

IMPLEMENTING LEARNER CENTERED APPROACH FOR TEACHING
KISWAHILI POEMS WRITING SKILLS O - LEVEL TANZANIA:

A CASE OF DODOMA MUNICIPALITY

By

Kulwa Peter

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of the
Degree of Master of Arts in Education of the University of Dodoma

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the University of Dodoma the dissertation entitled *“Implementing Learner Centered Approach for Teaching Kiswahili Poems Writing Skills O-Level Tanzania: A Case of Dodoma Municipality”* in partial fulfillment of the requirements for the degree of Masters of Arts in Education of the University of Dodoma.

.....

Prof. Kalafunja Mlang’ a Osaki

(SUPERVISOR)

Date:

DECLARATION

AND

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I, **Kulwa Peter**, declare that the dissertation entitled “*Implementing Learner Centered Approach for Teaching Kiswahili Poems Writing Skills O-Level Tanzania: A Case of Dodoma Municipality*” as my own original work carried out by me under the guidance of Prof. K. M. Osaki, and that it has not been presented and will not be presented to any other University for a similar or any other award.

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The completion of this work is certainly the results of a sound cooperation and helps from many hands, and not only my single hand. As a grateful giraffe cannot be a monkey, I am therefore indebted to many, whom without their tireless help, supports and contributions this work would not have been completed. As it is impractical to name them all here, I am nonetheless gratified to them all for their faith in me and their words and actions of encouragement. However, the following deserve special recognition:

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DEDICATION

This work is dedicated to my beloved father PETER BENJAMIN MWAKA and my mother JUSTINA MGAYWA MTAMWEGA for their tireless struggle for financial and moral support towards my educational success. It is also dedicated to my beloved children Samuel, Joshua, Angerica and Janeth.

ABSTRACT

The study aimed at developing and implementing a learner centered approach for teaching Kiswahili poems writing skills in O-level secondary education. Specifically the study aimed to design and develop exemplary learner-centered lessons and materials for improving the teaching of Kiswahili poems writing to O- level secondary schools; to pre-test the designed material in the real situation in a school; to undertake a formative evaluation of the learning process on the new designed lessons and materials after being tried out in the classroom; and to evaluate students' and teacher's perceptions on the effectiveness of the proposed learning process embedded in the designed lessons and materials. Documentary reviews, questionnaires, interviews, classroom observations and pre-and post-tests were used to collect data. Four classes from two different schools were involved, two classes for the control and two for the experimental classes. The control groups were trained in the traditional manner using mostly chalks and talks with numerous text book examples for practice. The experimental groups were trained using a SCL focus with emphasis on self assessment. Both groups were exposed to the Kiswahili topic of Poems Writing.

Results of the field testing of the material have revealed that teachers could perform many of the steps suggested in the material, helped in classroom management and increased their PCK. Students were active, motivated, could do many activities suggested, and increased their Kiswahili poetry writing skills.

It is recommended that Kiswahili teachers should put emphasize in the teaching of Kiswahili poems composition and more studies be conducted to encourage a better approach to build competence in this skill.

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LIST OF ABBREVIATIONS

ADEA	Association for the Development of Education in Africa
EFA	Education for All
LC	Learner-Centered
LCM	Learner-centered Material
LCM	Learner-Centered Model
MoECS	Ministry of Education, Culture and Sports
MoEVT	Ministry of Education and Vocational Training
PCK	Pedagogical Content Knowledge
SCL	Students Centered Learning
SPSS	Statistical Package for Social Science
UNESCO	United Nations on Education and Social Science Organisation
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF STUDY

1.0 Introduction

This study intended to investigate the teaching of Kiswahili poems composition. Chapter one consists of the background to the problem and the statement of the problem. It also presents the research objectives, research questions and significance of the study. The chapter also includes a section on the scope and limitation of the study as well as definition of key terms.

1.1 Background of the Problem

The core of the Learner-Centered Model (LCM) is that all instructional decisions begin with knowing who the learners are; individually and collectively. This is followed by thoroughly understanding learning and how best to support learning for all people in the system. Finally, decisions about what practices should be in place at the school and classroom levels depend upon what we want learners to know and be able to do. The LCM puts the learners at the heart of a system dedicated to learning (McCombs and Miller, 2006).

World Bank (2004) narrates that, there has been a prolonged vicious cycle of poor educational quality in primary and secondary schools producing school leavers with weak subject knowledge due to poor teaching methods that they were exposed to themselves. Teacher training institutions have struggled to fill their courses and as a result have taken on trainees with low grades. At diploma level most trainees enter with a mixture of Ds and Es, and many with only two E grades. In practice this means that many trainees lack

understanding of the fundamental concepts that they are expected to teach (Osaki and Njabili, 2003).

Mbunda, (1992), claims that there is also lack of variety in pupils' activities during teaching. Schools inspections report have also complained of unclear statement of objectives, difficulties in measuring progress during and at the end of the lesson as well as lack of lesson preparation among most teachers. Saidu (2010) did a study in Mali and found that the ministry responsible for education has little information on the effectiveness of most instructional materials and also no little systematic information on which materials are being used in which schools.

Msanjila (2005) found that teachers lack best texts with theories and approaches for teaching Kiswahili literature as they have been left to choose their own texts. This system is good but some writers of both texts and literature books are not writing for contribution of the development of Kiswahili language but for earning money. This confuses teachers and students. Teaching materials should be carefully selected through evaluative views to maintain the rationale of literature teaching. Any commercially prepared materials should be abandoned and the materials should reflect aims, methods and value teaching.

Mbunda (1980:45) has observed that while the objectives of the Kiswahili syllabus for secondary school suggest a process-oriented approach and are able to encompass all the three behavior categories (ie psychomotor, affective and cognitive) but the actual classroom teaching is product oriented, geared towards good achievement in the form IV examinations.

In order to simplify the teaching and learning process the WHO (1999) proposed some participatory methods which can be used to facilitate learning. These approaches include group work, discussion, debate, story-telling, peer-supported learning and practical community development projects. Also in adopting the learner-centered approach the Ministry of Education and Vocational Training in Tanzania (MoEVT) provided syllabi in all subjects suggesting the use of these learner-centered strategies. These include group work, games, songs, riddles, pictures, research, educational field trips, drama, simulation, use of cards and tables, drawings and stories. Apart from the suggested approaches in each syllabus there are a number of competencies which need to be attained at the end of the course (MoEVT, 2005).

Contrast views by Yandila et al (2001) who carried out a study to find out the extent to which senior secondary school teachers were employing the recommended teaching methods and approaches in teaching Pure, Double and Single Sciences. The study involved classroom observation using a checklist whose content was based on the prescribed teaching methods and approaches found that; the Class Observation Checklist consisted of a fixed number of competencies (twenty seven) listed in the new science syllabi. The results of this study suggested that most science teachers were not following the recommended teaching methods and teaching approaches and the majority of the lessons did not encourage a learner-centered approach as emphasized in the Curriculum Blueprint. Teachers dominated in class activities with little student participation, except in question and answer discourse and during demonstration.

For a Kiswahili teacher to sustain a meaningful discussion in the class there is a need to enhance oral interaction because the language is known to the students. It is suggested that there is need for clarity of speech, tact in handling learners, encouragement of learners' participation, positive approach to students' contribution, the use of simplified questions

and explanations, encouraging sharing ideas and the teacher should elaborate on the students' ideas. This can only be possible where piloting is done to ascertain the strengths and weaknesses of an area to be introduced such as the case of Kiswahili oral literature. The teacher can make a discussion more worthwhile by planning for it in advance, setting the pace of discussion by, for instance, acknowledging students' contributions and summarizing the points raised (Suter and Busienei 2013).

Many researches have stressed on the attributes of student-centered classroom. Most of the research is reported in the form of studies based on observation. Floyd and Simpson (2008) referred the National Research Council (2000) that synthesized research on learning and recommended organizing the learning environment around four foci: knowledge, learner, assessment, and community. Although the research and theory on student-centered learning is complex and diverse, McCombs and Miller (2006) provide a description that sufficiently summarizes how student-centered learning impacts the relevant components of a school system.

Despite the fact that the learner- centered approach has been introduced replacing the traditional method (Teacher centered approach) in facilitating all subjects/ topics including poetry, still a large number of students perform poorly particularly in the subsection of poetry writing and analysis.

This study aimed to assess whether learner-centered approach is effectively implemented in facilitating Swahili poetry in o-level as well as designing exemplary lessons to facilitate the teaching of poetry in secondary schools in Dodoma municipality.

1.2 Statement of the Problem

Kiswahili literature is a growing area and helps to build creative literature writing skills but is now poorly taught in secondary schools and with most irrelevant texts. Msanjila (2005) argues that teachers lack the best books for teaching Kiswahili literature and books with theories and approaches for teaching Kiswahili. He also adds that most Kiswahili teachers have a poor mastery of the subject content due to poor preparation.

The competence expected of learners from the topic “Poetry Writing Skills” is that students should be able to write short poems, but this competence is mostly not achieved. Burn (1995:99) conceives of learning as a permanent change of behavior with behaviors including both observable activities and internal processes such as thinking, attitudes and emotion. Most students are not able to use the skills obtained for their personal development.

Therefore, the goal of this study was to contribute to the discovery of the pedagogical solution and materials for teaching Kiswahili poetry writing skills at ordinary secondary level by designing exemplary lessons as an intervention.

1.3 Research Objectives

This study was driven with two types of objectives, namely the general objective and specific objectives.

1.3.1 General Objective

The general objective of this study was to design and implement a learner-centered approach for teaching Kiswahili poetry in o-level secondary schools in Dodoma Municipality.

1.3.2 Specific Objectives

This research was guided by the following four specific objectives.

- i. Design and develop exemplary Learner-Centered lessons and materials for improving the teaching of Kiswahili poems composition to o - level secondary schools;
- ii. Pre-test the designed material in the real situation in a school;
- iii. Undertake a formative evaluation of the learning process on the new designed lessons and materials after being tried out in the classroom; and
- iv. Evaluate students' and teachers' perceptions on the effectiveness of the proposed learning process embedded in the designed lessons and materials.

1.4 Research Questions

The study ought to answer the following research events:

- i. What are the characteristics of effective exemplary Learner-Centered lessons and materials for improving the teaching of Kiswahili poems composition to O - level secondary schools?
- ii. What are the teachers' and students' perceptions on the uses of the designed materials? And?
- iii. What is the comprehension performance of students who learned through the designed materials?

1. 5 Significance of the Study

It is hoped that the findings of this study will be helpful in a number of ways:

Through this study the findings may be used to improve the knowledge of the researcher and other researchers who have interests in the same research area which would help teachers, students and other stakeholders to develop policies which would be used to ensure that sustainability of learner centered approaches are maintained in o-level secondary education and other levels of education as well, because participatory approaches ensure students with maximum knowledge and skills.

To contribute in rescuing the inestimable satisfaction of acquiring wisdom that is the touchstones of humanity. What that means for all of us are the essential education transmissions that have been passed through poems century after century, generation after generation, are in danger of fading away, or even falling silent. Furthermore, the study stands as a part of a completing of requirements of Degree course of Master of Arts in Education in which a researcher is a candidate.

The study has identified constraints and opportunities facing Learner Centered approaches in all levels of education, where o-level secondary schools are included. However, the study will act as a problem solver toward the difficulties which have been experienced by students particularly in attempting Kiswahili poetry in ordinary level secondary schools in Dodoma Municipality and Tanzania at large.

Delimitations of the Study

The study focused on an approach to teaching Kiswahili Poems composition in ordinary level secondary schools particularly in two secondary schools in Dodoma Municipality in Dodoma Region. This was because Dodoma municipality is concentrated with many

teachers including Kiswahili teachers where the researcher would have access to professional teachers as well as research assistants. The study confined itself to (73) respondents who were subject teachers and students who were willing to provide information needed by the researcher. For this reason, it was easy for the researcher to obtain reliable information needed in the study.

Limitation of the Study

The researcher encountered limitations such as; limited time and financial constraints. Also there was a problem on language used for questionnaires; where most of the trainees failed to give their responses in English instead they used Kiswahili language. This created a problem and it was time consuming during interpretation of the findings as the researcher was forced to translate the data to English before interpreting them.

Definition of Key Terms

Environmental education: It is an education that helps individuals to become more knowledgeable about their environment and to develop responsible environmental behavior, attitudes and values and skills so that they can improve the quality of the environment (UNESCO, 1978).

Learners: In this study, learners refer to secondary school students.

Material: In this study, material refers to the lessons, teaching materials and activities prepared by the researcher.

Organization of the dissertation

This dissertation has six chapters. Chapter one presents background to the study, statement of the problem, objective of the study, research questions, and significance of

the study, delimitations, and limitations of the study and definition of operational terms. It ends with definition of the key terms. Chapter two is wholly about literature review while chapter three presents research design and methodology. Chapter four presents the findings and observations whereas chapter five is about analysis and discussion of the findings. Chapter six shows the summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with the theoretical perspectives, empirical review of literature and then summarizes conceptual framework that guided the study. At the end of this chapter knowledge gap is given the signifying needs of the study in the context of Tanzania environment.

2.1 Theoretical framework

The study is grounded on the Constructivist learning theory by Lev Vygotsky. The theory of constructivism originated from Jean Piaget's studies and it was further developed by Lev vygotsky. Piaget was a Swiss Psychologists and epistemologist who lived between 1896- 1980. He is one of the preeminent thinkers in the field of intellectual development where he dealt with the principles of mental development shared by all normal people. Lev Vygotsky 1896-1934 was a Russian Psychologist and a social development theorist who lived during the Russian Revolution (Sjoberg, 2012).

Constructivism is a paradigm or world view which posits that learning is an active and constructive process where a learner is an information constructor (Sjoberg, 2012). It is a theory that states that learning is an active and contextualized process of constructing knowledge rather than acquiring it. The theory insists that knowledge is constructed based on personal experiences and hypothesis of the environment where learners continuously test those hypotheses through social negotiation. (Billet, 1994)

Lankard (1998) argues that constructivism is the theory that contends that people learn by constructing meaning through interpretative interactions with the social environment. Constructivism in education means that teachers will embrace a holistic way of thinking about the nature of learning, something quite apart from the methodology of direct instruction. Rather than viewing learning as decontextualized, in constructivism it is assumed that learning occurs in whole experiences and that part experiences must be learned only within the context of whole experiences. Constructivism holds that knowledge does not have a separate existence from the physical nervous system; it cannot exist in some complete form outside the learner and be internalized, stored, and reproduced at some later time (Ashgar, 1995).

Through the activities and roles assigned to learners' there is public recognition that learners develop competences within the lesson. The lesson is essentially constituted by active participation of students and their teacher. In a constructivist classroom learners and teachers should for a while see themselves as engaged in the same activity.

Constructivism learning approach encourages problem solving skills by posing a problem to be solved by learners through teacher scaffolding. The approach also develops self-directed and yet independent learners who can access and use a wide range of cognitive structures to transfer learning to social context and hence they become better thinkers and practitioners in their workplaces and the society in general (Billett, 1994).

The materials of the exemplary lessons in this study were structured in constructivist approach where learners were given many opportunities in the learning process hence they will be able to relate their knowledge in passing their examinations as well as applying the knowledge for their life out of school and for economic development. The approach gives

learners autonomy and effectively involves them in knowledge construction (Mafumiko and Tilya, 2010).

2.2 Conceptualization on Learner-Centered Approaches

Scholars have defined learner-centeredness in a number of ways. For example, McCombs and Whisler (1997), define it as a perspective that couples a focus on individual learners with a focus on learning. Focusing on individual learners implies looking at their heredity, experiences, perspectives, backgrounds, talents, interest, capacity and needs.

Over the years, educational psychologists and educators have acknowledged the individuality of every learner, their learning styles and multiple intelligence (Piaget, 1956; Slavin, 1994; Vygotsky, 1978, Visser, 1993; Armstrong, 1994). They have argued that the most meaningful learning takes place in children if the learning environment encourages self-motivated and self-driven learning.

To McCombs & Whisler (1997), learning is associated with the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning and achievement.

Tuntufye, (1981:73) gives the importance of student-centered as it gives the student maximum opportunity to be involved in the planning of what will be learned. The teacher in this case is not just an expert but also a facilitator i.e. the teacher sees himself/herself as a resource person for the student and that the student bring to the class the knowledge that is relevant to what they want to learn.

Tuntufye, (Ibid). The teachers' responsibility in student-centered learning is to coordinate the knowledge and to design a learning environment that will facilitate an effective way through which Kiswahili can be acquired. This approach builds on students' background knowledge. It is this knowledge that the teacher as a facilitator always builds on. The important of student participation is that it allows variable responses hence students are able to learn from each other.

Jones (2007) defined the student-centered classroom as a place where the needs of students are considered and students are encouraged to participate in the learning process at all times. It is not a place where students make random decisions about what they want to learn. The teacher becomes a member of the team as a participant in the learning process and functions as a facilitator, who guides, manages activities and directs.

The learner-centered approach is also sometimes referred to as "child-centered" or "pupil-centered" and is a specific approach to teaching. Here the main focus is on engaging the learner as opposed to the teacher-centered approach, where the focus is on the teacher. In the Tanzania context, a learner-centered approach requires "learners to be the focal point" of the language being taught (MoEVT, 2005).

2.3 Teacher and learner-centered language teaching approach

Tuntufye (1981:7) in a teacher-centered language teaching approach, the control of what is to be learned and how it should be learned vest on the teachers' shoulders. The curriculum and syllabus often rely heavily on textbook and the instruction process is restricted to only the materials in the textbook. There is also the tendency of focus on acquisition of linguistic aspects of the language as described in the existing grammars.

The teacher takes control of the general subject matter comprehension and decides when to move from one stage to another. The goals of the class reflect the teachers' goal with specific objectives for each class meeting. Such goals are often marked by very rigid syllabus with a strict insistence from the teacher to follow it to the letter and complete it in a given period of time. The teacher is for the most part viewed as the expert. This approach discourages student participation and reduces contribution to general knowledge of the subject matter to a minimal. The teachers bring to the class specific models of knowledge and ways of learning and then work towards making sure that student fit into that model.

In Kiswahili learning classroom if the teacher bring to the class a grammar based model, he/she will make the students who are not linguistic majors fit into that model by orienting them towards the structural analysis of the language. Students have no choices but to accommodate the teacher-suggested model learning. Often the students' goals and objectives of learning Kiswahili receive low priority or are not accommodated at all.

In addition to that Darling-Hammond and Bransford (2005) determined that teachers need to understand child development, motivation and management in their role as a facilitator. By taking into account student development and understanding key concepts, teachers can plan instruction according to their student's needs. Classroom management is strengthened through communities of learning which give children a chance to work together. By using developmental interests as a motivator, students become more engaged in their learning and in turn learning outputs can be seen.

2.4 Conceptualization of Poetry

Kitogo (2002:8). Poetry is a composition which uses Language in a special way. Its words form patterns and, of sounds and thoughts that appeal strongly to the imagination. The

world Encyclopaedia (1978) explains that Poetry is an art, and so it communicates. There are for instance, sad and happy poems and poems that tell a story.

Warren and Wellek, (1985:89) explain that poetry is a work of art, like all forms of art; it is a complex meshing of substance and manner, of thought and form and argument and technique.

Knappert (1974) found that poetry is a disciplined, compact, verbal utterance, in a more or less musical mode, dealing with aspects of internal or external reality in some meaningful way. This constitutes the most important aspect of poetry. In short an artist's craft can be and usually is a deeply important part of how we react to his art, approaches and techniques by means of which poet makes use of the aspects of his/her art range widely.

Sanka, (1994) Claims that poetry is the oldest genre of oral literature. It is a reservoir of historical, philological and cultural knowledge of the people. He adds that poetry as an art has its features, which gives its identity. It is a product of a given society and therefore it is unique. Knappert (1969), Mulokozi (1989), & Harries (1972) in Mageni (2013; 26) Swahili Poetry is that poetry written or oral, which has been produced in Swahili Language by East Africans. Poetry can be read or listened to when recited or sung.

2.5 Origin of Kiswahili Poetry

Mulokozi et al (2005) claim Kiswahili written poetry is believed to date from about AD 1000 when the art of writing (in Arab script) was introduced in the advent of Islam. Since then; poetry has been an integral element in the life and education of the Swahili, in their cultural, religion institution and in their political struggles. Poetry is thus the repository of the accumulated knowledge and wisdom, the history, beliefs, philosophies, social relations and struggles of the Swahili in the past on thousand years.

In their research they claimed that up to now there is very little known about the history of poetry, both ancient and modern. For instance, the earliest manuscript of Kiswahili in existence today, allegedly composed by Fumo Liyongo, is dated 937AH (AD 1532) and there are also a few trends believed to date from the period of Hamziyya 1652, Siri 'LASirari 1663 and Tambuka or Herekali in 1728.

Harries (1962:2-3) in Sengo, and Mulokozi (2005) places the origins of Kiswahili poetry in Islamic and Arabic Literature. Knappert (1979:66) and Ohly (1988) place the origin of Kiswahili poetry in Bantu dances and oral traditions. Other preventative Swahili scholars such as Chiraghdin (1971:10) and Nassir (1977:1-14) also trace the origins of Swahili poetry to oral songs and dances. About 40.2% representative poets involved in their study claim that Kiswahili poetry originated in African dances and oral Literatures.

