The journal is published bi-annually   by the Faculty of Arts and Social Sciences, Ruaha Catholic University.

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Editors–in-Chief

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Investigation into the Phonemic Status of Vowel Length in Nyakyusa

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Abstract

This study aimed to determine whether vowel length functions as a phonemic feature in Nyakyusa, focusing on examining whether vowel length is a meaning-changing feature in Nyakyusa and analysing whether vowel length distinguishes parts of speech in Nyakyusa. The study was informed by the Distinctive Features Theory, which suggests that phonemes are distinguished by their distinctive phonological attributes. This descriptive study was conducted in Ikombe and Matema villages in Kyela District where Nyakyusa is predominant. About 8 native Nyakyusa speakers were purposively selected for this study whose data were collected through document reviews, observation, and interviews, and analysed thematically. The findings revealed that vowel length is a key phonemic feature in Nyakyusa, playing a crucial role in differentiating parts of speech. It is concluded that the phonemic status of vowel length is shaped by each language's unique phonological structure and history. Therefore, the study recommends to conduct systematic comparative studies across other Bantu and African languages such as Afro-Asiatic languages to determine whether similar phonemic patterns exist.

Keywords: Distinctive features, vowel length, phonemic status, Nyakyusa language

Introduction

Vowel length plays a crucial role in shaping the pronunciation and meaning of words across languages (Crystal, 1997; Hock & Joseph, 2009). It refers to the duration for which a vowel sound is held during speech, with two primary types: tense vowels, which are pronounced for longer durations, and lax vowels, which are shorter (Crystal, 1997; Hock & Joseph, 2009). In certain languages, vowel length is phonemic, meaning it can entirely alter the meaning of words. This phenomenon is especially prominent in many African languages, where vowel length can differentiate lexical items or word categories (Hock & Joseph, 2009; Lukatela, Eaton, Sabadini & Turvey, 2004; Wright, Local, Ogden & Temple, 2004). For instance, languages such as Lamba

(Doke, 1938), Luvale (Horton, 1949), and Chichewa (Downing & Mtenje, 2017) have been identified as having distinct vowel lengths that are vital for meaning distinction. Conversely, other African languages like Tonga (Zivenge, 2009), Cinsenga (Miti, 2001), and Bungu (Cahill, 2019) do not exhibit such distinctions.

Nyakyusa language, spoken in the southwestern part of Tanzania, particularly in the Mbeya Region and parts of the Njombe Region, features seven vowel sounds—/a/, /e/, /i/, /i/, /o/, /ʊ/, and /u/—which can appear in both tense and lax forms (Felberg, 1996; Persohn, 2020; Robinson, 2024). Commonly, in many African languages, vowel length in Nyakyusa is often indicated by doubling the vowels (Felberg, 1996; Persohn, 2020; Robinson, 2024). However, the phonemic status of vowel length in Nyakyusa remains unclear, restricting a comprehensive linguistic understanding of the language in its authentic form. Therefore, this study aims to determine whether vowel length functions as a phonemic feature in Nyakyusa, specifically addressing two research objectives: (i) to examine whether vowel length is a meaning-changing feature in Nyakyusa; and (ii) to analyse whether vowel length distinguishes parts of speech in Nyakyusa. The study intended to clarify the role of vowel length in Nyakyusa, thereby making a meaningful contribution to the linguistic understanding of Nyakyusa and related Bantu languages.

Theoretical Framework

The study was guided by the Distinctive Features (DF) Theory introduced by Roman Jakobson, Gunnar Fant, and Morris Halle in 1952. The DF theory posits that phonemes are composed of the smallest phonological units, known as distinctive features. These features differentiate one phoneme from another and reflect the articulatory properties of sounds, such as the point and manner of articulation, vocal fold vibration, and the position of the soft palate for consonants. For vowels, distinctive features include tongue position, height, lip shape, vowel duration, and quality changes. This framework is relevant for languages like Nyakyusa, where vowel length is a potentially phonemic feature, as it may serve to distinguish words or word categories.

In the case of Nyakyusa, where vowel length may alter word meaning or parts of speech, the DF theory provides a valuable lens for examining how vowel length functions as a distinctive feature. According to Chomsky and Halle (1968), these features are often represented in binary terms, such as [+voice] vs. [-voice] or [+length] vs. [-length]. For example, the distinction between /k/ and /g/ can be explained by their voicing feature: /k/ is [-voice], while /g/ is [+voice].

Similarly, vowel length could be represented as [+length] vs. [-length], distinguishing words that differ only in vowel duration, as seen in other African languages.

The DF theory is pertinent to this study, as it provides a framework for analysing vowel length as a distinctive phonemic feature that can impact meaning in Nyakyusa. By applying this theory, the study seeks to explore how vowel length serves as a meaningful phonological contrast, thereby contributing to the understanding of its role in Nyakyusa and similar languages.

Methodology

This study adopted a descriptive design using qualitative methods to investigate the impact of vowel length in Nyakyusa in its authentic contexts (Creswell, 2013). A descriptive design was deemed suitable for systematically observing, documenting, and analysing words that exhibit variation in vowel length (Ary, Jacobs, Razavieh, & Sorensen, 1972). The study was conducted in Matema and Ikombe villages in the Kyela District, where Nyakyusa is predominantly spoken. About eight native Nyakyusa speakers were purposively selected basing on their language use in usual communication, assumed to possess a high level of proficiency and familiarity with a broad range of Nyakyusa vocabulary, including words differentiated by vowel length.

The data were collected through document review, observation, and interviews. Researchers initially examined the *Nyakyusa-English-Swahili and English-Nyakyusa Dictionary* by Felberg (1996) to identify Nyakyusa words distinguished by vowel length. As a native speaker of Nyakyusa, the co-researcher subsequently engaged in conversations with other native speakers to identify words that appeared to be differentiated by vowel length. Finally, face-to-face interviews were conducted with the eight participants to further identify words distinguished by vowel length. The use of data triangulation enhanced the robustness of the findings by cross-validating results, offering a deeper understanding, reducing bias, and increasing the trustworthiness of the research findings (Denzin, 1978).

Thematic analysis was used to identify patterns and themes related to vowel length distinctions. The analysis process involved reviewing the data to identify words differentiated by vowel length, followed by defining and labelling emerging themes, as well as interpreting and presenting in accordance with the principles of DF theory. Finally, the analysed data were presented using descriptive accounts, explanations, and tables to clearly illustrate the role of vowel length in Nyakyusa and its potential phonemic significance. Participants were ensured

informed consent, voluntary participation, and protection from physical or emotional harm, as proposed by Nelson and Resnik (1999).

Results and Discussion

This study aimed to investigate the role of vowel length as a phonemic feature in Nyakyusa. Specifically, the research sought to: (i) examine whether vowel length functions as a meaning-changing feature in Nyakyusa, potentially altering the meaning of words; and (ii) analyse whether vowel length serves to distinguish parts of speech in Nyakyusa, contributing to the grammatical structure of the language.

i) Vowel length as a meaning-changing feature in Nyakyusa

The collected data through document review, observation, and interviews, provided evidence that vowel length functions as a phonemic feature in Nyakyusa, contributing to meaning differentiation. The phonemic status of the seven vowels in Nyakyusa was evaluated using minimal pairs, which revealed that all seven vowels—/a/, /e/, /ɨ/, /i/, /o/, /ʊ/, and /u/—can distinguish word meanings based on their length. Specifically, the distinction between lax vowels, which are pronounced for shorter durations (e.g., /a/, /e/, /ɨ/, /i/, /o/, /ʊ/, and /u/) and their tense counterparts, which are longer (e.g., /aa/, /ee/, /ɨɨ/, /ii/, /oo/, /ʊʊ/, and /uu/) was found to significantly impact the meaning of words. The specific contrasts for each vowel are summarised in Tables 1-7 below.

a) /a/ vs. **/aa/**

Table 1 showing Nyakyusa words distinguished by the short /a/ and long /aa/ vowel contrast

Word with short /a/	Meaning	Word with long /aa/	Meaning
amenye	s/he knows	**aa**menye	s/he knows me **or** S/he knew
asya	turn on	**aa**sya	destroy
bh**a**la	count	bh**aa**la	increase
b**a**tika	calm somebody down	bh**aa**tika	Arrange
k**a**na	child of someone	k**aa**na	deny
kip**a**la	scarce	kip**aa**la	baldness
ky**a**la	God	ky**aa**la	nail
labh**a**sya	pretend	labh**aa**sya	talk unintelligibly
l**a**bhɨla	go in a certain direction	l**aa**bhɨla	get up early
l**a**mbɨka	oppress	l**aa**mbɨka	subdue
p**a**la	peel	p**aa**la	invite/ praise
p**a**nja	outside	p**aa**nja	operate
p**a**pa	coagulate	p**aa**pa	give birth

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| sala | pick/choose | saala | be happy |
| tata | gripe | taata | father |

The data in Table 1 above indicate that some of the Nyakyusa words that are different in meaning based on the distinction between the short /a/ and long /aa/ vowel contrast, suggesting that vowel length is a phonemic feature in Nyakyusa.

b) /e/ vs. **/ee/**

Table 2 showing Nyakyusa words distinguished by short /e/ and long /ee/ vowel contrast

Word with short /e/	Meaning	Word with long /ee/	Meaning
endelela	progress	endeelela	hurry up
ghesya	test	gheesya	transfer
ɨkɨmele	type of fish	ɨkɨmeele	type of song
ɨmbeta	type of bird	ɨmbeeta	bamboo-ware
ɨngelwa	ash from dried banana peels used to prepare tobacco snuff	ɨngeelwa	type of fish
iseke	seed	iseeke	vegetable
kema	bark	keema	digestive body push
kenya	feel shy	keenya	insult
kyela	metal	kyeela	believe
meta	shave	meeta	bleat
obhela	disrespect	obheela	rumble
Pela	create	peela	get diarrhea
Seka	laugh	seeka	be excited
Teta	gossip	teeta	stumble

The data presented in Table 2 above are some of the Nyakyusa words differing in meaning based on the length of the vowel sound /e/, signifying that vowel length plays a phonemic feature in Nyakyusa.

c) /ɨ/ vs. **/ɨɨ/**

Table 3 showing Nyakyusa words distinguished by the short /ɨ/ and long /ɨɨ/ vowel contrast

Word with short /ɨ/	Meaning	Word with long /ɨɨ/	Meaning
ambɨkile	has reserved	ambɨɨkile	s/he has boycotted

lɨla	cry	lɨɨla	use for eating
lɨsya	make somebody cry	lɨɨsya	feed
pɨnga	obstruct/ oppose	pɨɨnga	raining after a long dry season
tɨnguka	defy	tɨɨnguka	despise

In Table 3 above, the data show some Nyakyusa words that vary in meaning depending on the length of the vowel sound /ɨ/. These data imply that in Nyakyusa, vowel length is a significant phonemic feature.

d) /i/ vs. /ii/

Table 4 showing Nyakyusa words distinguished by the short /i/ and long /ii/ vowel contrast

Word with short /i/	Meaning	Word with long /ii/	Meaning
akomile	being matured	akomiile	s/he has beaten using something
anganile	s/he loves me	anganiile	s/he has denied me
endile	s/he has walked	endiile	s/he has used something to walk
ibhile	s/he has stolen	ibhiile	s/he has sank
Kina	play	kiina	width
mbombile	i have worked	mbombiile	i have used something to work
ngabhile	i have got	ngabhiile	i am late
Sinde	the last born twin	siinde	terraces
Tima	rain/ get water	tiima	graze

Table 4 above presents the data regarding certain Nyakyusa words distinguished by the vowel length, whether short /i/ and long /ii/ vowel contrast. This suggest that vowel length serves a phonemic feature in Nyakyusa.

e) /o/ vs. /oo/

Table 5 showing Nyakyusa words distinguished by the short /o/ and long /oo/ vowel contrast

Word with short /o/	Meaning	Word with long /oo/	Meaning
Bhola	rot/ decay	bhoola	slaughter
Ibhole	rotten	ibhoole	leopard
ɨmbopo	packed lunch	ɨmboopo	small axe
ingolo	louse	ingoolo	scream
Kolela	hold for somebody	koolela	call
Konga	follow	koonga	suck
Kopa	borrow	koopa	gesticulate
Kosya	burn	koosya	bath someone
kotoka	stop working	kootoka	slim
mogha	dance	moogha	fearful

ndolile	i have won	ndoolile	i have picked
posola	pay for one's adultery	poosola	spade something
Posya	cool	poosya	kidding
Soka	advice/ recommend	sooka	come out
Tola	win	toola	pick
Tosa	farm	toosa	everything/ all
ulobhe	fish	uloobhe	nail
ʉlubhosyo	ant-poison	ʉlubhoosyo	joke
ʉlʉsoko	an advice	ʉlʉsooko	river
ʉmposi	sauce	ʉmpoosi	blacksmith

The data presented in Table 5 above indicate some Nyakyusa words that are differentiated by short /o/ and long /oo/ vowel contrast, denoting the phonemic status of vowel length in Nyakyusa.

f) /ʉ/ vs. **/ʉʉ/**

Table 6 showing Nyakyusa words distinguished by the short /ʉ/ and long /ʉʉ/ vowel contrast

Word with short /ʉ/	Meaning	Word with long /ʉʉ/	Meaning
kʉbha	drum	kʉʉbha	peel
kʉla	grow	kʉʉla	uproot
kʉsya	enlarge	kʉʉsya	pour
mbʉngo	disease	mbʉʉngo	mucus
ʉlʉtʉlo	crime	ʉlʉtʉʉlo	lifting off one's load
ʉnkʉlʉ	elder sibling	ʉnkʉʉlu	somebody/ something ancient

The data listed in Table 6 above show that some Nyakyusa words vary in meaning depending on the length of the vowel sound /ʉ/. These data enlightens that vowel length functions as a phonemic feature in Nyakyusa.

g) /u/ vs. **/uu/**

Table 7 showing Nyakyusa words distinguished by the short /u/ and long /uu/ vowel contrast

Word with short /u/	Meaning	Word with long /uu/	Meaning
Fula	rainfall/ castrate	fuula	undress
Ghula	sharpen	ghuula	wait
inguna	curse	inguuna	wind
inguto	angle	inguuto	cry
Kunda	less hot of the sun	kuunda	drink
kupuka	overturn	kuupuka	be uprooted

| kupula | gulp | kuupula | uproot |
| munda | step on | muunda | inside the stomach |

The data in Table 7 above are some Nyakyusa words distinguished by the short /u/ and long /uu/ vowel contrast, implying that vowel length is a significant phonemic feature in Nyakyusa.

The findings presented in Tables 1-7 above provide compelling evidence that vowel length is a phonemic feature in Nyakyusa, contributing to meaning differentiation. It has been shown that the seven vowels in Nyakyusa—/a/, /e/, /ɨ/, /i/, /o/, /ʊ/, and /u/—distinguish word meanings based on their length. This vowel length contrast significantly alters the meaning of words in the language. These findings are consistent with previous research that has demonstrated the phonemic nature of vowel length in other African languages, including Lamba (Doke, 1938), Luvale (Horton, 1949), Ghanaian Hausa (Sadat, 2016), Kunda (Zemba, 2016), Chichewa (Downing & Mtenje, 2017), Senga (Nkhata, 2019), and Mbunda (Kalyata, 2020).

