

# Influence of Chunking Activities on Kiswahili Language Instructional Process in Public Secondary Schools in Kirinyaga Central Sub County, Kenya

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## Abstract

The purpose of this study was to establish the influence of chunking activities on Kiswahili language instruction in public secondary schools in Kirinyaga central sub county, Kenya. It was necessitated by the need to contribute in generating empirical evidence required to bridge the existing knowledge gap on the extent as well as the influence of use of chunking activities on Kiswahili language instructions. Kiswahili language is a key element in education since it is a medium through which knowledge is imparted and shared among individual. Kiswahili instruction strategies affect language learning and learners' capacity to interact meaningfully with the language. This study sought to generate empirical literature on the extent to which Kiswahili teachers use chunking activities in Kiswahili language instruction. The study adopted descriptive survey research design to obtain information from form three learners, teachers of Kiswahili and heads of Kiswahili department. Data was collected from 365 participants using questionnaires and interview schedule. Data obtained was analyzed qualitatively and quantitatively based on the study objectives. Qualitative data was analyzed thematically while quantitative data was analyzed descriptively using frequency and percentages and inferentially using chi-square with the aid of statistical package for social science (SPSS) version 30 computer software. Findings indicated significance influence of use of chunking activities on Kiswahili language instruction process. Descriptively teachers reported high extent of breaking topics into sub topics while instructing Kiswahili language. Resources and time constraint was reported as the main challenge in use chunking activities on Kiswahili language instruction. The study recommends that Kiswahili language teachers be capacity built through in service training to enable them effectively use chunking activities in Kiswahili language instruction.

**Keywords:** *Kiswahili language instruction, chunking activities, influence of use, capacity built, in service training.*

## 1. INTRODUCTION

Kiswahili instruction means the process of teaching and learning Kiswahili language to people who originally speak Kiswahili as well as those learning it as a second language. Teaching of Kiswahili language is aimed at producing skills that allows the learners to speak the language, read and write the language effectively. Thus, Kiswahili language instruction should be tailored to meet learner's needs in order to help them attain the intended instruction goals (Smith, 2020). Instruction in Kiswahili language main aim is to help students develop language skills that allow them to access all facets of society including job opportunities, social and cultural events, and personal growth opportunities (Vandergrift, 2020). Each student's identity and criticality must be nurtured and sustained while developing their language skills so that they can maintain their cultural and linguistic identities within monolingual educational settings (Tseng, 2019). The language instruction incorporates three steps in instruction; preparation for instruction, presentation of instruction and evaluation of the instruction process, therefore failure to follow adequately the instruction process will be impeded (Clark & Mayer, 2016). Kiswahili language instruction therefore is a well-planned and engaging instruction strategy should ensure learners acquire proficiency in the language.

Kiswahili language instruction preparation entails teacher organization of all required resources tools and information geared towards instruction in Kiswahili (Wangechi, 2018). Preparation for Kiswahili language instruction entails identifying specific expectation of the instruction, identifying materials to

help achieve these expectations and instruction strategies to be used. Before delivering Kiswahili language instruction a teacher must look at the preparation stage to ensure the instruction process runs effectively. The key aspects of a teacher's preparation for instruction entails having clear objectives, planning the instruction steps, preparing instruction resources, setting the instruction environment and deciding on the time utilization (Samana, 2018). Preparation also entails determining the instruction strategies to be used factoring learner's type and instruction objectives to ensure Kiswahili language instruction.

The second phase of instruction in Kiswahili language is lesson presentation, which entails relaying of content to be learnt to the learners, using selected instruction resources, involving learners in the learning activities and managing the class effectively. Ezeudu and Ikuelgbon (2019) observed that during lesson presentation, the teacher should be clear and simple in presenting the content, he or she should demonstrate effectively to ensure clear understanding of complex concepts and examples given. The Kiswahili language instructor henceforth ought to use ordinary language and avoid complex terminologies during instruction (Temba, 2021). The teacher must show competence in academic topic and pedagogical knowledge at the presentation stage. During lesson presentation introduction of the lesson is the instructors' first stage which may entail a preview of the previous lesson in order to link it to the current lesson. After introduction the teacher does actual presentation of the lesson following the lesson plan to explain the content to the class. The objectives of lesson presentation are to convey information in a way the students will grasp it (Brookhart, 2017). The other step of lesson presentation is conclusion which involves summarizing the key points of what has been learnt in the lesson. The teacher may also ask questions to assess students understanding and to gauge the achievement of the lesson objectives.

