

THE INFLUENCE OF FIRST LANGUAGE TO THE  
SECOND LANGUAGE IN TEACHING AND LEARNING  
KISWAHILI IN SECONDARY SCHOOL IN GAKENKE  
DISTRICT

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**Abstract**

*Previous studies investigated the influence of mother tongue on teaching and learning second language. Influence of L1 to L2 can be similarity, interlanguage and interference. This study was conducted in secondary schools in Gakenke District to investigate the influence of Kinyarwanda on teaching and learning Kiswahili. This study was guided by Sociocultural Theory by Vygotsky (1978), and the theory of first language (L1) and second language (L2) learning by Weinreich (1953). Therefore, Kiswahili has been introduced in Rwanda since 1979 after signing agreement between Government of Rwanda and the United Republic of Tanzania. The aim of this paper was to establish to what extent does the first language influence negatively while teaching and learning a second language. In this study, different tools were used to gather information, whereby purposive sampling for interviews was used to select groups of respondents to be interviewed and classroom observation was used too. The obtained results showed that most of the time second language teachers interact with students, using first language in order to help learners as well as saving time. This study also found out that, students tend to confuse Kiswahili and Kinyarwanda because, both of them have some similarities. As a result, we noticed that, there was a serious problem of limited exposure to foreign languages. Despite all the challenges mentioned above, teachers claimed that, they are trying to cope with the demands of the new language policy, whereby new strategies have been put in place so as to encourage students to make their efforts in linguistic learning activities to attain educational objectives.*

**Keywords:** *first language, second language, teaching and learning, interlanguage, interference.*

Previous studies investigated the role of a language in communication globally. This is because of people's movement all over the world. Thus, those movements are increasing, where different people need to collaborate more (Hamers & Blanc 2000). Thus, knowledge about more than one language has become a vital aspect for becoming successful in this current world. It is in this regard, Rwandan Government introduced foreign languages in its Education. Among the introduced language, Kiswahili is included since 1979. This was done owing to the agreement between Rwandan Government and United Republic of Tanzania. Rwanda admitted

Kiswahili but became an official language since 2017. Other languages are English and French. Generally, it is known that, when students are exposed to new language early, they learn easily (Piaget & Inhelder 1969). That is why the Government of Rwanda introduced Kiswahili in secondary schools. It was also encouraged by the East African Community, whereby Kiswahili has been chosen as the community language for the integration of the citizens of countries, which are members of the community. Therefore, there are different studies conducted basing on the integrative theories of communication competence (Canale & Swain, 1980).

The curriculum designed by Ministry of Education, through Rwanda Education Board for secondary schools (REB, 2015), Ordinary level (senior one to senior three). Kiswahili is taught two periods per week. Whereas, it is taught in Advanced level (from senior four to senior six in linguistic combinations) six periods per week and yet the students' proficiency in Kiswahili is still at lower level. According to Weineich (1953) "The theory of first language (L1) and second language (L2) learning". The theory focusses on interference, that occurs while speaking. However, this study was conducted in secondary schools in Gakenke District in order to investigate the root cause of that problem, and evaluating the influence of first language in learning the second language.

By reviewing literature and analyzing the collected data, this paper aims to assess the causes of influence and find whether, there are problems encountered by the teachers and students during teaching and learning process. This study also explores how both teacher and learners strive to cope with the use of Kiswahili as one of the four official language used in Rwanda. It also marked the strategies to be relied on, for teachers and students and even suggesting ways to improve.

### **Statement of the problem**

Teachers and students have shared responsibilities in teaching and learning process. That is why the activity of assessing the achievement of the process, always include both sides. As a result, through classroom observation, and evaluating students' proficiency in Kiswahili, we noticed that, students in Gakenke District have no ability to use Kiswahili. After assessing their attitude about Kiswahili and making a follow up, we also recognized that, there is Kinyarwanda influence occurred in Kiswahili class. This is considered as the main cause of the problem.

