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Selection and use of Media in Teaching Kiswahili Language in Secondary Schools in Kenya

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ABSTRACT

This paper describes an investigation into the selection and use of media in teaching Kiswahili Language in secondary schools in Emuhaya, Kakamega County in Kenya. The study was based on a descriptive survey design. The area of study was Emuhaya district, in Kakamega county Kenya. The study population consisted of 22 head teachers, 1333 students and 43 Kiswahili teachers. Saturated sampling was used to select a sample of 20 head teachers, while purposive sampling was used to select a sample of 20 Kiswahili teachers. Simple random sampling was used to select a sample of 400 students. Data was collected by use of questionnaire, document analysis guide and observation schedule, and data was analysed by use of descriptive statistics that included graphs, percentages and frequencies. Various factors were found to influence the use of media in teaching Kiswahili language. The other findings showed that there was inadequate provision of instructional media in schools from which teachers could select for teaching Kiswahili. It also revealed a low frequency use of the few available instructional media during Kiswahili teaching. The study makes recommendation, which if adopted would, increase the selection and use of media in teaching and learning Kiswahili. It also SUGGESTED the establishment of a regional instructional centre and formation of a body called 'KIVIKI' (Kituo cha Vifaa Vya Kiswahili) which will plan, produce, avail and evaluate Kiswahili Instructional Media, and lastly it recommended a model from which decision on media selection and use by teachers can be based.

Keywords: *Selection, media, Kiswahili, use, secondary school*

I. INTRODUCTION

The power of media in promoting learning has been recognized over the ages. As the Chinese say: When I am told I forget; What I see I remember and What I do builds a castle in my head Chinese Proverbs (Elliis, 1991)

This is much the same with teaching of Kiswahili. If students are merely told concepts verbally, they may easily forget. If they are given the opportunity to see the relationship, they will remember. But more important ly, if they practice what they are told and shown, they internalize it. What bridges the gap between theory and practice is media.

As early as the mid 19th century, there were already attempts to formally introduce teaching devices in the classroom and by 1920's there were documental cases of media utilization in education (Cuban, 1986).

Mediated instruction refers to any instructional process that makes use of some device (mechanical) to facilitate learning. Such aids to instruction range from simple forms of forms such as textbooks and radio programmes to moderately complex forms such as multimedia kits and computer – assisted instruction and even problematic forms such as electroncephalographs and chemicals (Lorber and Pierce), 1983)

In Kenya, the Ominde Commission (Republic of Kenya, 1964) placed emphasis on the preparation and use of instructional resources for the teaching of various subjects. The Commission called upon the Ministry of education to produce and avail to schools the relevant instructional resources which could be used for teaching.

Media is expected to play a critical role in enhancing academic performance. Selection and use of instructional resources form a vital ingredient in the instructional process and ultimately reflects on the overall students' performance in academic subjects. However, Kenya Certificate of Secondary Education (KCSE) results in Emuhaya District for the last three years indicate poor performance. Given this scenario, question lingers: Do teachers use media during instructions? What range of media is available and used in teaching and learning Kiswahili? These are issues that were explored in this study.

II. STATEMENT OF THE PROBLEM

As much as Kiswahili teachers would like to use various media regularly for instruction, they may be faced with the problem of selection and use such media in the classroom. The items that may be available may be too few for the regular or frequent use. (Martin,1995). Most schools in Kenya are faced by a wanting provision of various instructional media which hinders efficient teaching of Kiswahili (Luvisa, 2003). Of particular concern to this study is the teachers role in the acquisition, selection and use of the much needed media for Kiswahili instruction.

III. PURPOSE AND OBJECTIVES OF THE STUDY

The purpose of this study was to establish selection and use of media in teaching Kiswahili in secondary schools in Kenya. Specific objective of the research was to:

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1) find out the teachers preparedness in selection and use of media;
2) Identify the range of media selected for teaching Kiswahili teaching and learning;
3) Determine the factors affecting selection i and use of media for Kiswahili instruction;
4) To find out the influence of media use on students' learning of Kiswahili

IV.   RESEARCH QUESTIONS

The research questions that guided this study were as follows:

i)   To what extent are Kiswahili teachers prepared in selection and use of media for instruction
ii)   What is the range of media of media selected and used for Learning Kiswahili
iii)   What are the range of media used for teaching and learning Kiswahili learning.
iv)   What are the factors affecting selection and use of media for Kiswahili instruction
v)   In what ways do the media use influence students' students' learning of Kiswahili?

V.   LITERATURE REVIEW

Teachers Preparedness

Gage (1979) conceived professional qualification of a modern teacher as that of having to develop and utilize 'the science of the art of teaching': meaning that the teacher must have sufficient repertoire of knowledge and skills, experiences and insights, the artistic creativity from which to draw hunches to enable planning and creation of unique learning environment and experiences which are necessary for each particular lesson and group of learners.

