

**THE IMPACT OF INTERACTION BETWEEN MOTHER TONGUE AND
KISWAHILI: PHILOSOPHICAL ANALYSIS OF PERFORMANCE OF KENYA
CERTIFICATE OF PRIMARY EDUCATION IN NYAKACH DISTRICT OF
KISUMU COUNTY, KENYA**

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E56/71025/2008

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR
THE A WARD OF THE DEGREE OF MASTERS OF EDUCATION
(PHILOSOPHY OF EDUCATION) OF**

THE UNIVERSITY OF NAIROBI

JULY 2013

DECLARATION

This research project is my original work and has not been presented for a Degree in any University

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DEDICATION

This work is dedicated to my lovely wife Mildred Owiyo and children: Philippa, Linnie, Shyrine, Benter, Silas, Parinder, Velma and Laurane. They endured socio-economic challenges as a result of this degree. Moreover Mildred inspired me and gave me a lot of encouragement that eventually led to the achievement of our objective.

ACKNOWLEDGEMENTS

My greatest gratitude goes to Jehovah God for giving me the grace and favour to write this Research project.

I also deeply express my sincere thanks to my supervisor Atieno Kili K'Odhiambo. He encouraged me so much and set a side his time to guide me in writing a good research project.

I also express my gratitude to John Opana of Exodus Computers and Evans Abuka for their tedious work of typing my research project. May God also bless Pastor Richard Otieno who kept on praying for my success?

I also thank the staff of Nyong'ong'a High School especially the Principal Madam Nelly Odongo, Leonard Ongoro and Phenny Juma just to mention a few for the moral support they gave me which led to the completion of the work.

TABLE OF CONTENTS

DEDICATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
CHAPTER ONE	1
1.0 INTRODUCTION	1
2.0 BACKGROUND TO THE STUDY	1
1.2 STATEMENT OF THE PROBLEM	4
1.3 OBJECTIVES OF THE STUDY	5
1.4 SIGNIFICANCE OF THE STUDY	5
1.5 LIMITATIONS OF THE STUDY	5
1.6 DELIMITATIONS.	6
1.7 THEORETICAL FRAMEWORK	6
1.8 RESEARCH METHODOLOGY	8
1.8.1 A PHILOSOPHICAL ANALYSIS OF SECOND LANGUAGE ACQUISITION	9
1.9 ORGANIZATION OF THE STUDY	10
REFERENCE.....	11
CHAPTER TWO	12
PHILOSOPHICAL ANALYSIS OF LANGUAGE ACCUSATION	12
INTRODUCTION	12
2.1 HISTORICAL FACTOR THAT HINDERED THE ACQUISITION OF KISWAHILI LANGUAGE	12
2.2 THE IMPACT OF THE FIRST LANGUAGE ON THE ACQUISITION OF THE SECOND LANGUAGE	15
2.3 THE ROLE OF THE MIND IN THE ACQUISITION OF LANGUAGE	16
2.4 FACTORS THAT MAKE THE ACQUISITION OF SECOND LANGUAGE DIFFICULT	19
2.5 FACTORS PROMOTING THE ACQUISITION OF SECOND LANGUAGE	21
2.6 CONCLUSION	23
REFERENCES	24
CHAPTER THREE	25
ANALYSIS OF THE SECOND LANGUAGE AND TRANSITION FROM MOTHER TONGUE TO KISWAHILI.....	25

3.0 INTRODUCTION	25
3.1 THE PHILOSOPHY OF SECOND LANGUAGE ACQUISITION	26
3.2 THE ANALYSIS OF THE DIFFERENCE BETWEEN FIRST LANGUAGE AND SECOND LANGUAGE;	28
3.5. TRANSITION FROM MOTHER TONGUE (DHOLUO) TO SECOND LANGUAGE (KISWAHILI).....	38
3.5.1 Phonological process-.....	40
3.5.2 Orthographic Skills (skills of pronouncing letters correctly).....	40
3.5.3 COMPREHENSION SKILLS AND STRATEGIES	41
3.6 THE EDUCATIONAL EFFECT OF TRANSITION FROM MOTHER TONGUE (DHOLUO) TO SECOND LANGUAGE (KISWAHILI)	41
3.7 CONCLUSION	44
REFERENCES.....	45
CHAPTER FOUR	48
IDEAS PUT FORWARD THAT CAN LEAD TO THE IMPROVEMENT OF PERFORMANCE IN KISWAHILI	48
4.0. INTRODUCTION	48
4.1 THE COGNITIVE DIMENSION OF EDUCATION.....	49
4.2 THE NORMATIVE DIMENSION OF EDUCATION	51
4.3 THE CREATIVE DIMENSION OF EDUCATION.	52
4.4 THE DIALOGICAL DIMENSION OF EDUCATION	54
4.5 THE MAJOR FINDINGS AND CONTRIBUTIONS OF THIS RESEARCH TO EDUCATION	56
CONCLUSION	57
REFERENCES.....	59
CHAPTER FIVE	60
SUMMARY, CONCLUSION AND RECOMMENDATIONS.	60
5.0 SUMMARY	60
5.1 CONCLUSION	63
5.2: RECOMMENDATIONS.....	64
REFERENCES.....	65

ABSTRACT

This project has discussed the impact of interaction between mother tongue and Kiswahili on how it affects the performance of Kenya certificate of primary education (K.C.P.E) in Nyakach District of Kisumu County. The researcher has used philosophical analysis to analyze the historical factors that hindered the acquisition of Kiswahili language which of course is the exodus of the problem. The impact of the first language on the acquisition of the second language which is Kiswahili is also analyzed critically where the role of the mind in the acquisition of language also plays part.

Philosophical analysis of second language and transition from Mother tongue to Kiswahili is also discussed. The researcher has also used critical analysis to discuss the educational effects of transition from mother tongue (Dholno) to second language (Kiswahili) and how it affects the performance of the learners in Nyakach District of Kisumu County.

The researcher has also put forward ideas that can lead to the improvement of performance of Kiswahili within the area under investigation. This analysis has taken the four dimensions of education namely the cognitive, normative, creative and Dialogical dimensions of education.

Finally further recommendation that can lead to good performance of Kiswahili in Nyakach District of Kisumu county has also been analyzed philosophically.

CHAPTER ONE

1.0 INTRODUCTION

2.0 BACKGROUND TO THE STUDY

The relationship between philosophy and language can be considered by understanding what philosophy itself is. Philosophy is conceived as an academic discipline to which scholars devote their time and energy. It is characterized by logical consistent and systematic thinking so as to reach conclusions that are sound, coherent and consistent in all their parts (Akinpelu, 1982, p.2).

Philosophy is also defined as a radical thinking about reality. Reality is what can be expressed by language. Language is the vital medium in philosophizing. Without language, people cannot communicate well. On the same note, philosophy would have shortfalls because language is the vehicle that transports philosophy. God created the universe using language (Genesis, 1:3) and (John, 1:1-3). This indicates that language is the most vital media in human thinking life.

Language plays a key methodological role in philosophy. It is this role that has explained the continued close attention paid to language in the past century by philosophers working in varied areas. These areas are epistemology, aesthetics, ethics, metaphysics, the philosophy of science and philosophy of the mind. The mind deals with thinking. If thinking can be said to be anything at all, then it would be certainly in words and that is language (Hirst, 1985, p.70). A philosopher is interested in nature of values. They want to know what goodness is. Philosophically speaking, good performance is the main objective of learning. Language is the vehicle that transmits learning. The languages that are normally learned in schools in Kenya are Kiswahili and English. These languages normally face challenges in performance.

Nyakach is one of the districts located within Kisumu County. In this district Kiswahili has performed poorly compared to all subjects offered in the primary school Curriculum. This has been followed closely by English which is also one of the languages taught within the curriculum.

This poor performance has been evidenced in the result of K.C.P.E Exams since the introduction of 8 -4 -4 system of education. When Kiswahili is compared with other subjects like Mathematics, Social Studies, Christian Religious Education (C.R.E) and Science, its performance is lagging behind.

The mean score of Kiswahili in 85% of the schools have failed to reach pass mark and that is 50 and above. Despite the government efforts to post teachers to the district, Kiswahili language still continues to perform poorly.

The Constituency Development Fund (C.D.F) has also been used to build classrooms to enable the learners to study in a conducive environment in most schools within the district. However, the performance of Kiswahili has not improved. The free primary education fund has also been used to buy textbooks for Kiswahili in order to enhance the teaching of Kiswahili. However, these efforts have failed to improve the standards as far as the learning of the languages is concerned.

What is it that makes the standards in Kiswahili not to improve? The researcher therefore wants to investigate the factors responsible for low achievement of marks in K.C.P.E. This has made him to sample some schools within the district from different divisions. The following are the results that he got in the performance of Kiswahili and other subjects for the last 10 years.

WEST NYAKACH DIVISION

ANDING'O OLASI PRIMARY SCHOOL MEAN SCORE PER SUBJECT

YEAR	ENGLISH	KISWAHILI	MATHS	SST/CRE	SCIENCE
2003	40	31	65	61	56
2004	39	34	62	54	55
2005	35	30	67	52	60
2006	42	33	56	60	57
2007	37	30	59	63	60
2008	34	27	63	62	61
2009	44	39	66	63	58
2010	38	42	57	60	62
2011	43	40	64	61	60
2012	46	40	67	65	61

(Anding'o Olasi Primary School, Exam's file.

UPPER NYAKACH DIVISION

OTHITH PRIMARY SCHOOL MEAN SCORE PER SUBJECT.

YEAR	ENGLISH	KISWAHILI	MATHS	SST/CRE	SCIENCE
2003	36	27	52	60	52
2004	39	30	56	52	55
2005	41	28	53	50	51
2006	34	33	60	58	61
2007	38	35	60	61	63
2008	40	39	60	62	59
2009	42	34	58	57	51
2010	41	32	62	61	59
2011	39	30	57	61	58
2012	43	39	65	58	61

(Othith Primary School, Exam's file.)

LOWER NYAKACH DIVISION

KANDIEGE PRIMARY SCHOOL MEAN SCORE PER SUBJECT.

YEAR	ENGLISH	KISWAHILI	MATHS	SST/CRE	SCIENCE
2003	44	33	56	58	52
2004	40	32	62	60	53
2005	42	36	67	55	59
2006	41	40	66	61	55
2007	39	32	61	63	56
2008	42	38	57	62	54
2009	44	40	63	58	58
2010	45	39	61	64	61
2011	45	37	60	61	58
2012	44	41	62	59	60

(Kandiego Primary School, Exam's file.)

From the above data, it is clear that Kiswahili has not achieved a mean score of pass mark for the last 10 years. How can this problem be controlled in order to promote Kiswahili within the district? This problem of Kiswahili has also affected secondary schools within the district. This is so because the entry behavior of form ones that are normally selected to join secondary schools is normally low in Kiswahili. This normally affects the performance of Kiswahili in K.C.S.E Exams within the district. How can this problem be solved? This is why the researcher has shown concern to carry out his research work in this area.