The issue is all about the similarity between those two Bantu languages. This is because, these languages have a close relationship due to their Bantu origin. It is the key to linguistic challenges because, some words pronounced alike. Others are written similarly even if, their meanings are different. This makes students think and feel Kiswahili to be a version of Kinyarwanda. Meaning that, there is no need to pay much attention on it. Rwanda is a country located in East African region, where its people use one language to communicate all over the country. Thus, to be integrated

in this today's world, Rwanda decided to introduce new languages, including: English, French and Kiswahili so that, Rwandese can be exposed to the global market. The process of teaching and learning these languages differs from one another. Particularly Kiswahili has got a big challenge in terms of being taught and used in linguistic environment of Kinyarwanda. After these languages come into contact, the challenge of linguistic interference also comes. This situation challenged much the students because most of the time, Rwandan students use their mother tongue in their everyday communication at home and even at school.

This kind of interference always brought confusion and became the source of students' failure in Kiswahili, particularly in making meaningful sentences in writing, speaking as well as understanding the meaning. However, teachers are asked to always clarify taught content to students by helping them. They have to show them the difference between those two languages because they acquire it later compared to the other official languages. That is why, teachers must provide to them sufficient time to practice what they have learnt in classroom because, it is not easy for them to find a room for practice after school hours.

Regarding, linguistic interference, Mackey, (1976 :414) defines it as the use of some element of a language, while speaking or writing. In addition to that, the interference varies quantitatively and qualitatively from bilingual to bilingual and little by little become absolutely language mixture. Francis Debyser (1970 :34-35), defines the interference according to three points of view. First, it can be seen as contamination (psychological view). Secondly, it can be defined as bilingualism accident caused by two languages, comes into contact (linguistic view) or similar errors encountered by the learners related to their mother tongue (pedagogical view). These errors cause effect for language in all domain: phonetic, morph-syntax, lexicosemantic and cultural.

Therefore, linguistic interference is the root cause of failure (incompetent) and it is the negative influence of mother tongue on learning the second language. After realizing that, the problem is the interference between L1 and L2, we decided to investigate the situation by conducting this research in order to find answers for the questions that raised in terms of using Kiswahili, improving its usage, the methods or approaches that can contribute to liberate learners and teachers from being interfered and influenced by their first language while teaching and learning Kiswahili language.

Thus, this research aimed at improving the use of Kiswahili language in secondary schools in Gakenke District. Through giving students enough time to familiarize with Kiswahili, making practices, using teaching and learning materials that help in understanding, should be emphasized. The main focus is all about finding out the influence of mother tongue to Kiswahili language, attitude of students towards second language and finding ways of improving.

Research objectives: To show negative influence of Kinyarwanda to the activity of teaching and learning Kiswahili; To establish strategies for improving Kiswahili language usage among students; To show reliable approach to be adopted while teaching and learning Kiswahili.

Research questions: What is negative influence of Kinyarwanda to the activity of teaching and learning Kiswahili? What are strategies for improving Kiswahili usage among students? What are reliable approaches to be adopted while teaching and learning Kiswahili?

Literature Review and Theoretical framework: This section consists of operational definitions, the causes of interference between two languages and strategies to overcome this problem of being influenced by mother tongue in learning foreign language. This study is all about different views of the existing literature that, goes in line with the topic as researched by different scholars.

### **First language versus Second language**

Mother tongue/ First language (L1): According to Tombeur, P. (2005) the mother tongue concept appeared in XII<sup>th</sup> century from Latin medieval "Lingua materna". Linguistically, first language or mother tongue is defined as a language that is used in a native country and it is learnt by the speaker from childhood, during his/ her language learning, Dubois, J (1994: 266; 296). It is the language of first socialization, which is acquired in natural manner and spontaneously do not require any effort, regarding native subject. Meaning that, mother tongue concept is mainly connected with the language acquisition order by the speaker among a given linguistic community, where he/she is conceived as "the first language learner as native speaker, that immediately comes into contact with family environment".

