

Uchanganuzi Linganuzi wa Mielekeo na Umilisi wa Lugha ya Kiswahili wa Wanafunzi katika Mikoa ya Pwani na Nairobi Nchini Kenya

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Abstract

Language attitudes play a very important role in the process of second language learning, teaching and proficiency. Besides that, language attitudes are very central in matters regarding language policy and language learning. This study analysed the attitudes of secondary school students from Nairobi and Coast Provinces towards Kiswahili, their Kiswahili language proficiency levels and the reasons for the attitudes that they showed in the research taking into consideration the two variables of province and gender. The study was necessitated by expectations of the Kiswahili syllabus for teaching students and the uniform teaching methods used to teach students who come from different places in Kenya. The study involved 480 students from 12 secondary schools in Coast and Nairobi provinces in Kenya, 6 schools from each province and 40 students from each school. The study selected three girl schools and three boy schools from each province. Stratified purposive sampling was used to get the respondents. This study used three types of research instruments, Student Attitude likert questionnaire, focus group discussion for getting the reasons of the attitude and A Kiswahili Language test for testing the students levels of Kiswahili language proficiency. Results of the study showed that majority of the students from Coast and Nairobi provinces had positive attitudes towards Kiswahili and that they had satisfactory levels of Kiswahili language proficiency. In addition, students from Coast province had more positive attitudes towards Kiswahili and higher Kiswahili language proficiency levels than their counterparts in Nairobi province. The study also showed that girls had more positive attitudes towards Kiswahili and higher Kiswahili language proficiency levels than boys. In addition, some students who had positive attitudes towards Kiswahili, had low levels of language proficiency while some of the students who showed negative attitudes towards Kiswahili had high levels of language proficiency. It was recommended that there should be changes in the teaching methods of Kiswahili in secondary schools, to include all the four language skills. In addition, the study recommended that the Kiswahili subject be divided into two subjects i.e. Language and Literature instead of one and that the students be motivated with good Kiswahili employment opportunities and while the Kiswahili teachers be motivated with salary increments. Also different teaching methods should be used for students coming from different places instead of the uniform methods used for all students. The study also recommended the formulation of policies to motivate Kenyan publishing companies in publishing many Kiswahili books of leisure. We also recommended the introduction of more Kiswahili Radio stations, publications of more Kiswahili Newspapers and the formation of a Kiswahili TV station. Lastly, there is need for further research especially on the negative correlation between students' attitudes towards Kiswahili and their language proficiency levels and also on the effects of gender on Kiswahili language attitudes and language proficiency.

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