

## Challenges Facing Students in the Learning of Kiswahili, *Gakoni Adventist College, Kiramuruzi GATSIBO DISTRICT, EASTERN, RWANDA*

Nsabiyaemye Lauben<sup>1</sup>, Gratien Twagirumukiza<sup>2</sup>, Habiyaembere Ernest<sup>3</sup>

<sup>1,3</sup>Department of Arts and Humanities.

<sup>2</sup>Department of Sciences Education, University of Gitwe.

\*Corresponding Author :Nsabiyaemye Lauben

"Department of Arts and Humanities"

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**Abstract:** This study investigates the challenges facing students in the learning of Kiswahili at Gakoni Adventist College, located in Kiramuruzi, Gatsibo District, Eastern Province, Rwanda. Despite Kiswahili's status as an official language in the East African Community and its growing importance in regional integration, many students at the college struggle with acquiring proficiency in the language. The research employed a mixed-methods approach, including questionnaires, interviews, and classroom observations, to collect data from students, teachers, and administrators. Findings revealed that major challenges include limited availability of Kiswahili teaching materials, lack of qualified teachers, negative student attitudes influenced by the dominance of English and French, and interference from local languages. Additionally, the study found that limited exposure to Kiswahili outside the classroom further impedes language acquisition. The paper concludes with recommendations for improving Kiswahili instruction, including curriculum support, teacher training, and the incorporation of more practical language use in and outside the classroom.

**Keywords:** *Kiswahili Learning, Student Challenges, Language Education.*

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## Introduction

The research was intended to investigate the challenges facing Students in the learning of Kiswahili. The effects of the challenges on performance and the possible solutions to the challenges in Gakoni Adventist Collage, Kisumu West District in Kisumu County. Eastern Province borders with Uganda, Tanzania, Southern and Kigali Provinces. It was worth noting that the performance of Kiswahili in Gakoni Adventist Collage had been poor year in, year out. There are eighteen schools in Gakoni Adventist Collage. A few, in fact very few of them, performed fairly better in Kiswahili but most of them were poor performers.

The main objective of the study was to find out the challenges that were facing Students in Gakoni Adventist Collage in the learning of Kiswahili, their effects on performance and their possible solutions to improve or at least try to improve the performance of Kiswahili in the zone. The researcher conducted both quantitative and qualitative research using the case study approach. Questionnaires and interview guides were used as data collection tools. The data was collected, analyzed and then presented using descriptive analysis, numerical and percentage tables, bar graphs and pie- charts.

## Background of the Study

Just like living things, languages grow, develop, expand and might even die away. Its importance might go beyond the thoughts of a human being. According to Master Benjamin Patrick, in his book,

*The Problems facing the teaching of English Language in Primary Schools*, it was seen that man's most important gift was language. It was the basics of all creative thoughts. Without language, there would be no progress, no civilization and no culture. Imagine a world without these things. This shows how important a language is.

The growth development and expansion of a language took place in two major ways. They **included:** through inheritance from parents and or environment and the other one was through the teaching and learning process. The inheritance mode of language acquisition was an informal form of teaching and learning, where the teaching and learning process took place unconsciously. The inheritance mode of acquiring language had its challenges which were limited to and exclusively environmental. The other mode was a formal and conscious form of language acquisition. It had a wide range of challenges ranging from personal (learner), the teacher- inheritance and also environmental factors.

Researchers had noted that in countries which were bi-lingual or multi-lingual, the teaching and learning of L2 had many challenges. In such countries, learners tended to be affected so much or be influenced by their LI. According to Avanika Sinha, et al, (2009) of India, there were various subconscious aspects of language development such as metalinguistic, conscious, formal teaching of language and acquisition of the written system of both LI and L2. Various language variables were involved in the language processes like phonology, vocabulary, morphology, syntax, paralinguistic, pragmatics and discourse. The majority of

learners in South Africa were bi or multi - lingual, (Julie O'Connor and Martha Geiger, 2009) and attended school in a language that was not their LI (Pan South African Language Board, (PANSALB), 2000). The learners were frequently inappropriately referred for SLT for a language disorder (Crago, Eriks-Brophy, McAlphine and Pesco, 1997) (Stoffels 2004). Due to this, the L2 learners were being 'pathologised' because educators interpreted language differences as deficiencies (Crago et al. 1997).

