RESEARCH ARTICLE

CHALLENGES OF TEACHING THE REVISED KISWAHILI SYLLABUS IN SECONDARY SCHOOLS, A CASE STUDY OF BUNGOMA WEST DISTRICT KENYA

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ABSTRACT

The purpose of this study was to find out the challenges facing the teaching of the revised syllabus of Kiswahili in secondary schools in Bungoma West District. The performance of Kiswahili language dropped in the recent years after the revision of the syllabus, (KNEC, 2007, 2008). The objective of the study was to establish teacher preparedness in teaching the revised Kiswahili syllabus. The study was based on Krashen's input hypothesis and affective filter theory which is relevant to the study. A descriptive survey research design was adopted. The study targeted secondary schools in Bungoma West District. Purposive sampling was used to get the respondents from 6 schools of the 18 secondary schools in the district. Simple random sampling was used to select 6 Head teachers, 6 Kiswahili teachers and 300 form three students. Data was collected using questionnaires and interview schedules. The data was analyzed using descriptive statistics where frequency distribution tables and percentages. In the study findings the responses with regard to the availability of teaching aids were "Frequent use" which had no response at all while "Moderate use" had 44.44% of the respondents. A higher number of responses were recorded for the category of "Not frequent" which had 55.55% of the respondents. Regarding the adequacy of book ratio in the revised syllabus, class readers and teachers guide had the lowest response of 0% followed by student's reference books that had 11.11% of the respondents. Set books and course books had the highest number of respondents of 33.33% and 44.44% respectively.

INTRODUCTION

Growing popularity of Kiswahili

Kiswahili has made a lot of strides in many areas. This has made it to cope with fast changing global requirements. The greatest step is finding a place for Kiswahili in the cyber space technology. More than 100 universities in the USA offer Kiswahili as a taught subject which is a big boost for the language; these universities include Harvard, Yale, and Cornell among others. Kiswahili computer language is now a reality (Chimera, 2000). In Kenya Kiswahili is a national language. It shares the political mantle with English but dominates social interaction in the rural as well as urban life at a non-official pedestal. Chimera (1998) clearly outlines the importance of Kiswahili as a symbol of national unity particularly against the backdrop of a multiplicity of ethnicity. Barasa (2005) is agreement with Chimera, notes that with regard to learning and instruction, English and Kiswahili are second languages which hold significant positions in the curriculum.

Kiswahili is especially in the urban areas less o in the homogenous rural areas. It is a national language and therefore it is a language that unifies the large multi lingual society and it is the second official language after English. Following Mackay recommendation of 1981 Kiswahili is an examinable subject taught and both at primary and secondary levels of education. Kiswahili is taught and examined up to university level. In other countries Kiswahili is offered as a foreign subject in approximately 100 universities in USA, Britain, Germany, South Korea, Ghana, and Japan among others. Many countries send their students to Kiswahili speaking countries especially Kenya and Tanzania for intensive study of the language. Participants of these programmes are university students, (Chimera, 2000). Kiswahili has ascended in status in being a National language and our future medium of instruction. Due to this various scholars have suggested different challenges facing the teaching and the learning of Kiswahili at different levels. Some of the factors include; motivation of teachers and learners, lack of facilities increased student population compared to the number of teachers among others. It's therefore important to look for ways and means of improving Kiswahili language as a medium of communication by alleviating any challenges that may hinder its process. It

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thus becomes imperative to explore the challenges facing the teaching and learning Kiswahili revised syllabus. Kiswahili is a national language in Kenya since 1969. The language is widely used in urban and rural areas (GOK, 1988; Mbaabu, 1978) since 1975. The language is used in several official circles in parliament. Following Ominde recommendation of 1964 Kiswahili was to be taught in schools for communication purpose. In 1981 the Mackay commission recommended that Kiswahili be examined at o-levels of education. Kiswahili is taught to University level and offered at the undergraduate, Masters and doctoral degree levels. Worldwide Kiswahili is broadcasted in several stations like British Broadcasting Corporation, Voice of America, Radio China, Radio German radio overlooked and Moscow among others. The importance of Kiswahili language cannot be overlooked and any research geared towards it efficiency is worth investigating.