In their view is that the origins of a Literature cannot be separated from the life, culture and language of its creators. Writing is only a medium and a recent one at that. The Origins of Kiswahili poetry have to be brought in the origin of the Swahili and their Language and culture. Hence they agree with the 2nd view that Swahili poetry originated in the tradition dances and songs of the Waswahili.

Chimera (2003:88) argues:

Ushairi ndio utanzu pekee ulio mkongwe katika jamii kilimwengu, ulianza wakati binadamu alipobuni lugha jambo ambalo lilimtoa mtu katika uhayawani na kumfanya kiumbe razini. Mabadiliko yalimfanya mtu ayaelewe mazingira yake na aweze kutoa mchango wake katika kuyakabili mazingira yake na kuyabadilisha. Ushairi kama ulivyojibainisha katika nyimbo, ulibuniwa katika shughuli za kufanya kazi. Nyimbo zilimpa nguvu na kuhimiza mfanyakazi ajitahidi hata kama kazi ni ngumu ... Kuimba kwa namna fulani, mdundo wa ushairi kama unavyojitokeza katika urari wa vina na mizani, unatokana na mipigo hiyo ya awali ya zana za kufanyia kazi.

Translation:

Poetry is the genre that is the only veteran in the global community; it began when humans had created language which emancipated human in dullness and make rational creature. Changes made man understand its environment and be able to play in confronting its environment and changed it. Poetry as it reveals itself in songs was developed in work activities. Lyrics gave power and encourage the employee to put forth effort even if the work was hard. Somehow singing, rhythm of poetry has comes from the same initial pulses of tools to work with.

The above statement implies that Kiswahili Poetry has its origin in the Swahili community.

2.6 The Dating of Kiswahili Poetry

Mulokozi and Sengo (2005) claim that Kiswahili oral poetry cannot be dated, it comes into being with the advent of Kiswahili speaking communities. They quoted Knappert (1979;66) who claims that Kiswahili written poetry have risen in 17th c, and according to him the earliest poem is Hamziyya whose date is AD 1652. To Harries, the Swahili written poetry came into being in the 18th c and the earliest written poetry is Tambuka (tabuka) dated 1728 (Harries1962:3-13).

Many of the above researchers's (Mulokozi, M. & Sengo, T.) respondents think that the earliest written poetry in Kiswahili dates from the time of Fumo Liyongo whom they place before the 13th , but the researchers' own archival research has revealed that the earliest extant written poem is the famous "Ode to Mwana Manga, also known as Swifa ya Mwana Manga/kumsifu Yanga and attributed to Fumo Liyongo.

Kiswahili Poetry seen to have a very long history along the East African coastal towns like Tanga, Lindi, Mtwala, Kilwa and Mafia, Zanzibar, Pemba, Mombasa, Malindi, Lamu,

Pate and Siyu. Its historical depth decreases significantly as we move inland. It seems to have reached most towns and the hinterland during the colonial times.

There are more than 13 types of verses in Swahili. They include Utenzi, Shairi, Wimbo, Hamziya, Sivindo, Tumbuizo, Wawe, Kimai, Dura mandhuma, and many more. Although all these types have their special significance, the more popular forms of written versifications in Kiswahili are Utenzi and Shairi. The other types appear more in social functions providing some form of entertainment as well as serving to consolidate the rich culture of the people of East African Coast, or the "Waswahili"

Swahili poetry is also stylistically complicated and unfamiliar, largely because it has been unstudied and left to specialists and to the Swahili, for whom the tradition is central. Thus, for these and other reasons, American scholarship has neglected Swahili poetry, although there are exceptions (Biersteker, 1991).

2.7 General Problems that Hinder Language Subjects Teaching in O-Level

Secondary Schools in Tanzania

In order to communicate using speech, children have to master many different levels of language, they have to learn how to articulate speech sound, how to attach meaning to string of speech sound and how to link words together to make meaningful sentence. When students have built the strong foundation in the study of Literature provided at Lower Secondary, they will have learnt the necessary Knowledge, Skills and Dispositions required to critically read and analyze Unseen Prose and Unseen Poetry at Upper Secondary (McCarthy, 2000: 42).

“Nothing we shall say will undermine the importance of grammar in language teaching; on the contrary, ..., that without a command of the rich and variable resources of the grammar offered by a language such as

English, the construction of natural and sophisticated discourse is impossible” (Ibid).

The above statement implies that there is the relationship between the mastery of Language grammar and the acquisition of other Language components including Literature.

It is accepted that the different dimensions like teaching strategies, tasks, texts, an individual’s general competences, communicative language competence, language activities, language processes, contexts and domains are interrelated in all forms of language use and learning, then any act of language learning or teaching is in some way concerned with each of these dimensions (McCarthy, 2000: 44).

The general Problems that Hinder Language Subjects Teaching in O-Level Secondary Schools in Tanzania includes:-

On the other case, English can be a very difficult language to learn because there are more grammatical nuances in English than languages such as French or Spanish, and learning to be proficient in grammar is something that even native English speakers struggle with. For example,

The lack of good command both in spoken and written Language also hinder Language teaching. It is contended that if you talk to Tanzanians over the age of 50, the chances are that they will know quite good English contrary to today if you speak to people below the age of 50 there is, on the whole, a noticeable degradation of their English language ability commensurate with their younger age. A percentage of these will speak and write English very well and their accent and pronunciation will be good. They might use some rather archaic expressions such as ‘it’s raining cats and dogs’ or ‘I’ll try my level best’ and call you Sir or Madam, but on the whole their English is of a commendable standard such that

a conversation can be held about general topics, and many are fluent speakers. For example there is a marked over-use of the present continuous tense which is grammatically incorrect and where the present simple tense should be used. For example, 'He is having a nice car' ('he has a nice car'), 'We are speaking English at my school' ('we speak English at school') (Allen, 2008).

The majority of language subject teachers have an insufficient command of English to be able to teach it effectively. Teachers with insufficient subject knowledge have very little if any confidence. Without subject knowledge then subject application cannot take place, and it is unfair to place expectations on primary school teachers of student-centered learning or participatory practices. Where should they start if they do not understand the materials and their own knowledge of the language is so shaky? Lack of subject knowledge is one of the main causes of the present problems in teaching English in primary schools (Allen, 2008).

Corder (1967) points a root cause of the problem that teachers are not assisted by their materials. The materials are not prepared with the level of available teacher expertise in mind. Lack of motivation for students and teachers, there should be introduced inter-cultural education to promote interest in the Tanzanian culture and that of speakers of English –for example in learning about flags, music, children's songs, rhymes and games, food, gestures, play time activities etc. An examination of language and its influence will show that young pupils already know several English words without realizing that they do so.

While Allen (2008) insists that teachers need a clear framework, models for pronunciation, a scheme of work and teaching ideas. It is not sufficient to leave these teachers with inadequate support. They must now be spoon-fed with lesson plans, detailed

ideas for games and activities and material for inter-cultural studies, as well as basic structures, words and phrases for them to conduct classroom routines in English as well as delivery of some specific English tuition.

Similar issues were raised by Rammung (2000), that the problem on the case of science Teachers for not employing the recommended teaching methods and some common reasons were: Teaching large classes, having large teaching loads, lack of adequately trained laboratory assistants, lack of exemplary teaching materials, inappropriate text books, absence of relevant teaching and learning aids and lack of understanding of the breath and extent of the new topics such as biotechnology. Other reasons were lack of incentives and reward for teaching the new biology syllabus statement, feel grieved for being inadequately consulted during the design and development of the new biology syllabus, fears and misunderstanding expressed by students on the implications for sitting for core alone or core plus extension for final examination in form 5, inadequately prepared to teach the new Biology syllabus. Inadequately prepared to carryout continuous assessment and not provided with sufficient orientation in appropriate teaching methods.

2.8 Analysis of the Kiswahili Syllabus for Ordinary Secondary School in Tanzania

The current Kiswahili syllabus was introduced in 2005 to take over the 1997 syllabus which proved a failure as a result of the change in science and technology, political atmosphere, education, and socio-economic factors as well. Prior to the change of the syllabus a study was undertaken in 2004 and verified that the 1997 Kiswahili syllabus was not effective in fulfilling the earlier mentioned needs (MoEVT, 2005).

The current Kiswahili syllabus has considered all academic, social and technological matters. These include participatory approaches (learner-centered methods) in the whole process of teaching and learning various Kiswahili aspects and vocabulary being part of it.

The Kiswahili syllabus has put more emphasis on objectives and techniques with regard to the results of the research which was conducted in 2004. The newly syllabus for ordinary secondary schools in Tanzania indicate that three lessons can be taught per week where each carries forty minutes. Generally the division of lessons in Kiswahili syllabus has considered the number of topics and the length of the topic concerned (MoEVT, 2005).

The new syllabus of 2005 has also shown the objectives of teaching Kiswahili in ordinary secondary schools in Tanzania. Some of these objectives include:- To communicate effectively in Kiswahili; to enhance Kiswahili as part and parcel of the national culture of Tanzanians; to create the behavior of creativity in the use of Kiswahili language and literature where poetry being part of literature. To understand, enhance and apply the literature in life; to use Kiswahili language in different circumstances. Also to create a foundation of learning; to create the behavior of reading and writing Kiswahili; to communicate effectively with other speakers of Kiswahili both in and outside the country. Lastly to use Kiswahili in getting knowledge, vision and skills in terms of social, technological and professional from in and outside Tanzania (MoEVT, 2005).

However, the 2005 Kiswahili syllabus has been set in the basis of facilitating the students to be competent in the following areas:- To use Kiswahili appropriately to communicate in a variety of settings; to use Kiswahili to achieve academically in all content areas for that case Kiswahili poems being part of it; and to communicate in Kiswahili using sign and read using Braille(for deaf and the blind respectively. Therefore, Kiswahili syllabus has narrated a lot of learner- centered approaches which need to be adopted by teachers and students in the whole process of teaching and learning. Actually a certain method has been suggested to be suitable for a certain topic but teachers are allowed to change that particular method and use another especially after regarding the nature of the class and the availability of the teaching and learning materials. All in all, the entire Kiswahili syllabus

is a guide to the provision of quality education and maintenance of high performance of the form four examinations (MoEVT, 2005).

2.9 The Concept of Quality Education

Many people, casual, and expert, observers, political authorities, parent and communities, teachers and education administrators define education quality by considering the national examinations. The mastery of the curriculum is measured by national examinations where the best indicator of high quality education is a high score on the national examinations. When students perform well on the national examinations, then it is reasonable to conclude that they have had a high quality education (Samoff, 2007). The focus on examination results especially in developing countries like Tanzania can be detrimental to the quality of teaching and learning as teachers tend to rely on rote teaching and learning to prepare children for the test (O'Sullivan, 2006).

Levels of learning achievement in sub-Saharan Africa are still very low and vary across countries. Narrowing learning gaps requires concerted efforts, including fairer distribution of teachers and learning materials and development of sufficient well qualified, motivated and supported teachers in all schools. The quality of teaching and learning process depends on the quality of the curriculum, content, methods and manner of implementation. The quality of curriculum implementation depends in turn on the teaching and learning materials, the working conditions and the pedagogical skills of the teachers, the instructional time, and on the importance assigned to quality by the key stakeholders (UNESCO, 2011).

Managing the quality of classroom interaction is seen as the single most important factor in improving the quality of teaching and learning, particularly in contexts where learning resources and teacher training are limited (Anderson, 2002, O'Sullivan, 2004). Anderson

(2002) argues that the relationship between learner, teacher and materials is the heart of education quality and teacher training to meet learners' needs is essential. Recently trend in teacher policy and practices have promoted more on learner- centered pedagogy and curricula.

Many writers have identified the better method of practice in order to improve the learning process. Johnson et al (2009) points that problem-based learning shifts the teacher's role from dispensing information to guiding the construction of knowledge by his or her students around an initially ill-defined problem. Students refine the problem, develop research questions and investigate the topic using a wide variety of primary source materials and work out a variety of possible solutions before identifying the most reasonable ones.

Challenge-based learning is a collaborative learning experience in which teachers and students work together to learn about compelling issues, propose solutions to real problems, and take action. The approach asks students to reflect on their learning and the impact of their actions, and publish their solutions to a worldwide audience (Johnson et al, 2009).

Many studies have been done dealing with failures of specific academic subjects. For example William (2012) did a research on improving the teaching Chemistry. Other researchers who undertook related subjects were (Osaki, 2008) and Haki Elimu (2011 and 2012). Some of the findings from these researchers were related to change of education policies without in-depth research, poorly trained teachers, poor teaching approaches, insufficient resources and failure of the authorized agents to consult various experts.

There are so many researches that have been done in Kiswahili subject. Some of these researches include Kiswahili dialects (Massamba et al, 2001); the status of Kiswahili in secondary schools (Rubagumya, 1991). The findings in these studies were based on the lack of competent teachers, low quality and insufficient texts as well as few periods allocated to Kiswahili subject per week.

Despite the fact that learner-centered approach has been introduced replacing the traditional method (Teacher centered approach) in facilitating all subjects/ topics including poetry, still a large number of students perform poorly particularly in the subsection of Kiswahili poetry writing and analysis. Therefore this study will assess whether learner-centered approach is effectively implemented in facilitating Swahili poems as well as designing materials for teaching Kiswahili Poems Composition as an exemplary lesson in ordinary level secondary schools in Dodoma municipal council as a case study area.

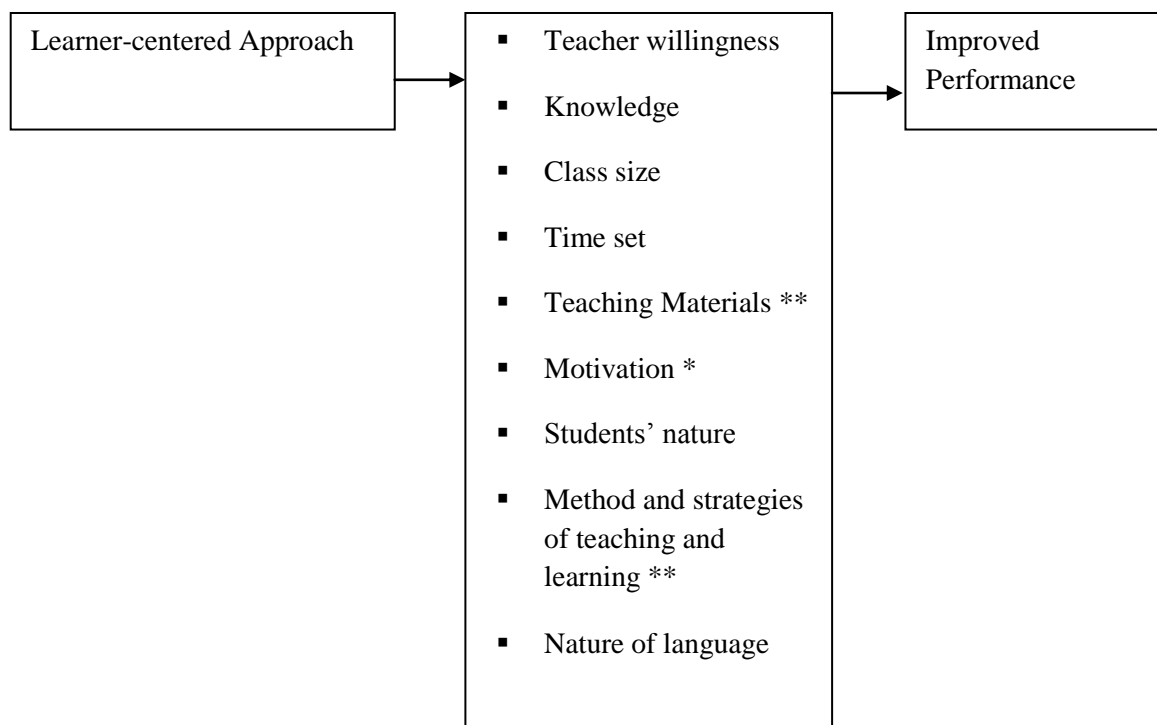
2.10 Summary of the Literature and Knowledge Gap

Most of the studies reviewed have focused on secondary school management in relation to students' academic performance, text book situation and teachers' subject knowledge. There is scanty information on designing materials for teaching Kiswahili poems writing in relation to academic performance of the institutions. Given that, most studies conducted in Kiswahili focused in the teaching of Kiswahili in general, this study focuses on the teaching of poetry writing skills by designing materials that aims at empowering teachers with pedagogical skills that will help students write their own poems.

2.11 Conceptual Framework

A learner-centered approach to be implemented in ordinary secondary school and bring positive results at the end of the form four national examinations depends on a number of factors; these include teacher's willingness, knowledge on the subject matter, class size, teaching materials, motivation and students nature. Also there are other factors such as the method chosen and nature of the language used. All these factors when used effectively ensure that learners understand the subjects which in turn lead to high performance among the students. But in contrast if these learners- centered approaches are not applied in ordinary secondary schools one will find that subjects are not clearly understood by the students and in turn lead to poor performance among students.

Figure 2.: Conceptual Framework



Source: Field Data, 2014.

Items with two stars were the main focus of this study

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter describes methods of inquiry used in this study. The chapter gives out details about the study design/approach, the design principles and specifications of the material, area of study, data collection methods, data analysis plan, validity and reliability as well as ethical issues.

3.1 Research Design and Approach

Research design is a scheme, outline or plan that is directed to generation of answers to research problems (Orodho, 2003) and controls variance in the study (Kerlinger & Lee, 1999; Kombo & Tromp, 2006). Kothari (2005) argues that it comprises the blueprint for the collection, measurement and analysis of data. Therefore the research design integrates all major parts of research study together that aim to address the central research questions.

The design of this study was based on an educational design/developmental action research design as a new teaching approach for the teaching of poetry writing skills which were developed and tried out in the field with the help of the regular teachers. A quasi-experiment design of trying the materials was used, which involved an experimental and control school to evaluate the impact of the material as implemented in the classroom environment. Earl, (2008) Experiments involve (1) taking action and (2) observing the consequences of that action. Social researchers typically select a group of subjects, do something to them, and observe the effect of what was done.

A pretest-posttest non-equivalent control group design (Mafumiko, 2006) was used to compare the impact of the designed materials to the normal 'traditional' teaching approach in the teaching and learning of reading for comprehension in lower secondary students.

The pretest-posttest non-equivalent control group design of the quasi-experimental approach is the research design where the researcher assigns intact groups to the experimental and control conditions, administers a pre-test to both groups, conducts experimental treatment activities with the experimental group only, and then administers a post-test to assess the differences between the two groups (Cresswell, 2002 in Mafumiko, 2006). Cresswell added that one of the advantages of this design is the opportunity to use existing groups (classes) in given educational settings. The pretest-posttest non-equivalent control group design normally compares two nonequivalent groups; one group is measured twice, once before treatment, and once after treatment and the other group is measured at the same two times, but does not receive treatment.

As it was not possible to randomly assign the students in different conditions in the study's context, the quasi-experimental approach was seen as the appropriate approach to be used in the study. Because the study involved groups of students in classes, random assignments would disrupt learning process in schools. Equally, the use of the existing classes was also important because the major aim of the material was to compare the impact of the designed material with other ordinary methods used by the teachers in the classroom.

The study used a predominantly qualitative approach compared to quantitative for collecting and analyzing the data. Qualitative data were collected by using interviews that was directed to teachers and learner, part of the learner's questionnaire and observation.

Quantitative data were collected by using the pre-test/post-test, part of questionnaire and through observation checklist. The tests were directed to learners in different times. The pre-test was administered before the implementation of the intervention and posttest after the intervention. The learner's questionnaire was also administered after the implementation of the intervention while the observation checklist observed the lesson management in compliance to the designed lessons. Decision on the use of triangulation was made on the basis of the fact that it increased reliability and validity of the data (Enon, 1998) and enabled the researcher to cross-validate findings within a study.

The design of the Writing Skills Improvement Program (WSIP) study consisted of the following three main stages:

3.1.1 Stage One: Preliminary Investigation Phase

This stage covered the needs and context analysis, review of literature, development of a conceptual or theoretical framework for the study which involves a literature review and a context analysis of secondary Kiswahili subject provision in Tanzania. The context analysis gave a particular attention to the current status of teaching Kiswahili poems writing skills to secondary school students in Tanzania, classroom observation on how teachers teach poems writing was also used to find out the actual classroom practices. Consultations and discussion with people working in related field were also used to enrich the investigation. In this study, this stage was covered in the background to the study in chapter one.

3.1.2 Stage Two: Prototyping Phase

The second stage of the study consisted of the design and formative evaluation of exemplary curriculum materials for improving poems writing skills to o - level secondary

students (teacher support materials with students' activities). It is the iterative design phase consisting of iterations, where the exemplary curriculum materials were designed and developed on the topic four 'Utungaji wa Fasihi Andishi (Kidato cha Nne)' selected from the Tanzanian Kiswahili Language Syllabus for Secondary Schools (Form I – IV). This topic was chosen because it is the only poems writing topic in O-level Kiswahili syllabus, and so it is the bases for written Swahili literature writing skills. It is assumed that the skills the students will get from this topic will be used across other topics; subjects as well as other levels of education and so improve educational performance and even for their own personal earnings.