Second language (L2): From the conception of Cuq, J.P. (2003), says that every non mother tongue is a foreign language, and mother tongue is preliminarily qualified as the first language. we deduct that due to learning order, second language is acquired after the first language of the native speaker. In other words, the L2 is defined in opposition of the L1. This implies that, it is neither a language of first socialization nor inappropriate linguistic order. Apart from this, learning L2 requires much effort and the use of consciousness to foreign subject with an intention to learn L2, Benamar, B. (2014, p.139-158). This means that for Rwandans, Kiswahili is the second language that is acquired differently compared with Kinyarwanda.

Influence of first language for the second language: Influence means to have an effect on a particular situation and the way that it develops (Turnbull, J. et al, 2010). First language is acquired in family environment rather than school environment and it is learned naturally, while the second language is acquired in the school environment with a facilitator. To remove cases of inter-comprehension, the teacher may refer to the mother tongue in order to confirm that the learners have understood what was being taught. The use of L1 in teaching L2 is a question, which has been discussed

on, in different researches. Eddy, R. (1980, p. 54), says it may occur that, the L1 can be a barrier on acquiring the L2. Referring to L1 known as indispensable in case of methodology, is forbidden to be used in L2 class in order to avoid tendency of learners' anger, caused by referring to their L1. Regarding the influence of first language to second one, L1 can be a big help in L2 learning but the teacher must be careful for its usage because when used unnecessarily, can discourage learners.

Interference: According to Galison and Coste, (1976, p 291), psychologically the term interference means negative effect on one learning to another. In linguistic, there are obstacles that learners face and errors appeared in oral or in written production in the second language caused by their mother tongue (L1). We may observe different types of interference: phonological, grammatical, cultural and lexical as a result of misunderstanding of different cultures. Veronique Castellotti, (2001 p 39), considered it to be observed in a language class as an individual phenomenon, which is essential and negative frequently obtained as errors. In his Article, Jamet (2005: 38), said that a learner of a second language make errors entitled "wave interference", when he/she uses what comes from L1 system or if he/she uses the acquired knowledge in L2. This means language interference does not occur in the same manner; it depends on the individual capacity of acquiring. The errors encountered by learners during second language acquisition, are normal but becomes a problem when they are repeatedly appeared.

Interlanguage: The study about the acquisition process and development of psycholinguistic highlighted that, learners of a foreign language make errors of other categories, which cannot be attributed to the L1 but to the process of acquiring itself. Cuq, J.P. (2003), underlined that, language didactic designed by interlanguage, nature and specific structure of a targeted language system, internalized by a learner to a given stage. Interlanguage therefore, is a microsystem built by a learner from the acquired in first language and in target language. Several researches (Richards, 1971, Nemser, 1971, Serinker, 1972, Dulay and Burt, 1974, Corder, 1975, Buteau,1979) have proved that.

Apart from errors made because of L1, there are also errors, which are explained through the following factors, that are psychological, cognitive and socio-affective, and also with equivalent strategies (Richards, 1974), surrounded by various categories: overgeneralization, ignorance of rule restrictions, incomplete application of rules, false concepts hypothesized, misunderstanding of target language. At that title (Hamers, J.F. and Blanc, 1983; 361), underlined that, those errors are on their own not to mother tongue structure but to the generalization comes from partial exposition to the target language. From this, we can say that interlanguage is a stage of learning process that took place when a student is trying to use his/her knowledge of L1 to the L2 learning (knowledge transfer). But at this stage

a learner needs to be assisted and guided because when she/he is not supported well and become full engaged, it may result in ignorance and overgeneralization which is not good for L2 learner.