REVIEW OF RELATED STUDIES

Theoretical review

Krashen's Input Hypothesis: The study was based on Krashens input Hypothesis and Affective Hypothesis. According to Krashen (1988) the second language learning depends on the provision of appropriate and comprehensive inputs. The Hypothesis postulates that "humans acquire language in only one way, by understanding messages or by receiving 'comprehensible input" … we move from i, own current, to i + 1, the level along the natural order, by understanding input containing i + 1. i is the initial state of the learner's knowledge before any learning of the language takes place and 1 is the next level of the learner's knowledge after language acquisition has taken place. He further proposes that the amount of input learners take in is one of the most important factors affecting their learning.

He advanced the concept that the language input would be at the $i + 1$ level just beyond what the learner can understand. It is important for the learner not to receive input that exceeds his level of competence. It comes out clearly that if the learner is given comprehensible information with instructions and enough resources language learners will gain competence. Krashen (1985) stresses that when learning transpires, there is always an influencing factor, such as guide books, teachers, peers or an instruction sheet, guidance needs to take place for learning to follow. As per Krashen if a student is present with information that is not in the slightest bit comprehensible and no assistance for understanding is provided, chances are that the student will give up! Simply because the input was not comprehensible to them and appropriate assistance was not offered at the crucial time of need. Krashen (1988) indicates that a learner needs more input to what he already has in order for language to develop relevant inputs helps the learner develop competence in a language. The use of relevant instructional materials in this case will help learners develop the relevant input in the language learning process.

Affective Filter Theory: The researcher also used the Affective filter Hypothesis to complement the input Hypothesis. According to this hypothesis comprehensible input is important since they play a very vital role in acquiring a second language. Second language learners may utilize comprehensible input if there is a 'mental block', which prevents them from fully benefiting from it. This filter acts as a barrier to acquisition.

If the filter is 'down' the input reaches the language acquisition device and becomes acquired competence. If the filter is "up'', the input is blocked and does not reach the Language Acquisition Device (LAD) Krashen insists that the acquirer needs to be open to the input and when the filter is up the learner may understand what is seen and read, but according to Krashen, the input may sometimes not reach the (LAD). This occurs when the acquirer is unmotivated, lacking in confidence and concerned with the failure. When the filter is down the acquirer is not anxious and is intend on becoming a member of the group speaking the target language.

According to Krashen those learners whose attitudes are not positive for 2nd language acquisition will seek less input and will have high affective filter. It is said that even if they understand the message the input will not reach that part of the brain responsible for language acquisition device. Those with a true attitude to 2nd language learning will obtain more input and will also have more input and will also have a lower filter Krashen 1982. Dulay and Burt (1982) agree with Krashen that affective filter is something that determines to what degree a person learns in a formal or informal situations. The language a learner is exposed to through listening and reading is the input and the language the learner produces by talking and writing is the output. Krashen therefore deduces that the role of the classroom teacher has changed "…Our better pedagogical goal should not only include supplying comprehensive input but also encourage a situation that encourages a low filter…Input hypothesis and the concept of affective filter defines the language teachers in a new way". The affective language teacher is one who can provide input and help make it comprehensible in a low anxiety situation. (Krashen, 1994). Various linguists (Lessard – Closton, 1997, Griffiths, 2006, 2004) agreed with Krashen and a test to the fact that good language teaching contributes immensely towards the development of the communicative competence of the student, thus helping them become better language learners especially in situation where the teacher train the learners to develop and use the language appropriately can be the appreciated characteristic of a good language teacher.

Empirical review

On managing the process of change, Brady and Kennedy (2003) identified the benefits of school collaborative cultures, which include improving teacher effectiveness, creating professional confidence and responding to change. In sum, identifying teachers concerns is essential for successful curriculum implementation (Cheung, Ng & Hattie, 2000). Contemporary curriculum scholarship places teachers in a central role in curriculum development, implementation, and evaluation (Lieberman, Saxl, & Miles, 2001; Ornstein & Hunkins, 2004). Jeffs and Smith (2010) argued that the notion of curriculum provides a central dividing line between formal and informal education. Onyeachu (2008) observed that no matter how well a curriculum of any subject is planned, designed and documented, implementation is important. Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabus and subjects (Chikumbi & Makamure, 2005). Mkpa (2007) defined curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. That is, curriculum implementation demands concerted efforts of end-users of the curriculum for its

effective implementation at all levels in order to achieve the desired goals. Curriculum implementation cannot succeed without involving teachers who are the actual cornerstones of curriculum implementation (Oketch & Asiachi, 1986). Many demands are placed upon teachers at various levels. Such include adopting and acquiring new knowledge and skills, the teacher may be required to undertake training at various subjects for successful implementation of a revised curriculum. Teachers need training if they are to handle any subject confidentially and need to develop a positive attitude towards the subject.