The development of the curriculum materials used a cyclic approach of design and formative evaluation so that successive versions of the materials evolved into a final product with empirical evidence of its practicality (Mafumiko, 2006). Material development was guided by the design principles/heuristics and follow specific design specifications.

3.1.3 Design Principles of the Material

The heuristic principles were meant to support designers in their tasks, they were intended to assist (in other projects) in selecting and applying the most appropriate (substantive and procedural) knowledge for specific design and development tasks. By unpacking the design process, design principles that can inform future development and implementation decisions are derived (Nieveen et al., 2006:153).

In developing the intervention material, the following guidelines directed the design:

- a) To help in giving the teacher pedagogical knowledge for effective teaching of poetry writing skills.

The material was supposed to provide different teaching methods and activities for the teachers to use in teaching of writing of Kiswahili poems in the classes effectively.

- b) To provide simple, enjoyable but productive activities for the students that would lead them to acquire necessary skills for reading different materials.

The materials were designed to help the teacher guide the students to undergo simple learning tasks that they would enjoy while at the same time giving them productive writing skills.

- c) Increasing content knowledge to the teacher in the area of writing skills.

The material will help the teacher to understand more about the issue of teaching and improving poetry writing skill to students, and so increase their knowledge competence.

- d) Provide maximum opportunities for the students to participate and relate their experiences in the materials they read.

The materials were supposed to be mainly student-centred that will give the students room for their participation as well as using their past experiences in the learning process to understand the material they read.

3.1.4 Design Specifications

Design specifications are the first and general description of the intervention in which attention is paid to its substantive parts (Nieveen, 2010).

The design specifications for the material and lessons were as follows:

1. Lesson Overview

This part describes how the lesson will be, activities to be performed, teaching methods and techniques to be used in the teaching and learning process are summarized.

2. Learning Outcomes

The overall learning outcome of the lesson is described.

3. Lesson Objectives

This part focuses on the specific objectives to be achieved by the students after each lesson.

4. References

This indicates sources and references of different materials and contents used in the preparation and during the lesson.

5. Teaching/Learning Materials

Describing all the materials and teaching aids to be used in the lesson.

6. Teacher's Presentation

It indicates the time when the subject teacher conducts frontal presentation of the lesson in the class.

7. Teaching and Learning Strategies

Presents the methods and techniques suggested in the lesson

8. Lesson Plan and Activities

i. Pre-writing activities

Provides the suggested students' and teacher's activities to be done in the introduction stage of the lesson.

ii. While-writing activities

Activities for the students and teachers during the writing stage are provided.

iii. Post-writing activities

This part provides the suggested activities to be done by the teacher and students after the reading stage in the class during the lesson.

9. Lesson Evaluation

The material provides the strategies and methods to evaluate the lesson.

Appendix 8 is the examples of the lessons as prepared with respect to the designing principles and specifications as described above.

3.1.5 Stage Three: Summative Evaluation Phase:

This stage was aimed for summative evaluation to conclude whether the material intended for intervention has met the pre-determined specifications. As also this phase resulted in recommendations for improvement of the intervention. It is the summative evaluation of the WSIP intervention. This stage involved field testing of the final version of the exemplary curriculum materials in the real situation in a school to evaluate its effectiveness on improving writing skills to Form Four students.

3.2 Location of the Study

The study was conducted in Tanzania in particular Dodoma Municipality in Dodoma region. Dodoma is the national capital. In 1980 Dodoma municipality was established and then followed by a shift of parliamentary activities from Dar es Salaam. Dodoma municipality is located at the centre of the country. It is found between latitude 6.00° and 6.30° south, and Longitude 35.30° and 36.02° East. Dodoma municipality has rural and urban qualities with an area of 2769 square kilometers but is predominantly semi arid (DCM, 2008).

Dodoma municipality has 37 wards, 39 villages and 107 primary schools. According to the census of 2002 it had a population of 324,347 people and the current projected population is 507,141 people and 107,000 households. Agriculture and animal husbandry activities constitute 75% of people's income while the remaining 25% is engaged in petty businesses including retail shops, construction works, small and medium industries.

The study was conducted in Dodoma municipality because the town is concentrated with many teachers including Kiswahili teachers where the researcher had an access to professional teachers as well as research assistants. Dodoma is endowed with better schools, higher educational institutions and teacher resource centers in which the researcher had access to better teaching materials.

3.3 Sampling Techniques and the Study Population

A selected sample of secondary Kiswahili teachers and form four students comprised the population of the study. Purposive sampling was employed where a researcher only selected form four because the topic concerned is taught at this class level. Simple random sampling with lottery technique was used for selecting specific form four stream at the

concerned schools to be involved in the study. The researcher involved two schools one having the experimental class and the next with a control stream.

Purposeful sampling is commonly used in qualitative research. It involves selecting research participants according to the needs of the study (Glaser & Strauss:1991) in that researchers choose participants who give a richness of information that is suitable for detailed research (Patton, 1980). The selection criteria for inclusion were professionals who were leaders in their respective fields and who could articulate their experiences that relate to the phenomena being investigated.

3.4 Participants

The participants were purposefully selected because of their unique expertise in their respective fields. The choice of participants always relates to the purpose or goals of the study, and are usually individuals who reflect the characteristics or are influenced by the issues being considered by the investigation. Because of the highly situated nature of design-based research, participants in a design-based research study in education are central to the investigation. The main participants of this study were Kiswahili subject teachers and students of Kiswahili from schools used during preliminary investigation and during implementation of the designed materials.

3.5 Data Collection Methods and instruments

The researcher collected both qualitative and quantitative data, and the data were collected in cycles. The types of data collected varied along with the phases. For example, data contributing to contextual understanding were collected in earlier stages of the study; whereas data on prototype characteristics or user reactions were more collected later on

and when it came to more summative evaluations, a broad range of (direct/indirect; intermediate/ultimate) indicators for 'success' were considered.

Given the pragmatic aim of this kind of research, it is rarely possible to specify a finite minimum of data collection activities through which the research questions can be satisfactorily answered. Rather, research design decisions tend to be influenced by the goal of meeting triangulation criteria (cf., Krathwohl, 1993).

Valid methods of data collection were employed in this study. These included observation, questioners, Interviews, experimentations, documentary reviews and focused group discussions. This intend to be influenced by the goal of meeting triangulation criteria (cf., Krathwohl, 1993),

3.5.1 Experimentation

Quasi-experimental research design with large sample sizes and control settings was employed to determine the level of performance before and after intervention of the designed materials. Pre-testing was given to both students to determine their initial level of intact where Post-test was applied to the experimental group to determine the level of performance after intervention. (Test items on poetry).

3.5.2 Documentary Review

This was used to collect data on literatures related to this study. These documents included curriculum documents, literatures on learner centered approach to mention the few. More important, the process of data collection using documentary reviews do not influence their content in the same way that more intrusive methods (such as interviewing someone or directly observing her) have an effect on the information behaviors being studied. For this reason, these data were often referred to as nonreactive measures or as

data collected through unobtrusive methods. A second reason for incorporating such data into the study was that, at least in some instances, this type of data could be a more accurate representation of the phenomenon of interest than data collected through self-report (Wildemuth, 2009). (Appendix 4).

3.5.3 Observation

In this study, non-participant observation was adapted with the use observation checklist during the implementation of each lesson. It took place in normal setting of classroom teaching and learning in both schools. This method revealed what teachers really did (Maykut & Morehouse, 1994) in order to extract in-depth understanding on what teachers and learners were saying and doing to implement the designed materials.

The method recorded observable behavior systematically in a natural setting. It also collected first hand information and communicated strengths and weaknesses of the instruction and the material where the improvement was to base. O’Sullivan (2006) commented that lesson observation was a convenient method of research to answer the what, why and how questions. This was also in line with William (2009) who believed that the use of checklist in observation enabled the researcher to capture the desired set of performance criteria during implementation of exemplary lessons (Appendix 5 and 6).

3.5.4 Interview

Structured interviews, semi structured interviews, and unstructured interviews were employed to both teachers and to a few representative students to get detailed information about teaching strategies, texts, materials used as well as on the whole research process. They are especially useful for studies attempting to find patterns, generate models, and inform information system design and implementation (Zhang, 2009). Interview was for

obtaining the most sensitive and non-directive information. The interviews served as a basis for gathering contextual information, carrying out situational analysis, and investigating perceived potential effects (Appendices 2[B] and 3[B]).

3.5.5 Questionnaires

Questionnaires having closed and open ended questions provided to teachers and selected few students to get detailed information on how they perceived the interventions, the instructional strategies, challenges and the whole research process (Appendices 2[A] and 3[A]).

3.5.6 Focused Group Discussion

A panel discussion was employed where a researcher discussed with the teachers involved on issues related to the study. There was also discussion with the students involved. One of the core strengths of focus groups is that participants can compare their views with those of other participants in the group, rather than simply reporting their views to an interviewer (Wildemuth & Wilkins, 2009).

3.6 Validation of Instruments

Validation of study instrument is the process of establishing document evidence which provides a high degree of accuracy that specify process consistently produce a product meeting its specification and quality attribute (Cohen et al, 2000). The questionnaires and interview questions were written in Kiswahili with the help of Kiswahili experts from different institutions. The researcher has decided to structure questions in interview and questionnaire in Kiswahili language because it has been documented that quite often teachers and their students have poor mastery of communication through English. The instruments were pre-tested through pilot study at four of secondary schools in Arusha

region and two in Dodoma municipality. Also triangulation of methods at data collection and analysis was also help to increase reliability.

The pre and post test items were designed by the researcher with the help of the class teacher from experimental school. The test items were validated by the researcher's supervisor and three Kiswahili subject teachers from different schools and were then modified before being administered to students. Supervision and marking of the tests was done by the researcher and the teachers from the concerned school. The discussion on the results and implication of the tests were done by both the researcher and the teachers involved in the study.

3.7 Data Analysis Techniques

The researchers collected and analyzed data chronologically to maintain focus and link all procedure to the theoretical framework. Merriam (1998) recommended simultaneous data collection and analysis to maintain focus. Systematic data analysis was used to analyze the information collected from varied methods. The information obtained was inferred within the context of the study based on the perceptions of the researchers. The analysis of data was a continual process which began when data collection starts.

As data were collected, the researcher attempted to discern patterns which emerge from the data. These patterns were articulated as categories in order to delineate overarching characteristics and develop theoretical constructs that explain the categories. Discrepant data were seriously considered, and plausible negative cases were developed when founded. The results of the study were based upon multiple sources of data. This facilitated the richness of data required for a valid study. It also permits the triangulation of the data to facilitate reaching a valid conclusion. Triangulation was accomplished through the identification of specific validity threats, e.g., hidden agendas of respondents.

The test data were subjected to calculation of mean, Standard Deviation, Median and correlation.

3.8 Validity and Reliability of the Research

Validity refers to the quality that the procedure, instruments and tools used is accurate, correct, true, meaningful and right and hence measure what is supposed to be measured (Caesar; Enon, 1998).

Reliability refers to the extent to which research findings can be replicated (Cohen et al., 2000).

Validity and reliability of this study were maintained through triangulation and trustworthiness where by varied data collection methods were employed. The study approach maintained validity and reliability through intensive collaboration among researchers and practitioners, committing to design and instructional principles as well as commitment to theory construction.

Validity also was maintained through detailed discussion with peers and researcher's supervisor as well as through instruments and materials pre-test to see the workability of the approach.

3.9 Consideration of Ethical Issues

Ethics was assured in this study where procedure for permission from responsible personnel were followed and making sure that participants of the research were informed on the purpose of the study. Participants' willingness to participate and their rights to withdraw from the study were observed. Their rights for anonymity were taken into account where also pseudonyms were used during result reporting and confidentiality.

Values, interests, needs and concern of participants were observed. Respect was highly observed in the whole process as well as observing the time table. Information on the benefits of the study was given to participants and educational policy makers so that to be aware of the issues and strategies to improve teaching.

3.10 The Initial Prototypes of Poetry Lessons

The observed challenges and problems facing the teaching of Kiswahili in Secondary schools resulted from preliminary investigation, motivated the researcher to design exemplary lessons as an intervention to contribute in the teaching of Kiswahili poetry.

The focus of the design was to insure that students are able to write and analyze poems through the teaching approach that encourages practical and discovery learning, effective participation of all students, co-operative learning as well as giving learners autonomy in their learning process.

3.10.1 Design Specifications

The following were the guidelines that were followed when designing any unit of the lesson in this study

- Lesson overview
- Learning outcome
- Lesson objectives
- References
- Teaching and learning strategies
- Lesson plan and activities
- Lesson evaluation
- Lesson notes

Topic: Poetry Writing Skills

Lessons:

1. The concept of poetry
2. The concept of content in poetry
3. The concept of form in poetry
4. Poetry making process
5. Poetry composition based on procedures and rules.

3.10.2 Lesson 1: Poetry Reading and Analysis

Introduction

This lesson involved discussing with student many different simple traditional poems brought by students and the teacher from magazines, poem books and those poems found within students' environments (Mbunda, 1989: 59). "The simple poems that can be easily understood by students are those with four lines and each line with sixteen syllables". The aim of this introductory lesson is to expose students to different poems so that they can be able to discuss and internalize the forms and contents embodied within and hence be able to write their own poems. These poems need to be those found within student environments".

Introduction Phase

The students formed ten groups where each group read its poem; the teacher then wrote the poem on the board for the whole class to discuss about its structures and contents.

Implementation Stage

Teacher presentation

At this stage the teacher emphasized on the importance of analyzing poems by looking at their structures and contents.

Student Enterprises (10 mins)

After teacher presentation and demonstration, students formed groups and each group with a poem, discussed the structure and content of the poem. Each group representative wrote the poem on the board for the whole class.

Read and Answer Task

Students were given a poem to read and answer questions.

Lesson Notes

The lesson notes were based on the analysis of different simple poems brought by students and the teacher. Some of these poems were traditional poems like ‘Mkulima’ poem and the free verses like Starehe by Feruzi, Yahaya by Lady J. Dee and many more poems brought in the class.

3.10.3 Lesson 2: The Concept of Poetry and its Importance

Time: 80 Minutes (Double Periods)

Lesson Overview

This sub lesson involved activities and strategies which enabled students be able to explain the meaning of the poem, the things which trigger people to compose poems as well as the importance of poems in the society.

Learning Outcomes

Students to be able compose and analyze poems.

Lesson Objectives

In this lesson the students should be able to:

- i. Define poem
- ii. Mention factors which trigger people to compose poems
- iii. Explain the importance of poems in the society

References

- Chimela, R. & Njogu, K. (2003), Ufundishaji wa Fasihi Nadhalia na Mbinu, Nairobi. English Press Ltd.
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- Oxford, (2011), Kiswahili Kidato cha Nne. Dar es Salaam, Oxford University Press.
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Teaching and Learning Strategies

Group discussions, Group presentation, Reading poems, Individual assignment, Demonstrations, Project and Portfolios.

Teaching and Learning Materials

- Texts, reference books and articles with the topic of poetry
- Cuttings of magazines with various kinds of poems
- Audio materials with poem
- Manila sheets with poems to be displayed on the wall

Lesson plan and activities (80mins)

Introductory Phase (10 Mins)

The Use of Poetry in Daily Life:-

The teacher needs to ask students to form groups of five to six students and select a group leader to present. Teacher to assign students with the task of proclaiming any song they know where other group sang a Taarabu, Bongo Flavor or a poem they know. The students were asked to write in their group three importance of the songs they sang. The intention of this is to diagnose the skills that learners have in relation to the concept of poem, their attitudes about the topic, the relevance of instructional goals to the learners, their preferred learning styles as well as learning ability levels learn.

Implementation Stage (20 Min)

Teacher Presentation

The teacher started by clarifying students' presentation by giving the expected answers. The teacher has to conduct frontal presentation on the concept, skills and values of poems in the society. The presentation based on students' prior experience on the concept of poem.

Group Work Assignment (10 Mins)

After teacher presentation and demonstration, students formed groups and each be provided with a piece of a magazine with a poem where they read and wrote the main ideas and the importance of that poem. The teacher monitored students' discussion to insure that each student participate while marking the student work.

Read and Answer Task

Students were provided with text books to read silently the literature concern to poetry and its importance (Kiswahili Kidato cha Nne, Oxford uk 48-56) where the teacher monitored and supervised students. The main content of the literature were definitions of poetry and importance with two poems of different contents. Students were obliged to read and answer questions on the board in their exercise books.

Lesson Evaluation

While marking the students' tasks, the teacher assigned students the task of reflecting the lesson in groups. Six groups were formed and students wrote two importance of the lesson. This assignment enabled the teacher to reflect on the successfulness of the lesson, the extent to which the predetermined goals were achieved as well as where he/she fall short. At this point the teacher might be able to decide to do differently or modify the strategies during the next time. The teacher summarized the lesson after marking student exercise books.

Lesson Notes (Nukuu za Somo)

Lesson notes and other lessons are found at the appendices (Appendix 8)

CHAPTER FOUR

FINDINGS AND OBSERVATIONS

Introduction

This chapter presents the study that investigated the impact of the designed learner-centered materials in improving Kiswahili poetry writing to secondary students. The chapter starts by giving observation of evaluation of materials to be pre-tested 4.1, observation of students' experience on poetry composition 4.1.1, pre-testing of designed materials in the real situation in the class 4.1.2, teachers' perceptions on the use of materials in the class 4.1.3, students' perceptions on learning through pre-tested materials 4.1.4 followed by conclusion and implication of the evaluation for further development 4.1.5 and 4.1.6 is the summary of findings from material pre-testing. Part 4.2 is the implementation of the field test; 4.2.1 is aims of the field test, Procedure of the field test 4.2.3, design of the field test 4.2.4, Actual Implementation of the Material in the Classroom 4.2.5, Classroom Observation in the Experimental Classes 4.2.6, Results of the field test 4.3.0, Research questions for the field test 4.3.1, Research question one 4.3.2, Research question two 4.3.3, Teachers' opinions on material 4.3.3.1, Students' opinions on the materials 4.3.3.2, Research question three 4.3.3.4. Lastly, part 4.4 is the Summary and conclusions drawn regarding the teaching of Kiswahili poetry writing to students in secondary schools.

4.1 Observation of the Evaluation

This section aimed to pre-test the designed materials in a school to see the workability materials before being implemented in the experimental classes. Modifications were made

to a part when the researcher and the teacher discovered any weaknesses that could hinder effective implementation of the materials. The following were the results of the try-out

4.1.1 Observation of student's Experiences on Poems Composition

In this try-out, students were given a test on the first day of the session to determine their personal experiences on the writing of Kiswahili poems. The students were provided with a task of how to compose Kiswahili poems. From the results of the test, it was found that students' experiences on Kiswahili poems composition was poor (this will be elaborated more below). The researcher also asked oral questions to the students to find out their poems writing habits inside and outside the class. Only two students raised their hands when they asked if they have written any poems (besides the ones used in the class) in that year. This showed that many of the students were not poems writers outside the classroom, and this has also decreased their Kiswahili poems composition abilities in writing.

4.1.2 Pre-Testing the Designed Material in the Real Situation in the Class

The second aim of the pre-test of the material was to determine its applicability in the real classroom with the targeted population (Form Four secondary students). In the process of achieving this, five lessons were prepared. Most lessons were of 80 minutes each (double periods) where three lessons were implemented by the researcher herself while their subject teacher remained as an observer. The other two lessons were implemented by their subject teacher while the researcher became the observer. In the process of implementing the lessons, the researcher observed the following.

- **Less allocated time**

During the application of the material, the researcher's observation showed that time for some of the planned activities was not enough and so there was a need to re-plan some of those activities. Some of the activities found to need more time included activities that compelled students to write and re-sing the poems, and activities that needed students to write poems in their own words. These were some of factors that were observed as items that needed to be taken into consideration. The student's level of proficiency in Kiswahili language was found to be poor particularly in writing than in talking, and this made the teacher to teach on how to use capitalization and punctuation problems, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problems and grammatical errors in writing to make them understand. This also affected the overall performance of students in lessons and their participation in group activities. Much time was needed to help them understand the concepts and process. Because the learning process involved writing, reading and sometimes singing poems they had composed, language also hampered their effective participation in the process as it took much time to perform the planned activities.

4.1.3 Teacher's Perceptions on the Use of the Material in the class.

In finding out the teacher's perceptions on the designed materials, the teacher was given an observation schedule which had four (4) parts: A, B, C and D. Part A wanted the teacher to observe the main activities planned for the lessons if they had been practiced as planned by the researcher. This part had ten (10) items to be observed, planned according to the three stages of a writing program (Pre-writing, While-writing and Post-writing). The teacher's observation shows that almost all the activities planned for the lesson were

observed, except two students' activities (poem singing and students to answer questions correctly) were partially observed. The observation, therefore, meant that the activities planned in the lesson could be well and successfully executed by the teacher in the class.

