THE USE OF DRAMA TECHNIQUES IN TEACHING AND

LEARNING OF KISWAHILI LANGUAGE IN SECONDARY SCHOOLS IN NANDI SOUTH DISTRICT, KENYA

BY

STANLEY KIPLAGAT KIRUI

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MOI UNIVERSITY

DECLARATION

Declaration by the candidate

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

••••
Date

Declaration by the supervisors

This thesis has been submitted with our approval as university supervisors.

Dr. David Wanyonyi

Head,

Department of curriculum

Instruction and educational media

•••••

Prof.Jackson Too

Lecturer,

Department of curriculum

Instruction and educational media

••••••

Date

Date

ABSTRACT

The study was designed to establish the use of drama techniques in teaching and learning of Kiswahili in secondary schools. The objectives of the study were: to establish how Kiswahili teachers make use of drama techniques in teaching and learning activities in the classroom; to determine the levels of students' participation in the lessons that make use of drama techniques; to establish the frequency of use of drama techniques in teaching and learning of Kiswahili; to establish the views of teachers of Kiswahili on the use of drama techniques in the teaching of Kiswahili and to establish the effectiveness of teaching and learning of Kiswahili language when drama techniques are utilized. Hatch's discourse theory of language development constituted the theoretical framework of the study. The research design used was survey involving Kiswahili language teaching. The study targeted secondary schools in Nandi South district in Nandi County. Schools were stratified into boys, girls and mixed categories. Stratified random sampling was used to select twelve schools in which four schools were randomly selected from each of the three strata. From the schools sampled, two teachers of Kiswahili were randomly selected for the study. Twenty four teachers and one hundred and eighty students responded to the questionnaire. Eight teachers were randomly selected from those who responded to the questionnaire for observation. Each of the eight teachers was observed twice. The eight teachers were interviewed after observing their second lesson. Data was analyzed using descriptive statistics. Frequency distribution tables and bar graphs were used in data presentation .Most of the data elicited through interviews was presented qualitatively. Data from interview were coded and analyzed descriptively in identified themes based on study objectives. The study revealed that use of drama techniques was limited because teachers selected approaches that would enable them to easily complete the syllabus. Where drama techniques were employed student participation during the lesson was high. The study noted that those who enjoyed teaching employed drama techniques and teaching using drama techniques was effective since it involved more resources to aid understanding of language. The study recommended that lessons be preceded with drama or activities that stimulate learners and ensure free flow of ideas. The findings would be useful for teachers and Kiswahili course designers for the improvement of quality of teaching and learning.

DEDICATION

To my wife Basilisa Kirui, Sons; Collins Kiprop, Martin Kiplimo and Conrad Kipchumba, for their encouragement and support.

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LIST OF ABBREVIATIONS

D.E.O	District Education Officer
H/M	Headmaster
I.A	Integrated Approach
KCSE	Kenya certificate of secondary education
KIE	Kenya Institute of Education
KLB	Kenya literature bureau
KLT	Kiswahili language teaching
KNEC	Kenya national examination council
L2	Second language
MMUST	Masinde Muliro University of Science and Technology
MOE	Ministry of Education
SLA	second language acquisition
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter provides the basis of the study as articulated in the background of the study, Statement of the problem, purpose of the study, objectives of the study and research questions. The rationale or justification of the study, significance of the study and theoretical framework are also discussed.

1.2 Background to the study.

There are many reasons in favour of using drama activities and techniques in the language classroom. First of all it is entertaining and fun, and can provide motivation to learn. It can provide varied opportunities for different uses of language and because it engages feelings it can provide rich experience of language for the participants. Maley et-al (2005). Drama activities provide lots of immediate resources and are fun for teachers and students alike according to Marley et-al (2005). The study takes cognizance of the existence of Various Approaches to language teaching and techniques such as direct method, grammar translation, suggetopaedia, Audio -lingual, situational context, communicative and functional and total physical response among others. Drama techniques in this case are tools which can be used to intensify learning at interactive level. Interaction in the use of drama techniques could be at the level of student to student and teacher to student.

Research indicates that using drama in the classroom as a means of teaching helps students learn academically, socially, and developmentally. "The use of drama as a tool for teaching is not new. Historically, both drama and theatre have long been recognized as potent means of education and indoctrination. The ways they are used today, however, are new, and they differ in a number of respects from the ways they have been used in the past" (McCaslin 1998 P. 271). Arts advocates and educators have recently started to explore the use of drama as an integrated way of learning the curriculum. McCaslin strongly believes that the arts should be employed in every classroom. It can reach students who otherwise couldn't be reached, and challenge students who have already grasped the concepts. Drama provides a fun means of learning. It brings the affective back into the classroom, an institute where emotions and learning are categorically divided. Recent brain research proves that emotions are linked with learning. When we connect to the concept emotionally, we will have a better understanding of it. When we teach using the arts we are linking prior experiences with new stimuli. Teaching using drama brings emotion and learning together. Most importantly of all, using drama to teach in the elementary classroom gets students involved and gives them the power to have a key role in their education. Jeffrey D. Wilhelm (1998) who wrote the article, "Drama is Imagining to Learn: Inquiry, Ethics, and Integration through Drama," writes that through drama, students became a part of the learning process rather than mere observers or inactive receptacles of the rich experience of learning; in this way, their learning was deeper, more sustained, and infinitely more complex .Through research of the arts, drama in particular, and a close look at how people learn, one can attest that teaching using drama can enrich the classroom environment.

Using drama and drama activities has clear advantages for language learning. It encourages students to speak; it gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expression. There are also a number of other factors which makes drama a very powerful tool in the language classroom. Desiatova (2009) outlined some of the areas where drama is very useful to language learners and teachers, and they are listed in the literature review section of this study. Drama is an appealing teaching strategy which promotes cooperation, collaboration, self-control, goal-oriented learning as well as emotional intelligence skills. Drama bridges the gap between course-book dialogues and natural usage, and can also help to bridge a similar gap between the classroom and real life situations by providing insights into how to handle tricky situations. Drama strengthens the bond between thought and expression in language, provides practice of suprasegmental and Para-language, and offers good listening practice. If drama is considered as a teaching method in the sense of being part of the eclectic approach to language teaching, then it can become a main aid in the acquisition of communicative competence. Drama activities facilitate the type of language behaviour that should lead to fluency, and if it is accepted that the learners want to learn a language in order to make themselves understood in the target language, then drama does indeed further this end.

One of the greatest advantages to be gained from the use of drama is that students become more confident in their use of English by experiencing the language in operation. Drama in the English language classroom is ultimately indispensable because it gives learners the chance to use their own personalities. It draws upon students' natural abilities to imitate and express themselves, and if well-handled should arouse interest and imagination. Drama encourages adaptability, fluency, and communicative competence. It puts language into context, and by giving learners experience of success in real-life situations it should arm them with confidence for tackling the world outside the classroom.

Lawson, (2001) observes that:

It is clear that emotions are linked to learning. Hands-on learning is a more effective means of learning, being involved in the learning is powerful, and we learn best by connecting new ideas with old. Each of these ideas can be emphatically proven through recent and extensive brain research. A depiction as to exactly what process the brain goes through when we learn would clarify why drama would help one learn. (p.32)

The brain undergoes an electrochemical process in which information is transferred from one neuron to the next. The brain is made up of billions of these nerve cells called neurons. Neuron connections are flexible, webbed, overlapping, and redundant. Internal and external stimuli collaborate in the formation of pathways and patterns of excited neurons. The more frequently pathways or patterns of neurons are used the stronger the pathways and patterns become (Lawson 2001). It is important that these pathways and patterns become stronger because as they do it becomes more probable that they will be created again. "Simultaneous excitation of multiple pathways and patterns create growth of new neuron connections, thus increasing the potential of the brain to learn" (Lawson, 2001, p.32). This is a simplified description of the physiology of the brain and how it learns. It is important when teaching to connect the new material with student's past experiences because it is this "simultaneous excitation" that helps us learn. Drama is a teaching method, which would allow students to explore the curriculum using several of Gardner's multiple intelligences. Students are fully involved in learning with drama. They are immersed into the subject. Their bodies, minds, and emotions are extremely active when they become engrossed in the drama. A common misconception is that the brain is like a storage unit, which can store and retrieve information at any given time; the brain is an exceptionally complex system of making connections and creating new information. "The human brain is the most complex system on earth, yet it is too often used in schools primarily as a simple device for storage and retrieval of information (Dickinson 2002). Teachers who orally lecture students, loading them with facts and figures, and then test them on what they remember, are not teaching with the brain in mind. During drama activities, the student's schema or prior knowledge of the subject is activated to really come to a complete understanding. Essentially, when we learn, we are synthesizing. We are merging our prior knowledge with the fresh information and creating something new in our minds. "Each brain is unique. Genetic and environmental factors influence learning and the connections between cells are created by an individual's unique experiences" (Lawson2001, p.32). What this implies is that if drama is used as a tool of learning, it provides a holistic intellectual and affective student involvement. This is based on psychological observation of learning that a student could learn more from what they practically do than what they simply hear and see.

Drama can help the teacher to achieve reality and can enable him overcome the students' resistance to learning the new language (Marley et- al 2005). They observed that drama use makes learning of a new language an enjoyable experience. Again drama sets a

realistic target for students to aim for .In addition, Marley and Duff observed that drama creates a link between the language learning experiences with the students own life. Marley and Duff concluded that drama provides cultural and language enrichment by revealing insights into the target culture and presenting language contexts that make items memorable by placing them into realistic social and physical contexts.

"Human beings are storytelling primates. We are curious, and we love to learn. The challenge for each teacher is to find ways to engage the child and take advantage of the novelty-seeking property of the human brain to facilitate learning" (Perry 2004.). Today's education system often put children through unnecessary stress. This stress translates to a negative attitude towards school and learning. It burns out our natural instinct to want to learn. Learning cannot take place unless the child has a motivation and is stimulated through engaging activities. Drama gives educators the opportunity to teach their students in a way, which would create a love for learning. It provides valuable problem solving, social, and creative skills. Drama embraces the child's imagination and emotions, which in many classrooms are shunned.

Regarding the point that drama has an important impact on language teaching, Goodwin (2001) states, and drama is a particularly effective tool for pronunciation teaching because various components of communicative competence (discourse, intonation, pragmatic awareness, non verbal communication) can be practiced in an integrated way. There are some other elements involved in acquiring oral communication skills: adding efficiency to communication and drama activities facilitates the improvement of these

elements. Whitear's(1998) approach in this regard is, speaking is not only about words, structure and pronunciation , but also feelings, motivations and meanings that are valuable benefits for bringing drama to the language learner. Drama techniques and activities to develop communication skills through fluency, pronunciation, cooperative learning, confidence building and intercultural awareness may be added also to the above mentioned elements. One of the major characteristics of the social aspect of oral communication skills is the ability to deliver a speech comfortably and with self confidence.

Kiswahili language is spoken by about 100 million people all over the world (Chiraghdin et al, 1977). It is the seventh widely used language in the world and the second most used language in Africa. In Kenya Kiswahili is a national language and compulsory subject in schools. In the 1950's Kiswahili was taken as a subject in the African preliminary examinations. However, the problem was that one had to have knowledge of English to pass the Kiswahili language, for questions of the Kiswahili paper were in English the learning of Kiswahili as soft option rather than the conviction that it merits study with other subjects. The trend persists even today in many institutions of learning. A student of Kiswahili language at higher institution of learning is often called upon to read English books and then translate the concepts in Kiswahili.

In Sessional paper no.1 Of 2005 is a policy framework for education, training and research which provides new directions on the provision of education and training at all levels. The document calls for regular reviews of the curriculum and training to improve

the relevance by incorporating emerging issues in the curriculum. There is a problem at secondary school level where mastery of written Swahili is highly desired yet its teaching and learning is faced by many challenges. The situation calls for urgent measures to be taken to bridge the gap of the challenges facing the Kiswahili teacher in teaching the revised syllabus. Any attempt to improve the performance in teaching and learning is worth investigating. Kiswahili has ascended in status being a national language and our future medium of instruction (Barasa, 2005). It is therefore important to look for ways of improving Kiswahili language as a medium of communication by alleviating any challenges that may hinder its progress .Teaching techniques could be one of those challenges.

Following Ominde report of 1964, Kiswahili was to be taught in schools for communication purpose. Since Kiswahili was not examinable at primary level many schools ignored its teaching. Mazrui (1999) argues that it is imperative that emphasis is laid on the teaching of Kiswahili. English language was given preference over Kiswahili a mentality carried over from pre-independent era; hence Kiswahili and other African languages remained disregarded and were seen as inadequate. The colonial mentality was that Kiswahili was an inferior language used by the master when addressing the servants working on the plantations. At independence in Kenya, Swahili was recognized as language that would unite people, combat tribalism and express the culture of the different tribes in the country. Many Kenyans desired to have an African language as a national form of the time when many states strived for Africanization and also to avoid ethnic conflict (Hages,onsten and Gage,1987)

In 1981 the MacKay commission recommended that Kiswahili be examined at all levels of education. The importance of Kiswahili in the Kenyan schools cannot be down played. The Mackay Report of 1981 acknowledged its importance in education. It states that;

Although Kiswahili is the national language, there are many university graduates who cannot communicate in Kiswahili. It is with this in mind that the working party recommends that Kiswahili be made a compulsory subject at the second university."

The acceptance of Mackay report led to the establishment of the second university; Moi University in 1984. Altough Kiswahili has not been made a compulsory subject at this university, the establishment of a distinct department of Kiswahili was appositive step. The department is unique in that Kiswahili is exclusively used as a medium of instruction for both linguistic and literature components of the discipline (Mukuria in Senanu, 1995)

Koech commission of 1999 proposed that Kiswahili should be one of the five compulsory and examinable subjects at the end of the eight years of primary education and one of the three core examinable subject at the end of the four years of secondary education. The results of these decisions have been the establishment of many more departments of Kiswahili in public universities and their constituent colleges and the writing and publication of requisite Swahili text and reference books. In the current constitution of Kenya, Kiswahili is recognized as the national language. The official languages of Kenya are Kiswahili and English, and all official documents shall be made available in both languages. The teaching of Kiswahili in Kenyan secondary schools has gone through various changes in the past few years in an attempt to improve the quality of its teaching. The recent review was done in 2002. It was realized that the 1995 Kiswahili syllabus was overloaded in terms of content among other things .The current trend in Kiswahili language teaching (KLT) has adopted integrated approach (I.A). In this approach, the literature and language are integrated so that the two can contribute one to another (Taasisi Ya Elimu Kenya, 2006)

Kiswahili is one of the key subjects taught in the Kenyan secondary school curriculum. The government acknowledges the importance of Kiswahili language as a national language. According to Kenya gazette supplement no.63, 2005, 80% of the total population of Kenya speaks Kiswahili language.Mbaabu (1978) observes that this language is widely used by a large section of Kenyans in both urban and rural areas. Session paper no.6 proposed that Kiswahili should be respected as a national language and be taught in schools. Mackay Report (1981) indicates that Kiswahili is a compulsory subject taught and examined both at primary and secondary school levels of education. Chimera (1998) clearly outlines the importance of Kiswahili as a symbol of national unity. Mazrui et-al (1995) argues that due to its enhanced status and expanded functions, which includes its role as a unifying factor for diverse people, it is imperative that emphasis is put on its teaching.

In spite of this fundamental function, Kenya has recently experienced 'falling standards' of Kiswahili language. The KNEC, 2006, 2007, 2008 reports indicate a decline in performance of Kiswahili language since the implementation of the revised Kiswahili

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

1.3 Statement of the problem

Effective teaching and learning of Kiswahili language is as a result of a more practical learner-friendly methodology. Such approaches are hardly in use in Kiswahili language classrooms (Perry 2004). If Kiswahili language teachers become reluctant to innovate techniques that require their effective preparations, learners might experience many difficulties in learning the language. Some language teachers cannot use certain techniques because they select approaches that enables them meet their lesson objectives, without considering the general objectives of teaching and learning the language. That is regardless of whether the learner can apply the concepts during their daily interaction or not. As a result, learners' linguistic incompetence is so explicit as reflected during the national examinations. For the past three years a great proportion of KCSE candidates have performed poorly in the Kiswahili national examination: KNEC 2006, 2007, 2008 report reflects the depth of the problem of Kiswahili in Kenya. This is also reflected in the performance analysis of the same examination at the Nandi South District level. The

mean score declined. Kiswahili is a compulsory examinable subject in the Kenyan school system and medium of communication in Kenya. Poor performance in Kiswahili therefore makes one wonder what the problem could be. Therefore there was need to investigate the causes of this nationwide poor performance in Kiswahili language that may be based in schools. This study set out to systematically investigate this position with a view to ameliorate the problems afflicting the teaching of Kiswahili. This is what prompted the researcher to carry out this study on teaching and learning techniques employed by the teachers with focus on the use of drama techniques in teaching and learning of Kiswahili in secondary schools.

1.4 Purpose of the study

The purpose of the study was to investigate the effectiveness of Kiswahili language teaching through the use of drama techniques in classrooms. In order to achieve this purpose, the following objectives were established:

1.5 Objectives of the study

- To establish how Kiswahili teachers use drama techniques in teaching and learning activities in the classroom.
- ii) To determine the levels of students' participation in the Kiswahili lessons when drama techniques are used in teaching.
- iii) To establish the frequency of use of drama techniques in teaching and learning of Kiswahili.
- iv) To establish the views of teachers and learners of Kiswahili on the use of drama techniques in the teaching of Kiswahili language.

 v) To establish the effectiveness of teaching and learning of Kiswahili language when drama techniques are utilized.

1.6 Research questions

i) How did Kiswahili language teachers make use of drama techniques through the selection of appropriate teaching and learning activities?

ii) To what extent did the students participate in Kiswahili lessons that use drama techniques?

iii) What was the frequency of use of drama techniques in teaching and learning of Kiswahili?

iv) What were the views of teachers of Kiswahili on the use of drama techniques in teaching of Kiswahili language?

v) How much do drama techniques make the teacher's lessons effective?

1.7 Assumptions of the study

i) Drama techniques can be used by all of the teachers since they are conversant with the skills of drama and its role to a language learner.

ii) Teachers who use drama techniques take adequate time and use appropriate resources to prepare for their lessons.

iii) Teachers give their students opportunities to participate and practically use the language during the lesson.

1.8 Significance of the study

Mastery of Kiswahili language skills is enhanced by among other factors the teaching methodology of the teacher. The declining Kiswahili examination results cited in previous years (2006, 2007, and 2008) in Nandi south District shows that teachers need to improve on how they deliver their content to the students in their classroom. An investigation into the teachers' classroom activities yielded findings which reflected the link between their choice of content and participation by learners. It is expected that the use of drama techniques in the classroom would create an avenue for teacher student interaction and therefore give a clear way for the evaluation of learner's mastery of language.