According to Kerre (1990), the systematic implementation of a curriculum involves a series of interrelated tasks ranging from the determination of objectives which must reflect societal and individual needs, the selection and organization of content, to the evaluation of the curriculum. Aggarwal (1995) observes that any teacher must acquire a sound knowledge of learning, its nature and its process, making teaching learning effective and inspirational. He must know well the operation and approaches to use for proper teaching and learning. This whole process is depended upon teaching conducted because it is possible that learner may be taught but fail; to learn anything According to Farrant (2002) a well prepared teacher should be in a position to respond in appropriate ways to the different learning needs of individuals' students and the varying circumstances of particular situations. Cooper (2003) is of the view that teaching has to do with the teacher helping learners to behave in new and different ways, thus the effective teacher is the one who is able to bring the intended learning outcomes. Lowe (2003) believes that everyone language skill has its place in the grand pantheon of language teaching approaches well prepared, aware and experienced teachers will be able to utilize all the language skill in the an intuitive and yet consciously integrated way, in their classroom to achieve the set objectives. Following the changes in the Kiswahili syllabus there is need to in-service teachers on the new skills. Pennington (1989) in Barasa (2005) emphasizes that in-service training may be carried out to inform, expand teachers' capabilities, to upgrade and to re-orient them. It is further argued that this will give teachers new techniques, methods materials, much knowledge and even boost their morale.

In Kenya, systematic curriculum development has been derived in response to employment, directives from influential individuals' needs of learners and society and the rising demand for higher education. According to Barasa (2005) there have been criticisms of the policy maker's assumption that the society will fall behind new changes as soon as they are instituted in secondary schools curriculum. The argument here is that the curriculum developers ignore the need to sensitize the necessary stake of the society by way of training. Teachers role is taken for granted, he/she is expected to adapt to the new changes immediately. The whole process appears to be done for political expedience and as such important stages are ignores except for role carried out by KNEC. Teachers of Kiswahili are trained to perform teaching function influenced by certain condition and the students in secondary schools should learn from them; however the KCSE result show that many of these learners achieve poor grades in Kiswahili. Education is contentious matter, the difference in defining the function of teaching have brought with them the related problem of how to prepare teachers. According to Tylor and Peacock (1997), Watson *et al.* (1997), they gave comprehensive analysis of the views by many teachers'

educators and authors about the prevailing situation in the field.

Statement of the Problem

Language teaching trends tend to change from one standpoint to another seemingly with no particular disposition. Griffiths (2006) and Nunan (1991) particularly point to the fact that language teaching strategies are important but keep changing and being developed too often. This poses a great challenges to teachers of language at various levels of teaching and learning. Language teaching in the African classroom is handled extremely formally thus contributing to ineffective teaching (Kembo, 2000). Kembo notes that such a practices is aimed at corrosiveness, (rather than successfully communication or appropriateness), sometimes to the communication. Kenya as African state is not exempted. This particularly point to the very specific classroom instruction ,whether of Kiswahili are prepared to teach the revised syllabus ,appropriately in fostering the attained of stated objectives, especially aimed at producing communicatively competent learners at the end of the four year study of Kiswahili at secondary school level.

It follows thus that, the teachers of the revised Kiswahili syllabus should be prepared to use the most appropriate methods within the specific learning context.it is this orientation that prompted the researcher into investigating the various the challenges which the teachers of the revised syllabus face during instruction in the implementation of the revised syllabus. It is a view of this research that teachers of Kiswahili in Kenyan secondary schools are not sufficiently and efficiently manipulating appropriate strategies at their disposal, to effectively address the issues of the leaner centerd instruction, and attained of communicative competence among the learners. Carolyn (2009) citing Nunan (1989) emphasize the fact that the language teachers should be able to find out about strategies, plan the learning and then use the most appropriate and preferred language teaching strategies to enhance efficient learning. Therefore this study sought to establish the extent to which the teachers of Kiswahili teaching tasks and materials encourage learners to explore and apply content during the language instruction process. Barasa (2006) in regard to issues of the teacher cognition in Kenyan secondary schools observes that the new teacher lacks the culture of the appropriate language necessary to form 'teaching culture'. The researcher sought to find out whether this applies to Kiswahili as a language in regard to teaching to the revised syllabus. Although the status of Kiswahili language has been emphasized in Kenya education system, performance of this subject in some areas is wanting.as a compulsory subject, students are expected to pass in order to boost their KCSE mean grade. There has been a nationwide outcry about the performance of Kiswahili language at secondary school level. Analysis done by KNEC last four years since the revision of the Kiswahili revised syllabus (2006-2009) reveals that candidates sitting for the Kiswahili papers perform poorly. The performance has been cited by Prof. Ongeri the present minister of education while officially releasing the KNEC results. Various reasons have been attributed to this dismal performance among them are;