Part B needed the researcher to evaluate students' participation in different aspects in the lesson, such as motivation, participation, answering questions and had only four items. The researcher's observation found that the students' motivation towards continuing with the lesson was high. The researcher observed that students' active participation in the whole process, their abilities to answer questions about poetry and their abilities to use their previous experiences to comprehend the poems composition was moderate.

Part C of the questionnaire wanted the teacher to evaluate if the activities provided in the lessons motivated students for further writing outside the class, led the students to comprehend the poems composition and if they were appropriate to the level. The teacher's observation found that the rate at which the activities provided in motivating students for further poem writing outside the class was high due to the activities given in the lesson. The evaluation also agreed that the activities performed in the lesson helped students to comprehend the poems composition, and was also appropriate to the students' level.

The last section, section D, was for the teacher to give her evaluation on the materials and the teaching through it. The first question wanted the teacher to tell if there was any new thing that she has learned from the process, and the teacher agreed that she did get a new thing, and mentioned things like asking simple questions for checking understanding in the While-writing activities, using groups for the students to discuss and sing poems in their own words. Concerning a new thing that the teacher liked most in the whole process of applying the material, the teacher mentioned students' discussions, asking the students

to re - writing the poems as well as asking simple questions during the process of poems composition.

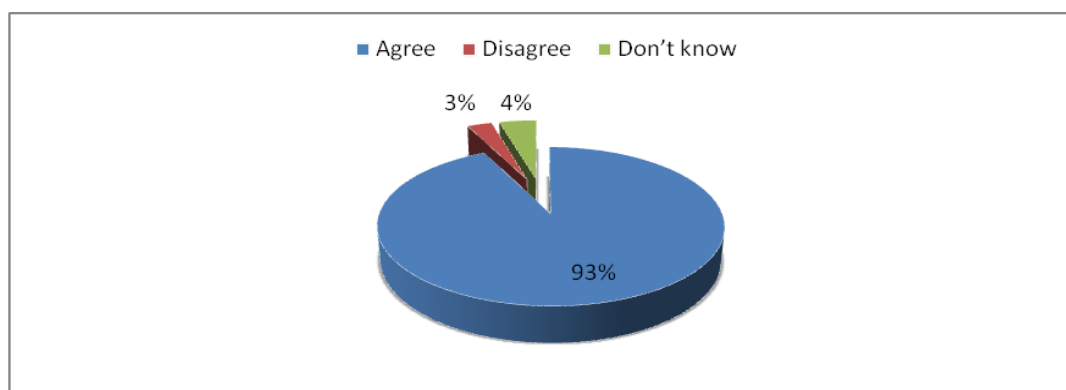
4.1.4 Students' Perceptions on Learning through the Material Developed

In investigating students' perceptions on learning through the developed material, a students' questionnaire was developed for students to fill. Questionnaire was seen as an appropriate tool for finding out the students' opinions about the material because questionnaire is free from the bias of the interviewer and answers are in respondents' own words (Kothari, 2004). The students' questionnaire consisted of twelve (7) questions, and was translated to Kiswahili for the students' easy understanding. The students' population was 70.

The following were the results of the evaluation:

The first question required the students to say whether they liked the lesson or not. 65 (93%) students agreed that the process used was good, 2 (3%) students disagreed and 3 (4%) students did not tell if the method was good or not. Pictorially, this can be described as follows in figure 3.1 below:

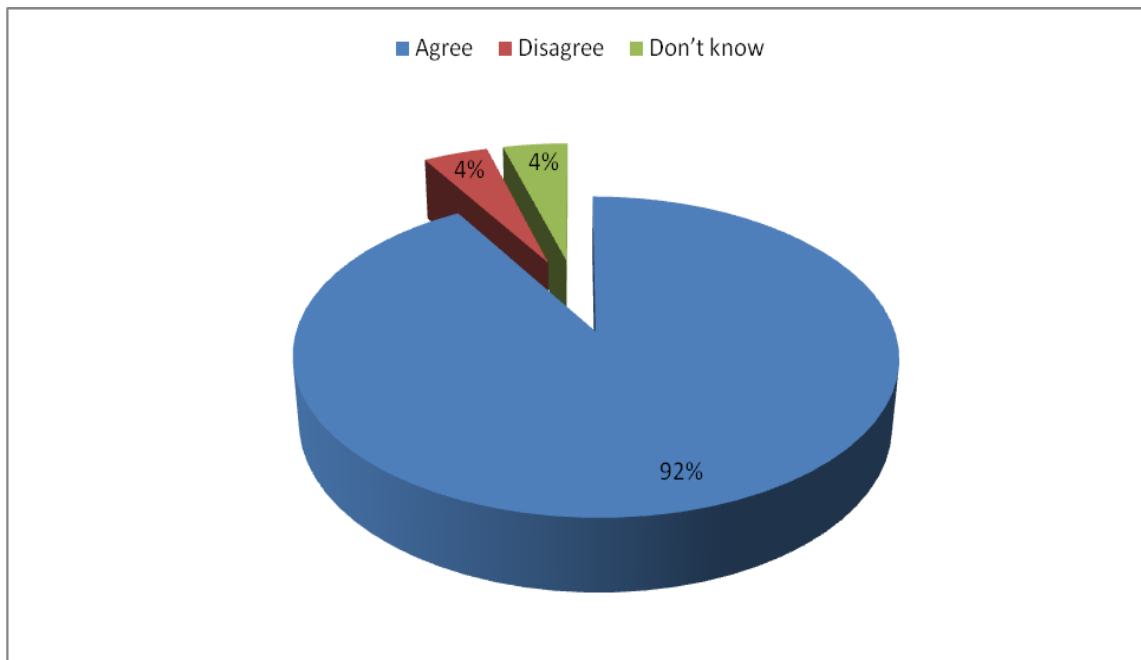
Figure 4.1: Students' Perceptions about the Lesson



Source: Field Data, 2014.

The second question had the aim of identifying the students' motivation in continuing with the learning process. Many students, 64 (92%) confirmed that the activities performed in the process motivated them to learn, 3 students (4%) disagreed and 4 (4%) were not sure. This is shown in figure 3.2 below:

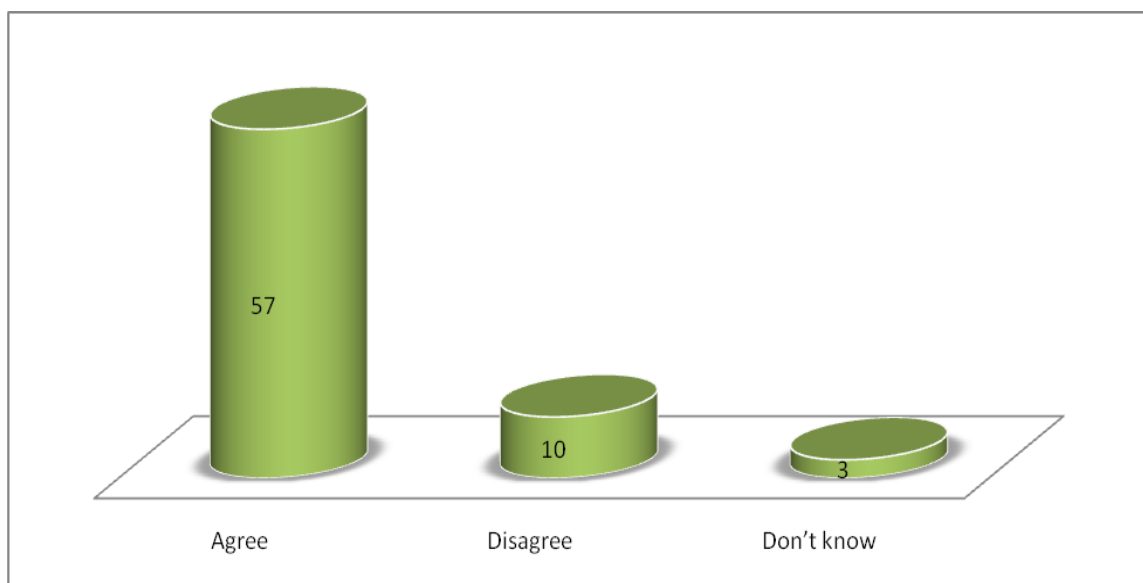
Figure 4.2: Students Were Motivated to Learn



Source: Field Data, 2014.

The third question was asking whether the students had understood how to write poems after being taught through the designed materials and lessons. Figure 3.3 illustrates the results:

Figure 4.3: Students' Understood the Story



Source: Field Data, 2014.

As shown in figure 3.3 above, many students (82%) confirmed to have understood the lesson taught by the designed materials and lessons.

The fourth question wanted to evaluate the rate of which the students could perform all the activities proposed in the learning process. The table 1 shows the results:

Table : Students Performed All Activities in the Lesson

Response	Frequency	Percentage
Agree	63	90
Disagree	02	03
Don't know	05	07
Total	70	100

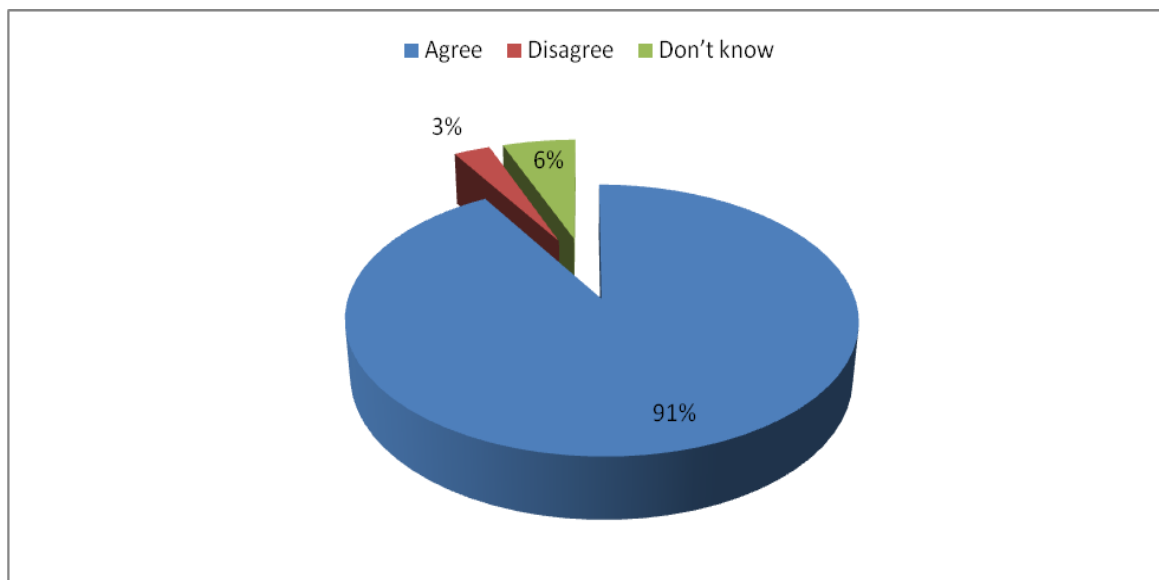
Source: Field Data, 2014.

As the table depicts, two students (3%) could not do all the activities in the learning process, five students (7%) are not sure and the rest (90%) could.

The fifth question was aimed at checking on the participation of the students to contribute in the group activities. 66 students (94%) agreed to have participated well and so contributing in the group activities; whereas only 4 students (6%) failed to contribute in the group activities.

The sixth question wanted to evaluate the students' cooperation and interaction in the groups. Again, 91% (64 students) agreed that they were cooperating and interacting well in the group activities, 3% (2 students) disagree and 6% (4 students) were not sure of it.

Figure 4.4: Students' cooperation and Interaction in the Groups



Source: Field Data, 2014.

The seventh question was aimed at finding out if the subject teacher was using the same process in the teaching. The results of the respondents are shown in table 2.

Table : Subject Teacher Uses Same Approach

Response	Frequency	Percentage
Agree	67	94
Disagree	03	06
Don't know	00	00
Total	70	100

Source: Field Data, 2014.

As the table 2 above shows, about three quarters of the students saw that the methods used to teach Kiswahili poems composition was different to that used by their subject teacher, which means that many students found that the method used was new to them.

The eighth question wanted to know if the students had a chance of sharing their ideas and contribution when taught by the other method, and it showed that 64 students (91%) respond that they got a chance to give their contributions when taught by their teacher, and 6 students (9%) did not get a chance to contribute when their teacher teach them using other methods. This means that the teacher also used participatory method in her teaching.

The ninth question was asking the students about which method among the two (the one used by their subject teacher and the presented one) they thought was best to be used, and again all the 70 students (100%) proposed that they preferred to be taught by using the approach presented in this material.

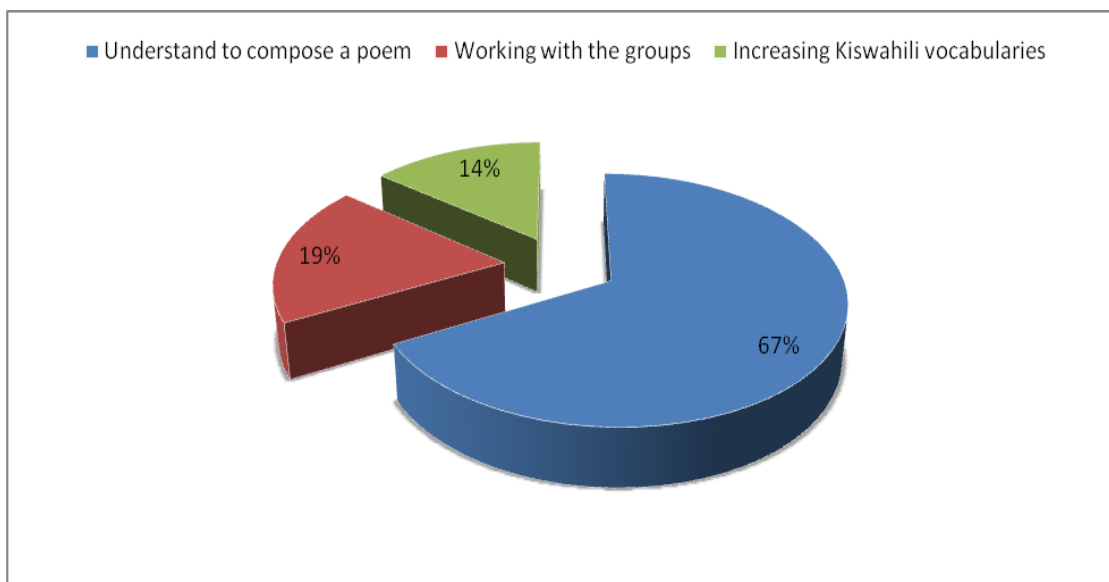
The students were then asked about the benefits they got from the learning process, and table 3 shows their responses:

Table : Students Benefits from the Process

Response	Frequency	Percentage
Understand to compose a poem	47	67
Working with the groups	13	19
Increasing Kiswahili vocabularies	10	14
Total	70	100

Source: Field Data, 2014.

Figure 4.5: Student's Benefits from the Process



Source: Field Data, 2014.

From that table 3 then, it can be inferred that the students benefited from the process, especially in understanding how to compose Kiswahili poems which is the main objective of the material.

The last question for the students wanted students' inputs on what to be improved in the process. One student did not respond to this question. Table 4 presents the responses made by the remaining 70 students:

Table : Students' Additions to the Process

Response	Frequency	Percentage
More exercises	50	73
Provide more writing materials	12	17
Use translation method	7	10
Total	69	100

Source: Field Data, 2014.

4.1.5 Conclusion and Implication of the Evaluation for Further Development

This chapter has discussed about the design and formative evaluation of the exemplary LCMIRS prototypes. The main objective of the evaluation was to explore that validity and practicality of the designed Learner-Centered materials. The evaluation activities were conducted through the experts' appraisal, classroom try-out, students and teacher's appraisal.

From this evaluation, the following can be concluded:

- The idea of developing the materials to improve teaching of writing for Kiswahili poems in schools was good.
- The materials are applicable in the classroom setting.
- Activities planned in the lessons were all practical, appropriate to the level and motivate the students for further reading.
- Students liked the lessons, were active and want to continue to be taught by these developed materials.
- There was a need to make some corrections regarding the time allocated for the lessons as well as the activities in the materials.

4.1.6 Summary of the findings from material pre-testing

- During the stage of material evaluation attention was paid to management of time, organization of content, perception of teachers and learners on designed material, problematic areas in the material and effectiveness of content delivery. This part aimed to determine the validity of the materials and data collection methods through expert appraisal by integrating in their experience on pedagogy, organization of lessons and content coverage. Receiving their comments, Modifications were done to parts concerned. All experts appreciated positively that the material was logical because of having clear language, reasonable layout of the materials and sufficient coverage of content. Teachers and students from piloting school perceived the materials helpful to them

4.2 Implementation of the Field Test

4.2.1 Aim of the Field Test

The overall aim of the field test of the material was to evaluate the effectiveness of the designed materials on developing writing of poems in o – level secondary school students.

4.2.3 Procedures of the Field Test

Before the application of the materials in the experimental classes, a pre-test on writing for Kiswahili poems was administered to both the experimental and control classes. The test was supervised by the subject teachers and the researcher. A post-test was administered in all the classes after the implementation process.

The implementation process began when the teacher from the experimental school, who was expected to assist the researcher in implementing the designed materials, was

introduced to the materials before the implementation process in a one-day workshop. The workshop took place at the experimental school involving the subject teacher and the researcher. During the workshop, the teacher was introduced to few poems to be used, lesson plans and other related issues. The teacher had to prepare herself according to the given materials. The teacher from the control groups, as usual, was not introduced to the designed material, but was requested to participate in the study by teaching the prepared poems as she does on her own.

After being introduced to the materials, the teacher from experimental school used the materials in the teaching the prepared questions for poems composition. Students in the experimental were taught through learner-centered approach and constructivism. Five lessons of 80 minutes were to be covered in three weeks time. Only two lessons of 80 minutes were implemented by their class teacher. All lessons took place in the normal classroom setting.

4.2.4 Design of the Field Test

The exemplary curriculum materials, which include lesson plans for the teacher and students' answer sheets designed and developed by the researcher, were introduced for the teaching of writing poems in o - level secondary students in two secondary schools. The prototyping approach was used to develop the materials in the form of lesson units. The material passed in four versions. While the first three versions were used to check the validity and applicability of the material through the review from Kiswahili and curriculum experts and pre-testing, the last version was used for the field test.

4.2.5 Actual Implementation of the Material in the Classroom

Classroom observations were conducted to assess the implementation of the materials in the actual classroom settings. Both the experimental and control classes were observed to assess the teacher's and students' activities during the implementation of the materials in the classroom. For the experimental group, the observation was guided by statements of curriculum profile planned according to the materials presented, while the observation in the control group was guided by the typical stages of the writing lesson used in the normal condition.

4.2.6 Classroom Observation in the Experimental Classes

To find out how the Kiswahili poems materials were implemented in the actual classroom settings, two (out of five) lessons were observed in both the experimental classes. The overview of the observation results of each lesson in the experimental classes and control classes are shown in appendices 5 and 6.

In general, the teacher and students from both the classes were found to be able to perform most of the activities suggested in the lesson materials. The teachers had no difficulty in the implementing lesson as they could successfully execute the lessons, do many of the activities suggested in the materials and managing the classes. Most students seemed to enjoy and participate well in the lesson process because they seemed eager to continue with the lessons throughout and actively participate by doing activities given by the teacher. With regards to the timings of the activities, it was found that some activities such as picture discussion, thinking-aloud activities and group discussion and presentations took more time than what was allocated in the material.

4.3 Results of the Field Test

4.3.1 Research Questions for the Field Test

The main research questions that were answered in the field test were:

- i. What are the characteristics of effective exemplary Learner-Centered lessons and materials for improving the teaching of Kiswahili poems composition?
- ii. What were the teachers' and students' perceptions on the uses of the designed lessons and materials in the real classroom?
- iii. What was the comprehension performance of the students who have learned through the designed lessons and materials compared to other students?

Students' experiences with writing for poems and their learning results from the implemented lessons were considered to be the main impact indicators of the effectiveness of the materials. Therefore, observation on the actual classroom practices using the materials and on the teachers' opinions about the material as well as students' test scores served primarily as input to interpret information on students learning.

4.3.2 Research Question One: What are the characteristics of effective exemplary Learner-Centered lessons and materials for improving the teaching of Kiswahili poems composition to O - level secondary schools?

The reviews of different documents and literatures have shown some characteristics of an effective LC lessons and materials for improving the teaching of poem writing such as the following

- Materials aligned to this approach give concern to the students;
- Teachers do learning tasks less and assigns to students some of the tasks of organizing the content;
- Students do more discovering and teachers do more to get students learning from and with each other and create work for small groups to do in class;
- The approach strives to be individualistic, flexible, competency-based, varied in methodology and not always constrained by time or place;
- Teachers encourage students to take responsibility for their own learning, involve students directly in the discovery of knowledge, use materials that challenge students;
- Learners interact with new information based on their previous knowledge and experiences; and
- Learning tasks should stimulate curiosity, creativity, and higher thinking order.

4.3.3 Research Question Two: - What are the teachers' and students' perceptions on the uses of the designed materials?

The following are the teachers' and students' opinions regarding the use of the lessons and material implemented in the classroom. The opinions were collected through interviews and questionnaires.

