

EFFECT OF INSTRUCTIONAL STRATEGIES ON THE TEACHING AND ACQUISITION OF LISTENING SKILLS IN KISWAHILI LANGUAGE

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ABSTRACT: *The research investigated the influence of the instructional process on the teaching and acquisition of listening skills in Kiswahili language. Informed by the study, this paper explores how the instructional strategies used influence the teaching and acquisition of listening skills in Kiswahili language in Kenyan secondary schools. The study used a sample of 13 secondary schools purposively selected from a total of 41 secondary schools in Wareng' District, Kenya. Thirteen (13) teachers of Kiswahili and 130 Form Two learners of Kiswahili formed the respondents. The research was a descriptive survey since it set out to discover, describe and interpret existing conditions focusing on secondary school teachers of Kiswahili and Form Two learners. To collect data an interview schedule and an observation schedule were used. The 13 teachers were interviewed, the 130 learners participated in a Focus Group Discussion while 13 Kiswahili lessons were observed and tape-recorded. Analysed data was presented using frequency tables, percentages, graphs and charts. The study found that poor teaching strategies used in the teaching of listening in Kiswahili language is one of the main causes of the poor levels of language acquisition. In view of the findings, this study recommends that teachers of Kiswahili should build into their classrooms listening activities that have as much of the characteristics of real life listening as possible. One of the research implication of this study is that a study should be conducted in teacher training institutions to determine the effectiveness of teacher education programs in preparing teachers of Kiswahili in the teaching of listening skills.*

KEYWORDS: Effect, Instructional Strategies, Teaching, Acquisition Listening Skills, Kiswahili Language, Kenya, Secondary Schools

INTRODUCTION

Teaching is a complex process. It consists of purposeful tasks aimed at influencing the students' behaviour. Teaching skills to be applied at different levels for various subjects have to or can be identified from a wide range of sources. Knowledge of different teaching skills and methods is essential for the teacher to determine the effective ones for the achievement of lesson objectives. The methods selected should be used in accordance with theories of learning. Farrant (2006) presents a dimension to teaching, namely competency-based education, as an innovation concept on learning and teaching that identifies various competencies or skills that have to be mastered by pupils. It measures pupils' progress and achievement in these against set standards so as to assess the effectiveness of teaching. To make such assessment possible, the teaching has to have clear objectives, be clearly structured and follow sequential patterns. Effective communication has been viewed by many scholars as being vital.

From the foregoing assertion, it is evident that teachers of Kiswahili can enable students to listen effectively in class by deliberate training if they understood their role in developing listening skills. The teachers' role in a Kiswahili language lesson should not be to inform

learners about syntactical structures but to help them achieve communicative competence. In order to accomplish this task, a teacher of Kiswahili should master the basic language skills. According to Farrant (2006), efficient learning depends on well-chosen and managed activities suggesting that activities should never be regarded as an end in themselves, for it is possible to be very active and yet learn nothing. A good teacher will always use activity as a means to an end and select with care the activities he uses so that they serve best the process of learning. For example, the use of language games in teaching lower primary school learners can improve their mastery and acquisition of language skills (Iribemwangi & Mutua, 2014). The above assertion stresses the fact that task-based activities are essential in learning of language skills. Therefore, teachers of Kiswahili should integrate and plan for their utilization within their lessons.

Teachers of Kiswahili language should then plan teaching/learning activities which can be contextualized to lend enjoyment to the exercise. This can be done through the use of a variety of instructional activities. This is why Kenya advocates for learner-centred approaches to teaching-learning with multiple teaching strategies to suit the topic and objectives intended to be achieved (Jordan, 2015). This report, however, does not recognize challenges teachers face in choosing and using some of these teaching strategies.

On the other hand, Frelin (2010) argues that teaching is the only profession charged with the formidable task of creating human skills and capabilities that enable societies to survive and succeed. He further observes that it is the teachers, especially in developing countries, who are expected to create a knowledgeable society and develop the capabilities of innovations, flexibility and commitment to changes that are essential to economic prosperity in the twenty first century. This is in line with the broad goals of education in Kenya (KIE, 2002) one of which is to prepare and equip the youth of Kenya with knowledge, skills and expertise to foster development of the nation.