1.2 STATEMENT OF THE PROBLEM

Communication means establishing commonness with someone so that the gap between ideas and people is bridged. In teaching and learning, the commonness is between the teacher and the learner. The ideas are subject matter content such as History, Science, and Kiswahili language just to mention only a few examples. The purpose of communication is to get people to understand the message thoroughly and act accordingly. In the case of the teacher, the intention of communication is to get learners to learn so as to perform well in the final examinations as well as putting to use the acquired knowledge. If there is a poor performance in a given subject, then communication has not taken place thoroughly. According to the study under investigation, there has been poor performance in Kiswahili language in Nyakach district, Kisumu County. Comparatively, Kiswahili has been performing poorly for the last 10 years. The statistics indicate that this has been followed closely by English that has registered low mean. The dominant language which is used within the district is *Dholuo* which is the mother tongue. Pupils in primary schools use this language both at home and primary school. In lower primary classes (1-3), mother tongue is the main language of instruction. Kiswahili and English are foreign languages and pupils face them when they attend school. To transit from mother tongue to Kiswahili and perform well, the subject has been a problem in Nyakach District of Kisumu County. The study therefore intends to use philosophical analysis to examine the

impact of interaction between mother tongue and Kiswahili in an attempt to offer clarifications with a view to improving performance in K.C.P.E.

1.3 OBJECTIVES OF THE STUDY

1. The research is focusing on the following objectives:
2. To analyze the role of the mind in the acquisition of the second language.
3. To analyze how a learner transits from *Dholuo* to Kiswahili.
4. To analyze the educational effects of transition from *Dholuo* to Kiswahili in Nyakach District in Kisumu County, Kenya.

To suggest solutions that can lead to improvement of performance in Kiswahili when learners use it as a second language.

1.4 SIGNIFICANCE OF THE STUDY

The following will be the significance of the proposed study. The study may benefit education stake holders especially teachers and administrators to enhance the education of learners.

The study will further improve the performance of the language (Kiswahili) and this will promote the language within the district. Finally the proposed study is envisaged to form the basis for further philosophical research in challenges affecting performance as far as Kiswahili is concerned.

1.5 LIMITATIONS OF THE STUDY.

Mother tongue affects the leaning of many languages in Kenya. For example, it affects the leaning of French, German; English just to mention a few. However all these cannot be investigated.

1.6 DELIMITATIONS.

The study is restricted to Kiswahili language. It is further narrowed to philosophy of education as a discipline. It looks at the interaction between mother tongue and Kiswahili as a factor affecting performance on the side of the learners and not on the teacher's side.

1.7 THEORETICAL FRAMEWORK

The theoretical framework of the research problem is the idealism. Idealism is one of the classical schools of thought in the development of philosophy of education. Plato claimed that man's knowledge is basically a recollection of the ideas which the soul had known in the perfect world of ideas before it was buried in the human body (Akinpelu, 1981, p.132). Education therefore is to focus on the soul with a view to helping it to recollect that knowledge as much as possible.

Reality is what the mind projects into the world (Hirst, 1974, p.58). According to Gutek in the philosophy of idealism, reality is spiritual or mental and it is unchanging. The learners use the mind to get knowledge which is mental and unchanging (Gutek, 1997, p.13). In philosophy of idealism, the human's spiritual essence or soul is the permanent aspect of human nature. The mental world of ideas is eternal, permanent, regular and orderly (Ozmon and Craver, 1995, p.14). The mental world of ideas or the mind is what is used in learning. Education involves learning. In other words, education does not only involve learning but cognitive learning. The cognitive learning results to knowing and understanding. Learning is not knowing. The two terms are not the same. However, learning may lead to knowing. What is knowing? What is knowledge? What are the sources of things that are claimed to be known? How can we categorize and justify knowledge? These are some of the epistemological questions in the world of philosophers. Knowledge is first a matter of belief and to know something points in the first instance to believing something (Njoroge and Bennaars, 1986, p.152). However, knowledge goes beyond the psychological state of the mind. What is known must be true. Plato believed that the aim of education should be directed towards the search for true ideas (Ozmon and Craver, 1995, p.15).

Truth is what one asserts (Njoroge and Bennaars, 1986, p.153). To know something is more than to believe. To know implies having a belief that is actually true. It's a matter of true belief. When a person claims to know something, he/she must give reasons for knowing that thing. There must be sufficient grounds to verify the claim of what is known. In other words, there must be evidence. Knowledge is therefore defined as a justified true belief

(Njoroge and Bennaars, 1986, p.184).

We have seen that there must be evidence or sufficient grounds to verify the claim of what is known. However, the evidence that have been shown on the background of the study concerning the schools where the data was obtained shows that Kiswahili has been performing poorly for the last 10 years. This is a sufficient ground to verify that there has been poor performance. On the same note Idealism stresses the priority of the mind. The learners in Nyakach District of Kisumu County are expected to use their mind to acquire knowledge that can help them to improve in Kiswahili. The acquiring of knowledge through the mind where the mind gives them different ideas shows the relevance of idealism as a philosophy to study under investigation. With reference to the Epistemology of idealism, knowing is the rethinking of latent ideas (Gutek, 1997, p.13). Idealism emphasizes the recognition of ideas that are latent. This means ideas that are already present but not evident in the mind. Such ideas concern knowledge that exist prior to and independent of human experience about them. Learners therefore have potential knowledge that needs to be developed by the teachers. Learners have the potential knowledge to learn Kiswahili because the idea is already in their mind which needs to be developed by professional teachers.

On the same note the pupils of Nyakach District of Kisumu County have the potential knowledge to learn Kiswahili because the latent ideas are already found in their mind. This shows the relevance of idealism to the problem under investigation. Idealism sees man as a true personality. The function of learning is to cultivate the free personality. The aim of education according to idealism is to enable the learner to realize the truth, beauty and goodness in their own life and to cultivate their own personality (Chaube and

Chaube, p.96). Education aims at making the learner attain their own true self through hard work in learning different subjects across the curriculum including Kiswahili. This will eventually lead to change in behavior that leads to improvement in performance. The learner works hard to change the true self because education is a self development activity. Nobody learns for the other. Idealist teachers always emphasize that the solution of a problem needs the effort of the self that the improvement on performance can be realized through hard work.

1.8 RESEARCH METHODOLOGY

To make the research methodology clear, the main method that has been used by the researcher is philosophical analysis. However, the critical method and the rational method have been touched lightly.

PHILOSOPHICAL ANALYSIS.

Philosophical analysis is a method of philosophical inquiry that puts a lot of stress in argumentation, attention to semantics, use of classical logic and non-classical logic. Philosophizing is done through the use of verbal language; hence it's prone to misuse due to inherent vagueness. Most words we use in everyday language are vague. The limit to their ability is undefined. In this regard, appeal to conventional meaning does not help. Philosophical analysis started with Socratic method of dialectic of asking questions on common sense beliefs and examining the adequacy of possible answers without suggesting a definite solution to the problem raised, until one realizes that he needs to continually examine his belief to know on a firm basis. Philosophical analysis performs the rational function of philosophy. It examines the adequacy of the principles that form the basis of our belief systems (Foley and Mohan, 1987:10). It seeks to analyze terms, concepts, statements and language used in different context in order to clarify and justify their meanings. Philosophical analysis provides definition of vague terms by delimiting cases for which a particular term may be applied. On the same vein, philosophical analysis provides the principles that govern the correct use of the term thus revealing the

basic assumptions underlying its use. It is used to achieve clarity of concepts, logical structure, methods and objects of human knowledge.

Due to the fact that philosophical analysis examines and analyses the meaning of a word or a statement, the researcher will use it to analyze what language is, what is first language? What is second language? What is the difference between first language and second language? What are the contextual factors that promote the second language acquisition? The above are the philosophical issues that the researcher will handle in this research. The researcher will further use philosophical analysis to analyze the language skills to be acquired during transition from mother tongue to second language (Kiswahili). Further analysis will be on the educational effects of transition from first language to second language. All these analysis makes philosophical analysis to be relevant to the study under investigation.

1.8.1 A PHILOSOPHICAL ANALYSIS OF SECOND LANGUAGE ACQUISITION

To begin with, what is philosophical analysis? What is it that is being analyzed? What sort of things are the objects of analysis? Under what conditions are the analyses correct? How can a correct analysis be informative? What is the difference between the first language and the second language? The above questions form the basis on which the researcher has based his analysis on second language acquisition.

Philosophical analysis is a method used by the philosophers to analyze or break down crucial concepts for the purpose of understanding them (Sifuna, Chege and Oando, 2006, p.126). First language is normally referred to as the mother tongue while second language is always acquired through learning. How is second language learned? There are three generalPictures on the issue of language learning. The first is the behaviorists perspective which dictates that not only in the solid bulk of language learned but it is learned via conditioning (A.P.A, Council of editors, 1952, p.442).

The second is the hypothesis testing perspective which understands the child learning of syntactic rules and meanings to involve the postulation and testing of hypotheses, the use of the general faculty of intelligence. The final explanation is innatist perspective which states that at least some of the syntactic settings are innate and hard wired, based on certain modules of the mind (A.P.A, Council of editors, 1952, p.442).

When formalists and structuralist thinkers analyze second language acquisition, what they ask is, how does the meaning of a sentence emerge out of its parts? The principle of compositionality asserts that a sentence can be understood on the basis of the meaning of the parts of the sentence along with the understanding of its structure (A.P.A, Council of editors, 1952, p.442)

When acquiring the second language, learners are expected to practice speaking it so that the language can become familiar to them because language fluency is adopted through speaking.

1.9 ORGANIZATION OF THE STUDY

In this research project, the work has been organized in five chapters. Chapter one is introduction and it deals with background of the study, statement of the problem, objectives of the study, theoretical frame work, limitations and delimitations, Research methodology and organization of the study.

Chapter two deals with philosophical analysis of language acquisition where the mind plays part. Transition from mother tongue to second language (Kiswahili) is dealt with in chapter three. In chapter four, ideas put forward as solutions that can lead to improvement of performance in Kiswahili when learners use it as a second language are also analyzed. The work therefore ends with chapter five which is summary, conclusions and recommendations.

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CHAPTER TWO

PHILOSOPHICAL ANALYSIS OF LANGUAGE ACCUSATION

INTRODUCTION

In this chapter, acquisition of language is discussed. This has been followed by the impact of the first language in the acquisition of the second language. The role of the mind in the acquisition of the language has also been discussed into details as one of the objectives of the research. The researcher has also discussed factors affecting the acquisition of the second language. This has been followed by the factors promoting the acquisition of the second language. This has been followed by the conclusion and the references.

