The research study depicted that, students who scored grades between C and B came from schools which had stable implemented language policies, while those who scored grade D+ and below came from schools which had no stable implemented policies. The responses

were in tandem with the document analysis carried out from students' internal and external exam records as reflected in table 4.17.

4.9.2 Correlation of learners' performance with language policies.

The study sought to investigate the relationship that exists between performance of students in Kiswahili and language policies pursued by schools. This was done using inferential statistics based on parametric (Pearson's correlation coefficient) and non-parametric (spearman's rank correlation coefficient). These two methods were used interchangeably by the researcher to maximize their strengths and minimize their weaknesses. Parametric statistics are used to measure the parameters of the whole population using intervals and ratio measurements while non parametric statistics are used to measure the characteristics of variables using part of the samples drawn from a given population (Kothari: 2004). The researcher opted to use these methods since correlation shows the degree of relationship that exists between a pair of variables. It indicates the strength and direction of the relationship it also indicates whether the relationship is positive or negative (Kothari, 2004).

Table 4.19: Students' Performance in Kiswahili in Relation to Rate of Speaking In Kiswahili.

Spearman's Rho correlation coefficient.		performance	Rate speaking in Kiswahili
Performance of students in Kiswahili	Correlation Coefficient	1.000	.019
	Sig. (1-tailed)		.923
	N	29	29

Table 4.19, shows a strong positive correlation of 0.923 between performance of students in Kiswahili and the rate of speaking in Kiswahili at significance level of 0.05. The output that, if the learner has fluency communicative ability in Kiswahili, and then there is a high chance of performing better in the subject. This leads to rejection of the null hypothesis that there is no relationship between learners' performance and the rate of speaking fluency Kiswahili language. This positive perfect correlation shows that if learners commit themselves to fluency communicative skills ability; then follows improved teaching/learning process and performance of the subject; hence motivating teachers of Kiswahili to deliver more to learners. The researcher further determined the extent to which emphasis by educators on school language policies can lead to improvement of learners' performance in Kiswahili. Inferences are presented in Table 4.20.

Table 4.20: Correlation on emphasis of language policies and learners' performance.

Pearson's correlation coefficient		Performance	Emphasis on language policies
General performance of students in Kiswahili	Pearson's Correlation	1.000	.110
	Sig. (1-tailed)		.871
	N	29	29

Table 4.20 shows; there is a positive strong relationship of coefficient 0.871 which shows there is a perfect relationship that exists on learners' performance in Kiswahili in schools where teachers laid emphasis on language policies at significance level of 0.05. The null hypothesis that there is no relationship between emphasis on language policies and learners' performance is rejected. On the same perspective, the research study sought to determine the influence of language symposia as a language policy to the performance of Kiswahili. The researcher observed that, the more learners are subjected to language symposiums, debating clubs, participation in write-ups of school magazines, role plays, communication of Kiswahili during stipulated days set aside by schools administrations; improved classroom teaching/learning and subject performance will be realized as depicted by Spearman's Rho of a positive correlation of 0.871. The following was noted in Table 4.21

Table 4.21: Relationship between Language Symposia and Students' Performance in Kiswahili.

Spearman's Rho		Performance of students in Kiswahili	Language symposia
General performance of students in Kiswahili	Spear man's Correlation Sig. (1-tailed)	1.000	.113
	N	29	.760
			29

Table 4.21 shows there is a positive strong correlation of 0.760 between Kiswahili language symposia and general performance of learners in Kiswahili at significance level of 0.05. This leads to rejection of the null hypothesis that there is no relationship between language symposia and students' performance in Kiswahili. The study found out that, in school where language symposia were held regularly; learners improved performance in Kiswahili as compared to schools where this event was lacking. It is therefore; evident that Kiswahili language symposiums equip learners with language skills since learning is learner centered where they discuss questions and exchange ideas.

Table 4.22: Provision of Learning Resources and Facilities in Relation to Performance of Learners in Kiswahili.

Pearson's correlation		General performance of students in Kiswahili	Provision of resource materials and facilities
General performance of students in Kiswahili	Pearson Correlation Sig. (1-tailed)	1.000	.159
	N	29	.690
			29

Table 4.22 shows there is a positive correlation of 0.690 between provision of

learning resource materials/facilities and general performance of learners in Kiswahili at significance level of 0.05. The output leads to rejection of the null hypothesis that there is no relationship between provisions of learning resources/teaching facilities to performance of learners in Kiswahili. It is from these resources for instance; Kiswahili textbooks, Kiswahili newspapers, and Kiswahili novels that learners get opportunity to interact with language, and therefore improve their communication and language competency skills. The researcher observed that provision of more variety Kiswahili textbooks to schools especially Kiswahili novels and course books improves implementation level of school language policies hence enhancing teaching/learning process leading to improved performance of the subject.

Baldauf and Ingram (2003), focuses on curriculum implementation and resource use in teaching/learning of language. The study affirms to Corpus theory on language planning which digs much on syllabus and material development, modification of these materials in classroom instruction process. This theory explores more on language standardization in terms of graphication, lexication and terminological modification. It affirms to Liddicoat (1989) who emphasizes on lexical, grammatical developments through syllabus and material development of the language. It was observed that 136(71%) learners had a negative attitude towards Kiswahili subject. It was also observed that, teachers and school head teachers often spoke in their first language (Somali) thereby downplaying the implementation process of language policies in schools.