Effective classroom interaction ought to be enhanced. In training teachers, Hearthcote (1983) says that it is not a business of giving how to gimmick or use little tricks to help them through a lesson. Instead it is to help them come to know why they are doing what they are doing. It is expected that the teachers should learn to be helpful, tolerant, patient, observant and people who are capable of creating a working relationship with their students. It is required that teachers should be able to put aside any anxieties so as to be free to respond freshly and capture the possibilities of any teaching movement. Drama technique therefore was deemed important in the language classroom in order to improve quality teaching of language in schools. Language educationists and course designers are to benefit from this study in designing appropriate approaches in handling various language skills in language teaching. The findings shall be used as checkpoints on the existing language teaching techniques. The findings of this study will assist teachers of

Kiswahili to device new methods of teaching Kiswahili language. The findings of this study would be useful to teacher educators in the field of language education in developing new methods of teaching Kiswahili with reference to drama techniques. The findings of this study will also assist teachers of language to device new methods of teaching Kiswahili .Finally these findings will assist language planners and policy makers to review language policy in education in the light of the influence of drama.

1.9 Justification of the study

Teaching and learning is meant to be a productive partnership between teacher and a learner. This study was vital since it was meant to address the link between teachers' methodology choice of content and learners' participations which are deemed necessary for effective language learning. Teachers in the school should provide an environment which students are encouraged to use language and explore the concepts, solve problems, organize information, share discoveries and explain ideas. All these depend on the approach adopted by the teacher. While for many years language teaching has been done through lecture presentation, rote learning or grammar translations, the teacher has been portrayed as the ultimate source of knowledge. The use of drama techniques injects a new perspective in language pedagogy it tends towards learner – centered approaches which is the main aim in Kiswahili language teaching (KLT). Research indicates that using drama in the classroom as a means of teaching helps students learn academically, socially, and developmentally. As McCaslin (1998 p. 271) points out "The use of drama as a tool for teaching is not new. Historically, both drama and theatre have long been recognized as potent means of education and indoctrination. The ways they are used

today, however, are new, and they differ in a number of respects from the ways they have been used in the past."

Language teaching trends need to be dynamic because of the social nature of language. Through drama techniques; teachers are able to promote specific attitudes and skills. They would also develop learners' critical and analytical abilities that would enhance mastery of the language when a teacher employs a dramatic technique in teaching of a language; drama is linked with the thinking process and is a manifestation of the thinking that is taking place. This would eventually be manifested through correct utterances in speech and perhaps the learners would even write communicatively.

There was need to undertake this study because learners have shown great talents in drama as a co – curriculum activity. When learners have had a chance to act in plays, narratives or verses, they have proved to develop communicative competence. Furthermore it is an area in which learners have portrayed a positive attitude to learning the language. There is therefore need to integrate the learners positive attitude to arts with language activities in the classroom work. This study intended to provide ways in which teachers could tap the talents of the students and organize activities that would promote understanding of the language. There are many reasons in favour of using drama activities and techniques in the language classroom. First of all it is entertaining and fun, and can provide motivation to learn. It can provide varied opportunities for different uses of language and because it engages feelings it can provide rich experience of language for the participants. Maley (2005) .This study therefore justifies Maley's advances in that the

ultimate goal of teaching a language daily use in the mastery of that language manifested in speech and written form.

The performance in Kiswahili in KCSE affects the students' career choices at the university level and other institutions of higher learning. There is need to investigate the teaching techniques aimed at improving or achieving good performance. Some scholars have carried out research on use of drama techniques in teaching English subject in Kenya. The findings though significant in may not be suitably applicable in the teaching and learning Kiswahili because of the apparent differences in the setups. Therefore there was need to investigate on use of drama techniques in teaching Kiswahili. Those who did similar research such as Kaptinge'i (2008) and Ongondo (2003) did so in English language. Their findings though significant may not reflect what actually goes on in the implementation of the Kiswahili curriculum. This study therefore aimed at filling this gap. The poor performance in the past Kiswahili examinations has been attributed to traditional methods of teaching employed by Kiswahili teachers. Many in the field of education could benefit from the research as it could contribute to several other researches on different aspects of Kiswahili teaching and learning.

1.10 Scope and limitation of the study

1.10.1 Scope

The study was based in Nandi south district in Nandi County. It drew its sample from the form three classes from different secondary schools in Nandi south district .The sample also included teachers of Kiswahili in the sampled schools. The study did focus on the use of drama techniques in the teaching and learning of Kiswahili in secondary schools in Nandi south district. The study took cognizance of the existence of various approaches to language teaching such as grammar translation, direct method, total physical response and suggestopaedia. Techniques such as discussions, lecture, question and answer have been highlighted. However, the study focused on the use of drama technique in classroom during the teaching of Kiswahili language. The teacher's ability to select activities that involved learners in the lesson and the nature of such activities was the main focus of the study.

The language skills that the study involved in its investigation are listening, speaking, reading and writing. Emphasis was put on each particular skill that was executed by the teacher during the lesson. Other sub – skills that the study focused on are; summary, comprehension and grammar as part of the contents of form three Kiswahili syllabus. The reason for involving all functional Kiswahili language skills is that a teacher of Kiswahili is thought of capable of selecting an appropriate drama technique in teaching any language skill in the syllabus. Focus was on drama activities within the classroom and not what is done in drama for school festivals or theatre arts. Drama here was treated as a tool of teaching and learning.

The findings of this study to some extent are expected to apply to other areas or districts in Kenya. Firstly there are similarities in learning environments, resources, the curriculum, and teacher training among other aspects in most districts in Kenya .Secondly, the instruments that were used for data collection were tested for validity and reliability. The sample used was hoped to be a good representative of the population characteristics on which the judgment was based, (Kathuri 1997). However, because of unique individual, regional or District characteristics, caution was taken when generalizing the results.

1.10.2 Limitations

To work within the scope of the study the research methodology, did not allow the researcher to have a wider population .This enabled the study to be manageable and thus it was completed on time. Furthermore due to inadequate resources and limited finances, a smaller sample of schools was selected. The researcher having to work with the limited finances available no research assistants were used. As indicated by Barasa (1997) "the study can only go as far as observations investigations, and analyzing data given by the sources" (p.83). The study had no control over the exact information learners, teachers of Kiswahili chose to withhold.

Furthermore the study used teachers of form three classes only. This was limiting in making generalization for approaches for teaching Kiswahili in secondary schools. The study left out form one, two, and four classes. This could have given a clear generalization for teaching at various classes.

1.11 Theoretical framework

This study was guided by the Discourse theory of language advocated by Hatch (1978).The theory posited that language development should be considered in terms of

how the learner discovers the meaning potential of language by using it in communication. The theory suggests that language can be learnt through learning to communicate. Cherry (1979) also says that communication with others help children to accomplish actions in the world and develop the rules of structures and use.

The conversational strategies as posited by discourse theory and observed that enables the students to learn the second language in the same order as the frequency order of various features of input. Another advantage is that the learner acquires commonly occurring formulae and later analyses them with their components. In the light of the discourse theory, a second language classroom should provide opportunities for learners to participate in communication. Simply put, the first structures that L2 learner acquires are those that he is exposed to most frequently. Hatch (1978) suggests that interactions determine the route of SLA .He adds that one learns to do conversations. One learns how to interact verbally and out of this interaction, syntactic structures are developed. Conversations are cooperative ventures. The rules of conversation are attention, topic nomination, topic development and topic termination. The implications to language learning are; Encourage interactions among learners, as one learns how to do conversations one learns how to impact verbally and out of this interaction syntactic structures are developed, be aware of rules of conversation, create situations that will allow interaction and communication. The bottom line is: for a child to learn a second language, allow her to engage or participate in meaningful communication. This can only be possible if drama techniques of teaching and learning are used. Drama allows interaction and communication it engages learners in meaningful communication.

The rules of grammar according to the theory are acquired in a natural order. The natural order of second language acquisition is the result of the learners learning to make discourse interactions-activity of working together. Drama techniques allow for working together .Discourse can be defined as a shared way of talking or creating texts (code). Discourse is any connected piece of speaking or writing. While it used to be generally held that mere exposure to language is sufficient to set the child's language generating machinery in motion, it is now clear that, in order for successful language acquisition to take place, interaction, rather than exposure is required, children do not learn language from overhearing the conversation of others or from listening to the radio, and must acquire it on the context of being spoken to. This theory holds the idea that language learning evolves out of learning how to carry on conversations. The current study found this theory to be suitable in that dramatic activities enables learners to be spoken to and not just overhearing conversations, similarly drama techniques of teaching and learning gives learners opportunity to learn to carry on conversations and ultimately facilitates effective language learning.

1.12 Operational Definition of terms

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

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

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

- Drama: An activity that involves imagination of real situation and acting in the circumstances of that situation by listening, speaking, writing, and reading moving and behaving in any other manner that the actor imagines befits the given context. In this research, activities such as role- play and simulations shall constitute dramatization.
- Dramatization: From an educational viewpoint, dramatization can be defined as method to develop skills through the performance of activities in situations that simulate real life. It is possible to simulate, for instance, a job interview, a police interrogation, a product sale, an exhibition, a speech on contraceptive method.
- **Dramatic Techniques**: Are teaching activities. Activities can include role-play, drama games, improvisation, group discussion and individual or pair work. Such as role playing and simulation.
- **Effective teaching:** Means the teacher's potentiality to teach Kiswahili. The Constituent of this potentiality is the ability to design Classroom activities in view of the processes of teaching.
- Language learning: Means attaining proficiency in target language through formal instruction. The process is structured systematically in order of difficulty of the material relevant to learner's needs.
- **Negotiation of meaning:** Means applying meaning as appropriate to a specific situation in the process of language teaching and learning.

Pedagogical techniques: Includes all the instructional specification, prototype materials

and methods designed to conform to the specification, the production of materials and procedures in a form suitable for appropriate teaching in the classroom.

- **Second language:** Will be used to refer to Kiswahili, which is learned after the mother tongue of the learner.
- **Relevance:**Relevance was used to refer to whether the activity offeredpractice for the language skills to be learned during thatlesson.

Role plays: Dynamic method of teaching that involves specific cases that may be acted or imitated by the learners.

- Skills:Techniques used in enhancing the learning of the language to
learners participation.
- Simulations: It is a means of introducing into the classroom the experience learner may meet in life without any element of danger which might be involved in real life.

1.13 summary

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

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented a review of related literature to the research problem. Sources such as textbooks, theses, research journals, newspapers and information from the website were of great help. This review is necessary because it helps the researcher establish the objectives of the study and serves as a link between the present study and the previous ones in the same or related fields. The relevance of this review to the present study is that the knowledge gap was pinpointed while the present study's intensions were highlighted.

2.2 Drama and the practice of language

"Tell me, and I'll forget. Show me, and I may not remember. Involve me, and I'll understand" (An Old Native American Proverb). Pavis (2003) indicated that a drama classroom remains a strong venue for learning to work in role and confirming its value in the practical sense. The teacher's role is defined as: helping students to form their ideas; helping students to test their ideas; helping students to communicate their ideas; and helping them to respond to different real-life situations. Teachers can use these skills for specific learning objectives by stepping into the fictional work of the students through using drama strategies, in particular, teacher in role. Consistently, there are numerous reports of unprecedented improvement in students' writing and speaking skills as a result of the use of drama structures. Calling us to focus on "knowing-in-action" Taylor (2000) draws our attention to drama teaching as an artistic process of meaning-making. He

proposes that "to ignore reflective practitioner design is to remain ignorant to the kind of artistic processes which are the lifeblood of our work". (p. 27).

Combs (1988), referred to drama in classroom as creative dramatics to distinguish it from theater arts. Drama in classroom is informal and focuses on the process of dramatic enactment for the sake of the learners not an audience. According to him classroom drama is not learning about drama, but learning through drama combs. Cliff (1983), in her research with high school students, found that students using dramatic enactment performed well than children in traditional lecture, discussion or sea works modes. Moreover, they experience more instances of high order thinking, more topics-specific emotions, decreased apprehension and lesser-topic irrelevant thought than students in the non-dramatic mode. Cliff is found important in establishing the mode of teaching that teachers employ in their classroom. Through this work, questionnaires are designed to include questions on drama teaching, lecture method, discussion and other approaches.

An ethic of care in drama education does not suggest, however, that there should always be consensus and harmony at all times but rather 'a robust environment in which debate, dissent, generosity and artistic experimentation might be encouraged and valued. A creative learning environment based on trust is a safe and welcome haven for youths" wild thoughts', the kind of thoughts that are all too often discouraged in classrooms, where there seems to be a fight between wild thoughts and classroom order and between wild thoughts and their adventure with intelligibility. We ask students to hold that thought for another time. We ask what does that have to do with this, or we say "Don't get me off the topic?", or maybe "How did that thought pop into your head, what were you thinking?"We worry about staying in the right place, of ordering thoughts so that they can be easily learned" (Britzman, 2001, p. 12).

As mentioned above, what was quoted from O'Neil's (1985) literature and Hoetker (1969) is useful for the current study to emphasize the use of drama techniques in Kiswahili classroom. What O Neil's literature suggests is taken to justify this study that drama techniques when used provides for learner contentedness, which is the aim of the study, it is from this review that questionnaires are designed to establish how teachers prepare and select a teaching method. Njogu et, al (1999) says that to demystify Kiswahili language as a subject, teachers should encourage students to talk so as to get as varied answers to question just awe have varied students. Teachers should struggle to make the subject interesting by encouraging students to learn, act, recite and write their own creative works. Drama techniques provide such an opportunity

2.3 Dramatization as a teaching technique

There are many reasons in favour of using drama activities and techniques in the language classroom. First of all it is entertaining and fun, and can provide motivation to learn. It can provide varied opportunities for different uses of language and because it engages feelings it can provide rich experience of language for the participants. Maley (2005) listed many points supporting the use of drama and these are:

• It integrates language skills in a natural way. Careful listening is a key feature. Spontaneous verbal expression is integral to most of the activities; and many of them require reading and writing, both as part of the input and the output.

- It integrates verbal and non verbal aspects of communication, thus bringing together both mind and body, and restoring the balance between physical and intellectual aspects of learning.
- It draws upon both cognitive and affective domains, thus restoring the importance of feeling as well as thinking.
- By fully contextualizing the language, it brings the classroom interaction to life through an intensive focus on meaning.
- The emphasis on whole-person learning and multi-sensory inputs helps learners to capitalize on their strength and to extend their range. In doing so, it offers unequalled opportunities for catering to learner differences.
- It fosters self-awareness (and awareness of others), self-esteem and confidence; and through this, motivation is developed.
- Motivation is likewise fostered and sustained through the variety and sense of expectancy generated by the activities.
- There is a transfer of responsibility for learning from teacher to learners which is where it belongs.
- It encourages an open, exploratory style of learning where creativity and the imagination are given scope to develop. This, in turn, promotes risk-taking, which is an essential element in effective language learning
- It has a positive effect on classroom dynamics and atmosphere, thus facilitating the formation of a bonded group, which learns together.
- It is an enjoyable experience.

• It is low-resource. For most of the time, all you need is a 'roomful of human beings'.

Fleming (2006) stated that drama is inevitably learner-centered because it can only operate through active cooperation. It is therefore a social activity and thus embodies much of the theory that has emphasized the social and communal, as opposed to the purely individual, aspects of learning. The use of drama techniques and activities in the classroom provides exciting opportunities for foreign language learners to use the language in concrete "situations". Besides, some research studies, (Maley and Duff 2001, Phillips, 2003) suggest that drama activities can promote interesting ways of motivating language learners and teachers. With drama we can play, move, act and learn at the same time (Philips, 2003). Also the use of language in context, teaching and learning cross curricular content (Philips, 2003).

Dramatic activities according to Maley and Duff (2001), are activities which give the students an opportunity to use his own personality in creating the material in which part of the language class is to be based. Drama activities can provide students with an opportunity to use language to express various emotions, to solve problems, to make decisions, to socialize. Drama activities are also useful in the development of oral communication skills, and reading and writing as well. Drama activities help students to communicate in the foreign language including those with limited vocabulary (Aldavero, 2008)

Research indicates that using drama in the classroom as a means of teaching helps students learn academically, socially, and developmentally. "The use of drama as a tool for teaching is not new. Historically, both drama and theatre have long been recognized as potent means of education and indoctrination. The ways they are used today, however, are new, and they differ in a number of respects from the ways they have been used in the past" (McCaslin 1998, p. 271). It can reach students who otherwise couldn't be reached, and challenge students who have already grasped the concepts. Drama provides a fun means of learning. It brings the affective back into the classroom, an institute where emotions and learning are categorically divided. Recent brain research proves that emotions are linked with learning. When we connect to the concept emotionally, we will have a better understanding of it. When we teach using the arts we are linking prior experiences with new stimuli. Teaching using drama brings emotion and learning together.

Most importantly of all, using drama to teach in the elementary classroom gets students involved and gives them the power to have a key role in their education. Jeffrey D. et-al (1998), writes, "Through drama, students became a part of the learning process rather than mere observers or inactive receptacles of the rich experience of learning; in this way, their learning was deeper, more sustained, and infinitely more complex" (p.89).

"Watching children working in drama provides fascinating insights into the richness of their imaginations, the skill with which they negotiate with one another, their present level of critical thinking, and the sophistication of the language they use" (Verriour 1994, p.7). Gavin Bolton calls the form of drama used to teach in the classroom, "dramatic Playing." Dramatic playing is characterized by a high degree of spontaneity as teacher and students work to create a fictional world in which they assume roles to explore issues that are of concern to them. Most professionals in the area of drama in education would define drama very correspondingly. They would all agree that drama is the act of participants joining in an imagined world and taking roles of others. By doing so, students are able to learn through other perspectives and act as one would in the imagined situation. Drama, although not new to humans has had an integral impact on history and those who lived through it. Drama and theatre arts have been around since ancient times. "Most familiar to us in the Western world is the theatre of ancient Greece, which developed from celebration and dance into a golden age of theatre" (McCaslin 1998 p.271). This form of art and its artists were highly respected. "Plato, in The Republic, advocated play as a way of learning. Aristotle urged education in the arts, distinguishing between activities that were means and those that were ends" (McCaslin, 1998, p271). Many cultures have found using drama to teach religion to be very successful. "The medieval church taught through the medium of mystery plays and in doing, helped to restore theatre to its proper place as a great art form" (McCaslin, p,271). Drama was used to teach, and as a form of entertainment. The ideas of using drama as a medium for teaching are not new ideas. However, the western world has yet to widely accept the use of drama as a teaching medium for the elementary curriculum.