- Teacher preparation, how are teachers are prepared to teach this language?
- Material provision, do schools acquire the necessary facilities to enable implement the new programme?

- Administrative support, what role do education stake holders play in preparing teachers to receive and implement the knew syllabus?
- Inappropriate and wanting instructional methods.

Although the failure of classroom practice to reflect knew renovation in teaching could be attributed to multitude of varied of factors, no other variable appears to be more central to this phenomenon than the teacher. In support of this Rombo (1989) states that, teachers are major agents of any curriculum implementation, as they receive interpret and implement the curriculum package. The teacher's central role in the implementation of the curriculum was also captured by the Katz (1989) who emphasized that there is a general agreement among the specialist in the field that, the competence of the teacher is a central determinant to quality and effectiveness of a programme. Competence in this contest, refers to the ability of revised Kiswahili syllabus teacher to integrate the revised Kiswahili content and the application of a variety of instructional methods to enable the leaner understands what it entails. Fullan (1991) argues that there is need for a teacher to be informed of the intended changes in education for it to achieve its desired objectives. Various scholars like Wallah Bin Wallah (cited) in Daily Nation 24th July, 2003, Maranga (1993) and Shiundu and Mohammed (1996) underscore the importance of the teacher training in relation to competence change of attitudes and awareness of teacher in instructional. According to Maranga 1993, a review of state pedagogy in Kenya reveals that despite efforts to improve teachers efficacy through training, teachers have replete complains from numerous sectors. Complaints from parents, employers, educators the public and other interested groups are that the general performance in education is still wanting. There are incompetent teachers in schools, inadequate content coverage, presence of ignorant teachers' poor teaching and training strategies. The KNEC reports indicate a decline in performance of Kiswahili language since the implementation of revised Kiswahili curriculum. In KCSE results of the year 2006 Kiswahili is one of the subject that had drooped in performance. In 2007 KCSE Examination report there was a marked drop in performance. The performance of Kiswahili affects the student's career choices in the university level and other institutions of higher learning. The researcher was interested in finding out the major setbacks causing a decline in performance in Kiswahili under the revised syllabus. the scenario describe above could be prevalent in Bungoma West district owing to dismal performance in Kiswahili language whose national mean score at 38.57 KNEC 2009 report. This is a performance below average. This could be an indication that teachers of revised Kiswahili syllabus are ignorant of the procedures and skills of disseminating content to the learners. The nuclear situation as far as the teacher competence and preparedness to deliver the revised content calls for further investigations to establish the actual challenges these teacher's face in teaching the Kiswahili syllabus.

Research objective

Investigate the use of instructional resources in teaching the revised Kiswahili syllabus.

Research question

Which instructional resources do teachers use to teach the revised syllabus?

Significance of the Study

The findings of this study will help Kiswahili teachers to choose the best approach for teaching revised Kiswahili syllabus. Teacher trainers will also be sensitized on the importance of preparing teachers adequately to teach new syllabus. The findings will also help teacher training institutions in making provisions for a good basis on which teacher training can rely. Generally the findings would also help to identify major setbacks that hinder effective implementation of revised syllabus and suggest ways of improvement. The findings aim to provide crucial information to teachers of Kiswahili language developers, Kiswahili language courses designers both at Kenya Institute of Education (KIE) and the numerous foreign languages learning institutions in Kenya.