In Nigeria. Scholars noted that, for a language to be used as a medium of instruction effectively in schools, it was necessary to teach it very well, (Adesanya, 1983). Adesanya further argued that the barriers to effective teaching of the language ought to be sort, identified and dealt with. Ekong,(1980). identified; lack of sufficient materials, student's home background and lack of interest in spoken English on part of teachers and their students, as some of the challenges facing the teaching and learning of English in Nigeria.

Kiswahili as a language had its origin in the East African Coast. Kiswahili was a language with many dialects. Dialects were of two kinds; the social dialects and the geographical dialect. Kiswahili had the geographical dialects. Kiswahili dialects were Chimiini, Kibajnni, Kisiu, Kiamu. Kipate, Kijomvu, Kipemba, Kimtangata, Kimakuducru, Kimafia, Kiunguja, Kitumbatu. Kingazija and Kinzwani. In June 1928. an inter-territorial conference took place in Mombasa. The Kiunguja dialect was chosen to be the basis for standardizing Kiswahili. This brought about the currently spoken Kiswahili. The Kiswahili language subject taught in schools was also the standardized Kiswahili.

Currently. Kiswahili had become an L2 spoken by tens of millions of people in several countries including Kenya, Tanzania, Uganda, Congo (DRC), Comoros Islands, Burundi, Rwanda, Zambia, Malawi and Mozambique, In some of these countries it was either an official language or a national language or both. In Rwanda and Tanzania, Kiswahili had been made a compulsory subject from primary school to high school and a distinct academic discipline in many of the public and private Universities. In 1992. Uganda made Kiswahili a required subject in primary school - though the mandate had met challenges in its implementation. Uganda, further, in 2005. Declared Kiswahili an official language.

Many of the world's institutions had embraced the Kiswahili's prominence. It was one of the language that feature in world radio stations such as the BBC World Service, Voice of America, Deutsche Welle, Voice of Russia, China Radio International, Radio France International, Radio Sudan and Radio South Africa. According to Grace W. Bunyi. in her book: *Language in Education in Rwandan Schools*, she noted that Rwanda is highly a multi-lingual country and therefore a discussion of language in Education in Rwanda must be situated within the socio-linguistic situation in the Country. Rwanda had a variety of indigenous languages ranging from over thirty (30) to over forty (40), (Gorman, 1974). (Abdulaziz1982). Rwandan indigenous languages were categorized into four groups: The Bantu, The Nilotic, the Paraniotic and the Cushitic, (Whitely, 1974).

In addition to the indigenous languages there are Kiswahili; a Bantu language; which was declared a national language in 1974, and English which was the official language. Kiswahili was spoken as mother tongue and as lingua Franca along the coast from about 13<sup>th</sup> century and it started spreading through the caravan trade in the last quarter of the 18<sup>th</sup> century (Mazrui and Zirirnu, 1978). Kiswahili being an L2 taught in schools as a subject encountered

several numerous challenges in its teaching and learning process. The challenges might be internally or personally created, i.e. personal attitude or perception about the language and environmental challenges. The common presumed challenges in the teaching and learning of Kiswahili in Gakoni Adventist Collage include mother tongue interference or influence, learner's and or teacher's attitude and or perception, media, political leaders, government policies, contradictory information from learning resources like textbooks and or teachers and the emergence of 'Shcooling'. It was upon this background that the researcher decided to carry out a research study on the challenges that faced Students in the learning of Kiswahili in Gakoni Adventist Collage and investigate whether it is true there are challenges.

## Statement of the Problem

The performance in Kiswahili had been very poor in Gakoni Adventist Collage as compared to other subjects. This had been an annual occurrence. The teachers had tried their best and organized workshops and seminars where they shared their problems and challenges with the aim of trying to improve the performance. Education Officers had also tried their best in conjunction with an NGO-Plan International and organized more workshops and seminars. Not all these have helped in bearing good fruits for the Kiswahili subject and Kiswahili teachers.

## Purpose of the Study

The purpose of this study was to conduct a research on the challenges that faced Students in the learning of Kiswahili, their effects on Students' performance and possible solutions to the challenges.

## Objectives of the Study

The specific objectives of the study were:

- i) To investigate the challenges facing Students in the learning of Kiswahili.
- ii) To investigate the effects of the challenges on their performance in Kiswahili.
- iii) To investigate the possible solutions to the challenges faced by Students in the learning of Kiswahili.

