

CONTRIBUTION OF TEACHING AND LEARNING KISWAHILI IN PROMOTING TOURISM TRADE

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Abstract

The law establishing Kiswahili as an official language in addition to English, French, and local Kinyarwanda was passed by the Rwandan parliament in February 2017. In some parts of the country, particularly in Kigali and other towns, Kiswahili is one of the four official languages used along with Kinyarwanda, English, and French. (Ntawigira,2009). The history of Rwanda colonialism diminished the development Kiswahili Language in Rwanda (Wallace, 2017). Many students do not understand Kiswahili language and its important as means of communication like English language at school. Participating in a tourism industry where the language connects them with other EAC users, they discover the significance of Kiswahili. Numerous studies on the role that language plays in human interaction have demonstrated that language plays a significant role in communication. In this article, variety of perspectives presented by tourism teachers and students regarding to the contribution of teaching and learning Kiswahili in promoting tourism trade ware discussed. The purpose of this paper emphasized the contribution of teaching and learning Kiswahili in tourism trade, which was essential for developing communication with tourists from countries where Kiswahili is spoken. This study carried out at the Kibibekane TVET in the district of Nyabihu. Through interviews with tourism students and teachers who instruct in the trade, qualitative research will be used on 156 interviewees (126 students from level three to level five tourism and 30 teachers) who will participate in the data collection process through social learning theory, constructivism and Communicative language theory. The results indicated that, the promotion of tourism trade is greatly aided by the teaching and learning of Kiswahili, and efforts should be made to help students interact or communicate with East African members. In a nutshell, this study will encourage students and educators to promote the Kiswahili language in the tourism industry in order to compete with EAC nations on the labor market and improve tourism customer service. In order to encourage the use of the Kiswahili language, the government and educational institutions ought to develop simple language policies.

Keywords: *contribution of teaching, learning Kiswahili, promoting tourism trade*

Students in secondary schools and TVET, for instance, are only interested in other foreign languages than English and French and ignore Kiswahili as a means of communication as Rwanda's interest in the regional and global economy grows. This study, which was conducted at the Kibihokane technical secondary school in Nyabihu district, looked on the contributions of teaching and learning Kiswahili in promoting tourism trade. Learning Kiswahili in the host nation improves one's comprehension of the society,

history, culture, and tradition of that country and opens the door to communication among people from various cultural backgrounds. Rwanda, as a country with a lot to offer tourists in terms of attractions and history, needs to promote this language in order to improve tourists' communication (Ntawigira, 2009).

Since the TVET sector reform was approved in 2008 to empower tourism students to communicate with tourists at work, Rwanda has developed a Kiswahili curriculum in the tourism industry as a result of its membership in the EAC and collaboration with other countries in all areas. Since 2017, the Rwanda Education Board has worked to integrate Kiswahili into the educational system. This helps students develop the ability to communicate in Kiswahili and gives them access to global markets, particularly in our region of the Great Lakes and East Africa.

According to the Rwandan government, Kiswahili is essential as a developing regional language that unites EAC cultures and economies, enables educators to collaborate, and facilitates communication with other nations in the region. Because EAC tourists who visit Rwandan tourist attractions have trouble interacting with Rwandan customers who do not speak Kiswahili, this is a good place to start for the development of our region.

To be brief, this study was designed to put out the contribution of teaching and learning Kiswahili in promoting tourism trade at Kibihekane. The study aimed to have the following objectives: (i) To find out the appropriate ways to improve students' level of speaking fluently Kiswahili at workplace (ii) To promote tourism trade through teaching and learning Kiswahili and lastly to analyze the contributions of teachers and students in promoting tourism trade.

Background of the study

Kibihekane TVET School is one of the registered Rwanda polytechnic (RP) colleges with 356 students in 2022. It is located in Western province of Rwanda, Nyabihuhu district, Rambura sector, Nyundo cell and Gasiza village. The school has different trades such as tourism, Electricity, Solar energy and Accounting as professional from level one to level five and it has level one in mechanics, welding and construction.