4.9.2.1 Objective 5: To identify the challenges in implementation of school language policies.

In this objective, the researcher sought to investigate challenges experienced by learners and teachers in implementation of school language policies during teaching/learning of Kiswahili.

4.9.2.2 Challenges on negative attitude towards school language policies

The study sought to determine whether there were challenges relating to negative attitude by learners towards language policies. This was measured by seeking opinions from teachers on learners' attitude towards Kiswahili. Table 4.23 presents teachers of Kiswahili responses.

Table 4.23: Challenges Relating To Negative Attitude towards Kiswahili

Response	Frequency	Percent
Serious	18	60
Fair	8	27
No problem	4	13
Total	30	100

Table 4.23 shows that, 18(60%) teachers said there are serious problems relating to negative attitude of learners towards Kiswahili, 8(27%) teachers said there is fair attitude of learners towards Kiswahili while 4(13%) teachers said that students did not have a negative attitude towards language Kiswahili. An attitude is a disposition to respond favorably to an object, person, institution or event Ajzen (1988:4). A favorable attitude to language learning is a vital input in language achievement. Nevertheless, inconsistent Kiswahili language policies have continued to prevail in post-independent Kenya. These inconsistencies have accentuated and contributed to negative attitudes towards teaching and learning of Kiswahili in educational institutions (Momanyi, 2009:129).

Kevogo et.al: 2015 study on attitudes towards Kiswahili amongst students in Garissa town schools, note that while students have a positive attitudes towards Kiswahili they still have a problem in using it within the school. They further argue that students should be encouraged and motivated and not compelled to use Kiswahili in school. Any policy for language at the school level or in the system of education has to take into account of the attitude of those likely to be affected. In the long run no policy will succeed which does not do one of three things: conform to the expressed attitudes of those involved, persuade those who express negative attitudes about richness of the policy or seek to remove the causes of disagreement (Lewis, 1981:262). It is important to note that knowledge about attitude is fundamental to the formulation of a policy as well as its implementation. The study found out that most schools had set aside specific days for Kiswahili use but learners opted to speak in English and slung. The researcher found out that, school administrators were in the forefront to promote English at the expense of Kiswahili. The researcher found out in one of the district school Monday assembly, a school head teacher give speech in his first language this plays down the implementation process of language policies when policy makers are breaching them.

The findings are in tandem with those of Ogechi and Ogechi (2002), who found that despite the fact that English is used by barely a quarter of the Kenyan population, it remains the advantaged official language and the medium of instruction in the education system, unlike Kiswahili which is the co-official language. On the same note, Kenyalogy (2010) posits that Kenya is a multilingual society, and that various complications can arise if their effect in education is ignored especially because in addition to 40 tribal languages, there is English as the official language and Kiswahili as a national language. For efficient teaching/learning process to take place, teachers

have to be role models of fluency and competent in communicative skills of Kiswahili. In this way learners emulate language speaking skills which in turn reflected during class interaction process whereby they are able to answer, ask questions, and write assignments and examinations in Kiswahili.

4.9.2.3 Challenges relating to in-service training of teachers of Kiswahili

The research study sought to investigate challenges relating to in-service training for teachers of Kiswahili. Table 4.24 presents teachers' responses.

Table 4.24: Challenges relating to seminars and workshops for language teachers

Responses	Frequency	Percent
Adequate	2	6.7
Inadequate	28	93.3
Total	30	100.0

Table 4.24 shows that, 2(6.7%) teachers said there is adequate seminars and workshops for teachers of Kiswahili while 28(93.3%) teachers said there is inadequate in service training of teachers of Kiswahili. The study therefore; found out that there is a big challenge in implementation of language policies where teachers are not accorded an opportunity to equip themselves with current language developments. Corpus theory on language planning explores on teacher training to equip them with recent societal dynamics in language (Liddicoat: 2005). The Kiswahili taught ten years ago is different from Kiswahili taught today. Halliday (1977) argues that the only way to introduce new purposes into the school and secure new output is to provide for change in the role of the teacher. They further say that conditions should exist for serving and future teachers to be aware of the changes in the teachers' roles and be prepared for new roles and functions.

This must be recognized and provided for the first stage of educational planning and cannot be built as a kind of suffix or after thought. The key to ordered learning is the interpretive effort of the teacher, which must give meaning to the real essence of new knowledge within the framework of that which is already known and understood. Teachers of Kiswahili therefore; need to undergo continuous in-service, seminars and workshops for them to incorporate language changes in the curriculum and daily classroom teaching/learning of Kiswahili. Some of the changes include: new words pronunciations and writing which have to be integrated in teaching/learning system of Kiswahili for maximum language policy implementation process.

4.9.2.4 Challenges of code-mixing language by teachers of Kiswahili when teaching Kiswahili.

The research study sought to investigate the level at which teachers of Kiswahili mix both English and Kiswahili when teaching and learning Kiswahili. During classroom observations on lesson sessions, the researcher witnessed teachers of Kiswahili code mixing while teaching. The researcher sought to investigate from learners on how often teachers of Kiswahili code mixed when delivering content in class room situations. Students' responses are as shown in Figure 4.11.