4.3.3.1 Teachers' Opinions on the Material

Teachers' opinions on the material from the experimental group were gathered through the reflective teachers' interviews conducted after the lesson observation series. The

interviews focused primarily on their opinions about the introduction of the material, activities suggested, students' participation, similarities and differences with their used approach, things gained and modification of the process. The following are the descriptions of the opinions as collected from the interviews:

The first question wanted the teachers to comment on the one-day introduction session to the material if it was of any help to them in their material implementation and whether there was anything gained from that introduction and how it had helped them on their methods of teaching poems composition to their students.

First of all, all the teachers responded positively on the introduction session of the material. The teachers' responses show that they found the introduction session very helpful. Both teachers commented that the session helped them to understand what they were supposed to do in the class, as TE2 said: the session has helped me to know the material well and how to use it. This is true as the researcher observed that the teachers had no difficulty during the implementation of the material.

Similarly, both teachers agreed that they got something new added from that introduction. While both teachers commented that the session helped them to prepare the reading lessons before hand, TE2 added that the introduction session helped her to see how she can use the pictures to motivate students to read. The following are some of their comments:

"I sometimes use pictures... but not in this way... the introduction session has helped me to use the picture well to motivate my students to read and make their own poems" (Interview, TE1)

"From the introduction stage I could clearly understood what I was needed to do in the lesson... and this made me feel comfortable during the teaching process" (Interview, TE2)

The second question asked the teachers to explain how the introduced material had helped them in the teaching of Kiswahili poems composition skills to the students in the normal classroom settings. While the TE2 thought that the material had helped him in getting new ways of introducing the story, the TE1 explained that the material has helped him to simplify activities in the reading lesson and to understand how to introduce the story or passage by using different material.

“The lessons gave me further knowledge of introducing the story... I normally use less time in pictures, but from this material I learned that I can use a picture to make my students create their own poems ... although much time is needed in this style... for example while I normally use one day (double period) to teach the whole poem, two days (2 sessions double periods) are planned in the material for the same poem” (Interview, TE2)

“The lessons simplified my work, as everything had already been planned”

(Interview TE1)

The third question asked the teachers if there was any difference between the introduced materials and their normal methods of teaching Kiswahili poems composition. Both teachers agreed that there were some differences between what they have been used to and what is suggested in the material. TE1 pointed the following differences: Firstly, regarding the material to be used; only the teacher has the poem to be read in the class or the students share the material in groups, while the prepared material was accompanied by the copies for each of the students in the class. Secondly, there was no frequent use of materials such as pictures during a reading lesson. TE2 pointed out the differences in the creativity of the poems and students’ activities that in the presented material the students had opportunity to create their own stories which was different from what she used to do in the writing program, and also there were opportunity for the students to do more activities in the material than what she has been doing in his normal teaching.

The following question wanted the teachers to point out differences between the material introduced and their normal methods of teaching Kiswahili poems composition skills regarding different practices including students' participation, classroom management, and ability of the students to construct stories, ability to answer poems composition questions, ability to relate the poem in the students' life experiences and ability to comprehend the poem. The following were the teachers' responses:

Regarding students' participation, all the teachers acknowledged that the participation in the class was better than in the normal days. TE1 said that students participated well through the groups as they shared ideas and so it was easy for them to respond. TE2 commented that the use of picture and 'thinking-aloud' procedures made the students to be very active during the lesson, and so many of them tried to respond to the teacher.

"The groups helped my students during the lessons to participate well after sharing ideas ...and this at least eased up their rate of responding"
(Interview, ET1)

"My students were motivated by the idea of 'thinking-aloud' ... this made them to be active learners ... and at the end of the day many tried to respond" (Interview, ET2)

The researcher observed that students were very active during the lesson; many were ready to answer questions posed by the teacher and also participated well in group discussions.

On the part of classroom management, it was also observed that that classroom management was boosted through the use of the designed material. TE1 mentioned that because in many activities the material wanted the teacher to walk around the class to help students in different issues as well there were frequent questions that needed to be answered randomly by the students, management was easy as all the students in the class

were attentive. TE2 observed that because the lessons suggested made the students to be busy most of the time of the lesson, it was easy to manage them.

Concerning the students' abilities to construct their Kiswahili poems, all the teachers explained their concern on the use of the picture in the introduction stage, different questions asked and the idea of thinking-aloud technique as were important in making the students understand the story and then made up their own.

“The use of the pictures in the introduction stage helped to give a rough picture of the poem to the students, which then together with the questions asked at the end of the lesson helped to understand the poem and so they could make up their own”

(Interview, TE1)

“I think the students managed to construct their own story after seeing the pictures of the animals and being asked different questions ... the groups also helped them to share ideas and come up with their own poems at the end ... ” (Interview, TE2)

It is true that the students could construct their own poems from the picture presented before given the actual poem to read.

Figure 4.6: A sample of students' group work

Ukimwi ni gonjwa hatari, linauwa vijana na wazee
gonjwa hili limekithiri, Mahali pote duniani
Ndugu zangu lisituathiri, tuli epukeni jamani.
Ukimwi ni gonjwa hatari, tuli epukeni jamani.
liliaoa kama utani, sasa limeshamini
Ndugu zangu tujitunzeni, na ugonjwa huu hatari
Ndugu zangu lisituathiri, tuli epukeni jamani.
Ukimwi ni gonjwa hatari, tuli epukeni jamani.

Source: Field Data, 2014.

Figures 4.7: Sample of students' free verse poem composed in a group work

S. Iunga shairi lenye beti mbili kuhusu jambo fulu
SHULE NI MUHIMU
Watoto wadogo, wapeleke shuleni
wakajifunze kusoma, Pia hata kuhesabu.
~~wata~~ wawese kupikiri, Pia hata, kutatua kati
Shule ni muhimu, wapelekeni watoto shuleni

Baadaye kuwe, na taifa bora
Wapate kuelewa, Na msingi bora ~~ku~~ kipelewa.
Tutapata viongozi bora, Mawaziri na wabunge bora.
Shule ni muhimu, wapelekeni watoto shuleni.

Source: field Data, 2014.

As to the issue of students' ability to answer Kiswahili poems composition questions for the peace of poem and to relate the poem to the life experience, all the teachers agreed that the material presented succeeded to some extent. The fact that many students were ready to answer different questions asked by the teacher correctly was taken as a proof by TE1 that many students understood the poem read.

The second to the last question probed the teacher on what has been gained from the whole process of the introduction to the material. TE1 mentioned the following: The needs to make the students active participants in the class during the lesson; teacher's self preparations; understanding the use of 'thinking-aloud' technique in the lesson, and; effective use material in the lessons. TE2 mentioned the following: self- preparation; the needs to make the students creative in the lesson, and; understanding the use of 'thinking-loud' techniques in the writing lessons:

“Actually, I gained something from the process ... I learned the importance of using different ways to make my students active participants during the lesson, ...my personal preparation before the lesson, ...I became familiar with the use of ‘thinking-aloud’ as a technique in the writing for Kiswahili poems ... and how to use the material effectively in the lesson” (Interview, TE1)

“What I gained from this process is knowing the importance of self-preparations for the lesson, ... means of keeping students creative in the lesson, ... and understanding the use of ‘thinking-aloud’ technique in teaching writing” (Interview, TE2)

The last question in the teachers' interview asked for the teachers' input to the material introduced. All the teachers who participated in the process commented that the whole process was an enlightening experience to them, and had some inputs in the method as shown in the table 5

Table : Teachers’ Inputs on the Material

TE1	TE2
<ul style="list-style-type: none"> • Evaluation should be allocated much time • There should be picture series for the whole poem • The material should be a continuous program for the writing skills 	<ul style="list-style-type: none"> • It should be a complete program for increasing writing of poems skills • More time for the students’ practice • Should contain activities for Kiswahili vocabulary teaching

Source: Field Data, 2014.

4.3.3.2 Students’ Opinions on the Material

All the students from the experimental groups were given questionnaires to express their views regarding the material introduced. The opinions gathered focused on different lesson characteristics such as enjoyment of the lesson, understanding, participation, cooperation, as well as their inputs in the material. Some students were also interviewed to verify some of the statements in the students’ questionnaire.

The questionnaire had seven (7) questions divided into two sections. Seven questions in section 1 wanted the students to say whether they Agree, Disagree or Not Sure by writing number 1, 2 or 3 respectively against the statements. The other three questions in section two were mainly open-ended questions.

Question number one wanted the students to decide whether the lesson was good or not.

Table 6 shows the results:

Table : Students' Responses about the Lesson

Response	Frequency	Percent
Agree	66	94
Disagree	4	6
Total	70	100

Source: Field Data, 2014.

From table 6 above we can see that many students (94%) found that the lesson was good and so they did enjoy it very much.

The second question was asking about the students' motivation to continue with the lesson through different activities performed. Table 7 presents their responses:

Table : Students were Motivated Throughout the Lesson

Responses	Frequency	Percentage
Agree	67	96
Disagree	03	04
Don't know	00	00
Total	70	100

Source: Field Data, 2014.

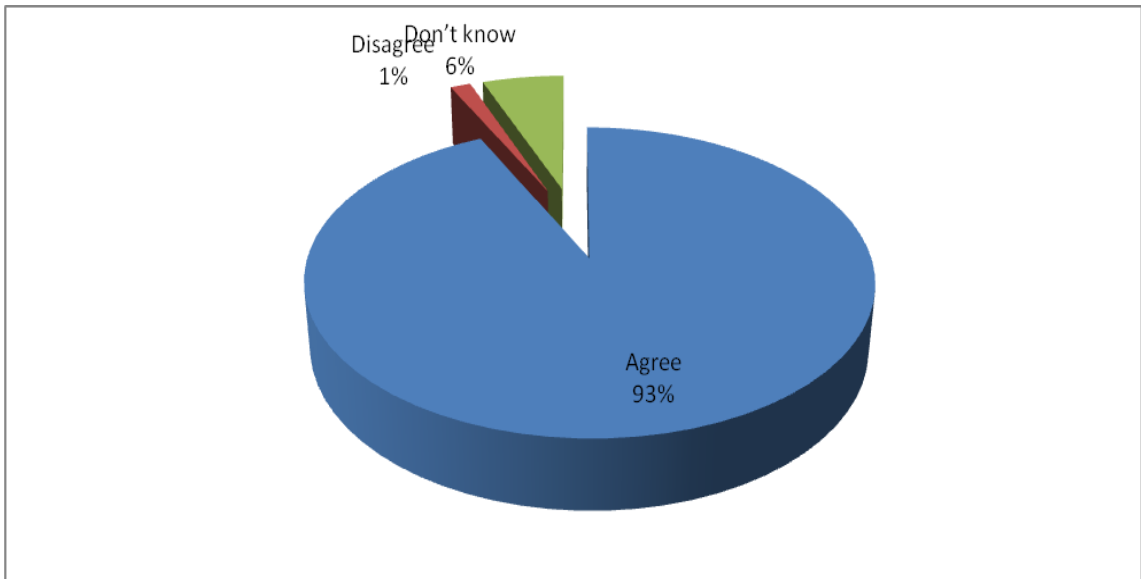
The table 7 shows that about 96% of the students found themselves motivated to continue with the lesson, and this is due to the different activities (like discussing picture, thinking aloud and poem singing) performed in the lessons.

4.3.3.4 Research Question Three. What is the comprehension performance of students who learned through the designed materials?

The first question in this section asked the students to testify if the process had made them understand or gain skills on writing poems. Their answers are presented in figure 4.8. It is

clearly seen from the figure that many students agreed that the process had helped the students to write their own poems.

Figure 4.8: Students' Understanding of the Story



Source: Field Data, 2014.

The second question wanted to see whether the students could do all the activities suggested in the material or not. In this question, 94% (66 respondents) verified that all the activities in the lesson were in their level and so they could successfully be done, 6% (4 respondents) responded that they could not do all the activities suggested in the lesson.

The following question wanted to see whether the students participated well in the groups, and whether the group members worked cooperatively in the group activities. The responses are shown in table 7.

Table : Students Participation and Cooperation during the Lesson

	Participated well in groups		Good cooperation in groups	
	Frequency	Percent	Frequency	Percent
Agree	64	92	67	96
Disagree	01	07	00	00
Not sure	5	01	03	04
Total	70	100	70	100

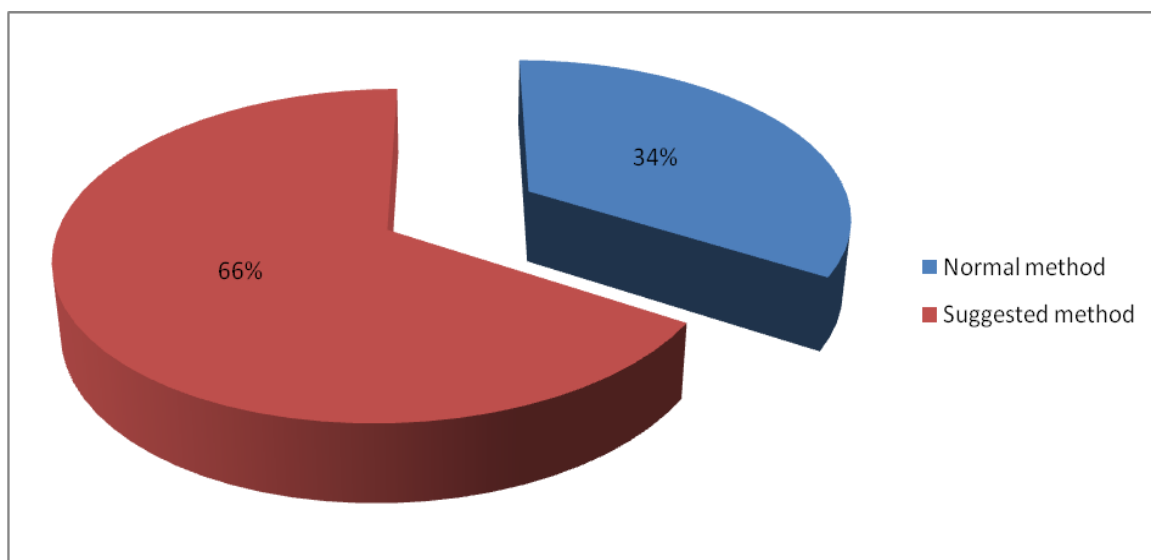
Source: Field Data, 2014.

Students' participation was observed to be high during the group discussions in the class. Students were also found to be cooperative in the groups.

The last question wanted the students to say whether the methods used in the material were the same to those that were normally used by the class teacher. Many students, 63 respondents (90%) disagreed to the statement, 5 respondents (7%) agreed to it, and 2 respondents (3%) were not sure. From this data then, many students found that their subject teacher was using different methods and techniques from the ones suggested in the material.

The other question wanted the students' views on which method they think should be better used by their teacher in teaching writing for Kiswahili poems composition, the normal ones or the ones suggested in the material. Many students suggested that the methods used by the teacher from the presented material should be the ones to be used by their teachers when teaching for Kiswahili poems composition, as shown in the figure 4.9.

Figure 4.9: Students' Preferences on the Method to be used



Source: Field Data, 2014.

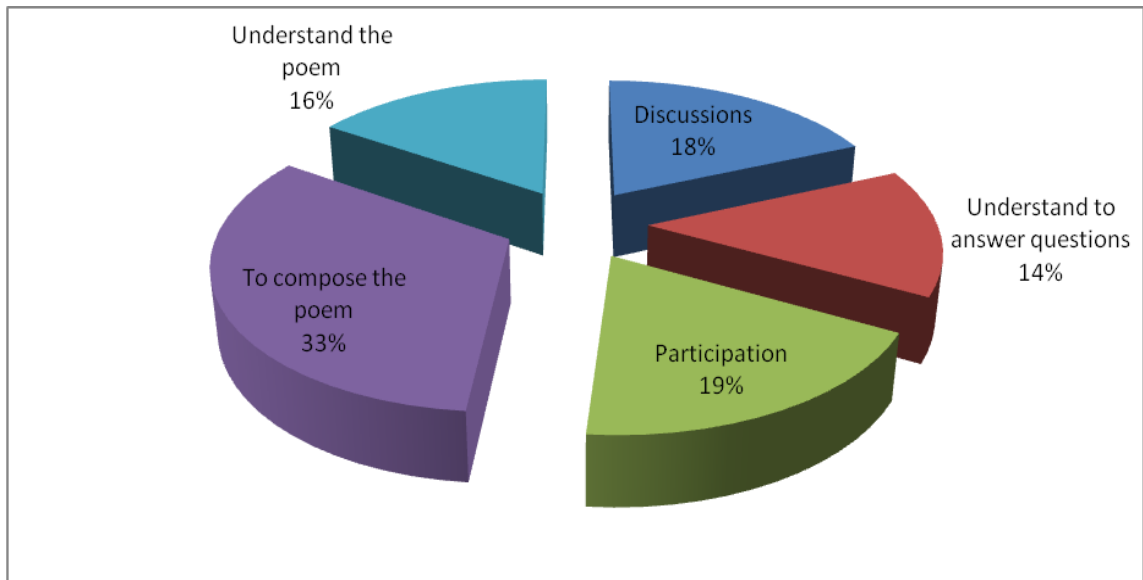
The other question required the students to write advantages (if any) achieved as a result of the process undergone, and they mentioned different things as shown in the table 9

Table : What Students Gained From the Process?

Responses	Frequency	Percent
Discussions	13	18
Understand to answer questions	10	14
Participation	13	19
To compose the poem	23	33
Understand the poem	11	16
Total	70	100

Source: Field Data, 2014.

Figure 4.10: What Students Gained From the Process?



Source: Field Data, 2014.

From the interview session, students were equally asked to mention what they have learned from the process. They named group work and asking one's self during writing as important things gained from the process.

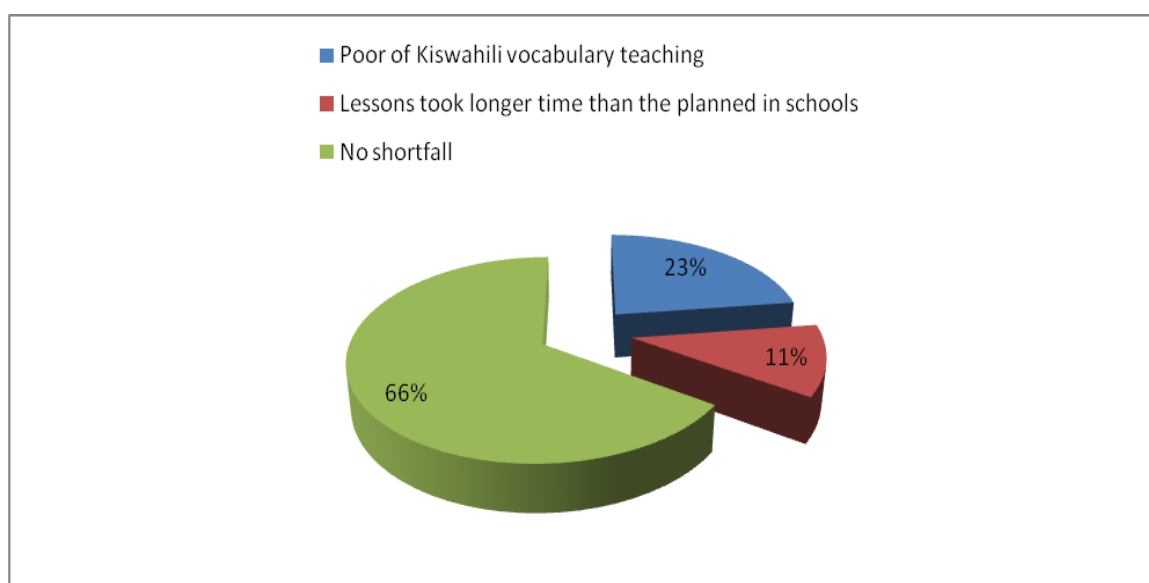
The next question wanted the students to point out any shortfall found in the process. Many students (48, 63%) found no shortfall in the process, and other 26 students (35.2%) found that poor of Kiswahili vocabulary teaching and using much time during the lesson were the shortfalls that needed to be taken care of, as shown in table 10.

Table : Shortfalls Found by the Students in the Process

Shortfall	Frequency	Percent
Poor of Kiswahili vocabulary teaching	16	23
Lessons took longer time than the planned in schools	8	11
No shortfall	46	66
Total	70	100

Source: Field Data, 2014.

Figure 4.11: Shortfalls Found by the Students in the Process



Source: Field Data, 2014.

The last question in the students' questionnaire needed the students to have their inputs in the process. Table 11 below summarizes the opinions of the respondents.

Table : Students' Additions in the Process

Addition/Changes	Frequency	Percent
Translation	18	26
Time	10	16
Medias	11	14
No addition/removal	31	44
Total	70	100

Source: Field Data, 2014.