Through teaching and learning, views and observation at school, students do not pay attention on importance of Kiswahili in communication either at school due to the hours to study the course and depending on how they have studied it in ordinary level. The set of one hour or two hours in curriculum is not enough to practice this language. Putting out the contributions of teaching and learning Kiswahili in promoting tourism trade should be the way of encouraging teachers and student to make efforts in using and speaking this language.

Statement of the problem

In the past, the Kiswahili language was not considered as a means of communication and information exchange in Rwanda, particularly in tourism, like English. For instance, English was promoted in tourism more than Kiswahili. It was established with the approval of RDB, The MasterCard Foundation, and EF (an Education First partner) to provide language and skill training to Rwanda's tourism and hospitality industry for only using English as a means of communication with foreigners. The primary focus of the joint program was on English proficiency and communication skills, which have been identified as a major industry obstacle. (Ntawigira, 2009). The program, which went live in May 2020, was offered online through EF English Live, the company's virtual English school. To make sure that the training program was inclusive, relevant, and successful, EF collaborated closely with local partners like the Rwanda Convention Bureau (RCB), the Rwanda utilities and Regulatory Authority (RURA), the Chamber of Tourism (CoT), and other affiliated associations. Clare Akamanzi, CEO of RDB, made the following remarks regarding the partnership: "The foundation of Rwanda's Vision 2050 is human capital development. "We are pleased to collaborate with the MasterCard Foundation and EF Education First to address the lingering issue of English language proficiency and communication skills in the tourism and hospitality sector. Depending on this idea, government of Rwanda programmed to develop Kiswahili even if it is still a problem being promoted at school. The proof is seen through the hours in which is language has on the curriculum. Kiswahili was not developed because of the history of Rwanda like the other East African Countries where Kiswahili was commonly used like Kenya and Tanzania. (Mlaga, 2017). This was the reason why the need to be develop through teaching and learning to enhance speaking skills.

Clearly, in this study I decided to observe and investigate the contribution of teaching and learning Kiswahili as a way of promoting tourism trade and finding answers to these research questions like: What are the appropriate ways to improve students' level of speaking fluently Kiswahili at workplace? How can tourism trade be promoted through teaching and learning Kiswahili? What are the contributions of teachers and students in promoting tourism trade? To answer this question is a bridge of knowing the useful of Kiswahili language in tourism trade.

Theoretical framework

The social learning theory (Bandura, 1971) and the constructivism theory (Bordner, 1986) and Communicative language theory (Richard Jacks and Willie Renandya, 2002) served as the foundation for this study. The reason of selecting this theory is that the study is related to learning and teaching and the ability of students to develop their levels of speaking language on the study namely the contribution of teaching and learning Kiswahili in promoting tourism trade.

Social learning theory

Social learning theory (SLT) (Bandura, 1971) allows educators to take this knowledge of children's thought processes and apply them to the classroom in ways that engage students. Educators have found social learning theory to be a powerful tool for teaching, learning, motivating students and managing behavior. Attention, retention, reproduction, and motivation are required in order to benefit from social learning practices. This emphasizes the importance of observing, modelling, and imitating the behaviors, attitudes, and emotional reactions of others. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behavior. (Koutroubas V., 2022)

Constructivism theory

Constructivism theory holds that learning is critical and learners construct understanding when students study through dynamic support develop or make fundamental information without help from anyone else. (Bordner, 1986). This theory also hold that learning is critical and learners construct understanding among the students and they can learn alone without the influence of educator.

Communicative language theory

This theory emerged in his late 1960s and early 1970s and was developed by theorists such as Hymes (1971), Kajobovits (1970) and Habermas (1970) (Liao and Zhao, 2012). Additionally, using her CLT approach as described, teachers should strive to facilitate communication with learners at the beginning of lesson activities. The theory further points language instruction toward the occasional use of exercises such as drilling and any means that aid communication and comprehension (Liao and Zhao, 2012). Finally, language teaching is designed to use contextualization as a fundamental requirement.