Although drama in education is not a new idea, recent brain and educational research is causing it to grow in popularity. Educators who use drama to teach their students are finding it to be a very successful method and therefore, are spreading the word. Drama is a way of life. It is embedded in each and every person's lives from birth to death. We naturally use drama to learn, explore, and solve problems in new and difficult situations. Drama is a great way to develop these skills. It is quite difficult to process something that has no personal meaning to us when we are learning something new. Perhaps it is put best by saying, "Facts are empty without being linked to context and concepts" (Perry 2004, p.1). When we learn something new, we connect it to something we already know. For example, if someone has never seen or experienced the ocean before, but listens to someone describe the ocean and how1 it looks, they will process this by connecting it to their prior experiences. Maybe this person has been to a big lake with waves and a beach where people play in the sand and swim. This person already has a similar experience to that of going to the ocean, so their idea of the ocean is better understood. The ideas of connecting new information with something we already know have been affirmed by Robert Vogel, who has studied cognitive science as it applies to education, for fifteen years. "According to research, the human brain, when learning, strives to make connections. 'The brain does not learn in isolation,' says Vogel. Lessons have to be taught in a way so that the new knowledge connects to something the student already know, he says". Drama can do that for the brain since it is a way of life. It is a practice we are born with. We know drama, so we can connect it with new ideas learned in school. Also, drama allows the learner to explore their experiences in using their imaginations.

2.4 How to Use Drama in the Classroom

Putting on plays for an audience is not what is meant by using drama in the classroom. The goal is not to teach acting and performance skills. The goal is to teach the core curricular areas using drama. Betty Jane Wagner, an internationally recognized authority on composition instruction and the educational uses of drama, states of the purpose of role play. The role playing is improvisational, not scripted and memorized to present a performance for an audience. The emphasis is on drama as an intentional teaching strategy to enhance learning in a particular curricular area. There are many ways in which drama can be integrated into the elementary classroom. Drama can be a way to teach all subject areas. Language arts, social studies, and science are subject areas, which are very successful in using drama. "It is particularly effective in making a historical event come alive for students," says Wagner (1976. P.98)

Wagner (1976) illustrates:

A real life example seems to be the best way to illustrate how drama can be used in the classroom. When I student taught a second grade class last year, one of the required benchmarks to meet was to teach about Thanksgiving. Instead of telling the students about Thanksgiving, I let them be the teachers. I assigned them each to a12 group, which would cover a specific topic of Thanksgiving. (Mayflower Pilgrims, Native Americans, feast) I told the class that their group was to choose some way to teach the class about their topic. Without influencing their decisions, I noticed that every one of the groups chose to use role play to teach their classmates. It was an immediate, unanimous decision made by all groups to use drama to teach the class. This told me that children most definitely love using drama to learn. On the day they were to teach, it was amazing to see the students in role. They really imagined themselves back in time to the first Thanks giving. Students came dressed to look their parts. Many of them did extra research on their own to learn what their Pilgrim role would look and act like. While each group went in front of the room to teach, the class was intensely involved in the learning. Since this experience those second graders are experts on Thanksgiving. This class voluntarily went above and beyond their given requirements to learn. (p.98)

This is just one example of how drama was used as a method of teaching in the elementary classroom. Role-play can be a very powerful teaching tool. This and different aspects of drama can be used to teach all the curriculum areas. Educators must take this into consideration when teaching children.

Dr. Howard Gardner, co-director of Project Zero at Harvard University's Graduate School of Education, has developed a theory of multiple intelligences which suggests that our school systems, which reflect our culture, teach, test, reinforce, and reward primarily two kinds of intelligence--verbal and logical-mathematical (Dickinson2002). Dr. Gardner has suggested that students learn in many different ways. We all have different intelligences that reflect how we learn and what interests us. Gardner names at least five separate intelligences that humans may comprise. If educators teach their students knowing that there are other intelligences besides only verbal and logical, then students will have better chances of learning. "They [intelligences] include visual/spatial, bodily/kinesthetic, musical, interpersonal, and intrapersonal intelligences" (Dickinson2002). Gardner has recognized each of these intelligences as equally important to learning. "These intelligences provide the foundations for the visual arts, music, dance, and drama, and through these art forms most students will not only find the means for communication and self-expression, but the tools to construct meaning and learn almost any subject effectively" (Dickinson2002).

Through Gardner's theories, it is evident that drama is a highly effective means of reaching students with intelligences that are not reached through traditional teaching methods. The intelligences are inherent in creative drama. The application of multiple intelligences to education is a mass movement among teachers that is only just beginning. Hopefully, using drama as a teaching strategy will be the foundation for future developments of multi-intelligence teaching approaches. "Instruction for cognitive skills and objectives without affective dimensions may be efficient but not effective" (Lawson 2001, P.32).

Many ideas about education and learning are based on the Constructivist Theory. This theory deems that humans do not learn by soaking up external sources, but rather we learn by actively making our own meaning. "One theoretical viewpoint about modern educational Drama emerges from the ideas of educators such as Rousseau, Montessori, Bruner, and Dewey. They say that learning happens through active participation, or as Dewey states "learning by doing .Drama is a form of "learning by doing." Dewey also stressed the importance of the imagination. He called imagination the "gateway through which meanings are derived from past experiences that are carried into the present" (Iannone 2001, p. 307).

To really understand how drama has a positive impact on learning, one must first be familiar with how humans learn. The value of using drama in education is supported by research into how people learn. Much recent brain research demonstrates how the arts are able to tap into areas of experience and knowledge which are significant to the development of learning skills. Each person learns best a little differently. Some learn best by visualizing, some by audible and some by kinesthetic. However, not every person falls into one of these categories. In fact, many people would confess that they remember something best by using a combination of all three types of learning. This is why teachers must utilize all methods of teaching in the classroom. Using drama can be of benefit to all types of learning. Studying the brain would provide insight as to how humans learn and what methods would be successful to apply in the classroom. It seems logical that educators would naturally take current brain research into consideration when teaching. However, until only recently there has been technology, which has allowed us to study the brains of living people (Perry, 2004). A depiction as to exactly what process the brain goes through when we learn would clarify why drama would help one learn.

Lawson (2001) describes this process. The brain undergoes an electrochemical process in which information is transferred from one neuron to the next. The brain is made up of billions of these nerve cells called neurons. "Neuron connections are flexible, webbed, overlapping, and redundant. Internal and external stimuli collaborate in the formation of pathways and patterns of excited neurons. The more frequently pathways or patterns of neurons are used the stronger the pathways and patterns become" (Lawson, 2001, p.32). It is important that these pathways and patterns become stronger because as they do it becomes more probable that they will be created again. "Simultaneous excitation of multiple pathways and patterns create growth of new neuron connections, thus increasing the potential of the brain to learn" (Lawson, 2001.p 32). This is a simplified description of the physiology of the brain and how it learns. It is important when teaching to connect the new material with student's past experiences because it is this "simultaneous excitation" that helps us learn. Drama is a teaching method, which would allow students to explore the curriculum using several of Gardner's multiple intelligences. Students are fully involved in learning with drama. They are immersed into the subject. Their bodies, minds, and emotions are extremely active when they become engrossed in the drama.

A common misconception is that the brain is like a storage unit, which can store and retrieve information at any given time; the brain is an exceptionally complex system of making connections and creating new information. "The human brain is the most complex system on earth, yet it is too often used in schools primarily as a simple device for storage and retrieval of information" (Dickinson 2002). Teachers who orally lecture students, loading them with facts and figures, and then test them on what they remember, are not teaching with the brain in mind. During drama activities, the student's schema or prior knowledge of the subject is activated to really come to a complete understanding. Essentially, when we learn, we are synthesizing. We are merging our prior knowledge with the fresh information and creating something new in our minds. "Each brain is unique. Genetic and environmental factors influence learning and the connections between cells are created by an individual's unique experiences" (Lawson2001p. 32)

Edmiston(1998).asserts that:

Drama is such a great way of synthesizing because of how involved the participants must be. They must recall their schema prior to the drama and use their new knowledge to create the drama. When the drama is over, there is room for reflection. Reflection is often a step that is overlooked in traditional teaching methods. Students do not just act in drama—they also reflect on the meanings of actions as they consider the consequences for different people. Reflection is dialogic when the students evaluate actions from the point of view of a person affected (p.60).

This is a vast section of the brain, which is utilized by participants of drama. During drama, students not only engage their senses, but they also maintain an emotional tie to the topic. Students are encouraged to take on a full body role throughout drama activities, which includes feeling their role's emotion.

2.4.1 Emotions and Learning

Lawson (2001) further explains that in the example of the Oregon Trail simulation, students took on their role's emotions as well. For instance, they became excited when they were able to accomplish or solve one of their problems. They showed disappointment and anger when they failed at finding food or other difficult situations. Not only did the students learn about the Oregon Trail, but they also learned how the pioneers lived and felt. The brain learns best when it processes cognitive, affective, and psychomotor information simultaneously. The participants of the drama were processing all this information at once. These experiences completely enriched their understanding. Students elicit speech, senses, emotions and motor skills when occupied with a drama activity. Therefore, educators who use drama in the classroom are adopting the "wholebrain" approach to learning. Many different parts of the brain are being activated. This generates a much bigger possibility that the students will learn the subject. The area of the brain that operates emotions makes up 20 percent of the entire brain. Until modern brain research began focusing on emotions, educators did not associate emotions with learning. Now that this connection has been made, it seems obvious that emotions can positively impact the way we learn. "They (the arts) provide rich multisensory experiences that engage the whole mind-body-emotional system" (Dickinson2002).

2.4.2 Hands-on Learning and the Brain

Not only has it been proven that emotions and personal experiences advance learning, but hands-on approaches to teaching progress learning as well. Studies such as those done by Lynn O'Brien of Specific Diagnostic Studies find that only 15 percent of the population learns the strongest through auditory means. Forty percent of the population learns the strongest through visual means and 45 percent of the population learns best by kinesthetic or hands-on types of teaching. The kinesthetic learners need manipulatives and other hands-on activities to conceptualize and grasp concepts. "Understandably, many of them have difficulty learning in conventional classrooms since very little hands-on learning is available in most classes after early primary grades" (Dickinson, 2002, p.45).

Drama in the classroom can really benefit the kinesthetic learners. Students are almost always moving around and actually creating something using their bodies during drama activities. It would be very typical to an observer of a drama-integrated classroom to see students working together out of their seats. Students may be engaged in creating scenes, producing role-plays, and spontaneously using their imaginations to learn. One might hear a whole class discussion or small group discussions reflecting on experiences. The students are involved and actually doing something in addition to just listening. "Students have to do something with information they learn, and then they can process information more deeply. Students need to use what they have learned to reinforce it" (Feden, 2003). Drama is doing just that. It is taking the information and creating something new with it, which makes it relevant to the student. Although it may seem obvious that this type of learning would benefit young children, many classrooms have yet to adopt the model. Brain research has now proven that children cannot maintain the extensive attention span that some teachers require of their young students. Dr. Perry makes the analogy of the brain fatiguing as a muscle would. "Learning requires attention. And attention is mediated by specific parts of the brain. Yet, neural systems fatigue quickly, actually within minutes. With three to five minutes of sustained activity, neurons become 'less responsive'; they need a rest (not unlike your muscles when you lift weights)" (Perry 2004, p.1). This is why children will not learn when lectured to over a significant period of time. Their attention is lost, unless they are somehow involved in the learning process. Dr. Bruce Perry goes on to give an example of what would happen to a child who was given facts over a lengthy amount of time. Perry explains what happens to the child in terms of the research done on the brain and learning by exemplifying what is happening in the child's mind: So, if this child hears only factual information, she will fatigue within minutes. Only four to eight minutes of pure factual lecture can be tolerated before the brain seeks other stimuli, either internal (e.g., daydreaming) or external (Who is that walking down the hall?). If the teacher is not providing that novelty, the brain will go elsewhere. Continuous presentation of facts or concepts in isolation or in a nonstop series of anecdotes will all have the same fatiguing effect — and the child will not learn as much, nor will she come to anticipate and enjoy learning .Drama, among other hands-on teaching methods, allows students to learn without losing their attention.

2.5 Approaches to language teaching

Brown (2001) indicates that the 1970s saw the emergence of some alternative, lesscommonly used methods and approaches, such as Suggestopedia; The Silent Way; Total Physical Response. He further lists the language teaching approaches that are in use today, some of which have been around for a very long time. Some of these methods were used so many years back while the later methods are improvement upon the earlier ones. These methods are:-

- (i) The Grammar –translation method
- (ii) Direct method

- (iii) Audio-lingual method
- (iv) The natural approach

It is from the above development that modern or the so called designer methods developed. This includes methods such as:-suggestopedia, communicative language teaching and total physical response among others.

Two categories have been identified, the traditional approach which was presented by grammar-translation, direct method and audio-lingual method. The others are the designer methods, which included total physical responses, suggestopedia and communicative language teaching. The sum up of the point would be one way of making learning more effective, there are other techniques that can equally be employed by language teachers.

Decoo (2001) makes the important point that new methods such as these may succeed initially when introduced by skilled and enthusiastic teachers or personalities and are delivered in experimental or well financed situations with well behaved, responsive and motivated students and small classes. Problems arise, however, when attempts are made to widen such methods out to less ideal situations, with large classes, low motivation and discipline issues. Nevertheless, such methods may continue to thrive in privileged circumstances with motivated teachers, as has been the case with the Silent Way or Suggestopedia, which continue to find supporters throughout the world. Communicative Language Teaching (CLT) is more and more popular and becoming the mainstream in the second language teaching classroom. Influenced by the nature of language and language learning, many approaches and methods in language teaching are constantly changing corresponding to the need of era, all of which contribute a lot in the history of mankind, such as the Translation Method, the Situational Language Teaching, the Audio-lingual Method, the Communicative Language Teaching, and other approaches although with less influence which can also give us much inspiration. All of them were once quite the rage, but till now, the Communicative Language Teaching (CLT) is more and more popular and becoming the mainstream in the second language teaching classroom. (Brown, 2001).

In an attempt to overcome some of the deficiencies inherent in English-as-a foreignlanguage teaching, Kumaravadivelu (2006) has argued the need for a post method pedagogy that would be developed within the parameters of particularity, practicality and possibility.

Although the current study is not dealing with all the methods and techniques mentioned in these reviews, it has put into consideration that while the use of drama techniques of activity compatible with communicative approach is unlimited, Such exercise should enable learners to attain the communicative objective of the curriculum, engage learners in communication and require the use of such communicative process as information sharing, negotiation of meaning and interaction in relation to what Richard and Rodgers says, this study deduces that it is through organized drama activities that Kiswahili language teaching and learning can enhance social interaction activities which in turn help in improving learners practical and daily language use which is the aim of this study.

Kitito (2007) comments that literature teachers need to abandon the predominant but unmotivating book/teacher mode of instruction as a way of improving performance. Teachers overreliance on text books as the only form of instruction kills learners creativity and interest Thus other forms of instruction should be used which greatly involves the leaners. A number of activities can be selected by an an innovative language teacher in the teaching of oral literature under the activity and play methods of teaching skills: the four language listening, speaking, reading and writing Kawoya(1988, p.88) observes the following regarding the methods of teaching Kiswahili grammar;"Grammar lesson is among those that is most disliked by students. Students hate grammar lesson because it is unappealing. This emanates from the content and methods of teaching."

According to Awoniyi (1988), quoted by Ipara (1993) the general poor performance in the Kiswahili paper may be a byproduct of deficient and imperfect teaching methods and poor syllabus. Mukwa (2002) points out that for the achievement of comprehensive objectives of teaching different subjects, the method used must expose the learner to knowledge and experiences helpful in the development of understanding, critical thinking and practical skills and interested to develop through a particular subject. This study found this literature on approaches to language teaching relevant in order to establish how a model teacher can have a wide range of selection in organizing his language classroom. The choice of the use of drama techniques in this case is based on the fact that it drives the leaner to analytical learning through semantic presentations. However the study does not aim at disapproving any other approach that could be used in language learning. It is important that a modern teacher be well conversant with the many language teaching techniques available. Techniques for language teaching have not been confined to grammar translation, direct method and audio- lingualism as traditional method on one hand or to total physical response, sugestopedia and communicative language teaching on the other hand. This study therefore finds the use of drama techniques as an additional impetus in language teaching pedagogy. It also took into account that the conventions of drama techniques were applicable in various teaching methods available.

2.6 The challenges for developing teaching skills

Adams (1982) in analyzing the Bullock report says that teachers are still inadequate in schools in giving pupils the ability to learn. This is perhaps especially true in secondary schools. Too few have heeded to Bullock's word that we are all of us leaning towards important theoretical work on the reading process, it is still too little know and too little applied in schools. What this implies is that too many of our pupils leave school unable to make effective communication or even use learning resources in modern and complex methods of information retrieval.

Teachers are faced with challenging lifestyle in schools. The media has influence in language. All this is going to demand great reserves of resilience and willingness to adapt, from the teachers. It means that in teacher training institutions teachers have to be trained to be ready to accept and accelerate change rather than to accept the situation in the schools as they find it. Giffin writes, "In the field of education there is tension between the growing concern that children meet external, culturally-approved standards, and the growing body of research and theory suggesting that learning is far more complex and 13 individualized than the standard-makers ever thought" (Koste 1995.).

Today's elementary classroom is very much controlled by the state. It is an age of standards and benchmarks. "Brain-based research validates that learning is individually specific. This implies that standardized materials, instruction, and practices may actually diminish or inhibit learning" (Lawson.2001p. 32). The specific curriculum benchmarks and standardized tests provide very little leeway for teachers to deviate from. Since funding for the schools depends on whether the students meet standardized test score requirements, many educators find themselves teaching to the test. This can cause educators to cover a significant amount of information over a short period of time. This will result in students gaining a large quantity of knowledge with very poor quality. This exact phenomenon is proven by a study done by Preston Feden and Robert Vogel (2003), who compared textbooks in the United States to those in other countries: According to one study, math textbooks in the United States cover 175 percent more topics, yet German students outperform American students in math achievement? Why? The answer is that the human brain can only absorb so much information at a time. By concentrating more on less information, students are better able to retain and use knowledge. Research on drama in education will inform future and present elementary school teachers the

benefits of maintaining a drama integrated classroom. Through looking at these definitions of drama, one can see the impact it could have in the classroom

2.7 Students Communication

Using drama to teach English results in real communication, involving ideas, emotions, feelings, appropriateness and adaptability (Barbu, 2007). Teaching English may not fulfill its goals. Even after years of English teaching, the students do not gain the confidence of using the language in and outside the class. The conventional English class hardly gives the students an opportunity to use language in this manner and develop fluency in it, and this is because students lack the adequate exposure to spoken English outside the class as well as the lack of exposure to native speakers who can communicate with the students on authentic matters. So an alternative to this

is teaching English through drama because it gives a context for listening and meaningful language production, leading the students or forcing them to use their own language resources, and thus, enhancing their linguistic abilities. Using drama in teaching English also provides situations for reading and writing. By using drama techniques to teach English, the monotony of a conventional English class can be broken and the syllabus can be transformed into one which prepares students to face their immediate world better as competent users of the English language because they get an opportunity to use the language in operation. Drama improves oral communication, as a form of communication methodology, drama provides the opportunity for the students to use language meaningfully and appropriately. Maley and Duff (2001) state that drama puts back some of the forgotten emotional content into language. Appropriacy and meaning are more important than form or structure of the language. Drama can help to restore the totality of the situation by reversing the learning process, beginning with meaning and moving towards language form. This makes language learning more meaningful and attempts to prepare the students for real-life situations and provides different opportunities to use the target language in "make believe" situations.