The same question was also posed during the students' interview session. The students suggested that the groups should have fewer members to enhance participation and that all the groups should have equal time to present what they had prepared and also there should be activities for teaching of Kiswahili vocabulary:

“I think it is better if the groups are smaller so that they all present their discussions to the class at the end ... and it is good if the teacher teach us some Kiswahili vocabulary found in the poem” (Interview, Student 1)

Another question in the interview wanted the students to point out differences between the Kiswahili poems composition lessons they normally had and the ones introduced in the type of activities, students' participation and understanding of the poems. Concerning the activities in the lesson, the students stated that the poem composition activities, group discussions and thinking-aloud activities were missed in their normal lessons. The students also commented that there was higher participation in the lesson than it previously was, and that many students were ready to answer or read during the lesson:

“Some of the activities such as asking questions and discussions are always done by our teacher in other lessons, ... but I see that in this week's lessons, many students participated in answering questions and discussions than earlier,... we wrote our own poems before reading the

teacher's poems ... discussions were good and long ... and I understood well the story by thinking it aloud!" (Interview, Student 2).

They also remarked that following the planned activities and material used, it was easy for them to understand the story.

Lastly, there was a question during the interview which calls for the students to say what they did like in the whole process. Students mentioned different things as follows:

- Students participation – there was active and quick response from the students. One student said that ‘the teacher was very encouraging, and so many students were not afraid to try’.
- Group discussions – these helped the students to share ideas between them and help to understand the poem:

“It was a good method as sometimes we helped each other on the meaning of some vocabularies and so it helped us to understand well”. One of the respondents remarked.

- Use of pictures to teach the poem – in the introduction stage made them aware of what will be going on and could relate it to the story:

Our teacher showed us a picture and asked us questions and wanted us to write our own story from the picture ... and when the teacher gave us his story it was easy for me to understand it, because I had already known a chameleon and its characteristics” (Interview, Student 3).

- Understanding to read the story while asking ourselves about the story – ‘I always read what is written, but now I have seen that asking myself helps to understand the story’ as was pointed out by one student during the interview.

The table below summarizes the trend of changes of academic results of experimental class before and after being taught by using Learner-Centered approach and the designed materials as compared to the Control Class not taught by the new method.

Table : Summarizes the Trend of Changes of Academic Results of Experimental Class

Student names	Pre-test results		Post-test results	
	Experimental Class	Control Class	Experimental Class	Control Class
	25	18	86	17
	41	38	92	33
	19	44	90	43
	14	50	89	49
	34	37	90	29
	24	19	92	20
	13	43	87	39
	63	57	82	50
	39	43	84	40
	14	32	85	34
	50	68	65	50
	29	46	90	30
	30	35	83	30
	79	34	84	29
	28	20	85	24
	17	25	82	55
	29	60	85	50
	41	49	80	39
	70	41	84	15
	20	20	91	60
	39	71	86	19
	Mean=28 Median=29 Standard Deviation=13	Mean=40 Median=40 Standard Deviation=10	Mean=89 Median=85 Standard Deviation=63	Mean=33 Median=34 Standard Deviation=13

Source: Field Data, 2014

The table above shows that the average mean of the experimental class increased from 28 to 89.

4.4 Summary

This chapter has described the process of field testing of the material in the normal classroom settings and the findings obtained in the process. The aim of the test was to find the effectiveness of the material through answering the research questions. After the application of the material in the field test, the following can be concluded:

- More than 80% of the activities suggested in the material could effectively be executed by the teachers and students during the lesson.
- The teachers were positive on the idea of being introduced to the material and agreed that the material helped them in gaining new methods and approaches on the teaching of Kiswahili poem composition to the students. Methods gained by the teachers included uses of materials and think-aloud activities.
- The material introduced helped the teachers in managing the classes, involving the students and motivating the students in the lesson.
- Students gained important skills such as using pictures to compose poems and think-aloud in writing for poem composition.

CHAPTER FIVE

ANALYSIS AND DISCUSSION OF THE FINDINGS

Introduction

This chapter presents the analysis and discussion of the data presented earlier in chapter four. The overall purpose of the study was to develop and implement a learner-centered material to improve the teaching of Kiswahili poems composition in o – level secondary school students. The specific objectives of the study were: (1) To design and develop exemplary learner-centered lessons and materials for improving the teaching of Kiswahili poems composition in o – level secondary students; (2) To pre-test the designed material in the real situation in a school; (3) To undertake a formative evaluation of the learning process on the new designed lessons and materials after being tried out in the classroom; and; (4) To evaluate students' and teacher's perceptions on the effectiveness of the proposed learning process embedded in the designed lessons and materials. Because objectives number 2 was covered in chapter three, the analysis and discussion in this chapter is divided according to the following research questions:

- What are the characteristics of an effective learner-centered lessons and materials for improving the teaching of reading for comprehension skills?
- What are the teachers' and students' perceptions on the uses of the designed lessons and materials in the real classroom?

5.1 Characteristics of Effective LCM and lessons for Improving Teaching of Writing for Kiswahili poems

This objective was largely covered through documentary reviews by the researcher. The reviews show that effective learner-centered material have the following features:

Firstly, LCM perceive pupils as active learners and not passive, and so emphasize on active learning. The material for the teaching of Kiswahili poems composition skills should also be planned in a way that makes students to be active in the whole process of learning. To be active in learning according to the University of Minnesota (2008) means an approach to instructions in which students engage the material they study through reading, writing, listening, talking and reflecting. It is learning which engages and challenges children and young people's thinking using real life and imaginary situations and so the material for the teaching of writing for Kiswahili poems should reflect such characteristics.

The analysis of the Tanzania Secondary School's syllabus shows that the syllabus emphasizes on the uses of different LC strategies during the teaching of Kiswahili poetry sessions, but the observations and interviews show that it is hard for those strategies to be effectively performed in classes due to different reasons like time and teachers' knowledge. One teacher revealed this during an interview that the students were not much involved enough to be active, and the reason of this was the following reply:

Well, it's true that the students were not that active, but I had to choose only those who rose up their hands because if I waited for the others, time would not have been enough for the lesson (Interview, TC1)

Secondly, LC materials emphasize that learning tasks should stimulate curiosity, creativity and higher order thinking.

Also, LC material emphasize that teachers do the learning less, students do more discovery and are involved directly. The material requires the teachers to make students do more discovery in the lessons, and not to spoon-feed the students. The analysis of the textbook used by the teachers in Tanzania secondary schools in Form four shows the materials have already been prepared and many teachers follow them as they are. Many of the activities and questions in the books are in low cognitive domain in the form of True/False, matching items and filling gaps. This is not a good way of building discovery to the students.

The LC materials underscore the uses of the material that challenges students to use their prior knowledge to create new and deeper understanding. Effective teaching is that which gives the learners opportunity to interact with the new information based on their previous knowledge and experiences, and this is successfully done through the use of the material. Yanping (2008) asserts that in second language teaching, it is essential for the teacher to start from a familiar point that could enable the students to call on their previous experiences.

LC places the learner at the centre of the learning process giving him/her autonomy and responsibility for his/her own learning. The teacher acts as facilitator, resource person and fellow learners. The learner makes strategic choices regarding what, how, why, where and when to study. Such choices promote deep learning with understanding as opposed to surface or rote learning, (McCoy, M. 2006).

The learner identifies learning issues and is self motivated to explore them at his own developmental pace. This results in personal growth.

In this manner therefore, the material to enhance the teaching of poems writing should emphasize the use of authentic material for the students to use their previous knowledge and experiences for easy understanding. In all the observations made by the researcher in preliminary, try-out and field test stages, it was found that teachers had used no material at all for the students except the texts to be written by the students in the class. This can be among the reasons for poor writing skills among Kiswahili learners due to the fact that there are no designed materials to stimulate their previous knowledge and experiences which are the foundation of understanding and poems writing skills.

5.2 Teachers' and Students' Perceptions on the Uses of the Designed Lessons and Materials

5.2.1 Teachers' Perceptions Regarding the Designed Material

Teachers' and students' opinions regarding the material from the experimental group were gathered by using students questionnaires, reflective teachers' interviews and students' interviews conducted after the field testing of the material.

It was found that the teachers were positive on the introduction of the material because they saw that it was helpful to them in their teaching activities. Teachers had to be introduced to the new material to get important information on how to use it. The data also found that the material helped the teachers in getting new ways of introducing the poem; simplify activities in the writing lesson and understand how to compose and analyze poems by using different material. This is the reason behind the introduction of teaching material, that a teaching and learning material should help the teachers in getting the important PCK needed. This was also found by Davis and Krajcik (2005) that educative curriculum material should help to increase teachers' knowledge in specific instances of instructional decision making.

The teachers' evaluation of the material found some differences in the material with what they were used to. The differences were the presence of material like the use of pictures, students' creativity of the normal songs, and opportunity for the students to do more activities in the material than what he/she has been doing in her normal teaching, good participation from the students. This evaluation agrees to what Schneider and Krajcik (2002) identified as factors of a good teaching material that they should be designed to support teacher learning, as teachers use the materials to support student learning.

The data found that the material helped the students to construct their stories, the use of the picture in the introduction stage, different questions asked and the idea of thinking-aloud technique as were important in making the students understand the story and then made up their own. Story construction is one of the criteria that show that students have understood the story or not. Ability of the students to construct their own story from the given scenario stimulates understanding and students' use of their personal experiences, as concurred by Krajcik et al (1998) that when students are provided opportunities to actively construct their understanding of a discipline, deep understanding is more likely to develop.

The data also show that the introduction of the material helped the teachers to gain some pedagogical knowledge for the teaching of writing Kiswahili poems. The use of 'thinking-aloud' technique and effective use material in the lessons were among the things that inspired the teachers in the material.

5.2.2 Students' Perceptions Regarding the Designed Material

Majority of students (93%) found that the lessons prepared in the material were good, enjoyable and motivated them to continue with the lessons due to different activities

presented like discussing picture, thinking aloud and poems singing performed in the lessons.

The data also indicated that many students agreed that the process helped them to compose poem, and could do all the activities suggested in the material and cooperate well in groups' activities. The experimental group classes trained using a LC focus with emphasis on self assessment enjoyed this teaching strategy and enjoyed working in groups.

'...I am confident about myself much more than I ever was before...I know what I am about, I believe in myself and I know I will succeed...' and '...It's good to feel like part of a group but when the group is no longer there I used to feel alienated.....'

In the introduction of the material, it was also found that students gained some poem composition skills from the group work and asking one's self. The introduction stage of writing was very important for building up the students' foundation for the whole writing program as by designing and conducting proper pre-writing activities the teacher prepares the students for their writing tasks (Yangpin, 2008).

Some students (35%) also suggested that Kiswahili vocabulary teaching should be included and time of the lesson to be according to the time planned in the time table, few members in the groups to enhance participation. It was also found that the story construction activities, group discussions and thinking-aloud activities were missed by students in their normal lessons and there were high participation.

5.3 Summary

This chapter has presented the discussion of the findings presented in chapter four. The discussion was based on the research questions devised at the beginning of the study. The

main issue from the field test findings is that although the material was found to be interesting, there was a mean increase to signify that there were additional skills to the experimental group. These skills include students' ability to write and analyze poems.

The results obtained indicate that students exposed to student-centered mode of learning were better able to assess themselves with a reasonable degree of accuracy using teacher's assessment as a guide. Students were able to focus precisely on the areas where they needed improvement and so were able to influence positively their future learning. These students honed excellent communication skills in addition to numerous other vital life skills for effective daily living as they pursued their personal interests. By contrast, students in a control school who were exposed to a teacher-centered learning style seemed to self assess according to their individual conceptions and were not able to specify their areas for improvement. No reflection appeared to have occurred and students appeared not to hold themselves accountable.

Kirschner, P. (2006). LC is tied to self assessment, accreditation and evaluation. It proffers that we concentrate our efforts on the student. This approach separates the rhetoric from the reality of quality assurance as it delves into the very heart of the individual to feel heard, accepted, recognized and cherished. LC has no barriers in terms of levels of societal development and it actually compensates for possible inadequacies in educational systems by bridging the gap between learner and teacher or facilitator, making the learning process more manageable and enjoyable.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the study, conclusion and the researcher's recommendations.

6.1 Summary of the Study

The overall objective of this study was to develop and apply a learner-centered material to improve the teaching of Kiswahili poems composition to o – level secondary schools. Specifically, the study had the following four objectives:

To design and develop exemplary learner-centered lessons and materials for improving the teaching of Kiswahili poems composition to o level secondary schools;

To pre-test the designed material in the real situation in a school;

To undertake a formative evaluation of the learning process on the new designed lessons and materials after being tried out in the classroom;

To evaluate students' and teacher's perceptions on the effectiveness of the proposed learning process embedded in the designed lessons and materials.

From those specific objectives, the study aimed to find answers of the following research questions:

1. What are the characteristics of an effective learner-centered lessons and materials for improving the teaching of Kiswahili poems composition?

2. What are the teachers' and students' perceptions on the uses of the designed lessons and materials in the real classroom?

3. What is the comprehension performance of the students who have learned through the designed lessons and materials compared to other students?

Documentary reviews, questionnaires, interviews, classroom observations and students' pre-and post-tests were used to collect data for the study. Data analysis for the questionnaires and tests were done by using SPSS version 16, while the data from the interviews, observations and documentary reviews were analyzed qualitatively. The study involved four classes from two different schools where one schools had two streams which were control groups and the next school had two steams which were experimental steams. The major findings of the study are clearly presented on chapter four and analyzed in chapter five according to the study questions presented in chapter one.

Characteristics of effective learner-centered material were found to include involvement of the students directly in the learning process, giving students opportunity to use their previous knowledge and experiences, emphasize on discovery learning and construction of students own knowledge and presentation of learning tasks that stimulate curiosity, creativity and higher order thinking.

Results showed that students from the experimental group who were exposed to the poetry designed material outperformed their counterparts at all achievement levels (top, middle and bottom). These students were able to pin point their specific areas for improvement whilst those of the control group took no interest in determining ways for improvement. Comparison of the scores of students from their levels of academic achievement from both groups exposed to different approaches to learning showed that generally students of

the experimental outperformed their counterparts at all levels. Students from the experimental group reported being excited about their sense of empowerment.

The study has shown that teachers from the normal classes missed some of the important steps in the reading lessons including introduction, and also had different approaches of teaching Kiswahili poems writing. The observation had further shown that students were not active in the classes and had poor Kiswahili poems composition skills.

Field testing of the material has revealed that the teachers of the experimental could perform many of the steps suggested in the lesson preparations in the material and similarly, the students could do much of the activities suggested in the material. Teachers were also found to acknowledge the material due to the fact that it was a help in their teaching. It was also revealed that the material helped the teachers in classroom management; increase PCK in teaching writing for Kiswahili poems skills and simplifying their teaching activities. Students were also motivated to the lessons prepared, could do many activities suggested, were active and increased their Kiswahili poems composition skills through the use of the material.

The teachers suggested that the program should have much time for practice, include Kiswahili vocabulary teaching and use picture series for the poem. The students also suggested that groups should be small for management and participation and also including Kiswahili vocabulary teaching.

6.2 Conclusion

As teaching and learning materials are very important for education development in any country, the findings of this study have shown that teachers are in desperate needs of the teaching and learning material that can facilitate their teaching activities. After the whole

process of designing, developing, pre-testing and field testing of the material for improving writing for Kiswahili poems skills, the researcher is in a position to conclude that after this material is applicable in schools and can be used by the teachers to help them increase students' Kiswahili poems composition skills after incorporating suggestions found in this study.

6.3 Implication of Results

The results from the field test implies that Learner-Centered approach can be an effective approach for teaching Kiswahili poems composition skills at ordinary level if the approach is well interacted with mainly better teaching strategies and well designed materials as well as other factors like a reasonable class size, better text books and time to mention the few.

6.4 Recommendations

From this study, the following are recommended. The recommendations are divided specifically to the teachers, students, the Ministry of Education as well as recommendations for further studies.

6.4.1 Recommendations to Teachers

From this study the following are recommended to the teachers:

Firstly, teachers should have a writing habit that can help them in writing skills necessary for their teaching and personal activities.

Secondly, teachers need to put emphasize in teaching writing for Kiswahili literature as they put emphasize in other skills like grammar and reading.

Also, teachers have to find other books to supplement writing programs besides the ones proposed by the MoEVT. They also have to prepare other activities different from those in the textbooks to motivate their students into learning.

There are also needs for the teachers to motivate their students into writing inside and outside the classrooms to increase their writing habits and improve their poems composition.

6.4.2 Recommendations to Students

Students are urged to use their school libraries well to build up their writing habits and increase their poems composition skills for their academic and personal benefits.

6.4.3 Recommendations to the Ministry of Education

First, the MoEVT to encourage more design research on teaching of written Literature.

The study recommends to the MoEVT to prepare for in-service trainings to the teachers especially in the topic of Kiswahili Poetry writing skills as it is the core skill that students needs in their academic performance as well as for their life out of school.

The MoEVT has to restructure both the Pre- Service and In-Service curricula to concentrate more on developing the whole person where curricula should enable and enhance the commencement of the student learning journey through better trained teachers. (De Jong,Cullity, & Ashton, 2011). The curriculum should promote a whole person focusing on cognitive, social, emotional, physical, spiritual and cultural attributes. It aims to develop students' knowledge and knowledge creation (Knowing); application of knowledge, abilities and skills (Doing); and attributes of self and ability to live and work with others/the whole person (Being).

The Ministry should also through the Kiswahili Inspectors call on the teachers to put emphasize on teaching of writing for writing for Kiswahili poems skills to the students in schools.

6.4.4 Recommendations for Further Studies

As Kiswahili poems composition skills are important to students' academic life, this study recommends that more studies be done on this problem. The studies may focus on finding out the exact shortcomings that have been encountered in the country due to the problem of lacking writings for Kiswahili poems skills in our students.

Further studies should also be extended on the use of other Kiswahili poems composition strategies in overcoming this problem and to test such materials for longer periods until a statistically significant difference in performance is obtained.

Lastly, this study was done in a small area using small sample. While skills development requires a complete program with much time, the application of the material was also done in a very short time. The researcher recommends that a comprehensive study which will use the materials suggested in this study in a complete program with enough time is needed to establish what has been missed in this study due to time factor. Also further researches to concentrate on the assessment of learner-centered approach for poetry writing skills.

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APPENDICES

APPENDIX 1: Questionnaires and Interview guides for teachers and students during preliminary investigation stage.

The information obtained by the researcher from preliminary investigation stage necessitated the researcher to design exemplary lessons to assist the teaching of poetry.

Questionnaire for guide for teachers

A. Taarifa Binafsi

1. Jinsia, Mwanamke (), mwanaume ()
2. Kiwango cha elimu.....
3. Masomo unayofundisha.....
4. Uzoefu katika kufundisha Kiswahili.....

B. Masuala ya utafiti

1. Je kidato cha nne kina jumla ya wanafunzi wangapi?

2. Je wanafunzi hao wamegwanywa katika mikondo? Ndiyo/Hapana. Kama jibu lako ni

ndiyo

Je kila mkondo una wanafunzi wangapi?

3. Je kidato cha nne kinafundishwa na walimu wangapi wa somo la Kiswahili?

4. Ni mbinu gani unazotumia katika kufundisha darasani?

i. Muhadhara

ii. Mjadala

- iii. Maswali na majibu
- iv. Maelezo
- v. Maigizo

Weka alama ya vema katika chaguo lako,

Ni vifaa vipi unavitumia katika kufundishia mada ya utunzi wa mashairi?

- Magazeti
- Makala maalumu
- Filamu
- Kanda za sauti
- Vielelezo (picha, chati, n.k)

Weka alama ya vema kwa jibu lako

5a). Shule yako ina vitabu vya kutosha vya kufundishia fasihi?

Ndio

Hapana

5b). Kama ni hapana, ni njia zipi unazotumia katika kufundishia fasihi andishi?

- i.
- ii.
- iii.
- iv.
- v.

6). Je mna mashindano ya utunzi wa kazi za fasihi shuleni kwenu? Ndiyo/ Hapana

Kama jibu ni **ndiyo**, mara ya mwisho yalifanyika lini?.....

7). Je wanafunzi wako wanao uwezo wa kuhakiki wenyewe kazi za fasihi andishi?

Ndio

Hapana

8). Je wanafunzi wako wana uwezo wa kubuni kazi ndogondogo za fasihi andishi?

Hapana

Ndio

9). Unatumia mbinu zipi kufundishia mada ya utunzi wa mashairi?

.....

.....

10). Je umewahi kuhudhuria kozi yoyote ile ya mafunzo kazini kuhusu ufundishaji wa

Kiswahili

Ndiyo

Hapana

- Kama jibu ni **ndiyo**, taja mwaka gani.....

- Kozi hiyo ilihusu nini?

a. Ufundishaji wa lugha kwa ujumla

b. Ufundishaji wa fasihi

c. Ufundishaji wa sarufi

Weka alama ya vema katika chaguo lako

10). Eleza matatizo yanayokukabili katika kufundisha utunzi wa ushairi darasani kwako.

i.

ii.

iii.

Interview Guides for Teachers.

Usaili kwa Walimu wa Fasihi Kidato cha Nne.