In the evaluation phase the teachers can use various forms of formative and summative to test students understanding of content taught (Salma, 2020). The teacher can use tests, quizzes, assignments, class presentation, check list, rubrics and journals to evaluate their learners. The evaluation process should be continuous in teaching-learning process and it provides an opportunity for the head of the institution to be familiar with teachers' performance. As a result, suggestions and recommendations are given for teachers to improve their techniques by employing certain practices in the classroom (Patrick, 2020). Similarly, in language instruction evaluation is applicable for teachers to assess learners' performance in classroom activities as well as examinations. Evaluation climaxes the Kiswahili language instruction process, it entails assessing the extent of achievement of lesson objectives, suitability of instruction method and effectiveness of instruction recourses. Gathumbi (2018) elaborated the need to constantly gauge the outcome or the quality of the instruction process, therefore Kiswahili in language instruction evaluation should not only be done at the end of instruction but also during the instruction process.

Various researchers have strived to discuss the instruction process in Kiswahili language instruction. They have observed that language instruction entails a series of steps aimed to help learners understand Kiswahili language skills effectively. According to Lianza (2020) in his research on Swahili Learning in the United States investigated Swahili learning in a third-year classroom. In particular, the research sought to find out what it means to study Swahili in the twenty-first century. The study found out that the students participated in dynamic social interactions in the classroom, interacted with supportive teachers and peers, and interacted with supportive Swahili native speakers when they visited East Africa. Learner's participation in Kiswahili instruction activities influence Kiswahili language instruction process. Jingo, (2018) in his research on Cognitive task analysis in task-based syllabus design for the teaching and learning of Kiswahili as a second language argued by using conventional methods and approaches, with respect to instructed second language acquisition in general, and by critically observing the Kiswahili teaching syllabus for lower secondary schools Kiswahili pedagogies are still realized using traditional conventions of L2 teaching and learning methods. In the 21<sup>st</sup> century conventional methods and approaches have been disproved and replaced by contemporary instruction strategies such as task-based theories and their associated pedagogical strategies.

In Kiswahili language instruction students sustained learning endeavors can largely be attributed to academic support from teachers, positive self-positioning as legitimate Swahili speakers in multi-dimensional spaces, and their efforts to eliminate stereotypes (Zhao et.al. 2025). They argued that learners learning motivation underwent a spiral-rise development, and through sustained efforts to learn the Swahili language, learners appear to be able to translate capital into new forms and construct

imagined identities. According to Mohsen (2014) Teaching aids are a main element in the process of language instruction. Another major component they noted is teachers training. Teachers training for language instruction raises the ability of the teachers and provide them with the necessary skills for teaching and for instruction preparation. Teachers' preparation develops their skills and knowledge needed to keep pace with global developments in the areas of curriculum and instruction strategies. Agoha et. al. (2016) in their research in Innovation in language instruction at the upper basic education level in Nigeria with particular reference to English and French languages, noted that teachers often shy away from moving that extra mile to improve the quality of their language instructions. They recommended Language teachers should interpret, adopt and combine theories for effective instructional delivery, combine practices, techniques from different approaches where the philosophical foundations are similar to appropriately support effective language learning.

Banda (2020) research on problematized language ideologies and policy to explore the efficacy of using English as the Language of Learning and Teaching (LOLT) among Oshiwambo speaking learners in the Omusati region of Northern Namibia. Focus group being interviews with ESL teachers, interviews with the English Head of Departments (HODs), classroom observations and informal chats with the grade 12 learners were carried out at six secondary schools. The conclusion was that ESL classroom instruction is teacher-centered by default, and students are muted as they find themselves with no voice to express themselves efficiently and efficaciously, and deaf to classroom content delivered in an unfamiliar language, English. Teachers' preparation for instruction therefore, is necessary as it help them anticipate learner's needs in order to bridge the available gap (Zelchner, M 2022). Without preparation even knowledgeable instructors may struggle to instruct Kiswahili language content meaningfully.

In a study by Mohammed (2020) in Sudan showed importance of the neat lesson planning, perfection of the lead-in and the significance of setting a context before introducing language instruction. Likewise, it pointed the importance of the pair work, as well as the group work discussion regardless the size of the class in language instruction. Twizeyimana et.al. (2023) in their work on Secondary School Teachers' Perceived Influence of Instructional Materials on Students' Learning Science Subjects in Muhanga District in Rwanda. This study analyzed the impact of teachers' utilization of instructional materials on students' attitudes towards learning science subjects in secondary schools. In the light of the study finding, the instructional materials are crucial in language instruction. Mwana Hanja (2023) researched Evaluation of the Implementation of Learner-Centered Approach in Teaching and Learning Process in Tanzania, the study showed that teachers prefer teacher-centered rather than learner-centered approaches. The research finding will be a starting point for fruitful discussions and dialogues on application of learner centered instruction strategies in Kiswahili language instruction.