The consistency in findings across diverse languages such as Nyakyusa, Lamba, Luvale, Ghanaian Hausa, Kunda, Chichewa, Senga, and Mbunda suggest that vowel length is crucial for distinguishing word meanings and may be a widespread phonemic feature in many African languages. Such consistency indicates that vowel length functions as an important phonological mechanism for semantic differentiation, likely due to its distinctiveness and perceptual clarity. The shared patterns observed across these languages may reflect either a common ancestral linguistic heritage or a broader typological trend, suggesting that vowel length is a stable and significant feature in the phonological systems of Bantu and other African languages including the Afro-Asiatic languages.

On the other hand, the findings are inconsistent with previous research that has demonstrated the phonetic nature of vowel length, meaning it cannot change the meaning of words, in some African languages, such as Tonga (Zivenge, 2009; Nichols, 2021), Cinsenga (Miti, 2001), and Bungu (Cahill, 2019). These variations in results highlight the distinction in phonological systems across languages, even within the same language family. The study suggests that while vowel length may be a phonemic feature in many African languages, its role is not universal and may be shaped by each language's unique phonological structure and historical development.

ii) Vowel length in distinguishing parts of speech in Nyakyusa

The data collected in this study through document review, observation, and interviews provide compelling evidence that vowel length plays a crucial role in differentiating word categories in

Nyakyusa. The findings indicate that certain Nyakyusa words, which vary in meaning depending on vowel length, also exhibit distinctions in their syntactic categories. Specifically, it was observed that vowel length serves as a distinguishing feature that separates nouns from verbs and adjectives; and verbs from adjectives and pronouns, as detailed in the subsequent sections:

a) Nouns vs. **Verbs**

The data indicate that in the Nyakyusa language, vowel length plays a significant role in distinguishing between nouns and verbs. Specifically, it was observed that certain words, which vary in meaning depending on vowel length, function as nouns when they contain short vowels and as verbs when they contain long vowels, and vice versa. This distinction is illustrated by the examples provided in Table 8 below:

Table 8 Nyakyusa Nouns distinguished from Verbs based on vowel length

Word with short vowel	Word class	Meaning	Word with long vowel	Word class	Meaning
F**u**la	N	rainfall	f**uu**la	V	undress
Ibh**o**le	N	leopard	ibh**oo**le	V	cut oneself
K**a**na	N	child	k**aa**na	V	deny
Ky**e**la	N	metal	ky**ee**la	V	believe
P**a**nja	N	outside	p**aa**nja	V	operate
K**i**na	V	play	kiina	N	width
T**a**ta	V	gripe	t**aa**ta	N	father
ul**o**bhe	V	fish	ul**oo**bhe	N	nail

b) Nouns vs. **Adjectives**

The data show that in Nyakyusa, vowel length is crucial for differentiating between nouns and adjectives. More specifically, it was noted that some words, which change meaning based on vowel length, act as adjectives when they have short vowels and as nouns when they have long vowels. This distinction is demonstrated by the examples in Table 9 below:

Table 9 Nyakyusa Nouns distinguished from Adjectives based on vowel length

Word with short vowel	Word class	Meaning	Word with long vowel	Word class	Meaning
kɨp**a**la	Adj	scarce	kɨp**aa**la	N	baldness
Ibh**o**le	Adj	rotten	ibh**oo**le	N	leopard

c) Verbs vs. **Adjective**

The data suggest that in the Nyakyusa language, vowel length is important for distinguishing between verbs and adjectives. Specifically, it was observed that some words, which change meaning based on vowel length, serve as verbs when they have short vowels and as adjectives when they have long vowels. This distinction is shown in the examples provided in Table 10 below:

Table 10 showing Nyakyusa Verbs distinguished from Adjectives based on vowel length

Word with short vowel	Word class	Meaning	Word with long vowel	Word class	Meaning
m**o**gha	V	dance	m**oo**gha	Adj	fearful
t**o**sa	V	farm	t**oo**sa	Adj	all

d) Verbs vs. **Pronouns**

The data suggest that in Nyakyusa language, vowel length is a critical feature in differentiating between verbs and pronouns. More specifically, it was noted that certain words, whose meanings shift according to vowel length, function as verbs when they contain short vowels and as pronouns when they contain long vowels. This distinction is exemplified by the data presented in Table 11 below:

Table 11: Nyakyusa Verbs distinguished from Pronouns based on vowel length

Word with short vowel	Word class	Meaning	Word with long vowel	Word class	Meaning
t**o**sa	V	farm	t**oo**sa	Pron	all
g**a**la	V	get drunk	g**aa**la	Pron	all

The findings presented in Tables 8-11 above indicate that vowel length plays a substantial role in distinguishing word categories in the Nyakyusa language, with certain words exhibiting both meaning variation and syntactic category distinctions based on vowel length. These results support the findings of Lukatela *et al*. (2004) and Wright *et al*. (2004), suggesting that vowel length is significant, possibly universal, phonological feature used to distinguish word categories across languages.

Conclusion

Supported with the findings, the study concludes that vowel length is a crucial phonemic feature in Nyakyusa, distinguishing word meanings and serving as a key mechanism for differentiating word categories. These findings show the significance of vowel length in the phonological and syntactic structure of Nyakyusa, suggesting its essential role in meaning differentiation and

category distinction within the language. Consequently, further research should explore the phonemic status of vowel length in other Bantu and African languages such as Afro-Asiatic languages to assess whether similar phonemic patterns exist across these languages.

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The Effectiveness of head teachers' use of education information management systems and data management in Tanzania's primary schools

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Abstract

The study examined the effectiveness of head teachers' use of Education Information Management System (EIMS) and data management in Tanzania's primary schools. The study was conducted in fifteen primary school in Wanging'ombe District, one of the districts in Southern highlands in Tanzania. The study employed a qualitative study approach to gain Head teacher's insights on their effective use of education management systems to manage education data in schools. Fifteen (15) head teachers were purposively identified as unit of case study analysis and were interviewed. Documentary review method was conducted to learn about quality of data in schools as result of head teachers use of education management systems. Data was analyzed thematically and data saturation point guided decision on the theme that emerged during the analysis. The results revealed that, head teacher's competence in the use of the system determined quality of school data and compliance to the standard of school data. Quality of data was jeopardized by headteacher's inability in the use of the education management systems. It was concluded that, head teachers in schools lack technical skills that hinder having expected quality educational data on time. It is therefore, recommended that, for effective head teachers' use of systems, there is a need for regular in-service training programmes to head teachers in schools.

Keywords: Head teachers, Education, Data management, online systems.

Introduction

Previous descriptions on the use of Education Management Information System (EIMS) in education has indicated that EIMS has become a critical component of everyday school data management practices since the 1990s in Europe (United Nations Children's Fund [UNICEF], 2023). EIMS has basically been used for storing students' records and managing school administrative tasks. Furthermore, in educational practices, these systems were not widely integrated across regions or countries educational data (Mimbi & Bankole, 2016). The adoption of EIMS grew rapidly in the 2000s as digital transformation spread across public sectors in educational institutions. This was due to a need for a centralized data management for improving accountability, policy-making, and educational outcomes (UNICEF, 2023). With advancements technology facilitated by internet access to users, EIMS has been in the form of platforms and are sophisticated and capable of handling large datasets in schools such as students' performance, staff profiles, and resource management (Ahmed, Bhuiyan & Helal, 2021).

In employing the EIMS platforms, it is reported by researchers that there are platforms that are reported by users to be more complex than others, with a sheer learning curve and hence failing to produce expected results to users (Ugwude & Ugwude, 2020). In such cases, managing data through traditional way such as paper-based methods prevailed in educational institutions (Ahmed et al., 2021). By the mid-2000s to 2010s, some European countries had implemented national or regional EIMS platforms to support data-driven decision-making at various educational levels but results did not yield expected results in decision making process as expected (UNICEF, 2023). Moreover, the Scandinavian countries adopted EIMS platforms to monitor educational outcomes and ensure equitable resource distribution, while the Eastern European countries adopted EIMS to strengthen data infrastructure (UNICEF, 2023). Installation of these EIMS systems did not improve efficiency in school management, data accuracy, and support data-driven decision-making process across the education sector (Kirui et al., 2022).

In Africa, the adoption and use of EIMS has accompanied with challenges such as users' knowledge and skills and use of the systems resulting to inefficiency in the use of the systems. The descriptive study by Muyesu (2016) in Kenya revealed that, although strategic and economic factors explained 48.3% and 43.9% respectively of the expected change in management of data, users had very little capacity to implement EIMS in schools. This led to school data being unproperly managed in education institutions. The Tanzanian government efforts to manage data electronically, is not only in the education sector. There have been efforts to employ the use of

electronic information system in all public sectors, however, the challenges have been users' capability to manage data in electronic formats (Newa & Mwantinwa, 2019).

Management of educational data in Tanzania has faced a number of challenges leading to unexpected results. For example, Nkata (2020) assessed the use of EIMS for administering academic activities in schools. The results revealed that, 98.3 % of schools use manual systems and about 1.7% of schools use both manual and Microsoft office application programmes. About 23.7 % of the users reported that, the use of digitalized systems such as EIMS was not used by users due to financial costs. Lack ICT infrastructures and computer literacy for supporting the implementation of the digital EIMS accounted about 21% of the expected users. Lack of training is revealed to be the influence of EIMS use as some users are reported to have insufficient orientation, support and training on the use of EIMS, (Ugwude & Ugwude, 2020). There have been efforts to address users' challenges to the use of EIMS in educational institutions by supply of devices and on job training but users' effectiveness such as the head of school is still raising a debate.

The theoretical stance

The task technology fit theory was adapted to measure key participants' capability in the use of the system. The theory assumes that, technology is likely to have expected positive impact depending on user's capability (Goodhue &Thompson, 1995). Since, the system was validated by the government for use, the researchers measured user's capability and production timelines as two key aspects in line with the study objectives. Other elements of the theory: quality, reliability, floatability, authorization, compatibility, and relationship with users were not measured. To address theoretical literature review gap, the technology acceptance theory by Davis (1989) was also adapted with assumption that for successful use of information system, users must accept using a system with aim of reducing their manual and personal effort when manipulating information. Therefore, the task technology fit theory was adapted with an attempt to measure key participants' capability in the use of the system. The technology acceptance theory was used to inform the study on users' acceptance of the system. With three elements: users' capability, production of data, and acceptance of the system, this adaption aided the study in attempt to understand how effective are head teachers when employing EIMS to manage educational data in schools?

Methodology

This study was conducted in in Wanging'ombe District, one of the administrative districts in Njombe region, Tanzania. Njombe region was purposively chosen among the political administration regions in Tanzania that bear similar nature when it comes to issues of education provision and administration of resources in such a highly centralized education system. In such a system, supply of educational resources such as digital platform is done by the government on equal bases. With this knowledge, Njombe region with four (4) districts were chosen. The districts are: Njombe, Wanging'ombe, Makete and Ludewa. To facilitate institutional, political administration and provision of social services, Njombe district has been divided into two administrative councils which are Njombe town council and Njombe rural. In terms of pupils' population at primary school level, Wanging'ombe and Ludewa leads with 114 primary schools each and is followed with Makete and Njombe town with 107 and 84 primary schools respectively. Makambako and Njombe rural has the least number of primary schools whereby the number of schools are 56 and 55 respectively (PORALG, 2023).

This qualitative study employed a case study design to understand headteachers' management and use EIMS to manage education data in schools in Wanging'ombe districts. The district was purposively selected due to its number of primary schools and being one of districts with schools in the rural area. Since EIMS data about schools are used by government authorities for official use, the research protocols such as getting permission to specified government authorities so as to get access to documentary data was observed. The researchers used the permission for the main purpose and nothing else. The key participants were assured of confidentiality and a combination of English alphabetic letters and numbers is used instead of the actual identities of the informants.

The study employed semi structured interview and documentary review methods to collect data from twenty (20) head teachers who were regarded as data analysis units based on a view that, they practiced management of educational data using the EIMS in their schools. The use of semi-structured interview method allowed the researchers to probe for more details when the key informant were ready to offer more information with respect to the study objectives. These key informants were purposively selected from the schools and during data collection process data saturation point determined this sample size. In this qualitative study, data were analyzed thematically whereby data from interview was transcribed verbatim to retain the meaning while

data from documentary review method was documented in special notebook, summarized and stored for future references. Thematic analysis procedure was employed and it begun with familiarization with the data by reading through the data with the aim of capturing clear meaning of the data. This was followed with coding to aid organization of data. After the step, interpreting data, organizing data and search for themes with regard to objectives of the study followed. The organization of data into themes was followed by reviewing the themes so as to see how the emerged themes are supported by data. The final step was to refine the themes in a way that writing up for reporting purposes followed. This process helped the researchers to interpret data both at manifest and interpretive level (Dawson, 2007). After this final step for each case study unit of analysis, a comparative analysis was done to orgnize similarities and differences of themes in each unit of analysis. Data saturation allowed for documentation of the unique themes that helpled interpretation and documentation of the findings.

Results and Discussions

Head teachers' capability in the use of EIMS system

The findings about head teachers' capability in the use of EIMS revealed that, although heads of schools were expected by their authorities such as the Ward Education Officers (WEOs), District Statistical and Logistical Officer (DSLO), District Primary Education Officer (DPEO) to use the system and efficiently play their roles by ensuring compliance with local and national education standards and/or guidelines, the head teachers more often played a role of approving the uploaded data by their subordinates in the platform than processing and managing data. The reasons for such phenomenon were a requirement by their higher authorities and their capabilities of performing the duties. This is confirmed by one of the head teachers who had these to report:

> The EIMS forms are in two formats. I receive the EIMS form in soft and hard copies. Data required by each of the two forms are filled in by our school statistician. This is clearly stipulated by the EIMS guidelines. My only role is to approve the recorded data and send them to other authorities. I check for matching between data in hard copy and the data in the system. I sometimes

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seek for assistance from the statisticians when I fail to understand data and interpret the information. Approving is not very hard if you can understand what is required in the hard copy (interview, HT2).

Data from this study also revealed that, the participant head teachers faced challenges related to information technology knowledge and skills. The head teachers worried about their knowledge and confidence on what they approved and uploaded in EIMS as pointed by one of the head teachers:

Yes, I work with school data and sometimes information is promptly needed. So, what I do is to ask for experts. They can be my teachers or somebody else with skills in ICT anywhere around the school. You can't avoid because data are needed. I do succeed and meet deadlines. This can be avoided by having a system that is user friendly and with people who can manage the system independently. I think not all users are able to enter data as required by the system. EIMS is challenging when you are not very good in IT skills. You need to pay time otherwise you hire somebody, no matter what but need to accomplish requirements by authorities. I think training is required. I expect to learn day by day … (interview, HT12).

The need for knowledge or training on the system by headteachers suggested that, head teachers' capability in the use of the system and management of data required extra help in the area of skills and knowledge on the use. This result implies that despite the headteachers' recognition and use of the system; the participants were not very competent on the use of the system. It has been reported by Newa and Mwantimwa (2019) that despite the positive perception on the system in Tanzania, staff competence in the use of systems discourage effort to make use of electronic systems to record data in public sectors. This finding has implications to efforts by both users and data management supervisors that there is still to be improved to strengthen users' data management in the government educational sectors.