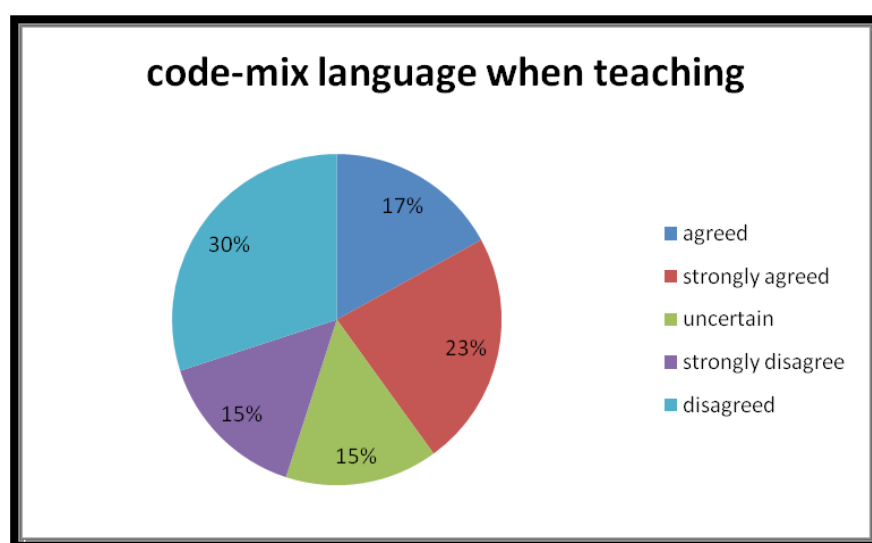


Figure 4.11: Challenges Relating to Teachers of Kiswahili Code Mixing When Teaching Kiswahili.

Figure 4.11 shows that, 33(17%) agreed that their teachers of Kiswahili code-mixed when teaching Kiswahili, 44(23%) learners strongly agreed that teachers of Kiswahili code mixed when teaching Kiswahili, 29(15%) learners were uncertain whether teachers of Kiswahili code mixed when teaching Kiswahili, 29(15%) learners strongly disagreed that their teachers of Kiswahili code mixed when teaching Kiswahili, 57(30%) disagreed to the fact that teachers of Kiswahili code mixed when teaching in class. These findings are in tandem with Wanjiku: 2014 study on “effects of language policy in school on learning in Kiswahili in Kapseret Division, UashinGishu County, Kenya.”

From Wanjiku findings, more than half of teachers use Kiswahili only in the process of teaching while the rest mix the language while teaching. The learner is likely to be affected by this for they imitate the teacher’s language. Additionally the writing of Kiswahili will be affected; the learner may end up using other languages like ‘sheng’ together with Kiswahili in the process of writing. When teachers use Kiswahili language during the lesson and when addressing learners during assembly, it creates motivation in the learning process. Additionally they act as a role model for learners who would want to speak good Kiswahili. This motivates learners to speak in Kiswahili. The researcher found out that, for effective teaching/learning of Kiswahili, educators should put in place a stable command of Kiswahili language for them to be emulated by learners thereby, improving language policy implementation process. The implication of code mixing down plays implementation of language policy in school leading to poor teaching and learning of Kiswahili. This study affirms to Ogero

(2012) study in Sameta Sub-County, Kisii County on School language policies that, more than half of teachers of Kiswahili use both Kiswahili and English in teaching of Kiswahili and second teaching subjects. Ogero's study found out that, One third of teachers preferred using Kiswahili because it is their duty to foster development of language. This is against the concept of teaching/learning of a language and language policy implementation within the school set up that indeed should be spearheaded by teachers. Wanjiku study (2014) in UasinGishu County on effects of language policy in learning Kiswahili found out that more than half of teachers use Kiswahili only in the process of teaching while the rest mix the language while teaching.

The learner is likely to be affected by this for they will imitate language used by the teacher and thereby ending up not being fluent. Additionally the writing of Kiswahili will be affected; the learner may end up using other languages like sheng' together with Kiswahili in the process of writing. Wanjiku argues that when teachers use Kiswahili language during the lesson and when addressing learners at school assemblies, it creates motivation in the learning process. Additionally, they act as a role model for learners who would want to speak good Kiswahili. More so, it has been established by research that learners are motivated by their teachers to speak in Kiswahili. Motivation is a very important factor as far as performance is concerned. One of its functions is to energize the behavior of the organisms and arouse it for action.

The energy is supplied in proportion to the amount of energy output for a task; motivation help to sustain interests and behavior (Inguleetal, 1996). Wales (2001) in his studies say lack of motivation of learners leads to students having negative attitude towards a given subject. The findings resonate with those of Yambi (2010) who from

a study in Illinois on Swahili-English speaking children found out that in most African countries, languages designated for school instruction also were designated as official and national languages. English is most preferred by the principals than Kiswahili whenever they are not using a mixture of both languages. Ashcroft (1989) says that: “Language policy implementation is halted by students who opt to code-mix, to fit their circumstances.” According to the findings of literally research in rural Kenya by Ashcroft (2007), there is a strong appropriation of English and Kiswahili languages in code mixing and code switching. This affirms to Ogechi (2002) findings that, English remains an advantaged subject and medium of instruction compared to Kiswahili. Kamau (2013) affirms that, lack of enough implementation of language policies at various times has negatively affected the use of Kiswahili. Therefore school authorities need to develop Kiswahili by taking concrete practical steps like setting aside some days specifically for it, if its performance is to be improved. For efficient teaching/learning process to take place, teachers should be in the forefront of being role models in fluency speaking of Kiswahili.