Naiman *et al.* (1996) provide The Good Language Learner model of second language teaching and learning. The model lists variables of second language learning. These are the variables thought by Naiman *et al.* to affect the process of language teaching and learning. These variables are divided into: independent and dependent variables. The model is designed to help teachers of language identify and acquaint themselves with factors that influence language learning and therefore are thought to influence the teaching and acquisition of listening skills in Kiswahili language as a second language. The model's variables work together to influence one another hence, causing learning of a second language to take place. This paper, however, only focuses on a few variables related to the model proposed by Naiman *et al.* represented in figure 1 below.

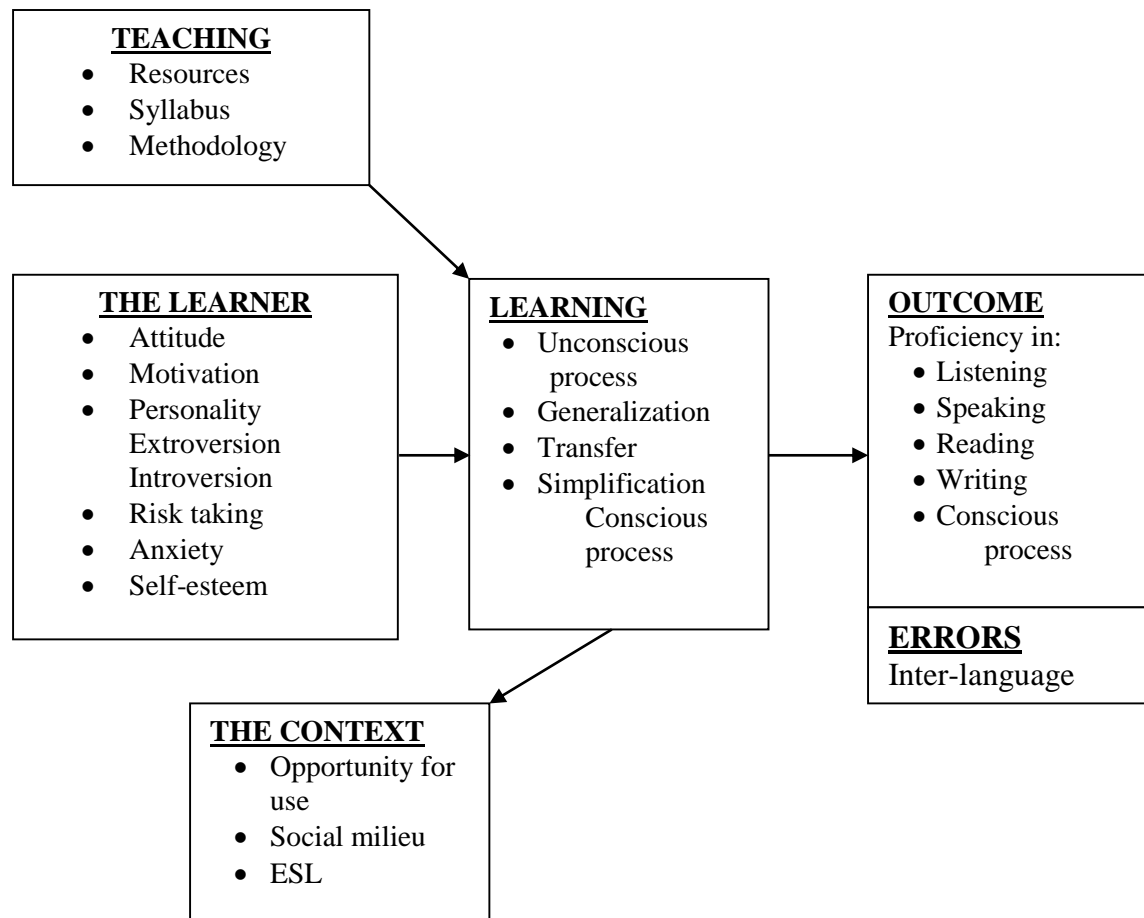


Figure 1: Good Language-Learner Model

Source: Adapted from Naiman et al. (1996)

There are many other useful models offered by different scholars for the instructional process. Most have three to five steps with a variety of sub-steps. The three primary steps in the instructional process are: orientation, development and follow-up. Listening is the ability to identify and understand what others are saying, it involves understanding speakers' accent or pronunciation, his grammar and vocabulary. Baker and Westup (2000) suggest that because listening entails these sub-skills: predicting, listening for main ideas and listening for specific information, in order to improve listening, teachers should therefore plan lessons in three phases, namely: Before listening activities; during listening activities, and After listening activities.