The presentation in Kiswahili language instruction lessons has been facing challenges as reported by Mwangi et. al. (2018). In his research on teachers' instruction roles in Kiswahili composition he noted majority of the teacher's used explanation, description, narrations and dictation methods of teaching. Majority of the teachers did not mark Kiswahili compositions while their assessment practices on other hand were inadequate. The research finding recommended teachers of Kiswahili to prepare lesson plans and notes; they should use process approach in teaching; more practice should be given to students; teachers should give frequent feedback to students and they should assess learning frequently. Pale (2016) in his research on Teacher and Student Based Instructions and Probability Achievement Outcomes and Attitudes of Secondary School Students in Bungoma observed that the "student based" learning method is more effective than "teacher based" instructions on probability achievement outcomes and attitude of students. Therefore, Kiswahili instructors need to be aware of the benefits and importance of student-based learning and thus change the practice of teacher- based strategies to student-based instruction strategies. The study Nganga and Kamutu (2017) argued that because teachers play an essential role in the process of instruction, they must themselves master pertinent instruction skills so that they can teach those skills to their learner's. Moving away from teacher-centered instructional practices that expect learners to regurgitate information, and instead depend on student-centered instructional practices that give learners a voice in the instruction process ensure the instruction process. Allowing learners to participate fully in Kiswahili language instruction process is essential because it not only enables them to understand how the world works, but it also creates space for divergent thinking about global matters using their language competency.

### **1.1. Chunking Instructional Activities In Kiswahili Language Instruction**

Chunking entails breaking down a large task into manageable pieces, providing temporal support which gradually reduces as the students acquire the desired skills (Donato, 2024). Chunking is centered on the thought that learners can process and retain instruction effectively when given manageable pieces as opposed to when presented as a whole. Chunking entails breaking down a large task into manageable pieces, providing temporal support which gradually reduces as the students acquire the desired skills.

In the study on instructional guidance, Tulsiani et.al. (2024) reviewed the application of chunking strategies with e-learning modules. He recommended organizing content into manageable headings and sub-headings, limiting segments to a few minutes, and including active learning elements after every chunk to strengthen retention. The element of chunking strategy in scaffolding language instruction was perceived paramount in teaching and learning. According to Mackiewicz and Thompson (2024), in their study of instruction, cognitive scaffolding and motivational scaffolding in writing center tutoring in UK. The study had used the qualitative approach method. The data were collected through observation and interviews. Mackiewicz and Thompson (2024), specifically looked at various types of scaffolding such as bridging, modeling, co-operative and found that chunking improved contextualizing and developed learners' meta-cognition.

In another study by Shin and Song (2015), it was established that, the teacher also needs to adopt one or more of scaffolding strategies in contextualizing what is taught in a language. Further they researched on the optimal chunking scaffolding instructional strategy for learners' epistemological beliefs during ill-structured problem solving in Japanese classes. The study adopted the Bates' ACTIONS (Access, Cost, Teaching, Interactivity, Organizational, Novelty and Speed) model that helped in conceptualizing the utilization of chunking instructional media in teaching. The study established that, the use of authentic chunking strategy in teaching young learners is considered important since they are introduced with hands-on activity (Shin et. al., 2015). Apart from the difficulty experienced in the new language, the teachers employed chunking strategy in giving instruction such as using gestures, pictures, and other media to make learners understand what teachers meant. As such, although the study was conducted in a deferent curriculum from that of Kenya, the experience can be applied in Kenya context when teaching and learning Kiswahili in the schools to establish whether use of chunking influences Kiswahili language instruction process.

Teacher plays essential roles in frequently assisting the learners to achieve the goals of learning using various types of scaffolding strategies. Diniyati and Yenni (2020), in their research described implementation of scaffolding chunking strategy as used by teachers at speaking English course in East Java. The study was descriptive qualitative research using observation, interview, and documentary. It was found that the most frequency applied scaffolding strategies by teachers was chunking strategy where content is important in the learning environment. Scaffolding chunking strategy allowed students to engage with information in smaller, meaningful sections. The study further indicated that, the more scaffolding chunking strategy instructional was frequently used; it stimulated students to learn and be independent. The frequency of applying scaffolding chunking strategy assisted students attain higher levels of achievement. Thus, it is imperative to establish whether chunking strategies influence higher level of achievement in Kiswahili language process by Kiswahili in Kirinyaga central sub county.

Chunking can also be used to teach students a skill that is too challenging to teach all at once as indicated by Rosenshine and Meister (2022) on the use of scaffolds chunking strategy for teaching higher-level cognitive strategies in Ghana secondary schools. This study was mixed method research with the synthesis of qualitative and quantitative approaches. The study also indicated that, most teachers in Ghana secondary schools applies scaffolding activities in the classroom in many ways. The research implied that providing assistance and support to students through instructional scaffolding chunking optimizes student learning. However, with changing language space in Kenya, there is need for extensive research within scaffolding chunking instruction to ascertain whether utilization of chunking optimizes students learning in Kiswahili language instruction.