4.9.2.5 Challenges relating to technical advice and support from head teachers.

The study sought to investigate the extent to which head teachers offer technical advice to teachers in relation to language policies. Teachers of Kiswahili responded as shown in Table 4.25.

Table 4.25: Challenges relating to technical advice and support from head teachers on school language policies.

Responses	Frequency	Percent
Adequate	8	26.67
Inadequate	22	73.33
Total	30	100.0

Table 4.25 depicts that 8(26.67%) teachers said technical advice from head teachers was adequate, while 22(73.33%) teachers said that technical advice from head teachers in relation to language policies was wanting. It is the role of administrators to evaluate implementation of language policies in every term, which did not take place. In a situation like this where there is no follow up on language policies, poor implementation process of such policies is witnessed leading to slow teaching and learning process of Kiswahili. The researcher found out from that majority of head teachers used local languages to learners.

This undermined implementation process of school language policies, since school head teachers are custodians of school language policies. It was in the policy statements such as school rules and minutes of staff meetings that learners who perform exemplary well in both English and Kiswahili competitions and writing articles be positively reinforced by issuance of awards. The research study found out that these were policy statements which were on paper undermined with poor implementation process. It therefore follows that for effective implementation of

language policies to take place in a school setting, there has to be maximum support from school administration is inevitable. The researcher collected the views of learners on whether or not Kiswahili was given low status in the implementation process. Their responses are as presented in Figure 4.12.

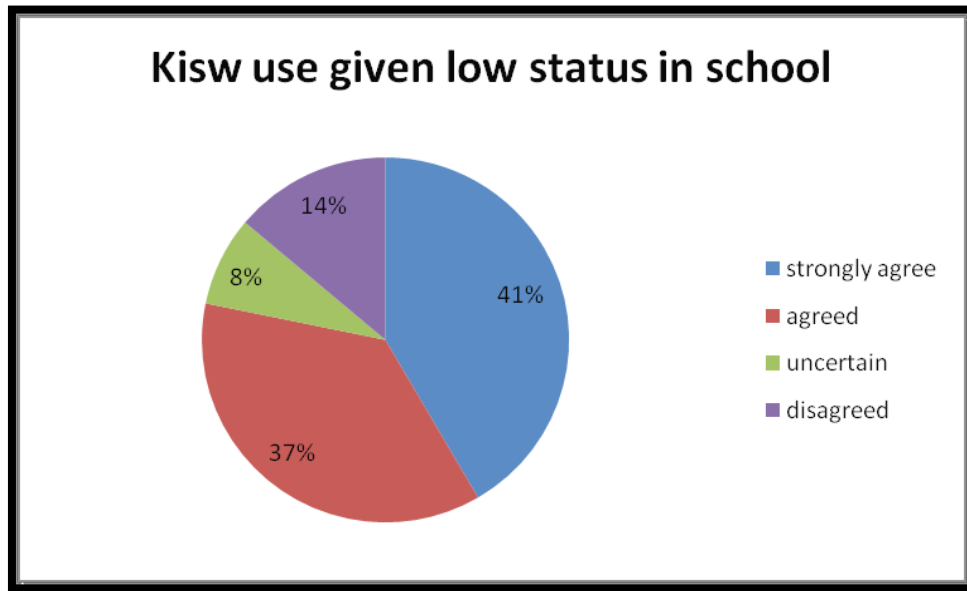


Figure 4.12: Challenges Relating To Kiswahili Being Give Low Status In Language Policy Implementation.

Figure 4.12 shows, 79(41%) students strongly agreed that Kiswahili was given low in school language policies implementation, 71(37%) students agreed that Kiswahili was given low status, 15(8%)students were uncertain to the fact that Kiswahili was given low status in school language policies, 27(14%) students disagreed that Kiswahili was given low status in school language policies. On the same note, learners accused teachers of breaking the same laws that they ratify in relation to language policies.Learners further attested to the fact that most of Kiswahili teachers often spoke in English when teaching and learning process, some students said that local teachers of Kiswahili spoke to them using vernacular. The study found out from learners that sponsorship of English and other subjects during inter class competitions

and symposiums were paramount while relegation of Kiswahili took a center stage of the whole process. The research therefore found out that for effective teaching and learning of Kiswahili to take place, promotion of the subject in level with other subjects should be given priority.

4.9.2.6 Summary

Study found that Kiswahili language was rarely used in school by teachers and students as a medium of communication. However, many teachers of Kiswahili motivated learners speak Kiswahili by congratulating them for performing well in examinations. The next chapter will discuss the summary of the findings, recommendations and suggestions for areas of further research.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to find out the role of school language policies in enhancing teaching/learning of Kiswahili in Wajir East Sub-County, Wajir County. The research study was guided by the following objectives: to establish school language policies pursued by schools in Wajir East Sub-County, to determine the role of administration, teachers and students in implementation of school language policies, to assess the attitude of learners towards school language policies and finally to find out challenges faced in implementation of school language policies. The assumptions of the study were that targeted schools had language policies in place. However, the study was limited by not involving all the stakeholders of education

Literature review was presented in form of sub-sections which included: Kenyan historical perspectives on language policies, source of school language policies and language policies in schools. The target population was 12 secondary schools in Wajir East Sub-County. Only 8 secondary schools were used as samples. In these schools the following samples were raised 192 students, 30 teachers of Kiswahili, and 8 Principals. The study had one set of questionnaires for students and teachers; interview sessions and observation schedules were used to collect data from head teachers. The questionnaires were both open and closed ended form. The data collected in this study was analyzed using qualitative procedures. Data was coded and analyzed into frequencies and percentages with the help of SPSS.