Head teachers' use of EIMS to process and produce data

Data from this study revealed that, the head teachers' use of EIMS helped the participants' head teachers to minimize manual work and reduced human errors that were common when they were

using paper work. The head teachers reiterated that, the improvement of data accuracy was a result of an automated systems as revealed by some of the head teachers:

> I think, EIMS often includes features that automate data and production. Thus, when entering data, EIMS reduce making errors. For example, you directly enter students' enrollment, attendance, grades, and other records directly. They are converted automatically in the required formats. The issue may be there when you make error and time is not available for amendments (interview, HT5).

> The significance advantage however outweighs the challenges. I am sure of reliable data even when I cannot calculate by myself. It is the system that is making errors in case of any. The system put data in standardized formats and ensure consistent of data. EIMS helps me to retrieval records when needed. For example, pupils' attendance and performance. Usually, the available EIMS data are organized in the same formats and can be accessible at any time (interview, HT7).

This narration implies that, the participants head teachers accepted the use of EIMS due to being sure of accuracy data and that they were not responsible for errors. It also implied that, since the participant were not ready to be responsible for errors, there is still to be done to help them recognize that, EIMS is a software that in any case cannot be responsible for use. The findings have implication to headteachers understanding of their roles as data mangers and leadership responsibilities within schools. In this aspect, Albiladi, et. al. (2020) has recommended for leadership approaches in professional training specifically to management of electronic data that can support the uniqueness of their leadership positions. The headteachers' preparation and supports are likely to facilitate effective production of electronic data, use and enhance their performance as leaders. There is still a need for continue of creation of self-awareness and knowledge of its functionality so as to facilitate ownership of EIMS generated outcomes. The head teachers should not only perform a role of approving records, send to authorities without having a strong understanding of what it means to have electronic data in the systems.

Head teachers' acceptance and use of EIMS

Data in this study revealed that, the participant head teachers accepted that the use of EIMS was effective as it aided making decisions on various educational matters. The headteachers informed the study that, EIMS improved school records as it made it easy to estimate pupils' attendance and ratios. This then helped head teachers to plan and manage school resources. This is confirmed by the head teachers' narrations:

> Data generated through EIMS has helped I and my colleagues to distribute educational resources such as teachers, teaching and learning materials on equal basis and timely. It is now easy and efficiently to make order from the supervisors because they can track data and be sure of the number of pupils and what is required. Data related to attendance are used to project teacher-pupils' ratios, pupils -textbooks ratios and the like. the ratio of pupils' vs teachers, among others. Looking back, I consider this to be a significant improvement when I compare with the previous practices (interview, HT9).

Data in this study revealed that, apart from projecting school educational outcomes, the system was used in monitoring workers planning for their performance, attendance and compliance to acceptable performance standards.

> I am now able to monitor the teachers' and school performance trends over time. I use it to know where we are and where we were in the past five years. For instance, I know the increase of the number of pupils through the use EIMS. I use EIMS to track staff attendance, absenteeism and leave requests. The automated attendance tracking and approval workflows for leave requests streamline the process and ensure accurate records. This helps us to report administration matters precisely (interview, H8).

This quotation is interpreted that, the participant head teachers accepted the system and they found it effective in the management of school data. It is therefore affirmed that the users' acceptance the EIMS was a result of data production and was enhanced by head teachers' satisfaction for its installment and use in schools. Usability and ease of use has been reported by researchers in the discipline of system management that it is an important factor on users'

attitude and satisfaction (Saad &Daud,2020). The finding in this study have added that users find its effectiveness after have accepted and measured utility in the system.

Conclusions and recommendations

Based on the study findings, it is concluded that, despite the participant head teachers' acceptance and use of EIMS, these users have significant challenges related to knowledge and skills in information technology that hinders their effective use and production of data. The generated data by EIMS are of higher percent accurate however, the participant teachers are not always confident as they are unable to justify the productions process. The generation of accurate data as a result of automation of the system aids obtaining accuracy data and reporting in an acceptable format for public use. Although skills and knowledge are key for effective performance of the system, acceptance of the system by users is a key factor for effectiveness use of an education Information management system.

To address challenges in the use of EIMS by head teachers in Tanzanian schools, the focus should be on the head teachers' knowledge and skills in information technology. Training should focus on the integration on theory and practicality of the use of the system. To strengthen the production of accurate data, head teachers should be trained in the aspects of monitoring of the system.

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The Influence of Bongo Flavour Music among Youths: A Case Study of Mbeya City

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Abstract

This research paper examines the influence of bongo flavour music in degenerating the cultural and moral values among the youths in Tanzania in its generality with special reference to the youths found in Mbeya City as a case study. The paper used both quantitative and qualitative approach in probing the matter using questionnaires with some numerical figures and focus group discussion for data collection. The numerical figures were instrumental in addressing the magnitude of the problem among the youths while non-numerical data were useful in descriptions of numerical data in words to accomplish the whole process of analysis and discussion of the findings. The analysis, interpretation and discussion of the findings from the collected data were done using stylistics literary theory. The major findings indicate that the perpetual interaction between the youths and lyric bongo flavour music severely degenerates the welfare of the youths in upholding their cultural and moral values in the societies in which they live. It is therefore, recommended that the government through its ministry and institutions responsible for monitoring and controlling music industry should censor the bongo flavour music which is detrimental to the wellbeing of youths for the sake of saving not only their lives but also their future generation.

Keywords: *Bongo Flavour, Degenerating, Cultural Values, Moral Values & Youth*

Introduction

The term Bongo Flavour is formed by merging two words; one from Swahili language namely, 'bongo' and the other one is from English word 'flavour'. The word 'bongo' is a Swahili word that has become a nickname for Dar es Salaam and Tanzania as a whole. The Swahili equivalent for flavour is 'ladha' in Swahili language. Therefore, Bongo Flavour means 'ladha ya hapa hapa or ladha ya nyumbani' (Sanga, 2013). So, the etymological impetus is that one has to use one's

brain in order to survive in the city of Dar es Salaam (Reuster-Jahn and Kießling, 2006). Generally, this term bongo has now come to be used by almost all Tanzanians in the whole country. The explanation of Bongo Flavour and Hip-hop is slightly challenging, as musicians may merge rap music freely with sung parts in one track, or mix rapped tracks with Reggae or R&B songs on their albums. They do so in order to delight a broad diversity of tastes, focusing on attracting a good number of consumers. The musicians themselves have different views regarding Hip-hop and Bongo Flavour. Some say that Hip-hop is part of Bongo Flavour, while others prefer to distinguish pure Hip-hop from the more hybrid and commercial Bongo Flavour category (Suriano, 2007).

Several studies have been conducted to explore Hip-hop and bongo flavour music. The roles of bongo flavour in shaping youth identities and bringing change to Tanzanian society have been studied by Suriano (2006, 2007), Englert (2008), Omari (2011), and Reuster-Jahn (2007). Similarly, the position of bongo flavour in Tanzanian politics has broadly been examined by Reuster-Jahn (2008) and Englert (2008). The function of bongo flavour as an industry, with special attention to the relationship between youth artists and the music producers has been discussed by Reuster-Jahn and Hacke (2011). Another area of research has been the form and content of bongo flavour lyrics and the connection of it to traditional culture (Englert 2003; Reuster-Jahn 2007). Nevertheless, none of the aforementioned scholars has studied the influence of bongo flavour music in the degeneration of cultural and moral values among the youths in Mbeya city in particular and Tanzania in general. It is therefore, the interest of this research paper to cover that gap of knowledge.

For the sake of clarity in this research paper, the term youth is defined in Tanzanian context. According to the African Youth Charter (2006) youth refers to a person aged between 15 and 35 years old. However, The Tanzania Youth Development Policy advocates that youth is anyone whose age ranges from 18 to 24 (Ministry of Labour and Youth Development 1996). These definitions, however, need to be revised as they do not reflect the reality that at the moment hold water on ground in Tanzanian context. A mutual understanding of youth in Tanzanian context transcends a life course perspective to include anyone whose survival depends upon his or her parents regardless of age. This means that an individual who has not established his/her own family is categorized as youth even if his or her age exceeds 45 years (Reuster-Jahn 2007). In some contexts, being a youth depends upon individuals and the way they depict themselves in a society. Once an aged person looks like a youth in either one or two of the following aspects -

namely clothing style, hair cutting style, movements and language – he or she may be labelled as youth with the special name of mzee-kijana (an elderly youth) (Sanga, 2013). In this context, the term youth has negative connotation that an individual, due to different reasons, has been unable to fully experience his or her youthful life. For this reason, he or she is trying to make up for it in adulthood (ibid). This being the case, the classification of youth in a life course standpoint, it can be argued that similar to the concept of gender and race, the concept of youth is socially constructed (Falk & Falk, 2005). Despite those disparities on the understanding of the term youth in this research paper youth refers to the one who is aged between 15 - 40 years of age. The most significant aspect to ponder is one's personal age and inclination to the use and admiration of bongo flavour music.

This research paper is significant to the consumers of its findings in three folds. Firstly, it highlights the extent to which the music is widely spread and used amongst youths in Mbeya city and thus, the spread of its content and influence. Secondly, it identifies and shows the magnitude of its influence in deteriorating the cultural and moral values among the youths and other ordinary citizens. Finally, it provides the possible alternatives of assuaging the negative influence of Bongo flavour music amongst youths for upholding better cultural and moral values. As such, this research paper is very instrumental in upholding the cultural and moral values of not only youths but also other consumers of the music in the society in which they both live hence, strengthening the society.

Statement of the Problem

Since the very beginning, Tanzanian Hip-hop and later on bongo flavour music have been used as a spokesperson for the Tanzanian youths and other ordinary citizens (Gabriel, 2011). As such, bongo flavour music has attracted so many consumers from different cultural backgrounds in the society predominantly the youths. Many Tanzanian youths adore so much singing, reciting and dancing bongo flavour music because of its content and musicality making it so hilarious to them. However, it is observed and said by many people in the streets of Mbeya city and other areas in the country that the content of this kind of music and its dancing style are closely associated with deterioration of moral values among the youths. Therefore, it is the interest of this research paper to find out the possible influence of this kind of music particularly, the lyrics in the degeneration of cultural and moral values among the youths in Tanzania with special focus on youths found in Mbeya city.

Research Paper Methodology

The research paper used both quantitative and qualitative approach. Descriptive research approach is a type of quantitative research method that aims to accurately and systematically describe a population, situation, or phenomenon (Creswell, 2014). It focuses on describing on what is happening among the youths, what the youths think, and which behaviors do the youths gain from bongo flavour music in the context of this study. Qualitative research approach is conceptualized as a type of social science research that collects and works with non-numerical data that seeks to interpret meaning from these data that help us to understand social life through the study of targeted populations or places (Punch, 2013). In this research paper this definition is so fitting because it focused on understanding 'social life through the study of targeted population' that is the youths thus, its application. Categorically, the research paper used a case study design which is defined as the exploration of an individual, group or phenomenon (Sturman, 1997). Additionally, Sagadin (1991) states that a case study is used when we analyze and describe; each person individually for his/her activity, special needs, life situation, life history, etc.; a group of people, such as, a school department, teaching staff, etc., a problem or several problems, process, phenomenon or event in a particular institution, etc., in detail. It is therefore, generally construed that a case study focuses on exploring in detail a specific social phenomenon or individuals in a specified locality. Thus, the paper adopted the aforesaid conception in probing the matter. In order to achieve its purpose, the paper used data collection tools namely questionnaires and focus group discussion. Kumar (1992) defines questionnaire as a written document listing a series of questions pertaining to the problem under study, to which the investigator requires the answers. In addition, Schvaneveltd (1985) defines questionnaire as a data-gathering device that elicits from a respondent the answers or reactions to printed (pre-arranged) questions presented in a specific order. There is a close ended questions that require either a 'yes' or 'no' answer in the questionnaires. In conducting this research paper, both closed and open-ended questions were used. In gathering data regarding the influence of Bongo Flavour music, the researcher used this tool as it was pertinent to the kind of information needed. A Focus Group Discussion (FGD) is a qualitative research collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator. This tool serves to solicit participants' attitudes and perceptions, knowledge and experiences, and practices, shared in the course of interaction with different people (Eeuwijk and Angehrn, 2017). Focus Group Discussion involved 10 respondents who are consumers of Bongo

Flavour music for the sake of clarifying important information that needed clarifications. The aim was to solicit reliable information that probed how the music affects the youth negatively in their daily life. Purposive sampling technique was used to obtain the respondents from Catholic University College: A Constituent College of St. Augustine University of Tanzania who are ardently interested with Diamond Platinumz's music as a sample for the case study of Bongo Flavour music. The choice for this musician and his music was made purposely because his music is so much influential and venerated by many young men and women. Despite the fact that the musician is prolific in producing both audio and audiovisual music, this research paper focused only on audiovisual music because of the nature of the study. The audiovisual was pertinent in this study so as to better examine the influence of this music among the youths. This is because viewing the videos was important in determining how dressing, hairstyle and dancing style influenced the youths in their cultural and moral values as they watch and listen to the music. To be much more focused, the study engrossed lyric audiovisual music for it is the kind of bongo flavour music that is so adorable and typically influential to many youths thus, likely to negatively affect them in degenerating their cultural and moral values.

The findings of this research paper are informed by stylistic literary theory in data analysis and interpretation. Stylistics is conventionally concerned with the study of style in language. Basing on the nature of the topic of the research paper, the analysis was done using two types of literary stylistic theories which are reader response and affective stylistic theory/criticism. The reader-response literary stylistic theory/criticism is informed by the notion that the meaning of a text can, solely, be determined through the interaction between the reader and the words on the pages of the text. Therefore, the reader-response stylistics scrutinizes the reader's response to a text as a response to a horizon of expectations. By a horizon of expectations, it means that there is a miscellaneous meanings or interpretations in a text and these can be grasped by the reader according to his or her level of what Jonathan Culler (1981:25) designates as "literary competence". A reader's literary competence is informed by the social world in which a text is produced as it usually has a shaping effect on his or her interpretation of such a text. The reader response stylistics evokes a situation where individual readers give meaning to the text. This is because each reader will interact with the text differently, as the text may have more than one vivid interpretation (Ogunsiji, 2012). Affective literary stylistics is reader/ hearer – oriented i.e., its focus is on the consumers. It searches out the emotional responses that a reader or hearer makes in the course of his or her interaction with, that is, reading or listening to a text.

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According to Fish (1970), in affective literary stylistics, the stylistician relies primarily upon his or her affective responses to stylistics, elements in the text. The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivations and attitudes (Ogunsiji, 2012). The assumptions articulated above were applied in interpreting the influence of bongo flavour music among the youths in degenerating their cultural and moral values as discussed below.

Research Findings and Discussion

This segment presents the findings and discussions of the research paper focusing on the influence of bongo flavour music in degenerating cultural and moral values.

The Influence of Bongo Flavour Music in Degenerating Cultural and Moral Values

The findings from collected data show that bongo flavour music negatively influences the youths in their cultural and moral values. Culture is conceptualized as 'the ways of thinking, the ways of acting, and the material objects that together form a people's way of life' (Macionis, 2012:54). Again, culture is defined as 'that complex whole which includes knowledge, belief, arts, morals, laws, customs, and any other capabilities and habits acquired by man as a member of society' (Edward B. Taylor,1871:1). In view of the aforesaid conception of culture, it is obvious that culture entails everything that individuals and society at large do and appreciate as things of value (knowledge, belief, arts moral, customs) in a particular society. In cementing the significance of values, Oyserman (2015) defines values as internalized cognitive structures that guide choices by evoking a sense of basic principles of right and wrong, a sense of priorities, and a willingness to make meaning and see patterns. This means that societies and other social groups have value-based norms, priorities, and guidelines, which describe what people ought to do if they are to do the 'right,' 'moral,' 'valued' thing. The understanding of culture and values in this context enables one to notice how bongo flour music is very important aspect of culture among societies in Tanzania.