## Research Questions

- i) What were some of the challenges that Students face in their learning of Kiswahili?
- ii) What were some of the effects of the challenges on the Students' performance in Kiswahili?
- iii) What were some of the possible solutions to the challenges that faced Students in the learning of Kiswahili?

## Significance of the Study

The findings of this research study would be useful to parents and the society at large. The findings would help communities and societies identify and understand their particular challenges and ways of dealing with the challenges. This would eventually help to motivate their children to work hard in the learning of Kiswahili. The findings would be of great help to all Kiswahili teachers in Gakoni Adventist Collage and beyond. With the challenges having been identified and understood, it would be easy for the teachers to fight the challenges and thus improving the teaching and learning of Kiswahili. Eventually, the Students'-performance in Kiswahili

would be improved. The findings of this research would also be helpful to the MOE and its officers and other educational stakeholders to understand the challenges facing Students and teachers in the process of teaching and learning of Kiswahili. The MOE could then conduct seminars and create awareness, through seminars and workshops, to all Kiswahili teachers in the Zone. Division, District, province and even the Country at large.

## Scope of Study

The research study was carried out in Gakoni Adventist Collage of Gatsibo District-Kisumu County. The research study was limited to the challenges that faced Students in the learning of Kiswahili in Gakoni Adventist Collage. Gakoni Adventist Collage had a total of eighteen schools. The researcher collected data from a third of the total number of schools.

## Literature Review

In India. Avaniika, et al, (2009) argued that L2 was typically an official or societal dominant language needed for education, employment and other basic purposes .In India, English was learnt as an L2 or foreign language that was not widely spread in the learners' immediate social context. LI was termed by different names as native language, primary language and also mother tongue, (Avaniika, et, al 2009) .This language was assumed to be one that was acquired during the early child hood starting before the age of three. During the period of 70's and 80's various studies were conducted with LI and L2 learners showing that phonemes played a role in speakers' native categories (Avaniika, et, al 2009). Three models were proposed to explain the functioning of LI and L2 learning.

The first model talked about the relationship between mature phonological system and perception. The perceptual Assimilation Model (PAM) was developed to analyze the functioning of the speakers LI phonological system in the perception of non-native sounds (Best 1994). Another model that focused on the issue of L2 segment acquisition was the Speech Learning Model (SLM). The SLM tried to find out how speech perception affected phonological acquisition by distinguishing the two kinds of sounds; 'new' (not identified by any LI sounds) and 'similar' (identified by LI sounds). It was observed that phonetic system in production and perception tends to be adaptive over the lifespan and recognize in response to the sounds in L2 sounds. However, the researchers are unable to explain the nature of that mechanism, (Flege 1995).

The third model of speech perception-phonological acquisition interaction was the extended work of Ritchie (1998) and Michaels (1973). It explained that the features used in grammar differ in terras of their level of prominence. Thus, features more prominent in LI system will greatly influence learners' perception of new L2 sounds (Hancin and Bhatt, 1994). According to the theory of feature-geometry, each phoneme was unique in terms of its structure that separated it from other segments in an inventory (Clements, 1985), (Sagey. 1986). One question always emerged, why foreign sounds are perceived in terms of native sound categories. There was also a need to examine the genetic development of these systems. Universally the same principle applied on both LI and L2 acquisition, though there was dissimilarity in terms of processing capacities that lead to interference.

The 'contrastive analysis hypothesis' argued that the structures and shapes of the LI of an individual were different from those of the

L2 that could create errors in speaking, reading and writing. (Dulay et al.. 1982). Lennenberg (1967) proposed his theory of critical period in which he argued that in order to have proper language fluency, it should be acquired or learned before the onset of puberty. Lennenberg suggested two parts; firstly, normal language learning occured within childhood. Secondly, reaching the adult age values by puberty, brain lost its plasticity and reorganizational capacities necessary for language acquisition. In South Africa. Julie O'Connor and Martha Geiger researched on the challenges facing grade 1, 2 and 3 educators all government schools in the cape Metropolitan who were working with such learners.