Lawrence (1975) rightly asserts that experience is an important basis for further professional development of a teacher since the teacher widely draws from his or her experience to improve hiss or her effectiveness and to counter problems encountered in teaching

This view is also held by Cogan (1975) who says that such a post of professional programme given to teachers during their period of employment is crucial in a teachers' professional development because it helps to fill the gap left by the college training, to enlarge and refine teachers' knowledge and skills and support innovations or test of new curriculum, methods and materials for instructions.

Planning lessons is extremely vital for good teaching. Lewis and Hill (1985) stress serious planning before the teacher enters a class to teach. Tudor (1990) also observed that properly planed pre-reading activities improved learner's comprehension.

Media Selection and Use

The major concern of education planners and providers the world over is to attempt to put in place systems that will provide learners with acceptable and quality learning experiences. The belief is that with provision of quality experiences, desired knowledge, skills and attitudes are more likely to be learned. Bett (2008) noted the importance of interaction between the students and media resources in teaching and learning. The syllabus (2002) recommends the use of recorded materials, charts, flash cards, realia, resource persons and genres of oral literature such as narratives, riddles and proverbs to be used during Kiswahili teaching to enhance listening skills. This study seeks to find out the appropriate use of such media during the teaching of listening skills in Kiswahili. Translation, direct method, contextualization and grammatical description are some of the methods used in the teaching of languages. Various aids to instruction can be used in all of these methods at some time (Wright 1984).

The use of media to aid reproduction activities during speech work is to act as a reminder, by association of what the students have previously learnt. Picture flash cards, composite pictures, sequences of pictures and figures may all be used. The most method is for the teacher to ask questions and to provide the picture or any other visual materials as a clue to the answer (Coppen (1974). The use of physical objects during translation to teach meaning of new items can be employed to enhance the learner's during translation to teach meaning of new items can be employed to enhance the learner's listening skill. A translation can convey the function of the Kiswahili word 'tarakilshi' but can not fully convey what a 'tarakilishi' is and how it looks like. A colour picture of a 'tarakilishi' would thus add to the student's understanding and would supply all the information he would need to recognize one in the shops or at school.

Wright (1984) points out that during reading lessons there are a number of ways of giving the learner the written text, the spoken version of it and pictorial material to the meaning. Media materials include large wall sheets, flash cards, overhead projectors transparencies, sentence makers, cards and readers displaying text and accompanied by a taped voice or a teacher's voice reading the text. Okwako (1994) investigated language learning and established the availability of reading resources as a crucial aspect in language learning. He notes that reading widely requires a student who has the ability to read materials willingly and without difficulty. A student will require different types of resources that are not just concerned with vocabulary but should be interesting as his age demands, environment, experience and his view concerning various issues. In short, there must be different types of books, magazines and journals.

During writing lessons the overhead projector, the magnetic board, the word maker and the computer can help the teacher to demonstrate the effect of adding, removing and substituting letters. Words of correct spelling can be made by the substitution of one letter (and/or the addition or removal of one letter) using words. Mbuthia (1996) studied the effects

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of two instructional methods of student performance in Kiswahili writing lessons. The researcher revealed that the rate of general learning and instruction of writing skills on the five point scale likert –like scale used is markedly higher when students are taught using integrated instructional media approach than when the conventional instructional methods alone is used.

Factors affecting media selection and use of Instructional media for Kiswahili

Romiszowiski (1988) identified various factors which have an influence on selection and use of media in teaching and learning. He noted that lack of media resources will affects teachers choice of a particular media, secondly accessibility of media, and teachers attitudes towards the use of media, and lack of maintenance and repair of electronic media. (Romiszowiski (1988).

Influence of media use on students learning of Kiswahili

Ellington et al (1995) and (1990) have all generally concurred that the following results can be realised if instructional materials are carefully selected and used.

1) Learning is retained longer than that5 acquired by purely verbal teaching;
2) Learners acquire various skills like reading , sentence construction, chart making among others;
3) Greater benefits can be achieved from the use of multimedia approach when all the resources are involved in teaching and learning.
4) Motivates the learners by capturing their attention and stimulates interest in the subjects being taught

VI. METHODOLOGY

The research design used was the descriptive survey design. Descriptive survey design involves data collection in order to test hypothesis or to answer questions concerning the current status of the subject of study (Gay, 1992). The study was carried out in Kenya. The study focused on the 22 public secondary schools in Emuhaya district. The schools had a an enrolment of 1333 form two students in 2007 and 43 Kiswahili teachers. Simple random sampling method was to select a sample of 400 students from a total of 1333 students representing 30% of the study population. Saturated sampling was used to select the head teachers of the 20 schools as two head teachers were used in the pilot study. Saturated sampling is a non-probability sampling procedure in which all the members of the targeted population are selected because they are too few to make a sample out of them. (Borg and gall 2007)

Purposive sampling was also used to sample 20 Kiswahili teachers of form Two and Simple random sampling was used to select 20 students from each school. In total, 440 respondents were selected for the study.

The instruments that were used in primary data collection were the questionnaire and lesson observation schedule. Secondary data was collected by document analysis guide. The validity was done by subject experts and pilot study was conducted for reliability in two randomly selected schools.