Referring to the above conception of the word culture, it was found from the study findings that many youths are negatively influenced in their ways of thinking and acting. For instance, 66 out of 78 equals to eighty five percent (85%) respondents said that interacting with audiovisual bongo flavour music has shaped their thinking and acting in relation to sexual behaviour. It was reported that many young men and women are motivated to engage in sexual relations as a result

of listening to this kind of music. For example, the following excerpt from Diamond Platinumz's song namely 'Sona' illustrates the point in discussion:

> *Girl let me show you*
> *How much I love you*
> *With my lips on your own*
> *Let my lips do the talking*
> *I never thought I'd share a bed*
> *With a woman so fine*
> *Usinipe kitandani leo*
> *Nipe kwa sofa.*

A close analysis of the above quote shows how bongo flavour music entices the youth to engage in immoral acts (usinipe kitandani leo, nipe kwa sofa and sharing a bed) such as engaging in sexual relations before marriage. Other youths (men) engage in doing masturbation as a response to sexual desire aroused from images showing female's nakedness as was revealed from the study findings through focus group discussion. When the youth listens and watches the videos showing images of almost naked women several times in a long run repeatedly, as revealed in the study findings, they finally begin engaging in unlawful sexual relations. Moreover, this behaviour may result to sexually transmitted diseases such as HIV AIDS among the youths. By so doing, such acts contribute to degeneration of the morals, laws and customs of Tanzanian societies in which these youths belong.

Bad hair style and shaving as observed in the videos from the study findings is more common among the male musicians compared to female musicians. It was revealed through focus group discussion that many young men dress and shave their hairs like a particular musician (in this case, Diamond Platinumz) just because they feel much happier and satisfying to be identified with such musician(s). In this situation, it is evident from the findings that the kind of music that the youths are exposed to negatively affect them to the extent of changing their moral values from good to bad one. Furthermore, the message disseminated through this music and the style of dancing has negatively impacted many youths as reflected through the study findings (played videos). For instance, it was found that many youths engage in prostitution (29%), poor dressing and wearing styles (37%), bad shaving styles (6%) as well as social conflicts (5%). This is very true with bongo flavour music that involves love affairs as it is most liked by young men and

women. Through focus group discussion, it was revealed for instance, that some young men and women quarrel with their parents as a result of immoral acts such as bad dressing and shaving styles. The source of social conflict in many families and societies lies on the premise that the parents' viewpoint regarding hair and dressing styles are out dated according to the youths' viewpoint. According to the culture of many Tanzanian societies it is immoral to dress half naked while dancing. It is a common practice to observe female musicians dancing half naked through video or television shows. In the study findings, the videos that were played demonstrated vividly the way the dancers (female musicians) were dancing almost naked as they dressed in only the bra and underwear to simply cover their breasts and genitalia. As such, it was revealed that such kind of practices negatively affect the youth as they end up emulating such practices which undermine not only their self-esteem but also violate their cultural and moral values hence, degenerating them. This phenomenon is well explained by the affective domain of literary stylistics theory which asserts that a text (music) may affect the reader emotionally, such as feelings, values, appreciation, enthusiasm, motivations and attitudes (Ogunsiji, 2012). The bongo flavour music has negatively impacted the youths in aspects such as attitudes, values, feelings and motivations to the extent of deteriorating their cultural and moral values as discussed above. Therefore, it can be argued that the widespread of moral decay among many young men and women in the cities of Tanzania can be partly attributed to the rampant spread and consumption of bongo flavour music among the youths.

Another important finding is the fact that many youths are negatively influenced by the language used by bongo flavour musicians in their music. It was found that sixty-two (62%) of youths use informal and/or colloquial language in wrong contexts in normal everyday conversation. The words 'jealousy naturn man to sinner' in the song 'Wonder' from the following quote attests to the point heeded;

>Jealousy naturn man to sinner
>Jua kwa kina nimeingia mazima
>Usije mtima ooh kuumimina
>Kwa fitina ooh za watu wazima

The above cited example is just an illustration of a codeswitching commonly used by many youths in their daily conversation to the extent that sometimes they fail to use such words in their proper context. In the context of the song the words 'jealousy naturn man to sinner' semantically

means that jealousy may alter a man (lover) to do anything bad towards his lover (woman). Another example from the same excerpt is the words 'nimeingia mazima' meaning that the lover (man) has fallen in a profound love to the lover (woman). The above examples show correct contexts in which the identified words are properly used by the youths. However, in many situations, it is a common phenomenon to hear many youths use such kind of words even if it is not a proper context in which the words are used i.e., between the youths and elderly people instead of being used amongst youths in the society. Other words from bongo flavour music as was reported by the respondents include; 'masela' 'washikaji' to mean friends 'dingi' meaning father and many others. This kind of language is used in daily conversations among the youths and other members of the society thus, affecting the young members of the society who cannot distinguish between standard and non-standard language. They use such kind of language in such a way that they fail to distinguish the right context in which informal/colloquial and official language need to be used. For example, such language is mistakenly used when conversing with their parents instead of using it amongst young members. By so doing the moral and cultural values are violated as it is morally wrong to call an elderly parent as 'dingi' (though some parents/elders may endorse that) in any kind of conversation between the youths and elders in the society. The negative influence of bongo flavour music on language use among the youths can be rightly interpreted through the lens of reader response stylistic theory on an aspect which articulates that the interaction between the reader and the words (music) on the pages of the text affects the reader of the text (music) (Ogunsiji, 2012). In this context, the interaction between the words produced by the musicians through bongo flavour music and the youths has negatively affected the way youths use such language in their daily conversation. Therefore, it can be concluded that the words that musicians use in bongo flavour music has negative impact among the youths thus, degenerating the cultural and moral values of the whole society in which these youths live.

Conclusion and Recommendations

Basing on the findings of this research paper, it can be precisely concluded that the perpetual interaction between the youths and lyric bongo flavour music in the society has a negative influence to the wellbeing of many youths. The findings have clearly indicated that many youths are vulnerable to their cultural and moral deterioration if such practices are not curbed thus, degenerating the cultural and moral values which are fundamental in upholding the stability of the society in which these youths live. It is therefore, recommended that the government through

its ministry and institutions responsible for monitoring and controlling music industry should take stern measures to censor the bongo flavour music which is detrimental to the welfare of youths in order to rescue them from consuming such kind of music that severely affects the cultural and moral values of the societies in which they live. In so doing, the government will not only save the lives of these young men and women but also will uphold the cultural and moral values for the betterment of the current and future generation that will be produced by the existing youths.

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Integrating Environmental Education in Social Studies Textbooks for Primary Education in Tanzania

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Abstract

Environmental education has been integrated into social studies textbooks for primary education. The provision of environmental education to the young generation while they are in the school system enables them to understand the importance of the environment to human beings. However, the content related to the environment presented in the social studies textbook has not been aligned with the primary school education syllabus. This problem is more serious for textbooks published by private publishers. This paper explores how environmental education has been covered in social studies textbooks. The paper applies a qualitative approach to facilitate the achievement of this goal. The data were collected through the document analysis method as a data collection technique. Through this method, ten (10) social studies textbooks from standard three to seven were reviewed. In each class, two social studies textbooks were selected, one published by a private company and the other published by the Tanzania Institute of Education (TIE). The findings revealed that the content related to the environment is not well aligned with the syllabus, especially in textbooks published by private publishers. Moreover, most social studies textbooks published by private publishers are inconsistent with the primary education syllabus. This caused some issues stipulated by the syllabus to be left uncovered. Therefore, there is a need for a full alignment of the environmental education content in social studies textbooks in primary school education. It is anticipated that this paper may inform the publishers of the need to align the content with the existing syllabus.

Keywords: Environmental education, textbooks, social studies, primary school education

Introduction

Environmental education plays a central role in creating public awareness concerning the need to conserve the environment. However, the environment across the globe faces many challenges

that limit its proper functioning. The most threatening challenge is climate change which the biosphere. Most challenges facing the environment are human-induced (Lamanauskas & Makarskaitė-Petkevičienė, 2023). The study by Niu et al. (2022) revealed that most environmental problems have been brought about by economic development and advancement in science and technology. These cause stress to the environment and therefore compromise its health of the environment. Moreover, Yalmanci and Gözüm (2019) found and documented that the challenges facing the environment have been triggered by the increased population. In the 20th century, the world experienced a remarkable increase in population that placed more pressure on the environment and its natural resources. This has forced the world to struggle by any means to overcome the problems facing the environment, especially climate change (Alagoz & Akman,2016; Ergin, 2019). One of the solutions to be applied to solve environmental problems is possessing the right environmental knowledge (Alagoz & Akman,2016). This cements the need for the provision of environmental education to pupils in primary schools.

Moreover, equipping pupils with environmental knowledge contributes to developing positive attitudes and perceptions, valuing the environment, and shaping their interaction with nature (Yalmanci & Gözüm, 2019). Environmental Education serves as an important tool in shaping human behavior and has to be given a high priority. This is because it encourages individuals to conserve the environment. Sukma et al. (2020) suggested that environmental education has to feature in different disciplines. This suggests the need for teaching environmental education in different subjects in Tanzania's curriculum for primary education. In Tanzanian primary schools, environmental education is taught in the social studies subject (Haulle & Kabelege, 2021). In recent years, environmental education has received great attention, fostering the need for primary school pupils to be exposed to issues related to the environment (Collado et al., 2020; Treagust et al., 2016). Exposing primary school pupils to environmental education helps to create the current

and future environmentally conscious generation. It should be noted that in primary school, pupils acquire knowledge related to environmental protection and other components that are connected to the need to conserve the environment for the betterment of humankind.

Furthermore, it is important to provide environmental education to primary school pupils because it informs pupils on the values of the environment and hence ends up creating future responsible citizens (Lamanauskas & Makarskaitė-Petkevičienė, 2023). Equipping primary school pupils with environmental conservation education makes them interested and start caring for the surrounding environment (Yeşilyurt, Balakoğlu, & Erol, 2020). Teaching students about the environment makes them understand the nature of the environment they are interacting with and how to behave for the sustainability of the environment. It is important to note that in schools, children develop environmental literacy. Knowledge acquired by pupils in schools is sent back home and ends up creating environmental literacy and sensitivity to the entire family (Lamanauskas & Makarskaitė-Petkevičienė, 2023). Niu et al. (2022) insisted that public participation in conserving the environment and improving the quality of awareness among the entire population plays a critical role in bringing a sustainable environment. That is why in Tanzania, environmental education is taught from primary to university levels. This is one of the ways of increasing the public awareness of the environment.

 For the sustainability of the environment, environmental education provided to primary school pupils should be relevant and reflect the actual setting where pupils are coming from. Moreover, to create a peaceful and happy world, there is a need to conserve the environment. This can be achieved successfully through imparting environmental education to all levels of knowledge acquisition (Şeker, 2023). For example, in primary schools, the social studies subject aims to equip learners with the knowledge of the environment and create responsible citizens. Responsible citizens need to understand what is happening in the world. In Tanzania, the

Ministry of Education changed the structure of the primary school syllabus. For instance, geography and history were fused to produce one subject called social studies. The changes were made because the previous way of teaching geography and history separately caused the learner to learn parts of the content, hence missing intended competencies (United Republic of Tanzania [URT], 2019). The literature demonstrated that the changes were brought to respond to the needs of the educational stakeholders. However, in secondary school, geography and history are treated as separate disciplines. This creates questions about why, in secondary education, students are taught the two subjects differently from how they were taught in primary schools.

Moreover, it is interesting to find out that the social studies subject prepares learners to value and protect the environment and the natural resources of the nation. The social studies subjects also equip pupils with the knowledge of the relationship between people and the environment. More importantly, prepares individuals who can and use opportunities that are within the environment. This has been reflected in the primary education syllabus of 2019, in which most objectives of the social studies subject are based on the well-being of the environment (URT, 2019). From standards three to seven, the component of the environment has been given priority. This is an indication that the environment has been the center of social studies. Therefore, the syllabus was prepared in such a way that pupils are given a full dose of the environment. Giving a wide range of coverage of the environment in the syllabus serves as a piece of evidence that environments are highly valued. However, some of the textbooks for social studies have not given priority to the component of the environment. Moreover, the study by Sukma et al. (2020) that was conducted in Indonesia revealed that teachers suggested the need for integrating environmental education in elementary schools. However, they doubted in shortage of time to complete the curriculum timely. This is a shred of evidence that to them the environment has been given less attention.

The study by Haulle and Kabelege (2021) revealed that in Tanzania, the problem of textbooks of high-quality textbooks in terms of content and availability has not been well addressed. This means that primary schools are facing the problem of a shortage of textbooks, whereby most of the available books do not match the syllabus. Therefore, this challenge hinders the implementation of a well-structured primary education syllabus. In Tanzania, textbooks are treated as compulsory to ensure an effective acquisition of the intended competencies. Since 1960, Tanzania has recognized primary education as a priority target for all Tanzanians. It means all Tanzanians are supposed to get a primary education. Unfortunately, some challenges hinder achieving the proper goals of providing education to all Tanzanians. These challenges include inadequate textbooks and well-trained teachers (Kira & Bukagile, 2013; Kila & Komba, 2015). By implication, these challenges lead to the production of incompetent students who cannot solve societal problems. This calls for the need to provide more relevant and adequate textbooks to produce competent students.

Furthermore, Haulle and Kabelege (2021) stated that there are a multitude of textbooks from different authors. Some of these textbooks are of low quality and are shallow in content, especially the textbooks produced by private companies. The content does not reflect what has been stated in the primary school education syllabus. This challenge partly came into being after introducing the free education policy (Languille, 2015). Due to free education, the enrolment of pupils increased remarkably. This situation also opened the room for private companies to produce textbooks to meet the demand of the increased enrolment. In Tanzania, primary and secondary education are universal and compulsory. This has been stipulated in the Tanzania education policy of 2014. To enhance the accessibility of education for every Tanzanian, education is provided by both the public and private sectors (URT, 2014). The implication of this is that people are free to send their children to either private or government schools. Both private

and public schools are regulated by the Tanzania Ministry of Education, Science and Technology (Haulle & Kabelege,2021). All schools have to adhere to the directives given by the respective ministry. This was done purposely to ensure the provision of quality education. This paper explores how environmental education has been covered in social studies textbooks. Furthermore, the paper assesses whether the content of environmental education in social studies textbooks aligns with the Tanzanian primary school syllabus of 2019. It is anticipated that the findings shall inform the education stakeholders of the need to review the content of environmental education in social studies textbooks.