Breaking down a task into manageable steps or chunks can provide clarity around instructions, enhance task completion and improve compliance. Chunking helped students who have difficulty completing school or homework in a timely manner as indicated by Temba (2021), when he explored Kiswahili teachers' instructional regimes on learners' mastery of functional writing skills in some selected schools

in Ndhiwa Sub-County, Kenya. The study had employed a descriptive survey design and included 85 junior secondary schools as its sample. The study underlined the integration of chunking scaffolding techniques and demonstrated that the use of chunking scaffolding strategy yielded to improvement in students' knowledge of collocation. The study supported the notion that chunking strategy in scaffolding instructional provided the students with abilities collaboration with varying degrees of success in language acquisition. This study will establish if chunking scaffolding strategy enhance Kiswahili language instruction in public secondary schools as eluded from Temba findings.

Chunking instruction activities in virtual environments are viewed as a strategy to generate active and dynamic learning experiences using a variety of technological resources which facilitate the creation of new learning experiences for the learners (Martínez-Huamán et al., 2023). Chunking is a mental process that allows for the joining of different pieces of information, based on meanings that are much more permanent. A chunk is a simpler unit that is easy to remember and incorporated into the higher-level concepts of the topic that is being taught/learned (Schell & Butler, 2023). Instructional chunking enables students to learn better; because it allows for advanced levels of attention and concentration during short structured lessons. In this period of time, the information is stored in the short-term memory; this memory space is small compared to long-term memory, which is larger and has provision for the storing of sizable amounts of information.

The studies in South Africa have highlighted the positive impact of chunking instructional content on students learning outcomes, Mbambo, Philips and Condy (2023) in their research on grade 7 learners found that explicit instruction on reading comprehension using chunking, improved learner's high order skills. In a similar study Elston, Tiba and condy (2022) investigated the use of chunked reading instruction for grade 4 learners. Their study used three phase model, explicit modeling, guided practice and independent application each forming a clear chunk of the lesson. The findings showed improved literacy skills and increased learners' confidence, under scoring the effectiveness of chunking as a strategy for scaffolding instruction in literacy education. In the context of mathematics instruction Abbott (2025) examined the use of cognitive load theory in mathematics lessons. In her research she revealed that chunking mathematics content through workable examples and segmented problem-solving steps reduced cognitive overload and improved learners' comprehension especially among students from low social economic backgrounds. South African research supports the use of chunking in instruction across subjects and learner's levels and therefore it will imperative to examine the influence of chunking activities on Kiswahili language instruction process in Kirinyaga central sub county.

Research in Eastern Africa has increasingly focused on the effectiveness of chunking instruction activities to improve instruction and literacy education. In Tanzania Suryani et al., (2023) explored how scaffolded instruction influenced comprehension reading. The intervention used phased approach entailing, pre-reading, reading and post reading each embedded with modeling, contextual, cues and metacognitive prompts. These phases acted as instructional chunks that helped learners gradually engage with complex texts. The results indicated improved pronunciation better comprehension and increased students' motivation among students in English as a foreign language (EFL). In a similar study by Bustamante (2019) Chunking Language in the Perspective of EFL Learners, learners reported to have positive attitudes towards the chunked writing instruction, stating that it made writing tasks more manageable and meaningful. In Uganda the study by Mulumba (2022) on mathematics instruction explained how teachers used short, clearly defined instruction segments supplemented by visual aids, manipulative and step by step assistance. These chunked support aided learners to understand complex concepts and enhanced classroom engagement. The East African studies illustrate that use chunked instruction improves language literacy and learners' engagement, therefore this study will seek to examine if use of chunking on Kiswahili language instruction in Kirinyaga central sub county elicit positive attitudes on learners.

Studies in Kenya have demonstrated significance of chunking in instruction across all levels. Sitabkhan Y & Ampadu (2022) studied instructional process in multigrade pre-primary classrooms and found that teachers frequently employed informal chunking techniques to address the diverse needs of learners. He broke down language and numeracy content into chunks adjusting pace and differentiating the instruction based on students' readiness. Oluoch et al., (2023) using Quasi-experimental study investigated the use of chunked summarization strategies in English comprehension classes in Nairobi.

The study revealed that learners taught using chunking strategies performed better than their peers in comprehension test. In junior secondary classrooms, Song and Glazewki (2023) examined the impact of self-generated questioning with and without chunking in grade 7. The group that received chunked instruction delivered through structured and cognitive cues demonstrated improvement in comprehension reading. Kenyan studies majored on chunking in early literacy and in English instruction, this necessitates study to determine the influence of use of chunking on Kiswahili language instruction process on secondary school learners in Kirinyaga central sub county.