5.2 Summary of Findings

The following are summaries made from the data collected and as per the objectives of the study. The first objective sought to investigate various language policies pursued by schools. The study indicated that schools had language policies in place such as use of Kiswahili and English as the official language of communication within the school vicinity. Each language was accorded specific days of use for instance, 23(76.7%) teachers said there were specific days set aside for English and Kiswahili communication within the school setting; learners were expected to report with language novels whereby the researcher found out that, 5(62.5%) schools directed new comers and students joining form one to report with at least two Kiswahili and two English novels. Teachers allowed learners to participate in role plays, learners were accorded the opportunity to participate in journalism, debating clubs and writing articles in school magazines. On the same paradigms, 19(62%) teachers of Kiswahili said they often allow learners in role plays and incorporate it in teaching/learning process. The study also revealed that, 19(63.3%) teachers often allow learners to participate in language symposiums especially in Kiswahili; this was confirmed by learners whose responses showed that 106(55%) of them often participated in language symposia. Results of the study suggested that, 16(53.3%) teachers often involved learners in writing articles in the school magazines; this was affirmed by 88(46%) students who said they often participate in writing articles in school magazines. Results of the study affirmed that learners were accorded chances to explore their talents in Kiswahili news presentation during Mondays and Fridays. This was ascertained by 16(53.3%) teachers who said they often allow students attend and participate in journalism club activities like Kiswahili news presentation at parade

every Fridays and Mondays. This was in line of developing language acquisition skills amongst learners.

The study found out those teachers of Kiswahili incorporated debates (*mijadala*) in Kiswahili teaching/learning sessions. This was attested by 21(70%) teachers who said they often allow learners to participate in debating activities and therefore; incorporates it to teaching/learning of Kiswahili. To improve language competency in form of writing and reading skills, the study found out that schools especially county schools participated in Kiswahili examination symposiums at least twice a month. It was a mandatory that each student participated in this exercise which is coupled by rewarding best presenters.

In the second objective; the study sought to investigate the role of teachers in the implementation of school language policies. The study found out that 20(66%) teachers often use Kiswahili when teaching and interacting with learners; unfortunately, some teachers of Kiswahili attested to the fact that they at times use English during teaching/learning of Kiswahili in class and outside class. From the document analysis carried out by the researcher, such language policies were well stipulated in minutes of teachers' staff and language departmental meetings. 23(78%) teachers agreed that they were aware of school language policies. The research study showed that although teachers of Kiswahili were aware of the presence of language policies in school, they often code mixed while teaching Kiswahili in class. The study showed that most language policies emanated from teachers; 19(63%) teachers affirmed that major decisions like language policies come from head of departments, 7(23%) teachers said that language policies come from teachers. Apart from drafting language policies, the study found out that, teachers played a big role in emphasizing language policies in school. 8(26.7%) teachers said they quite often stress on language

policies in school while 22(73.3%) affirmed that they frequently emphasize language policies when teaching/learning and relating with learners. In the third objective, the researcher sought to determine the role of learners in implementation of language policies; the researcher's observation schedules showed that, some students and teachers communicated in their first language. Majority of the students 179(93.2%) preferred communicating in both English and Kiswahili because schools officially allow students to use the two languages while at school. It was also a school routine in stipulated language policies that learners be involved in speaking official languages that is, English and Kiswahili during specific days, attend school symposiums, actively be involved in debating/journalism clubs and be engaged in language role plays and writing articles in school magazines.

On the fourth objective, the study sought to determine the attitude of learners towards school language policies. This was ascertained through determining the correlation between school language policies and performance of learners in Kiswahili. The research found out that, there was strong positive correlation between school language policies and the learner's performance. 24 (83.3%) teachers agreed that content retention has improved in Kiswahili since introduction of language policies in school. The study showed that there is a perfect relationship that exists between learners' Kiswahili performance in schools where teachers laid emphasis on language policies. Findings of the study attested to the fact that in schools where language symposiums were held regularly learners improved performance in Kiswahili as compared to schools where this event was lacking.

Finally, objective five sought to assess the challenges faced by learners and teachers in implementation of language policies. The study found out that, in the event of

implementation of language policies; there exist challenges. The study found out that majority of head teachers use first languages when addressing learners. This undermined process of implementing school language policies, since school head teachers are supposed to be custodians of these policies. The study found out teachers of Kiswahili often code mixed when teaching Kiswahili, this undermined the effort of learners learning the subject since teachers of Kiswahili need to be role models to learners. This affirms to by then 2011 education minister Ongeru who said that: Secondary school system of sheng use. Sarah Ruto is regional manager of Uwezo East Africa, a program to improve literacy and numeracy among children in Kenya, Tanzania and Uganda. She thinks students' poor literacy performance is not due so much to use of sheng as it is to teachers using Kiswahili, English and mother tongue. She says: "Nobody is paying close attention to teaching whatever skills they [have], be they oral [or] written. So you'll find a person will start speaking a sentence in English or Kiswahili, maybe pick a few words, [and] complete the sentence in another language. It means that we need to invest more in teaching a whole understanding, comprehension, of a language in its totality,"

Sarah Ruto attested to the fact that majority of the principals admitted that sheng' and vernacular speaking interfered with teaching/learning of Kiswahili (Charlo O, Daily Nation:2011). They also admitted that schools lacked enough funds for buying teaching/learning resources and funds for sponsoring teachers for in-service courses. Some head of departments felt that for efficient teaching/learning process to take place, teachers have to be good example of fluency and competency in communicative skills of Kiswahili. Teachers of Kiswahili also suggested that for effective teaching/learning of Kiswahili to take place, promotion of the subject in level with other subjects should be given priority.