Wills (1981) offers a list of micro-skills of listening which she calls enabling skills. They include:

1. Predicting what people are going to talk about.
2. Guessing at unknown words/phrases without panic.
3. Using one's own knowledge of the subject to help one understand.

4. Identifying relevant points; rejecting irrelevant information;
5. Retaining relevant points (note-taking, summarizing).
6. Recognizing discourse markers, e.g. *well, oh! another thing is, now, finally* etc.
7. Understanding different information patterns and uses of stress, information etc. which give clues to meaning and social setting.
8. Understanding inferred information, e.g. speakers' attitude or intentions.

Listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their education and intonation. Listening to and understanding speech involves a number of basic processes, some depending upon linguistic competence, some depending upon previous knowledge. Linguistic competence enables listeners to recognize and dissect out morphemes, words and other meanings—basic elements of the language. Listening is a receptive skill and receptive skills give way to productive ones. This brings us to the must of integrating language skills (KIE, 2002). Such integration helps to develop the learners' ability to use two or more of the skills within real contexts and communicative framework. Integrated activities also provide a variety in the classroom and thus helping to maintain motivation.

As noted by KIE (2002), the syllabus adopts an integrated approach to the teaching of Kiswahili language. Developing effective listening abilities in Kiswahili cannot be left to chance. Active listening experiences should therefore be structured into daily Kiswahili language classroom activities. It is therefore essential for teachers of this language to integrate language skills because students learn to value listening when it is given a prominent role in the Kiswahili language classrooms and when it is meaningfully integrated with speaking, reading and writing experiences.

This therefore implies that listening in second language learning does not develop in a vacuum. It has to be inextricably interwoven with other language skills, and with more and more emphasis being shifted to communicative competence. Both teachers and students have become aware of the importance of listening as a language skill for communication. Most authors highlight the value of three main factors in teaching of listening in second and foreign language learning at all levels: materials, listening tasks and the procedure for organising listening activities. They stress that in selecting texts for purposes of teaching, their various characteristics have to be taken into account, such as genre, level of authenticity, linguistic and cognitive complexity, length, speed of delivery and variety or dialect of the language. These authors focus on tasks accompanying a text as it is through these tasks that skills are developed.

In analysing tasks and their effect on the development of listening skills, various classifications of task types have been proposed. Rost (2002) classifies them into open tasks such as note-taking and closed tasks such as true/false sentences. Another classification is outlined by Rost (2002) based on the factor of time, according to which tasks can be prospective, that is, carried out before listening, simultaneous with listening and retrospective. Each of these types of tasks focuses on a different sub-skill. For example, prospective tasks develop learners' ability to raise expectations and use them in the process of listening. A prospective task like brainstorming on the topic of listening activity not only creates expectations but also helps activate the language that the learner probably need in the process of comprehension.

Awareness of different processes involved in each of these types of tasks is necessary in task design so that task features can be optimally. Tasks can also be classified according to the quantity of response required. Ur (1996) distinguishes four categories of responses required in different tasks which range from no response required (for example, listening to a story), short responses (for example, true/false sentences), long responses (for example, discussion based on listening material).

Most methodologies classify listening activities into three basic stages: pre-listening, listening and post-listening, each of which has a clear aim and function. The importance of pre-listening activities is especially emphasized in recent methodologies, since they not only provide the context necessary for activating the language and background knowledge related to the topic, but also helps to raise learners' expectations and motivation. Post-listening activities, in turn offer a natural opportunity to link listening with another language skill, as they normally lead on to speaking or writing. According to Canning (2004), listening comprehension is a complex process crucial in the development of second language (L₂) competence. Listeners use both bottom up processors (linguistic knowledge) and top-down processes (prior knowledge) to comprehend. This implies that knowing the context of a Kiswahili listening text and the purpose for listening greatly reduces the burden for comprehension for the learner. Teachers of Kiswahili language can help students develop sound strategies for comprehension through a process approach to teaching L₂ listening. This will help students learn how to listen and develop the meta-cognitive knowledge.