Vernon (2009) supports the view that this conversational use of language also promotes fluency. He states that while learning a play, students are encouraged to listen to, potentially read and then repeat their lines over a period of time. By repeating the words and phrases they become familiar with them and are able to say them with increasing fluency by encouraging self-expression, drama motivates students to use language confidently and reactively. Speaking is the most common and important means of providing communication among human beings. The key to successful communication is speaking nicely, efficiently and articulately, as well as using effective voice projection, speaking is linked to success in life, as it occupies an important position both individually and socially (Ulas, 2008)

Several scientific investigations have demonstrated that creative, instructional and educational drama activities have positive contribution to the general education process and that these activities improve speaking skills. Regarding the point that drama has an important impact on language teaching, Goodwin (2001) states that, drama is a particularly effective tool for pronunciation teaching because various components of communicative competence (discourse, intonation, pragmatic awareness, non verbal communication) can be practiced in an integrated way. There are some other elements involved in acquiring oral communication skills: adding efficiency to communication and drama activities facilitates the improvement of these elements. Whitear's(1998) approach in this regard is, speaking is not only about words, structure and pronunciation, but also feelings, motivations and meanings that are valuable benefits for bringing drama to the language learner. Drama techniques and activities to develop communication skills through fluency, pronunciation, cooperative learning, confidence building and intercultural awareness may be added also to the above mentioned elements. One of the major characteristics of the social aspect of oral communication skills is the ability to deliver a speech comfortably and with self confidence. Drama appears to be the ideal method for students to develop self confidence. In this regard, Pietro (1987) says, students who are not naturally talkative often appear more willing to join in the discourse when they realize that they are not dominated by a teacher figure. Sam (1990) agrees by stating, drama activities can be used to provide opportunities for the students to be involved actively, the activities involve the students, whole personality and not merely his mental process. Peregoy et- al (2008) stated "Drama activities provide students with a variety of contextualized and scaffold activities that gradually involve more participation and more oral language proficiency, they are also non- threatening and a lot of fun. Desiatova (2009) stated that using drama and drama activities has clear advantages for language learning. It encourages students to speak; it gives them the chance to communicate, even with limited language, using non verbal communication, such as body movements and facial expressions. Students' involvement in the negotiation and construction of meaning during participation in a drama allows them insights into the relationship between context and language, and lets them link the language they are learning to the world around them (Maley and Duff, 2005). Drama has been credited with the ability to empower students and allow them some ownership and control over their own learning (Wilburn, 1992). Working in drama allows students to test out various situations, registers and vocabulary in a real way without having to suffer any real consequences, (Neelands, 1992). Kao and O, Neill (1998) propose that confidence levels increase when students have something to talk about and, most importantly, when they know how to express their ideas.

According to Gathumbi and Masembe (2005), drama is an activity that is used to develop oral skills to enable learners to become good communicators. This may be in form of simulation/role play and mime. The learner is verbally involved in communication as the learner takes the role of character for example behaviors ,way of dressing and physical features .The teacher can therefore use drama to reinforce language items and grammatical structures that he had taught in the previous lessons.

Drama techniques as role-playing becomes an important activity in this type of learning and students are brought into immediate contact with authentic language in teaching materials. Thus they generally treat language as one aspect of cognitive and effective ability to deal with the world and with self. Language cannot be detached from interactive and affective framework. A teacher therefore has a role to implement a teaching methodology that will engage the two for effective learning.

2.8 Related studies

There exist a number of researchers in Kiswahili and English languages which paid attention either whole or in part to the issue of classroom interaction. Weaknesses and strengths of these passed studies have been examined. The study will deal specifically with the use of drama techniques in teaching Kiswahili.

Yaha (1984) points out teachers' dominance and use of traditional method of teaching. The researcher does not explain whether teacher's dominance has any benefit or not. The present study takes cognizance of the fact that a language syllabus has various components each of which may need specific methods as deemed suitable.

Onyamwaro (1990) carried out a study on the relationship between attitude and performance and concluded that, attitude towards a language do not directly affect performance but provide motivation for reading of the language. This indicates that achievement is greater for students whose attitude remains favorable, while students with experienced negative feelings develop a poor self image, which in turn makes them achieve lower grades. Onyamwaros' study relates to the present study in that, the current study also sought to establish the views of students regarding the use of drama techniques in learning Kiswahili

Miccoli (2001) used theatrical techniques in a Brazilian university to develop her students' oral skills. She employed different stages such as warm-up activities, getting to know each other activities, dialogues, and role plays. She found that students not only improved their English proficiency. Among other advantages, they also developed their collaborative learning abilities, became more comfortable with their own bodies, and learned to socialize and cope with their shyness. Though Miccoli's findings relate to a Brazilian university it provided insight to the current study on the importance of drama techniques. The current study sought to investigate the use of drama techniques in secondary schools. The activities employed by Miccoli were investigated in the current study.

Ongondo (2003) carried out a study on the impact of drama on communicative competence of secondary school students in English language. His objective was to find out whether drama students show better communicative competence in English language. The present study seeks investigate similar aspect in Kiswahili language. It (the study) sought to investigate the effectiveness of teaching and learning Kiswahili when drama techniques are used.

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

Torres (2004) has also worked with theatre in his high school classrooms, claiming that "there exists a direct relationship between theatre and language learning" (p. 408) and that implementation of drama techniques would improve vocabulary acquisition, fluency, communication, pronunciation, shyness, among other things (p. 411). O'Gara (2008) conducted a two group pre-test/post-test quasi-experimental study similar to the present one in which he compared the efficiency and effectiveness of drama techniques and the traditional formal method in the teaching of English tenses in a bilingual Italian school. In this study, he encountered a significant difference that placed drama techniques above most traditional methods.ths study provided the basis for need to conduct the current .Torres' findings point out the importance of implementing drama techniques that it would improve vocabulary acquisition, fluency, communication, pronunciation among other advantages. The current study therefore sought to investigate the use of drama techniques in secondary schools in Kenya having in mind its importance as pointed out by Torres. O'Gara's findings also strengthened the current researchers need to conduct this current study.

Kaptinge'i (2006) established that activities that involve dramatization, role plays, debates, discussions, simulations are important in all stages of language teaching and learning. They help students generate ideas, encourage free flow of thought and help students discover both what they want to say and how to communicate both in speech and

on paper. Therefore, teacher's choice of techniques that involve such activities would successfully assist the learners in the understanding of English. The study concluded that use of drama techniques in English language teaching is advantageous because it makes learning a student – centered activity. The present study found his work relevant because it seeks to establish the use of dramatization in Kiswahili language teaching.

Kitito (2007) on teacher factors affecting the integrated approach (I.A) in the teaching of Kiswahili in Kenyan secondary schools found out that 60% of the teachers made use of the lecture method in teaching both grammar and literature, which is not highly recommended for teaching especially in an IA manner. Lecture method is teacher centered. It does not enhance the participation of students in class. Others ignored such methods as debates, storytelling ,drama, group work and simulation which are student centered and effective in teaching through an IA .The current study found this literature relevant since it sought to find out how teaching and learning is done especially through dramatization

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

2.9 Summary

In an attempt to find out what other scholars have said about the study in question the researcher has looked at various aspects related to the study. In the literature review various views have been advanced on the influence of drama techniques on the teaching and learning of Kiswahili. Many scholars agree that use of drama techniques in teaching and learning is very advantageous to the process. There are many reasons in favour of using drama activities and techniques in the language classroom. First of all it is entertaining and fun, and can provide motivation to learn. It can provide varied opportunities for different uses of language and because it engages feelings it can provide rich experience of language for the participants. In this chapter the researcher has discussed drama techniques from different perspectives: this includes, Students communication, The challenges for developing teaching skills ,approaches to language teaching ,alternative or 'designer' methods ,how to use drama in the classroom, dramatization as a teaching technique and drama and the practice of language .The literature review established that there is a gap in the study of use of drama techniques in the teaching and learning of Kiswahili in secondary schools and hence the need for this study. Each report was based on different kinds of student populations in different learning situations .This study was therefore carried out to fill this gap. The next chapter deals with research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the methodological procedures undertaken during the study. It includes information about the location of the research, the study sample as well as sampling procedures, the data collection procedures and instruments validity and reliability are also discussed. The chapter also incorporates the description of the method of data analysis.

3.2 Study Area

The study was carried out in secondary schools in Nandi South district in Nandi County in Kenya. The district has an area of 923 square kilometers. It has three administrative divisions, namely Kaptumo, Kobujoi and Aldai. It is bordered to the by East by Nandi East, to the North by Nandi Central, to the South by Nyando and to the West by Hamisi. Like other districts in Kenya, Nandi South has a number of trained teachers of Kiswahili of diverse experiences. It aimed at finding out why teachers of Nandi South district have problems with regard to selection and use of appropriate language teaching approaches. The researcher chose the study area because of the generally low performance in the KCSE Kiswahili examination for the previous years. No study on topic of research has been conducted in Nandi south district regarding the problem at hand hence the need to carry out the study. The study area is also accessible to the researcher. Furthermore the researcher chose the area because of the need for acquisition of local knowledge. The findings in this study made it possible to make generalization about the teaching of Kiswahili language in Kenya.

3.3 Target Population

Oso and Onen(2005) define target population as the total number of subjects that are of interest to the researcher. The target population was all Secondary School students and teachers who were in the selected schools of Nandi South District. There were 30 schools and 42 teachers of Kiswahili employed by TSC as indicated in the records of the District Quality Assurance and Standards Officer for the year 2009. The accessible population was all form three teachers and students. Form three students were chosen because they have been in school long enough to provide reliable information. The form three students were believed to be more mature than form one and two students, and could express their exact feelings towards the use of drama techniques of teaching Kiswahili. The study did not use form four students because it is an examination class and therefore they required ample time to prepare for their examinations without any external or internal disturbances.

3.4 Research Design

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

3.5 Sampling procedures

The researcher used stratified random sampling to select the three school categories: Boys, Girls and Co-educational Schools. From each stratum four schools were randomly sampled for the study. A simple random sampling technique was used because it ensures that each members of the target population has equal and independent chance of being included in the study sample (Walliman, 2005). Simple random sampling was used to select 30% of the form three students per school who were provided with questionnaires to complete and return them to the researcher. Two form three teachers of Kiswahili from each school were selected randomly to give a total of 24 teachers. Eight teachers were randomly selected from those who responded to the questionnaire for interview and observation. A total of 180 students responded to the students' questionnaire.

3.6 Research instruments

In this study, three data collection instruments were used. These are: observation schedule, Interview schedules and sets of questionnaires. Questionnaires alone may not elicit exact data required and accurate information. Therefore observation schedule was used to compensate for non responses. Tape recording was used alongside interview schedule. Olivi and Abel 1999 listed advantages of tape recording in an interview situation .The interviewer reduce the tendency for interviewers to make unconscious section of data in the course of recording. And to flash out if necessary relatively slender data acquired from questionnaires.

3.6.1 Questionnaires

According to Mugenda and Mugenda (1999) questionnaires are commonly used to obtain important information about a population. It is useful in investigating patterns of frequencies expectations, need, priorities and preferences. The questionnaire is easy to analyze, simple to administer, quick for respondents to complete it is in immediate usable form. It is efficient research tool because the researcher is likely to obtain personal ideas from the respondent. The respondents are set free to read questions and complete questionnaire and return it at the end of the activity. In the teachers' questionnaire, the first part sought information about the teacher's institution of training their teaching experience and the category of the school they are teaching. These factors were important in that the researcher would establish whether the training institution would influence the teacher towards a particular approach. The other part was important in establishing whether a particular technique was prevalent in any category of schools. The second part of the questionnaire dealt on the pedagogical approaches to the language, the teacher's selection of the learning activities, students' participation in the process of teaching and learning and teachers attitude towards the use of drama techniques in language classroom. Close ended questionnaires were preferred in order to facilitate easy analysis of the data and to reduce respondent's bias.

On the other hand the students' questionnaire had two sections. The first section targeted personal details and the second section gave activities and their instructional resources by their teachers and opinions towards the use of drama techniques. The questionnaires were distributed to teachers of Kiswahili and form three students in various schools selected for the study. Samples of teachers and students questionnaires used in this study are given in appendix I and II.

3.6.2 Observation schedule.

Observation was carried out purposively in order to establish actual techniques employed teachers' task and students' activities in the classroom. This was based on Babbie, (2003.) which says that, observation provides a conceptually adequate analysis of classroom life based on factual recording and descriptions. The lessons for observation were randomly selected .The observation schedule that the study used had two major sections. The first category focused on the teacher's use of a teaching technique and the second focused on the student participation and responses during such lessons. The items in this section were adopted from Creswell, (2008).

3.6.3 Interview schedule

This study employed the respondent type of interview in Powry and Watts (1987) terms is referred to as the style of interview where the interviewer retains all control throughout the whole process. Therefore, a fairly clear process schedule was constructed and used by the interviewers. This schedule acted as a guide to both the interviewer and the interviewees on how to go about the interview session, rather than a fixed schedule to be followed. This could also be referred to as a semi-structured interview where the main aim is to collect similar ideas from a number of people through it places less emphasis on a standardized approach. The data was collected and recorded though note taking. The interviewer took notes of the circumstances under which the interview took place as well as a condensed account of what was being said by the teachers. Note taking was preferred because it is not intrusive, is less costly and helped save time.

The interview sessions were conducted after observation sessions so as to keep the teachers from knowing what the researcher was observing during the lessons. Each of the selected teacher was interviewed after his/her lesson was observed the second time. In the same manner, taped recording was used. Olive and Abel(1999) listed advantages of tape recording in an interview situation the interviewer reduces the tendency for the interviewers to make unconscious section of data in the course of recording. Taped interview make it possible for the researcher to distinctly handle the raw data since it would be played back when required.

3.7 Validity of research instruments

The researcher made use of the research objectives and questions to ensure that the questions developed in the research instrument were valid. Validity is when the method chosen is able to provide data that measures what one wants to measure and provide a valid answer to ones research problem (polonsky and waller 2004). The content validity of the items was established by consultation with the experts in educational research in the University. For the purpose of this study, the researcher requested various experts from Moi University to scrutinize and judge whether the content used in the test is relevant to the study. They individually assessed the instruments and provided feed-back to the researcher. The specialists carried out analysis of the contents of the questionnaire, observation schedule and interview schedule offered suggestions and corrections. Their suggestions were used in making the necessary corrections and improvements in all the instruments. The instruments were refined into the final instruments used in the study.

3.8 Reliability of the research instruments

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

3.8.1 Piloting of Instruments

Ideally a pilot study tries out the research tools on the respondent who would be eligible to take part in the main study. One actually wants to find out whether the respondents have the same understanding of questions and thus would offer the information required. Piloting of research tools is very important. It is not until a researcher has some completed questionnaires, and information obtained using all the instruments in the study that one can be sure the research needs are going to be met by the information one has asked for. According to Allwright(1988) and Barasa(1994), even the most carefully constructed instruments cannot guarantee 100% reliable data. Therefore pretesting research instruments on a small sample of respondents in a preparatory exercise was vital. This called for a pilot study. To ascertain the reliability of the questionnaires, the observation schedule and the interview schedule, a test-retest design was used. The researcher administered the questionnaires to teachers and students in two pilot schools in Kemeloi division of Nandi south District. Classroom observation, teacher interview and tape recording were carried out in the same schools. It should be noted that during the pilot study, a total of 10 teachers answered the questionnaires, while 5 lessons were observed and tape recorded.18 students also answered the questionnaires. The information obtained from questionnaires and observation schedule indicated some insufficiencies, the researcher therefore found it necessary to include teacher interviews and tape recording. The researcher therefore constructed an interview schedule which was also tested for reliability in the two schools. Under pilot study a total of 5 teachers were interviewed. The results obtained filled the gap that had been discovered. The interview schedule was then included in the main study as one of the instruments of data collection.

3.8.2 Pilot Study results

Toili (2001) discussing on the test-retest reliability approach for determining reliability says, one way to measure reliability is to give the same people the same test on more than one occasion and then compare each person's performance on both testing. In doing so, one can actually want to established the extent to which the test or instrument in this case is measuring stable and enduring characteristics of the test taken. This particular study employed a similar approach, compared the results on the 10 teachers who answered the questionnaires and the 5 lessons that were observed from the two school where the pilot study was carried out, using the results obtained, the researcher with the help of various course experts in the department of curriculum instruction and educational media, Moi University found out that some responses given by the teachers to the questionnaires had Changes to the teacher questionnaire were found necessary certain weaknesses. especially on the basis of which questions was left unanswered or where answers given suggested the teacher had no idea of what the question required. This necessitated the adjustment, alteration and deletion of certain items as a way of improving on the reliability of the questionnaire as a whole. The researcher corrected and re-administered the questionnaire to the same respondents after two weeks. The results for the pre-test and post test studies was tested for reliability using the cronbach's reliability index. According to Ssengor, (2003), reliability index of 0.5 is the accepted minimum level of reliability and further avers that the higher the index, the better. The reliability index for this study was 0.74.

3.9 Data collection Procedures

The researcher obtained a research permit from Ministry of Education (see Appendix VIII). The permission of the Ministry of Education through the district education officer was sought. There was a brief introduction letter by the researcher which gave a brief specification of the study to the teachers of the schools sampled for the study. The researcher distributed the questionnaire to the respondents and obtained them back for analysis. The timetables for Kiswahili lessons to be observed were collected prior to the observation exercise. Using the timetables the researcher made arrangements to carry out observations amongst the sampled teachers. Eight teachers were observed twice, making a total of sixteen lessons. Interviews were conducted amongst the eight teachers who were observed. A tape recording machine was used during the interview session to supplement information that was written down. The tape recorded information was tran scripted into paper in preparation for analysis.