5.3 Conclusionsof the Study

From the study, it emerged that schools had language policies, but what lacked was the will and vigor to enforce them within the school environment. From objective two, it was clear that the teachers played greater role in implementation of school language policies by spearheading language programs like symposia, debating clubs, drafting and printing of school magazines in which creativity and competency in language use amongst learners is enshrined. From objective three, it was evident that teachers of Kiswahili and head of language departments are master minders of language policy in a school setting it follows therefore that school administrators need to take a center stage in inculcating fluency and competency in communicative skills of learners since they are the custodians of the policies from whom the learners emulate. From objective four regarding learners' attitude towards language policies, the researcher found out that, students had negative attitude towards Kiswahili subject and as a result, they opted using English and their first language; this led to negative impact to teaching and learning of Kiswahili leading to poor performance among learners. Objective five sought to identify challenges on implementation of school language policies; and it came out clearly that Minimal use of Kiswahili in communication at school affected the learning of Kiswahili. If the learner practices by speaking the language in debate or inter-school competition, he or she will learn the language and vice versa. For effective teaching/learning to take place, school learning resources, provision of textbooks to learners and positive evaluation process of language policies and the whole teaching/learning system may lead to improved performance of the subject.

5.4 Recommendations

Based on the findings of the study the researcher came up with the following recommendations that would help in addressing challenges facing teaching/learning of Kiswahili:

1. School authorities should ensure that language policies adopted are properly and fairly enforced so as not to alienate or disadvantage other languages.
2. Schools should come up with clear and working language policies in order to promote the use of Kiswahili language. Learners should not be punished for using Kiswahili which may lead to negative attitude towards this language.
3. Teachers should be constantly engaged in refresher courses, seminars and symposia to update their skills on language policy changes in school curriculum this will improve their communicative ability and terminological developments. In this way, teachers become role model to learners for emulation.
4. Language policies in all schools should be stream lined and measures put in place to address the usage of sheng and vernacular in schools.

5.5 Suggestion for Further Research

1. Research to be conducted on the role of school environment in teaching/learning of Kiswahili.
2. The study was only confined in Wajir East Sub-County. Related research needs to be done in all parts of the country.
3. Research to be done on role of sheng to teaching and learning of Kiswahili.
4. Research to be carried out on the role of learner's first language to teaching/learning of Kiswahili.

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APPENDICES

Appendix A: Letter to the Respondents

Dear teacher,

I am a graduate student in the Department of Curriculum, Instruction and Educational Media at Moi University – Eldoret. I am carrying out a research on “***Role of school language policies in enhancing teaching and learning of Kiswahili.***” It is hoped that this study will lead to improvement in teaching, learning and performance of Kiswahili in Wajir East Sub-County in particular and the general performance of the subject in Kenyan Secondary Schools when recommendations are implemented. All information will be treated with absolute confidentiality during and after the study. Please, cooperate.

Machuki Dennis Nyakeoga.

Appendix B: Teachers of Kiswahili Questionnaire

A. Demographic data

1. Type of the school

(a) Girls () (b) Boys () (c) Mixed ()

2. Sex

(a) Male () (b) Female ()

3. Age

(a) 18 – 20 () (b) 21-25 ()

(c) 26-30 () (d) 31-45 ()

(e) 46-50 () (f) 51-60 ()

(g) 61 and above ()

B Clarity and awareness of Kiswahili

4. What is your highest academic / professional qualification?

(a) Diploma () (b) B.A ()

(c) B.E.D () (d) P.G.D.E ()

(e) M.E.D ()

5. Kindly tick the category that you belong.

(a) Trained teacher () (b) Untrained teacher ()

6. Which other subject are you trained to teach?

(a) Geography () (b) History ()

(c) Islamic Religious studies ()

(d) Any other (specify) _____

7. How many lessons do you teach in a week?

(a) 10-19 () (b) 20-29 ()

(c) 30-35 () (d) 36 and above ()

8. How many lessons Kiswahili is allocated per week in each class?

(a) 5-6 ()

(b) 7 and above ()

9. How often do you stress on language policies in your school?

- (a) Quite often () (b) Frequently () (c) Never ()

10. Who comes up with school language policies?

- (a) Head teacher () (b) H.O.D ()
 (c) Teachers () (d) Students ()

11. Rate the following languages and how frequently you use them during interaction with students and fellow teachers.

Language	Often	Rarely	Never
English			
Kiswahili			
Arabic			
Your first language			

12. For how long have you been teaching Kiswahili at Secondary school?

- (a) Less than a year () (b) 1-2 years ()
 (c) 3-5 years () (d) 6-10 years ()
 (e) More than 10 years ()

13. Rate the following language skills according to how frequently you use them.

Skill	Often	Rarely	Never
Reading			
Listening			
Writing			
Speaking			

14. Rate the following school language events and how often you allow students participate. Tick (✓) against each event.

Event	Often	Rarely	Never
Kiswahili Role plays			
Language symposiums			
Event	Often	Rarely	Never
Writing articles			
Journalism club			
Debating club activities			

C. Relationship between language policies to teaching and learning of Kiswahili.

15. Each of the following statements express an opinion you have on language policies in enhancing teaching and learning of Kiswahili. You are given responses depending on the extent of the agreement. The alternatives are: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). Put a tick against the alternative that best describes your opinion.