Factors that influence second language learning: Various linguists researched theories that establish differences and similarities of mother tongue and foreign language as well. According to Birdsong, (2006) the “Age” is an ongoing researched topics. Scientists in Neurology like Penfield and Roberts (1959), have insisted on learning age by saying “the younger the learner is, the quicker and easier language would be acquired”. Another factor that influence language learning is “Personality” (deals with individual and personal factors that contribute to L2 learning). Introverted or anxious learner develop slowly oral skills (Ellis, 1986; Patsy Lightbown, 2002). According to Richards (1985), there is also “Motivation” as a factor that shows the willingness of somebody engagement. Motivation as “the learner overall goal or orientation” was researched by Gardner and Lambert (1972). “Learning styles” is also a way of learning because strategies used in learning contribute more and help learners be interested as defended by Ellis (1986). This means there are various factors that contribute to L2 language learning which are age, personality, motivation and learning styles. By considering all these factors and taking into account them as joint components for L2 best learning, would benefit in L2 language learning.

Teaching technics or approaches that benefit second language learning: Mobility: Mobility refers to the activity of moving or travel from one place to another (Turnbull, J. et al, 2010). This means being flexible for doing something else. According to Levy and Stockwell, (2006), there are traditional approach for practicing to second language learner, but basing on the fact that development of science and technology can help to make differences to learning environment, should be highlighted. Therefore, the way students involve or interact with their colleagues and even the content, technology has a great impact on it. Technology can be used for motivating learners by attracting them through online courses, internet web pages (kahoot, Quizlet, You Tube, Socrative, PowToon) and some applications (Telegram, whatsApp) as well.

Pedagogical aspects: Teaching and learning process become effective when both teacher and learners are involved accordingly. Making this activity more attractive and fun help to achieve the objectives. When different learning strategies are always used, help teachers to relate students’ activities with their preferences. Today’s society of 21<sup>st</sup> century is running day to day after technology, that’s why instructors (teachers) have to design lessons, that encourage learning by using different sources and different devices.

Different Strategies for improving learning of second language: Learning second language requires some strategies to be employed to help in improving L2 learning. For over 40 years, extensive research had revealed the key role of language learning strategies in L2 (Cohen, 2014; Cohen &

Macaro, 2007; Griffiths, 2003,2015; O'Malley & Chamot, 1990; Oxford & Schramm 2007; Rubin & Thompson 1994). However, there is still a need for further research (Cohen & Griffiths 2015; Griffiths, 2015; Oxford, 2013), more qualitative studies and more implementation of TBLT (Task-Based Language Teaching) with LLS (Macaro, 2014) that intends to inform the field with new findings.

Language learning strategies: There has been a noticeable attempt aimed to explain Language Learning Strategies (LLS). After all, the struggle resulted in condensing the concepts as “set of specific, systematic and deliberated actions and thoughts that enhance learners’ performance and make their learning more effective through varied language learning tasks”, (Chamot, 2009; Griffiths, 2013; O'Malley & Chamot,1990; Oxford, 1990, 2013); self-management (Rubin 2001), learner strategies (Cohen & Macaro, 2007; Wenden & Rubin, 1987) and self-regulation (Dörnyei, 2005; Zimmerman, 2002) are alternative terms to learning strategies, being specific actions that learners take on their own to enhance their learning. According to Macaro, (2006) self-regulation means capable of doing many things competently. Self-regulation implies learners’ autonomy (Allwright, 1990; Holec, 1981) which undergo the process, includes motivation (Zimmerman, 2002), decision making and control of their own learning experience.

Learner Strategies: In short, learner strategies seem as measures taken by a learner of L2 in order to improve his/her learning. There is a set of strategies of language learning which serves as ways of using elements of language learned. Here are four sub-sets of strategies: retrieval strategies, rehearsal strategies, communication strategies and cover strategies. According to (Faerch and Kaspr, 1983; Tarone and Yule, 1989; Poullisse, 1990; Dörnyei and Scott, 1997; Kasper and Kellerman, 1997) communication strategies is highly considered as vital in language learning. Because it is viewed primarily as first-aid devices which help dealing with communication in L2. From this, we are adding that a learner him/herself is supposed to set measures of learning, because second language learning requires effort and commitment apart from what has done for the students.