3.10 Ethical Considerations

Ethical consideration in social research is important in promoting aims of research; to provide knowledge that contains no fabrications falsifying information or misrepresentation of data. Hence the researcher sought voluntary consent of the respondents. As observed by Oso & Onen (2005) and Polonsky & Waller (2004) the researcher assured the respondents that they had the right to refuse to be observed or to participate. The researcher ensured confidentiality of data given respected the interest of the participants and reported their responses honestly to avoid biasness and misrepresentation. Personal identity of the participants was concealed. The researcher also undertook to protect the rights and interests of the participants. The participants were not exposed to any stores or discomfort. The researcher also ensured that there was a proper citation of sources of information quoted in the study. For better response the researcher got the respondents informed in advance of any appointment and made them aware of the significance and objectives of the research study.

3.11 Data analysis Procedures

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

Quantitative data that was drawn from closed ended items in the teacher questionnaire and the student questionnaire was analyzed using descriptive statistics with the help of Statistical Package for Social Sciences(SPSS) particularly frequencies and percentages. Creswell and Clark (2011) observe that quantitative data analysis and proceeds from descriptive data analysis to inferential analysis and multiple steps in the inferential analysis build a greater refined analysis. The data was compiled in frequencies and then converted onto percentages. For easy interpretation, the information was tabulated. Information from open ended items analyzed qualitatively into themes guided by the study objectives. Data from interview were coded and analyzed descriptively in identified themes based on study objectives as Creswell and Clark(2011) point out "qualitative data analysis involves coding the data, dividing the text into small units that is phrases, sentences or paragraphs , assigning a label to each unit and then grouping the codes into themes." The researcher then discussed themes as Creswell and Clark (2011) observes in qualitative research, presenting the results may involve discussion of evidence for the theme or categories or diagram presents framework/models or theories.

3.12 Summary

In chapter three the design and methodology used in the study has been described. The study area and study population has been described. The actual data collection procedure and details of the three research instruments have been given. Summary of sampling procedures and pilot study have also been explained. Notably, the study was a descriptive survey of teaching Kiswahili language in secondary schools in Nandi South district. Sampling procedures involved stratified sampling, purposive sampling and simple random sampling. Instruments were piloted and afterwards used to procure the data that will be presented in the next chapters.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

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

- (a) Selection of teaching and learning activities that provided adequate practice in language.
- (b) Student's participation in lessons that made use of drama activities in the classroom.
- (c) Frequency of use of drama techniques in teaching and learning of Kiswahili.
- (d) The views of teachers and learners of Kiswahili on the use of drama techniques in the teaching and learning of Kiswahili language.
- (e) The effectiveness of teaching and learning of Kiswahili language when drama techniques are utilized.

Data is presented in the following ways: the information which was provided by twenty four teacher respondents to the questionnaire is presented. This is followed by the presentation of data from eight teachers who were observed in a total of sixteen lessons. Each teacher was observed while teaching two of the Kiswahili lessons. There shall also be the presentation of interview findings of the eight teachers who were selected. Before these last two steps there shall be presentation of data from one eighty student respondents to the questionnaire for form three students. The analyses of the findings from the three instruments used in data collection were done independently. This helped in getting a comprehensive account of the teachers and learners use of drama techniques as shown by the questionnaire and actual qualities as shown by classroom observation and interviews. Descriptive statistics based on frequencies and percentages give overall views about the findings. Tables and graphs have also been used to illustrate some of the information. Prose descriptions have also been used to present data from the interview schedule. In this chapter, number of respondents is given and percentages are in brackets.

4.2. Teachers' details

These include teacher's institutions of training, teaching experience type of Schools of the respondents.

Teachers Institutions of Training

The twenty four teachers involved in the study were trained in various institutions. From their responses, it was revealed that they had attended nine different institutions prior to their deployment in the field as teachers of Kiswahili.

From the Table **4.1**, it is shown that one (4.2%) respondent trained at Masinde Muliro University of Science and Technology (MMUST). Two (8.3%) were from Egerton University. Three (12.5%) were trained at Kampala University, while seven (29.2%) respondents were from Moi University which is close the study area. University of Nairobi had three (12.5%). On the other hand Baraton, Makerere and Maseno University each had one (4.2%) respondent.

The statistics reveals that 83.3% of the respondents were graduates from Kenyan Universities while foreign institutions had 16.7% of the respondents. The combination provided a heterogeneous sample whose opinions do not represent biased characteristics that would emerge if only one or two institutions were teaching grounds for the teachers in the study.

Institution Attended	No. of Teachers Percentage	Percentage
1. MMUST	1	4.2
2. Egerton	2	8.3
3. Kampala	3	12.5
4. Moi	7	29.2
5. Nairobi	3	12.5
6. Kenyatta	5	20.8
7. Baraton	1	4.2
8. Makerere	1	4.2
9. Maseno	1	4.2
Total	24	100

Table 4.1Teacher distribution by training institution

Kenyan:	-	83.3%
Foreign:	-	16.7%

Teaching Experience

Respondents were asked to indicate their years of experience as teachers of Kiswahili. Eight (33.3%) respondents had between 3-6 years of experience as teachers of Kiswahili. This was the largest serving bracket; six (25%) respondents had served for a period of between 7-10 years. Similarly six (25%) respondents had experience of less than two years in teaching Kiswahili. Four (16.7%) had served for at least eleven years.

Experience was an important element in teacher's performance because years of practice would present a variety of experiences to the teacher. In this study, it was important to find out whether the teachers experience was a factor in his choice and use of a particular teaching technique or not.

No. of years	Number of teachers	Percentages
0-2	6	25.0
3-6	8	33.3
7-10	6	25.0
11 and above	4	16.7
Total	24	100

 Table 4.2 Teachers Language Teaching Experience

4.2.1 Type of Schools of the Respondents

The study took cognizance of the existence of various types of schools. Teachers from three categories were involved in the study. The categories were girls' schools, boys' schools, and co-educational schools. Table **4.3** reflects the distribution of teachers in the schools.

Statistics shows that eight (33.3%) respondents were teaching in each of the three categories. It was expected that the nature of the class might influence the teacher in the choice of the method of teaching in a way. This prompted the next question which sought

to establish whether the teaching methods were effective basing on the nature of the class combination.

Type of school	Frequency	Percentage
co-educational/ mixed	8	33.3
Girls	8	33.3
Boys	8	33.3
Total	24	100

Table 4.3 Type of Schools of the Respondents

4.3 Schools where Drama Techniques were more useful

The first objective of this study was to establish how teachers made use of drama techniques in teaching and learning activities in the classroom. The question required that the teacher should have taught in more than one category of school. Five (20.8%) respondents said that drama was easy to be used in mixed schools. Four (16.7%) respondents indicated that it was effective to teach using drama in girls' schools. Three (12.5%) respondents said that they used drama effectively in boy's schools. Twelve (50%) were the largest number who indicated that the use of drama was effective in all categories of schools.

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

Type of school	Frequency	Percentage
Mixed school	5	20.8
Girls	4	16.7
Boys	3	12.5
All Categories	12	50
Total	24	100

Table 4.4 Type of School where use of Drama was more useful

The Technique Commonly Used in Teaching

The first objective of this study prompted the use of this item. Various language teaching techniques were available for respondents to select. These included, question and answer, discussion, lecture, dictation and drama techniques. The respondents were required to select one. Table **4.5** illustrates the distribution of the respondents' selection. Twelve (50%) respondents said that they used question and answer most effectively. Eleven (45.8%) respondents commonly used discussion. One (4.2%) said they used lecture method of teaching. No respondent said they commonly used dictation and drama techniques of teaching most effectively.

The value of a technique in language teaching was determined by how far it enhanced the learning of language structure and how it prompted the learner's participation during the lesson.

Table 4.5 Techniques Commonly Used to Enhance Understanding

	Frequency	Percentage
Question and Answer	12	50.0
Discussion	11	45.8
Lecture	1	4.2
Dictation	0	0
Drama	0	0
Total	24	100

Whether the Use of Drama Technique Enhances Language Teaching

The fifth objective was to establish whether teaching of Kiswahili becomes effective when drama techniques are utilized. Eight (33.3%) respondents said they strongly agreed that the use of drama enhances teaching of language. Fifteen (62.5%) agreed on the same sentiments. However one (4.2%) respondents said they had no idea. No respondents said that they did not agree.

The usefulness of a technique in this case was to be established by the extent at which the lesson objectives were achieved and how it enabled students to participate to enhance understanding of the language.

4.3.1 Consistent Use of a Technique

The third objective of the study was to establish the frequency of use of drama techniques. The respondents were expected to indicate the frequency of use of dramatization, debates, simulation, language games and role plays. Whether the techniques were used during every lesson, weekly, monthly or were not used at all. Table **4.7** gives a summary of the techniques used.

No respondent said that they used dramatization in every lesson. Seven (29.2%) said they used it weekly and on termly basis. Six (25.0%) said they used dramatization on monthly basis while four (16.7%) respondents indicated that they do not use dramatization at all.

On the use of debate, there was no respondent who said they organized it during every lesson. Nine (37.5%) respondents said they organized it on weekly basis and on monthly basis. Five (20.8%) said they organized it once in a term. One (4.2%) said they do not organize debates at all.

Debate is an activity that gives the learners an opportunity to practice language use in speech. It also develops the learners' argument skills in speech and thus a great impetus on language learning.

One (4.2%) respondent said they organized simulations during every lesson. Ten (41.7%) respondents said they organized simulations on weekly basis. Seven (29.2%) respondents said they organized it once in a month. Four (16.7%) said they organized it once in a term. Two (8.3%) said they did not organize simulations at all.

No respondent said they organized language games in every lesson. Six (25.0%) said they organized language games monthly. Eight (33.3%) respondents said they organized it once in a term. Five (20.8%) respondents said they do not organize language games.6 (25%) respondents said they organized language games weekly.

One (4.2%) respondent said they organized Mimes in every lesson as an activity to enhance learning. Three (12.5%) respondents organized the activity weekly while six (25.0%) respondents said they used mimes once in a month. Four (16.7%) respondents said they used it once in a term. Ten (41.7%) respondents said they do not use the technique at all.

On role play four (16.7%) respondents used it for each lesson. This was perhaps thought to be important in making students practically use the language. Nine (37.5%) said they organized role play on weekly basis while seven (29.2%) respondents said they organized it once in a month. Four (16.7%) said they organized it once a term. However no respondent said they do not organize it at all.

All the techniques investigated that is; drama and debate, simulations, language games, Mimes and role play were thought to be important for authentic language use. Many teachers prompted consented that these activities facilitate language practical use. However, it is apparent from the data that many respondents comprised of those who do not use them. Table **4.7** gives a summary on consistent use of the techniques.

Table 4.6 Consistent use of a Technique

	Drama	Debate	Simulations	L. Game	Mime	Role Play
	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
Every lesson	0(0)	0(0)	1 (4.2)	0(0)	1 (4.2)	4 (16.7)
Weekly	7 (29.2)	9 (37.5)	10 (41.7)	6 (25.0)	3 (12.5)	9 (37.5)
Monthly	6 (25.0)	9 (37.5)	7 (29.2)	5 (20.8)	6 (25.0)	7 (29.2)
Termly	7 (29.2)	5 (20.8)	4 (16.7)	8 (33.3)	4 (16.7)	4 (16.7)
Not organized	4 (16.7)	1 (4.2)	2 (8.3)	5 (20.8)	10	0(0)

					(41.7)	
Total	24(100)	24(100)	24(100)	24(100)	24(100)	24(100)

4.3.2 Difficulties in using drama techniques in the classroom

The first objective of the study was to find out how drama techniques are used in teaching and learning .This item on difficulties gives an insight into constraints encountered in using drama techniques .The respondents were given seven constraints and asked to indicate to what extent they considered them hindrances to organizing drama activities in the classroom. The Constraints were; inadequate time, activities could be difficult, all students cannot participate lack of appropriate guide books, students have no interest in such activities, diverts students attention and others said it was too much work for the teachers. The responses are summarized in Table **4.7**.

The statistics shows that Twenty one (87.5%) respondents said that time allocated in the time table was not enough to organize such activities. Seven (29.2%) respondents said that students find the activities too difficult for them to grasp. Five (20.8%) respondents said that it was too much work for teachers to organize such activities. Ten (41.7%) respondents said that such activities do not allow all students to participate in the class. Thirteen (54.2%) respondents said that there were no books to guide them in organizing such activities. No respondents said that students were not interested with such activities. These hindrances affect the frequency of use of drama techniques.

	Frequency	Percentage
Time not adequate	21	87.5
Activities difficult for students	7	29.2
Too much work for teachers	5	20.8

Table 4.7 Distribution of Difficulties in Using Drama Techniques

Do not allow all students to participate	10	41.7
No guide books	13	54.2
Students not interested	_	_

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

The first objective for the study was to find out how Kiswahili teachers use drama techniques in teaching. Question nine sought to find out how teachers successfully used the techniques to teach listening, speaking, reading and writing. Table **4.8** summarizes the findings.

According to statistics in table **4.8**, three (12.5%) respondents said they used drama to teach listening. No respondent said they used debates to teach listening and two (8.3%) respondents used simulations. Seven (29.2 %) respondents used language games while Eight (33.3%) used Mimes to teach listening. Four (16.7%) respondents said they used role plays to teach listening.

Speaking is an important component in language learning. It's through this activity that a learner gets involved in social interaction which helps in developing communicative competence (Paulson, 1992). Table **4.8** reveals that One (4.2%) respondent used drama, Seventeen (70.8%) said they used debates to teach speech work. Two (8.3%) respondents said they used simulations. The same number of respondents also said they used Mimes and role plays to teach speaking.

The teaching of reading was as follows; Three (12.5%) respondents said they used drama, No respondent said they used debates. One (4.2%) respondents said they used simulations. Two (8.3%) respondents used language games and one respondent (4.2%) said they used Mimes. Seventeen (70.8%) respondents used role pays. Reading was limited to comprehension passages which required the learners to read some few sentences or paragraphs. Observation revealed that this was an activity that was left to the students to work on their own. Such practical activities as news reporting and speech delivery were missing in lessons.

On teaching of writing, the statistics on Table **4.8** shows that one (4.2%) respondent said they used drama while no respondents used debates. Thirteen respondents (54.2%) used simulations while Three (12.5%) used language games and mimes. Four (16.7%) respondents said they used role play to teach writing.

Contemporary research on language teaching contend that writing assignments should preferably be preceded by a session of debate, dialogue, drama, discussion or other activity, that stimulates the flow of ideas before any structured writing begins. As Raimes, (1983) advances, any exercise that stimulates the writers inner voice to brainstorming, questioning, use of visuals and those given in table **4.8** among others. These activities would help generate ideas, encourage free flow of thought and help students discover both what they want to say and how to communicate it in speech and written work.

	Listening	Speaking	Reading	Writing
	f (%)	f (%)	f (%)	f (%)
Drama	3 (12.5)	1 (4.2)	3 (12.5)	1 (4.2)
Debate	0(0)	17 (70.8)	1 (4.2)	0(0)
Simulation	2 (8.3)	0(0)	0(0)	13 (54.2)
Language	7 (29.2)	2 (8.3)	2 (8.3)	3 (12.5)
games				
Mimes	8 (33.3)	2 (8.3)	1 (4.2)	3 (12.5)
Role play	4 (16.7)	2 (8.3)	17 (70.8)	4 (16.7)
Total	24(100)	24(100)	24(100)	24(100)

Table 4.8 Techniques used in teaching listening, speaking reading and writing

4.4.1 The Technique Most Suitable to Teach Reading and Writing

The use of drama technique had been tested in other questions. The respondents were asked to choose a technique from the list of five given that would be the best to use in teaching a particular skill. The techniques given were role plays, debates, language games, simulations and mimes. Table **4.15** summarizes the results.

In teaching of listening, two (8.3%) respondents chose role play, five (20.8%) respondents chose language games, and three (2.5%) respondents chose mimes as the most suitable technique to teach listening.

In teaching of speaking, the respondents were as follows, three (12.5%) respondents chose role play, and sixteen (66.7%) respondents chose language games. Two (8.3%) respondents each chose mimes and simulations for teaching speaking.

In teaching reading, fourteen (58.3%) respondents chose role play. One (4.2%) respondents chose debates while four (16.7%) respondents each chose language games and simulations. One (4.2%) respondents chose mimes for teaching reading.

There were seven (29.2%) respondents who selected role play as suitable technique for teaching writing while one (4.2%) respondents selected debate. Six (25%) chose language games while nine (37.5%) chose simulation as a suitable technique for teaching writing. Only one (4.2%) respondents chose mimes as a suitable technique for teaching writing.

The choice of a particular technique here according to the findings revealed that it was taken as a possible indication that the teachers had an opinion that drama techniques would be used for topics that suit them.

	Listening	Speaking	Reading	Writing
	f (%)	f (%)	f (%)	f (%)
Role play	2 (8.3)	3 (12.5)	5 (58.3)	7 (29.2)
Debates	5 (20.8)	16 (66.7)	1 (4.16)	1 (4.2)
Language games	7 (29.2)	1 (4.2)	4 (16.7)	6 (25)
Simulations	3 (2.5)	2(8.3)	4 (16.7)	9 (37.5)
Mimes	7 (29.2)	2(8.3)	1 (4.26)	1 (4.2)
Total	24 (100%)	24 (100%)	24 (100%)	24 (100%)

Table 4.9 Techniques Suitable to Teach Listening, Speaking, Reading and Writing

The Use of Techniques in Various Topics

According to statistics in Table **4.10** in teaching of nouns, Ten (41.7%) respondents used role play, one (4.2 %) used simulations, while sixteen (66.7%) used demonstration. Those who used language games to teach nouns were three (12.5%) respondents.

On the teaching of pronouns, eight (33.3%) respondents used role play, three (12.5%) respondents used simulation, and fifteen (62.5%) respondents used demonstration. Those who used language games were five (20.8%) respondents.

It was found out that in teaching of adjectives, five (20.8%) respondents used role play, six (25%) respondents used simulations, eighteen (75%) respondents used demonstration and ten (41.7%) respondents used language games.

On the teaching of verbs it was found out as follows, ten (41.7%) respondents used role play, nine (37.5%) respondents used simulations, thirteen (54.2%) respondents used demonstrations and six (25%) respondents used language games in teaching verbs.

About preposition teaching the findings were as follows; six (25%) respondents said they used role play, five (20.8%) respondents said they used simulations; thirteen (54.2%) respondents said they used demonstration while twelve (50%) respondents used language games.

The teaching of clauses was found out as follows; five (20.8%) respondents said they used role play, four (16.7%) respondents said they used simulations; eight (33.3%) respondents said they used demonstration and ten (41.7%) respondents used language games.