Rost (2002) also acknowledges that there are two distinct processes involved in listening, listeners use top-down processes when they use prior knowledge to understand the meaning of a message. Prior knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata on the other hand, listeners also use bottom-up processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. Process listening is interactive where listeners use both prior knowledge and linguistic knowledge in understanding message. The degree to which listeners use one process or the other, will depend on their knowledge of the language, familiarity with the topic or the purpose for listening.

Research from cognitive psychology has also shown that listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with what listeners already know about the topic. Therefore, when listeners know the context of a text or an utterance, the process is facilitated considerably because listeners can activate prior knowledge and make the appropriate inferences essential to comprehending the message (Vandergrift & Goh, 2012). As such, teachers of Kiswahili need to help students organize their thoughts, activities, appropriate background knowledge for understanding, to make predictions and to prepare for listening. This significantly reduces the burden of comprehension for the listener.

It is imperative for teachers of language to teach students how to listen because pre-listening activities help students make decisions about what to listen for and subsequently to focus attention on meaning while listening. During this critical phase of the listening process, teachers should prepare students for what they will hear and what they are expected to do. Here, students do what Gregory and Chapman (2007) describe as bringing their prior knowledge base and experience into the learning. Secondly, a purpose for listening must be established so that students know the specific information they need to listen for and/or the degree of detail

required. L₂ listening is a complex skill that needs to be developed consciously; it can best be developed with practice when students reflect on the process of listening without the threat of evaluation.

Rosenshine (2009) elaborate that in “preparing for teaching”, planning is the only sure way to ensure educational objectives are achieved. The effects of teaching and assessment on students’ learning should also be considered while planning. Preparation according to Rosenshine (2009) also entails writing schemes of work and preparation of lesson plans. A teacher who plans communicates effectively, logically and presents the right content and ends teaching well in time (Asey & Ayot, 2013). They also note that some of the major constraints involved in planning include:

1. Decision-making about objectives that the lesson will foster.
2. Deciding on the nature and type of activities to be used.
3. A preparation of all props to be used.
4. A decision as to how to monitor and assess pupil’s progress during and after the lesson to evaluate whether learning has taken place or not.

Mukasa (2001) posits that instructional objectives constitute the components of a lesson. These, he says are derived directly from the behaviour we state in the instructional goal which lead directly to decisions regarding the way(s) in which the actions spelt out in them are to be facilitated. Evaluation in the instructional process allows the teacher to determine whether or not progress is being made towards achievement of stated instructional objectives. Mukasa (2001) states it begins when teachers begin to plan, the lesson, runs through the lesson planning stage, actual implementation and on up to sometime after the lesson. this implies that for teachers of Kiswahili to train the learner to listen in the classroom, they must have adequate competency in stating instructional objectives, setting of a variety of exercises and activities for the learning as well as come up with various forms of evaluation that address different aspects of the lesson .The implication of the foregoing arguments is that teachers of Kiswahili ought to plan ways of providing legal and meaningful feedback to learners and in planning of assessment tasks, the teacher of Kiswahili should always think of the objectives of the lesson.

Statement of the Problem

Kenya is a linguistically diverse country, with over 42 spoken languages (Ogechi, Oduor & Mwangi, 2012). Together with English, Kiswahili is both a national and official language of Kenya. Kiswahili language learning targets five sets of skills, namely listening, speaking, reading, writing and language use. In the Kenya Certificate of Secondary Education (KCSE) examination, all these skills, except listening and speaking, are examined in three papers, i.e. Paper 102/1, Paper 102/2 and Paper 102/3. For learners to be comfortable in learning Kiswahili as a second language and be able to communicate effectively, a broad base of expressive and receptive oral skills must be developed since effective communication requires integration of listening and speaking skills. These two skills go together as the “active” speaker becomes the “passive” listener; people speak expecting to be listened to and vice versa.