Category of strategies: Apart from classifying these strategies focusing on learning and the use of L2 language, there are three other categorizations. According to O'Malley et al, (1985, p.582-584) divided learning strategies as follow: there is cognitive strategies (are mental based), Metacognitive strategies (based on planning, thinking and monitoring or comprehension) and Socio-affective strategies (concerned with interaction). On the other hand, Legendre, (2005), defined Strategies as an established plan of acquiring knowledge in order to develop ability that enable someone to be competent in a précised matter. It is mental operation, conscious and metacognitive and it is interpreted by controlled and auto regulated actions. Therefore, there are two categories of learning strategies which are: direct and indirect. The first one is Direct strategies which rationalize

remembering. On memory concern with (mental association, model, gesture usage or sensation to keep or to evoke remembrance); compensation deal with (asking help, referring to L1, avoid, discover, and paraphrase); cognitive (transformation, repeat, contrastive analysis between L1 and L2, note taking and emphasize). The second is Indirect strategies which display everything which attract. About metacognitive it concerned with (organize learners learning, seek to practice L2 and self-evaluation); Affective (refer to making relax, auto encouraging and verbalize difficulties); Social (refer to asking question, collaboration to tasks, developing learner comprehension to others in L2 culture).

### **Theoretical framework**

This study was guided by two theories. The first is Sociocultural Theory by Vygotsky (1978), for him language development refers to social interactions because L2 learner needs to make conversation with other speaker of the target language. Hence, this theory focus is about the intermediate conversation which help learner to internalize the acquired knowledge (Cook, 2008b). the second with Weineich (1953) “The theory of first language (L1) and second language (L2) learning”. The theory focusses on interference, that occurs while speaking. These theories show that a language is learned through interactions with other speakers of the language. And while speaking the second language, the interference may occur but it is normal to every learner of foreign language.

### **Methodology**

This section consists of steps and methods used to make the research achieve reliable and valid results. It highlights research methodology employed to collect data that intend to improve learners’ proficiency in Kiswahili and evaluate the influence of Kinyarwanda to Kiswahili language as a second language. The population in this study involved all teachers of Kiswahili of the selected schools investigated and the students of advanced level (senior four, five and senior six) combination of languages. Teachers and students involved in the study were selected randomly from each school.

About the selection of students and teachers to be interviewed in the focus group interviews, were selected through purposive sampling by considering those who are expected to have the needed information. Olivier, (2006) defined purposive sampling as a form of non-probability sampling in which decisions regarding the individuals to be included are decided by the researcher by considering various criteria. Data collection in this study involved classroom observations and focus group interviews schedule. It explores the influence of mother tongue (Kinyarwanda) on teaching and learning Kiswahili language in secondary schools in Gakenke District.

Focus group interviews and Classroom observation: According to Best and Khan (1986), in a qualitative study interviews may yield the advantage that by building a relationship which the interviewees the interviewer is able to get some confidential information which they might be reluctant to express



through writing. This is particularly true for focus group interviews. Ho (2006), claims that the focus group can encourage respondents to open up and talk freely about what they do in their language. In this study two focus group interviews from two schools whereby 12 students (four in each class) were participated from each school. The interview was guided and prepared, the two focus group interviews were selected randomly on both sides of students and teachers. Interviewees responded different questions regarding the research.