Methods and Context

This paper focuses on a review of social studies textbooks. Through the document analysis method, the data was collected by reviewing 10 social studies textbooks from standard three to standard seven. In each class from class three to class seven, two social studies textbooks were selected, one textbook published by a private company and the other published by the Tanzania Institute of Education (TIE). This was done purposely for comparison purposes. The document analysis method is appropriate for studies that review published documents (Dikmenli et al., 2024). Only textbooks from the cited classes were selected because in Tanzania, social studies subjects are taught from standard three to standard seven. Haulle and Kabelege (2021) documented that in Tanzania, only standard three to seven students study social studies subjects and are examined by the National Examination Council of Tanzania (NECTA). Textbooks from both private and the Tanzania Institute of Education (TIE) were purposively selected. The famous private companies producing textbooks include Macmillan, Adamson, Oxford, Mwanzo Educational Publishers LTD (MEP), African Proper Education Network (APE), and Kyando Book Publishing (Haulle & Kabelege, 2021). Textbooks are compulsory to be used in teaching and learning in primary schools (URT, 2019).

The selected social studies textbooks were reviewed to find out how they matched with the primary school education syllabus of 2019 in terms of coverage. Specifically, the review was conducted to investigate the type of content of environmental education in social studies textbooks. The review also examined the content of a particular textbook in terms of the arrangement and the connections of topics and subtopics related to environmental issues. Furthermore, a review was also conducted on the primary school social studies syllabus of 2019 to find out the stated objectives of the primary school education syllabus in Tanzania, and the content to be covered in different classes from standard three to standard seven. The intention was to examine how the content of environmental education has been incorporated into the syllabus. More importantly, the review involved assessing the expected learning competencies to be acquired by primary school pupils upon completion of the studies. The rationale for reviewing the syllabus was to compare what was stated in the respective syllabus and how it was covered in the social studies textbooks. Thereafter, the findings were presented through different established themes and subthemes by the author.

Findings and Discussion

This section presents findings from the reviewed social studies textbooks. The findings fall under the following themes: the representation of topics on the environment in the social studies textbooks, the coverage and clarity of content related to the environment, and the comparison of the content covered in environmental issues in social studies textbooks from private and public publishers.

The Representation of Topics on the Environment in the Social Studies Textbooks

The findings revealed that in the standard three social studies textbook, published by MEP, the dominant theme was environment and environmental conservation. However, out of the four topics covered in standard three social studies textbooks, only one topic was about the

environment. The textbook had subthemes such as: conserving the environment, keeping the flowers, trees and grasses, and weather conditions. This implies that much of the content has been covered by other issues that are not directly related to the environment. This is contrary to the objectives of the existing social studies syllabus, that is aimed at producing pupils who are sensitive to the environment (URT 2019). Moreover, Social Studies Pupil Textbook Three by MEP exposes students to the meaning of the environment and its components. This has been explained under the subtopic Conserve the Environment. The author mentioned human activities that are responsible for degrading the environment. For instance, the author mentioned agriculture, mining, hunting, tourism, and industry as the human activities that are responsible for destroying the environment. Likewise, Sanga et al. (2022) reported that human activities, especially agriculture, were responsible for the degradation of the environment. The implication of this is that human beings conduct activities that are not friendly to the environment. Therefore, for the sustainability of the environment, human beings have to undertake activities that are friendly to the environment as one of the ways of conserving the environment.

The social studies textbook for standard three by MEP is silent on how human activities cause environmental destruction. This shows that there is a need to review the content in the respective textbooks to incorporate all required environmental issues. At least the social studies textbook by the Tanzania Institute of Education (TIE) explained how human activities degrade the environment. For example, the cultivation of crops on steep slopes without using terraces results in soil erosion. Human activities, if not conducted properly, degrade the environment (TIE, 2019). In a similar vein, TIE (2020) documented that human activities such as agriculture cause global warming due to the emission of greenhouse gases during farm preparation. Apart from being silent about how human activities cause environmental degradation, a social studies textbook by MEP is disorganized, causing difficulties in understanding what is explained. For

instance, the subtitle reads ''conserve the environment'', In this subtopic, the materials have been presented in such a way that it is difficult to understand how the environment can be conserved. The author ended up writing to clean the classroom, clean the school environment, and plant grass and flowers. Generally, the author failed to link human activities and environmental conservation. Through this, it becomes difficult for a pupil to understand how the mentioned activities contribute to environmental conservation. Worse still, the book consists only of the publisher; the name of the author is missing. This makes it difficult to cite and reference a particular academic work accordingly.

Furthermore, the findings revealed that the standard four social studies textbook comprised eleven chapters, of which two are related to the environment. The two chapters are about our environment and the opportunities in our environment. The chapters aim to equip learners with the meaning of environment, components of rural and urban environments, different activities of conserving the environment, and practices that cause environmental destruction in villages and streets (TIE, 2019). The way the author prepared and presented the materials in these chapters makes it easier for the student to understand the environment well. For example, the books have clearly explained components of the environment, such as the natural and manmade environment. The author also differentiated between rural and urban environments in terms of activities and features of the two settings. This facilitates smooth learning and understanding. The content is organized properly because the author ensured that the content is consistent with the objectives stipulated in the existing social studies syllabus (URT, 2019).

Furthermore, the chapter in the Social Studies Pupil's book four also examined environmental degradation in terms of the meaning of the term environmental degradation and the causes for the degradation of the environment. For instance, the author mentioned human activities such as charcoal making and lumbering as the major causes of environmental degradation. On top of

that, the aspect of environmental conservation has been well elaborated by the author. The author defined the term environmental conservation as the act of protecting, caring for, and preserving the environment (TIE, 2019). The author explained in detail the ways and the importance of conserving the environment. The explained ways of conserving the environment include planting trees and general cleaning of the environment. Moreover, the author insisted that there is a need to conserve the environment for present and future generations. This emphasis also has been reflected in the study by Şeker (2023), which insisted that environmental conservation is important in creating a peaceful world. The content in TIE (2019) has been presented using a language and approach that is easier for the students to understand. The study by Haulle and Kabelege (2021) found that some of the social studies textbooks created confusion for students because of the language and approach used. Therefore, the way the books have been prepared influences the academic performance of a student at a given academic level.

The review of social studies textbooks revealed that the social studies textbook for standard five comprised fourteen chapters. Two of the fourteen chapters (chapter one and chapter twelve) were about the environment. Chapter one was about the environment, while chapter twelve was about ''our resources. Chapter one aimed to impart knowledge to students about human activities responsible for environmental destruction. Activities such as agriculture, mining, fishing, and manufacturing were mentioned to contribute to degrading the environment (TIE, 2019). The author explained each activity and its contribution to degrading the environment. This approach is missing in some of the social studies textbooks published by private publishers. It is a recommended approach because it enables students to understand how each human activity degrades the environment. Chapter twelve is about resources that are found in different parts of the country and how to conserve them. The chapter is also about human activities that affect the available resources. Moreover, the chapter divided the resources into two categories: natural and

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manmade resources. The author prepared a book systematically and maintained its quality and relevance.

The findings revealed that the social studies textbook for standard six had twelve chapters, out of which two chapters (chapter one and chapter ten) were about the environment. Chapter one covered hazards associated with environmental destruction, while chapter ten was about the resources of Tanzania (TIE, 2020). Imparting the knowledge related to hazards contributes to changing the behavior of human beings when interacting with the environment. The study by Niu et al.(2022) found that environmental education plays a significant role in creating environmentally sensitive citizens. Exposing students to the resources of their country contributes to making them proud of their nation. It is very unfortunate to find out that a social studies textbook for standard six private MEP has different coverage compared to the coverage made by TIE. For instance, a social studies textbook for standard six produced by a private company presents topics that are very contradictory. For instance, one of the topics is about changes occurring in the environment. The subtopics of this topic are irrelevant to the stated topic. For example, one of the subtopics of the cited main topic was drawing and reading the map of Tanzania. This subtopic does not match with the main topic. This may lead to confusing the reader of a given textbook.

The social studies textbook for standard seven had twelve chapters. Two chapters (chapters one and three) out of the twelve chapters were related to the environment. Chapter one was about natural hazards, while chapter three was about the climate of Tanzania (TIE, 2020). Chapter one intended to expose students to different hazards such as earthquakes, volcanic eruptions, and landslides. The author explained in detail each hazard. The hazards have been explained in terms of their cause and effects on human life. This makes students understand that sometimes environments take revenge by causing trauma to humans. The chapter on the climate of Tanzania

aimed at equipping the learners with an understanding of the concept of climate, factors affecting the climate, climate zones of Tanzania, and crops grown in different climatic zones. The chapter also aimed to expose students to climate change in Tanzania and its impacts (TIE, 2020).

The Coverage and Clarity of the Content Related to the Environment

The findings revealed that in all reviewed social studies textbooks for primary school education, both private and public publishers prioritized the content concerning the environment. However, the content of some books is shallow and does not align with the primary school's education syllabus. All social studies textbooks from standard three to standard seven had topics related to the environment. For example, the social studies textbook for standard five had the topic titled Our Environment and Our Resources (TIE, 2019). This is encouraging because matters related to the environment have been given priority. The problem comes from the coverage and relevance of the topics in the social studies textbooks published by private companies. The findings revealed that some of the private social studies textbooks were shallow in content, while others published by private companies presented inconsistent content. This problem was caused by aligning the content with the existing syllabus. This problem was also noted by HakiElimu (2011), who found that the content of most of the social studies textbooks published by private publishers was inconsistent with the existing syllabus. The use of syllabi in book preparation provides good guidance to the author on what to include and exclude.

Furthermore, the review of social studies textbooks revealed that in some of the social studies books published by private companies, the main topic and subtopics did not match. For instance, learning unit 3 in the book by MEP was titled Changes Occurring in the Environment. The subtitles of the cited learning units included using maps in different environments, drawing and reading a map of the region, drawing and reading a map of Tanzania, and recognizing the solar system. All these subtopics do match with the main topic. The study by Haulle and Kabelege

(2021) found and documented that some of the content in social studies textbooks published by private companies was wrongly presented. Likewise, HakiElimu (2011) reported that some of the textbooks published by private companies were not adhering to the syllabus as compared to the government-controlled TIE textbooks. This implies that, to some extent, the existing syllabus was not well implemented by books published by private companies.

Moreover, some of the social studies textbooks published by private companies were inconsistent and disorganized. For instance, the textbook titled Social Studies for Tanzania Primary Schools' Standard Three had a topic concerning the environment. In this topic, one of the subtopics was about conserving the environment. Unfortunately, nowhere in the respective book mentions how to conserve the environment. Instead, the author explained about our school environment, to clean our school's environment and the class. In this case, a student cannot understand how to conserve the environment. Likewise, the study by HakiElimu (2011); Haulle and Kabelege (2021) insisted that social studies textbooks are disorganized and full of confusion. This can cause the student to miss acquiring the intended competencies explained by the respective syllabus. For instance, one of the competencies to be acquired by standard three pupils is demonstrating the ability to conserve the environment (URT 2019). As per the content presented by a social studies textbook for standard three, this competence cannot be acquired by a pupil because the book is silent about the same.

In terms of the clarity and organization of the content, the findings revealed that the social studies textbooks prepared by TIE were well-organized and systematic. This is because they were prepared following the objectives social studies syllabus of 2019. For instance, the syllabus states that social studies prepare pupils to value and protect the environment and the resources of the nation; value the relationship between people and the environment, and identify and use the opportunities available in his or her environment (URT,2019). To implement these accordingly,

TIE prepared the social studies textbooks by aligning with the objectives stated in the syllabus. The content has been organized systematically and is easier for the students to understand. For example, the social studies textbook for standard four explained in detail the causes of environmental degradation and how to conserve the environment (TIE, 2019). Similarly, Haulle and Kabelege (2021) insisted that social studies textbooks prepared by TIE were consistent with the existing syllabus for primary school education. By being systematic, it becomes easier for students to grasp what is within the book and acquire the expected learning competencies

Comparison of the Content in Social Studies Textbooks Between Publishers

The findings revealed that social studies textbooks published by private companies and those published by TIE varied in content and organization of topics and subtopics. The variation was also observed among the privately published textbooks. A good example is a social studies pupil's book 6 from two different publishers (MEP and APE) of the same class, varied in content in terms of framing and presenting the topics. In APE, one of the topics was the written impact of environmental degradation. In this topic, there were two subtopics: conserving the environment of the surrounding society, and actions that help to fight against environmental degradation. The main topic and the subtopics lacked consistency and logical flow. All these were supposed to be under the topic of environmental degradation. The subtopics could be causes of environmental degradation, impacts of environmental degradation, and measures to address environmental degradation. The way the topic was presented makes the reader fail to connect events because the impact of something is a result of the other thing. The topic misses what has caused environmental degradation. It is very important to present the cause before the impact to make the reader connect ideas.

The book by MEP presented topics and subtopics differently from how they were presented by APE. For instance, one of the topics presented by MEP was titled Recognizing events occurring

in the environment. This topic had eleven subtopics. Most of the subtopics did not match with the main topic. The subtopics of this topic include: analyzing the season of the year, measuring the components of weather in a place where one lives, identifying elements of weather, benefits of record keeping, keeping records of historical events, assessing actions that deal with environmental degradation, conserving the environment that surrounds the society, and arranging events in the chronological order. Some of the subtopics presented under the cited topic were irrelevant because some of them were for history, while others were for climatology. The author presented all under the topic of events occurring in the environment. This is a piece of evidence that the author produced a substandard book. Likewise, Kira and Bukagile (2013) documented that some of the approved books to be used by pupils were substandard. The substandard book ends up confusing the reader because of a lack of consistency and coherence. The differences were caused by not adhering to the syllabus. Most of the social studies textbooks published by private companies presented content that was not consistent with the syllabus (Haulle & Kabelege,2021; HakiElimu, 2011).

Moreover, the content presented in the social studies pupil's book six published by TIE varied from the content presented by APE and MEP. For example, one of the topics in the social studies pupil's book 6 published by TIE was titled hazards associated with environmental destruction (TIE 2020). This is quite different from the content presented by APE and MEP. This is a shred of evidence that the syllabus was not considered during the preparation of the textbooks. This resulted in the publication of irrelevant materials. Chisholm (2013), Kira and Bukagile (2013), UNESCO (2011) insisted that the quality and relevance of the book play a central role in enhancing the academic achievements of pupils. To produce books that are relevant and of high quality, it is important to consult the syllabus. This also would make the author maintain the uniformity of the published books. Haulle and Kabelege (2021) reported that social studies

textbooks published by TIE were consistent with the existing primary school social studies syllabus. That is why the content of books published by TIE was relatively relevant compared to the content found in books published by private companies and authors.

Conclusions and Recommendations

All social studies textbooks for primary education comprised the content related to the environment. However, in some textbooks, the contents related to the environment were shallow and disorganized. The first topic for almost all social studies textbooks was about the environment. Therefore, all social studies textbooks had the component of the environment. This is a good reflection of environmental education in primary schools through textbooks. In terms of coverage and clarity of the content was highly observed by textbooks published by TIE than those published by private companies.

Moreover, social studies textbooks, both published by private companies and TIE, varied in content and organization of topics and subtopics. The variation was caused by failure to consult a syllabus during the preparation of books. Most of the private publishers and authors were reluctant to adhere to the existing social studies syllabus. Therefore, there is a need to review the content in most of the textbooks published by private publishers. This will enable pupils in primary school education to acquire the expected learning competencies. In preparing the content of environmental education in social studies textbooks, authors need to consult the Tanzanian primary school education syllabus of 2019. Moreover, to maintain the quality and relevance of textbooks, there is a need to approve textbooks from both private and public publishers before being used in primary schools.