Findings on teaching of sentences showed that, Nine (37.5%) respondents said they used role play, Four (16.7%) respondents said they used simulations. Twelve (50%) respondents said they used demonstrations. Language games were used by seven (29.3%) respondents.

Direct speech was taught as follows, Ten (41.7%), respondents said they used role play and simulations each. Eight (33.3%) respondents each used demonstrations and language games. In the teaching of possession; ten (41.7%) respondents said they used role play. Five (20.8%) respondents said they used simulations while fourteen (58.3%) respondents said they used demonstrations and four (16.7%) respondents used language games. In teaching summary, five (20.8%) respondents said they used role play; six (25%) respondents used simulation while sixteen (58.3%) respondents used demonstration. Language games were used by six (25%) respondents. The activities used in teaching comprehension was as follows; Thirteen (54.2%) respondents said they used role play, Four (16.7%) respondents said they used simulation while eleven (45.8%) respondents said they used demonstration language games were used by two (8.3%) respondents.

Composition was taught as follows; Seven (29.2%) said they used role play, Nine (37.5%) respondents used simulation, Fifteen (62.5%) used demonstration while Four (16.7%) respondents used language games. The findings revealed that respondents used demonstration in teaching various topics in Kiswahili. The activities organized were very limited. However, although the respondents said they organized the activities, observation by the researcher revealed different findings which shall be discussed under observation. The choice of a teaching activity by the teacher was to be established by this study. The

study contends that in language teaching instructions, it is important to motivate the learner with activities prior to the lessons because it is during this phase that the learners acquire ideas.

Table 4.10 Activities used by Tea	chers in teaching of var	ious Topics in Kiswahili
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Role play	Simulations	Demonstration	Language
f (%)	f (%)	f (%)	games f (%)

Noun	10 (41.7)	1 (4.2)	16 (66.7)	3 (12.5)
Pronouns	8 (33.3)	3 (12.5)	15 (625)	5 (20.8)
Adjectives	5 (20.8)	6 (25)	19 (75)	10 (41.7)
Verbs	10 (41.7)	9 (37.5)	13 (54.2)	6 (25)
Prepositions	6 (25)	5 (20.8)	13 (54.2)	12 (50)
Conjunctions	4 (16.7)	6 (25)	14 (58.3)	4 (16.7)
Phrases	5 (20.8)	4 (16.7)	9 (37.5)	10 (41.7)
Clauses	5 (20.8)	4 (16.7)	8 (33.3)	10 (41.7)
Sentences	9 (37.5)	4 (16.7)	12 (50)	7 (29.3)
Direct speech	10 (41.7)	10 (41.7)	8 (33.3)	8 (33.3)
Possessions	10 (41.7)	5 (20.8)	14 (58.3)	4 (16.7)
Summary	5 (20.8)	6 (25)	1 (58.3)	6 (25)
Comprehensio n	13 (54.1)	4 (16.7)	11 (45.8)	2 (8.3)
Composition	07 (29.2)	9 (37.5)	15 (62.5)	4 (16.7)

Using Drama techniques to teach Grammar Comprehension and Writing

Considering the first objective of the study the respondents were asked if there are occasions when they have used drama techniques in teaching of grammar, summary, comprehension and composition writing. The statistics indicates that in teaching of grammar, there was no respondent who used drama technique in every lesson. Fourteen (58.3%) said they used it occasionally. Ten (41.7%) respondents said they do not use drama techniques to teach grammar at all. No respondent stated that it was impossible to use drama techniques to teach grammar.

Asked about summary teaching thirteen (54.2%) said they did not use drama to teach it. Eight (33.3%) respondents said they used drama techniques occasionally to teach summary. Three (12.5%) respondents said they used it in every lesson. No respondents felt that it was impossible to use drama techniques in teaching summary.

In the teaching of comprehension, five (20.8%) respondents said they did not use drama to teach it. Five (20.8%) respondents said they used it in every lesson. Fourteen (58.3%) respondents said they used it occasionally. No respondent felt that it was impossible to use drama techniques in teaching comprehension.

In the teaching of composition, there was one (4.2%) respondent who said they used drama on every lesson; there was no respondent who felt it was impossible to use it. Thirteen (54.2%) respondents said they used drama occasionally to teach composition while ten (41.7%) respondents did not use at all. Table **4.10** illustrates the findings.

According to the findings drama is used occasionally to teach the various language skills. It is less frequently used to teach composition and summary as compared to teaching comprehension and grammar.

	Grammar	Summary	Comprehension	Composition
	f (%)	f (%)	f (%)	f (%)
Every lesson	0(0)	3 (12.5)	5 (20.8)	1 (4.2)
Occasionall	14 (58.3)	8 (33.3)	14 (58.3)	13 (54.1)
y				
Not used	10 (41.7)	13 (54.2)	5 (20.8)	10 (41.7)
Impossible	0(0)	0(0)	0(0)	0(0)
Total	24	24	24	24

Table 4.11 Using Drama Techniques to Teach Functional Skills

4.5. How Students participated During Drama oriented Lessons

From the statistics in Table **4.12**, Seventeen (70.8%) respondents said that students willing fully participated in the activities required of them during drama lessons. It was revealed that sixteen (66.7%) respondents said that students were more attentive during lessons. No respondents said that students do not play any role at all. Fifteen (62.5%) respondents said that students were so creative in a drama oriented lesson.

One of the objectives of the study was to determine the levels of student's participation when drama techniques are used. The responses revealed that students had the option to willing fully take roles or be creative in one hand or failed to participate and be fascinated on the other hand.

	Frequency	Percentage
Willing fully participate	17	70.8
pay attention	16	66.7
Do not take any role	-	-
Become so creative	15	62.5

Table 4.12 Students participation during Drama Oriented Lesson

Mode of Making Students Participate in Drama Lesson

Respondents were again given various modes of eliciting student's participation. This was related to the question that followed on how students responded in drama oriented lesson. The options were as follows:

- (a) Appoint those who were able to take roles
- (b) Students take roles willing fully.
- (c) Appoint those who were weak in that area.
- (d) Do not make them participate.

It was found out that eight (33.3%) respondents appointed those who were able to take roles. Eleven (45.8%) respondents left students to take role on their own. Five (20.8%) respondents identified students area of weakness then gave roles related to that area. No respondents did not make them participate at all. Table **4.13** summarizes the findings. Given that some respondents; Five (20.8%) appointed students basing on their areas of need, it was an indication that making a student participate in lesson would enhance understanding of the lesson. The respondents revealed the ability of all students' participation in drama oriented lessons.

	Frequency	Percentage
Appoint basing on ability	8	33.3
Students willing fullness	11	45.8
Teacher gives where they are weak	5	20.8
Do not make them participate	0(0)	0(0)
Total	24	100

Table 4.13 Mode of Making Students Participate in Drama Lessons

4.6 Teachers views on the Need of Use of Drama Techniques

Apart from the teachers training experience and type of schools, the study sought to know the views of the respondents about a certain technique basing on the fourth objective the respondents were asked to state their views towards the use of drama techniques in improvement of students understanding of languages. They were given four options and they were expected to select one. The options are reflected in table **4.5**.

There was no respondent who indicated that he had no idea whether the use of drama technique would improve students understanding of the language. Similarly, there were no respondents who said they did not want to use drama technique in Kiswahili language. Ten (41.7%) respondents strongly agreed that positive attitude towards the use of drama would improve language teaching and learning. Fourteen (58.3%) agreed that drama was needed for the improvement of teaching and learning of Kiswahili.

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

	Frequency	Percentage
Strongly agree	10	41.7
Agree	14	58.3
No Idea	0	0
Disagree	0	0
Strongly Disagree	0	0
Total	24	100

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

One of the objectives of the study was to determine the teachers' views on the use of drama as a medium of teaching and learning. The respondents were required to indicate whether they agreed that those who used drama techniques have positive attitudes towards teaching their students. This was a follow up of question five of the questionnaire. Table **4.15** presents the findings.

From the table **4.15**, Eighteen (75%) agreed that those teachers who have positive attitude to teaching use drama techniques. Five (20.8%) respondents strongly agreed. A total of 23 (95.8%) therefore agreed. No respondents did not agree, while one respondent said they had no idea. The responses were based on informed opinions and stereotyped views about the status of Kiswahili in Kenya.

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

	Frequency	Percentage
Strongly Agreed	5	20.8
Agree	18	75
Do not agree	0	0
No idea	1	4.2
Total	24	100

Table 4.15 Teachers Views/Attitude Determine the use of Drama Techniques

Teachers Opinion about Drama Techniques in teaching Kiswahili

Question fifteen together with question five and ten sought to find out the teachers views in the use of drama techniques. The respondents were given options in addition to what was reported in **4.3.2**. This was aimed at probing further the difficulties encountered in using drama and the existing stereotypes.

It was found out that nine (37.5%) respondents said that drama activities were too involving for the teacher and the learner. Those who said that drama was applicable for some sections of the syllabus were fourteen (58.3%) respondents. Eighteen (75.0%) respondents said that using drama for learning would make learning learner centered. Seventeen (70.8%) respondents again said that using drama in lessons was a way of encouraging learners to practically use language. Four (16.7%) respondents said it was

only suitable for literature. Seven (29.2%) felt it was not possible to use drama because of limited time.

The findings indicated that other than the reasons given in **4.3.2** there were many other inhibiting reasons that may have not been included in the study that limit the use of drama techniques.

Table 4.16 Views on Use of Drama Techniques

	Frequency	Percentage
Too involving for some sections	9	37.5
Only apply for some sections	14	58.3
Make learning learner – centered	18	75.0
Only suitable for literature	4	16.7
Encourage learners practical language	17	70.8
Not possible because of time	7	29.2

4.7 Classroom Observation

Eight teachers were sampled for observation. Each teacher sampled was observed twice. Therefore, a total of sixteen lessons were observed. The observation schedule was prepared and had four main areas of observation. The first major category was meant to observe the techniques the teacher employed in that particular lesson. The researcher was to verify whether the activity was used by either the student or the teacher as a subcategory of this observation. Under the sub-category observed, the researcher would also indicate whether the activity was relevant to the topic or familiar with the student's level of understanding.

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

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

Teaching techniques that were observed

Role play as a technique was used in reading some sections of the passages or set books. Out of the sixteen lessons observed, there were fourteen (87.5%) lessons which utilized role play as a technique of teaching and learning, eight (50%) lessons observed utilized discussion. Fifteen (93.8%) of the lessons each made use of lectures, question and answer and explanation / demonstration. Six (37.5%) each used simulation and group activities, while Seven (43.6%) used drama, Three (18.6) used debate and Two (12.5%) utilized language games.

These findings confirmed that indeed claims of use of certain techniques as were in the questionnaire were true. Table **4.17** illustrates the findings.

	Frequency	Percentage
Role play	14	87.5
Discussion	8	50
Lectures	15	93.8
Question & answer	15	93.8
Explanation / demonstration	15	93.8
Group activities	6	37.5
Simulation	6	37.5
Drama	7	43.6
Debate	3	18.6
Language games	2	12.5

Table 4.17 Distribution of Techniques Used During Lesson Observation

Teachers/Students involvement in Activities

The reason for observation was not only to establish whether a technique was used but also to establish who used the technique in the classroom. During observation, role play was used in fourteen (87.5%) lessons out of the sixteen lessons observed. It was realized that the teacher played a role in appointing the students to perform the activity, Role playing in this situation involved students reading parts of the passages during comprehension. In such lessons, students took most part of the lesson while poor readers struggled to go through a paragraph.

Eight (50%) lessons observed, utilized discussion method. This involved both teachers and students presentation of assignments given. Although there was not much of paralinguistic activities involved, it was observed that such presentations gave students a chance to practice language use in spoken form.

Lecture method was observed to have been utilized in fifteen (93.8%) lessons. This was an activity for the teachers. The students played passive roles. It should however be noted that in most of the lessons observed this method was used in conjunction with other methods of teaching. Rarely was it used in isolation throughout the lessons.

Question and answer method was observed in fifteen (93.8%) lessons. This was an activity initiated by the teacher. Rarely did the students take the initiative in this activity except during individual presentations. This method was also used together with other methods of teaching.

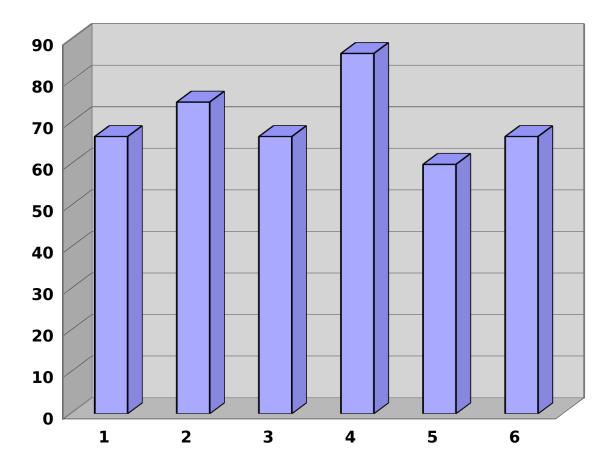
Of the sixteen lessons observed, Fifteen (93.8%) involved explanation/demonstration. Six (37.5%) lessons involved group activities as well as simulation. Seven (43.6%) lessons observed involved some drama activities in which the students were involved. Three (18.6%) of the lessons observed involved debating an activity that greatly engaged the learners. Two (12.5%) lessons observed involved some language games. What was

generally observed in all these activities was majorly teacher dominance during the lessons.

4.7.1 Relevance of the Activities Utilized During the Lessons

Relevance of the classroom activities was observed as a sub-category of the main activities. Relevance was observed in terms of whether the activity offered practice for the language skills to be learned during that lesson. What was observed to be relevant also was the relationship of the activities to the lesson being taught.

Ten (66.7%) lessons out of fourteen that utilized role play were related to the topic taught; in this case they were relevant. Six (75%) of the eight lessons that used discussion were relevant because they were useful in making students utilize the language. Ten (66.7%) of the Fifteen lessons required the teacher to explain concepts so they were relevant for lecture method. Thirteen (86.7%) of the Fifteen lessons utilized question and answer method. The activity enhanced student teacher interaction and was therefore relevant. Nine (60%) of the lessons that utilized explanations were relevant. Four (66.7%) of the six lessons that used group activities were useful in engaging the students in conversion. Five (83.3%) of the six lessons that utilized simulation were relevant in that the lessons required that learners be shown practically what to do. Five (71.4%) of the Seven lessons that used some drama activities were relevant because they gave an opportunity for the learners to use the language. This was the same case for Two (66.7%) of the three lessons that utilized debates and One (50%) of the two lessons that utilized language games. The findings are summarized in Figure4.1



KEY: 1. Role play 2.Discussion 3.Lecture 4.Question and answers

5. Explanations 6. Group work.

Figure 4.1 Relevance of Activities Organized During the Lessons

Familiarity of the Chosen Activities to the Learners

During role play, it was observed that most learners were familiar of their roles especially in comprehension passages observed in fourteen lessons. In the eight lessons that utilized discussions, students were busy in these discussions, a sign that they were familiar with their task. However, where students had a problem, the teacher went to assist. It was difficult to establish the degree of familiarity during the fifteen lessons that utilized lecture method. However, the teachers who utilized it seemed to be familiar with the subject content. During the question and answer, the students responded to those questions that were familiar to them. The activities chosen by the teachers were commonly known to the students and were easy to adopt during the lessons. In the drama activities that were observed the students were mostly familiar with them. This was attributed to the fact that they participated actively in these activities. The familiarity was also seen in the debates and language games observed.

4.7.2 Participation during Lesson Observation

Five (31.3%) lessons which were observed showed that students initiated classroom activities used during the lesson. The rest of the lessons were teachers' initiatives. The five self-initiated lessons were found out to be relevant and familiar to the topics concerned. It was also found out that the self-initiated lessons offered practice for the skills used. In eleven (68.7%) lessons, it was observed that teachers were soliciting for students' participation through prompting.

	Frequency	Percentage
Lessons with self initiative	5	31.35
Teacher solicit for students participation	11	68.7
Total	16	100

Table 4.18 Students participation during the lessons

4.7.3 Analysis of Students Tasks

Observation carried out on tasks was meant to establish the extent of the use of the methods identified by the respondents and compared with what the researchers found out in actual classroom situation. The tasks were to be analyzed using the degree of performance or availability. The tasks was either performed or was available completely, occasionally or not performed or available.

Realia and authentic materials were available completely in one (6.3%) lessons. It was occasionally available in One (6.3) lesson and in Fourteen (87.5%) there was no use of realia and authentic materials.

In One (6.3%) lessons there was complete presence of individual activities by the learner in class. In Six (37.5%) lessons the individual activities were present occasionally and in nine (56.3%) lessons there were no presence of individual activities.

Learners were completely required to do something in one (6.3%) lessons while occasionally in thirteen (81.3%) lessons, and in two (12.5%) lessons there were no activities required of learners to do. It was found out that there was completely a component for evaluation in fourteen (87.5%) lessons and occasionally in evaluative components was observed in one (6.25%) lessons. Table **4.20** summarizes these findings.

	Completely	Occasionally	Do not ascribe
	f (%)	f (%)	f(%)
Realia and other	1(6.3)	1 (6.3)	14 (87.5)
authentic materials			
Presence of individual	1 (6.3)	6(37.5)	9 (56.3)
activities			
lessons required to carry	1 (6.3)	13(81.3)	2 (12.5)
out task			
Presence of evaluative	1 (6.3)	14 (87.5)	1 (6.3)
activities			

Table 4.19 Observation of Students Task During the Lessons

4.7.4 Manner of Teachers Performance During the lesson

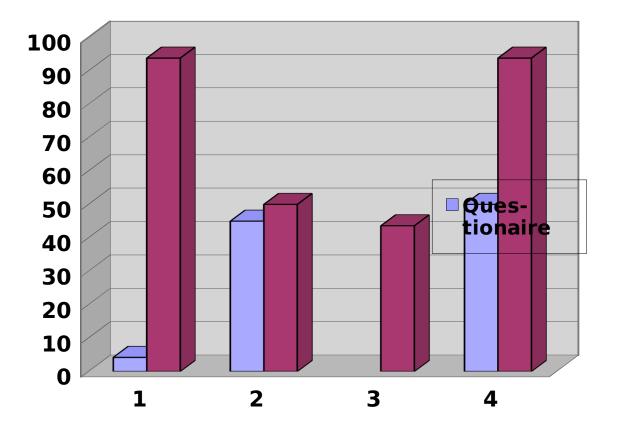
In Eleven (68.6%) lessons observed, teachers enjoyed teaching during the lesson. Fourteen (87.5%) teachers were found out to be teaching with ease five (31.25%) lessons were thought to be dull while six (37.5%) lessons evidenced good student interaction among themselves and the teacher. Seven (43.7%) teachers seemed to have had their objectives achieved by the end of the lesson.

