

## **CHALLENGES OF TEACHING AND LEARNING SWAHILI IN NYARUGENGE SECONDARY SCHOOLS**

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### **Abstract**

*There have been different studies about teaching and learning Swahili challenges. As a result, the research studies showed that secondary teachers and students face various problems related to teaching and learning Swahili language challenges. The study was carried out to investigate various teaching and learning Swahili challenges in Nyarugenge Secondary Schools. The linguistic abstracts from various academic works across the world, were analyzed using behavioral learning theoretical framework. Thus, the abstracts written by different scholars from various countries all over the world, were collected to show those challenges, that prevent teachers and students from teaching as well as learning Swahili language. Therefore, teaching and learning Swahili challenges were found. The use of linguistic teaching techniques was identified from the previous studies. As a result, the findings provided different effective teaching strategies to overcome, those challenges pertaining to teaching and learning Swahili language. This will enhance teaching and learning Swahili language across the country and worldwide.*

**Keywords:** *teaching, learning, Swahili, challenges*

Teaching of Swahili language around the world, has got a great reputation as well as a long history. As a result, Swahili is taught across the world, where it is taught in different countries from various countries in different continents of this world Mtavangu, (2013). In addition to that, Saleh (2019) shows many countries across the world, where Swahili is taught. Those countries are numerous, including: United States of America, Germany, United Kingdom, China, India, Korea, as well as Japan. Moreover, this African Bantu Language is taught and learnt in Africa. As a result, it is taught in Central as well as Southern African countries.

Thus, Swahili is also taught, evaluated as well as spoken, specifically in Eastern African Community Countries, including: Tanzania, Kenya, Uganda, South Soudan, Burundi, Rwanda and Democratic Republic of Congo. (Munyankesha, 2013). Rwanda as an East African Community Member, reembarcked on teaching Swahili in 1996, after the 1994 Genocide committed against Tutsi. At that time, Swahili Teaching Program began in various Rwandan Primary Schools, located in Eastern Province near United Republic of Tanzania. Then after, different students, who were enrolled in that program, were assessed in that language so as to proceed with their secondary studies. (Mlaga, 2018).

**Statement of the Problem**

Rwanda marginalized Swahili Language many years ago, where it was highly marginalized on account of various factors, including: Catholic Missionaries, Rwandan People Hostility, Swahili Speakers' Numerical Weakness as well as Cultural Base. First of all, Catholic Missionaries thought that, Swahili could be an eminent tool to convey Islam across Rwanda. Thus, they endeavored to weaken it so as to not spread rapidly all over the country. That spread could reduce their Christians by joining Islam. At that time, they used to say that Swahili is an Arabic Language, which was all about deceiving, lying, ingenious as well as hypocritical language, which could be an obstacle for their mission pertaining to spreading catholic doctrine around the country. As a result, Swahili language missed its prestige as well as its vitality depending on those negative attitudes towards it. (Ntahonkiriye, 1996). Secondly, he adds that, Swahili faced Rwandan People Hostility, where Rwandans were not enthusiastic about new values. They always hated Swahili Muslims Speakers. They considered them as ordinary people, who were slave, whom they could not approach. They used to use the term Umuswahili, that means liar, thief as well as swindler, who was not allowed to say something in school compound, way as well as family.

Thirdly, Munyaikazi (1984) showed that, Swahili Speakers' Numerical Weakness was based on the minority of Swahili speakers in Rwanda. Thus, it was spoken by Muslims, drivers and business people, who lived in urban areas. At last, Adegbija (1994), says that, Cultural Base was based on Rwandan people, who were Catholic Christians. They considered Swahili as language of others. In addition to that, they said that, Swahili belonged to Muslim minority across the country, therefore, cultural base prevented Swahili from spreading rapidly, throughout the country. That Swahili marginalization, which took place in Rwanda many years, resulted into teaching and learning Swahili badly throughout the country.

It is in this regard, we found that Nyarugenge Teachers and Learners, have difficulty teaching and learning Swahili language. Thus, those challenges were all about Swahili teaching and learning its four skills, including: speaking, reading, writing as well as listening skills. That is to say, many teachers teach Swahili owing to having knowledge about that language as well as living in Swahili linguistic environment. Some of them were given Swahili subject to fill the gap, caused with the shortage of Swahili teachers. It is the reason why they are not good at speaking Swahili because, it is not their area of specialization. All those factors, result into teaching this language badly. On the part of learning Swahili, students do not master those four language skills. Some do not know how to identify themselves ahead of their mates. In addition to this, they are not aware of how to ask and respond to Swahili questions. They have also difficulty pronouncing Swahili consonants as well as its words. All of them result into misreading

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Swahili texts. Others do not know how to write Swahili words, where they write them, as they write Kinyarwanda words. Then, many of the students have difficulty listening to Swahili words, where teacher utters some words, without getting them.

### **Objectives and aims**

General objectives: To investigate challenges of teaching and learning Swahili in Nyarugenge Secondary schools.