According to (ChalkyPapers, 2022), explaining the theory of Richard Jacks and Willie Renandya (2002). Stated Modern language teaching practice includes consideration of student needs, emotional characteristics and learning styles and theory directs teachers to use dialogues that focus on communicative functions rather than regular memorization. To help students to learn a language using this theory there are different interpretations a teacher can make of CLT, these entail approaches to “Second Language Teaching” (SLT), which makes use of form and meaning. This implies that during the teaching of a language, form and meaning must be linked and should be addressed in the second language learning.

Literature review

Based on the research questions and objectives of this study, literature review based on researchers' views related to these points: Teaching and learning Kiswahili language, Kiswahili language for travelers in East Africa and the state of using Kiswahili in East Africa.

Teaching and learning Kiswahili language

As a member of the East African community, Ugandan politicians, on the other hand, no longer recognize the significance of the Kiswahili languages. Members of the EAC must study Kiswahili in secondary schools in order to collaborate (Wanyenya, 2020). The target of the EAC to make Kiswahili as a language to unite them can be accomplished if there was a fine and environment friendly communication and cooperation in facilitating use of Kiswahili language among all member states (Ramadhan, 2020). Teaching and learning Kiswahili in Tourism trade develops the ability on students to interact with EAC members culturally and economically.

Yoradi (2013) argued that East African nations are strongly influenced to use Kiswahili, as well as to use English in Kenya, Uganda, and Rwanda and Burundi and French in Burundi and Rwanda. At the meeting, it was proposed that this language be used in the African Union, demonstrating that Kiswahili can be used in all aspects of community life. The promotion of tourism trade is greatly aided by the teaching and learning of these languages, particularly in schools in Rwanda.

Kiswahili language for travelers in East Africa

According to Marc (2021), travelers planning a trip to East Africa should think about learning some basic Kiswahili words prior to their trip to improve their relationships with the local communities throughout their stay. Rwanda wants to make Kiswahili a required subject in schools starting in 2017 and is asking Kiswahili teachers in Tanzania to teach the language more because there aren't enough Kiswahili teachers in Tanzania. Article 119 of the Easter African Community Treaty says that indigenous languages should be used to deal with regional issues, and also in Trade, agriculture, industry, fishing, and tourism are all common areas in which nations tend to boost their economies. As a result, individuals are encouraged to initiate numerous initiatives and generate employment opportunities for citizens rather than waiting for the government.

The state of using Kiswahili in East Africa

Because it is used both nationally and internationally, more Kiswahili scholars believe that the language has a very broad role. Kihore (1983) and Kiango (2002), for instance, hold the viewpoint that Kiswahili unites nations in the Great Lakes region. According to numerous researchers working in Eastern Africa, Kiswahili is a native language. It was traditionally regarded as the language of Kenyan and Tanzanian coastal communities. Okombo (2017) claimed that Kiswahili remained the language of the East African coast people for a considerable amount of time. The native speakers used Kiswahili to communicate with early visitors and traders, such as Arabs and Persians who reached the East African coast.

One of the most important aspects of culture is learning Kiswahili at school. It is the manner in which tourism students interact with one another, establish relationships, and cultivate a sense of community with

Tanzania, a nation with which they today share many things, such as culture, language, and trade. When the President of Rwanda (2022), requested Tanzanian Kiswahili teachers to give a support of teaching Kiswahili in secondary school for the purpose of promoting East African language, it demonstrates the collaboration between the two nations. (Buningwire, 2021). Kenya, Uganda, and Tanzania have a language, Kiswahili that is driven by practical policies to encourage East African residents to interact with one another (Ojwang, 2008).

In addition, Rwanda needs Kiswahili to unite with the other countries in the region. Teaching the Kiswahili language contributes to tourism promotion among East African regional members and enables tourism to effectively sell the products and services that are available and to fully communicate with tourists' colleagues in the industry (Frederick, 2013; Caesar, Zainab & Paeke, 2022).

In conclusion, the evaluation of the literature review provides the fundamental foundation for conducting high-quality research on contribution of teaching and learning Kiswahili on tourism trade.