## **1.2. Research hypothesis**

The study was guided by the following research objectives

- i. To determine the dynamics of Kiswahili language instruction
- ii. To establish the extent of use of Chunking activities in Kiswahili language instruction
- iii. To determine the influence of Chunking activities on Kiswahili language instruction

## **2. THEORETICAL REVIEW**

### **2.1. Cognitive Load Theory**

Cognitive Load Theory by Sweller (1988), suggests that learners can absorb and retain information effectively if the information is provided in such a way that it does not overload the working memory or the mental capacity of the learners. Sweller (1988) argues that if a lot of information is provided to the learners at once, the students will most likely lose it since the information cannot fit in the working memory of the learners. For this reason, when teaching complex or challenging material, teaching techniques should be acquired to reduce the working memory load in order to facilitate the changes in the long-term memory associated with schema acquisition (Sweller, 2003). Cognitive Load theory informs the present study in that learning Kiswahili is complex and it entails various cognitive activities which needs to be chunked to prevent information overload while acquiring new information. The theory assist to identify how Kiswahili language instruction needs to be designed in a way that fits the capacity of the working memory of the learners within the learners zones of proximal development (ZPD).

## **3. METHODOLOGY**

The study applied descriptive survey research design. Multistage sampling was used to select 309 form three students, 40 teachers of Kiswahili and 16 Kiswahili head of Kiswahili Subject. Questionnaires and interview schedules were used collect data from the sampled respondents. Data was collected from 306 form three students, 40 teachers of Kiswahili teachers and 16 HOD's giving the study a return rate of 98.91%. Qualitative data was analyzed thematically while quantitative data was cleaned coded and analyzed descriptively and inferentially with aid of the Statistical Packages for Social Sciences (SPSS) version 30 computer software. Frequency and percentages were used to describe the existing relationship between the variables while hypothesis was tested using Chi square at 0.05 level of significance.

## **4. FINDINGS AND DISCUSSION OF THE FINDINGS**

The study sought to establish how use of chunking activities influences Kiswahili language instructional process in public secondary schools in Kirinyaga central sub county, Kenya. This was preceded by the dynamics of Kiswahili language instruction and a determination of the extent to which chunking activities were used in Kiswahili language instruction.

### **4.1. Kiswahili Language Instruction**

The study was aimed at finding out the prevailing trend of Kiswahili language instruction in public secondary schools in Kirinyaga Central Sub-County. Form three students and their Kiswahili language teachers were provided with a set of statement to establish their views. Table 1 presents the results obtained. Information obtained from Kiswahili language teachers show almost all the sampled teachers (100.0%) source for relevant content, a significant proportion source for relevant instruction resources (97.5%), identify appropriate presentation method (100.0%) and select appropriate assessment method (95.0%). Findings mean that almost all the teachers (98.125%) sampled indicated adopting appropriate strategies in preparing for Kiswahili language instructional process.

**Table 1.** *Kiswahili Language Instructional Process*

Kiswahili Language Instructional Process	Teachers (N=40)		Students (N=306)	
	SD/D/UN	A/SA	SD/D/UN	A/SA
Source for relevant content.	-	100.0	-	-
Source for relevant instruction resources	2.5	97.5	-	-
Identify appropriate presentation method	-	100.0	-	-
Select appropriate assessment method	5.0	95.0	-	-
Continuously engage learners	2.5	97.5	13.0	87.0
Help learners manipulate learning resources	2.5	97.5	26.8	73.2
Facilitate learners to form groups to undertake activities	2.5	97.5	10.4	89.6
Give learners opportunity to ask questions to seek clarification	15.0	85.0	8.8	91.2
Give adequate exercises to students	-	100.0	19.3	80.7
Give assignments which are easy to respond to	2.5	97.5	37.3	62.7
Provide opportunity for adequate field work and excursions	5.0	95.0	36.5	63.5
Give prompt feedback for assignments and activities given	17.5	82.5	27.1	72.9

KEY; 1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree,5-Strongly Agree

The findings are in agreement with Samana (2018) who observed that key aspects of a teacher’s preparation for instruction entails having clear objectives, planning the instruction steps, preparing instruction resources, setting the instruction environment and deciding on the time utilization. Similarly, O’ Neill et al, (2021), observed that lesson preparation is important because; it facilitates instructors to think through what students will attain in the lesson, avails a basis for organizing concepts, methods and resources, helps in making the lesson coherent, avoids over dominance of course books and boosts teacher’s confidence.

Relative to presentation, almost all teachers of Kiswahili indicated continuously engaging learners (97.5%), helping learners manipulate learning resources (97.5%), facilitating learners to form groups to undertake activities (97.5%) and giving learners opportunity to ask questions to seek clarification (85.0%). Findings imply that most of the teachers (94.375%) acknowledged facilitating an interactive Kiswahili language instructional process. This was confirmed by most students, who observed that their Kiswahili language teacher continuously engage learners (87.0%), help learners manipulate learning resources (73.2%), facilitate learners to form groups to undertake activities (89.6%) and give learners opportunity to ask questions to seek clarification (91.2%). Ezeudu and Ikuelgbon (2019) observed that during lesson presentation, the teacher should be clear and simple in presenting the content, he or she should demonstrate effectively to ensure clear understanding of complex concepts and examples given.