Statement	SA	A	U	D	SD
I understand and love teaching Kiswahili					
I am aware of language policies and implement them					
I usually code-mix languages when teaching.					
I usually allow my students to participate in role plays and teaching.					
Students, who speak in Kiswahili quite often, perform well in the subject.					
Kiswahili use in school rules has been given a low status compared to English.					
Language policy has improved retention of content in Kiswahili amongst learners.					
Regular departmental meetings held to discuss these policies					

D. General information.

16. Put a tick (✓) on the box against each factor in the column to indicate the degree of seriousness of the factors/problems given in teaching and learning of Kiswahili.

Factors/problems	Serious	Fair	No problem
Lack of role play/students participation in learning Kiswahili.			
Lack of resource materials and facilities for learning Kiswahili.			
Negative attitude by students towards Kiswahili.			
Lack of implementation of language policies by teachers.			
Lack of management support.			

17. How is the general performance of your students in Kiswahili?

- (a) Majority passes with B+ and above ()
- (b) Majority gets C and B+ ()
- (c) Majority get between D+ and C ()
- (d) Majority get D and below ()

18. State some of the language policies pursued in your school

E. Management support to Kiswahili teachers.

Below is a list of different types of management support that are essential to teachers of Kiswahili. Put a tick (✓) to show whether they are adequately or inadequately provided to you by the educational managers.

Management support	Adequacy/adequate	Inadequate
Provision of resource materials and facilities.		
Technical advice from head teacher on language policies.		
Technical advice from head of department on language policies.		
Seminars and workshops for Language teachers.		

19. State your roles as a teacher in implementation of language policies.

20. State the challenges experienced in the implementation of language policies in your school.

21. What do you think can be done to overcome the above challenges?

Appendix C: Students' Questionnaire

Dear student,

This is a questionnaire, not a test. In this questionnaire, there is no right or wrong answers. You are required to give the answer that best describes your opinion. Please be honest as much as possible. **Machuki Dennis Nyakeoga.**

Answer all questions

Respond by writing or putting a tick (✓) against the response that best describes your opinion.

Demographic data

1. Type of the school

(a) Girls () (b) Boys () (c) Mixed ()

2. Please indicate your sex.

(a) Male () (b) Female ()

3. State the language policies observed in your school _____

4. State the penalties subjected to students who breach language policies?

5. What is your general performance in Kiswahili?

B+ and above () Between C and B+ () Between D+ and C () D and below ()

6. In your own view, what do you think can be done to assist you improve learning in Kiswahili subject?

7. Each of the following statements expresses an opinion which you have towards language policy in your school. You are given alternative responses depending on the extent of agreement with the feeling in each statement. The alternatives are: Strongly

Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). Put a tick against the alternative that best describes your opinion.

Statement	SA	A	U	D	SD
I follow school language policies to the latter.					
I find participating in Kiswahili club and writing Kiswahili articles in our school magazine very interesting.					
School language policies have improved my language acquisition level and learning especially in Kiswahili.					
School language policies have improved my performance in Kiswahili.					
Regular Kiswahili symposiums are held in our school.					
Kiswahili teachers allow us to role play and participate in Teaching and learning of Kiswahili in class.					
I have a negative attitude towards language policies and Kiswahili subject.					
Kiswahili language has been given low status in school.					

8. Put a tick (✓) on the box against each factor in the column to indicate the degree of seriousness of the implementation of language policies in your school.

Factors	Serious	Fair	No problem
Lack of awards on best performers in Kiswahili.			
Lack of signboards in school specifying the language of use.			
Lack of Kiswahili books in the library.			
Unwillingness by students to implement language policies.			
Unwillingness by teachers in implementing language policies.			
No specific day put aside by administration for language use			
No Kiswahili club in our school to emphasize on language use, reading and writing.			

9. Which language do you often use when interacting with your fellow students in school?

(a) English () (b) Kiswahili () (c) First language (specify) _____

(d) If your answer above is (c), state reasons that compel you to use the stated language _____

—

10. In your own view, what are the challenges on implementation of language policies in your school?

11. What are your roles in implementation of language policies?

12. What do you think can be done to overcome the above challenges?

Appendix D: Interview Guide for Headteachers**Type of the school**

Girls () Boys () Mixed ()

- (a) How long have you been a school head teacher?

- (b) What is your professional qualification?

- (c) Which are the language policies pursued by your school?

- (d) How do policies stated above influence teaching and learning of Kiswahili?

- (e) What has been the overall performance of Kiswahili in national examinations since you started heading the school?

- (f) What are your roles as a head teacher in implementation of language policies?

- (g) Which challenges do you encounter in implementation of language policies?

- (h) Please, suggest the possible causes of these challenges

- (i) What are the likely solutions to the above challenges?