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Kutathmini athari za kimatamshi za kihaya kama lugha ya kwanza kwa wanaojifunza kiswahili sanifu kama lugha ya pili

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Ikisiri

Utafiti huu ulitathmini athari za matamshi za Kihaya kama lugha ya kwaza kwa wanaojifunza Kiswahili sanifu kama lugha ya pili. Wataalamu wengi wanakubaliana kuwa lugha zinapokutana huwa zinaathiriana. Utafiti ulifanyika katika mkoa wa Kagera katika wilaya ya Missenyi, Tanzania. Mbinu zilizotumika kukusanya data ni hojaji na ushuhudiaji. Data za utafiti huu zimechanganuliwa kwa mkabala wa kimaelezo na kuongozwa na Nadharia ya Lugha Kadirifu. Matokeo ya utafiti yanaonesha kuwa, kuna athari za uchopekaji wa fonimu, udondoshaji wa fonimu na kubadilisha fonimu. Aidha, Makala hii imeweka bayana mbinu zinazotumiwa na walimu kuwasaidia wazungumzaji wa Kihaya kujifunza Kiswahili sanifu ambazo ni kusoma kwa sauti, masahihisho kwa fonimu, nyimbo, kurudia rudia kutamka maneno, kutumia vielelezo na michoro na kuwapatia wanafunzi kazi za kutafuta maneno yenye silabi husika.

Maneno muhimu: Athari za matamshi, lugha ya Kihaya, lugha ya Kiswahili, sanifu

Utangulizi

Lugha ni sehemu muhimu katika maisha ya binadamu na katika jamii anamoishi. Hivyo palipo na watu huwepo pia lugha. Kimsingi lugha imebeba mambo mengi sana katika maisha ya binadamu. Suala la athari linajitokeza pale ambapo jamii mbili tofauti au zaidi zinazozungumza lugha tofauti zinapokaa pamoja na hapo panakuwepo na uwezekano mkubwa sana wa kuathiriana katika nyanja tofauti za kijamii na kiutamaduni (Obuchu na Mukhwana, 2015). Athari hii katika lugha hujitokeza katika matamshi, sarufi na hata lafudhi. Ipo mitazamo kinzani inayoeleza masuala ya athari ya L1 kwa wanaojifunza L2. Hope (2022) anasema kuwa, athari za

L1 katika L2 zinaweza kuwa hasi au chanya. Athari za L1 zinaweza kuwa chanya katika ujifunzaji wa L2 iwapo misingi na taratibu za L1 zimemsaidia anayejifunza L2 kuimudu katika matamshi sahihi. Cummins (1981) na Obondo (2001) wanasema kwamba, uwezo na weledi wa L1 huchangia pakubwa katika kujifunza L2. Kaoo na Upor (2021) wanasema kuwa, katika kujifunza L2 ni lazima L1 iwe na mchango wowote wa kifonolojia, kimofolojia, kisintaksia na kisemantiki.

Vile vile, athari za L1 zinaweza kuwa hasi iwapo misingi na taratibu za L1 zinamzuia mtu anayejifunza L2 asiwe na weledi fasaha katika L2. Dulay na wenzake (1982) wanadai kuwa, wakati mtu anajifunza L2 hukabiliwana matatizo fulani yakiwemo yale ya kushindwa kutamka kwa ufasaha na kushindwa kufuata muundo unaokubalika katika lugha husika. Wanaendelea kusisitiza kuwa, athari hizo zinaweza kuwa zinasababishwa na L1 ama mwalimu wa L2 kutokana na kutokuwa na weledi katika lugha hiyo. Kwa mujibu wa Richards (1974), tajriba ya mwanafunzi katika L1 huhamishiwa katika L2 kwa lengo la kurahisisha ujifunzaji wake. Uhamishaji wa aina hii husababisha kuwapo kwa makosa mbalimbali hususani iwapo mifumo ya lugha mbili husika ni tofauti. Lott (1983) amesema kwamba, makosa ambayo wanafunzi wa L1 wanayofanya yanatokana na L1.

Kwa mujibu wa sarufi majumui ni kuwa, sifa za lugha huingiliana; hivyo mwingiliano wa L1 na L2 unaweza kumwezesha muamiliaji wa L2 pale miundo ya L1 na L2 inapotofautiana na hata inapotofautiana anayejifunza anakuwa na uwezo wake wa kujiundia miundo yake itakayomsaidia

katika ujifunzaji wake. Flym (1984) akinukuliwa na Ellis (1996) anaeleza kuwa, kifaa (LAD) cha uamiliaji wa L1 kinaweza kutumika katika uamiliaji wa L2. Kifaa hiki siyo kifaa ambacho kinaweza kuguswa wala kuonwa bali ni kifaa ambacho ubongo wa mwanadamu huzaliwa nacho.

Pia, uwepo wa mitazamo kinzani juu ya athari za L1 katika kujifunza L2 ni sababu ya kufanyika kwa utafiti huu, wapo watafiti wanaodai kuwa ugumu wa uamiliaji L2 upo kwenye lugha lengwa yenyewe. Kwa mfano, Hussain (2023) anadai kuwa, katika kujifunza lugha lengwa lazima L1 itumike kumwongezea uelewa na kumwondolea woga anayejifunza lugha lengwa. Anaendelea kusisitiza kuwa, lugha lengwa inapaswa kuongezewa matumizi na kupunguza matumizi ya L1 kwa sababu mwalimu atafundisha kwa lugha lengwa na atafsiri kwa L1. Kaoo na Upor (2021) wanasema kuwa, mwanafunzi huhusianisha maana ya msamiati ya lugha lengwa kwa kurejelea maana kutoka katika L1. Vilevile, wapo watafiti wengine wanaodai kuwa, L1 ni daraja au msaada katika kujifunza L2. Al-Musawi (2014) anasema kwamba, wanafunzi wanapokuwa

darasani wanapaswa kuruhusiwa kutafsiri L2 katika L1 ili kuwasaidia kujifunza kwa ufasaha. Pia, watafiti wengine hudai kuwa, L1 ni chanzo cha makosa katika kujifunza L2. Hili sintofahamu inahitaji njia za utafiti zenye uhakika na makini ili kufikia matokeo sahihi na ya kuaminika kuhusu athari za L1 katika kujifunza L2.

Utafiti huu umetathmini athari za kimatamshi kwa wazungumzaji wa Kihaya kama L1 wanaojifunza Kiswahili sanifu kama L2. Kwa mujibu wa wataalamu na watafiti mbalimbali wa masuala ya lugha, L1 ni lugha ambayo mtu anajifunza kwanza maishani mwake kabla ya lugha nyingine. Hata hivyo, ni vigumu sana kwa jamii moja kutumia lugha moja katika mawasiliano hasa jamii hiyo inapokutana na jamii inayozungumza lugha nyingine tofauti. Katika mazingira kama haya, kunakuwepo na uhitaji wa mzungumzaji wa L1 kujifunza L2. Kutokana na hoja hizo, utafiti huu ulizingatia mtazamo wa kuwa L1 ni kikwazo na chanzo cha makosa kwa wale wanaojifunza L2. Uwepo wa athari za kifonolojia kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu.

Mapitio ya kazi tangulizi

Athari za Lugha Mama kwa Waamiliaji wa L2

Mudhune (1994) alichunguza ujifunzaji wa mofosintaksia ya Kiswahili miongoni mwa wanafunzi wa Kiluo kwa mtazamo wa uchanganuzi linganuzi. Aligundua kuwa, makosa kadha yaliyojitokeza katika kazi za wanafunzi husika yalitokana na athari za lugha yao ya kwanza (Kiluo). Hata hivyo, alisisitiza kuwa, kulikuwa na makosa mengine yaliyogunduliwa na ambayo hayakuwa na chanzo chake katika lugha ya kwanza iliyotumiwa na wanafunzi waliochunguzwa. Kazi hii ilimsaidia mtafiti kujua kuwa mbali na athari L1 katika kujifunza L2 zipo sababu nyingine zinazosababisha athari katika kujifunza L2 ambazo ni pamoja na mbinu zinazotumiwa na walimu kuwasaidia wazungumzaji wa Kihaya katika kujifunza Kiswahili Sanifu.

Komunte (2001) alitathmini athari ya lugha za Kibantu katika ujifunzaji wa Kiingereza miongoni mwa wanafunzi wa shule za sekondari nchini Tanzania. Anaeleza kuwa, mazingira ya darasani yalitawaliwa na wingi-lugha ambapo wanafunzi wote waliochunguzwa walikuwa wakitumia lugha mbalimbali za Kibantu kama lugha zao za kwanza. Hali hii, kwa mujibu wa utafiti alioufanya Komunte, ilichangia kwa sehemu kubwa ugumu uliodhihirika katika ujifunzaji wa lugha ya Kiingereza miongoni mwa wanafunzi husika. Kwa mujibu wa Komunte, alichangia kwa sehemu kubwa ugumu uliodhihirika katika ujifunzaji wa lugha ya Kiingereza miongoni mwa wanafunzi husika. Kwa mujibu wa mchunguzi huyu, asilimia 82.9 ya wanafunzi walikiri kuwa,

katika ujifunzaji wa stadi za kuzungumza na kusoma, walifikiria kwanza katika lugha ya kwanza na kisha kuwasilisha dhana husika katika lugha ya kujifunzia yaani Kiingereza. Mtaalamu huyo aligundua pia kwamba, wanafunzi wengi hawakuwa na umilisi wa msamiati wa Kiingereza huku wengine wakitamka maneno ya Kiingereza kama yalivyoandikwa. Aidha, huku akitoa mifano ya fonimu mbalimbali za Kiingereza zilizotamkwa kwa njia isiyo sahihi, anabainisha kuwa, lugha ya kwanza ya mwanafunzi husika ndiyo iliyochangia katika matamshi yasiyo sahihi. Akishughulikia suala la athari za kitigania kama L1 kwa wanaojifunza Kiswahili kama L2, Mukuthuria (2004), alibaini ya kwamba, kuna matatizo mengi ya kiisimu yanayowakumba wanafunzi wanaotumia lugha ya Kitigania wanapojifunza Kiswahili. Matatizo anayoyataja ni pamoja na yale ya kitahajia, kisarufi, uchanganyaji ndimi na kutafsiri dhana za Kiswahili kwa misingi ya kitigania. Uchunguzi uliofanywa na mwanataaluma huyu ulithibitisha kwamba, chanzo cha matatizo hayo ni mifumo ya kifonolojia na kimofolojia ya lugha hizi. Akishughulikia kuibuka kwa 'Viswahili' na utafiti wa Kiswahili, Munyua (2002) anasema kuwa, athari za lugha ya kwanza kwa lugha ya pili husababisha makosa mbalimbali ya kimatumizi. Anaitumia dhana ya 'Viswahili' kurejelea matumizi potofu ya lugha ya Kiswahili kutokana na uhamishaji hasi kutoka kwa lugha mbalimbali za kwanza kama vile: Kibukusu, Kikisii, Kikikuyu, Kimeru, Kikalenjin na Kiluo. Alisisitiza kuwa athari husika hujitokeza katika viwango vyote vya lugha ambavyo ni: fonolojia, mofolojia, sintaksia na semantiki. Kuhusu idadi ya makosa katika tamko, Munyua alishikilia kuwa, iwapo makosa ni mengi, tamko husika hukanganya; hivyo kutoeleweka. Mudhune (2008) alichunguza athari za kifonolojia kwa wasemaji wa Kiluo wanaojifunza Kiswahili. Aligundua kwamba, kutofautiana kwa Kiswahili na Kiluo kifonolojia, kulisababisha makosa katika kipengele husika. Alieleza kuwa, wakati wa ujifunzaji wa Kiswahili kama L2, wanafunzi wazawa wa Kiluo waliingiza kanuni za lugha yao ya kwanza katika Kiswahili. Athari kubwa ya kifonolojia aliyogundua mtafiti huyu, ilihusisha sauti ambazo zinapatikana katika L2 lakini zisizopatikana katika L1. Ontieri (2010) alitafiti athari za kifonolojia za L1 katika Kiswahili. Mtafiti huyu alitumia mifano ya lugha za Kibantu kutoka nchini Kenya. Katika utafiti wake aligundua kuwa, lugha za Kibantu ni kikwazo katika ujifunzaji wa Kiswahili sanifu ambapo mtafiti alionesha kuwa, wazungumzaji wa Kibantu nchini kwenye hufanya makosa ya udondoshaji, uchopekaji na ubadilishaji wa fonimu. Katika uchopekaji mtafiti anaonesha kuwa, irabu /u/ huchopwekwa katikati ya konsonanti mbili. Kwa mfano: kutamka /kuamuka/ badala ya /kuamka/, katika udondoshaji sauti nazali zilidondoshwa katika sauti mwambatano, walitamka /majozi/ badala ya /majonzi/ na katika ubadilishaji wa fonimu, mtafiti alionesha wanafunzi walitumia sauti /g/ badala ya /gh/ na sauti /s/ badala ya /sh/.

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Wenceslaus (2015) alitafiti athari za lugha ya Kijita katika kujifunza Kiswahili. Katika utafiti wake aligundua kuwa, Wajita huathiri uamiliaji wa Kiswahili kwa kufanya udondoshaji wa baadhi ya sauti. Kwa mfano, sauti /h/ ambapo husema /ataki/ badala ya /hataki/. Pia aligundua kuwa, Wajita hutumia sauti /z/ badala ya /dh/, sauti /s/ badala ya /th/ na sauti /g/ badala ya /gh/. Naye Mpangala (2018) alitafiti athari za lugha ya Kimakonde katika kujifunza lugha ya Kiswahili. Aligundua kuwa, Wamakonde hutumia sauti mbadala wakati wanapotamka maneno ya Kiswahili. Mtafiti huyu aling'amua kuwa, athari za kimatamshi zinatokana na ndimi za wahusika kuathiriwa na Kimakonde na kusababisha kukosekana kwa baadhi ya sauti kama vile /m/, /r/, /ʃ/, /ð/, /ɵ/, /z/ na /h/.

