

ORAL QUESTIONING PRACTICES OF SECONDARY SCHOOL TEACHERS OF KISWAHILI GRAMMAR IN KENYA

Odeo Isaac Ipara¹, Simiyu Aggrey M², Mukwa Chris³

Abstract

This article sets out to examine teachers' perception of the oral questions they ask during Kiswahili grammar lessons and to determine their quantity as well as quality based on teachers' experience and qualification. The investigators 'triangulated' several techniques including content analysis, classroom audio recording and observation, teacher interview and analysis scheme of teachers' oral questions to collect data from 20 teachers of secondary school grammar lessons in Bungoma District. Guided by the Input Theory, data were analysed quantitatively and qualitatively. What was surprising in the findings is that data unmistakably portrayed oral questioning patterns of similarities rather than differences. Findings revealed that teachers were only aware of Bloom's Taxonomy of cognitive questions. Findings also showed that although teachers asked numerous substantive and grammatical oral questions, which depicted high idiosyncrasy, most were of the lower order type. This study concludes that teachers' awareness of the oral questions they ask is limited and that questioning styles are highly idiosyncratic. These two factors, however, do not impede teachers' propensity to ask many questions of the lower order type. Based on the findings, it is recommended teachers undergo a behavior modification in oral questioning and more research be conducted to provide a better perspective of classroom oral questioning.

Key words: Kenya, grammar, Kiswahili, oral questions, low order questions, high order questions, input.