To begin with, what is philosophy? What is language? How can language be acquired? These are some of the philosophical issues that the researcher will be dealing with. Derived from the Greek word “Philein” meaning to love, to strive after, to search for and from the word which means wisdom, philosophy involves a search for wisdom by philosophers. (Njoroge and Bennaars, 1986, p.4) Language is a system of communication in speech and writing that is used by people of a particular country or area (Ash Hornby, 2010, p. 834). On the other hand, philosophy of language is concerned with four central problems namely nature of meaning, language use, language cognition and the relationship between language and reality, (A.PA. 1957, p.10)

2.1 HISTORICAL FACTOR THAT HINDERED THE ACQUISITION OF KISWAHILI LANGUAGE

Historically speaking, one of the consequences of trade at the East African coast was that the Muslims intermarried with the local Bantu and gave rise to the Swahili community at the coast.

(Ndege, 2011, p.39) Another impact was that Kiswahili emerged as a new language. According to Ndege (2011, p. 39), Kiswahili is a mixture of Bantu and Arab languages.

Swahili language is basically of Bantu origin. However, it has borrowed words such as Arabic probably as a result of Swahili people using the Quran written in Arabic for spiritual guidance.

According Mazrui, (1995, p.10), Swahili language originated from the Arabs and the Persians who moved to the African coast. Only the vocabulary can be associated with these groups but the syntax or grammar of the language is Bantu. Any language that has to grow and expand its territories must absorb some vocabularies from other languages in its way. There was the earliest document explaining the situation at the East African coast during the second century AD. This document was called the Periplus of Erithrean Sea. It was written by anonymous author. It says that merchants visiting the East African coast at the time from the southern Arabia used to speak with the natives in their local languages and they intermarried with them. This source points out that Kiswahili is an old language.

It's undeniable truth that Arabs and Persians culture had the greatest influence in Swahili culture and Swahili language. To demonstrate the contributions of each culture into Swahili language Mazrui, (1995, p. 15) gives the example of the following words spoken in Kiswahili.

Moja	→	one
Mbili	→	two
Tatu	→	three
Nne	→	four
Tano	→	five
Nane	→	eight
Kumi	→	ten
On the other hand, there is		
Sita	→	six
Saba	→	seven
Tisa	→	nine

These are borrowed from Arabic. The Arabic word tisa according to Mazrui (1995, p.19) replaced the Bantu word kenda. Mazrui (1995, p.21) further says that Swahili words

Chai —————> tea

Achari —————> pickle

Serikali —————> government

Diwani —————> councilor, are some of the words borrowed from Persians bearing testimony to older connections with Persian merchants.

Kiswahili language also borrowed some words from the Portuguese language that controlled the Swahili coastal towns during 1500 – 1700 AD. Some of the words that the Swahili language absorbed from the Portuguese include: lesa (hand kerchief), meza (table), gereza (prison) and pesa (peso, money).

For a language to pick up well in a given society the inhabitants should be able to speak it from the young generation to learn from them. The fact that Kiswahili language started at the East African coast and later spread to other areas is a possible historical factor that has made other parts of Kenya to have in adequate knowledge in speaking the subject. For example, the inhabitants of Nyakach in Kisumu County can speak English and mother tongue better than Kiswahili.

There is no transition from home to school. The main reason here is the historical factor according to Ndege (2011, p.38), after the scramble and partition of East Africa, Kenya was taken by the British. Ndege (2011, p.38) further says that one of the consequences of the scramble and partition of east Africa was that the Europeans introduced their languages. English was introduced to Kenyans and they interacted with the British. English therefore had some transitions from home to school and this affected the pupils positively. The same historical factor is also realized in Uganda that was colonized by the British. Most of the Ugandans speak English better than Kiswahili.

The same historical factors also took place in West Africa especially in Senegal where the French used assimilation (Ndege, 2011, p. 180). Assimilation means similar to or the same as. According to (Sifina and Otiende, 1992, p. 160), the requirement for the

Africans to be assimilated was that one had to speak, read and write French language well. Historical factor therefore made the Senegalese to speak French language well.

2.2 THE IMPACT OF THE FIRST LANGUAGE ON THE ACQUISITION OF THE SECOND LANGUAGE

There is a close relationship or unity of language and idea because what is in the idea is what is expressed in language (A.P.A 2001, p.6). The idea helps in academic exploration of critical issues by use of language philosophers ponders over many things and this makes them to ask questions, some of these questions are what language is? What is a particular individual language? Language is the mere manipulation and use of symbols in order to draw attention to signified content (A.P.A 1957, p.11). of language). What is it that distinguishes one particular language from the other? What is it that makes “English” English? What is the difference between Kiswahili and mother tongue? Philosophers have indicated that the search for what it means to be a language must begin by with the study of internal language of persons which are based on certain rules or principles and parameters (A.P.A 2001, p.12).

However, what is second language acquisition? What is first language acquisition? These are some of the philosophical issues that the researchers want to throw light on. The first language is the language which is spoken by the parents especially the mother. This is why it is called “mother tongue”. On the same note, second language acquisition is the process whereby people learn a second language (Krashen, 1981, p.64). Second language refers to any language learnt in addition to a person’s first language. Although the process is named second language acquisition, it can also incorporate the learning of third, fourth or subsequent languages.

The topic of first language interference has had unusual history in second language acquisition research and practices. According to Duskova (1969, p.18), error in second language acquisition are traceable to the first language. This problem affects different communities of the world from different linguistic backgrounds. It’s evidenced that first language influences some errors that exists in second language acquisition. For example, letter “D” is missing in the first language in some communities. This make them cause

some pronunciation problems in second language acquisition. The syllable “sh” is also missing in some communities especially where the researcher carries out the study. The absence of such syllables causes problems in second language acquisition like Kiswahili language, which is under investigation by the researcher.

More importantly, first language influence appears to be strongest in complex word order and in word for word translations of phrases. Evidence for the above influence comes from Duskova (1969, p.27) who studied written errors in the compositions of Czech post graduate students and concluded that the interference from the mother tongue was plainly obvious in errors of word order and sentences construction. A common example being the placement of the direct object after the adverbial, as in “*I met there some Germans instead of I met some Germans there*”

Lococo (19975, p.14) in a study of American college students learning Spanish and German in U.S, a foreign language situation reported that the high incidences of Interlingua among Germans were due to word order errors. For example, “Happy *I am here instead of I am happy to be here*”. What Lococo investigated in U.S among students learning to acquire second language is very similar to the problems in Nyakach District of Kisumu County where the influence of the mother tongue continues to affect the performance of Kiswahili. In summary, first language therefore has a lot of influence positively and negatively on the acquisition of the second language.

2.3 THE ROLE OF THE MIND IN THE ACQUISITION OF LANGUAGE

Language acquisition is a process whereby human beings acquire the capacity to perceive and comprehend language as well as to produce and use words and sentences to communicate (Light foot, 2010, p.14). Language acquisition is one of the most important characteristics of human beings because all human beings communicate by use of language.

Philosophers of language normally ask questions such as “is language acquisition a special faculty of the mind? What is the connection between philosophy and thought?” philosophers draw a triangle in which lines connect language, mind and the world and the

triangle represents relations that are key to understanding our place in reality hence these relations constitute the meaningfulness of language (A.P.A1957,p.15). When children acquire first language, they build on what they know using the mind. This provides the starting point for language development. Between one to two years, children learn the language of their community and this is the mother tongue. Language acquisition does not occur in a vacuum but through the mind. The mind therefore helps in language development. Due to this fact, the pupils of Nyakach District in Kisumu County use their mind to develop the language of mother tongue from the community hence the language is cemented in their mind.

The capacity to successfully use language requires one to have a range of materials or tools including phonology, morphology, syntax, semantics and extensive vocabulary. According to Miller (1997, p. 26), the human language capacity is represented in the mind (Brain) and even though this capacity is finite one can say and understand an infinite number of sentences which are based on the syntax principles called Recursions. The capacity to acquire and use language is a key aspect that distinguishes human beings from other animals. According to Tomasello (2008, p.8) many animals are able to communicate with each other by signaling to the things around them but this kind of communication lacks the arbitrariness of human vernaculars in that there is nothing about the sound of the word “dog” that would hint at its meaning. Other forms of animal communication may utilize arbitrary sounds but are unable to combine those sounds in different ways to create messages that can be understood by one another.

However, human beings combine syllables that form language and this language can be understood by another human being. The only problem is that some human beings lack certain letters or syllables in their mother tongue and this make them to write and speak second language with a lot of mother tongue interference. This is one of the problems facing a lot of learners in Nyakach District in Kisumu County which has been resulting to poor performance in Kiswahili.

Another debate in understanding language acquisition is how these capacities are picked up by infants from the linguistic input. According to Chomsky (1975, p.11), input in linguistic context is defined as all word contexts and other forms of language to which a learner is exposed, relative to acquired proficiency in first or second languages. Infants are able to acquire most aspects of languages without being taught. Children within few years of birth understand the grammatical rules of their ethnic languages without being taught as one learns grammar in school.

With reference to (A.P.A 1952, p.106), Philosophers in ancient societies were interested in how human acquired the ability to understand and produce a language well before empirical methods

of testing those theories were developed. However they seemed to regard language acquisition as subject of man's ability to acquire knowledge and learn concepts using the mind (Tomasello, 2008, p. 19). Some early observation based ideas about language acquisition were proposed by Plato who said that word meaning mappings in some form are innate and God given (Pailler, 1977, p. 17). Proponents of behaviourism argued that language may be learned through a form of operant conditioning. According to Skinner (1957, p.21), the successful use of a sign such as a word or lexical unit, when given a certain stimulus reinforces its momentary or contextual probability. Skinner (1957, p.22) further says that since operant conditioning is contingent on reinforcement by rewards, a child would learn that specific combination of sounds that stand for a specific thing through repeated successful associations made between the two. A successful use of a sign would be done in which the child would be understood. For example, the child saying up when she wants to be picked up and rewarded within the desired response from another person thereby reinforcing the child's understanding of the meaning of the word. Similarly, the pupils of Nyakach District have been conditioned since they speak mother tongue when they are in the school or outside the school. They speak it repeatedly among themselves hence the mind rewards itself to have it by understanding the meaning. The successful use of mother tongue in school and at home has been very significant in affecting the performance of Kiswahili language negatively.

Language is an impressive and fascinating human capacity. Human languages are strikingly powerful and complex systems. The science of this capacity system is linguistics. With reference to (A.P.A 2001, p.16). Linguists when studying human languages seek systematic explanation of language syntax (the organization of languages. Properly constructed expressions such as phrases and sentences), its semantics, (the way expressions contribute to the meaning) and its pragmatics (the practice of communication in which the expressions find use) as stated above, the learners must have adequate knowledge and skills in using syntax, semantics and pragmatics because the learners in the said district under study over use mother tongue in communication, problems in pragmatics results. This is followed by problems in syntax and semantics which eventually result into poor performance in Kiswahili.