Specific objectives: To find out different problems, that Nyarugenge teachers face while they are teaching Swahili language; To assess various obstacles, that prevent Nyarugenge Secondary Students from learning Swahili language; To establish different effective teaching strategies to overcome, those teaching and learning Swahili challenges.

Research questions: What are different problems, that Nyarugenge teachers face while they are teaching Swahili language? What are various obstacles, that prevent Nyarugenge Secondary Students from learning Swahili language? What are different effective teaching strategies to overcome those teaching and learning Swahili challenges?

Literature Review: This chapter is all about reviewing various documents written by different scholars, about challenges of teaching and learning Swahili. As a result, the researcher reviews those documents globally, continentally, regionally as well as nationally. Thus, this part consists of operational definitions, challenges, that teachers face while teaching Swahili, challenges, that students confront when they are learning as well effective strategies to overcome those teaching and learning challenges of Swahili language.

Theoretical framework: Our study was guided with behaviorism learning theory by B.F. Skinner. Thus, this theory means that students learn by interacting with the environment. That is to say, students can learn from their colleagues, whom they study together. It is in this regard; teachers are supposed to teach by repeating the same matter so as to make their students master the content. As a result, they teach by motivating them so as to like that Bantu language as well as learning it in conducive environment.

### **Operational definitions**

Challenge: According to Wamitila (2017) challenge is defined as a problem, which is dealt by a person in certain task, where he has difficulty with something to be done or not. Saleh (2019) defines challenge as a difficult problem, that a person faces while doing something. in addition to this, Wiktionary (2002) defines challenge as a difficult work, specifically one that someone fails to deal with it, owing to its difficulty. On my point of view, challenge is an obstacle, which prevents a person from doing something properly.

Teaching: According to Legendre (1993) teaching is defined as the set of activities of communication and decision making in terms of implanting intentionally by the person or the group of people interacting in pedagogical situation. Ziv and Fry (2004) also define teaching as the intentional action

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so as to increase the knowledge of another person, reducing the difference between teacher and the learner. In addition to that, Gage (1963) defines teaching as all form of interpersonal influence in order to change manners of other people, that can behave in certain manner. Thus, on my point of view, teaching is any action that is done by the teacher or any person so as to make people acquire new knowledge about something.

**Learning:** According to Mlaga (2021) learning is defined as action, which lasts a long time, either before joining a school or after completing school studies. That is to say, learning is continuous because, it continues even after completing studies. Pritchard (2009) defines learning as the process of giving knowledge oneself through reading. Therefore, Gérard (2006) defines learning as the act of acquisition as well as elaborating deep and durable competences. In my opinion, I can say learning is the act of acquiring knowledge, whenever through reading, observing as well as listening to people interacting with one another in a given conversation.

**Swahili:** According to Hachette (1999) Swahili is defined as Bantu language, which is spoken in Eastern Africa. In addition to this, Swahili dictionary (1981) defines Swahili as a Bantu Language, which is originated in East African Coast, whose numerous dialects, that are used by many people from East as well as Central Africa. Wiktionnaire (1898) also defines Swahili as Bantu language, which is spoken in East Africa and it is influenced with Arabic Language. In my point of view, I can say that, Swahili is an African Bantu Language, which is spoken throughout the world, especially East African region, where it is used in various domains, such as: politics, Education, commerce, tourism, religion, journalism, etc.

### **Different challenges, that Teachers around the world, face while they are teaching Swahili Language**

**Insufficient training for Swahili Teachers:** According to Saleh (2019) says that, insufficient training for Swahili Teachers all over the world is one of the biggest teaching Swahili challenges, that they face in their daily activity. Therefore, this results into misteaching Swahili as a Bantu Language. In my point of view, as you know every language gets new terminologies time after time, as culture of its society grows. As a result, language teachers, especially Swahili teachers need to always get trained so as to teach accordingly this language by inserting its current linguistic terminologies.

**Translation Problem in inclusive linguistic Swahili class:** Swahili teachers have difficulty translating, Swahili content in their students' respective mother tongues. This happens, when Swahili teachers teach students, who speak Arabic, English and French languages from different countries. In that case, Swahili teachers fail to translate Swahili content into those three different languages spoken by the students, whose different linguistic backgrounds. (Saleh, 2019). That is to say, Swahili teachers have difficulty translating that Bantu Language to students, who speak other foreign languages, that results into failing to get taught Swahili content.

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Rough texts: According to Khalfan (2019) says that, different teachers around the world, have difficulty explaining Swahili written materials because, Swahili is not their first language. Thus, it results into making their students fail to understand the content of those rough texts. This quotation means that, teachers face that challenge, while teaching owing to not being Swahili Native Speakers.