4.7.5 Comparison of findings from questionnaire and observation

From the two lessons observed for every teacher selected, it was found out that the teachers had different approaches to their lessons depending on the topic taught, It was generally evident that few activities were used in most of the lessons contrary to what was found out from the questionnaire. Using statistics from Table **4.5** and **4.17**, the variations were as follow; from the questionnaires 4.2% respondents used lecture, while

classroom observation reflected a higher percentage of 93.8% respondents utilized it. Discussion was utilized by 45% according to the questionnaire while observation revealed that it was utilized by 50% respondents. From the questionnaire none indicated that they utilized drama while observation revealed that 43.6% utilized some drama techniques in the course of their teaching.

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





1. Lecture 2. Discussion 3. Drama 4.Question and answer

Figure 4.2 Comparison of teaching activities from questionnaires and classroom observation

4.8 Questionnaire for students

One eighty form three students were sampled to respond to questionnaires meant for students. Fifteen students from each of the twelve schools responded to the questionnaire. The questionnaire for students was meant to gauge the views of the students on the use of drama technique in teaching and learning. The questionnaire was also meant to give information from the students on the teaching methods used by the teachers. Since the students are limited in details concerning the teaching methods, their questionnaire was not as detailed as that which was given to their teachers. The information supplied by the students was meant to augment or complement that which was given by their teachers.

4.8.1 Gender of the students

The one eighty students involved in the study were from either gender as follows. From the table the female were ninety (50%) and the female were ninety (50%). These were drawn from three categories of schools namely, boys, girls and mixed schools. This combination provided a heterogeneous sample whose opinions do not represent biased characteristics that would emerge if only one or more of one gender was used.

Table 4.2	0 Studen	ts' gender
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Gender	No of students	percentage
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Male	90	50
Female	90	50
Total	180	100

Age of students

Respondents were asked to indicate their age since all the respondents were form three students this gives us information about the general age for the students in this class. From the table, one thirty one (72.9%) was aged between 15-17 years. Forty nine (27.1%) were above 17 years of age.

This is an indication that most form three students are aged between fifteen and seventeen years while only a small percentage are above seventeen years of age.

Table 4.21 Students' age

Age	Number	Percentage
15-17 years	131	72.9
Above 17 years	49	27.1
Total	180	100

Type of schools of the respondents

The study took cognizance of the existence of various types of schools. Students from three categories were involved in the study. The categories were girls', boys' and co-educational schools.

Table **4 .24** reflects the distribution of students in the schools. Statistics shows that sixty (33.3%) respondents were students from mixed schools. Sixty (33.3%) respondents were

schooling in boys and girls schools each. The purpose of this categorization was to provide a heterogeneous sample whose opinions do not represent biased characteristics.

	Frequency	Percentage
Co-educational (Mixed)	60	33.3
Girls	60	33.3
Boys	60	33.3
Total	180	100

Table 4. 22	Type of	schools f	for the	respondents
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4.8.2 Using drama techniques to teach grammar, summary, comprehension and writing.

The statistics indicate that in teaching grammar eight (4.2%) respondents said that their teacher used drama techniques in every lesson. Ninety (50%) respondents said their teacher used it occasionally. Seventy four (41.7%) said drama techniques was not used to teach grammar at all. Eight (4.2%) respondents stated that it was impossible to use drama techniques to teach grammar.

Asked about summary teaching, eight (4.2%) respondents said it was used in every lesson. Ninety (50%) respondents said it was used by their teachers occasionally to teach. While seventy four (41.7%) respondents said it was not used at all while eight (4.2%) felt that it was impossible to use drama techniques in teaching summary.

It teaching and learning of comprehension again eight (4.2%) respondents said their teachers used drama techniques in every lesson to teach it. One hundred and nine

(60.4%) respondents indicated that teachers used it occasionally while sixty three (35.4%) said their teachers did not use it at all to teach comprehension. No respondent indicated that it was impossible to use it to teach comprehension.

In the teaching of composition, there were no respondents who said their teachers used drama on every lesson. There were ninety (50%) respondents who said that their teachers used it occasionally while eighty two (45.8%) indicated that their teachers did not use it at all to teach composition writing eight (4.2%) respondents felt that it was impossible to use drama techniques to teach composition writing. Table **4.25** illustrates the findings. The findings indicate that drama techniques are used occasionally to teach the various language skills that the teacher may choose.

	Grammar	Summary	Comprehensio	Composition
	f (%)	f (%)	n	f(%)
			f (%)	
Every lesson	8(4.2)	8(4.2)	8 (4.2)	0 (0)
Occasionally	90 (50)	90(50)	109 (60.4)	90 (50)
Not used	74(41.7)	74(41.7)	63(35.4)	82 (45.8)
Impossible	8(4.2)	8 (4.2)	0(0)	8 (4.2)
Total	180 (100)	180 (100)	180 (100)	180
				(100)

Table 4.23 Using drama techniques to teach functional skills

Teaching method commonly used in teaching Kiswahili.

Staying with the first objective of the study, the respondents were asked to state in order of use (1, 2, 3...) the methods commonly used in teaching Kiswahili.

The methods they were to state in order of use were:-

- a) Lecture method
- b) Chalk board
- c) Discussion
- d) Group work
- e) Drama
- f) Songs

These were the findings. Forty one (22.9%) respondents placed lecture method at position one as the most frequently used method. On twenty seven (70.8%) said Chalk board is the most frequently used while six (4.2%) said discussion and group work was the most frequently used method to teach Kiswahili. No respondent said drama or even songs were the most frequently used method of teaching Kiswahili.

Forty five (25%) respondents placed lecture method at second position in terms of methods of teaching. Thirty three (22.9%) put chalk board at second position. Seventy eight (43.7%) ranked discussion as the second method. This position was also given by fifteen(8.3%) respondents for group work and four (2.1%) respondent ranked songs as number two teaching method.

Forty one (22.9%) respondents ranked lecture method as the third teaching method. While six (4.2%) ranked chalk board in this position. Seventy eight (41.7%) ranked discussion as the third teaching method while forty nine (29.2%) gave this position to group work teaching method. Only six (4.2%) ranked drama as the third position teaching method. No respondent gave this position to songs method of teaching.

The fourth position was indicted by twenty three (12.5%) respondents for lecture method. Twenty (8.3%) respondents gave the position to discussion method while ninety (50%) respondents gave it to Group work method of teaching. Drama was ranked fourth by forty (16.7%) respondents. Four (2.1%) respondent gave this rank to songs, but no respondents gave this rank for chalk board method of teaching.

Twenty three (12.5%) respondents ranked lecture method as fifth method of teaching. Four respondents gave this rank for group work, while sixty (33.3%) gave it for drama. eighty two (45.8%) respondents said that songs were the fifth method of teaching. No respondent gave this rank for chalkboard and discussion methods of teaching. Eight (4.2%) respondents ranked lecture method as the sixth method of teaching Kiswahili. Four (2.1%) respondent ranked chalk board as the sixth method of teaching. No respondent ranked discussion as the sixth, but eight (4.2%) respondents gave this rank for group work. Seventy (41.7%) respondents ranked drama as the sixth method of teaching. However ninety (50%) respondents ranked songs as the sixth method of teaching.

It therefore follows that the six methods of teaching are ranked generally as follows by the respondents.

- 1. Chalk board
- 2. Discussion
- **3.** Group work
- **4.** Lecture method
- 5. Drama
- 6. Songs

This study sought to investigate the frequency of use of drama techniques. The ranking shown in this item indicates that drama is among the less frequently used techniques.

Table **4.24** summarizes the findings.

Table 4.24Teaching method commonly used in teaching Kiswahili

	Rank	Rank	Rank	Rank	Rank	Rank
	1	2	3	4	5	6
Lecture	41(22.9)	45(25)	41(22.9)	23(12.5)	23(12.5)	8(4.2)
method						
Chalk board	127(70.8)	33(22.9)	6(4.2)	20(8.3)	0(0)	4(2.1)
Discussion	6(4.2)	78(43.7)	78(41.7)	0(0)	0(0)	0(0)
Group work	6(4.2)	15(8.3)	49(29.2)	90(30	15(8.3)	8(4.2)
Drama	0(0)	8(4.2)	6(4.2)	40(16.7)	60(33.3)	70(41.7)
Songs	0(0)	4(2.1)	0(0)	4(2.1)	82(45.8)	90(50)
Total	180(100)	180(100)	180(100)	180(100)	180(100)	180(100
)

4.8.3How students participated during drama oriented lessons

From the statistics in **Table 4.25**, sixty (33.3%) respondents said they always participated in the drama lessons organized by their teachers. Forty one (22.9%) said they did not participate during such drama oriented lessons and seventy (43.8%) said they sometimes participated in such lessons.

One of the objectives of the study was to elicit student's participation for practical use of the language as a way of learning. The responses revealed that students had the option to willfully take roles or be creative on one hand or failed to participate and be fascinated on the other hand.

	Frequency	Percentage
Always	60	33.3
No	41	22.9
Sometimes	79	43.8
Total	180	100

 Table 4.25 Students' participation during drama oriented lesson

4.8.4 Learners opinion on the need of use of drama techniques

The study sought to know the attitude the respondents had towards a certain technique. The respondents were asked to state their attitude towards the use of drama techniques in improvement of student understanding of language. They were given options and they were expected to select one. There were four (2.1%) respondents who indicated that they had no idea whether the use of drama techniques would improve student's understanding of the language. There were no respondents who said they did not want the use of drama techniques in teaching and learning Kiswahili language. Fifty two (29.1%) respondents agreed that positive attitude towards the use of drama would improve language teaching and learning. One twenty four (68.8%) respondents strongly agreed that drama was needed for the improvement of teaching and learning.

From the findings, positive attitude towards an approach of teaching and learning would facilitate the use of that technique. The response to this question indicted that there was positive attitude towards the need to use drama techniques. This was important in that it justified the necessity of investigation on whether teachers chose the technique or not during the teaching. Table **4.26** summarizes the findings.

	Frequency	Percentage
		frequency%
Strongly agree	124	68.8
Agree	52	29.2
No idea	4	2
Disagree	0	0
Strongly agree	0	0
Total	180	100

 Table
 4.26 Learners Opinion on the need of use of drama techniques

Whether lesson with drama was enjoyed

In line with the objective on whether teaching became effective when drama techniques are utilized, respondents were asked which lesson they enjoyed most; lesson with drama or lesson without drama. These were the findings, one seventy six (97.9%) respondents said they enjoyed lesson with drama. Only four (2.1%) said they enjoyed lesson without drama.

This is a clear indication that drama creates a lot of interest in a lesson and thus makes the lesson enjoyable. Teaching therefore becomes effective when drama techniques are used.

Table 4.27 Lesson enjoyed most

Lesson enjoyed	Frequency	Percentage
Lesson with drama	176	97.9
Lesson without drama	4	2.1
Total	180	100

4.9 Teachers Interview

In order to complement the data collection methods used, the researchers found it necessary to include teacher interviews'. The study employed the respondent's type of interview which is a style of interview where the interviewer remains in control through the whole process.

Eight teachers were interviewed after their lessons had been observed. The data was collected and recorded through tape-recording. Teacher's questions were constructed with regard to the research objectives previously highlighted.

Half of the teachers said a method of teaching was determined by the topic or content to 1be taught. Some teachers said it was determined by the ability of the learners. Some on further probing on the ability of the students, the respondents said that slow learners required a method that involves them most while the so called bright students needed just a teacher's guideline.

The second question intended to find out whether teachers plan and used dramatization as a method of teaching. The responses were varied. Some respondents said that they planned and used it. Majority of respondents said that they used it regularly. They claimed that it takes a lot of time and that the forty minutes available for the lesson was not enough to carry out meaningful drama activities in class. They therefore used it occasionally. One respondent had this to say'' with these mountains of books of composition and marking to do plus assignments from the principal, where is the time to prepare drama lessons .Tell them to employ other teachers to ease the workload".Teachers workload was therefore a major concern.

When the respondents were asked whether the teacher needed to be conversant about drama conventions in order to use these techniques in teaching, half of the teachers said that teachers need some in-service training or seminars in order to utilize drama in their classrooms. The other teachers said that being teachers of Kiswahili, they did not need to be trained in drama in order to use it in the classroom. "*We already have had the training I college.*" Some said.

Question three aimed to find out why teachers would make their students dramatize during their lessons. Some teachers said that making students dramatize improves on understanding of the content and thus enhances teaching. Other teachers said that making students dramatize enables students to retain content and thus improves on memory. Another group of teachers said that when students dramatize it brings out the real life situation in class thus enabling students to do well. Other respondents said that dramatization makes the lesson exciting.

Question four sought students participation in the lessons. When asked about how their students participated in lessons that involved drama, half of the respondents said that participation was based on teacher allocating roles according to the learners' ability. Some respondents said that for learners to dramatize the presence of teachers for supervision is crucial. One respondent said that to facilitate dramatization students must be put into groups so that they can organize themselves.

Question five proposed to find out the attitude of the teacher concerning the use of drama techniques in teaching and learning. A number felt that the method is good but it is time consuming in terms of preparation and the dramatization itself. The majority felt that dramatization was a good method due to its various advantages.

Question six sought the difficulties in asking students participate in drama, majority of teachers said that the introverts were the majority in the classes and so they would not willing fully wish to participate in drama. Some teachers said that students needed a lot of instructions and supervision in order to come up with drama activities that can be meaningful.

4.10 Discussion of the findings

The following is the discussion of the findings of the study presented thematically according to the study objectives and the theoretical framework that guided the study. The study revealed that the teachers had knowledge of language teaching approaches because those who responded to the questionnaire were well trained. In addition, 41.7% had a teaching experience of over seven years. The study concluded that experience was an important element in teacher's performance because years of practice presented a variety of experiences to the teacher. Despite the teachers long teaching experiences, it was revealed that 45.8% do not organize drama activities in the classroom. Although drama was not used by most teachers, the study revealed that the teachers were aware of the need to make use of the technique in the teaching of Kiswahili. The study also revealed that the nature of the class, the ability of the students, the status of the school whether girls, boys or co-educational were a number of factors that determine the teachers choice of a technique to use during the lesson. The following findings with regard to the study objectives shall give further insight of the use of drama techniques.

4.10.1 Selection and use of Teaching and learning Techniques

The study revealed that a wide range of learning activities were available for the teachers to select and use in the teaching of Kiswahili language. The activities ranged from role plays, language games, simulations, debates, discussions to dramatizations as activities that offered practical methods of teaching the language. However, 16.7% of the teachers

revealed that they do not utilize drama techniques at all. On the other hand, over 93.8% of the teachers used lecture method in the teaching of the four language skills that is listening, speaking, reading and writing. Although many teachers agreed that use of drama techniques would enhance understanding of the language, they still did not put these into practice. These findings confirm those of kapting'ei (2006) who observed that many teachers did not utilize drama techniques although they agreed that use of drama techniques would enhance understanding of the language.

Following the finding above, the study revealed that the teachers were the ones who could decode the most appropriate teaching methods and language contents to be learnt by the students. So they could decide to organize and use a method convenient for themselves or for the learners. Torres (2004) who worked with theatre in his high school classrooms, claiming that "there exists a direct relationship between theatre and language learning" (p. 408) and that implementation of drama techniques would improve vocabulary acquisition, fluency, communication, pronunciation and shyness. Teachers in this study fell short of Torres belief, Student's linguistic incompetence could be a result of what the study found on teachers inability to place emphasis on meanings expressed of functions performed through language. The study noted that teachers selected lecturing and explanation methods as a way of teaching the language. Rarely did they use drama techniques. They therefore, had little time to assess student's practical use of the language.

4.10.2 Students Participation during Drama Organized Lessons

In determining the learner's participation, observation of their willing fullness attention and their responsibilities were considered. Student's classroom activities were observed to determine whether they were relevant and familiar. It was observed that 68.7% of the lessons involved Students in meaningful language learning situation. The study revealed that most students were willing to take roles assigned to them by teachers. It was also observed that attention in class was enhanced by students' participation during the lesson which resulted to teacher-student classroom interaction. However, where drama techniques were not employed such interactions were missing.

Student's participation was inhibited by the fact that teachers took 95.8% of the lessons observed lecturing and explaining concepts whenever there was participation in this case, the teachers either prompted or pressurized the students. It was therefore evident that teachers took most of the lesson time leaving the students to participate in minimum activities.

In some lessons, it was observed that students who participated were few. There were individual students who dominated especially during question and answer method of teaching. The few who participated were either competent in the language or outstanding in class. Students who did not participate were concluded to have had inadequate skills of argument which could be the product of speech proficiency.

The study observed that during reading lessons (comprehension), students shared out the paragraphs and read one after another. While the teachers had the opportunity to make students take roles and dramatize the passage, this was not done. Students merely read and were left to try and find out the answers after the passage, such kind of role-play was not so helpful than if the teachers made the students dramatize some parts of the passage. From the findings above, it was noted that if students participated in the lesson, they will practice the language. In language learning, practice plays an important role in the learners overall performance at a given item. First of all it is entertaining and fun, and can provide motivation to learn. It can provide varied opportunities for different uses of language and because it engages feelings it can provide rich experience of language for the participants. Maley (2005). Fleming (2006) stated that drama is inevitably learnercentered because it can only operate through active cooperation. It is therefore a social activity and thus embodies much of the theory that has emphasized the social and communal, as opposed to the purely individual, aspects of learning. The study therefore concluded that one possible consequence of the inability of the teachers to involve the learners was the ultimate failure of the learner to master the language as a whole.

4.10.3 Teacher views on Use of Drama

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

students. Many teachers expressed views that there was very little time for such preparation; others felt that it was too involving among other constraints. It revealed that positive attitude towards the use of dramatization helped the teacher in selection and use of such technique. The same findings are shared by Suter (2008) who established that teachers do not have a favorable attitude towards the teaching and learning process of Kiswahili oral literature. She further established that this kind of attitude has lead to a negative attitude by students towards the subject in relation to other Kiswahili genres such as Kiswahili Novel. The study revealed that teachers were aware that students enjoyed dramatized lessons. However, some teachers still had a feeling that such lessons only fascinated the students who eventually learnt nothing out of it. Such detrimental views were cited as the possible reasons why drama was least used during the lessons.