In summary, I can say that language and philosophy of the mind are much related such that you cannot talk of language without philosophy since language is the vehicle through which philosophers use to transport their philosophical ideas and principles.

2.4 FACTORS THAT MAKE THE ACQUISITION OF SECOND LANGUAGE DIFFICULT.

Philosophers of language inquire into the nature of meaning and seek to explain what it means to mean something (A.P.A1957, p.19). They try to understand what speakers and listeners do with language in communication and how it's used socially. What is second language acquisition? Why should children acquire second language? What is the importance of second language? These are some of the philosophical questions that the researcher will be dealing with.

To begin with, second language acquisition is concerned with the study of the way in which an individual becomes able to use one or more languages that are different from his/her first language (Collier, 1988, p.2).

This process can take place in a natural setting or through formal classroom instruction. Second language learning has become an important factor in work place because they are used in offices both government and non-governmental organizations. Assessment has been done to determine language difficulty based on the way in which children learn a particular language as their first or second language. Why do some people struggle learning a second language and never achieve full proficiency as it happened to them when they were learning first language? According to Guirra (1975, p.10), the hardest part of learning a new language is pronunciation which can result in a foreign accent. The accent is caused by transfer between the sounds of the first and the second languages.

As a matter of facts, what makes the acquisition of the second language difficult? Lack of motivation is one of the factors that make the acquisition of the second language difficult. (A.P.A, council of editors, 1952, p.445). Achieving motivation makes the learner to desire to learn a second language. When the learners lack motivation, they are discouraged to learn. This is very similar to the situation in Nyakach District of Kisumu County. The learners lacked motivation in Kiswahili as a second language and this has impacted negatively on the performance of K.C.P.E. The effect of age on second language acquisition is also of major importance.

A learner's age is one of the vital factors affecting the process of second language acquisition. Collier (1988, p.10) expresses that successful language acquisition depends on age. In one of the earliest studies on second language acquisition, Lenneberg (1976, p. 11) claims that there is a certain period in the acquisition of the second language. In this period which is identified as critical period of hypothesis in language acquisition, Lenneberg theorizes that the acquisition of language is an innate process determined by biological factors. Lenneberg (1976, p.12) believes that after lateralization and that is a process by which the two sides of the brain develop specialized functions, the brain loses plasticity and lateralization of the language function which is normally completed at puberty making post-adolescent language acquisition difficult. In the study of assessing students acquisition of pronunciation after three years of exposure to the second

language, Fathman (1975, p.16) found that younger children had retained more accent free pronunciation when compared to adolescents just past puberty. The situation is similar to Nyakach District of Kisumu County because an informal research carried out by visiting some primary schools within the district showed that some class eight candidates were between 17 – 20 years of age. Such candidates performed poorly in the languages especially Kiswahili which is under investigation. Their teachers said that they were only interested in playing football and come to school in term one after which they disappear doing fishing activity waiting for another term one the following year.

Failure by the learners to be involved in playfulness and willingness to make mistakes is also another factor that makes the acquisition of language difficult. When learners are bored, they do not learn. When they are having fun, they are more receptive. Kendra (2009, p.11) says that willingness to make mistakes allows learners to improve by getting feedback on what they are doing wrong and how to fix it. When learners are willing to make grammatical mistakes in a language, they are likely to get corrected by the teacher or a fellow learner. This is one of the shortfalls facing Nyakach District of Kisumu County.

2.5 FACTORS PROMOTING THE ACQUISITION OF SECOND LANGUAGE

Motivation is one of the most important factors that help in second language acquisition. Motivation is a kind of desire for learning. It's very difficult to teach second language in a learning environment if the learner is not motivated and does not have a desire to learn a language. Skeham (1991, p.12) called for an expansion of the motivational construct in second language learning in the field of applied linguistics. With reference to (A.P.A, 2007, p.16), intrinsic motivation has been found to correlate strongly with, educational achievements. Clearly students who enjoy language learning and take pride in their progress do better than those who do not. If pupils in Nyakach District of Kisumu County can be motivated, then they can perform and correct their areas of weakness.

Regular practice is one of the factors that promote second language acquisition. Children that do regular practice normally acquire new language skills. If pupils of Nyakach district can do regular practice by speaking and writing Kiswahili, then this can promote the acquisition of second language.

Emotional involvement is one of the factors that promote the acquisition of second language. Pinker (2007, p.20) says that our memory can retain much better information that is associated with strong emotions and more than one sense. For example, associating the sound of a word with images and smell could be more effective than just reading the word on a dictionary. Therefore, discovering what your favourite sense for memory retention is can be highly useful to decide on how to learn languages.

Willingness to make mistakes is one of the factors that promote language learning. When pupils are willing to make grammatical mistakes due to inadequate knowledge and skills in second language acquisition, they can be helped very easily by the teachers or peers through peer group teaching.

However, the pupils in Nyakach district have little willingness to make mistakes when speaking Kiswahili as a second language. This is evidenced when they speak mother tongue both at home and school resulting to poor performance of Kiswahili as indicated in the table of the background of the study.

Age factor is one of the factors promoting second language acquisition.

According to (<http://esl.fis.edu>), children between the ages of 6 – 15 years acquire language very fast. However, in Nyakach district, some children who perform poorly in Kiswahili are 20 years. This is the age whereby some of them cannot perform well in language acquisition. They can be encouraged to start school early that they can do K.C.P.E when they are in their ages where they acquire second language very fast for their development.

Personality is also one of the factors that promote language acquisition. Chomsky (1975, p.15) says that introverted or anxious learners usually make slower progress especially in the development of oral skills. They are less likely to take advantage of opportunities to speak or to seek out such opportunities. However, extrovert students will not worry on the grammatical mistakes that they make. They can take risks of speaking second language thereby acquiring good command of vocabulary. The students of Nyakach district can also be encouraged to speak likewise in order to improve their language, skills and vocabularies so as to perform better in K.C.P.E examinations.

Instruction is also another factor promoting second language acquisition. Some language teachers are better than others at providing effective learning experiences for their pupils in classroom situation (Kendra, 2009, p.12). These pupils will make better progress than others whose teachers cannot deliver the content well. Although the district does not have in adequate manpower in teachers but delivery of the content might cause problems. The teachers of language especially of Kiswahili can be taken for workshop so as to deliver the content. This will improve the performance of K.C.P.E within Nyakach District of Kisumu County.

Culture and status are also other factors that promote the performance of the second language acquisition. Chomsky (1975, p.15) says that learners in situations where their own culture has a lower status than that of the culture in which they are learning the language are likely to make slow progress.

2.6 CONCLUSION

In this chapter, philosophy and second language acquisition has been discussed. The researcher has looked at the historical factors that hindered the acquisition of the second language (Kiswahili). The impact of the first language on the second language has also been discussed. Factors that promote and make language acquisition difficult have also been analyzed. This will open more ways for subsequent chapters.

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CHAPTER THREE

ANALYSIS OF THE SECOND LANGUAGE AND TRANSITION FROM MOTHER TONGUE TO KISWAHILI

3.0 INTRODUCTION

What is language? What is the relationship between language and cognition? Do people who speak different languages think differently? Is a certain level of cognitive development required for language acquisition? These are some of the philosophical issues that philosophers ask in the world of philosophy. To begin with, Awoniyi (1982,p.6) defines language as arbitrary system of vocal symbols by means of which human beings as members of a social group and participants in culture interact and communicate.

Lawton (1989, p.11) says that language is not simply the outward manifestation of inner thinking but it shapes, makes possible and even produces some kind of thought. The more we know about individual's language, the more we know about their thinking. In fact as we internalize language, we internalize the society. Okwanyi (1993, p.20) further says that language is related to development of cognition. It's used by human beings for communication and helps to carry out directive functions in our efforts to influence the behavior or attitude of others. Consequently, being an important part of culture, it aids learning.

Like any other language, Kiswahili is one of the languages of African origin. It's learned in Kenya hence found within the curriculum. The person of Kenya learns it as a second language. In this chapter, several topics dealing with Kiswahili as a second Language will be discussed. The researcher will use philosophical analysis to analyze different issues in this chapter like contextual factors, Transition and educational effects of transition.

3.1 THE PHILOSOPHY OF SECOND LANGUAGE ACQUISITION

What is philosophy? What is second language acquisition, for how long does it take to learn a second language? What influences the learning of second language? What should teachers do in their classroom to facilitate the acquisition of second language what should learners do in classroom situation to acquire second language these are philosophical issues that the researchers will be handling in this chapter. According to Makuba (2005, p.1), philosophy is basically a reflection on reality is not exclusive property of philosophy alone but it certainly at its core. Njoroge and Bennaars(1986,p.8) further says that derived from the Greek word *philein*, meaning to love, to strive after, to search, which means wisdom by philosophers. According to Marysia (2004, p.8) language acquisition is innately determined and that we are born with certain systems of language. Different linguistic support this innateness' hypothesis.

For example, Chomsky (1975, p.25) claims that each human being possesses a set of innate properties of language which is responsible for the child's mastery of native language. In a short time Chomsky (1995, p.26) further says that these mechanisms which he calls the language mechanisms what possible form human language may take. Marysia (2004, p.34) distinguishes between acquisition and learning she says that acquisition is supposed to be a sub-conscious process which leads to fluency. Learning on the other hand according to Marysia (2004, p.34) is conscious process which shows itself in terms of learning rules and structures. Krashen (1985, p.39) claims that there are three internal processes that operate when learners acquire second language. These are the sub-conscious "filter" and the "organizer" that determines the organization of the learner's language.

It organizes the usage of in correct grammatical instructions and provisional precursors, grammatical structures, the systematical occurrence of errors in the learners utterances as well as common order in which structures are learnt. According to the philosopher of language (Brown, 1973, p.21) the filter is responsible for extent in which the learners acquisition is influenced by the social circumstances such as motivation and affective factors like anger and anxiety.

The “monitor” is responsible for conscious learning this has been cited by philosopher Brooks (1964,p.11)where he says that learners correct mistakes in their speech according to a philosopher of language Brunner Jerome(1990,p.6),learning is a conscious process in which the learners attend to form, figure out rules and are generally aware of their own process. The monitor has nothing to do with acquisition but learning.

The learned system acts only as an editor or monitor making minor changes and publishing what the acquired system has produced Krashen(1985,p.51)who is a philosopher of language says that three conditions are necessary for the monitor to use. These are sufficient time; focus on form and knowing the rules of language.

The philosopher of language (Brown, 2000, 278) puts forward the affective filter hypothesis, he states that it is easier for a learner to acquire language when she or he is not tense, angry anxious or bored. According to Marysia (2004, p.39) performers with optimal attitude have a lower effective filter. A low filter means that the performer is more open to the input language.