Results on evaluation practices show that most of the teachers (100.0%) indicated giving adequate exercises to students, giving assignments which are easy to respond to (97.5%), providing opportunity for adequate field work and excursions (95.0%) and giving prompt feedback for assignments and activities given (82.5%). This could be interpreted to mean that a significant proportion of teachers sampled (93.75%) confirmed adopting appropriate formative assessment procedures critical in facilitating effective Kiswahili language instructional process. This was corroborated by Kiswahili language students, a majority of who confirmed being given adequate exercises to students (80.7%), given assignments which are easy to respond to (62.7%), provided with opportunity for adequate field work and excursions (63.5%) and given prompt feedback for assignments and activities given (72.9%). Nunan (2015) advised that teachers should vary and amend their teaching methods and techniques day by day until they get the high percentage in assessment and can write down any problem, they encounter which limits attainment of anticipated objectives.

Findings thus illustrates that a significant proportion of teachers sampled indicated adopting appropriate strategies in preparing for Kiswahili language instructional process (98.125%), facilitating an interactive Kiswahili language instructional process (94.375%) and adopting appropriate formative assessment procedures critical in facilitating effective Kiswahili language instructional process (93.75%). This can be interpreted to mean that Kiswahili language instruction in Kirinyaga central sub-county takes place in an ideal setup in which what was expected to be done is actually undertaken. It would therefore be expected that the outcome of Kiswahili language instruction would correspondingly

be optimal, learners registering good performance in both formative and summative assessment. Qualitative data sought from HOS of the subject however paint a different picture in which about a half of the sampled HOS (50.0%) confessed that students performance in Kiswahili in their schools was below average, less than a quarter (18.75%) said it was average while for the rest (31.25%) it was above average or good, all of the respondents attributing the extent of the performance to the *instructional strategies* adopted by their institutions. They contend that instructional strategies adopted positively influences instruction and ultimately performance.

**4.2. Extent of Use of Chunking Activities**

To determine the extent to which chunking activities were used in Kiswahili language instruction, teachers and students were provided with 12 chunking activity statements to indicate their extent of use. Findings obtained from teachers are summarized in Table 2.

**Table 2.** *Extent of Use of Chunking Activities in Kiswahili Language Instructional Process (Teachers N=40)*

Chunking activities	D	UN	A	SA	Total
Breaking down topics into sub-topics enables learners to:					
Be actively engaged during the lesson	-	-	12.5	87.5	100.0
Have deeper understanding of class tasks	-	-	45.0	55.0	100.0
Have motivation and interest in the subject.	-	5.0	47.5	47.5	100.0
Acquire autonomy in learning (confidence)	-	5.0	65.0	30.0	100.0
Giving specific learning activities at a time during the lesson enables learners to:					
Be more engaged during the lesson	2.5	-	7.5	90.0	100.0
Have deeper understanding of class tasks	-	2.5	27.5	70.0	100.0
Have motivation and interest in the subject.	-	2.5	32.5	65.0	100.0
Acquire independent learning	2.5	5.0	55.0	37.5	100.0
Allowing learners to do an example before giving more class tasks enables them to:					
Be more engagement during the lesson	-	-	12.5	87.5	100.0
Have deeper understanding of class tasks	-	-	40.0	60.0	100.0
Have motivation and interest in the subject.	-	5.0	47.5	47.5	100.0
Acquire independent learning	2.5	15.0	52.5	30.0	100.0

KEY; 1-Strongly Disagree, 2-Disagree, 3-Undecided,4-Agree,5-Strongly Agree

Information contained in Table 2 show that most teachers agreed that breaking down topics into sub-topics enables learners to be actively engaged during the lesson (100.0%), have deeper understanding of class tasks (100.0%), have motivation and interest in the subject (95.0%) and acquire autonomy in learning (confidence) (95.0%). At the same time, most teachers indicated that giving specific learning activities at a time during the lesson enables learners to be more engaged during the lesson (97.5%), have deeper understanding of class tasks (97.5%), have motivation and interest in the subject (97.5%) and acquire independent learning (92.5%). Similarly, a significant proportion of the teachers acknowledged that allowing learners to do an example before giving more class tasks enables them to be more engaged during the lesson (100.0%), have deeper understanding of class tasks (100.0%), have motivation and interest in the subject (95.0%) and acquire independent learning (82.5%). Findings imply that a majority of the sampled teachers of Kiswahili acknowledged adopting chunking activities including breaking down topics into sub-topics (97.5%), giving specific learning activities (96.25%) and allowing learners to do an example before giving more class tasks (94.375%). Results from sampled form three students were as summarized in Table 3.