Kigotho (2010) decries the lack of well-rounded students asserting that young people’s incompetence in communication skills has been a barrier to employment in Kenya. Kigotho (2010) cites surveys undertaken by the World Bank that reveal that most youths leaving schools

in the sub-Saharan Africa have no problem solving, communication and social skills. Communication skills can be developed in classrooms if Kiswahili, which is one of the compulsory and examinable languages in the Kenyan secondary school curriculum, is taught properly.

Within school systems, listening skills are vital in helping learners to master language content as well as the content of other subjects in the school curriculum. Despite the pivotal role that Kiswahili plays, its teaching has long been overlooked in the teaching of foreign and second languages the world over (Groenewegen, 2008). Furthermore, there is a dearth of research and literature on the teaching of listening skills in Kiswahili language. Although the development of all language skills is outlined as one of the goals of Kiswahili language instruction in Kenyan secondary schools (Kenya Institute of Education [KIE], 2002), a closer analysis reveals that there is no systematic approach to the teaching of listening skills at any level of instruction. This implies that there is an underlying assumption that listening skills will develop on their own. Many teachers of Kiswahili have concentrated on content delivery; seldom do they concentrate on the teaching and learning tasks that enable learners to acquire various language skills.

Groenewegen (2008) also talking about language teaching in Kenya is of the opinion that although the skills of listening and speaking are planned for in the syllabus, in reality, teachers of second languages do not teach them, the main reasons being: lack of sufficient time, lack of guidance on how to go about teaching them and knowledge of the fact that the two skills will not be examined in terminal examinations. They recommend that more attention should be given to the listening and speaking skills. This paper, therefore, examines how the strategies employed influence the teaching and acquisition of listening skills in Kiswahili language in Kenya's secondary schools.

MATERIALS AND METHODS

The study was carried out in Wareng' Sub-County in Uasin Gishu County, Kenya. The study targeted all Form Two students and teachers of Kiswahili in Wareng' Sub-County. This study adapted a qualitative research approach. Qualitative inquiry helped to fully describe why and how teachers and students apply certain activities in the teaching and acquisition of listening skills in Kiswahili classrooms. Form Two students were selected since they constitute a class in the middle years of the current secondary school course in Kenya, and it was, therefore, presumed that they had acquired sufficient listening skill to give valid responses to the research questions. There were a total of 41 secondary schools in Wareng' Sub-County at the time of study. The research employed purposive sampling techniques to select 13 teachers of Kiswahili and 130 students.

For data collection, thirteen (13) focus group discussions (FGDs) were held with Form Two students. Moreover, the 13 teachers were interviewed and 13 Form Two Kiswahili lessons were observed. The collected data was analysed by coding and organizing it into themes and concepts from which grounded theories and generalizations were formulated. Part of the data from the FGDs, direct observation and one-on-one interviews was analysed and interpreted in the field or at the point of interaction with the respondents. Such interpretation of data was guided by the conceptual framework which provided several themes to guide the critical analysis of the views of the respondents in order to make inferences and draw conclusions.

RESULTS

Teaching of Listening Skills

Teachers interviewed in this study were asked to rate listening skills among other Kiswahili language skills namely: writing, reading, speaking and grammar/language use. Teachers had different views about the most important language skill. Only 1(8%) of the teachers rated listening as the most important while 2(15%) teachers rated it second to writing while the other 10(77%) rated it fifth after reading, writing, speaking and grammar/language use. This question was asked to establish the specific beliefs teachers had about listening skills. These views could be a pointer to teacher's inclination when teaching Kiswahili language skills.

Furthermore, in response to the interview guide, 9(69%) of the teachers indicated that they enjoyed teaching and reading, 2(15%) indicated they enjoyed teaching Grammar/language use while remaining two (15%) indicated they enjoyed teaching listening and speaking. This was corroborated by responses by learners during the FGDs as they indicated that the Kiswahili language skills most commonly taught by their teachers were: reading, 53(41%), followed by writing, 37(29%), grammar/language use, 26(20%), and speaking and listening, 14(11%).