According to the theory of second language acquisition, communicative competence is very necessary. A philosopher Hymes (1972, p.12) defines competence as what a speaker needs to know in order to be communicatively competent in speech. This involves both language and ability for language use.

In his book, *teaching language for communication*, Hymes (1972, p.13) found four dimensions of communicative competence that are defined as a linguistic competence, discourse competence and strategic competence. To achieve this competence learners have to build up a general knowledge of the language they want to understand and produce. After a lot of practice and experience they will be able to use certain part of their knowledge very quickly and without realizing that they did so. A philosopher Hurst (1974,p.26) says that things that we know and use automatically may not necessarily be learned through gradual build up of automaticity ,but they may be based on the interaction of knowledge that we already have. They may also be based on the acquisition of new language which some how fits into an existing systems and may restructure the system.

Tharp and Gillimore (1998, p.9) a philosopher of language says that there is more to language than grammatical competence. The native speakers also posses pragmatic competence according to Tharp and Gillimore (1998, p.10).pragmatic competence places language in the instuitional setting of the use, relating intentions and purpose to the linguistic means at hand. As a whole, the philosophy of second language acquisitions has some natural order of acquisition and there is a mechanism that processes the incoming information.

3.2 THE ANALYSIS OF THE DIFFERENCE BETWEEN FIRST LANGUAGE AND SECOND LANGUAGE;

Language seems to be related to the development of autobiographic memory. The development of Language is obviously dependent on long term memory because it requires the storage and retrieval of information about word meanings (Lococo, 1976, p. 6). According to Awoniny, (1982, p.6), it's difficult to take away a child's first language without consequences and that no great injustice can be committed against a people than to deprive them of their first language. However, the role of language in education is very important and to emphasize

its importance Hugh (1982,p.11) says that the role of language in education process is enhances the relationship between language and the social structure since language is the principle means of culture transmission. Both first language and second language are acquired. Although the two languages are different but there are some similarities in the way in which they are acquired.

First and second languages are learned gradually. On the same note, they need a model. This means a person or persons who are fluent in speaking them lastly; both first and second languages are learnt through exposure. This means that the children must be exposed to the environment where the language is spoken. The above explanations points at the similarities between first language and second language acquisition.

Despite these similarities there are also differences between leaning first and second languages. First language leaning is natural formal and smooth (Smith, 1997, p.27). Those people around the child use the language purposefully and naturally and child hears it. The child's effort to use the language to communicate is met with a lot of appreciation. There are no demands at the early development stage. Through exposure to language use in a natural purposeful context and with appropriate response from adults, the child spontaneously acquires the correct use of language.

When learning a second language (Kiswahili) it's learned formally in a classroom situation which is quite artificial compared to first language learning (Smith, 1997, p.28). A child comes across the regular use of Kiswahili for the first time at school.

The children may feel burdened for the demand of grammatical and structural correctness. This is one of the major problems facing children in Nyakach District of Kisumu County as far as the learning of Kiswahili language is concerned.

More over in Kenya, a child learns Kiswahili as a second language after acquiring the first language for communication. To the child therefore, it's a school subject with assignments. Some of these assignments are also difficult for the child to do due to the child's inadequate knowledge in Kiswahili. This promotes more negative attitude in doing the subject causing poor performance in Nyakach District of Kisumu County. When the year ends, national examination (K.C.P.E) is done. Kiswahili is one of the subjects being tested in this exam. Because of poor knowledge background in Kiswahili as subject, mean score of Kiswahili is normally low in K.C.P.E as shown in the background of the study. First language learning stages (*Dholuo*) is different from second language learning stages because Kiswahili does not go through the babbling and uttering of sound stages. However when learners start to do it, they are faced with mother tongue influence (Boote, 1994, p.16). Okwanyi (1993, p.14) summonsed the major different between learning the first language and learning the second language in the following table

COMPARISON BETWEEN FIRST LANGUAGE AND SECOND LANGUAGE LEARNING

FIRST LANGUAGE	SECOND LANGUAGE
It's acquired as a basic survival need for child to interact with the environment	Learning it is not a basic survival need because the learners can already communicate
It suffers no interference by any other language.	The already learned first language interferes and influences the learning of the second language.
The child has great exposure to the language from parents, siblings, relatives and other adults.	Exposure to second language is limited in some cases, but only to the school.

Any attempt by the child to use the language is met with encouraging response.	A child's use of second language is met with corrections concerning grammar and spelling.
Learning is smooth. It takes place naturally and informally with the child discovering rules by trial and error method or through play and experimentation without analyzing tenses, grammar e.t.c. It's learned in every day environment.	It's learned artificially and formally and the child can be bogged down with memorization of vocabulary or rules of grammar and analysis of tenses.
It's taught in a relaxed friendly atmosphere with great love and care of the mother, father, siblings, relatives and adult speakers who are native speakers.	It's taught by the teachers who are employed to do the work. These teachers are at times impatient with the learners. Moreover they are not native speakers themselves.
It's learned informally from birth by hearing purposeful speech and continues to be for purposeful communication in a wide range of situations.	Learning is programmed and timetabled and there is examination to be done both at school level and national level.

However, the differences between first language learning and second language learning have been analyzed and despite their similarities, the difference outnumber their similarities.

3.3 THE ANALYSIS OF THE IMPORTANCE OF KISWAHILI AS SECOND LANGUAGE

The decision of Kenya to use Kiswahili as a national language immediately after independence came as a need to foster human development. This is because Kiswahili is a language of inter- ethnic communication in Kenya where it bridges the linguistic gap between communities. Various scholars have understood the

importance of teaching and appreciating Africans language. For example Bitek (1973, p.11) realized the need by advocating the teaching of African literature to children as a means of achieving educational goals and not just for the sake of passing examination. Ngugiwa Thiongo a famous literature writer from Kenya has even gone further to advocate the teaching of African literature by using African languages. (Were and Amutambi, 2000, p.34). This however many not happen if we do not have a standardized way of speaking which cuts across all social strata. According to the report of UNESCO (1999, p.6), African language are the best media for education of the African people.

This shows that Kiswahili which is a language of the African since it tries to Africanize the ideas and shaping the understanding of the Africans.

On the other, hand literature transmits language history traditions and customs of the people.

For example, it's through oral literature that the countries great leaders are known (Were and Amutambi, 2000, p.35). Due to this fact, the countries great leaders are known and their deeds pass on from one generation to the other. Kiswahili being the common medium of expression can best serve the role hence the need to develop it and teach it in the curriculum. This is why the learners of Nyakach District in Kisumu County have no option but to learn it since it had been put in the curriculum hence taught to all learner's in the Country. Kiswahili has admirable value in economic markets. Much of the trade in the east Africa region is conducted in Kiswahili (Kimemia, 2001, p.12). In addition to this, Kimemia (2001, p.13) further says that Kiswahili has been used to make political pronouncements, government statements and re commendations, made by education commissions which are rarely implemented.

Awoniyi (1982, p.10) says that any country that values the development of her people must incorporate them in all development process .This can be realized

through a language that they can comprehend and completely use to evaluate themselves and to implement development projects. Kiswahili is spoken in many countries of the world the east African countries is part of the global village which is currently undergoing fundamental transformations on the basis of the intensive competition. In deed regional groupings have reinforced themselves for the purpose of strengthening their competitiveness in the global market. Mazrui (1995, p.21) confirms that Kiswahili is the language of cross border within the East African region and plays a significant role in fostering socio economic relationship within the region.

According to the UNESCO (1999, p.7) Kiswahili has been proposed to be the language of the African Union. This means that it has to be developed to meet the global challenges ahead. Due to the immense importance of Kiswahili, learners must learn Kiswahili and the children of Nyakach District of Kisumu County is included. The learners within the district of Nyakach must drive away their negative attitude so as to work hard in studying the subject.

Kenyans are luckily to have a language that is spoken by majority of the population. This is so because Kiswahili has been used by politicians to woe votes during political campaigns. Through Kiswahili, politicians gain popularity among the masses hence improving their chances of winning in an election. Activities such as civic education, H.I.V Aids awareness campaign and human rights advocacy and constitution review process have been successful in Kenya party because the majority of Kenyans share common language and that is Kiswahili. Professional like engineers, agricultural extension officers, doctors and technician use Kiswahili mostly to communicate to the public while discharging their duties. According to Ndege (2011, p.138), one of the factors that promote national unity in Kenya is language. One of these languages is Kiswahili since it

brings Kenyans together as a nation. This is why many education commissions recommended the teaching of Kiswahili. Kiswahili therefore is a factor that promotes national unity and since unity is the key to development this makes the language to be a major importance hence must be taken seriously by all learners' irrespective of their ethnic backgrounds.

3.4 THE ANALYSIS OF LANGUAGE AND ITS FUNCTIONS

What is language? What is the meaning of words? What is it for words to have meaning? What are the functions of language?

These are the philosophical issues that the researcher will be dealing with in this section .To begin with; language is a system of signs which we use to communicate with each other. Communication is away of letting other people to know what we think (Hume, 2000, p. 10).

The signs which make up language get their meaning through associating them with the thoughts we want to express (Hacking, 1975p.6) .The meaning of words of common languages such as Kiswahili, English, and French among others is a matter of convention among speakers to use them with agreed associations. Walter (1981,p.7) who wrote on Locke's contribution to philosophy of language says that recent philosophy of language is understood by considering where it stands in relation to Locke's view .This view states that our words concern things in the world rather than things in our minds. It's now true that one of the central thing which has to be understood in the philosophy of language is how language relates to the world and what it does in the world.

The history of philosophical thinking about language is almost impossible to separate from the history of logic and indeed the entire history of philosophy. All major philosophers like Plato and Frege have had some doctrine about the relationship between mind and language, and language and the world

(Anaulogho,1997,p.10).The earliest interaction between philosophy and language dates back to the ancient Greek philosophical era.Platos' life long battle against the sophists is a typical example because he attacked the sophist because of their competent ability to twist language to their own advantage for the sake of making money(Omoregbe,2003,p.15).He was infuriated by what he saw as the danger and threat that the sophistry posed to genuine communication and life in the society (Hacking,1975,p.11).The sophists therefore taught language for people to speak it for political success.

According to Frege (1961, p.21), language requires that there should be ideas in the mind of the speakers which the words they use stand for. Language is a mechanism by which such ideas can be conveyed from one mind to the other.However, it would be impractical to have a new word for each idea for the multiplication of words. The words in every man's mouth stands for the ideas he has and which he would express by them (Davidson and Harman, 1972, p.21).Language signifies idea and reality. Reality consists of individual observable phenomena perceived by human senses. According to Hacking (1975, p.19), the human mind is initially a blank state and knowing involves the mind responding to impressions from senses experience. After a man has conceived knowledge or idea, he can only express these ideas using language. Language therefore acts a vehicle for transporting ideas.