1. Je unaelewa nini kuhusu mhamo wa ruwaza?
2. Je uliwahi kushirikishwa katika kuandaa ufundishaji huu? Kama ndiyo kiviipi?
 1. Je dhana za kujifundishia na kujifunzia unazotumia katika darasani zinatoshleza katika kufanikisha mfumo huu wa ufundishaji?
 2. Unafikiri muhtasari na vitabu vya kufundishia na kujifunzia vinaafikiana na mfumo huu wa ufundishaji?
 3. Je ni kwa jinsi gani
 4. Unafikiri ufundishaji na ujifunzaji wa utunzi wa ushairi una changamoto zipi?
 5. Unafikiri nini kifanyike kupunguza changamoto hizo?

Questionnaire Guides for Students

Dodoso Kwa Wanafuzi cha Kidato cha Nne Shule

a). Taarifa binafsi

1. Jinsia, Mvulana (), Msichana ()
2. Umri

b). Masuala ya utafiti

- 1). Ni mbinu zipi zinazotumika zaidi katika kufundishia fasihi andishi katika shule yako?
 - Muhadhara
 - Mjadala
 - Maelezo

- Maigizo
- Maswali na majibu

Weka alama ya vema katika chaguo lako

2a). Vipo vitabu vya kutosha vya kufundishia na kujifunzia fasihi andishi katika shule yako?

Ndiyo

No

2b).Kama havitoshi mnasoma vipi fasihi andishi? Toa maelezo.....

.....

.....

3a). Ni mara ngapi madhumuni ya kujifunza kipengere chochote cha fasihi wanatokewa darasani?

- A
- B
- C
- D

Weka alama ya vema kwa chaguo lako

3b).Iwapo jibu lako katika swali la juu ni A au B, tafadhali taja madhumuni matatu unayoyakumbuka.

.....

.....

.....

4a). Je mwalimu anayefundisha fasihi anaeleweka vizuri anapofundisha darasini?

Ndio

Hapana

4b). Toa sababu zako kwa jawabu lako

- i.
- ii.
- iii.
- iv.

5). Kutokana na masomo ya Kiswahili yafuatayo andika somo lipi ni la 1, 2, 3 au la 4

kufuatana na jinsi unavyolipenda somo

- Uandishiwa barua
- Utungaji wa mashairi
- Sarufi
- Ufupisho

.....

6.). Ni vikwazo gani unavyopambana navyo katika kujifunza utungaji wa ushairi wa

Kiswahili?

Toa maoni

- i.
- ii.
- iii.
- iv.
- v.

7). Unafikiri nini kifanyike kuondoa changamoto hizo?.....

.....
.....

Usaili kwa Ajili ya Wanafunzi wa Kidato cha Nne, Shule ya Sekondari

Manispaa ya Dodoma

1. Ni mbinu zipi za ufundishaji zinazotumiwa mara kwa mara na mwalimu wako katika ufundishaji darasani?

2. Ni mara ngapi mnapewa mazoezi darasani?

3. Ni aina ipi ya mazoezi/ kazi za darasani mnapewa

- Mazoezi ya binafsi
- Mazoezi ya kikundi

4. Je mwalimu wenu huwapa nafasi ya kuuliza maswali darasani?

Ndiyo

Hapana

5. Je huwa mnapewa nafasi na mwalimu wenu kutumia zana za kujifunzia?

6. Je unafikiri ujifunzaji wa mada ya utunzi wa mashairi una faida yoyote?

Ndiyo

Hapana

Toa sababu kwa jibu lako

.....

Appendix No 2 (A)

Questionnaire Guide for Teachers

1. In the following questions, choose the number that appropriately presents your judgment.

The numbers represent the following criteria:

i – Very high

ii – High

iii – Moderate

iv – Low

No.	Item	1	2	3	4
I	Students' motivation towards continuing with the lesson				
Ii	Students' participation in the whole learning process				
Iii	Learners' cooperation in the learning process				
Iv	Interaction between students and the teacher				
V	Interaction between the students themselves				
Vi	Learners and material interaction				
vii	What can you say about the activities provided in the lesson?				

2. What can you say about the activities provided in the lesson?

No.	Item	1	2	3	4
I	Realistic				
Ii	Motivating				
Iii	Practical in terms of time				
Iv	Lead to meaningful learning				
V	Appropriate to the level				
Vi					

3. Is there any new thing that you have learnt from using this approach? Yes/No.

If Yes, mention them: -----

4. What good thing did you find in this lesson? -----

5. What bad thing did you find in this lesson? -----

6. What changes would you recommend in this lesson?

7. Did you see any difference between this lesson and the way you are used to teach this topic?

Yes/No.

If Yes, explain: -----

Appendix No.2 (B)

Interview Guide for Teachers

1. What are your general comments regarding the one-day introduction session to the material?
 - i. How did it help you to implement the material in the class?
 - ii. Were there anything new you gained in that introduction? How did it help you in your methods of teaching Kiswahili poems composition to students?
2. How has the introduced material helped you in teaching Kiswahili poems composition skills to the students in the normal classroom?
3. Is there any difference between the introduced material and your normal methods of teaching Kiswahili poems skills?
4. What is the difference between the introduced material and your normal methods of teaching Kiswahili poems composition skills regarding the following:
 - a) Students participation
 - b) Classroom management
 - c) Students use of their personal experiences
 - d) Students ability to compose poems
 - e) Students ability to answer Kiswahili poems composition questions for the poem
 - f) Students ability to relate the poem and their life experiences
 - g) Students ability to comprehend the poem
5. What things have you gained from this process?
6. What do you think should be changed or added in the material for successful implementation?

Kiswahili Version

Dodoso kwa Walimu Wanaofundisha Fasihi Andishi Kidato cha Nne

1. Kwa maswali yafuatayo, chagua namba sahihi ya chaguo la jibu la chaguo lako.

Namba za majibu zinawakilisha vigezo vifuatavyo:

i – Juu sana

ii – Juu

iii – Kawaida

iv – Chini

No.	Item	1	2	3	4
I	Motisha ya wanafunzi kuhusu kuendelea na somo				
Ii	Uwajibikaji wa wanafunzi kwenye mchakato mzima wa kujifunza.				
Iii	Ushirikiano wa wanafunzi kwenye mchakato wa kujifunza.				
Iv	Mwingiliano na mahusiano kati ya wanafunzi na walimu				
V	Mwingiliano na mahusiano kati ya wanafunzi na wanafunzi				
Vi	Mwingiliano na mahusiano kati ya wanafunzi na vitendea kazi.				

2. Una maoni gani kuhusu kazi na majukumu yaliyotolewa kwenye somo?

No.	Item	1	2	3	4
I	Halisi				
Ii	Motisha				
Iii	Vitendo katika Nyanja za muda				
Iv	Ilipelekea kwenye mafunzo yenye tija				
V	Yanafaa katika ngazi hiyo				

3. Kuna kitu kipya ulichojifunza kwa muundo huu? Ndiyo/Hapana.

Kama kweli, Taja -----

4. Ni kitu gani kizuri ulichopata kwenye somo? -----

5. Ni kitu gani kibaya ulichopata kwenye somo? -----

6. Ni vitu gani unapendekeza vibadilishwe katika somo hili? -----

7. Je, umegundua tofauti yoyote kati ya somo hili na jinsi ulivyokuwa unafundisha hapo awali kwenye hii mada?

Ndiyo/Hapana.

Kama Kweli, Elezea: -----

Usaili kwa Walimu

1. Una maoni gani ya jumla kuhusu muda wa utangulizi wa siku ya kwanza wa vitendea kazi?

(i) Ilikusaidiaje wewe katika kutekeleza vitendea kazi darasani?

(ii) Kuna kitu chochote kipya ulichopata kwenye huo utangulizi?

Ilikusaidiaje wewe kwenye njia zako za kufundisha utungaji wa mashairi ya Kiswahili kwa wanafunzi?

2. Utangulizi wa vitendea kazi ulikusaidiaje katika nyenzo za ufundishaji wa mashairi ya Kiswahili kwa wanafunzi katika madarasa ya kawaida?

3. Kuna tofauti yoyote kati ya vitendea kazi vipya na njia za kawaida zilizozoeleka katika ufundishaji wa njia za utungaji wa mashairi ya Kiswahili?

4. Kuna tofauti yoyote kati ya vitendea kazi vipya na njia za kawaida zilizozoeleka katika ufundishaji wa njia za utungaji wa mashairi ya Kiswahili kwenye vigezo vifuatavyo:

h) Uwajibikaji wa wanafunzi

i) Umiliki wa darasa

j) Matumizi ya kawaida ya uzoefu wa wanafunzi

k) Uwezo wa wanafunzi wa kutunga shairi

l) Uwezo wa wanafunzi kujibu maswali yanayohusu mashairi ya Kiswahili

m) Uwezo wa wanafunzi kuhusianisha mashairi na maisha yao ya kawaida

n) Uwezo wa wanafunzi kuelewa mashairi

5. Vitu gani umevipata kwenye mchakato mzima?

6. Unadhani ni kitu gani kibadilishwe au kiongezwe kwenye vitendea kazi ili kuleta mafanikio na utekelezaji zaidi?

Appendix No. 3 (A)

Questionnaire Guides for Students

In the following questions, choose the number which appropriate represents your choice for the program as follows:

1 – Agree

2 – Disagree

3. Don't know

All answers are correct, and DON'T ask anyone while answering these questions.

No.	Item	Agree/Disagree/Don't know
1.	The lesson was good	
2.	I was motivated to learn throughout the lesson	
3.	I understood well how to write and analyze poems	
4.	I could do all the activities in the lesson	
5.	I participated well in the group discussions	
6	All members worked together in the group discussion during the lesson	
7.	Our teacher uses the same method to teach us poetry writing skills	
8.	The teacher respected my ideas during the lesson	

9. What method do you think should be used to teach composing of poems? Choose One only: New/Old.

10. Give two advantages that you got from being taught through this method.

11. Give any shortfall that you found from the lesson.

12. What do you think should be added or changed to make the lessons more enjoyable?

Appendix No 3 (B):

Interview Guides for Students

1. What is the difference between the Kiswahili poems composition lessons you studied here and the previous ones in:
 - Type of activities
 - Students' participation in the lesson
 - Understanding the poems composition
2. What do you think to have learned from the lessons by using the lessons presented?
3. What things did you like in the lessons?
4. What things do you think need to be added or changed in the lessons?

Kiswahili Version

Dodoso kwa Wanafunzi wa Somo la Kiswahili Kidato cha Nne Kwa maswali yafuatayo, chagua namba sahihi ya chaguo la jibu la chaguo lako. Namba za majibu zinawakilisha chaguo lako

No	Item	Nakubali/Sikubali /Sijui
6.	Somo lilikuwa zuri	
7.	Nilivutika kujifunza kipindi chote cha somo	
8.	Nimeelewa vizuri namna ya kutunga mashairi	
9.	Niliweza kufanya kazi zangu zote kwenye somo	
10	Nilishiriki vema kwenye midahalo ya makundi	
6	Washiriki wote walifanya kazi na walishiriki pamoja kwenye midahalo ya makundi katika somo	
7.	Mwalimu wetu hutumia njia sawa na zile alizotumia mwalimu aliyetufundisha kutunga mashairi	
8.	Mwalimu aliheshimu mawazo yangu wakati wa somo	

9. Njia ipi unafikiria inatakiwa kutumika kufundishia utungaji wa mashairi? Chagua moja

tu: Ya zamani/Mpya

10. Toa faida mbili ulizopata kwenye njia iliyotumika kukufundisha wewe.

11. Toa changamoto ulizokumbana kutoka kwenye somo.

12. Unadhani ni kitu gani kiongezwe au kibadilishwe ili kulifanya somo kufurahisha zaidi?

Usaili kwa Wanafunzi wa Somo la Kiswahili

1. Kuna tofauti gani kuhusu masomo ya utungaji wa mashairi ya Kiswahili uliosoma na ule wa awali kwenye:

- Aina ya kazi
- Uwajibikaji wa wanafunzi katika somo
- Uelewa katika utungaji wa Kiswahili

2. Umejifunza nini katika masomo yaliyofundishwa?

3. Ni vitu gani umevipenda kwenye somo?

4. Ni vitu gani unadhani vinahitajika kuongezwa na kubadilishwa katika masomo?

Appendix No. 4

Documentary Analysis (Udurusu wa Nyaraka)

Documentary enables the researcher to cross-check the consistence of information collected from other instruments.

DOCUMENT	SOURCE	INFORMATION
Secondary School Kiswahili syllabus	Subject teachers	-Suggested teaching strategies Materials and Assessment strategies.
Teachers 'Scheme of works and Lesson plans	Subject teachers	-Teaching and assessment methods -How evaluation is done
Text and reference books	Teacher	-quality of the books in terms of content and language -Availability of books
Student exercise books, test and teachers guidelines	Teacher	-Student assessment

Appendix No. 5

Class observational Checklist

Mwongozo wa ushuhudiaji wa ufundishaji darasani

MARKS						
CATEGORY	A	B	C	D	E	F
A: Learning context and materials -classroom size -Available chairs and desks - number of text books -Teaching materials involved -Involvement of technological facilities						
B: Classroom interaction -Teacher questioning -Delivery of information -Class management -student questioning -Assessment strategies						

Appendix 6: Classroom Observation of Teaching and Learning Strategies in experimental classes. (Mwongozo wa ushuhudiaji wa mbinu za ufundishaji darasani)

	Not used	Moderately used	Highly used	Very highly used
Projects				
Group discussion				
Games and simulation				
Role play				
Poems singing				
Question and answers				

Appendix 7: Pre and Post Test Items for both Controlled and experimental Schools

1. Ushairi ni nini?
2. Kuna aina ngapi za ushairi?, zitaje.
3. Taja sifa tatu za ushairi
.....
.....
.....
4. Shairi lina fani na maudhui. Si kweli (), Kweli ()
5. Tunga shairi lenye beti mbili au tatu kuhusu jambo lolote.

APPENDIX 8: Examples of Designed Lessons for the Material

Topic: Approach for Teaching Kiswahili Poems Composition

Design Specifications

The following are the guidelines that were followed when designing any unit of the lesson in this study

- Lesson overview
- Learning outcome
- Lesson objectives
- References
- Teaching and learning strategies
- Lesson plan and activities
- Lesson evaluation
- Lesson notes

Topic: Poetry Writing Skills

Lessons:

6. The concept of poetry
7. The concept of content in poetry
8. The concept of form in poetry
9. Poetry making process
10. Poetry composition based on procedures and rules.

Lesson 1: Poetry Reading and Analysis

Introduction

This lesson involved discussing with student many different simple traditional poems brought by students and the teacher from magazines, poem books and those poems found within students' environments (Mbunda, 1989: 59). "The simple poems that can be easily understood by students are those with four lines and each line with sixteen syllables". The aim of this introductory lesson is to expose students to different poems so that they can be able to discuss and internalize the forms and contents embodied within and hence be able to write their own poems. These poems need to be those found within student environments".

Introduction Phase

The students formed ten groups where each group read its poem; the teacher then wrote the poem on the board for the whole class to discuss about its structures and contents.

Implementation Stage

Teacher presentation

At this stage the teacher emphasized on the importance of analyzing poems by looking at their structures and contents.

Student Enterprises (10 mins)

After teacher presentation and demonstration, students formed groups and each group with a poem, discussed the structure and content of the poem. Each group representative wrote the poem on the board for the whole class.

Read and Answer Task

Students were given a poem to read and answer questions.

Lesson Notes

The lesson notes were of different simple poems brought by students and the teacher. Some of these poems were traditional poems like ‘Mkulima’ poem and free verses like Starehe by Feruzi, Yahaya by Lady J. Dee and many more poems brought in the class.

Lesson 2: The Concept of Poetry and its Importance

Time: 80 Minutes (Double Period)

Lesson Overview

This sub lesson involved activities and strategies which enabled students be able to explain the meaning of the poem, the things which trigger people to compose poems as well as the importance of poems in the society.

Learning Outcomes

Students to be able compose and analyze poems.

Lesson Objectives

In this lesson the students should be able to:

- iv. Define poem
- v. Mention factors which trigger people to compose poems
- vi. Explain the importance of poems in the society

References

Chimela, R & Njogu, K (2003). Ufundishaji wa Fasihi Nadhalia na Mbinu, Nairobi. English Press Ltd.

Masebo, J. and Nyangwine, N. (2010), Kiswahili Kidato cha Tano na cha Sita. Dar es Salaam. Nyambari Nyangwine Publishers.

Oxford, (2011), Kiswahili Kidato cha Nne. Dar es Salaam, Oxford University Press.

TUKI, (2003), Makala za semina ya kimataifa ya waandishi wa Kiswahili. Dar es Salaam, TUKI.

Teaching and Learning Strategies

Group discussions, Group presentation, Reading poems, Individual assignment, Demonstrations, Project and Portfolios.

Teaching and Learning Materials

- Texts, reference books and articles with the topic of poetry
- Cuttings of magazines with various kinds of poems
- Audio materials with poem
- Manila sheets with poems to be displayed on the wall

Lesson plan and activities (80mins)

Introductory Phase (10 Mins)

The Use of Poetry in Daily Life:-

The teacher needs to ask students to form groups of five to six students and select a group leader to present. Teacher to assign students with the task of proclaiming any song they

know where other group sung a Taarabu, Bongo Flavor or a poem they know. The students were asked to write in their group three importance of the songs they sang. The intention of this is to diagnose the skills that learners have in relation to the concept of poem, their attitudes about the topic, the relevance of instructional goals to the learners, their preferred learning styles as well as learning ability levels learn.

Implementation Stage (20 Min)

Teacher Presentation

The teacher started by clarifying students' presentation by giving the expected answers. The teacher has to conduct frontal presentation on the concept, skills and values of poems in the society. The presentation based on students' prior experience on the concept of poem.

Group Work Assignment (10 Mins)

After teacher presentation and demonstration, students formed groups and each be provided with a piece of a magazine with a poem where they read and wrote the main ideas and the importance of that poem. The teacher monitored students' discussion to insure that each student participate while marking the student work.

Read and Answer Task

Students were provided with text books to read silently the literature concern to poetry and its importance (Kiswahili Kidato cha Nne, Oxford uk 48-56) where the teacher monitored and supervised students. The main content of the literature were definitions of poetry and importance with two poems of different contents. Students were obliged to read and answer questions on the board in their exercise books.

Lesson Evaluation

While marking the students' tasks, the teacher assigned students the task of reflecting the lesson in groups. Six groups were formed and students wrote two importance of the lesson. This assignment enabled the teacher to reflect on the successfulness of the lesson, the extent to which the predetermined goals were achieved as well as where he/she fall short. At this point the teacher might be able to decide to do differently or modify the strategies during the next time. The teacher summarized the lesson after marking student exercise books.

Nukuu za Somo (Lesson Notes)

Senkoro, (1988; uk 1) anasema “ushairi ni aina ya fasihi ambayo hutumia lugha ya mkato yenye kueleza maudhui yake kimuhtasari, na aghalabu huyaficha maudhui yake ndani ya taswira na ishara”

Mnyapara (katika Senkoro, (1988:2) Ushairi ni msingi wa maneno ya hekima tangu kale. Ndicho kitu kilicho bora sana katika maongozi ya dunia kwa kutumia maneno ya mkato na lugha nzito yenye kunata iliyopangwa kwa urari wa mizani na vina maalumu kwa shairi.

Kezirahabi (1993:13) anaema:- Ushairi ni tukio, hali au wazo ambalo limeoneshwa kwetu kutokana na upangaji mzuri wa maneno ya fasihi yenye mizani kwa kifupi ili kuonesha ukweli Fulani wa mambo.

Mulokozi (1992:46) ushairi ni mpangilio maalumu wa maneno fasaha yenye muwala, kwa lugha ya mkato katika usemi, maandishi au mahadhi ya wimbo ili kueleza wazo au

mawazo, kufunza au kueleza jambo au hisi fulani kuhusu maisha ya binadamu kwa njia inayoburudisha.

Hivyo kutokana na fafanuzi hizo tunaweza kusema kuwa, shairi ni utungo wa kisanaa ulio na mpangilio maalum na lugha ya mkato ambayo ndani yake ina vina, urari wa mizani, muwala maalum ambavyo kwa pamoja huwa na fani na maudhui yahasuyo hisi fulani au tukio fulani juu ya maisha ya mtu, watu wa mazingira fulani na wakati maalumu.

Aina kuu za Mashairi ya Kiswahili Kimtindo

1. Mashairi ya kimapokeo:- Haya ni mashairi na tenzi za kijadi zenye kufuata kanuni za urari wa mizani na mpangilio wa vina vya mwisho au vya kati. Mashairi haya lazima yawe na vina, mizani, mstari, ubeti na kituo.

Karudi baba mmoja, toka safari ya mbali

Kavimba yote mapaja, na kutetemeka mwili

Watoto wake wakaja, ili kumtaka hali

Wakataka na kauli iwafae maishani.

2. Mashairi ya kisasa/ mlegezo/masivina:- Mashairi haya hayafuati urari wa vina na mizani. Vina huweza kutokea na mapigo huweza kuwa sawa katika mstari lakini si lazima.

Mfano:-

Ofisini ukifika, wajifanya hawajali

Hayo uliyofuata, mwenyewe tajisumbua

Sababu puuzo zao.