Some educators had large classes with large numbers of L2 learners. There was also a shortage of teachers who were able to speak is Xhosa, the most occurring LI of the area. Other challenges lo the teacher, included learner's academic and socio- emotional difficulties and lack of parental involvement in their children's education. South Africa had eleven official languages. This created logistical difficulties (Adler, 2001), which, together with the widespread preference for education in English (Vesely, 2000), resulted in the revised National Curriculum Statement's (RNCS) (Department of Education, 2002) language policy used an additive approach to bi or multi-lingual ism, whereby the LI was maintained and used as a basis for the learning of another language (Chick and Mckay, 2001) the advisory Panel on language policy, 2000). This approach had benefits for the learner as "continued development of both languages into literate domains ..... was a precondition for enhanced cognitive, linguistic and academic growth" (Cummins, 2000:37). Due to the partial implementation of the language policy, South African educators faced the challenges of large numbers of L2 learners in their classes (PANSALB, 2000).

Struggling academically could lower L2 learners' self-esteem and confidence, in turn perhaps affected other areas of learning and functioning (Dawber and Jordaan, 1999) through frustration, social isolation and disciplinary problems. (Du Plessis and Naude, 2003). Time spent to resolve the disciplinary problems could interrupt the flow of lessons (Pluddcnmann, Mati and Mahllahela-Thusi, 2000) and add to L2 learners difficulties which were often exacerbated by poverty, hunger and fatigue through travelling long distance to school (Stoffels,2004). In Nigeria, Master Benjamin Patrick in his book; *The Problems facing the leaching of English Language in Primary Schools*, quoted Ekong 1980, as having identified the barriers associated with effective teaching of English. The challenges included: lack of sufficient materials, students home background and lack of interest in spoken English on the part of teachers and their students.

There were three biggest challenges that faced L2 learners, (Tomasz P. Szynalski). He identified challenges like:

- Developing a passion for learning the L2. He argued that most learners would like to speak the L2 well but don't like learning the L2.
- Making the first change to one's life.
- Making further changes to one's life.

In Rwanda, although there was a clearly stated national language in education policy, there was little official information on the actual situation in schools. Obura (1986) had noted: there was no form, no document, no report, no request for information from any quarter as to what languages were being taught or used in primary schools, other than the mandatory teaching of Kiswahili and English. Although indigenous Rwandan languages and Kiswahili are mandated languages of instruction for the first three years of

school, all content subjects, teaching-learning materials even for these levels were available only in English. Consequently, even when teachers used Kiswahili or the indigenous language for the oral aspects of teaching-learning, all the reading must be in English. In those circumstances, teachers had been observed to conduct all the writing in English except for the Kiswahili and the indigenous language lesson (Obura, 1986).

It was apparent, from the review that each and every challenge had a solution. It was my belief too, that even the presumed challenges that faced Students in the learning of the L2 (Kiswahili) in my research area of study, Gakoni Adventist Collage, once identified would have solutions.

## Methodology

The study area was Gakoni Adventist Collage. Gakoni Adventist College is located in Kiramuruzi Sector, Gatsibo District, and

Western Province, Rwanda County. Gakoni Adventist Collage had a total of eighteen schools with an average population of about three hundred Students per school. The researcher used questionnaires; both closed-ended and open-ended and interview guides; both standardized and unstandardized, to collect data from the respondents. A questionnaire is a formulated scale of questions for statistical study to which subjects responds. The questionnaires will be administered to Kiswahili learners. An interview guide is a formulated set of interviewing questions to be used by the interviewer (researcher). The interview is done verbally then the researcher notes the responses from the respondents. The interview guide was administered to Kiswahili teachers and the head teachers.

## Data Analysis and Findings

*Table 1 (a) presents the numerical values of the respondents concerning the availability of learning materials for Kiswahili in the different schools.*

RESPONDENTS	TOTAL	MATERIALS		
		ADEQUATE	INADEQUATE	NOT AVAILABLE
HEADTEACHER	6	2	3	1
TEACHERS	6	1	5	0
STUDENTS	120	31	82	7

Table 1(a).