4.10.4 The Effectiveness of Teaching Using Drama Techniques in the Classroom

In order to determine whether teaching was more effective or not, analysis was done on the use of realia and authentic materials, the level of difficulty or the activities and whether students were required to dramatize. The tasks were used as a guideline for the teacher in selection of a method to use in teaching. The effectiveness of teaching was established by how the selected method of teaching made the concepts clear and familiar to the learners. The study revealed 87.5% of the lessons did not utilize realia and authentic materials and 6.3% utilized the materials occasionally. The study noted that learners needed to hear, see and even touch as they learn the language. Insufficiency of realia was an indication that language teaching was done by lecture method which required students to do little during the lesson. The study revealed that if a teacher selected a good teaching method, he will prepare effectively because he will include materials which will aid learning. Use of realia would be an impetus for the teacher to have prior preparation of the lesson. The study noted that where there was no appropriate preparation, the teacher had a difficulty in achieving his lesson objective. Such teachers were less effective in language teaching than those who used drama techniques. It was noted that the absence of realia and authentic materials in many lessons were indication that teachers hardly had practical lessons. It was seen that teachers hardly prepare themselves adequately to teach various language skills using appropriate demonstrations or illustrations. The study noted that effective teaching involved selection of a teaching method that ensures that the learner's activities were challenging but not threatening. The study revealed that 50% used question and answering while 4.2% used lecture methods.

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

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

4.11 Discussion based on theoretical framework

This study was guided by the Discourse theory of language advocated by Hatch (1978). The theory posited that language development should be considered in terms of how the learner discovers the meaning potential of language by using it in communication. The theory suggests that language can be learnt through learning to communicate. Cherry (1979) also says that communication with others help children to accomplish actions in the world and develop the rules of structures and use.

The conversational strategies as posited by discourse theory enables the students to learn the second language in the same order as the frequency order of various features of input. Another advantage is that the learner acquires commonly occurring formulae and later analyses them with their components. In the light of the discourse theory, a second language classroom should provide opportunities for learners to participate in communication. Practice is important because, there is an inherent correlation between practice of language structures and final proficiency in language use. Exposure and practice of language as it was realistically used during the lessons was a requirement of discourse theory by Hatch (1978). Given that the research recorded inadequate learning activities, it was evident that the requirements of discourse theory which were the framework of this study were not fulfilled. Drama techniques of teaching were rarely used .The Student's participation was inhibited by the fact that teachers took 95.8% of the lessons observed lecturing and explaining concepts whenever there was participation in this case, the teachers either prompted or pressurized the students. It was therefore evident that teachers took most of the lesson time leaving the students to participate in minimum activities. This means that students participation during the lessons were so minimal because the activities selected did not offer them an opportunity to practice the language being taught.

4.12 Summary

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

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.

This chapter gives a brief summary of the study purposes and objectives as it is in chapter one, brief summary the findings, conclusions, recommendation and suggestions for further research.

5.2 Summary of Findings

The purpose of this study was to establish how teachers of Kiswahili language made use of drama techniques as tools of teaching and learning in the classroom. Five objectives were formulated in chapter one that guided the proceedings of the study. The objectives were:

- (i) To establish how Kiswahili language teachers make use of drama techniques in teaching and learning activities in the classroom.
- (ii) To determine the levels of student's participation in the Kiswahili lessons that makes use of drama techniques.

- (iii) To establish the frequency of use of drama techniques in teaching and learning of Kiswahili.
- (iv) To establish the views of teachers of Kiswahili on the use of drama techniques in the teaching and learning of Kiswahili language.
- (v) To establish the effectiveness of teaching and learning of Kiswahili language when drama techniques are utilized.

The study was a descriptive survey of teaching and learning of Kiswahili language, in Secondary Schools in Nandi South District. Chapter three presented the methodological procedures of the study. Twenty four teachers and one eighty students responded to the questionnaires, sixteen lessons were observed and eight teachers were interviewed. Chapter four presented the data collection from the four instruments. The findings of the data raised issues which the researcher discusses, concludes and makes recommendations in this chapter. The findings are summarized according to the objectives as presented hereafter.

5.2.1 The first objective of the study was to establish how Kiswahili language teachers make use of drama techniques in teaching and learning activities in the classroom.

- The study established that few teachers do not utilize drama techniques at all.
- The most popular method of teaching is lecture method used in teaching listening speaking, reading and writing skills.
- Although many teachers agreed that use of drama techniques would enhance understanding of the language, they still did put these into practice.

5.2.2 The second Objective of the study was to determine the levels of students' participation in the Kiswahili lessons that makes use of drama techniques.

The study revealed that most students were willing to take roles assigned to them by teachers.

- It was observed that attention in class was enhanced by students' participation during the lesson which resulted in teacher-student interaction where drama techniques were employed.
- Student participation was inhibited by the fact that the teacher took most of the lessons observed lecturing and explaining concepts.
- The study observed that during lessons (Comprehension), students shared out paragraphs and read one after another. While the teachers had the opportunity to make students take roles and dramatize the passage, this was not done.

5.2.3 The third Objective of the study was to establish the frequency of use of drama techniques in teaching and learning of Kiswahili

- The study established that drama is used occasionally to teach various language skills.
- It is less frequently used to teach composition and summary as compared teaching comprehension and grammar.
- The most frequently used method of teaching was found to be lecture method.
- The least frequently used method was songs.

5.2.4 The fourth objective of the study was to establish the views of teachers of Kiswahili on the use of drama in the teaching and learning of Kiswahili language.

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

5.2.5 The fifth objective of the study was to establish the effectiveness of teaching and learning of Kiswahili language when drama techniques are utilized.

- Teaching using drama technique as the study revealed, was effective on the strength that the method made students to be creative in speech and in written work.
- Teaching using drama techniques made teachers go beyond using available resources and course text books during the lessons. Such teachers became more effective by looking for more learning resources to aid understanding of the language.

5.3 Conclusion

In this study several conclusions can be drawn.

- Activities that involve dramatization, role-plays, debates, discussions, simulations are important in all stages of language teaching and learning. They help students generate ideas, encourage free flow of thought and help students discover both what they want to say and how to communicate both in speech and on paper.
- It is the responsibility of the teacher of Kiswahili to use an appropriate teaching approach if required language learning has to be acquired. The study concluded that use of drama techniques in Kiswahili language teaching is advantageous because it makes learning a student-centered activity.
- The study concluded that Kiswahili teachers need to direct learners to practice use of language appropriately. They do not need to carry out all demonstrations and explanation on their own instead, they should involve students by way of discussions and arguments. Group teaching can enhance easy use of drama techniques because members of the groups can act out a passage, a scene in the play or any language skill.
- Following the findings of teachers' attitude it was concluded that drama techniques would offer practice to students in language use. However, though practice serves as an important component of language improvement, the idea could not be easily implemented with the existing contradiction in teachers' attitude towards Kiswahili curriculum in Kenya.

- The study concluded that teachers' negative views were an inhibiting factor towards the use of drama technique in the classroom. Following the teachers' ability to organize dramatized activities in the process of teaching and learning his involvement of the students and enhancing teacher-student interaction.
- The study concluded that teachers who made use of drama techniques were more effective in language teaching. This was based on the findings that such lessons required the teacher to prepare well and keep guiding the learners through the lessons. Such teachers were creative and thus able to enhance learners' language creativity.
- The study concluded that teaching using drama techniques involves going beyond using course text books during the lessons. It requires teachers creativity in utilization of resources and students also needed to be creative. Such lessons became more effective in language learning.

5.4 Recommendation

This study clearly underscores the importance of using drama techniques in teaching and learning .Recommendations for improvement of teaching and learning of language in secondary schools are provided based on the findings and conclusions of the study. These recommendations have implications for the content of pre-service and in-service teacher education programmes, teachers of Kiswahili ,K.I.E , Ministry of Education and colleges as pointed out in the significance of the study.

The study thus recommends the following:

i) That teachers should precede the lessons with sessions of drama, dialogue or activities that stimulate the learners' and ensure free flow of ideas. Teachers need to execute their lessons with brainstorming activities, questioning and use of realia and other authentic materials. In order to achieve this, teaching approaches employed by the language teachers need to be harmonized by their Kiswahili department or school administrators to ensure that the lessons are well prepared.

ii) Teachers need to create situations that let the students learn from such situations. Student's activities should be encouraged in the teaching of language. The activities should be within the student's ability. This will ensure that teaching and learning is a student-centered activity and not teacher-centered. Teachers should play the role of instructor, a guide and model to the students in language learning. Students can be asked to act out a passage, part of a novel, a component of grammar or carry out discussion.

iii) In order to enhance student centered learning the study further recommended group learning. This would give members a chance to practice together the skills that they have learned. Group learning is the first step towards use of dramatization. The study recommended that the teacher would need to supervise the activities of the groups. Such activities need to be challenging enough with regard to the student's abilities.

iv) The study recommends formal examination of spoken (oral) Kiswahili in the curriculum. This would be one way of enhancing the teaching of speech-work and listening which seems to be neglected by teachers. In addition, formal oral examination of Kiswahili would encourage students to speak grammatical Kiswahili.

v) The study recommends a clear revision of the Kiswahili syllabus to make it teachable and manageable for the teachers and students. Teachers are forced to use approaches that make them complete the syllabus in the shortest time possible since they complained that the content is so much for them with regards to available time. It is the responsibility of the education planners to ensure that syllabus coverage is done in consideration with correct approaches for the sake of the learners. The study recommends that the teachers should not teach to complete the syllabus only, but to make the learners acquire the required language skills.

vi) The study recommends in-service courses. The course should focus on modern teaching methods and use of teaching and learning resources. This recommendation stems from the fact that a number of teachers responded that it was difficult to use drama techniques where there were no course text books that guide them on these areas. This sentiment was a reflection of inadequacy on the side of teachers who depended on textbook materials. On the other hand, the course would also address complaints from other teachers who felt that a drama technique was a reserve for literature and specific lessons in Kiswahili. The course would be relevant to enable teachers treat all parts of the syllabus equally with an approach with correct methodology.

5.5 Suggestion for further research

The research focused mainly on the use of drama techniques in teaching and learning of Kiswahili in secondary schools. It is suggested that more research be done in the following areas since they equally contribute to the student's performance.

 An investigation into the differing preference of particular teaching and learning methods in Kiswahili language in secondary schools in Kenya.

- ii) An investigation should be carried out to establish the use of drama techniques across the curriculum.
- iii) Justification of particular teaching techniques for specific language teaching in.

the Kiswahili syllabus in Kenyan schools.

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APPENDICES

APPENDIX I: Questionnaire for Kiswahili Language Teachers

Below are questions on the use of drama techniques in teaching and learning of Kiswahili language in secondary schools. Please assist by filling in the questionnaire as honestly as possible. Put a tick or comment on the spaces provided. The information you provide shall you provide shall be treated with confidentiality and is purely for academic purposes.

PART A

(Use a Tick where appropri	ate)		
1. Indicate with a tick [] th	e place you were	e traine	d (College/University)
[] university of Nairobi	[] Moi Unive	ersity	[] Kenyatta University
[] JKUATT	[] Maseno U	niversi	ty
[] Private University (state	where)		
[] colleges (state)		-	
[] Others (state where)			
2. Your field experience in t	eaching Kiswah	ili	
[] 0-2 yrs [] 3-6 yrs	[] 7-10 yrs	[]11	and above years

3. What type of school do you teach?

[] Mixed [] Girls [] Boys

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

[] Is effective in mixed schools

[] Is effective in Girls school

[] Is effective in Boys school

[] Is equally effective in all categories of schools

PART B

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

- [] Strongly agreed [] Agree [] No idea [] Disagree [] strongly disagree
- 6. In teaching Kiswahili, which technique do you employ most efficiently in class?
- [] Questions and answers [] Dictation
- [] Discussion [] Drama techniques [] Lecture

7. Tick the aspect that you agree; using drama techniques makes teaching and learning most effective

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

8. How often do you organize the following learning activities (tick where appropriate)

Every lesson	Weekly	Monthly	Once in a	Do not organize	
			term	at all	
Dramatization					
Debates					
Simulations					
Language					
games					
Mimes					
Role plays					

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

a) Listening _____ b) Speaking _____

c) Reading ______ d) Writing _____

10. Teachers who use drama techniques have a positive attitude towards their teaching and their students

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

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

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

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

[] Lesson with drama techniques [] Lesson without drama

13. Think about selecting materials or activities for teaching Kiswahili techniques such as role-play, demonstrations, language games, simulations among others. What difficulties have you encountered?

(Tick as many as applies to you)

[] Time allocated does not allow for organization of such activities \

[] The students find the activities too difficult to grasp

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

- [] Does not allow for the preparation for all the students in the class
- [] Books to guide on such activities are not available
- [] No student is seen to be interested in such activity

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

[] They are always willing to take roles assigned to them

[] They pay attention during the lesson

[] They do not take any role assigned to them

- [] They become so creative and make the lesson creative
- 15. What is your opinion about using drama techniques in teaching Kiswahili? (Tick as many as you can)
- [] It is too involving for the teacher to prepare the lesson
- [] It does not apply to most parts of syllabus in Kiswahili
- [] It makes the lesson learner centered and enhances mastery of content
- [] It is a technique reserved for the teaching of literature
- [] It enhances learners' practical language use
- [] It is not possible to use because of time allocation in the school timetable
- 16. How do you make your students participate in drama activities during your lesson?
- [] Appoint them according to their ability
- [] Students willing fully takes role
- [] Identify areas of weakness and giving them roles in these areas
- [] Do not make them participate at all

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

- a) Listening _____
- b) Speaking _____
- c) Reading _____
- d) Writing _____

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

	Role	Simulatio	Demonstratio	Languag
	play	n	n	e games
Intonations	X			X
Nouns				
Pronouns				
Adjectives				
Verbs				
Prepositions				
Conjunctions				
Phrases				
Clauses				
Sentences				
Direct speech				
Possessions				
Summary				
Comprehensio				
n				
Composition				

APPENDIX II: Questionnaire for Students

The purpose of this questionnaire is to collect data for purely academic purpose. The study seeks to investigate the use of drama technique in the teaching and learning of Kiswahili in secondary schools. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

(Please fill in where appropriate)

1. Gender

Male [] Female []

2. Age

a) 15-17 years []

b) Above 17years []

3. What is the type of your school?

Girls [] Boys [] Mixed []

4. Are there occasions when your teacher has organized some dramatization in teaching of the following?

	Every lesson	Occasionall y	Not used	Impossible
a) Grammar				
b) Summary				
c) Comprehension				
d) Composition writing				

5. Which lesson do you enjoy most?

[] lesson with drama

[] lesson without drama

6. Do you participate in the dramatization organized by your teacher?

a) Always [] c) [] Sometimes

b) No []

7. Which teaching methods are commonly used in teaching Kiswahili? State in order of use. (Use 1, 2, 3 ...)

Lecture method []Drama []Chalk board[]Discussion[]Group work[]

8. Tick the aspect that you agree; using drama techniques makes teaching and learning most effective

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

APPENDIX III: Observation Schedule

School	Time
Roll	Торіс

Major section-use of techniques

sub-section

	Used $()$		
	Not used (x)	Teacher Student	Familiar Relevant
Dramatization	[]	[] []	[] []
Play role	[]	[] []	[] []
Discussion	[]	[] []	[] []
Lectures	[]	[] []	[] []
Debates	[]	[] []	[] []
Questions +answers	[]	[] []	[] []
Group activities	[]	[] []	[] []
Language games	[]	[] []	[] []
Simulations	[]	[] []	[] []
Explanations/demonstration	[]	[] []	[] []

Students' participation use a tick to show whether; There were activities initiated by the students [] were the activities relevant? [] Were they familiar []

Did the teacher solicit participation? [] Were they relevant? []

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

Was the lesson enjoyed?	[]	Was there real drama?	[]
Was it taught with ease?	[]	Was it a dull lesson?	[]
Objectives achieved	[]	Good interaction with stude	nts []

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

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

APPENDIX IV: Interview Schedule

I am a masters student at Moi university in the school of education, carrying out a research thesis to fulfill the requirement for award of master of philosophy degree. The topic of research is the use of drama techniques in teaching and learning of Kiswahili in secondary schools in Nandi south District .kindly provide your sincere responses to this interview questionnaire whose information will be treated with confidentiality and used purely for academic purposes. Your assistance will be highly appreciated

PART A

Name	•••••
School	•••••

PART B

- 1. What factors do you consider in selection of a particular method of language teaching out of the many that are known to you
- 2. (a) Do you plan and use dramatization as a method of teaching?(b) Does a teacher need to be trained in order to use drama technique in the classroom?
- 3. What makes you a teacher of Kiswahili chose to make students dramatize in a lesson?
- 4. How do you ensure that students participate during the lesson that you have organized, especially the drama lesson?
- 5. What is your attitude about the use of drama techniques in teaching of Kiswahili
- 6. Are there any difficulties in making students dramatize?
- 7. Do you think learning and teaching improves if drama activities are used during Kiswahili lessons? If yes, in which ways?

APPENDIX V: Letter to the Respondents

Stanley kiplagat kirui, Moi University, P.O .Box 3900, Eldoret.

To the teacher of Kiswahili

Thro'

The principal

Dear sir/madam

RE: REQUEST TO ADMINISTER QUESTIONNAIRES AND MAKE LESSON OBSERVATION IN YOUR SCHOOL

I am carrying out a research on teaching of Kiswahili in secondary schools in Nandi south District. I am pleased to have sampled your school as one among the many that shall be useful for my study. I kindly request you to respond to the questionnaire attached.

Following this, I might also request to observe one or two of your teaching lessons as it would be convenient to you.

All this shall be in fulfillment for my award of degree of master of philosophy in education. Also attached is research authorization letter from the ministry of education. Thank you for your kind cooperation in advance

Yours faithfully,

Stanley Kiplagat Kirui

APPENDIX VI: Research Permit



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi Telephone: 254-020-241349, 2213102 254-020-310571, 2213123. Fax: 254-020-2213215, 318245, 318249 When replying please quote

P.O. Box 30623-00100 NAIROBI-KENYA Website: www.ncst.go.ke

17th December, 2010

Date:

Our Ref:

NCST/RRI/12/1/SS/1015/4

Stanley Kiplagat Kirui Moi University P. O. Box 3900 **ELDORET**

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "The use of drama techniques in teaching and learning of Kiswahili language in Secondary Schools: A case of Nandi South District". I am pleased to inform you that you have been authorized to undertake research in Nandi South District for a period ending 31st December, 2011.

You are advised to report to District Commissioner and the District Education Officer, Nandi South District before embarking on the research project.

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

DR. M. K. RUGUTT, Ph.D, HSC FOR: SECRETARY/CEO

Copy to:

The District Commissioner Nandi South District

The District Education Officer Nandi South District 146

APPENDIX VII: The Study Area Map

NANDI SOUTH DISTRICT