Difficult pronunciation of some Swahili Consonants: Some Teachers have difficulty with pronouncing some Swahili consonants as they read as well as uttering them. Thus, those Swahili Consonants are numerous, including: dh, gh, ng' and th. (Khalfan, 2019). Meaning that, those Swahili Consonants, are too difficult to be pronounced because, they only belong to Swahili as well as Arabic language. In addition to this, they mispronounce those consonants because, they are found in their respective mother tongues.

Cultural differences in Swahili inclusive linguistic class: According to Saleh (2019), shows that, Swahili teachers face students' cultural differences as they teach. Thus, every country has its culture, which is totally different from another country's culture. Therefore, those students, who come from different countries, show those cultural differences, while learning Swahili. Some of them do not need to get mixed with students from other countries. In this case, teacher gets challenged. Thus, he fails to make all students fully participate in the lesson. Thus, Nadda (2017) not only explains generalization of rituals, customs and churches but he also shows racial and linguistic differences are the biggest challenges of teaching Swahili in inclusive linguistic class.

As a result, that class needs a tough follow up so as to get taught properly. Gvelesiani (2017) also says that, the process of teaching and learning a certain language, should have its own teaching strategies, depending on the multilingualism as well as multicultures. In my point of view, I can say that, cultural differences and linguistic differences are the biggest challenges for Swahili teachers because, they prevent them from teaching that language accordingly.

Different Learning styles: Saleh (2019) says, that students from different backgrounds learn differently. This is the big challenge for Swahili teachers. Some students are silent, while they are learning Swahili. As a result, they do not love to speak as they are learning Swahili in the classroom. They pretend to only listen to the teacher. This makes the teacher fail to teach properly because, he does not know students' needs. In addition to that, he does not know where to put an emphasis so as to make his students understand the content. This means that, students whose different learning styles prevent teacher from teaching well. Thus, it is better to make them learn similarly by motivating them as well as making them participate actively in the lesson.

### **Challenges of teaching Swahili in Kenya**

Fasold and Linton (2006) say that, Kenyan Swahili Teachers face a communicative teaching challenge. Thus, many Kenyan Schools do not

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have enough teaching tools so as to teach students how to communicate using Swahili. That is to say, teachers from those schools have difficulty teaching speaking skills because, they do not possess those relevant teaching tools, such as: radios, videos, camera, recorders as well as televisions.

Shortage of Swahili books: According to Akaka (2017) says that, lack of Swahili books across Kenya, is the biggest teaching challenge for Swahili teachers. Thus, many schools lack Swahili books and other teaching linguistic tools. They buy one or two copies of Swahili books as teachers 'guides. As a result, secondary students can spend the whole year without reading any Swahili book. This results into failing to study four languages skills owing to that lack of Swahili books. In my opinion, lack of Swahili books is the major teaching challenge for teachers as well as students, who study Swahili in various Kenyan Secondary Schools.

Educational Swahili policy: Akaka (2017) shows that, Swahili educational policy is the one of the challenges, that affect the teaching of Swahili language in Kenyan Secondary Schools. Even if Swahili is a national as well as official language, it is not used as a language of instruction. In addition to that, Swahili is not allocated as many periods as possible weekly, as it is done for English language. They do not consider Swahili as English language. Thus, educational planners forget intentionally that, both of those languages possess the same linguistic items to be taught, including: grammar, phonology, tests, oral literature as well written literature. This means that, unequal allocation periods is the biggest challenge for Swahili teachers have around Kenya. That action results into teaching few Swahili items comparing to English items.

### **Challenges of teaching Swahili in Tanzania**

Lack of teaching tools: According to Sarah and Msigwa (2021) say that, Tanzanian Teachers lack different teaching Swahili tools, including: Swahili books, computers, phones, projectors, iPads as well as tablets. This shortage of those teaching tools, results into failing to teach four Swahili language skills, such as: speaking, writing, reading as well as listening skills.

Shortage of linguistic teaching infrastructures: According to Sarah and Msigwa (2021) show that, lack of linguistic effective teaching infrastructures is another challenge for Swahili teachers. Thus, this teaching challenge is found in different schools across Tanzania, where some schools have no power, digital teaching tools as well as internet. Thus, current teaching needs technology so as to teach Swahili language digitally. In my point of view, I can say that, lack of linguistic teaching infrastructures can be the major impediment for Swahili teachers, who are eager to teach that Bantu language digitally.

### **Challenges of teaching Swahili in Rwanda**

According to Niyomugabo (2016) says that, teaching of Swahili language in Rwanda has got different challenges, including: shortage of Swahili teachers, lack of teaching aids, books, articles, writing as well as speaking problems.

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Shortage of Swahili teachers: Niyomugabo (2016) says that, many of the teachers, who teach Swahili as a foreign language, did not do Swahili Language Education at university. Thus, they teach that language because, they are good at speaking it. He adds something, saying that, those teachers teach Swahili temporary, being under the contract of a given period. They are not engaged permanently. In my point of view, Swahili language keeps facing a shortage Swahili qualified teachers, on account of the small number of students, who study language at higher educational institutions.