*Table 1 (b) presents the percentage values of the respondents concerning the availability of materials for teaching and learning Kiswahili.*

RESPONDENTS	TOTAL	MATERIALS		
		ADEQUATE	INADEQUATE	NOT AVAILABLE
HEADTEACHERS	6	33.4%	50%	16.6%
TEACHERS	6	16.7%	83.3%	0%>
STUDENTS	120	25.8%	68.4%	5.8%

Views of the respondents concerning availability of materials for teaching and learning Kiswahili

Bar graph 1

The tables and the bar graph clearly show that most of the schools have inadequate materials

*2(a) presents for Learning Kiswahili. Table numerical values of respondents concerning Kiswahili teacher's attitude towards Kiswahili subject*

RESPONDENTS	TOTAL	TEACHER'S ATTITUDE		
		POSITIVE	AVARAGE	NEGATIVE
HEADTEACHERS	6	4	1	1
STUDENTS	120	84	16	20

Table 2(a),

*Table 2(b) presents percentage values of respondents concerning Kiswahili teacher's attitude towards Kiswahili.*

RESPONDENTS	TOTAL	TEACHER'S ATTITUDE		
		POSITIVE	AVARAGE	NEGATIVE
HEADTEACHERS	6	66.6%	16.7%	16.7%
STUDENTS	120	70%	13.3%	16.7%

Table 2(b).

The views of the respondents on teacher's attitude presented on pie- chart

*Table 3(a) presents numerical values of respondents concerning learner's attitude towards Kiswahili.*

RESPONDENTS	TOTAL	LEARNERS ATTITUDE		
		POSITIVE	AVERAGE	NEGATIVE
HEADTEACHERS	6	1	">	2
TEACHERS	6	1	1	4
STUDENTS	120	79	18	23

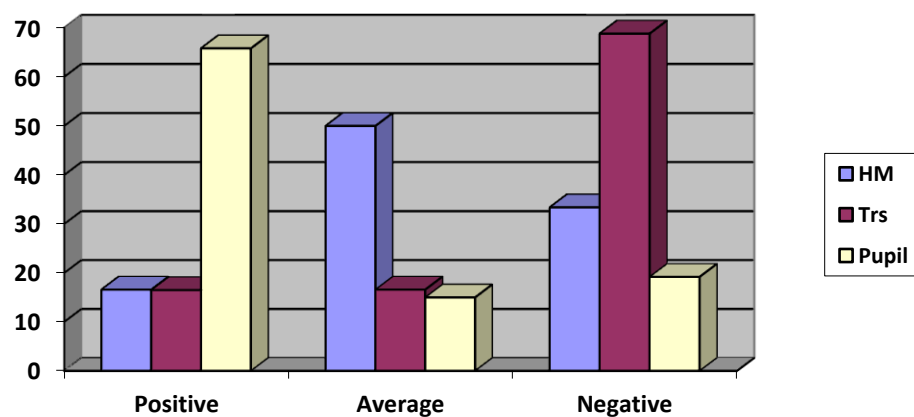
Table 3(a).

*Table 3(b) presents percentage values of respondents concerning learner's attitude towards Kiswahili.*

RESPONDENTS	TOTAL	LEARNERS ATTITUDE		
		POSITIVE	AVERAGE	NEGATIVE
HEADTEACHERS	6	16.6%	50%	33.4%
TEACHERS	6	16.6%	16.6%	66.8%
STUDENTS	120	65.8%	15%	19.2%

Table 3 (b).

Bar graph 2 presents respondents views on learner's attitude.



*Bar graph 2*

It's clear from the tables and bar graph that most learners have a negative attitude towards Kiswahili subject.

*Table 4(a) presents numerical values of respondents concerning creation of extra time for studying Kiswahili.*

RESPONDENTS	TOTAL	CREATION OF EXTRA TIME	
		CREATE	DO NOT CREATE

STUDENTS	120	89	31
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Table 4(a)

*Table 4(b), presents percentage values of Kiswahili learners concerning own creation of extra time for studying Kiswahili.*

RESPONDENTS	TOTAL	CREATION OF EXTRA TIME	
		CREATE	DO NOT CREATE
STUDENTS	120	74.2%	25.8%

Table 4(b).

Respondents' views on creation of extra time for studying Kiswahili presented on pie- charts.

It's evident from the tables and pie charts that there are learners who do not create extra time for studying Kiswahili. This clearly shows and confirms the negative attitude they have towards the subject. With this attitude learning cannot be smooth.