Definition of key terms

- Attitude it is an individual's degree of like or dislike of an item
- +1 the potential language development.
- Affective filter a mental block caused by affective factors that prevent input from reading the language acquisition device. The distance between actual language development.
- Attitude predisposition held about something to positive or negative perception towards stimulus.
- Challenges something that is difficult and tests strength skill or ability.
- Curriculum planned experiences offered to the learner under the guidance of the school.
- First language/Mother tongue the language first acquired in childhood which is used n daily communication particularly at home.
- I the distance between actual language development.
- Instructional methods a planned way or established way of passing on language and literary and literary skills to the learners. It includes methods of teaching, techniques, strategies etc.
- Instructional resources material and devices used in teaching and learning.
- Integrated Kiswahili syllabus syllabus for teaching Kiswahili which considers both structural and communicative approach. Content is arranged following the spiral approach.
- Kiswahili teacher these are professionally trained or untrained teachers who are employed by the teachers' service commission or the board of governors to teach Kiswahili as one of the subject in Kenya secondary schools.
- Language acquisition the process by which people learn languages in addition to their nature languages.
- Preparation to be willing to do something especially something difficult that you do not usually do, deal with a situation.
- Second language any other language whose acquisition starts after early childhood. In this study Kiswahili is the second language.
- Syllabus a plan that states exactly what students at school should learn in a particular Subject.
- Target language the language to be learned. Kiswahili is the target language in the current study.

- Teacher competence the ability of the teacher to initiate interaction between the learner the teacher, physical environment and instructional resources.

Abbreviations and Acronyms

GOKGovernment of Kenya
KCSEKenya Certificate of Secondary Education
KIEKenya Institute of Education
KNECKenya National Examination Council.
KTB IIIKitabu cha tatu
LADLanguage Acquisition Device.

MATERIALS AND METHODS

Research design

The study used descriptive research design to elicit responses that would enable the explanation and description of the attributes of the study and more importantly opinions and attitudes regarding teaching revised Kiswahili syllabus.

Instrumentation

Reliability of research instruments

The researcher used Cronbach's alpha to measure the reliability and more specifically internal consistency of the research instruments. The value of this Cronbach's alpha was 0.74 was obtained from the instruments regarding instructional resources constructs and thus this was highly reliable.

Validity of research instruments

Validity and especially construct Validity for questionnaire and interview schedule was ascertained through consultation with resource course experts in the department of curriculum instruction and educational media of Moi University. The experts analyzed these instruments and gave suggestions for improvement for various aspects.

Data collection

The researcher took sets of questionnaire in person to all the selected schools. They were issued by the researcher to the teachers and students to fill and later they were collected from the office. The researcher also carried out document analysis and gave assurance to all participants of confidentiality of data collected.

Data analysis

Data was collected and sorted out to check completeness and clarity from the tools received. Data was analyzed qualitatively. Descriptive statistics methods such as frequencies and percentages were employed to describe the data. Data was be presented in form of frequency distribution tables to facilitate description and explanation of study figures.

Ethical considerations

The researcher sought permission from the Ministry of Education to do research. There after permission was sought from the head teachers of the sampled schools before informing the researchers and students of form four. Additionally, consent was sought before administering the questionnaire and interviews. The information received was treated with confidentially for the purpose of the study.

RESULTS AND INTERPRETATIONS

The use of instructional resources in teaching the revised syllabus

For an effective and meaningful teaching and learning process, text books needed to be reinforced by other teaching aids for a meaningful learning experience. Kimutai (1991) says "Visual illustration arouse interest stimulates imagination, raise question, discussion and a desire to find out more or solve some problems. This encourages action and participation amongst the students." (p.16).

Table 1. Teachers' responses on the availability and use of teaching aids

Response	Frequency	Percentage
Frequent use	0	0.00 %
Moderate use	4	44.44 %
Not at all	0	0.00 %
Not frequent	5	55.56 %
Total	9	100.00 %

From the above findings, 44.44% of the teachers indicated a moderate use of teaching materials by Kiswahili teachers, 5 representing 55.56% of the teachers indicated that their teachers hardly use instructional materials while teaching Kiswahili. This implies that Kiswahili as an examinable compulsory subject is not taught effectively as expected. Effective teaching requires variation of methods and resources to minimize monotony. Visual media have the ability to demonstrate the physical aspects of lesson objects as well as translating the non-visual concepts in the lesson. That is why they provide sensory concreteness which is vital in teaching of the revised Kiswahili syllabus. Since the print media was the most common instructional material used by teachers the researcher sought to find out the efficiency of books ratio amongst the students.