Teachers had varied views about whether listening is acquired automatically or needed to be developed. Figure 2 provides the information.

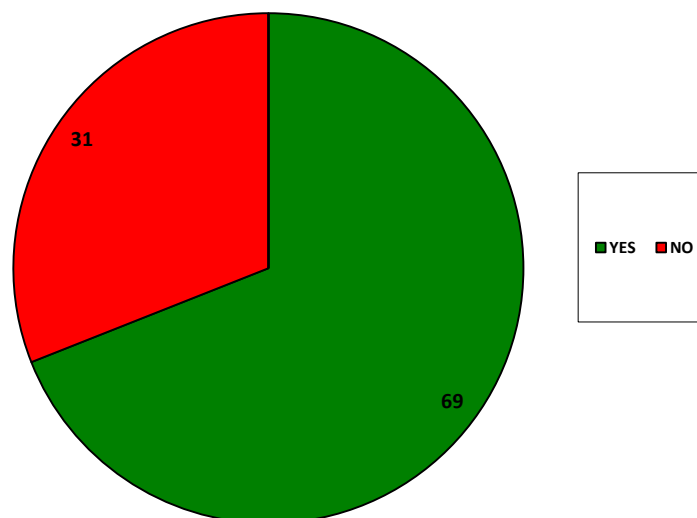


Figure 2: Views Concerning Whether Listening is Acquired Automatically or Should be Developed

Given that most, 9(69%), teachers indicated that listening is acquired automatically, this may be a pointer to the reason why most of them observed in class made little effort to use various strategies to enhance acquisition of listening skills. These findings compel the researcher to suggest that majority of teachers in the study had a low opinion on listening skills. Such views were corroborated by teachers' approach to teaching as observed during Kiswahili lessons.

Students who were invited to participate in the FGDs were required to indicate Kiswahili language skills that are commonly taught by their teachers. Nine (9) percent of the students mentioned speaking, 86% mentioned writing, 96% mentioned reading, 13% mentioned

listening whereas 53% attested to the fact that their teachers commonly taught grammar and language use. The skills commonly taught were reading (96%) and writing (86%).

Theme 1: Planning for Instruction

In the instructional process, Planning is the only sure way to ensure educational objectives are achieved (Rosenshine, 2009). The study presumed that a teacher who plans communicates effectively, logically and presents the right content. This is why this study found it necessary to construct items that would elicit responses from teachers concerning the nature of planning for instruction they did. In the interview schedule for teachers (IST) and the observation schedule, items in the observation schedule were structured to obtain information pertaining to this.

Another question item in the IST sought to establish whether teachers included listening in their schemes of work. In response to this, all teachers interviewed said they did. A subsequent question item in the same instrument further inquired of the teachers whether they lesson planned for listening lessons, 6(46%) of the 13 teachers said they did, leaving 7(54%) out of 13 as being those who do not lesson plan for such lessons. These findings indicate that teachers in the study were aware of the importance of planning for instruction. However, this contradicts observation notes made during observation that revealed that none of the thirteen teachers observed had a lesson plan for lessons they taught.

So it is surprising to find that despite the fact that teachers are aware of the importance of lesson plans, they actually do not prepare them. All teachers observed in this study had no lesson plan. For further probing about planning, a question item was posed; it was concerned with planning and where those who lesson planned got lesson objectives. Of those who said they lesson planned, 6(46%) said they got lesson objectives from course/textbooks. This study also revealed that although teachers said they included listening in their schemes of work, they do not follow what is planned for in their schemes of work in the course of teaching.

The second section in the observation schedule made a further inquiry about the nature of planning for listening that is done beforehand in the schemes of work and lesson plans. This is based on the assumption that since most 12(92%) of the teachers were trained and therefore should be able to state lesson objectives clearly in their schemes of work and lesson plans. Majority, 13(100%), of teachers went to class without written objectives to guide the lessons; this explains why some activities in class were conducted haphazardly. However, none of the lessons observed had listening as an objective for teaching. Lack of clearly stated objectives as established by this study, this probably explains why teachers observed in the classroom had no clearly designed class activities.