Lack of teaching aids: Lack of teaching aids is the biggest challenge, that highly affect teaching of Swahili language in Rwanda. As a result, that challenge is all about Swahili teaching tools, including: reading text, grammatical as well as exercise books. In addition to this, teaching of Swahili faces technological tools, such as: recording tools, linguistic videos as well as internet. (Niyomugabo, 2016). This means that, lack of all those teaching tools prevent Swahili from being well taught in Rwandan Secondary Schools.

Writing Swahili problems: According to Niyomugabo (2016) shows that, writing problems occur, when students are writing Swahili words as well as its sentences. Thus, some of Bantu Language Students pretend to write Swahili words as, they speak their respective mother tongues. That is to say, Swahili students are highly influenced with their first languages.

Speaking Swahili problems: Niyomugabo (2016) says that, students commit many Swahili grammatical mistakes, as they speak this Bantu Language. This quotation means that, Rwandan students are highly affected with first language, which is Kinyarwanda. Thus, they pretend to utter Swahili words as they utter Kinyarwanda words.

### **Learning challenges, that students face, while they are learning Swahili language**

According to Saleh (2019) says that, students' cultural differences is the major challenge for students, who learn Swahili. Therefore, students face a big challenge, while they are learning Swahili. This happens to them on account of their cultural differences as well as first language influence to the target language. Swahili Translation problem: Saleh (2019) shows that, learning Swahili as a foreign language in inclusive linguistic class is another obstacle, that students face. Thus, students have difficulty translating Swahili written materials because, there is no language, that can translate every word into their own first languages to easily make them understand Swahili content. Meaning that, it is too difficult to translate Swahili into their respective mother tongues.

Speaking first language in the classroom: Students enjoy speaking their first in the classroom, while Swahili is being taught. This is the major challenge for learning Swahili language. Thus, it occurs in the classroom, where two or three students converse, using their first language, while teacher is teaching Swahili. (Saleh, 2019). In my opinion, I can say that, second language, which is Swahili is highly influenced by students 'first language.

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First language interference to the target language: According to Bhela (1999) first language interference to the target language is the biggest challenge, that influences students who study Swahili. This happens, where a student tries to relate the knowledge of first language to the taught second language. Thus, language interference is all about syntax, phonology, morphology as well as semantics. That is to say, students are highly influenced by their first language as they learn second language, where they pretend to blend the knowledge of first language with the knowledge of the target language. Swahili Semantic problem: According to Kemunto (2017) says that, students commit semantic mistakes on account of violating semantic grammatical rules in target language. Meaning that, students botch Swahili language owing to not being good at its semantic structure. Thus, they are not well equipped with semantic items. It is the reason why they keep on committing those semantic mistakes, related to Swahili language.

Different grammatical alignment mistakes done by Swahili students: According to Ntawiyanga (2015) shows that, Rwandan students commit many linguistic mistakes related to grammatical alignment. As a result, those grammatical alignment mistakes are numerous, such as: verb and noun, noun and demonstrative adjective, noun and qualitative adjective, noun and relative pronoun, noun and possessive adjective, noun and numerical adjective, noun and interrogative adjective as well as noun and adverbs. In my point of view, those Swahili grammatical alignment mistakes are committed, where students fail to use properly, nouns with those classes of words in the sentence.

### **Different strategies to overcome challenges of teaching and learning Swahili language**

Use of students' first language while translating Swahili content: According to Saleh (2019) says that, it is better to translate the content of target language into students' first language, using pictures, real things as well as tangible examples, found in their first language so as to make them understand the content of target language. This quotation means that, when teacher explains the content of target language, he has to use grammar translation method to make students get the content of that target language. Organization of conducive teaching environment: Teachers are supposed to organize favorable teaching environment so as to highly look after, slow learners to participate actively in the lesson as their mates do. In addition to that, teacher has to give as many group works as possible to those slow learners. As a result, teacher is supposed to group those slow learners with talent learners to help one another in those works. (Saleh, 2019). In my opinion, I can say that, teacher plays a great role in helping those slow learners to get involved in various learning activities.

Use of different Swahili teaching methods: According to Nunan (2009) says that, teachers have to use different teaching methods to make students participate actively in the lesson, enjoying the lesson as well as enjoying



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learning. Krashen (1982) adds something important, saying that, primary responsibility is to go beyond the classroom setting, looking for appropriate teaching aids, that can help students to learn themselves, even being outside the classroom. I agree with those two scholars' arguments, saying that nowadays students need to learn by doing. Thus, it is to organize classroom environment, equipped with teaching aids so as to make students learn Swahili effectively.