Table 2. Teachers responses on the adequacy of book ratio, in teaching the revised syllabus

Type of books	Very adequate	Adequate	Inadequate	Very inadequate
Course books	2(22.22%)	2(22.22%)	4(44.44%)	1(11.11%)
Set books	1(11.11%)	2(22.22%)		1(11.11%)
Student's reference books	0	1(11.11%)	2(22.22%)	6(66.67%)
Class readers	0	0	4(44.44%)	5(55.56%)
Teachers guide books	0	0	5(55.56%)	4(44.44%)

The findings shows that 2(22.22%) of the schools in Bungoma West have very adequate course book ratio for teaching the revised syllabus. Also 2(22.22%) have adequate course book ratio, 4(44.44%) have inadequate course book ratio and 1(11.11%) have very inadequate course book ratio in their schools. For the set books, 1(11.11%) of the schools have very adequate book ratio in their schools, 2(22.22%) indicated having adequate book ratio, 5(55.56%) of the respondents indicate that they have inadequate book ratio for teaching the revised syllabus, and 1(11.11%) have very inadequate book ratio in their schools. O students reference books, 1(11.11%) have adequate book ratio, 2(22.22%) have inadequate book ratio, and 6(66.67%) have very inadequate book ratio.

For the class readers in schools, 4(44.44%) have inadequate class readers in their schools, 5(55.56%) have very inadequate readers in their schools. On teachers guide books 5(55.56%) indicate having inadequate guides for the teachers while 4(44.44%) have very inadequate guides in their schools. This implies that either the school management knowingly ignores the plight of learning resources in Kiswahili or the management does not have enough financial resources to buy enough Kiswahili texts. The result of this situation is that the school falls short of adequate Kiswahili resources. This can affect the teaching of the revised Kiswahili syllabus.

The use of instruction materials during Kiswahili lessons

The researcher as a way of co-relating the responses from the head teacher sought to find out from the teachers themselves whether they used teaching aids during Kiswahili lessons. The teachers training on the use of instructional resources was investigated on the basis of how the teachers rated it, They were given responses to choose from as follows, very adequate, adequate, not adequate and hard to say. The responses are shown in the Table 3 below

Table 3. Teachers' Training on Utilization of Instruction Resources in Teaching the Revised Kiswahili Syllabus

Training	Frequency	Percentage
Adequate	2	22.22 %
Hard to say	0	0.00 %
Not adequate	6	66.67 %
Very adequate	1	11.11 %
Total	9	100.00 %

From the above, 1(11.11%) of the teachers indicated having adequate training to the use of instructional materials. 2(22.22%) of the teachers indicated some adequate training on the use of instructional resources and 6(66.67%) indicated having inadequate training on the use of instructional resources in teaching the revised Kiswahili syllabus. It thus follows that if the majority of the teachers if Kiswahili have not received adequate training on the use of instructional resources in teaching the revised Kiswahili syllabus then majority don't use as indicated. This has a direct impact on the teaching of the subject.

Table 4. Teachers responses on their use of teaching aids during Kiswahili lessons

Response	Frequency	Percentage
No	2	22.22 %
Sometimes	6	66.67 %
Yes	1	11.11 %
Total	9	100.00 %

1 respondent representing 11.1% indicated that they used teaching aids while teaching Kiswahili. 2 respondents representing 22.22% indicated that they don't use teaching aids while teaching. 6 respondents representing 66.7% of the teachers indicated that they sometimes use teaching aids and at times they don't while the revised syllabus. The findings show that most teachers hardly use teaching aids while teaching the revised syllabus. This quite unfortunate given the wide and varied sections of the revised syllabus which calls for varied use of instructional materials for the students to grasp well the various concepts of the syllabus. When there is no variation in the instructional media that is used to teach, teachers become the centre of all activity in the class leaving the students

passive. This affects effective teaching of the learners. From those who indicated that they used instructional resources, the researcher sought to find out some of the resources used. The table below shows the findings.

Table 5. Teachers responses on instructional used to teach the Kiswahili revised syllabus

Instructional resources	Frequency	Percentage
Audio visual	1	11.11 %
Charts	1	11.11 %
Language laboratory	0	0.00 %
Library	1	11.11 %
Newspapers	3	33.33 %
Others	0	0.00 %
Textbooks	3	33.33 %
Total	9	100.00 %

From the above 3 respondents representing 33.33% indicated that they used newspaper as instructional resource. 3 respondents representing 33.33% indicated that they used text books while teaching. 1 respondent representing 11.1% indicated that they either used Audio visual aids, the library or charts as instructional resources.