Some teachers argued that they did not need to state objectives for listening in the schemes of work as all they needed were comprehension questions to be answered by students after a listening session. Failure to clearly state objectives in the schemes of work and lesson plans affects teacher effectiveness and thus hampers students' acquisition of listening skills as objectives are important in forming the basis for determining the effectiveness of instruction and expected learner behavior. The fact that teachers are aware of the need to have lesson objectives but do not write them for purposes of teaching listening points to the fact that there could be reasons for not lesson planning. Lack of writing objectives can affect the instructional process because objectives give order to lesson presentation and mode of evaluation (Kafu, 2010).

The first section of the classroom observation schedule (OS) was used to generate data on whether teachers stated modes of assessment in their schemes of work and lesson plans. Seven (54%) out of 13 teachers did not include assessment procedures in their schemes of work. This was supported by evidence from observation notes. From observation, the researcher established that all teachers observed used the question answer mode for evaluating listening. This could be interpreted to mean that there is no prior planning for the type of assessment procedures to be used in class while assessing students' listening competency.

DISCUSSION

Teachers who participated in the study were asked to rate listening among other Kiswahili language skills. They had different views about the most important skill. Listening was rated as the least important skill as only 1(8%) out of 13 teachers rated it as the most important while 2(15%) of the teachers rated it second to reading, writing, speaking and grammar/language use. A further look at teachers' preference when teaching language skills in Kiswahili revealed that most 9(69%) of the teachers preferred teaching reading while only 2(15%) indicated they preferred teaching listening. This corroborates what Wilkinson *et al.* (1974) in Groenewegen (2008) ascertains that the ability to listen and to listen with understanding might well have been taken too much granted. Nonetheless, Groenewegen (2008) further argues that as much as the listening skill is important in delivery of the school curriculum, not much attention appears to be given to it in language teaching. It was necessary to inquire of this to be a measure of the importance teachers attach to listening and also on the premise that awareness about the importance of listening skills enables teachers to make an effort to develop them (Groenewegen, 2008).

This corroborates what Wilkinson *et al.* (as cited in Groenewegen, 2008) ascertain that the ability to listen and to listen with understanding might well have been taken too much granted. Groenewegen (2008), however, believes that as much as the listening skill is important in delivery of the school curriculum, not much attention appears to be given to it in language teaching. In this paper, majority used a minimum number of strategies that were being investigated. Teachers who rated the listening skills first or second also used more of the sub-skills. Teachers' attitude towards this skill affected the way they taught it. This could also imply that some teachers are not aware of how listening is developed. These findings seem to corroborate other observations concerning teaching language skills (Omulando, 2009) that teachers of language focus more on reading and writing at the expense of the other skills.

Results further revealed that though most teachers of Kiswahili know the importance of planning for instruction, they do not actually follow what they planned for in their schemes of work in their schemes of work while teaching listening, and none of the teachers observed had a lesson plan. This implies that the aim of these teachers is not to help learners to acquire listening skills but to finish the syllabus. In this case, the Ministry of Education and the Kenya institute of curriculum development need to pay special attention to this and one sure way is by taking teachers of Kiswahili through induction programs on how to effectively plan for instruction. This is a worrying trend since lesson planning serves to contextualize teaching and learning activities in order to lend enjoyment to the exercise. It enables teachers to select appropriate materials and activities, outlines sequence of activities that ensure logical lesson development and presentation. It also directs the teacher on how and when to assess effectiveness of the instructional process (Kafu, 2010).

Regarding where the teachers got the lesson objectives, of those who said they lesson planned, majority 6(46%) indicated that they got lesson objectives from course books. Although lesson planning is probably the most important element in instructional design, most and even experienced teachers often neglect it. The fact that teachers got lesson objectives from course books was found wanting since what is usually written in Kiswahili language course books may not be a true reflection of the expectations of the syllabus. It should be noted that most course books do not contain vital information like lesson objectives, the mode of teaching, materials, evaluation and teacher-learner activities.