2.2 Sababu za L1 Kuathiri Uamiliaji wa L2

Bartoo (2004), akichunguza ujifunzaji wa sintaksia ya Kiingereza kwa wanafunzi wanaotumia Kikeiyo kama L1 na aligundua kuwa, Kikeiyo kiliathiri mpangilio wa maneno katika sentensi za Kiingereza. Anasema kwamba, kutokana na tofauti za kimuundo kati ya lugha hizo mbili, wanafunzi husika walihamisha muundo wa nje wa kisintaksia wa lugha yao hadi kuwa katika lugha ya Kiingereza. Hali hii ilikuwa chanzo cha makosa aliyoyabainisha mtafiti huyu katika mpangilio wa maneno katika sentensi zilizotungwa na watafitiwa hao. Edward (2011) alichunguza makosa yanayofanywa na wazungumzaji wa Kikamba wanapojifunza Kiswahili sanifu. Katika matokeo ya utafiti wake alionesha wazi kwamba, wanafunzi wanafanya makosa kwa sababu ya kuhamisha mifumo ya kiisimu ya lugha yao ya kwanza na kulazimisha mifumo hiyo katika kujifunza Kiswahili sanifu. Badala yake wanaishia kufanya makosa na kuibua lugha ya kati. Edward (ameishatajwa) anaendelea kufafanua kuwa, makosa yanatokana na ujumuishaji mno wa kanuni za lugha za L1. Katika lugha ya Kikamba kuna kanuni ya kutanguliza kila neno na fonimu za nazali wanachukulia hivyo pia katika Kiswahili sanifu. Nyanda (2015) alichunguza athari za lugha ya Kinyamwezi kwa wanaojifunza Kiswahili. Alibaini kuwa, kukosekana kwa baadhi ya msamiati wa lugha ya Kiswahili katika lugha ya Kinyamwezi husababisha wazungumzaji wa Kinyamwezi kutumia msamiati wa Kinywamwezi wakati wa kujifunza Kiswahili. Kanake (2013) alichunguza makosa ya kifonolojia miongoni mwa wanafunzi wa Kigembe katika ujifunzaji wa Kiswahili. Matokeo ya utafiti yalionesha kuwa, chanzo cha athari ni tofauti katika mifumo ya lugha ya Kigembe na Kiswahili ambapo Kigembe kilikuwa na takribani konsonanti 13 wakati lugha ya Kiswahili ilikuwa na konsonanti 25. Sababu kama hii ilitajwa na Nyanda (2015) wakati akichunguza athari za lugha ya Kinyamwezi kwa wanaojifunza Kiswahili. Nyanda (ameishatajwa) anasema kuwa sababu ya lugha ya Kiswahili kuathiriwa na

Kinyamwezi katika viwango vyote vya kiisimu kuwa ni kukosekana kwa sauti /r/, /gh/, /th/, /dh/ na /b/ katika lugha ya Kinyamwezi. Edward (2011) anataja sababu ya kuwa walimu ambao ni wazungumzaji wa lugha ya Kigembe wana utendaji mbaya katika uzungumzaji wa Kiswahili na hivyo wanafunzi nao pia wanachukulia hivyo hivyo. Kanake (2013 anasema kuwa, wanafunzi walifanya makosa kwa sababu hawana umilisi wa lugha ya Kiswahili. Nyanda (2015) alibaini kuwa, ufundishaji mbaya wa walimu wa lugha ya Kiswahili na wanafunzi kutopata muda wa kutosha kujifunza na kuzungumza Kiswahili wawapo nje ya mazingira ya shule na wazazi wao kutokuona umuhimu wa lugha ya Kiswahili na somo la Kiswahili ni sababu zinazosababisha Kinyamwezi kuathiri ujifunzaji wa lugha ya Kiswahili.maelezo ya wataalamu hawa yalimsaidia mtafiti kujua sababu za L1 kuathiri uamiliaji wa L2.

Mbinu na njia za utafiti

Utafiti huu ulitumia hojaji na ushuhudiaji kama mbinu ya kukusanya data kutoka kwa watafitiwa. Mtafiti alipanga data kutokana na maudhui na makundi ya wasailiwa yanayofanana kisifa. Mtafiti alikuwa makini katika kueleza, kufafanua, kuhakiki na kutafsiri data alizozipata katika utafiti huu kwa kutumia mkabala wa kimaelezo. Mtafiti alikuwa makini katika kueleza, kufafanua, kuhakiki na kupanga data katika makundi kwa mujibu wa maswali ya utafiti. Data za aina moja ziliwekwa pamoja ili kurahisisha usomaji wa maudhui yaliyokusudiwa. Mkabala mmoja ulitumika katika ukusanyaji na uwasilishaji wa data za utafiti huu. Mkabala huyo ni mkabala wa kimaelezo. Mkabala wa kimaelezo ulitumika pasipo kufuata taratibu za kitakwimu katika kutathmini athari za kimatamshi ya Kihaya kama L1 kwa wanaojifunza Kiswahili kama L2. Mkabala huu ulitumia majedwali kuonesha data ambazo zilifupishwa kwa namna ambayo ni rahisi kuchambuliwa na kueleweka kwa kuzingatia malengo ya utafiti.

Sampuli

Katika utafiti huu usampulishaji wa makusudi ulitumika kupata watafitiwa. Sampuli katika utafiti huu ilikuwa watu 72 walimu 12 na wanafunzi 60) ambapo kila shule ilitoa walimu wawili (2) ambao ni mahiri katika utamkaji wa sauti za lugha ya Kiswahili na Kihaya na wanafundisha somo la Kiswahili katika darasa tatu na darasa la nne. Walimu walichaguliwa kwa sababu hukutana na makosa ya kimatamshi mara kwa mara wakati wa kusahihisha kazi andishi za wanafunzi. Kupitia sampuli hii, mtafiti alipata taarifa za malengo yake yote matatu ya utafiti ambayo ni kubainisha makosa ya kimatamshi yanayofanywa na wazungumzaji wa Kihaya wanaojifunza kiswahili sanifu. Vile vile, kubainisha sababu za wazungumzaji wa Kihaya kufanya makosa katika kujifunza Kiswahili sanifu. Pia, kubainisha mbinu za kutumia ili

kuwasaidia wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu kama lugha yao ya pili. Sampuli ya pili katika utafiti huu ilikuwa ni ya wanafunzi 60 wa darasa la tatu na la nne wanaozungumza Kihaya na hivi sasa wanajifunza Kiswahili sanifu. Ambapo kila darasa lilikuwa na wanafunzi 50 ambapo kwa kutumia usampulishaji wa makusudi watafitiwa 10 ndiyo waliyotumika katika utafiti huu yaani darasa la tatu lilitoa wanafitiwa 5 na darasa la nne watafitiwa 5 kwa kila shule. Watafitiwa hawa ni wale ambao lugha yao ya kwanza ni Kihaya. Idadi ya watafitiwa hawa ilipatikana kwa kutumia usampulishaji wa makusudi ili kuhakikisha kuwa watafitiwa wote ni wazungumzaji wa lugha ya Kihaya na hivyo wanajifunza Kiswahili kama L2. Mtafiti alichagua sampuli hii kwa sababu wao ndiyo hutenda makosa ya kimatamshi wakati wa kuongea na kuandika Kiswahili sanifu. Hivyo, sampuli hii ilimsaidia mtafiti kupata taarifa za lengo la kubainisha makosa ya kimatamshi yanayofanywa na wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu. Mtafiti aliteua sampuli ya utafiti kulingana na sifa ya kuwa wana uwezo wa kutoa data sahihi zilizotakiwa kulingana na lengo la utafiti huu yaani watakaokuwa na uwezo wa kutoa habari faafu zilizojibu kikamilifu maswali ya utafiti. Katika utafiti huu, watafitiwa 72 waliteuliwa kwa kutumia usampulishaji lengwa (wa makusudio).

Jedwali 1: Mchanganuo wa Sampuli

Na.	Kundi la sampuli	Idadi ya watafitiwa
1.	Wanafunzi wa shule za msingi	60
2.	Walimu	12

Aina ya hojaji iliyotumika katika utafiti huu ilijumuisha aina zote mbili za maswali yaliyokuwemo katika hojaji, maswali funge na maswali yasiyofunge. Mtafiti aliamua kuchanganya aina zote za maswali ili kuepuka kasoro zinazoweza kutokea katika aina hizi mbili, ikizingatia kuwa kila moja ina kasoro zake. Hivyo, aina hizo zilitumika kwa pamoja ili kukamilishana. Mtafiti aliwapa watafitiwa wake ambao ni walimu hojaji wajaze papo kwa papo na kisha warejeshe kwa ajili ya uchambuzi wa data. Njia ya hojaji ilichaguliwa kwa sababu inafaa kukusanya data nyingi kwa muda mfupi sana hasa hojaji za papo kwa papo. Aidha, ni njia rahisi na ya haraka katika kukusanya na kuchanganua data. Data zilizopatikana kwa njia hii zilimsaidia mtafiti kupata taarifa ya lengo lake ambayo ni kubainisha athari za kimatamshi za Kihaya kama L1 kwa wanaojifunza Kiswahili sanifu kama L2.

Uwasilishaji na uchambuzi wa data

Utangulizi

Sura hii ni ya uwasilishaji wa data za kutathmini athari za kimatamshi ya Kihaya kama Lugha ya kwanza kwa wanaojifunza Kiswahili kama Lugha ya pili. Data za utafiti huu zimekusanywa nyanjani kwa kutumia njia kuu mbili ambazo ni hojaji na ushuhudiaji. Data hizi zilikusanywa kutokana na sampuli ya wanafunzi wa darasa la nne na la tatu na walimu wanaofundisha madarasa hayo ambao wanaozungumza lugha ya Kihaya na Kiswahili sanifu kutoka shule ya msingi Bugandika 1, Bugandika 2, Kijumo, Kigarama, Kikukwe na Bugombe.

Uwasilishaji wa matokeo ulifanyika kwa kutumia misingi ya Nadharia ya Lugha Kadirifu ambayo ilitathmini athari za kimatamshi za Kihaya kama L1 kwa wanaojifunza Kiswahili kama L2. Uwasilishaji wa matokeo haya ulilenga kujibu maswali ya utafiti ili kukamilisha malengo ya utafiti. Aidha, sura hii inawasilisha matokeo na kuyajadili kwa mujibu wa data zilizochambuliwa na hoja mbalimbali za wataalamu kama zilivyo kwenye mapitio ya kazi tangulizi za tutafiti huu.

Sura hii imegawanyika katika sehemu kuu mbili, ambazo ni:-

i. Athari za kimatamshi zinazofanywa na wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu.

ii. Sababu zinazosababisha Kihaya kuathiri uamiliaji wa Kiswahili sanifu.

Athari za Kimatamshi Zinazofanywa na Wazungumzaji wa Kihaya Wanaojifunza Kiswahili Sanifu

Katika kipengele hiki, mtafiti aliweza kubainisha athari za kimatamshi zinazofanywa na wazungumzaji wa Kihaya kama L1 katika ujifunzaji wa Kiswahili sanifu kama L2. Mtafiti aliweka bayana vikwazo vya kimatamshi ambavyo huwakumba wazungumzaji wa Kihaya wanapojifunza Kiswahili sanifu. Katika kubainisha athari za kimatamshi mtafiti alitumia mbinu ya hojaji ambazo alizigawa kwa walimu. Vile vile mtafiti alibainisha athari hizo kwa kutumia mbinu kushuhudia ambayo aliitumia kwa watafitiwa ambao ni wanafunzi.

Jedwali 4.1: Majibu ya Hojaji ya Walimu juu ya Athari za Kimatamshi za Wazungumzaji wa Kihaya Wanaojifunza Kiswahili Sanifu

Na.	Kosa	Lipo	Halipo
1	Kuchanganya sauti /ɵ/ na /s/	7	5
2	Kuchanganya sauti /ð/ na /z/	9	3
3	Kuchanganya sauti /gh/ na /g/	9	3
4	Kuchanganya sauti /Ŋ/ na /ng/	9	3
5	Kuchopeka sauti irabu kwenye silabi funge. Kwa mfano kutamka /dafutari/ badala ya /daftari/ au /dakitari/ badala ya /daktari/	11	1
6	Kuchanganya sauti /r/ na /l/	12	0
7	Udondoshaji wa sauti /h/ katika neno. Kwa mfano, kutamka /eshima/ badala ya /heshima/	10	2
8	Kuchopeka sauti /h/ katika neno. Kwa mfano, kutamka /msahada/ badala ya /msaada/	9	3
9	Udondoshaji wa irabu katika neno. Kwa mfano, kutamka /mziki/ badala ya /muziki/ au /mda/ badala ya /muda/	11	1
10	Kuchanganya sauti irabu /a/ na sauti konsonanti /w/. kwa mfano, kutamka / kua/ badala ya /kuwa/	8	4

Katika sehemu hii ya hojaji ya walimu, jumla ya walimu 12 walihusika kujaza hojaji ili kuonesha kama athari ipo au haipo kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu. Kipengele cha kwanza, watafitiwa 7 (58.3%) walionesha kuwa, kuna athari ya kuchanganya sauti /ɵ/ na /s/ wakati wazungumzaji wa Kihaya wanapojifunza Kiswahili sanifu. Watafitiwa 5 (41.7%) walionesha kuwa, hakuna athari ya kuchanganya sauti /ɵ/ za /s/ kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu kama L2 kwao.

Katika kipengele cha pili, watafitiwa 9 (75%) walionesha kuwa, ipo athari ya kuchanganya sauti /ð/ na /z/ kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu. Watafitiwa 3 (25%) walionesha kuwa, hakuna athari ya kuchanganya sauti /ð/ na /z/ kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu.

Kipengele cha tatu, watafitiwa 9 (75%) walionesha kuwa, ipo athari ya kuchanganya sauti /gh/ na /g/ kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu. Watafiti 3 (25%) walionesha kuwa, hakuna athari ya kuchanganya sauti /gh/ na /g/ kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu.

Kipengele cha nne, watafitiwa 9 (75%) walionesha kuwa, ipo athari ya kuchanganya sauti /ŋ/ na /ng/ kwa wazungumzaji wa Kihaya wanaojifunza

Kiswahili sanifu. Watafiti 3 (25%) walionesha kuwa, hakuna athari ya kuchanganya sauti /ŋ/ na /ng/ kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu.

Kipengele cha tano, watafitiwa 11 (91.6%) walionesha kuwa, kuna uchopekaji wa irabu kwenye silabi funge kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu. Mtafitiwa 1 (8.4%) alionesha kuwa, hakuna uchopekaji wa sauti irabu kwenye silabi funge kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu.

Kipengele cha sita, watafitiwa 12 (100%) walionesha kuwa, ipo athari ya kuchanganya sauti /r/ na /l/ kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu. Katika kipengele hiki, hakuna mtafitiwa hata mmoja aliyeonesha kuwa, hakuna athari ya kuchanganya sauti /r/ na /l/ kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu.

Katika kipengele cha saba, watafitiwa 10 (83.3%) walionesha kuwa, ipo athari ya udondoshaji wa sauti /h/ katika baadhi ya maneno ya Kiswahili kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu. Watafitiwa 2 (16.7%) walionesha kuwa, hakuna athari ya udondoshajiwa sauti /h/ kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu. Kipengele cha nane, watafitiwa 9 (75%) walionesha kuwa, ipo athari ya uchopekaji wa sauti /h/ kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu. Watafitiwa 3 (25%) walionesha kuwa, hakuna uchopekaji wa sauti /h/ kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu. Kipengele cha tisa, watafitiwa 11 (91.6%) walionesha kuwa, ipo athari ya kudondosha sauti irabu katika maneno kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu. Mtafitiwa 1 (8.4%) alionesha kuwa, hakuna udondoshaji wa sauti irabu katika maneno kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu. Kipengele cha kumi, watafitiwa 8 (66.6%) walionesha kuwa, ipo athari ya kuchanganya sauti irabu /a/ na sauti konsonanti /w/ kwa wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu. Watafiwa 4 (43.4%) walionesha kuwa, hakuna athari ya kuchanganya sauti irabu /a/ na sauti konsonanti /w/ kwa wazungumzaji wa wa Kihaya wanaojifunza Kiswahili sanifu.