According to Dörnyei (2007), he claims that classroom observation provides more direct information than self-reported accounts. Basing on this, in this study classroom observations also were conducted. Furthermore, the observation serves to collect objective (real) information because the researcher observes (sees) the behavior as it is rather than relying on self-report as the primary source of data Mugenda & Mugenda, (2003). In this study, classroom observation was carried out accordingly whereby both teachers and students' involvement in the action were analyzed through classroom observation. The main objective of the observation was to see how or to what level do the teachers influenced by Kinyarwanda while teaching Kiswahili and to what extent do the students interfered with Kinyarwanda while speaking Kiswahili. The information found through classroom observation were supplementing other gathered information to the study.

### **Findings from interviews**

Interview was used as a tool of collecting data. Different teachers in different levels were interviewed after teaching whereby the lessons had been taught at the same time the classroom observation was taking place. During the interview, data were collected without recording but through note taking. All teachers interviewed at school A and B, agreed that Kinyarwanda influence more in learning Kiswahili. They continued saying that: "this is because Kinyarwanda and Kiswahili have some similarities, students tend to overgeneralize".

Data analysis revealed that in all schools investigated, students are influenced by Kinyarwanda and teachers sometimes use Kinyarwanda (L1) in class of Kiswahili (L2) to help learners understand and save their time. One teacher among the interviewee at school A, goes on and mention different reasons that limit Kiswahili proficiency. He expressed it as follow:

"My point of view about the influence of Kinyarwanda to Kiswahili is that; Kinyarwanda as mother tongue (L1) is spoken by every Rwandan. Means we started speaking Kinyarwanda since we were born. In addition, it is used in our everyday life, when it comes in class learners are not able to limit their habit of Kinyarwanda usage. Especially when they compare the two language, by considering some aspect like writing structure, pronunciation of some words, words meaning alike, learners become confused and overgeneralize it. For example:

**Writing structure**

**Meanings**

Kiswahili:	<i>mlima</i>	} a large mass of earth rising above. land that is used for agriculture. separate parts of a building.
Kinyarwanda:	<i>umurima</i>	
Kiswahili:	<i>Chumba</i>	
Kinyarwanda:	<i>Icyumba</i>	

All these result in lack of Kiswahili proficiency. When you consider this, you may say these are among the main cause that hinder Kiswahili proficiency” (Teacher 1).

However, considering what this respondent has said, it is a common problem especially in rural area whereby a language is learned and used at school only. This is because many people in rural area use mother tongue (Kinyarwanda) and others are not able to communicate in any other language rather than Kinyarwanda. In addition to this, people living there are always the same (no foreign people used to live there) which means there is no reason for using other languages. This research revealed that in some schools, students claimed that they do not learn Kiswahili in Ordinary level (Senior one to senior three) whereby it is replaced by other subjects even though it is found on timetable. Other schools do not have qualified teacher of Kiswahili, and assign it to other language teacher not for the sake of teaching it but for the arrangement of increasing a number of periods on timetable.

Another respondent (teacher from school B) was asked to take into account what was said above, and suggest what should be done, and answered as follow: “I am experienced and qualified teacher of Kiswahili at this school since 2016, our students are native speaker of Kinyarwanda and yet they need to acquire other languages with their culture for integration. Even though it is necessary but still we are Rwandan. This means that influence of our mother tongue will always be there affecting other languages acquisition either positive (knowledge transfer) or negative (barrier) depends on how it is manipulated. What could be done for better learning second language including Kiswahili, the first is to increase a number of periods in order to help learners to have enough time for internalizing the acquired knowledge through interaction (especially in Ordinary level). Second is using meaningful teaching aids for being clear for the students to understand and get rid of interference, especially for beginners. The third, is the use of debate for encouraging students’ interaction in terms of using the acquired knowledge (especially for Advanced level students and invite all the rest to attend). Lastly, it is focusing on target language while teaching instead of switching or explaining using other language” (Teacher 2).