It is therefore worrying that teachers depend on course books. Such revelation reflects the issue that teachers have a limited awareness of the importance of setting precise objectives. The interpretation from these responses is that most teachers of Kiswahili language do not have a precise goal for listening in mind as they go to class. Setting goals enables the teacher structure activities and effectively measure learning outcomes. Probably this explains why most of the teachers appeared not to have planned for appropriate activities and means of carrying out evaluation. Gagne and Briggs in Kafu (2010) also argue that objectives serve as guidelines for instruction and for designing measures of students' performance. The same argument is endorsed by MOE (2002) and Mukasa (2001).

Results further revealed that majority 7(54%) of the teachers did not include assessment procedures for listening sessions in their schemes of work. Such massive failure to plan for evaluation could be reason why teachers fail to use a variety of modes of evaluation available to them. Evaluation in class helps to modify students' behavior; it enables designers (teachers) to determine their competence (Kafu, 2010). Lack of definite evaluation procedures during listening could lead to poor acquisition of this skill.

Rationale for the Study

Listening it is generally agreed, is a neglected skill in Kiswahili language classrooms. This has been so, due to the misconception that listening skills in all languages are automatically acquired. It is hoped that this study will help teachers and students to realise that acquisition of language skills of a second language needs "hard work;" that although the ability to listen demands intelligence, it is a skill that should be practised by all sorts and conditions.

The study dwelt on the influence of the instructional process on the teaching and acquisition of listening skills. It is hoped that this will give answers to factors responsible for poor results in other aspects of Kiswahili subject. With various national reports confirming poor performance in Kiswahili subject, there was good ground for this study to be carried out to determine the influence of the pedagogical process on teaching and acquisition of this vital skill that enables learners to "take in" what other people "give out" in classroom face-to-face talk. Furthermore, it is hoped that if the challenges to effective teaching and acquisition of listening skills are identified and removed, this will go a long way in helping students who develop learning difficulties in all subjects in the secondary school curriculum.

CONCLUSION

The study established that the use of listening sub-skills was rather low. Students whose teachers employed a variety of the strategies investigated in the study were more active and responded better to questions/presentations made in the classroom compared to students whose

teachers employed the least or no listening sub-skills. These results could be an implication that listening skills play a key role in the acquisition of Kiswahili language.

RECOMMENDATIONS

Based on the results and the discussion from the research, it is recommended that teachers should adequately plan for instruction for all lessons and skills. If this is taken care of, then issues pertaining to the use of advance organizers, teaching-learning activities, objective setting and evaluation of listening competency among learners will be taken care of. Findings in this study prompt adjustments to the range of methods commonly used in teaching listening in Kiswahili language. Teachers of Kiswahili should design class activities that foster communicative competence. Activities that let learners focus on meaning as opposed to formal features. A collection of role playing exercises, games and other communicative classroom activities. The teachers should not heavily rely on reading at the expense of telling/narrating stories when teaching listening.

There is need to develop teachers of Kiswahili as a resource, to ensure quality teaching of Kiswahili. Therefore, all teachers of Kiswahili need to undergo regular post-training induction and in-servicing, these programs should consider all Kiswahili language skills rather than emphasizing writing and reading skills. When this is done, emphasis should be laid on the key aspects of the instructional process. These teachers also need to be introduced to Kiswahili literary norms in their planning, teaching and assessment. In-service assists teachers to become aware of the language, learning processes that go on in their classrooms and in this way create a link between theory and practice. Since teachers of Kiswahili require both pedagogical and linguistic competence; Both pre-service and in-service teacher education modalities requiring practice and active participation to refine skills and prepare the teacher for the active role of classroom teaching must be well planned for so that teachers of Kiswahili are availed with opportunities to reflect upon and improve their practice. Such should be carried out from time to time to expand their teaching capabilities.

Teachers should not rely on course books for teaching listening, teachers' own collection for listening can be helpful: articles on topical issues, internet materials, radio broadcasts, advertisement and even recordings from popular world service programs like the BBC that are relevant to the learners' level of cognition. Once such a collection is made, they need to be graded according to the themes they illustrate. They also have to be made available for students to listen to. Finally, a study should be conducted in teacher training institutions to determine the effectiveness of teacher education programmes in preparing teachers of Kiswahili in the teaching of listening skills. Another study needs should also be conducted in the use of teaching and learning resources in support of the development of listening skills, logistical problems and learning effectiveness.

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