Give equal learning opportunities to all students: Saleh (2019) says that, teacher is supposed to make all students participate actively in the lesson, irrespective of their gender, cognitive level as well as their different body disabilities. In addition to that, teacher has to motivate all students, whose different backgrounds so as to make teaching and learning activities be effective. I agree with Saleh, saying that, all students need to get motivated so as to learn Swahili effectively. Speak Swahili language in classroom: Saleh (2019) says that, students have to try to speak Swahili language so as to enjoy learning. This will help them to get different Swahili vocabulary through different Swahili dictionaries, books as well as asking teachers numerous Swahili vocabulary. I agree with Saleh argument saying that, the more students speak Swahili language, the more they are highly aware of that language. Use of different techniques to increase Swahili vocabulary: Mussau (2001) says that, students increase Swahili vocabulary, through various linguistic items, including: discussions, linguistic games as well as reading newspapers. I agree with Mussau's argument. I can say that, normally language vocabulary increases, through speaking, listening, reading different documents as well as writing various literary works. Increase Swahili speaking skills: According to Akaka (2017) says that, Students have to speed up their Swahili speaking skills, through verbal communication done either inside or outside classroom environment. I agree with Akaka's argument, saying that, linguistic students can improve their speaking skills through trying to speak Swahili wherever they are. This can easily help them master Swahili spoken language. Use of effective Swahili pronunciation: According to Chacha (2001) shows, the effective use of Swahili pronunciation in communication, shows a good relationship between language structure and communication. Meaning that, an effective linguistic pronunciation depends on the mastery of language structure. In addition to that, Habwe (2004) adds something important saying that, education highly depends on the language, which is key element in different learning aspects as well as the development of the whole country. This argument says that, a language is the foundation of various items in our daily life. Thus, it should be reinforced so as to improve its pronunciation in order to speak properly. Use Standardized Swahili: According to Masasa (2017) says that, students are obliged to use Standardized Swahili wherever they are either being at school or home. In addition to that, they have to organize verbal conversation, whose Swahili words so as to strengthen their

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speaking skills, via speaking Swahili language all the time. That is to say, that daily Swahili use will promote their effective use of Swahili, without any mistake related to grammar owing to the mastery of different grammatical rules. The related review of different scholars, presents the challenges of teaching and learning of Swahili language and different views from various scholars globally, regionally as well as nationally. Then, we have shown our points of view about those scholars' arguments, as well as showing effective strategies to overcome those challenges, pertaining to teaching and learning Swahili language.

### **Research Methodology**

This section consists of research design, population as well as tools to be used to collect data about challenges of teaching and learning Swahili language in Nyarugenge Secondary schools.

#### **Tools for data collection**

**Research Design:** Creswell (1998) says that, research design is the analysis, which uses existing data about the research. Meaning that, research design the part of methodology, which consists of population as well as research tools to be used in collecting data of the research.

**Target group:** According to Mugenda (2003) says that, target group is a group of people, things or events, which are similar as well as convenient to the research. I agree with this scholar, saying that, target is a specific group of people, chosen by the research to be used in collecting data about the research topic. Therefore, Target group was composed of 567 students from school A, 876 Students from school B and 1258 students from school C. In addition, our target group consisted of 25 teachers from school A, 36 teachers from school B as well as 28 teachers from school C. Then, the total of target number was 2790.

**Interview:** According to Kothari (2014) defines interview as the method, which is all about asking interviewees different questions. I agree with this scholar, saying that interview is the conversation between the researcher and people, who are being interviewed to get data to be used in the research. In this study, we used structured interview, where prepared some questions so as to make interviewees respond to our questions properly without having any interview obstacle. As a result, we interviewed 3 Swahili teachers and 10 students from those three schools. Therefore, those students were chosen randomly.

**Observation:** According to Kothari (2004) says that, observation is the method, that is used by the researcher himself, as he collects data being at the field without interviewing a target group. I agree with Kothari's argument, saying that observation is the technique, which is used by the researcher to collect data without saying or doing anything at the research field. Thus, researcher is only observing, what is taking place at the research field. In this study, we entered one linguistic classroom and tried to circulate in that classroom, observing how learning Swahili was taking place. At that

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time, Swahili teacher was teaching Swahili alphabets, specifically Swahili consonants. Thus, at the end of that lesson, teacher assessed them. As a result, he used dictation. That dictation was all about writing Swahili words, whose consonants were dh, gh, ng’ as well as th. Finally, we find out that, they wrote them badly.

Research Sampling: Khalfan (2019) defines sample as the small group, which is selected from the target group by the researcher. I agree with this scholar, saying that sample is the act of choosing a small group of people from a big group of people to be used in terms of collecting data of the research. Thus, in this study, we used purposive sampling, where our sample was composed of ten students, who study Swahili in various linguistic combinations as well as three Swahili teachers from those three schools. Therefore, this study consisted of one Swahili male teacher, one boy and one girls, who study Swahili as an examinable subject in senior five, combination of Literature in English, Kiswahili and Kinyarwanda from school A. One Swahili male teacher, two boys as well as two girls, who study Swahili as an elective subject in senior four, combination of Literature in English, French and Kinyarwanda from School B. One Swahili female teacher, two boys as well as one girl, who study Swahili in senior six, tourism from school C. Thus, we did this so as to get relevant data related to our study.