Research methodology

This was the way in which research plan to get solution on the topic and answering research question. In this paper about 'contribution of teaching and learning Kiswahili bin promoting tourism trade' research plans the below strategies to get a solution of the gap.

Research diagram or design

Research design is an artwork of planning procedures for conducting studies so as to get the legitimate findings. Data amassed from different level of respondents from level three, four and five tourism and teachers. One to one interview questionnaire was used for students and focused group for teachers to answer the open-ended question which were not 'YES' or 'NO'. The use of this method was chosen according to collaboration and cooperation with teacher which helped me to sat in group to participate in the production of real on the study about 'contribution of teaching and learning Kiswahili in promoting tourism trade'.

Population

The population used in this study qualified in two types, 126 students studied in level 3-5 and 30 teachers of Kibihekane technical secondary school. All had contributed in data collection and analysis. The selection of this school was based on the availability of tourism trade which included in the school's trades.

Research instruments

This study used structured questionnaire to acquire information from tourism students of Level three to Level five. The questionnaire contains closed-ended questions to be answered by 'yes' or 'No' and Open questions for giving opinions on the role of Kiswahili in East Africa to Rwanda and travelers. The questions ware reflected to the study topic entitled 'the

contribution of teaching and learning Kiswahili in promoting tourism trade 'the contribution was to tick the item with regards to their understanding.

Data collection and instruments

Data collection is the process of gathering and measuring information on the provided topic of interest using different methods that could enable one to answer the research question. For this data will be collected using qualitative methods through interview questionnaires to the students and focused group for teachers. The used tool for data collection in this paper include questionnaire, Interview.

Result

As it was stated, this looked up the set reply the following question: What are the appropriate ways to improve students' level of speaking fluently Kiswahili at workplace? How can tourism trade be promoted through teaching and learning Kiswahili? What are the contributions of teachers and students in promoting tourism trade? The outcome presented below in deferent steps.

Results from level on teaching and learning Kiswahili in tourism

The following table shows the results from respondents on the topic 'contribution of teaching and learning Kiswahili in promoting tourism trade. The results analysis demonstrated that students need to learn Kiswahili language for being capable to interact with others from different places.

Number of respondents		Boys	%	Girls	%
L3	50	17	13.9	33	26.1
L4	24	9	7.1	15	11.9
L5	52	18	14.2	34	26.9
Total	126	44	35.2	82	64.8

The results from this table one was about to look if teaching and learning can help students to speak fluently and the investigation highlighted that through teaching and learning this language helps them in increasing of speaking fluently at workplace. From results on the contribution of teaching and learning Kiswahili, 126 students on 35.2 % boys and 64.8 % girls highlighted that teaches and students have to work together to promote tourism trade. To improve students' level of speaking 63.3% teachers said that students have to contribute greatly and make speaking practices on their place. While 36.6% of teachers insisted on the part of government in promoting this language on capable future tourists by for example increasing hours in curriculum and elaborating materials like books in technical secondary schools. The percentage of 41 % among of the students showed that teachers' role in teaching is a backbone for making them speaking fluently and 56.6% among 126 students said that promoting tourism trade need the addition of hours from Rwanda Educational Board as the head of education in Rwanda and contribution of teachers in making them to have capacity of communication with other people through

practice. They continued saying this can't be reached while they still have only 30 hours of Kiswahili module in whole year. The rest 2.4% insisted that the background of ordinary level where the language taught elective subject with only one hour in week. This prevented them not being able to exercise or make practice.

Kiswahili language for travelers in East Africa

Perspective from all respondents (students and teachers) explored that Rwandan people have to learn Kiswahili language for exchanging goods and services, export and import different materials and even enabling country members to interact with other East African people in tourism sector. Depending on all respondents, the results found were summarized together. The below table shows number of respondents.

Respondents					
Number of respondents	156	Boys	%	Girls	%
All students	126	44	28.2	82	52.5
Teachers	30	25	16.6	5	2.5
Total	156	69	44%	87	56%

According to the results from interviewers and respondents (students and teachers) at Kibihekane technical secondary school as a part of the data collection and literature review, 117 on 75% instead on learning and everyone must know some basic Kiswahili vocabulary not only students but also all Rwandan people as the country is a member of East where Kiswahili language plays a paramount role in interaction.