Language becomes so associated with its corresponding ideas such that hearing a word that we are accustomed to bring fourth its idea just as if we had actually perceived the object in the world corresponding to the idea. Sometime people use words without understanding the ideas they signify. Such speakers are likely to fall into problems resulting to misunderstanding.

All things that exist are particular but most words used in language is general. Why is this so? First, it is impossible to give a proper name to every particular. Distinct names would require distinct ideas because language directly signifies ideas which in turn signify things in the world .However, we cannot have distinct ideas for every bird, grain of sand among others. Even if it were possible to have only proper names, it would defeat the purpose of language understanding (Davidson and Harman, 1975, p.18) having all proper names would not improve knowledge. Knowledge enlarges itself by general views.

How do words in language become general? How do we acquire general ideas? Words become general by being made the signs of general ideas and ideas become general by separating from them the circumstances of time and place and any other idea that may determine them to this particular existence (Richard and Robert, 1961, p.33).

Language is a kind of artefact whose nature is therefore defined by the job it does. Locke (A.P.A, 2007, p.40) put forward and analyzed philosophically the language functions. According to him, the nature of language is defined by its functions .Man has a variety of thoughts. These thoughts are all within his breast, invisible and hidden from others (Hacking,1975,p.27).It was necessary that man should find out some external sensible signs whereby those invisible ideas which his thought are made up of ,might be made known to the others. This could only take place through language. The chief function of language according to Locke (A.P.A, 2007, p.17) is to communicate.

Language is used to communicate our own thought. Language signifies nothing but the thoughts in the mind of the person that uses it. It follows that mind has a sequence of ideas where there is one to one correlation between each idea and its representation by a word.

Our thinking proceeds with a thought and words appear sequentially. Philosophically speaking, what language is meant to communicate is thought. Without communication of thought, there can be no society and without society, a human being would become a social misfit (Hurme, 2000, p.41). Life without society is solitary, poor, nasty, brutish and short. The ultimate good furnished by language is security and prosperity. Language promotes this by making communication possible. This functional conception of language tells us what words mean

According to Hacking (1975, p.23), the basic idea is that if language communicates thought, then words being the components of language must communicate the components of thought. On the same note, words signify or mean the component of what language is meant to communicate. Frege (1961, p.65) says that words are signs of and therefore, they signify .What are the components of thought? The components of thought are ideas. Hume (2000, p.16) says that words as they are used by men can properly and immediately signify nothing but ideas that are in the mind of the speaker. Words themselves have no content. Their only use is to serve as a signs of ideas. Words such as "is", "but", "if" among others signify not ideas but the connection that the mind gives to ideas. Words are reliable indicators of the speakers' ideas and revive ideas in us. If the speaker does not have an idea, then they are useless.

The sentence "God is" does not mean that the speaker has a lively idea of God. "Is" makes no independent contribution. At the same time, "is" does not have a function in this case to indicate the relative liveliness of the speaker's idea. Nevertheless, it neither signifies an act of the mind nor joins the idea of God with the idea of existence. Language therefore is a very vital tool that makes man to

understand one another and participate in various fields thereby promoting development.

3.5. TRANSITION FROM MOTHER TONGUE (DHOLUO) TO SECOND LANGUAGE (KISWAHILI)

When can one be ready to speak a second language? How can a person speak a language when they have a few words in it? Can one listen without speaking and still learn? These are some of the philosophical questions that the researchers will analyse in this chapter.

According to (Skehan 1989, p.19), a person can always be ready to speak a language no matter what level one is at. Even if a person just knows one word in a given language, they can still communicate (Tharp And Gillimore, 1989, p.39). After formal writing and perfecting ones pronunciation, then a person can speak fluently. The skills that are always important as far as the languages are concerned are listening, speaking, reading and writing. Majority of learners take long before they start speaking a second language like Kiswahili the reason being that they are not ready and free to speak the language (Halliday,1975,p.33). Learners must be ready to speak the language (Kiswahili) even with the little knowledge that they have. This is when transition from mother tongue to second language will be smooth. Transition simply means the process or period of change from one state or condition to other (Ashorby, 2010, p.1588).

According to Kimble (1961, p.6), learning is relatively permanent change in behavior potential which occurs as a result of reinforced practice. The above statement therefore tells us that if change in behavior has not taken place then learning have also not taken place, Transition must therefore take place among the learners so that change in speaking the second language (Kiswahili) is

realized. Some learners wonder how they can speak Kiswahili when they have few words in it. Tharp and Gillimore (1988, p.40) says that they should use the little amount of words that they know.

They use short cuts to share ideas with those who know Kiswahili. Even if one uses English they can still throw few sentences in Kiswahili like please help or please thank you or how are you?

What matters is attitude. One should start learning a second language (Kiswahili) with the right attitude. How would you start if you only know few words? This is not a good question for we learn language by speaking it. You can continue with wrong pronunciation and with time, you can get correct pronunciation from the teachers. The more mistakes one makes and accepts correction, the more fluency they become. The aims of perfection should become the goal of the learners. The second language (Kiswahili) should be learned like the first one with the learners speaking it as much as possible without feeling discouraged (Tharp and Gillimore 1988, p.41).

Epistemologically speaking, mothers do not correct their children when they start speaking the first language. This is so because the child may be less encouraged to speak again. However, the same child will be connected after starting forming sentences. This means that the children are ready to acquire more vocabulary. Learners should not give up practicing and interacting with others when speaking Kiswahili. It is through this that smooth transition from mother tongue to Kiswahili will be realized. Language is for doing things and for relating to the people (Halliday.1975, p.37). The learners will therefore use Kiswahili for doing many things as discussed in the topics of importance of Kiswahili as subject.

In order to make transition from mother tongue (*Dholuo*) to a second language (Kiswahili), transitional skills from first language to second language are important. This is so because the skills shed light on how learners can build on when acquiring Kiswahili literacy some of these skills are as follows(Adam 1990, p.6).

3.5.1 Phonological process-

Phonological process is (the study of sounds of a particular language). Phonological awareness that speech is composed of small unit of sounds is believed to facilitate the understanding of the relationship between sounds and symbols in alphabetical languages (Adam 1990, p.6). Adams (1990, p.7) further conducted a research that examined whether second language word recognition skills were influence by a child`s phonemic awareness in the native language. In this study first grade learners in a transition bilingual education programme were identified by their teachers as non- fluent read.

3.5.2 Orthographic Skills (skills of pronouncing letters correctly).

Krashen(1985,p.6) carried a research whether Spanish speaking second language pupils would produce more errors consistently with the correct application of Spanish phonological and orthographic rules than English speaking pupils. For example, the correct application of Spanish orthographic rules to the sounds of English words would results in using the "I" for the "ee", sounds, "q"for the k sounds and "j"for the "h" sounds. The findings indicated that Spanish speaking pupils produced more than four times as many predicted errors as the English speaking pupils.

However, the group did not differ significantly of their production of non predicted errors. Similarly the learners within the Nyakach district also have the

same problems where they used "s" for "sh". The orthographic skill can therefore help the learners to in developing the correct pronunciation leading to smooth transition.

3.5.3 COMPREHENSION SKILLS AND STRATEGIES

Deci and Ryan 1985, p.12) conducted a study to examine the cross language transfers of comprehension skills and strategy (Deci and Ryan, 1985, p.13). Examined the transfer of listening and reading comprehension skills from Spanish to English by students and role in a transitional bilingual education program me indicated that students English reading performance at the end of sixth grade was most highly correlated with their reading in Spanish a year earlier. It was concluded that skills that are academically mediated do transfer e.g. skill of reading to skill of writing However, the above skills are very important since they help the learners to transfer the knowledge and skills that they have already to learning the second language (Kiswahili).

3.6 THE EDUCATIONAL EFFECT OF TRANSITION FROM MOTHER TONGUE (DHOLUO) TO SECOND LANGUAGE (KISWAHILI)

According to Akinpelu, education is the art of turning the eye of the soul from darkness to light (Akinpelu, 1981, p.30). By this he meant leading a person from the dark care of ignorance into the lime light of knowledge. It is not putting knowledge in a person's soul as one put water into an empty port, but rather it is aiding the individual to discover knowledge through his own reason processes.

Similarly in the process of transition from mother tongue to second language (Kiswahili) the learners should be helped to discover the skills of learning the second language through listening, speaking, reading and writing. Through

transition, the above skills can be developed and this would result to language development.

During second language learning, monolingual environment should be maintained in order to create context in which learners must exert effort to interact entirely in that second language. The teachers should exert effort to present materials in a manner which is understandable and accessible to learners and the teachers are engaged in interactive task of creating meaning in order to further language development. This would give positive effects on the transition into mother tongue to second language (Kiswahili).

Learning is best acquired when learners actively participate in meaningful activities that are constructive in nature (Tharp and Gillimore, 1990, p.24). In order to achieve this objective the learners, should use the second language (Kiswahili) constructively in the four areas of skill development. To begin with, they should listen to get the concept, read and then speak Kiswahili to get the fluency. This will be followed by writing (insha) or composition that will lead to total development of the language. The transition would give the learners time experience and opportunities they need to fully develop language proficiency. This would promote a range of social and academic contexts in which both languages and content are emphasized.

Decisions regarding transition will make the pupils to start doing the subject of Kiswahili. The learners will realize that the need to do better in Kiswahili is everybody's concern. This will make them to set aside time for Kiswahili learning everyday.

How is language or Kiswahili instruction organized to allow pupils gain both linguistic and academic competence in second language acquisition? This can be achieved through promoting ways in which learners begin reading second language during comprehension to act as eye opener for language development.

According to Smith (1997, p.21), language is a natural function of human development. It progresses from simple to complex functions. It has made learners to interact hence creating development. In order to make the process of transition to have positive effects, the teachers can better understand and interpret the pupils 'performance thus enabling them to analyze the nature of errors that pupils make and eventually lead to low development.

Some solicitors feel that second language (Kiswahili) learners will have adequate time to master Kiswahili. However, pupils need many opportunities to listen and verbalize in second language. The teacher's role therefore is to organize the environment and mediate the instruction. Every aspect of classroom design including the physical environment, the content covered strategies used for grouping and instructional delivery must be considered. This would make transition to have positive effects on the learner making them to achieve their objective.

Sharing the ideas that the learners have learned is very vital. Asking good questions, seeking and sharing information are skills pupils need to develop is useful. This would make transition to have positive effect making learning to be very successful.

Oral language plays a crucial role in the transition from mother tongue to Kiswahili. The learner should use these to move new ideas forward.

On the same note, transition from mother tongue to Kiswahili would have positive effect due to creation of environment that promotes second language acquisition .This transition should be a combined effort of both the teachers and the learners and this would have positive effect on smooth transition from mother tongue to Kiswahili.