This implies that the use of instructional media in teaching the revised Kiswahili syllabus was quite dismal. This could affect the teaching the revised syllabus. The researcher further sought to find out why some of the teachers did not use teaching aids during their Kiswahili lessons. The respondents made the following comments.

- Most schools had financial strains which could not enable them to facilitate teaching resources for use during Kiswahili lessons.
- Improvising teaching aids was time consuming and bearing in mind that they had an Overload to teach, they could hardly find time to make the teaching aids.
- Some schools spend the little money they had equipping the science department with equipment and facilities and had nothing left for the language department.
- Due to the wide syllabus content in the revised syllabus, the use of instructional resources could consume more time during teaching making the syllabus coverage a problem.
- The ministry of education should avail teaching resources to schools for effective teaching and learning to take place.
- The researcher sought to find out from the students what their responses were on whether their teachers use teaching aids during lessons.

Table 6. Students responses on teachers' use of teaching aids during Kiswahili lessons

Response	Frequency	Percentage
Always	0	0.00 %
Not at all	148	61.67 %
Sometimes	92	38.33 %
Total	240	100.00 %

92(38.33%) of the respondents indicated that teachers sometimes used teaching aids while teaching Kiswahili.148(61.67%) of the respondents indicated that teachers don't use teaching aids while the revised Kiswahili that their teachers aids while teaching the revised Kiswahili syllabus. This implies that majority of Kiswahili teachers don't use instructional resources during Kiswahili lessons. This can

impact negatively on the effectiveness of contents delivery of the subject. According to Shiundu (1992) any learning programme requires relevant and adequate teaching and learning materials. Students' respondents were asked to state some of the teaching aids teachers used for those who indicated so. They indicated textbooks, newspapers radio and charts. The finding here is that most teacher of Kiswahili don't use a variety of instructional materials while teaching the revised Kiswahili syllabus.

Table 7: Students' Response on instructional resources used in schools

Resources	Frequency	Percentage
Books	240	100.00 %
Chalkboard	240	100.00 %
Charts	30	12.50 %
Drawings	9	3.75 %
Films and slides	6	2.50 %
Maps	9	3.75 %
Pictures	30	12.50 %
Posters	6	2.50 %

The findings in the above table indicate that the writing board and books were found in all schools represented by 100%. Pictures and charts were found in 12.55% of the schools. Drawings and maps were found in 3.75% of schools and Films/slides and posters were found in 2.55% of the schools.
From the students responses a variety of instructional resource are not used in teaching the revised Kiswahili syllabus, the students also revealed that teachers do not use other types of teaching materials. The findings indicated that there is no variety in the instructional resources found in schools. The students indicated that they enjoyed lessons taught using instructional resources. They were highly motivated when resources were used and their interest was sustained. It also helped them remember what they had learnt and even applied it. The responses in class when resources were used was termed as lively by the students.

Conclusions and Recommendations

Conclusions

The major conclusion drawn in this study is that research on the promotion of African language such as Kiswahili should focus more keenly on the challenges that are likely to hamper the promotion and development of this language. Kiswahili teachers are qualified and capable of teaching and managing the teaching of Kiswahili effectively, however there is lack of refresher courses and other forms of training that can continuously improve the learning of Kiswahili and updating teachers on any new developments. Majority of teachers predominantly to vary their teaching methods. Kiswahili is an indispensable subject as it is our national language. It is imperative that students score highly in any subject in order to increase their chances for further studies or employment.

It is thus important that they pass Kiswahili.

- Teachers are not able to prepare their Kiswahili content adequately and evaluate their students thoroughly because the time allocated for teaching the revised Kiswahili syllabus is not sufficient.
- Wilkin's (1974) comments about the availability of resource materials and facilities in language teaching.

He says: Naturally enough, what can be achieved in any situation will depend on resources available. Conversely, the absence of certain resources will place serious limitations on what the teacher can achieve. You cannot teach pupils to read if reading material is not available. They cannot learn to understand natural spoken language if no means exist for them to learn natural spoken language.

Recommendations

Following the conclusion reached, the researcher wishes to make the following recommendations and suggestions.

- The ministry of Education and Kenya Institute of Education should recommend appropriate teaching materials which are effective in teaching the Kiswahili revised syllabus.
- Teachers should vary their teaching methods and emphasize student centered methods of instruction. At the same time they should vary their forms of evaluation.

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