The number of 39 on the percentage 25% came up with new idea making Kiswahili a compulsory course and examinable so that everyone could have basic knowledge on this language. Government make a study of developing this language in all domains as it includes in four national languages.

The state using Kiswahili in East Africa

Adaptation of Kiswahili as the 2nd expert language inner the vicinity will hence advocate a step in the direction of uniting human of the region. It will moreover deepen and widen integration inside the region. The results from respondents put the emphasis that embracing the language at the regional degree will increase the participation of the human beings of East Africa in the affairs of the local. Teaching and learning Kiswahili in secondary schools in Rwanda like the other East African countries as Kenya, Uganda and Tanzania facilitates Rwandan people move to the higher step of interacting with the neighboring country in economic affairs, tourist industry and technological domain.

Discussion

From different perspective and responses of the population in this study, teaching and learning Kiswahili in Rwandan schools develops the ability of communicating using Kiswahili language in East African coast and it is the target to develop the language in EAC country members (Wanyenya, 2020) and (Ramadhan, 2020) insisted on this by putting out the role of Kiswahili

in East Africa. These results found in data collection relate to what literature review highlighted.

According to findings Kiswahili language is a backbone of East African collaboration. Yoradi (2013) argued to this result related East African nations for their interactions, Kiswahili language links members for instance in meeting and even in a business. Marc (2021), for travelers in East Africa studying having a basic knowledge on Kiswahili language may help anyone who plans to travel a board. This was manifested by the respondents that improving vocabularies and basic communicative aspects in Kiswahili permit passengers from any region. East Africa community targeted to develop Kiswahili as indigenous languages that should be used to deal with regional issues.

President of Rwanda (2022), requested Tanzanian Kiswahili teachers to give a support of teaching Kiswahili in secondary school for the purpose of promoting East African language, demonstrates the collaboration between the two nations. (Buningwire, 2021), (Ojwang, 2008) supported this in literature where they stated the level of Kiswahili language in East Africa. Rwanda like the other country Uganda, Burundi, needs Kiswahili to facilitate effectively the exchange products, and tourism services.

Conclusion

This study explored the views from the students and teachers of Kibihokane technical secondary school on the contribution of teaching and learning Kiswahili in promoting tourism trade. The views and answers from respondents demonstrated that Kiswahili contribute in promoting tourism trade as it enables them to communicate and interact with different people in East Africa. Kiswahili plays a major role in hospitality and tourism sector to develop the abilities and customers in tourism domain like in service, traveler, making reservations of clients and interacting with tourists at workplace. Tourism trade could be promoted through teaching and learning as well with the contribution of teachers, governments together with students. Social learning (Bandura, 1971) and constructive theory (Bordiner, 1986) states the parts of teacher and students on how one they contribute in teaching and learning. The appropriate ways to improve students 'level of speaking fluently Kiswahili at workplace as it has demonstrated by the respondents depends on the addition of hours and students 'practices orally at school. Through communicative language theory, dialogues are one of the appropriate ways for students to speak fluently and teachers have to focus on communicative functions rather than regular memorization.

Recommendations

Reflecting to the data analysis and different responses from respondents as the outcomes of the study, the recommendations went on the curriculum developers, teachers and students, and government. In this study entitled 'The contribution of teaching and learning Kiswahili in promoting tourism

trade' the above supporters plays great contributions. The government ought to be first to elaborate materials to technical secondary school such as books and permit collaboration among teachers of East Africa through trainings, visits and debates in Kiswahili for all Kiswahili teachers and students who study in tourism trade. This will help students and assist them to be aggressive in the labor market or to be in a position to create their very own jobs related to what they studied as an alternative than spending years and years waiting and applying for jobs. Rwanda National curriculum developers have to increase hours of Kiswahili module. This came from results of respondents on their need to time for making practices. Kiswahili Language once teacher and students work together with mind and heart, there no doubt that tourism trade could be promoted.

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