3.7 CONCLUSION

Second language acquisition is one of the eye openers that show that a learner has received education. According to John Dewey (1906, p.16), Education has to be action oriented thus promoting self reliance and personal autonomy in matters of intellectual and social development. Education must have propositional content that informs human judgment, choice and action. Second language acquisition therefore enables the learners to acquire this education. Language further makes the learners to interact positively with different people. This helps them to make the best future adults that have understanding and reasoning capacity. According to Hegel (A.p.a 1957, p. 21), education is the intellectual faculty that utilizes intuition to discern pure spiritual forms behind their material embodiments. By nature, all men desire to have knowledge. This knowledge is acquired through education. Njoroge and Bennaars (1986, p.160) says that there is “knowledge that” and “knowledge how”. All these forms of knowledge are received through education. For education to succeed, second language is very necessary. This shows how second language acquisition is vital hence the need to learn it very philosophically logical.

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CHAPTER FOUR

IDEAS PUT FORWARD THAT CAN LEAD TO THE IMPROVEMENT OF PERFORMANCE IN KISWAHILI

4.0. INTRODUCTION

In this chapter, the researcher will put forward ideas that can lead to the improvement of performance in Kiswahili. To begin with what is idea? What is performance? How can learners improve their performance so as to promote education? What is education? Why does man need education? These are some of the philosophical issues that the researcher will handle in this chapter. The word idea is a technical term that refers to the component of thought (Hume, 2000, p.21). Idea is a kind of mental image that are invisible hence hidden from others. According to Murdock 1992,p.11, performance refers to any external manifestation of behavior. Learning on the other hand is relatively permanent change in behavior potentiality which occurs as a result of reinforced practice (Kimble, 1961, p.6).

Following the above definition, good performance in education can only take place as a result of reinforced practice. The learners themselves must work hard and do practice in second language acquisition so that they can achieve their goal in education.

Education is the liberation of human mind through academic and formal training (Reece and Walker, 1997, p.9). To educate a person means to have some one learn something. However, to have learnt something is not necessarily that some body is educated. Since not all learning is educational, there is need for criteria for evaluating and justifying educational activities. Njoroge and Bennars(1986,p.123) have analyzed the concept of education into four dimensions, namely cognitive dimension, normative dimension, creative dimension and dialogical dimension.

The researcher has used the four dimensions to suggest possible ways that can lead to the improvement of performance of pupils in Nyakach District of Kisumu county. These dimensions have analyzed how learners can be liberated from ignorance where the removal of the dogma that they can't perform in Kiswahili is discussed.

4.1 THE COGNITIVE DIMENSION OF EDUCATION

To enable learners to achieve their objectives in education, we should look at education in a cognitive way. This is the cognitive dimension of education. According to Njoroge and Bennaars (1986, p.14,) education involves learning whether formal, informal or non formal. It's usually associated with learning. Formal education according to Njoroge and Bennaars(1986,p.144) involves fixed timetable. Syllables to be followed, classroom setting and established work organization. All these are done to promote learning that eventually lead to the improvement of standards of education. What is learning? Learning can be associative implying a stimulus response pattern and the formation of conditioned associations. On the same note, learning can be cognitive where by it deals with concepts formation and formal thinking.

Education does not simply mean learning but cognitive learning. Learning is not knowing and the two terms are not the same (Njoroge and Bennaars, 1986,p.145) it is the cognitive learning that leads to knowing .Cognitively education is a kind of package that a person gets through hard work. The learners are often motivated by giving them certificate for the hard work that they have done .The learners of Nyakach District should look at education in a cognitive dimension knowing very well that there is a certificate to be given at the end of eight years course.

When acquiring knowledge, the acquired knowledge must be true. What is knowledge? What can prove that the learners have acquired knowledge?. Njoroge and Bennars (1986, p.152) says that knowledge is first of all a matter of belief. To know something points in the first instance to believing something. The pupils of Nyakach District must believe that they have the potential to perform well in Kiswahili. Knowledge also deals with the truth. Pragmatic theory of truth state that truth is that which works. It is what one asserts. When I say that i know that food is ready, i claim to know the truth. To know something is more than to believe. The learners should know the truth concerning their area of difficulty. This will make their standard to improve leading to good performance in (K.C.P.E).When somebody, claims to have knowledge, he must have ground or reason for knowing it. The pupils Nyakach District must have a reason or grounds for learning Kiswahili. This is so because it is one of the subjects which is offered in the curriculum.

Furthermore it is a national language that promotes national unity. We are Kenyans hence belong to one nation. Knowledge according to Njoroge and Bennars (1986, p.157) is therefore a justified true belief. In the process of getting education, if a learner does not get knowledge and understanding then the process is defective. Education should provide knowledge that ensures effective adjustment to fluctuating demands of experience. It should direct the abilities and interest of children to the satisfaction of felt needs. The cognitive dimension of education therefore satisfies the epistemological basis of education. It ensures that the learners are equipped with the knowledge that makes them be academically competent. The learners therefore should search for both knowledge and skills to enable them to be competitive in the job market. The cognitive dimension is vital

since the learners expect teachers and text books to give them the truth which is one of the conditions or grounds for knowledge.

4.2 THE NORMATIVE DIMENSION OF EDUCATION

Education is a multi dimensional concept. Normative dimension is one of the dimensions of education that deals with socialization. Socialisation is a process whereby someone becomes social, that is a member of the society (Njoroge and Bennars ,1986,p.167).Through the process of socialization , a child is trained to control his basic needs, action and expectation and thus learns to adapt himself to the environment. It is a process whereby a person learns to accept the norms, value, and ways of behavior of the society where he belongs. It is therefore a process of learning and training to be a member of the society.Agents of socialization is parents, teachers, friend church members' community members' community among others. According to Chaube and Chaube (1994,p.240),it is difficult to imagine a man without society.

Due to this, a man is regarded as a social being. The more sociability is seen in a child from the very beginning the more brilliant he happens to be in the course of his development (Chaube and Chaube, 1994,p.240). Because a human being is a social being, the learners of Nyakach District should socialize among themselves by speaking the second language. They should use the agents of socialization like the teachers, church members and the community hence interacts with them linguistically thereby promoting the second language. This would promote the speaking of Kiswahili.

However, individual differences are there among the learners in the socialization process this is due to varying abilities, interest and potentialities. Chaube,and Chaube(1994,p.246) says that children brought in the same family or educated in

the same class do not have the same form of physical, emotional, mental and moral development. Education is concerned with the transmission of values and norms from one generation to the next through the process of socialization. It's therefore futile that a man has been educated when he has actually not changed for the better. There should be conscious commitments to what is thought to be valuable in an educational process. Every society in the world educates its people for purposes of good reason. (Sifuna, Chege and Oando, p.235). As a result of this, these purposes and reasons are articulated in the aims and goals of education in Kenya are to promote national unity and to remove social inequalities. To avoid social inequalities the learners in Nyakach district must learn Kiswahili. It's through the learning of Kiswahili that national unity which is one of the goals of education will be achieved. Kiswahili is one of the subjects which is taught in Kenyan curriculum. The pupils of Nyakach District in Kisumu County cannot be exceptional. They must try to remove the dogma that they cannot pass Kiswahili. This is so due to the fact that through the students of this subject, they will promote national economic development. It will also instill positive attitude towards cooperative effort and mutual social responsibility. This makes the normative dimension of education to be very useful as far as the educational development of the child is concerned.

4.3 THE CREATIVE DIMENSION OF EDUCATION.

This dimension borrows a lot from Dewey's philosophy of education since Dewey advocated a revolutionary philosophy of education which was opposed authoritarian approach to education (Njoroge and Bennars, 1986, p.193). Dewey stressed experience and growth active inquiry and creativity that was child centered and method based (Njoroge and Bennars, p.194) Education has been associated with growing up. Children differ in their rate of growth. Some grow

slow or develop while others develop faster. Education helps the child to grow physically, mentally, socially and emotionally. It's an empirical fact that plants and animals interact directly with the physical environment and in the process, growth occurs. Man is not a pure natural being but also a cultural being (Chaube and Chaube,1994,p.85) Education is a process of growth whereby a child learns through experience adjusting himself to the environment, be it physically social, or cultural. Nyerere,(1979,p.45) sees education in terms of human action thereby emphasizing the creative dimension in a fundamental manner. Education according to Nyerere,(1979,p.46) is not meant to turn people into tools or marketable commodities. Education should be for creators not for creatures. Nyerere,(1979,p.47) sees man as creator of himself and his conditions. Man makes himself this kind of liberating education. The ideas imparted by education should be liberating ideas. The skills should be liberating making education to be for man, by man and of a man.(Nyerere,1979,p.48). Through education, man must learn how to act upon the world and deal with it effectively.

Creative dimension of education makes education to be action oriented. This makes education to be productive and effective. Education that results in mere verbalism is effective and unproductive in term of human need and requirements. Such education. Lacks the creative dimension (Njoroge and Bennars ,1986,p.211).Creativity involves divergent thinking in terms of problem solving. It also involves the new ideas or solution that is adequate in terms of solving problems. Due to this fact, the learners in Nyakach District should approach their problem with a lot of creativity whereby they find new ideas or solutions of solving the problem of poor performance. They should give education a creative dimension in solving their problems.

They should use or involve skills that are liberating so as to enhance their understanding in Kiswahili. This will make them creators and not creatures as

Nyerere puts it. The knowledge gained will eventually make them to be self reliant socially, economically and politically.

As Plato puts it that education is a process of turning the eye of soul from darkness to light (Akimpelu,1981,p.30),the creative dimension of education should lead the pupils of Nyakach District of Kisumu county from dark cave of ignorance to the lime light of knowledge. They should be equipped with skills that can make to perform work on their own and achieve their goals in education. Creative dimension of education is therefore very useful since it aims at liberating the learners and making them independent.

4.4 THE DIALOGICAL DIMENSION OF EDUCATION

The dialogical dimension of education views education as an individualization in which a man is seen as an individual member of human species (Njoroge and Bennars ,1986,p.220) Individualization points directly to the individual and that is a man as an individual member of human species. Individualization refers to a process of learning whereby the individual develops to the best of his or her ability. Philosophically speaking the learners is an individual who differs from other individual in many respects for example in the rate of growth innate abilities, specific needs and interest among others. In order to develop the learners personality, philosophers advocate for individualized learning (Njoroge and Bennares,p.218). This makes an individual to learn at his/her own pace. In individualization, individual interests as well as talents and short comings are well catered for.

To promote individualization, teachers need to deal with each learner individually. The idea of class, form or standard must be discouraged for

individualization to succeed (Njoroge and Bennars,1986,p.218). Education is an individual activity. Nobody learns for the other. Learning is basically an individual experience. It depends on the individual ability to learn. If the ability is lacking, then learning can't take place. The term individual comes from Latin word "individuum" which means undivided implying some sort of unity. Man is seen as an individual in a unity of body, emotions and intelligence (Njoroge and Bennars, 1986, p.229).