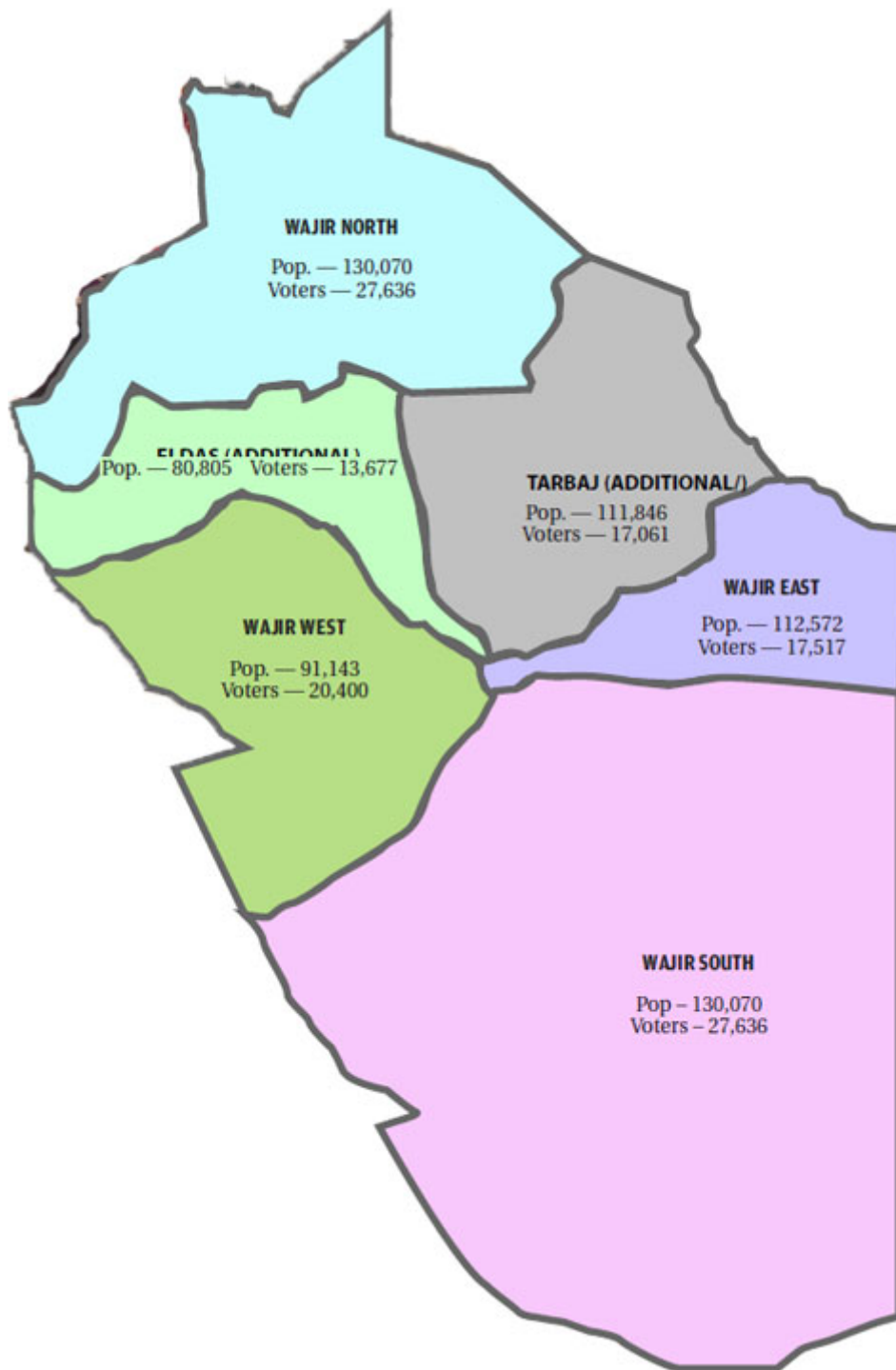
Appendix E: Observation Schedule for Kiswahili Activities in Class

Behavior in Kiswahili skill	Mastery of skill		Comment
	Yes	No	
Listening and speaking skills			
Following verbal instructions.			
Answering questions properly			
Use of sheng			
Reading skills			
Reading sentences.			
Writing skills			
Writing short sentences.			
Use of mother tongue.			
Speaking skill.			
Answering questions in class.			
Instruction/availability/use			
Teachers' level of Kiswahili competence			

Appendix F: Observation Schedule for Kiswahili Activities Outside Class

	Yes	No	Comments	
Use of mother tongue/English/Kiswahili outside class.				
Students' participation in journalism club				
Participation in role play and debate clubs				
Presence of School magazine				
Kiswahili use during school assemblies				
Presence of Kiswahili club in school				

Appendix G: Map of Wajir County Showing Wajir East Sub-County East Sub-County.



Appendix H: Research Permit

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/14/9915/3767**

MR. DENNIS NYAKEOGA MACHUKI **Date Of Issue : 21st November, 2014**

Of MOI UNIVERSITY, 443-70200 **Fee Received :Ksh.1,000**

Wajir, has been permitted to conduct

Research in Wajir County

on the topic: ROLE OF LANGUAGE


POLICIES IN ENHANCING TEACHING AND

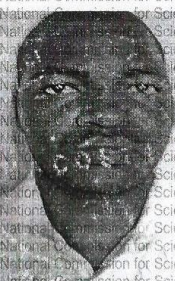

LEARNING OF KISWAHILI IN WAJIR EAST,

WAJIR COUNTY.

for the period ending:

19th December, 2014

 **Applicant's Signature**

  **Secretary**

National Commission for Science, Technology & Innovation