**Table showing sample numbers of people of each school**

School A			School B			School C		
Teacher	Students		Teacher	Students		Teacher	Students	
Male	Male	Female	Male	Male	Female	Female	Male	Female
1	1	2	1	2	2	1	2	1
	3			4			3	
Total			13					

### **Data collection, Presentation and Analysis**

Data were presented, analyzed and interpreted by means of qualitative method. As a result, we used two tools of data collection, such as: interviews as well as observation. As a result, we interviewed 3 Swahili teachers and 10 students from those three schools. Thus, those methods were used so as to collect data related to challenges of teaching and learning Swahili.

Various views from teachers about challenges of teaching Swahili Language: Various ideas were collected through interview. Therefore, we interviewed them systematically, where the first teacher from school A, said: As Swahili teacher, I face a teaching challenge related to teaching tools. Our school has a big shortage of linguistic books, especially Swahili books. Therefore, we do not have any Swahili reading book. This is a serious problem for me. As a result, I have difficulty teaching grammar as well as its literature on account of that shortage of Swahili books.

This extract means that, Swahili teachers face a shortage of books, especially Swahili literature, where many schools in Nyarugenge have not any Swahili literary work for reading. After interviewing the first teacher from school

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A, we also interviewed second Swahili teacher from school B. As a result, he showed us his teaching challenge, saying:

In my daily Swahili teaching, I face a linguistic challenge related to students' speaking Swahili language. That is to say, our students are not good at Swahili. They do not how to express themselves. In addition to that, they do not know how to ask as well as responding to various Swahili questions. Another challenge is all about linguistic interference. This happens to them, where they mix Kinyarwanda with Swahili as they are speaking either being in classroom or outside.

This extract shows that, Swahili teachers encounter students' speaking challenges, while they are teaching Swahili language. At last, we interviewed the third teacher from school C. At that time, she said:

As I teach, I notice students' Swahili writing mistakes. Thus, our students have difficulty writing Swahili words. They write them as they write some words from their mother tongue, which is Kinyarwanda. In addition to this, I face students' Swahili grammatical alignment. Thus, they fail to use correctly various words, that compose a sentence. Thus, another challenge is all about writing Swahili words, whose consonants are not similar to Kinyarwanda consonants.

This extract means that, Rwandan students have difficulty writing Swahili words as well as composing its different sentences. This happens to them, owing to lacking mastery of Swahili grammatical rules. Furthermore, they do not master Swahili phonology as well as its morphology.

Different views from students about learning challenges of Swahili Language: Students showed various challenges of learning Swahili language. Thus, they did this, while they were being interviewed. As a result, the first student from school A, said:

I fear to ask a question, while teacher is delivering Swahili lesson. I also fear to speak Swahili because I have not any confidence in that language. In addition, I have difficulty making a Swahili conversation because, I miss someone to interact with me, speaking Swahili language.

This argument means that, students scare to speak Swahili language, where they are enable to ask as well as responding to Swahili questions, while they are being taught that language. As a result, the second student from school A, delivered his views, saying:

I myself have got a big challenge related writing Kiswahili language. As a result, I have difficulty writing Swahili words. This happens to me because, Swahili is new language for me. In addition to that, Swahili has difficult phonic items, which are found in Kinyarwanda.

This extract means that, Swahili students have a big problem writing Swahili words because, they do not master Swahili alphabets. Thus, they write them as they write Kinyarwanda words. That is to say, they face language interference in writing Swahili words. As a result, the third student from school A, also showed his views about Swahili learning challenges, where

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she said: I do not know how to read Swahili words as well as its sentences. I have difficulty reading any Swahili written material because, our teacher does not make us read various Swahili texts. Thus, he is used to focusing on teaching grammatical items. In addition to this, I have difficulty getting Swahili literary works to be read.

That is to say, students have difficulty reading Swahili texts because owing to the shortage of Swahili books. In addition to that, teachers do not focus on teaching reading skills. Thus, they focus on teaching Swahili grammar. After interviewing those Swahili students from school A, we interviewed other Swahili students from B. Thus, those students delivered their views systematically, where the first student from school B said: I myself possess various Swahili challenges related to listening. First of all, I do not listen to teacher while he is teaching that language. Moreover, our teacher does not use our mother tongue, explaining Swahili content, where, he only uses Swahili as he is explaining Swahili lesson. Secondly, I have difficulty listening to people as they converse by means of Swahili language. Thirdly, I do not listen to any Swahili word, as journalists are reporting on radio. In addition to that, I do not listen to any word from different Swahili public speaking.