Philosophers points to man's uniqueness as very distinct because no animals no minerals and no manufactured things says "I" except man (Njoroge and Bennars ,p230) As being who says "I," man is a self. To the questions who man is has an answer that "I am myself ".Man must be in dialogue with one another. What is meant by dialogue? Derived the Greek word "Dialogos",it means communication between two people speaking words (Njoroge and Bennars,p.234). Dialogue is different from monologue whereby only one person speaks. Education defined as a dialogue means people communicating with each other in equal terms. The dialogical dimension of education is therefore opposed to authoritarianism in education. It needs teachers and learners to speak on equal terms. Both teachers and learners are all human being hence they are equal Njoroge and Bennars (1986, p.237) says that the learners appear in world as "not yet" as one who is not yet independent financially, psychologically, socially among others. Being a learner means not yet a self and not yet self reliant. This does not mean the learner will never be a self who is independent.

Due to this the learners' In Nyakach District of Kisumu County should be in dialogue with teachers and fellow learner so far the improvement of poor performance in Kiswahili. They should be free and participate in class activities so as to promote dialogue. This will help the teacher to know their areas of

weakness hence help them accordingly. Dialogical dimension of education therefore needs learners to be willing participants and stops teachers from using the authoritative dominance of the class. This can create fear among some learners hence perform poorly. This is why dialogical dimension of education is highly encouraged in the improvement of performance

4.5 THE MAJOR FINDINGS AND CONTRIBUTION OF THIS RESEARCH TO EDUCATION.

The research investigated the factors that led to poor performance in Kiswahili in KCPE in Nyakach District of Kisumu County. The researcher found out that the learners performed poorly mainly due to negative attitude and inadequate role model both at school and at home. The problem of role model can be overcome by posting teachers that do not speak the ethnic language but speak only Kiswahili and English. The negative attitude of the learner can be changed by motivation and rewards given to learners who perform well in languages. This would enhance the improvement of languages.

Knowledge that was buried in the learners mind had not been reawakened. It is the mind that the learners use to acquire knowledge, this knowledge needs reawakening so that the mind can recollect what it had before it was buried into the human body. The teachers' role is to reawaken the mind of the learners so that they can perform in languages. This will promote education since it will lead to improvement of languages that will in turn promote national unity which is one of the national goals of education in Kenya.

CONCLUSION

Education results to cognition and understanding. One is not said to be educated just because he has mastered a highly esteemed skills like pottery. He must also have some facts of knowledge and some kind of conceptual scheme to raise his knowledge above the level of disjointed facts Nyerere (1979, p.21) says that education is for liberation and development. A person who is merely informed cannot be said to be educated. The kind of knowledge that an educated person has must firstly characterize his way of looking at things rather than be hived of (Peter and Hirst, 1970, p.9). It is possible for a person to know a lot of history in the sense that he can correctly answer questions in classrooms and examination, yet the history he knows does not affect the way he interacts with or looks at the environment which include building and institutions. (Peter and Hirst, p.10). Such a person can be described as knowledgeable but not educated for education implies that a person outlook is transformed by what he knows.

Socrates and Plato stressed in the doctrine that virtue is knowledge, and to them, knowledge must involve the kind of commitment that comes from being on the inside of a form of thought and awareness (Freire, 1972, p.7). All forms of thought and awareness have their own internal standard of appraisal and therefore being in the inside of them text commitment and to understand and care without which they lose their point.

A person whose knowledge is purely external cannot be referred to as educated person. In cognitive perspective a highly trained scientist may not necessarily be said to be educated. To be trained implies developing competence in limited skills or mode of thought whereas being educated suggests a link with word system of belief. According to R.S. Peters (1971, p.30), we can talk more naturally of training the will than we do of educating it. This is so because emotions have a cognitive core and beliefs that go with them. Educating a

motion constitute altering or developing them otherwise. Trained person can tackle a particular problem in a rigorous and competent manner while educated man has more awareness about different facets and dimensions of such problems.

Due to this, the learner should be in a position to get education fast hence have a wider scope of looking at the world view. The learners of Nyakach District should get education that make them to become all round persons capable of getting training to be come future professionals. This can only be done when language used in studying the subject is well performed hence they need to do better in languages.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.0 SUMMARY

The research investigated the impact of mother tongue on the performance of Kiswahili in Nyakach District of Kisumu County. Idealism as a classical school of thought has been used in the development of the work. According to Hurst (1974, p.58) Idealism stresses the priority of the mind and the self and does not regard the world as a natural phenomenon but as a creation of the mind since reality is what the mind projects into the world. In the mind, such ideas are a priori. This means that they concern knowledge that exist prior to and independent of human experience about them (Guteic, p.13) Through introspection, the individual examines his/her own mind and finds a copy of macrocosmic mind. Since what is to be known is already present in the mind, the teachers challenge is to bring this latent knowledge to consciousness (Guteic, p.14).

Similarly, the pupils of Nyakach District of Kisumu County have latent ideas that are present in their mind. These ideas must be brought to consciousness so that improvement in the performance of Kiswahili in K.C.P.E can be realized. The goal of education according to idealism is to help the learners to arrive at a broad, general and unifying perspective of the universe.

The process of education is to aid the learners to discover the knowledge through their own reasoning process. In fact, it is more the rediscovery of a previously acquired knowledge. The theme of education held by metaphysical philosophy of idealism according to Plato is that man's soul had a previous existence in an ideal world (Akinpelu, 1981p.30). In this world of ideas, the soul had perfect first hand knowledge of all that exist in this world. Our world is an

imperfect copy of this world of ideas. When the soul was detached from the perfect world of ideas and planted in the body of a man, it lost that knowledge. Education now is the only process according to Guteic (1997, p.13) that the soul can be helped to regain that knowledge.

The educational process is therefore is to feed the mind with new knowledge. This is done through well framed leading questions that give the right answers. This method of teaching is called the Socratic method due to its wide usage by Socrates.(Akinpelu,1981,p.31).

In learning, the pupils must reason to arrive at conclusion. Reason is the level of freedom from error (Guteic, 1997, p.15). The learners have the capacity to utilize reason to recall the forgotten ideas. The learners of Nyakach District should use reason to develop knowledge in languages so as to promote education. Reason is the intellectual faculty that utilizes intuition to discern pure spiritual forms behind their material embodiments (Guteic, 1997, p.16).

When education focuses on the soul to recollect all that has been learned in Kiswahili language, mother tongue interference result as stated in the background of the study. Due to this interference the learners are deeply buried in the mother tongue (*Dholuo*) as a language of the ethnic community. They have greatly internalized the said language in their mind. It is the mind that the learners use to learn new ideas especially in English and Kiswahili. This is why the researcher has analyzed the role of the mind in the acquisition of second language. Idealism stresses the priority of the mind and the self.

As Krashen puts it, learning to speak another language is not an easy task and fluency can not be accomplished without deliberate interaction in the targeted language (Krashen 1985 p. 17). Due this fact, learners are expected to practice

speaking Kiswahili so that Kiswahili can become familiar to them. Language fluency can only be adopted through speaking. This is why the researcher has used philosophical analysis to analyze the problems making the acquisition of second language difficult. On the same note factors that can promote the acquisition of second language has also been analyzed.

It has also been said that most pupils fear talking in Kiswahili due to lack of willingness to make mistakes. This makes them to speak mother tongue both at home and at school. Kristmanson (2000, p.15) says that a learning environment should be created in which pupils are not afraid to make mistakes and are encouraged to take risks.

As a national language, Kiswahili promotes national unity. Mazrui (1995, p.21) says that Kiswahili is the language of cross border within the East African Region. And plays a significant role in fostering socio economic relationship within the region. This demonstrates how significant Kiswahili is, as a language. This is why the researcher has analyzed the importance of Kiswahili as a second language.

For transition from mother tongue to Kiswahili to be successful, Skehan says that a person should be ready to speak a language no matter what level one is at (Skehan 1989, p.19). Even if a person knows one word in a given language, he/she can still communicate (Tharp and Gillimore 1988, p. 39). Due to this fact, the pupils of Nyakach District in Kisumu County must be ready to speak the language of Kiswahili using the little vocabulary that they know. They should speak the language without being mindful of the grammar since people learn a language by speaking it. The teachers of Nyakach District of Kisumu County must motivate the learners to speak Kiswahili using their professionalism. The learners should play with the language and willingness to make mistakes. These

would eventually lead to improvement of performance of Kiswahili hence a better result would be achieved in K.C.P.E.

5.1 CONCLUSION

A part from the certificate which is normally given at the end of every course, another factor that proves that a person has gone to school is language. A learned person should be able to speak a second language whether it is English, French, or Kiswahili among others as proof that they went to school. The second language would indicate that a person has gone to school and studied the language hence received education. What is education? John Dewey (1906, p.40) says that education involves acquisition of structure body of knowledge and functional skills. A philosopher Gerald Gutek (1997, p.10) defines education as a family of processes of culminating into a person being better, that is being socially, morally and intellectually sound. This makes education to prepare children for social positions. Because Kiswahili is a national language it would prepare the pupils of Nyakach District of Kisumu County for social positions as far as the job market is concerned. Kimemia (2001 p. 13) says that Kiswahili has been used to make political pronoun cements, government statements and recommendations. Most of the politicians have used Kiswahili during political campaigns to lure votes and they have managed to capture the seats due to Kiswahili. Due to its immense importance, the learners of Nyakach District of Kisumu County have no option but to learn it because it had been made compulsory by the government. In the view of the researcher, Kiswahili is so vital that learners must be motivated using different methods so as to perform well in it. This will lead to the improvement of performance in K.C.P.E.

5.2: RECOMMENDATIONS

The following are the recommendations that the researcher has made from the study:

The teacher training college should change their curriculum to infuse the concepts that are taught in primary schools so that the teachers training in Kiswahili are not undertrained. Frequent change of Kiswahili textbooks should be avoided as this gives the learners and teachers hard time. Kiswahili grammar and insha should be taught by different teachers to lessen the burden experienced by teachers when marking lugha and insha. Kiswahili teachers should be serviced through seminars workshop so as to understand the curriculum content. This will motivate the teacher who will in turn motivate the pupils. The pupils should be encouraged to buy their own Kiswahili textbooks so as to help them do homework. This would help them improve their standard in Kiswahili. Most schools do not allow learners to carry text books home. Some Kiswahili speakers who are not native speakers of mother tongue (*Dholuo*) should be posted to the district to help do reinforcement in terms of manpower in Kiswahili. A Kiswahili teacher who is designated as head of Kiswahili department should be posted to school to give guidance on curriculum matters concerning Kiswahili. Curriculum developers should do consultation and involve stakeholders, learners' teachers for successful curriculum implementation.

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