*Table 5(a) presents numerical values of respondents' views on Kiswahili teachers' attendance of Kiswahili lessons*

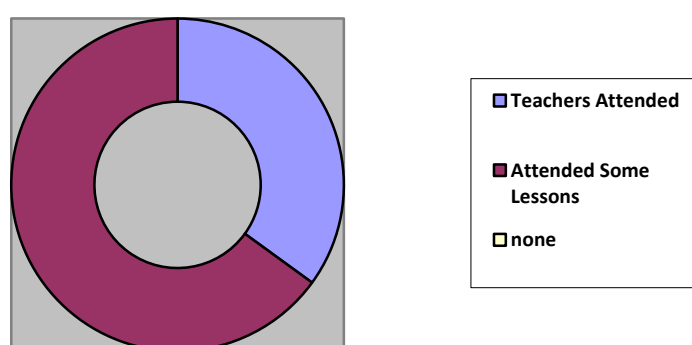
RESPONDENTS	TOTAL	TEACHERS ATTENDANCE OF KISWAHILI LESSONS		
		ALL	SOME	NONE
STUDENTS	120	42	178	00

*Table 5(b) presents percentage values of learners' views on Kiswahili teachers' attendance of the Kiswahili lessons.*

RESPONDENTS	TOTAL	TEACHERS' ATTENDANCE OF KISWAHILI LESSONS		
		ALL	SOME	NONE
STUDENTS	120	35%	65%	0%

Table 5(b).

Learners' views on teachers' attendance of Kiswahili lessons presented on a pie- chart.



*Pie- chart 3.*

It's clear from the tables and pie- chart that most of Kiswahili teachers attend just some of the Kiswahili lessons. This is a great challenge to the learning of Kiswahili.

*Table 6(a) presents numerical values of respondents' views on learners' attendance of the Kiswahili lessons*

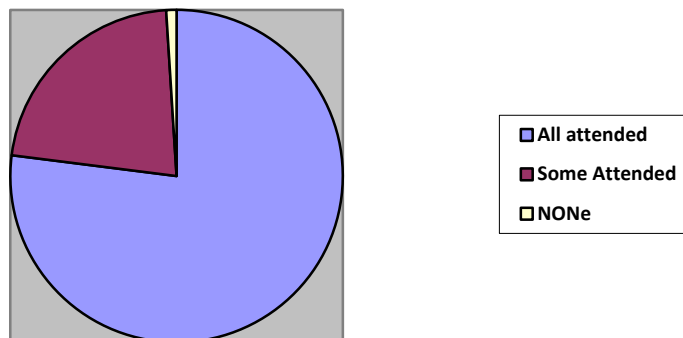
RESPONDENTS	TOTALS	LEARNERS' ATTENDANCE OF KISWAHILI LESSONS		
		ALL	SOME	NONE
STUDENTS	120	92	27	1

Table 6(a).

*Table 6(b) presents percentage values of learners' views on learners' attendance of Kiswahili lessons*

RESPONDENTS	TOTAL	LEARNERS' ATTENDANCE OF KISWAHILI LESSONS		
		ALL	SOME	NONE
STUDENTS		77%	22%	1%

Learners' views on own attendance of Kiswahili lessons presented on a pie- chart.



*Pie- chart 4*

From the tables and the pie chart it is clear that albeit most learners attend all the Kiswahili lessons, there are others who attend just some of the lessons and others who don't attend the lessons at all.

*Table 7(a) presents numerical values of respondents concerning language policy in schools*

RESPONDENTS	TOTAL	LANGUAGE POLICY	
		PRESENT	NOT PRESENT
STUDENTS	120	57	63

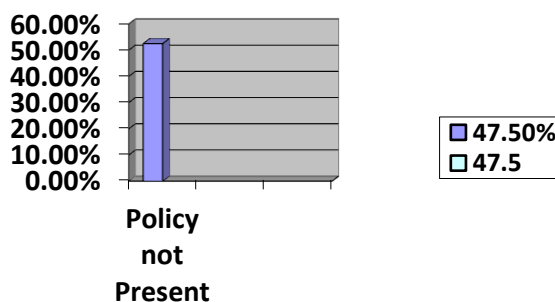
Table 7(a)

*Table 7(b) presents percentage values of respondents on language policy in schools*

RESPONDENTS	TOTAL	LANGUAGE POLICY	
		Language Policy Present	Language Policy not Present
STUDENTS	120	47.5%	52.5%

Table 7(b)

Learners' views on language policy presented on a bar graph.



From the tables and the bar graph it is evident that most schools in Gakoni Adventist Collage. This means that Students are free to speak any language that they please. This is not good for learning a second language.