Athari za Kimatamshi Zilizofanywa na Wazungumzaji wa Kihaya Wanaojifunza Kiswahili Sanifu Zilizokusanywa kwa Njia ya Kushuhudia

Mtafiti alitumia njia ya kushuhudia katika ukusanyaji wa data za utafiti wake ambapo mtafiti alishuhudia namna wazungumzaji wa Kihaya walivyokuwa wakitamka maneno ya Kiswahili sanifu. Kupitia njia ya kushuhudia, mtafiti aliweza kubainisha athari za kimatamshi zinazofanywa na wazungumzaji wa Kihaya kama L1 katika ujifunzaji wa Kiswahili sanifu kama L2. Mtafiti alibainisha kuwa, wazungumzaji wa lugha ya Kihaya wanaojifunza Kiswahili sanifu hukumbana na vikwazo vifuatavyo wakati wa kutamka maneno ya Kiswahili sanifu.

Udondoshaji wa Fonimu

Kwa mujibu wa Ontieri (2010), odondoshaji ni hali ya kuondoa kipashio katika neno kwa njia ambayo inakiuka taratibu za lugha husika. Tofauti katika utaratibu wa mfuatano wa sauti katika uundaji wa maneno katika lugha ya Kihaya na lugha ya Kiswahili zilisababisha kuondoshwa kwa sauti irabu na sauti konsonanti kwa njia inayoleta kasoro katika maneno mbalimbali. Makosa ya udondoshaji yaliyoshuhudiwa katika mazungumzo ya Wahaya wanaojifunza Kiswahili sanifu yapo kama ifuatavyo:

Jedwali 4.2: Mifano ya Udondoshaji wa Fonimu

Na.	Udondoshaji	Sahihi
1	Apana	Hapana
2	Eshima	Heshima
3	Gorofa	Ghorofa
4	Mda	Muda
5	Mziki	Muziki

Mtafiti alishuhudia udondoshaji wa sauti /h/ na irabu /u/ katika maneno ya lugha ya Kiswahili sanifu. Wazungumzaji wa lugha ya Kihaya hutamka sauti /h/ kama wanavyotamka sauti irabu /a/, /e/, /i/, /o/ na /u/. Sauti irabu hutamkwa huku kikiwa hakuna kuzuiliwa kwa hewa kutoka kwenye mapafuhadi kwenye kinywa na utamkwaji wa sauti irabu huzingatia mkaowa mdomo, hali ya ulimi na sehemu ya ulimi iliyoiuka. Wakati sauti /h/ hutamkiwa katika kwenye koromeo wakati koromeo limefunguliwa. Vile vile, mtafiti alishuhudia watafitiwa wakifanya makosa ya

udondoshaji wa sauti irabu /u/ pale inapotanguliwa na konsonanti ya nazali /m/ na kusababisha silabi hiyo kutamkwa kwa makosa.

Uchopekaji wa Fonimu

Ontieri (2010) anasema kwamba, uchopekaji ni mchakato wa kifonolojia unaorejelea hali ambapo kipashio huongezwa katika neno. Matokeo yake ni kuzalisha neno lenye sauti ya ziada ambayo haipo katika neno la msingi. Makosa ya uchopekaji ambayo mtafiti aliyashuhudia katika mazungumzo ya Wahaya wanaojifunza Kiswahili sanifu yalijitokeza katika mifano ya maneno yafuatayo:

Jedwali 4.3: Mifano ya Uchopekaji wa Fonimu

Na.	Uchopekaji wa fonimu	Sahihi
1	Msahada	Msaada
2	Rahia	Raia
3	Habiria	Abiria
4	Asikari	Askari
5	Dafutari	Daftari
6	Elufu	Elfu
7	Afirika	Afrika

Mtafiti alishuhudia wanafunzi katika mazungumzo yao wakifanya makosa ya uchopekaji wa sauti /h/ na sauti irabu /i/ na /u/. Uchopekaji wa sauti /h/ ulitokea kabla ya irabu. Hivyo, wanafunzi hawakujua sauti /h/ inafaa kutumika wakati gani.

Vile vile, sauti irabu /i/ na /u/ zilichopekwa katika silabi funge. Kwa mujibu wa Matinde (2012), silabi funge ni silabi ambazo huishia kwa konsonanti. Katika maneno ya Kiswahili sanifu ambayo yana silabi funge, mtafiti alibainisha wanafunzi walichopeka sauti irabu /i/ au /u/ na kuunda neno lenye makosa katika matamshi.

Kubadilisha Fonimu

Makosa yaliyojitokeza katika kipengele hiki yalihusu matumizi ya fonimu fulani ambapo fonimu nyingine iliyosahihi ilistahili kutumiwa. Mtafiti alishuhudia mazungumzo ya wanafunzi yakifanyika huku wakibadilisha fonimu katika baadhi ya maneno. Sauti hizo zilizoshuhudiwa zikibadilishana nafasi zipo kama ifuatavyo:

Fonimu /ŋ/ kubadilishwana fonimu /ng/

Katika lugha ya Kihaya, fonimu /ng'/ haipo badala yake wanafunzi walioshuhudiwa walitumia fonimu /ng/ kama mbadala wakati wa kuzungumza Kiswahili sanifu. Mifano ya maneno iliyobainishwa kwa kutumia njia ya kushuhudia ipo kama ifutavyo:

Jedwali 4.4: Mifano ya sauti   /ŋ/ Kubadilishwa na fonimu /ng/

Na.	fonimu Iliyobadilishwa	Fonimu Sahihi
1	Ngombe	Ng'ombe
2	Ngoa	Ng'oa
3	Ngaa	Ng'aa

Fonimu /gh/ Kubadilishwa na fonimu /g/

Fonimu /gh/ haipo katika mfumo wa sauti za lugha ya Kihaya ila ipo katika mfumo wa sauti za lugha ya Kiswahili. fonimu /g/ ipo katika mfumo wa lugha zote mbili yaani lugha ya Kihaya na lugha ya Kiswahili. Kwa wanafunzi walioshuhudiwa katika mazungumzo yao, walibadilisha fonimu /gh/ na kuwa fonimu /g/. Mifano ya kubadilishwa kwa fonimu iliyoshuhudiwa ipo kama ifuatavyo:

Jedwali 4.5: Mifano ya sauti /gh/ Kubadilishwa na fonimu /g/

Na.	fonimu Iliyobadilishwa	fonimu Sahihi
1	Gorofa	Ghorofa
2	Luga	Lugha
3	Shuguli	Shughuli

Mtafiti alibaini kuwa fonimu /gh/ na /g/ hutamkiwa kwenye kaakaa laini, hivyo wanafunzi walioshuhudiwa walionekana kutaka kurahisisha mfumo wa sauti za lugha lengwa. Matokeo yake, neno lilitamkwa kimakosa na kutengeneza fonimu isiyo sahihi.

Fonimu /ɵ/ Kubadilishwa na fonimu /s/

Mtafiti alishuhudia wanafunzi wazungumzaji wa Kihaya wanaojifunza Kiswahili sanifu wakitumia fonimu /s/ badala ya fonimu /ɵ/. Mtafiti alibaini kuwa, katika mfumo wa sauti za

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lugha ya Kihaya hakuna fonimu /th/ badala yake kuna fonimu /s/ ambayo ina ufanano wa karibu sana kimatamshi na fonimu /ɵ/. Mifano ya kubadilishwa kwa fonimu iliyoshuhudiwa ipo kama ifuatavyo:

Jedwali 4.6: Mifano ya fonimu /ɵ/ Kubadilishwa na fonimu /s/

Na.	fonimu Iliyobadilishwa	fonimu Sahihi
1	Asari	Athari
2	Samani	Thamani
3	Tasimini	Tathmini

Fonimu /s/ na /ɵ/ zina sifa zinazofana kifonolojia ambapo fonimu hizi ni vikwamizo si ghuna. Hivyo, katika mfumo wake wa ufundishaji wanafunzi huweza kuzifananisha kimatamshi. Matokeo yake ni kuunda maneno mengine yenye maana tofauti na iliyokusudiwa au isiyokuwepo katika lugha ya Kiswahili.

Fonimu /ð/ Kubadilishwa na fonimu /z/

Kwa kutumia njia ya kushuhudia, mtafiti alishuhudia wanafunzi walitamka fonimu /z/ badala ya /ð/. Hii ni kutokana na fonimu /ð/ kutokuwa katika mfumo wa sauti za lugha ya Kihaya.

Jedwali 4.7: Mifano ya sauti /ð/ Kubadilishwa na sauti /z/

Na.	fonimu Iliyobadilishwa	fonimu Sahihi
1	Baazi	Baadhi
2	Zambi	Dhambi
3	Zaifu	Dhaifu

Wakati wa mazungumzo yao, wanafunzi walishindwa kutamka maneno yaliyokuwa yana fonimu /ð/ na badala yake walitamka /z/ na kuunda maneno ambayo hayapo katika lugha ya Kiswahili sanifu.

Sababu Zinazosababisha Kihaya Kuathiri Uamiliaji wa Kiswahili Sanifu

Kipengele hiki kimebainisha sababu zinazosababisha wazungumzaji wa Kihaya kuathiri ujifunzaji wa Kiswahili sanifu. Sababu hizo zilikusanywa nyanjani kwa kutumia njia ya hojaji ambapo watafitiwa 12 ambao ni walimu walihusika. Katika kukusanya data za kipengele hiki

mtafiti aliainisha sababu na kuwataka watafitiwa wakubali kuwa ni sababu ya Kihaya kuathiri uamiliaji wa Kiswahili sanifu au wakatae kuwa siyo sababu inayosababisha Kihaya kuathiri uamiliaji wa Kiswahili sanifu au mtafitiwa aoneshe hana uhakika na sababu hiyo. Data za sababu zinazosababisha Kihaya kuathiri uamiliaji wa Kiswahili sanifu zimeainishwa katika jedwali 4.8 hapo chini.

Jedwali 4.8: Sababu Zinazosababisha Kihaya Kuathiri Uamiliaji wa Kiswahili Sanifu

Na	Sababu za kufanya makosa	Nakubaliana	Nakataa	Sina uhakika
1	Tofauti za Kimuundo kati ya kugha ya Kihaya na Kiswahili	8	3	1
2	Kuhamisha mifumo ya ya Kimatamshi ya lugha ya Kihaya na kuitumia katika Kiswahili	10	1	1
3	Utamkaji mbaya wa baadhi ya maneno kutoka kwa walimu wao	5	4	3
4	Matumizi ya Kihaya muda mwingi wawapo katika mazingira ya shule na nyumbani.	9	1	2
5.	Matumizi ya mbinu zisizofaa za ufundishaji wa lugha ya pili.	6	4	2

Katika kipengele cha kwanza, mtafiti alitaka kujua kama tofauti za kimuundo kati ya lugha ya Kihaya na lugha ya Kiswahili ni miongoni mwa sababu ya Kihaya kuathiri uamiliaji wa Kiswahili sanifu. Kipengele hiki kilihusisha jumla ya watafitiwa 12 ambao ni walimu ambapo watafitiwa 8 (66.7%) walikubali, watafitiwa 3 (25%) walikataa na mtafitiwa 1 (8.3%) hakuwa na uhakika. Komunte (2001) wanafunzi wengi hawakuwa na umilisi wa msamiati wa Kiingereza huku wengine wakitamka maneno ya Kiingereza kama yalivyoandikwa. Katika kipengele cha

pili, mtafiti alitaka kubaini kama kuhamisha mifumo ya kimatamshi ya lugha ya Kihaya na kuitumia katika Kiswahili inaweza kuwa sababu ya lugha ya Kihaya kuathiri uamiliaji wa Kiswahili sanifu. Edward (2011) katika lugha ya Kikamba kuna kanuni ya kutanguliza kila neno na fonimu za nazali wanachukulia hivyo pia katika Kiswahili sanifu. Watafitiwa waliohusika katika kipengele hiki ni 12 ambapo watafitiwa 10 (83.4%) walikubaliana, mtafitiwa 1 (8.3%) alikataa na mtafitiwa 1 (8.3%) hakuwa na uhakika. Kipengele cha tatu, mtafiti alitaka kubaini kama utamkaji mbaya wa baadhi ya silabi kutoka kwa walimu ni miongoni wa sababu za lugha ya Kihaya kuathiri uamiliaji wa Kiswahili sanifu. Edward (2011) walimu ambao ni wazungumzaji wa lugha ya Kigembe wana utendaji mbaya katika uzungumzaji wa Kiswahili na hivyo wanafunzi nao pia wanachukulia hivyo hivyo. Jumla ya watafitiwa waliojaza hojaji katika kipengele hiki ni 12 ambapo watafitwa 5 (41.7%) walikubali, watafitiwa 4 (33.3%) walikataa na watafitiwa 3 (25%) hawakuwa na uhakika. Kipengele cha nne, mtafiti alitaka kubaini kama matumizi ya Kihaya muda mwingi wawapo katika mazingira ya shule na nyumbani inaweza kuwa sababu ya lugha ya Kihaya kuathiri uamiliaji wa Kiswahili sanifu. Nyanda (2015) wanafunzi kutopata muda wa kutosha kujifunza na kuzungumza Kiswahili wakiwa nje ya mazingira ya shule na wazazi kutokuona umuhimu wa lugha ya Kiswahili na somo la Kiswahili ni sababu zinazosababisha Kinyamwezi kuathiri ujifunzaji wa lugha ya Kiswahili. Katika kipengele hiki jumla ya watafitiwa 12 walihusika ambapo watafitiwa 9 (75%) walikubali, mtafitiwa 1 (8.3%) alikataa na watafitiwa 2 (16.7%) hawakuwa na uhakika. Kipengele cha tano, mtafiti alilenga kubaini kama matumizi ya mbinu zisizofaa za ufundishaji wa lugha ya pili ni miongoni mwa sababu za lugha ya Kihaya kuathiri uamiliaji wa Kiswahili sanifu. Manyau (2002) alipendekeza kuwa tafiti nyingine zifanywe kuhusu Viswahili kwa lengo la kuwaelekeza watunga mitaala ya Kiswahili kuzua mbinu mpya za ufundishaji wa Kiswahili sanifu. Jumla ya watafitiwa walikuwa 12 ambapo watafitiwa 6 (50%) walikubali, watafitiwa 4 (33.3%) walikataa na watafitiwa 2 (16.7%) hawakuwa na uhakika.

Hitimisho na mapendekezo

Hitimisho

Kupitia kufanyika kwa utafiti huu, matokeo yake yamedhihirisha athari za matamshi ya Kihaya katika kujifunza lugha ya Kiswahili sanifu. Vile vile, sababu za Kihaya kuathiri uamiliaji wa lugha ya Kiswahili zimewekwa bayana kupitia utafiti huu.

Mapendekezo

Mtafiti anapendekeza sehemu zifuatazo kushughulikiwa na tafiti zingine. Kwanza, kutathmini athari za vipengele vingine vya kiisimu mbali na athari za kimatamshi zichunguzwe. Pili, mbinu zaidi za kukusanya data zihuzishwe katika tafiti za usoni; matokeo yatakayotokana na mbinu hizo yanaweza kutumiwa kulinganisha matokeo ya utafiti huu uliotumia mbinu tatu. Tatu, sampuli za wanafunzi kutoka viwango tofauti tofauti zitumike kwa nia ya kulinganisha hatua za kujifunza lugha zao lengwa. Hali kadhalika, tafiti za jinsi hii zifanywe katika maeneo mbalimbali yenye L1 tofauti kwa minajili ya kulinganisha matokeo haya na hata kubaini ikiwa matokeo ya jinsi hii yana umajumui wowote kwa kila anayejifunza lugha ya pili.

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