This extract means that, Swahili students are not good at Swahili listening skills, where they cannot listen to Swahili video as well as its public speaking. That is to say, they are not familiar with listening those Swahili seminars. In addition to that, they do not listen to any Swahili content because, their teachers teach them by means of direct method. As a result, the second student from school B, showed his learning challenges vis à vis Swahili learning challenges. Thus, he said: I have a big Swahili learning challenge related to Swahili learning periods. That is to say, we learn Swahili few periods comparing to other languages, such as: Kinyarwanda, English as well as French. We study Swahili four periods per week, whereas Kinyarwanda, French as well as English are taught seven weeks. As a result, this unequal linguistic period allocation, makes us not master Swahili grammar as well as its literature.

This argument shows that, students have not enough time to interact with Swahili language owing to having few periods comparing to other languages. This does not make them master Swahili grammatical rules as well as its literature. Moreover, the third student from school B, said: I have difficulty getting Swahili reading books. In our school, we have not any Swahili literary work to be read. This is a big problem for us. That is to say, Swahili students miss something to be read so as to increase Swahili vocabulary.

This extract means that, students who study linguistic combinations, have a big problem pertaining to reading books, specifically those who study Swahili language. As a result, the fourth student from school B, showed challenges related learning Swahili language. Thus, she said: I, myself have a learning challenge related to Swahili vocabulary. Meaning that, I mix Kinyarwanda vocabulary with Swahili vocabulary. Thus, I do this on

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account of missing Swahili appropriate vocabulary to be as I ask as well as responding to teacher's questions. In addition to that, I have difficulty conjugating Swahili tenses, where I conjugate verbs in past rather than conjugating them in the present simple tenses. Thus, I confuse them.

This statement shows that; Swahili students have difficulty getting Swahili vocabulary to be used in their conversations. Moreover, they have also difficulty conjugating Swahili tenses. After carrying out an interview at school B, we interviewed three students from school C. As a result, they showed various views about Swahili learning challenges. Thus, the first student from that school said: I have difficulty listening to Swahili oral literature. Thus, I do not know different Swahili oral literature genres, including: Swahili proverbs, riddles, tongue twisters as well as its idioms. All of those literary genres are too difficult to understand them.

This extract means that, Swahili students have difficulty getting Swahili oral literature genres on account of their use of rough vocabulary. As a result, the second student from school C, revealed his views about Swahili learning challenges. Thus, he said: I have difficulty using Swahili noun classes. I use them wrongly where, I blend them. In addition to that, I have also difficulty identifying those Swahili noun classes. Thus, I do not know to classify noun in its respective class. As a result, this results into composing ungrammatical sentences. In addition to that, I do not know how to form singular of those Swahili different nouns as well as plural pertaining to those nouns.

This student's extract means that, Swahili students are not good at using Swahili noun classes. In addition to this, they do not know how to singular as well as their plural. Thus, it results into composing ungrammatical as well as meaningless Swahili sentences. At last, the third student from school C, who was interviewed, said: I myself have a Swahili learning challenge related to evaluation. Thus, our teacher does not give us many Swahili exercises, where we do one Swahili exercise per week. Those few Swahili assessments do not make us master different Swahili grammatical rules. In addition to that, we never do any Swahili homework. As a result, all of them make us fail this language openly.

This learner's extract means that, few Swahili assessments prevent them from mastering Swahili grammatical rules. In addition to that, those few assessments are the root cause of Swahili failure.

Different Swahili teachers' views about Strategies to overcome teaching and learning: Swahili language: Swahili teachers, who were interviewed showed various strategies to overcome different challenges of teaching and learning Swahili language. As a result, they delivered them systematically. Therefore, Swahili teacher from school A, showed effective strategies, saying: I myself compose various Swahili fictitious works, so as to fill linguistic as well as literary gap caused by a big shortage of Swahili books. This method plays a great role in my daily teaching activities. Both grammar as well as literature are taught from those Swahili fictitious works.

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This teacher's argument means that, Swahili teachers improvise themselves in terms of looking for themselves various teaching tools. As a result, they endeavor to write different literary works so as to help their students to find something to read. In addition to that, they use them to teach various language skills. The second Swahili teacher from school B, delivered his views about strategies to be used to solve those teaching as well as learning challenges. As a result, he said: I give them various works for presentation in order to dare speak ahead of their colleagues as well as ahead of public in general. Thus, this is done so as to improve their Swahili speaking skills. Secondly, I used to give them different Swahili recitations for memorization to improve Swahili fluency. Thirdly, I teach students how to ask Swahili questions by teaching them its interrogative pronouns so as to improve their effective manner of asking as well as responding to Swahili questions. Finally, I correct them as they are speaking, where I tell them appropriate vocabulary to be used while speaking Swahili. This is done to prevent them from having language interference.

This extract means that, Swahili teachers make their students dare speak Swahili by using various linguistic activities, including: works for presentation, recitations for memorization to improve their speaking skills as well as daring public speeches. Finally, third Swahili teacher from school C, also showed his strategies used to overcome those teaching as well as learning of Swahili language. As a result, she said: As Swahili teacher, I correct writing mistakes done by students to improve their Swahili writing skills. Secondly, I teach them various grammatical rules so as to prevent them from keeping on making those mistakes pertaining to grammatical alignment. At last, I teach them Swahili alphabets so as to prevent them from confusing Kinyarwanda with Swahili phonic items.