Dhima ya Mashairi

-Kuelimisha, kuonya, kuadibu na kuasa

-Kuburudisha

-Kujipatia kipato na kujulikana zaidi

-Kurithisha historia ya jamii na kutunza amali za jamii mfano:- mila, desturi, methari n.k

-Kueleza hisia kama kupenda, uchungu, furaha, uonevu n.k

Lesson Three: The Concept of Content in Poetry

Lesson Overview

This sub topic involved teacher and student activities that enabled students to be able to define content as well being able to incorporate form and contents when writing poems.

Learning Outcome

Students to be able to compose a poem

Learning Objectives

At the end of this lesson the student will be able to:

- Define content
- Write the components of content
- Identify contents within a poem

References

Chimela, R & Njogu, K. (2003), Ufundishaji wa Fasihi, Nadhalia na Mbinu, Nairobi.
English Press Ltd.

Masebo, J. and Nyangwine, N. (2010), Kiswahili Kidato cha Tano na cha Sita. Dar es Salaam. Nyambari Nyangwine Publishers.

Oxford, (2011), Kiswahili Kidato cha Nne. Dar es Salaam, Oxford University Press.

TUKI, (2003), Makala za semina ya kimataifa ya waandishi wa Kiswahili. Dar es Salaam, TUKI.

Teaching and Learning Materials

Tape recorder, cuttings of magazine with poems and a poems written on a manila sheet with different contents and form.

Teaching and Learning Strategies

Listening poem from a tape recorder, Group discussions, Group presentation, Reading poems, Individual assignment, Project and Portfolio were used in the learning of this topic.

Lesson Plan and Activities

Introduction Phase (10 Mins)

Students stay silently listening to a radio tape and after listening, students were assigned to form groups and then outline the contents of the poem. Students were to read their assignment in the class. The teacher monitored and supervised students when listening to a radio tape.

Teacher Presentation (10 Mins)

The teacher oriented the lesson by first clarifying students' presentation. The teacher presented concept of contents on poem. The teacher provided a concrete sketch about how contents are embodied within the poem.

Students Enterprise (40 Mins)

Students were assigned with the task of grouping themselves into groups of six. The teacher assigned each group to compose a short poem with a single content. The contents were on environmental protection, effects of Malaria, effects of HIV/AIDS, Road accidents, Socio-economic importance of education and human rights aspects.

Students doing their group assignment



Source;- field data

Students had to select anyone from the group to read a poem and the other students from a group clarified the main arguments within a poem. All group members stood in front of the class. The teacher gave marks to each group.

The teacher organized the lesson by summarizing the components of content and the importance of relevant contents within the poem. The teacher asked students on the

importance of the lesson and whether they enjoyed the lesson or not. Students were given individual homework assignment whereby they copied the poem from a manila sheet displayed on wall into their exercise books and they are supposed to discover and analyze the themes.

Nukuu Za Somo (Lesson Notes)

Maudhui

Maudhui katika kazi ya ushairi ni mawazo yanayozungumzwa pamoja na mtazamo wa mwandishi juu ya mawazo hayo Mbunda, (1969:6). “Ni lazima kuzingatia ni jambo gani linazungumzwa katika kila ubeti, kwa kawaida kuna jambo moja muhimu ambalo ni muhtasari wa mengine yote katika ubeti huo”.

Vipengere vya Maudhui

1. Dhamira:- Ni wazo kuu au mawazo makuu yanayojitokeza katika shairi. Mfano dhamira za kisiasa, kiutamaduni, kiuchumi. Zipo dhamira kuu na dhamira ndogo.
2. Mtazamo:- Ni namna mshairi ayaonavyo maisha kwa kuzingatia mazingira aliyonayo msanii mwenyewe. Kuna aina mbili ya mitazamo nayo ni:-
 - a) Mtazamo wa Kiyakinifu- Huutazama ulimwengu na mazingira yanayomzunguka mwanadamu kisayansi. Mshairi huuona ulimwengu kuwa ni wenye kudadilika kulingana na mfumo wa kihistoria.
 - b) Mtazamo wa Kidhanifu- Mshairi huyu huuona ulimwengu kuwa ni wenye kubadilika kulingana na matakwa ya Mungu.

3. Msimamo:- Ni hali ya mshairi kuamua kufuata na kushikiria jambo Fulani. Jambo hili huweza kuwa halikubaliki kwa watu wengi lakini yeye hulishikilia tu. Msimamo huifanya kazi ya mshairi fulani kuwa kuwa na mwelekeo maalum na kutofautiana na washairi wengine.
4. Falsafa:- Ni mwelekeo wa imani ya mshairi. Falsafa ya mshairi huchambuliwa kwa kuzingatia jinsi mashairi yake yanavyotazama ulimwengu na kuueleza ukweli wa mambo. Falsafa lazima ihusishwe masuala ya binadamu. Mfano mshairi huweza kuamini kuwa mwanamke si kiumbe duni, au ni kiumbe duni.
5. Ujumbe na Maadili;- Haya ni mafunzo mbalimbali yanayapatikana baada ya kusoma mashairi husika.
6. Migogoro;- Ni mivutano na misuguano mbalimbali katika kazi ya ushairi. Huweza kuwa kati ya wahusika ama vikundi vya wahusika, familia zao, matabaka yao, n.k. Migogoro huweza kuwa ya binafsi, kiuchumi, kiutamaduni au kisiasa.

Zoezi la nyumbani. (Shairi)

- Fafanua mambo matatu anayosisitiza mshairi.
- Je mshairi amewatungia watu wa tabaka lipi shairi hili?
- Jadili hatua ambazo mshairi anazotutaka kuzichukua katika kutatua tatizo linalojadiliwa.

Lesson 4. Components and Importance of Form in Poetry Making

Lesson Overview

This lesson comprises teacher's and students' activities that at the end of the period students will be able to incorporate various components of form when composing any poem. The lesson will focus on forms of the traditional poems and not free verse. Students will be exposed to and able to analyze the various kinds of poems, special ways of arranging the lines and stanzas of the poem, sound devices of the poems, figurative language, tone and plot.

Learning Outcome

Students to be able to compose a poem

Learning Objectives

At the end of this period students should be able to

1. Define the form
2. Analyze various components of form in poem composition

References

Chimela, R & Njogu, K (2003). Ufundishaji wa Fasihi Nadhalia na Mbinu, Nairobi. English Press Ltd.

Longman, (2009). Kiswahili Kitukuzwe: Kidato cha Nne, Kitabu cha Mwanafunzi. Dar es salaam. Pearson Education ltd.

Masebo, J. and Nyangwine, N. (2010). Kiswahili Kidato cha Tano na cha Sita. Dar es Salaam. Nyambari Nyangwine Publishers.

Oxford, (2011). Kiswahili Kidato cha Nne. Dar es Salaam, Oxford University Press.

TIE & Oxford (1996). Kiswahili Kidato cha Nne. Dar es salaam. Oxford University Press.

TIE (1988). Kiswahili Sekondari. Dar es salaam. TIE.

TUKI, (2003). Makala za semina ya kimataifa ya waandishi wa Kiswahili. Dar es Salaam,

TUKI

Teaching and Learning Materials

Tape recorder, pieces of magazine with poems and a poem written on a manila sheet.

Teaching and Learning Strategies

Listening poem from a tape recorder, Group discussions, Group presentation, Reading poems, Individual assignment, were used in the learning of this topic.

Lesson Plan and Activities

The plan of this lesson was as follows:-

Introduction Phase (10 Mins)

Students stayed silently listening to tape recorder with two short poems portraying the same message but with very different forms. The first poem had very simple language with no other components of poetic forms while the second one comprised varying different of poetic forms. Students were assigned to form groups of five and write on the differences of the two poems in terms of their forms and present through their group representatives.

Teacher Presentation (20 Mins)

The teacher first responded to student presentation by clarifying their answers. The teacher presented on the concept of form in poems composition and clarified some components of forms.

Student Enterprises (20 Mins)

Students formed groups and be provided with a worksheet with guiding questions as they obliged to answer questions. The questions were on the importance of embodying varying components of poetic forms when composing poems. The teacher supervised and monitor students' discussion while passing to each group marking their work.

Teacher Presentation (10 Mins)

The teacher presented on the importance of including different components of forms when composing poems.

Reading Task (15 Mins)

Students were provided with text books to read silently on the various components of forms of poems. The teacher monitored the class.

Evaluation Stage (5 Mins)

The teacher asked students to mention components of forms of poem where student obliged to raise their hands and be selected to answer questions. Students were given a home work assignment to prepare their own notes concerning the topic and the teacher checked on the next periods.

Nukuu Za Somo (Lesson Notes)

Fani

Senkoro (1982:8) anasema Fani katika Fasihi ni ule ufundi wa kisanaa anaoutumia msanii katika kazi yake. Kahigi (1979:53) anasema: Fani ni sanaa, ni jumla ya vipengele vya lugha vilivyowekwa katika mpangilio mahsusi ili kutoa kwetu maana fulani. Ni uwezo wa kuyapanga mawazo na kuyaweka katika mtiririko wenye kufaa na wenye kuana/ ni ufundi wa kisanaa anaotumia mwandishi katika kazi yake.

Miundo ya Mashairi

- Tarbia –Shairi lenye mistari mine kila ubeti, kila ubeti unamizani 16, mstari una sehemu mbili na kila sehemu ina mizani 8, Mtindo huu umezoeleka sana.
- Tathnia_ Ubeti kuwa na mistari miwili
- Tathlitha –Ubeti wa shairi kuwa na mistari mitatu
- Takhmisa- Ubeti wa shairi kuwa na mistari mitano.
- Sabilia – mistari zaidi ya mitano

Ndungo (2007), Katika muundo tunazingatia jinsi fanani alivyofuma na kuunda na hata jinsi ameungaisha tukio moja na lingine, kitendo kimoja na kingine, wazo na wazo, ubeti na ubeti na hata mstari wa ubeti na mwingine.

Mtindo Katika Ushairi

Mtindo ni namna ambayo mtunzi huipa kazi yake sura ya kifani na kimaudhui kwa njia ambayo mtunzi mwingine asingeweza. Mtindo humtofautisha mshairi mmoja na mwingine. Mtindo ni ule upekee wa fani na hata maudhui, ambao unamtambulisha msanii

au mwandishi mahsusi (Kioo cha Lugha) Mtindo katika ushairi huweza pia kuwa wa kimapokeo au wa kisasa.

Mtindo katika mashairi huweza kuwa:-

1. Mtindo wa Pindu: Hapa silabi mbili za mwisho wa mstari/ kina cha mwisho hurudiwarudiwa
2. Mtindo wa beti kubadilishana vina
3. Kipande cha mwisho cha mstari wa mwisho wa ubeti, huwa ni chanzo cha ubeti unaofuata.

Lugha Katika Ushairi

- Lugha huwa yenye maelezo mafupi, ya utanashati na ya ulimbwende wa kipekee na mvuto, yenye kuibua hisia na kuathiri nyoyo kulingana na jinsi ilivyotumiwa.
- Katika dhamira nzito mshairi atatunga kwa kuzama na lugha nzito, atatumia lugha ya kufumba kama dhamira inawagusa watu Fulani. Mshairi huifikiria hadhira yake na hutumia lugha inayoeleweka kwa hadhira yake.

Vina katika ushairi: Hii ni mizani ya kati na ya mwisho katika mstari/ ni pigo la kati au la mwisho katika mstari wa shairi au utenzi.

Mizani: Ni jumla jumla ya silabi zilizomo katika ubeti, Mbunda (1976:60) anasema mizani ni idadi ya silabi katika mstari. Naye Tuntufye anasema mizani ni kipimo kinachopima urefu wa kila mstari na kila silabi moja ya neno ni mizani mmoja. Mizani huleta urari wa mapigo kwani kila mstari una vina sawa.

Mo/yo/ u/ki/sha/po/te/a/ ha/u/ju/i/ pa/ ku/shi/ka/.

Kituo: Ni mstari wa mwisho katika kila ubeti, ni kimalizio. Mbunda (1976:30) anasema Kituo ni mstari wa mwisho katika shairi, kituo ni kile kile katika kila ubeti ingawa katika mashairi mengine kituo hutofautiana, Anaendelea kusema kuwa kama kituo ni kile kile katika kila ubeti basi kitaitwa **kiini**. Kama kituo ni tofauti kwa kila ubeti basi kitaitwa **kimalizio**.

Muwala: Ni hali kujitosheleza kimaudhui katika ubeti na hadi katika tungo nzima/ ni ufuatano wa habari kutoka ubeti hadi ubeti.

Utoshelezo: Kila ubeti unajitosheleza kikamilifu katika ujumbe. Tuntufye (198:76) anasema ubeti husemwa unajitosheleza kwa sababu habari inayozungumzwa humo iko wazi kabisa.

Ubeti: Ni kifungu chenye kuleta maana kamili katika jumla ya vifungu vilivyomo katika utungo mzima.

Kipande: Ni kijisehemu kimojawapo katika vijisehemu viwili au zaidi.

Kunga za shairi: Hii ni siri ya shairi, shairi hutumia maneno yasiyo na matusi au kashfa. Shairi liwe katika fumbo ili watu wafumbue na hata kama ni kuwapasha watu bali iwe kwa kunga (siri).

Kichwa cha shairi: Kichwa cha shairi ni muhimu na iwepo dhamira inayoendana na kichwa cha shairi .Mfano: huzuni, wasia, furaha.

Wahusika katika ushairi

1. Mtunzi huwa mhusika pale yale ayasemayo yanamhusu pia, na si mhusika pale yale ayasemayo hayamhusu.
2. Kuna namna mbalimbali za uhusika nazo ni
 - a) Nafsi – uwili. Hapa mshairi anajibizana na watu wengine, kuna pande mbili zenye kujibizana, hali hii iko zaidi katika malumbano na ngonjera.
 - b) Nafsi- wingi. Hapa mshairi anazungumza kwa niaba ya kundi Fulani ambalo naye ni mmoja wao. Mfano ; mnatupeleka , tulipigania haki;
 - c) Mhusika ni mtu au kikundi cha watu.

Wakati katika ushairi

Mshairi anapaswa kuyafahamu na kuyaelewa masuala ya wakati huu/huo yanayowagusa/kuwaathiri watu au jamii anayoitungia. Mfano vijana na maadili. Mshairi hana budi kuepuka mambo ya kale zaidi kwani yatakosa mvuto .Pia mambo mapya zaidi hayaaminiki sana na hayana mvuto sana.

Lesson Five (i) (40 mins)

Topic: Steps for Making a Poem

Lesson Overview

This lesson involved students and teacher discussions that enabled students to discover the things and steps to be considered before composing a poem.

Learning Outcome

Students to be able to compose poems

Lesson Objectives

At the end of the lesson students will be able to

1. Consider the important components when writing poems

References

Kimani Njogu na Locha Chimela (2003). Ufundishaji wa Fasihi Nadhalia na Mbinu, Nairobi. English Press Ltd.

Longman, (2009). Kiswahili Kitukuzwe: Kidato cha Nne, Kitabu cha Mwanafunzi. Dar es salaam. Pearson Education ltd.

Masebo, J. and Nyangwine, N. (2010). Kiswahili Kidato cha Tano na cha Sita. Dar es Salaam. Nyambari Nyangwine Publishers.

Oxford, (2011). Kiswahili Kidato cha Nne. Dar es Salaam, Oxford University Press.

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TIE (1988). Kiswahili Sekondari. Dar es salaam. TIE.

TUKI, (2003). Makala za semina ya kimataifa ya waandishi wa Kiswahili. Dar es Salaam. TUKI.

Wafura & Ndungo (2007). Idara ya Kiswahili & Lugha Za Kiafrika Chuo Kikuu Cha Kenyatta

Wamitila, K.. (2003). Kichecheo cha Fasihi, Focus Books, Nairobi.

Introduction (5 Mins)

The teacher oriented the lesson by first asking few representative students to mention important things they need to consider before writing a poem. The teacher provided a concrete sketch about the important things to consider when writing a poem.

Students' enterprise (10 Mins)

The teacher guided students to work cooperatively in a group of six students where students were assigned to compose a short poem with a single specified content. The groups were assigned with a different theme where they composed a poem while considering the important things and steps.

Student Presentation (10 Mins)

The teacher allowed students to read their poems in front the class through their group representatives. Each presentation was analyzed by the other members of the class trying to explore any weaknesses.

ZOEZI (Binafsi)

Malizia shairi hili

Kijana mtanzania, usia nakupatia,

Kufunza mimeamua,.....

Muhimu kuweka nia,.....

Mwanangu baya usifanye, hata kama huna pesa

Ukienda kusalimia, heshima weka mbele

Wakubwa kuhudumia,

Maneno kuyatumia,.....

Mwanangu baya usifanye, hata kama huna pesa.

Reinforcement (10 Mins)

The teacher and students chose a theme and compose a poem on the blackboard while following the important steps.

Conclusion (5 Mins)

The teacher asked students to mention the important elements and steps when writing poems.

Lesson Notes

Kabla ya kutunga shairi lolote, mtunzi hana budi kuzingatia mambo muhimu yafuatayo:-

1. Dhamira (Subject). Shairi linahusu nini? Mfano Rushwa, Utunzaji wa mazingira n.k
2. Lengo (Purpose). Shairi linadhamiria nini kwa wale wanaoandikiwa? Mf. waache tabia Fulani
3. Lugha (Language). Tumia lugha inayoeleweka kwa wengi, lugha inayoendana na tabaka la wahusika hao, mf vijana, wazazi
4. Wahusika (Audience)
5. Dhamira ndogo (Themes)
6. Muundo (Structure). Muundo katika ushairi huhusu umbo la shairi. Shairi huweza kuwa na umbo la tathnia, tathlitha, tarbia, sabilia, sulusia n.k

Hatua Za Kuandika Shairi (Poetry writing process)

- a). Chagua muundo wa Shairi
- b). Teua maneno, Vitu na dhana za kutumia
- c). Orodhesha yote ujuayo kuhusu mada hiyo
- d). Orodhesha taswira au maneno yanayohusiana na mada hiyo

- e). Orodhesha uzoefu wowote ulionao kuhusu mada husika
- f). Orodhesha dhana au maneno mengine yanayohusiana na yale uliyotaja kwenye namba 2 hapo juu.
- g). Ondoa/punguza maneno yasiyoeleweka, tumia yale yanayoeleweka
- h). Chagua dhamira zile tu zitakazotumika katika shairi lako
- i). Andika shairi kwa kufuata muundo uliochagua
- j). Soma shairi lako kimya kimya
- k). Rudia kulisoma shairi na kuliboresha kwa kadili inavyoweza

Lesson Five (ii) (80 Mins)

Topic: Poem Composition Based On Procedures and Rules

Lesson Overview

This lesson involved student activities that enabled students to construct poems by incorporating together contents, different components of form and contexts.

Learning outcome

Students to be able to compose poems

Lesson objectives

At the end of the lesson students were able to

- 6. Compose poems basing on rules and procedures
- 7. Compose poems with contents that match with forms and context.

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Teaching and Learning Strategies

Group discussions, Group presentation, composing poems and Individual assignment were used in the learning of this topic.

Lesson plan and activities

Introduction Phase (10 Mins)

The teacher posed a question to whole class on things to be considered when composing a poem. Students were supposed to raise hands and be selected.

Teacher Presentation (10 Mins)

The teacher started by clarifying students' responses by providing them with the most expected answers. The teacher oriented the lesson through discussion with students on the procedures to be followed in the whole process of poem composition.

Students' enterprise (40 Mins)**Activity Worksheet**

The teacher guided students to work cooperatively through the worksheet activity where students were assigned to compose a poem with specified contents, form components and length. The groups were assigned with varying themes. The criteria rubric also displayed on the wall specifying time for accomplishing the task, logical sequencing of ideas, clear and effective address the issue etc.

Student Presentation

The teacher allowed students to read their poems in front the class through their group representatives. Each presentation was analyzed by the other members of the class basing on the rubric with assistance from their teacher.

Reinforcement (15 Mins)

The teacher to display on a wall a sample poem written on a manila sheet were students will read it silently. Students were asked to answer questions asked by the teacher by raising their hands where they analyzed main themes, forms and its credibility in terms of time and the intended audience.

Evaluation and conclusion (5 mins)

The teacher summarized the lesson in relation to the lesson objectives while putting emphasis by asking students to mention the procedures and rules for poems composition and the importance of poems in the society.

Nukuu zasomo (Lesson Notes)

Hatua za kutunga shairi

1. Kuwa na wazo/ kuteua maudhui/dhamira

- a). kuweka lengo maalum
- b). Kuteua wazo kuu la shairi
- c). Kuoanisha dhamira na wakati
- d). Kupanga mawazo katika mtiririko ufaao

2. Kuteua lugha

- lugha ya mkato
- lugha ya taswira
- Tamathali za semi, methali, misemo, nahau, vitendawili n.k.

3. Kuteua vipengere vingine vya fani

- a). Kutumia muundo unaofaa yaani vina, mizani, kiini, urari, muwala n.k
- b). Kutumia mtindo ufaao

Zoezi (Kikundi)

Tunga shairi lenye beti tatu lenye kichwa cha habari utandawazi