**Table 3.** *Extent of Use of Chunking Activities in Kiswahili Language Instructional Process (Students N=306)*

Chunking activities	SD	D	UN	A	SA	Total
When our Kiswahili teacher breaks down topics into sub-topics enables us to:						
Be actively engaged during the lesson	2.3	2.3	8.2	37.9	49.3	100.0
Have deeper understanding of class tasks	1.6	1.6	13.1	38.9	44.8	100.0
Have motivation and interest in the subject.	3.6	2.9	11.8	35.3	46.6	100.0
Acquire autonomy in learning (confidence)	3.3	3.9	13.1	32.3	47.4	100.0

## Influence of Chunking Activities on Kiswahili Language Instructional Process in Public Secondary Schools in Kirinyaga Central Sub County, Kenya

Giving specific learning activities at a time during the lesson enables us to:						
Be more engaged during the lesson	1.0	2.3	7.5	39.5	49.7	100.0
Have deeper understanding of class tasks	1.3	2.9	14.4	40.5	40.9	100.0
Have motivation and interest in the subject.	2.6	3.9	13.7	33.0	46.7	100.0
Acquire independent learning	3.6	4.6	16.3	35.3	40.2	100.0
Allowing us to do an example before giving more class tasks enables us to:						
Be more engagement during the lesson	2.3	1.3	8.2	28.1	60.1	100.0
Have deeper understanding of class tasks	1.0	2.9	7.5	35.9	52.6	100.0
Have motivation and interest in the subject.	3.6	2.3	12.7	34.0	47.4	100.0
Acquire independent learning	5.2	3.3	12.1	32.4	47.1	100.0

KEY; 1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree,5-Strongly Agree

Information obtained from students show that a majority of them acknowledged that when their Kiswahili teacher breaks down topics into sub-topics, they are enabled to be actively engaged during the lesson (87.2%), have deeper understanding of class tasks (83.7%), have motivation and interest in the subject (81.9%) and acquire autonomy in learning (confidence) (79.9%). At the same time, most students indicated that giving specific learning activities at a time during the lesson enables them to be more engaged during the lesson (89.2%), have deeper understanding of class tasks (81.4%), have motivation and interest in the subject (79.7%) and acquire independent learning (75.5%). Further, a significant proportion of the students acknowledged that allowing learners to do an example before giving more class tasks enables them to be more engaged during the lesson (88.2%), have deeper understanding of class tasks (88.5%), have motivation and interest in the subject (81.4%) and acquire independent learning (79.5%). Findings imply that a majority of the sampled students confirmed that their teachers of Kiswahili language integrate chunking activities including breaking down topics into sub-topics (83.175%), giving specific learning activities (81.45%) and allowing learners to do an example before giving more class tasks (84.4%).

Descriptive findings thus confirmed that a majority of teachers of Kiswahili language (96.04%) integrate chunking activities to facilitate Kiswahili language instruction an aspect that supported by a majority of the sampled students (83.0%). Findings imply a positive perception of the teaching strategy by a significant proportion of sampled Kiswahili language teachers thus its high preference for use in Kiswahili language instructional process. It supports finding by Rosenshine and Meister (2022), in a study on the use of scaffolds chunking strategy for teaching higher-level cognitive strategies in Ghana secondary schools who found that most teachers in Ghana secondary schools apply scaffolding activities in the classroom in many ways. The study illustrated that providing assistance and support to students through instructional scaffolding chunking optimizes student learning. Diniyati and Yenni (2020), in their research described implementation of scaffolding chunking strategy as used by teachers at speaking English course in East Java. The study which was descriptive qualitative in nature using observation, interview, and documentary found that the most frequency applied scaffolding strategies by teachers was chunking strategy where content was important in the learning environment. Scaffolding chunking strategy allowed students to engage with information in smaller, meaningful sections. The study further indicated that, the more scaffolding chunking strategy instructional was frequently used; it stimulated students to learn and be independent. The frequency of applying scaffolding chunking strategy assisted students attain higher levels of achievement. Other researchers who observed high extent of use of chunking activities in language instruction include Schell and Butler (2018), Temba (2021) as well as Mbambo, Philips and condy (2023).

### 4.3. Influence of Chunking Activities on Kiswahili Language Instruction

The study thus proceeded to establish the inferential relationship between chunking activities and Kiswahili language instruction. Cross-tabulation performed on the study variables yielded finding as presented in Table 4.