This Swahili teacher's point of view means that, Swahili teachers do their best in improving their students' writing skills. As a result, they show them how to write Swahili words and its sentences by focusing on Swahili phonological items as well as its grammatical rules.

Findings from Swahili teachers about challenges of teaching Swahili language: Swahili teachers from various Nyarugenge Secondary Schools showed that, they face various teaching challenges as they teach that Bantu Language. Those challenges are numerous, including: a shortage of Swahili books, Swahili speaking, reading, writing as well as listening mistakes. In addition to that, they also showed that, they face grammatical alignment as well as language interference caused by their mother to tongue. Actually, all those challenges are main obstacles that prevent Swahili teachers from delivering Swahili according. Thus, those Swahili teaching challenges were also shown by different scholars, through their different dissertations as well as journal articles. Those scholars are numerous, including: Niyomugabo, 2016; Saleh, 2019; Fasold and Linton, 2006; Akaka, 2017; Sarah & Msigwa, 2021.

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Various phonological mistakes done by students from linguistic combination: When we were conducting our study about challenges of teaching and learning of Swahili language, we observed students from school B. At that time, we entered classroom, where teacher was delivering his Swahili lesson. Therefore, his lesson was all about Swahili alphabets. He taught them within forty minutes. At last, he assessed them, where he assessed through dictation. That dictation consisted of those Swahili difficult sounds, including: dh, gh, ng' as well as th. As a result, those Swahili words were numerous, including: dhambi, dhana, dhamira, lugha, magharibi, shughuli, ghali, ng'ombe, ng'oa, unyang'anyi, ng, thelathini, themanini, theluthi, thabiti.

At that time, students failed to write those words. They got a serious linguistic interference. That is to say, they miswrote those Swahili words. Thus, they wrote them as they write Kinyarwanda words. At that time, they miswrote them differently. Therefore, those words dhambi, dhana as well as dhamira were miswritten in two ways, such as: zambi and vambi. Zana and vana. Zamira and vamira. As a result, the words lugha, magharibi, ghali as well as shughuli were miswritten in such a way. Luga, magaribi, gali and shuguli. Moreover, those words, ng'ombe, ng'oa and unyang'anyi were also miswritten in the following way: ngombe, ngoa and unyanganyi.

At last, the words thelathini, themanini, theluthi and as well as thabiti were also miswritten in two ways. The first way was done in the following way: selasini, semanini, selusi as well as sabiti. Thus, the second way was done in such a way: felafini, femanini, felufi as and fabiti. All those phonological written mistakes were done owing to the language interference. It is obvious that, those students are highly influenced by the first language, which is Kinyarwanda language.

Findings from students about challenges of learning Swahili language: Students from various three schools delivered different views about challenges of learning Swahili. As a result, they showed numerous views, including: speaking, writing, reading as well as listening Swahili problems, lack of literary works for reading, lack of appropriate vocabulary to be used, while writing as well as speaking Swahili, Swahili tenses' misconjugation, Swahili grammatical alignment, incomprehensible various Swahili oral literature genres as well as Swahili insufficient assessments. Therefore, all those Swahili learning challenges were shown by those numerous scholars, through various their academic works, including: Saleh, 2019; Bhela, 1999; Kemunto, 2017 & Ntawiyanga, 2015.

### **Conclusion and Recommendations**

Considering the objectives of this study about challenges of teaching and learning Swahili language, we showed various strategies to overcome, those teaching and learning challenges of Swahili. Thus, those strategies were numerous, such as: composition of Swahili written materials to be read by students, use of grammar translation method, correction of grammatical



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mistakes as well as giving various Swahili works to be presented. We firstly recommend MINEDUC to introduce Swahili at all levels of education from primary up to secondary schools in all combinations irrespective of sciences, languages, humanities as well as technical combinations. As a result, we also recommend REB to compose and distribute Swahili books, especially Swahili literature in secondary schools, specifically in linguistic combinations. Secondly, REB should organize monthly Swahili teachers' trainings as well as training them. Thirdly, REB should allocate qualified Swahili teachers in various secondary schools. Thus, NESA should assess Swahili in all secondary students irrespective of their levels, subjects as well as their combinations. In addition to this, NESA should monthly supervise teaching and learning activities done in various secondary schools. Swahili teachers should look for their linguistic teaching aids so as to help their students to learn Swahili properly. Secondly, Swahili teachers should increase Swahili assessments to make their students pass highly Swahili. Thirdly, teachers should teach Swahili alphabets so as to make their students differentiate Swahili alphabets with Kinyarwanda alphabets. At last, Swahili teachers should focus on teaching grammatical rules to make their students master different ways of composing Swahili sentences.

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