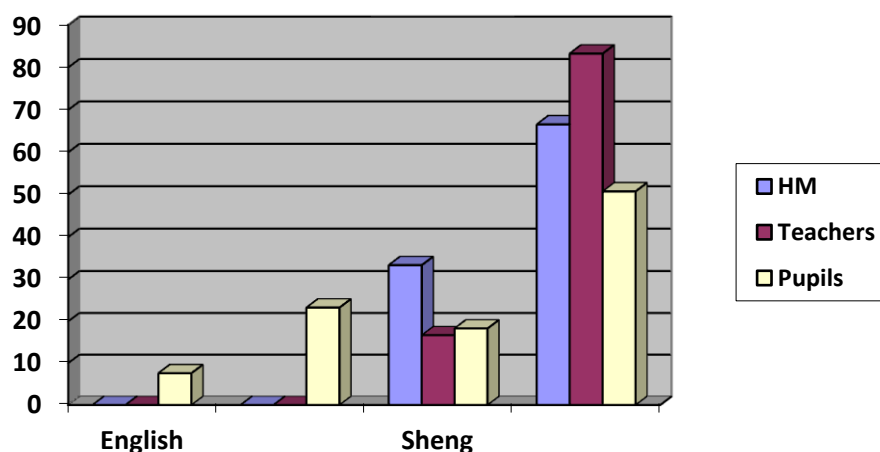
*Table 8(a) presents numerical values of the respondents' views on the language commonly used by the learners in and out of school*

RESPONDENTS	TOTAL	LANGUAGE COMMONLY USED BY LEARNERS			
		ENGLISH	KISWAHILI	SHENG'	MOTHERTONGUE
HEADTEACHERS	6	0	0	2	4
TEACHERS	6	0	0	1	5
STUDENTS	120	9	28	22	61

*Table 8(b) presents the percentage values of the respondents' views on language commonly used by learners in and out of school*

RESPONDENTS	TOTAL	LANGUAGE COMMONLY USED BY LEARNERS			
		ENGLISH	KISWAHILI	SHENG'	MOTHERTONGUE
HEADTEACHERS	6	0%	0%	33.4%	66.6%
TEACHERS	6	0%	0%	16.7%	83.3%
STUDENTS	120	7.6%	23.3%	18.3%	50.8%

The respondents' views on the language commonly used by learners in and out of school presented on a bar graph.



*Bar graph 4*

From the tables and the bar graph it is clear that most learners use their mother tongue mostly this is a great challenge on the learning of any second language.

*Table 9(a) presents numerical values of respondents on other challenges.*

RESPONDENTS	TOTAL	OTHER CHALLENGES			
		FEW TEACHERS	UNDERSTAFING	LACK OF EXPOSURE	LACK OF



					ROLE MODELS
HEADTEACHERS	6	5	2	1	1
TEACHERS	6	4	2	9	4

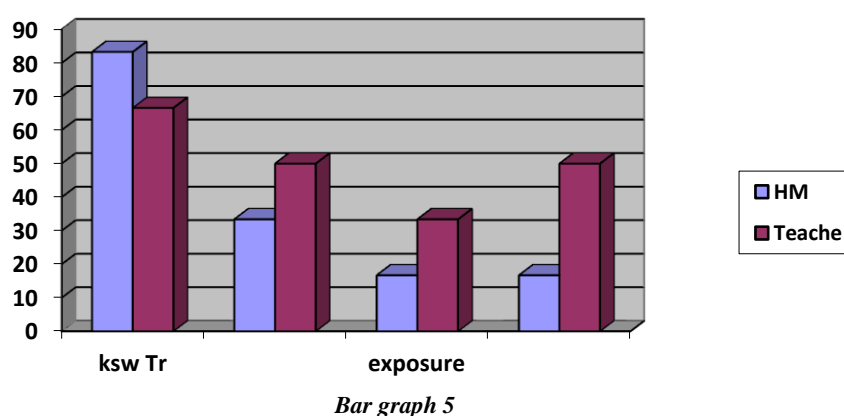
Table 9(a).

*Table 9(b) presents percentage values of respondents on other challenges*

RESPONDENTS	TOTAL	OTHER CHALLENGES			
		FEW TEACHERS	UNDERSTAFFING	LACK OF EXPOSURE	LACK OF ROLE MODELS
HEADTEACHERS	6	83.3%	33.4%	16.7%	16.7%
TEACHERS	6	66.6%	50%	33.4%	50%

Table 9(b).