On the other hand, students highlighted the obstacles that they faced during learning Kiswahili. They claimed that they get no clear understanding when Kiswahili is used only; they cannot teach or help each other because they do not have enough knowledge about it. They said that almost all teachers in Kiswahili class use Kinyarwanda too for explanations; they learn it two periods (Ordinary level) per a week. This affect them because for example;

when the first period is on Monday and the second on Friday, it is not easy for them to remember what was learned on the previous day. For advanced level students, who are supposed to have proficiency in Kiswahili, claimed that they do not have different kind of books to read for them to increase their vocabulary, some students are not motivated to use Kiswahili; others are always using Kinyarwanda instead of other official language.

After highlighting all the obstacles, they have also suggested what should be the answer for their better learning. They suggested teachers to use clear examples linked with explanations, teaching aids that motivate learners and regular revisions should be emphasized. Extra curricula activities that recall the acquired knowledge element, and engaging students for their full involvement in learning. Concerning the books, we have made a conversation with Librarian to verify if the information given was true, and the answer was as follow: "I am a Librarian in this school since 2018, from that time among the books that were recorded in the library and even among what I have received from REB (Rwanda Education Board), books of Kiswahili, are not many compared with other subject books. And then there is no dictionary of Kiswahili in this school". (Librarian)

#### **Finding in observation**

Through classroom observation, we come to know that some teachers do not use any teaching aids, others do not use appropriate teaching materials while others are not qualified. Not only that but also they tend to mix Kinyarwanda while teaching and learning Kiswahili. During the observation, we discovered that teaching materials are not sufficient whereby there are schools which do not have books and even where they are few. For example, one among the selected schools, class S4 they do not have any copy of S4 books, no dictionary of Kiswahili in the whole school.

#### **Conclusion**

This study focused on the influence that the first language has to the second language learning. Today, being bilingual is a key aspect for becoming successful in different domain of life. Considering the main objective of this study, and basing on the findings of the study regarding the influence of first language (Kinyarwanda) in teaching and learning Kiswahili (second language) in Gakenke district. We have found out that through interactive learning and effective use of teaching materials with integrating ICT tools (to motivate learners); can impact and improve the use of Kiswahili language. Furthermore, all the activities should be related to the target languages in order to get rid of influence and interference that occur during speaking and even in the activities of teaching and learning the second language learning.

According to teachers, learners are more influenced by Kinyarwanda. Mostly in day schools, foreign languages are used while they are at school. This means that in their families it cannot be easy to use foreign language. However, they should be given enough time to internalize what was learnt.

It was established that second language (L2) learners can make errors in speaking not because of mother tongue but also because of generalization which lead to insufficient proficiency in Kiswahili.

### **Recommendations**

In order to liberate our learners from being influenced by Kinyarwanda in learning Kiswahili, we recommend REB (Rwanda Education Board) to increase a number of printed books (especially for rural schools which do not even access online books, because there are school with no infrastructure, no power), providing teachers of Kiswahili to schools where are needed. Teachers are recommended to use ICT tools to motivate learners; use of meaningful teaching aids (familiar with learners), which help learners to understand clearly; to employ interactive learning in target language; to encourage language clubs and facilitate them. Learners are advised to try their best to learn the second language for its proficiency, to get rid of overgeneralization while learning Kiswahili.

According to Piaget, J. & Inhelder, B. (1969) when a child is exposed to language early, learn easily. That is why we recommend MINEDUC (Ministry of Education) to introduce kiswahili from primary schools as well as other language then to high school. This would help to reduce the influence because students will be familiar with language early and be able to learn each language itself. From this study, teachers can limit the influence of first language on second language by identifying, clarifying, and interpreting the unacceptable forms of patterns in kiswahili. It has been established that learners of L2 influenced in various aspects such as writing, speaking, understanding, and reading. But on the other hand kinyarwanda (L1) can be a big help to learning kiswahili (L2) when it is well manipulated. Means where it is necessary because language share some skills. We can not say that mother tongue or first language is a barrier at all in laning kiswahili, by considering the influence it has, that is why I recommend futher research on that.

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