**Table 41.** *Chunking Activities and Kiswahili Language Instruction (Cross-tabulation)*

		Kiswahili Language Instruction		Total
		No	Yes	
	Count	4	3	7

**Influence of Chunking Activities on Kiswahili Language Instructional Process in Public Secondary Schools in Kirinyaga Central Sub County, Kenya**

<b>Chunking Activities</b>	No	%	10.0	7.5	17.5
		Count	6	27	33
	Yes	%	15.0	67.5	82.5
		Count	10	30	40
	Total	%	25.0	75.0	100.0

Results from cross-tabulation show that a significant proportion of the respondents (75.0%) had a positive perception influence of chunking activities on Kiswahili language instruction compared to those with negative perception (25.0%). Amongst those who reported the positive perception, a majority (67.5%) confirmed implementing chunking activities compared to those who did not (7.5%). Table 3 presents the Chi Square interpretation of this finding.

**Table 3.** *Influence of Chunking Activities on Kiswahili Language Instruction*

	Value	Df	Asymp. Sig.(2sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	CC
Pearson Chi-Square	4.675 <sup>a</sup>	1	.033			.323
Continuity Correction <sup>b</sup>	2.828	1	.052			
Likelihood Ratio	4.133	1	.042			
Fisher's Exact Test				.033	.033	
Linear-by-Linear Association	4.558	1	.035			

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 1.75

b. Computed only for a 2x2 table

Chi square results  $X^2(1) = 4.675$ ,  $p = 0.033$  showed that integration of chunking activities significantly influences Kiswahili language instruction. Contingency Coefficient measure of Association (CC) illustrated that 32.3% of the total variance in Kiswahili language instruction could be attributed to integration of chunking activities. Findings thus illustrated that implementation of chunking activities significantly influences Kiswahili language instruction. Therefore, the first null hypothesis  $H_{01}$  which stated that there is no significant influence of use of chunking activities on Kiswahili language instructional process in public secondary schools in Kirinyaga central sub county was rejected. Oluoch (2023) using Quasi-experimental study investigated the use of chunked summarization strategies in English comprehension classes in Nairobi. The study revealed that learners taught using chunking strategies performed better than their peers in comprehension test. In junior secondary classrooms, Song and Glazewki (2023) examined the impact of self-generated questioning with and without chunking in grade 7. The group that received chunked instruction delivered through structured and cognitive cues demonstrated improvement in comprehension reading. Qualitative data sought from sampled HOS on the influence of chunking activities on Kiswahili language instruction indicated a number of positive influences including;

Allowing learners to have a deeper understanding of subject concepts, learner participation, learner autonomy, learner in the subject as well as enhance their motivation and interest in the subject. Qualitative findings therefore show that use of chunking activities in Kiswahili language instruction positively influences Kiswahili language instructional process. Mackiewicz and Thompson (2024), in their study of instruction, cognitive scaffolding and motivational scaffolding in writing center tutoring in UK. The study specifically looked at various types of scaffolding such as bridging, modeling, co-operative and found that chunking improved contextualizing and developed learners' meta-cognition. Similar observation can be attributed to Tulsiani (2024) who reviewed the application of chunking strategies with e-learning modules and recommended organizing content into manageable headings and sub-headings, limiting segments to a few minutes, and including active learning elements after every chunk to strengthen retention.

**5. CONCLUSION AND RECOMMENDATION**

**5.1. Conclusion**

The study sought to determine the dynamics of Kiswahili language instruction. It also sought establish the extent to which chunking activities were used as well as their influence on Kiswahili language instructional process. Findings on the dynamics of Kiswahili language instruction illustrated that a significant proportion of adopt appropriate strategies in preparing for Kiswahili language instructional

process, facilitate an interactive Kiswahili language instructional process and adopt appropriate formative assessment procedures critical in facilitating effective Kiswahili language instructional process implying that Kiswahili language instruction in Kirinyaga central sub-county takes place in an ideal setup in which what was expected to be done is actually undertaken. Relative to the extent of use of chunking activities, findings showed that a majority of teachers of Kiswahili language integrate chunking activities to facilitate Kiswahili language instruction an aspect that supported by a majority of the sampled students. Findings imply a positive perception of the teaching strategy by a significant proportion of sampled Kiswahili language teachers thus its high preference for use in Kiswahili language instructional process. With regard to influence of use of the activities, descriptive findings showed that a significant proportion of Kiswahili language teachers had a positive perception of influence of chunking activities on Kiswahili language instruction. Inferential analysis based on Chi square showed that integration of chunking activities significantly influences Kiswahili language instruction, Contingency Coefficient measure of Association (CC) attributing about a third of the total variance in Kiswahili language instruction to integration of chunking activities. It is therefore concluded that implementation of chunking activities significantly influences Kiswahili language instruction.

## **5.2. Recommendation**

Teachers of Kiswahili language should be sensitized and in-serviced on best practices of implementation of chunking activities and management classroom instructional process to help reduce and if possible, eradicate the percentage of teachers with negative attitude towards the usefulness of the scaffolding strategy.

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