Respondents' views on other challenges presented on a bar graph.



From the tables and the bar graph it is clear that scarcity of teachers who handle the subject coupled with the problem of under-staffing in schools poses a great challenge to the learning of Kiswahili. Lack of exposure and role models is another challenge to the learning of Kiswahili.

## Findings and Discussion

The research study found out that the teaching and learning materials for Kiswahili were inadequate in almost all the schools. See table 1(a) and 1(b). Master Benjamin Patrick of Nigeria in his book; Problems facing the teaching of English language in Primary schools, also noted that lack of sufficient materials was a barrier to learning English language (Ekong, 1980). It is also a challenge in the learning of Kiswahili in Gakoni Adventist Collage. The research study also found out that albeit most of the teachers had positive attitude towards the subject, some had just an average attitude and others had a negative attitude. See table 2(a) and 2(b). This was also a challenge as was also noted by Master Benjamin Patrick in his book: Problems facing the teaching of English language in Primary schools.

The research study further found out that most learners had a negative attitude towards the subject. See table 3(a) and 3(b). This

is a challenge in the learning of a language, (Tomasz P. Szynalski), (Eltong, 1980). The research study also noted that a good number of learners did not create extra time for studying Kiswahili. See table 4(a) and 4(b). This confirmed the negative attitude on part of the learners and hence a challenge in the learning of Kiswahili.

The research study also noted that most of the Kiswahili teachers dodged the Kiswahili lessons. See table 5(a) and 5(b). This reduced the teacher pupil contact time thus creating a challenge in the learning of Kiswahili. The research also found out that some learners also dodged the Kiswahili lessons. See table 6(a) and 6(b). This also reduces teacher pupil contact time hence posing a challenge in the learning of Kiswahili.

The research study further established that most schools in Gakoni Adventist Collage did not use language policy to strengthen and intensify the use and practice of the language in school. See table 7(a) and 7(b). This is a challenge in the learning of 12. (Chick and

McKay, 2001), (Cummins, 2001) and (Obura, 1986). It was further established by the research study that the commonly used language by the learners was Mother tongue (LI). See table 8(a) and 8(b). The influence of LI affects the learning of L2, in this case Kiswahili. (Ritchie, 1998) and (Michaels, 1973), (Hancin and Bhatt, 1994), (Dulay et al 1982; The research study also established that there were few teachers who could handle the subject with ease. See table 9(a) and 9(b). This was a challenge as was noted by Julie O'Connor and Martha Geiger (2009), in South Africa.

The research also found out that Students lacked exposure and role models to emulate. See table 9(a) and 9(b). Teachers used other languages when teaching and parents could not speak in Kiswahili and thus could not help their children in the learning of Kiswahili. This showed lack of interest in their children's learning, (Julie O'Connor and Martha Geiger, 2009).

The research established that the effects of the challenges were that learners became to be poor users of the language. Learners were shy and lacked confidence and competence in using Kiswahili. (Dulay et al 1982), (Dawber and Jordaan. 1999). Eventually learners performed poorly. (Ndahi 1975, Adesanya 1983 and Ekong 1980), In concluding this research report, it is noted that the teaching and learning of Kiswahili was faced by numerous challenges. The learners, the Kiswahili teachers and the head teachers created these challenges.

The effects of the challenges are seen in the learners' inability to use the language well and poor performance in examinations. We recommend that head teachers should ensure that adequate materials are provided and made accessible to both teachers and learners. We recommend that proper training of teachers on the subject be done in teacher training colleges so that more teachers can handle the subject with ease. (Alexander, 2002). Since Kiswahili is so dynamic. We recommend that seminars, workshops and in-service courses be conducted regularly to freshen the teachers. We further recommend that proper supervision and inspection, encouragement and motivation be done to both the teachers and the learners to help boost attitude and lessons attendance.

We recommend that the authorities and the government employ more teachers and priority be given to those who can handle the Kiswahili subject with much ease. We recommend that teachers, learners and their parents need to collaborate for the betterment of Kiswahili as a subject and as a language. (Du Plessis and Nausea

2003). Parents should be made aware of the importance and the learning of Kiswahili, (SASLHA Ethics and standards committee, 2003). Finally. We recommend that schools should intensify the use of language policy and couple it with the extra curricula activities like the debates and Mijadala. to ensure consistent and proper practice of Kiswahili.

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