VII. RESEARCH FINDINGS AND DISCUSSION

Teachers 'preparedness in selection and use of media

This section highlighted the teachers' professional qualifications, teaching experience, training and classroom procedures. With regards to teachers professional qualification the findings indicated that all the teachers who participated in the study were trained . Seventeen teachers (85%) were holder of a Bachelor's Degree in Education (B.ED) while three teachers (15%) held a Diploma in education.

These findings confirm early study by Gage'(1979) who conceived professional qualification of a modern an teacher as that of having to develop and utilize the science of the art skills, experiences and that the teacher must develop sufficient repertoire of knowledge and skills, experience insights the artistic creativity from which to draw hunches to enables planning and creation of a unique learning environment and experiences which are necessary for each particular lesson and a group of learners. The study further established that there was only one teacher (5%) had taught for less than two years after professional qualification. The findings indicated also that four teachers (20%) had taught Kiswahili for between 3 and 4 years; one teacher (5%) had taught Kiswahili for more than five years while fourteen teachers (70%) had taught Kiswahili for seven years and above.

Lawrence (1975) early studies concur rightly that teaching experience is an important basis for further professional development of a teacher since teachers widely draws from their experience to improve their effectiveness and to counter problems they come across in teaching.

The study also sought to find out from teachers the length of teaching Kiswahili in Form Two in their present schools. The results showed that eight teachers (40%) had taught Kiswahili in form Two for between one and two years; four teachers (20%) had taught for between five and six years, and four taught for seven years and above.
The other findings was in training attended by Kiswahili teachers and the results indicated that (20%) had attended an in-service course – SEKUKI, (Seminar Kuu Ya Kiswahili) way back in 2006 The in-service course did not deal with selection and use of media for Kiswahili teaching. Majority of the teachers, sixteen (80%) had never attended any in-service course since their professional training. The reason advanced by them is that they had not been invited.

Killen (2000) righty asserts that any profession including teaching requires their worker to continue his/her education

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throughout his or working life. This includes attending workshops, short courses and in-service to get new ideas gain more knowledge and improved competency in specific teaching and learning areas. Teachers were also asked to state classroom procedures for teaching Kiswahili before teaching starts. This was in terms of preparation of schemes of work and lesson plan. The findings indicated that very few teachers had a scheme of work, only four (20%) had their schemes, and only one teacher (5%) consistently had a lesson while the majority of teachers (95%) had not prepared a lesson plan at all. They simply picked up a Kiswahili course book and go to class to teach from the book.

Planning a lesson is extremely vital for good teaching. Killen, (2000), Odera 2010) emphasize that planning lesson is a must before the teacher enters a class to teach. Tudor (1990) also observed that properly planned pre-reading activities, improves learner's text comprehension. The study revealed that teachers did not use instructional media during teaching because of lack of planning.

The other research study was concerned with different types of media available for the selection by the teachers. The findings indicated that there were non-textual instructional resources and textual instructional resources. The non-textual resources included writing-boards, resource persons radios graphic media models audio recordings etc. The research findings on this issue revealed that teachers (100%) all the twenty indicted that they teachers (100%) had a writing-boards in their schools. Thirteen teachers (65%), indicated that they had invited resource persons while ten (50%) had radios in their schools. At the same time ten teachers (50%) showed availability of graphics and models. Audio-cassettes, posters and Kiswahili newspapers were also available in three schools (15%). Television was available in two schools (10%), while flash cards, mobile phones and were all available in one school each (5%).
Although films and video-recordings are considered as effective instructional resources (Walkin,1982, Miller 1990), they were both lacking in all the schools. All the teachers (100%) did not also register the presence of language laboratory, study trips and computer-mediated materials as available instructional resources in their schools.

Range of textual Instructional Resources

The study also sought to find out the range of text books selected in schools for Kiswahili teaching. An analysis of the data was summarized and showed in table 1.

Table 1: Selected Textbooks for Kiswahili in Form Two

Book author	Book Title	Available in schools	Percentage	Aggregate
Wamtila & Wahiga	Chamchemiza Kiswahili 2	17	85	415
K.I.E	Kiswahili Kidatocha pili	19	95	238
Waititu et al	Kiswahili Fasaha	12	60	149
Mumbo & Omusula	Johari ya Kiswahili	3	15	41
Waliobora Ken	Uhondo wa Kiswahili	1	5	10
Gichuki et.al	Hazina ya kiswahili	1	5	10
No response	nil	Nil	Nil	Nil

The table shows how schools selected the books for teaching and learning Kiswahili in secondary schools. The majority of schools selected Kiswahili kwa Kidato cha pili published by Kenya Institute of Education because the book is a course book and is compulsory for all schools and students in form two.

Further analysis was done on the available recommended books to establish the book: student raio for each of the text books and the results indicated that there was a very big inadequacy in the provision of the recommended textbooks for Kisawahili in schools. Save for Kiswahili kwa Kidato cha Pili whose Book: Student ratio s was 1:3 for the district, al the other five books , though recommended by the Ministry of education, were inadequately provided in schools. These findings support those conducted by Luvista (2003), Too (1996) and Isutsa (1996) who also noted the inadequate provision of textbooks in different districts of Kenyaa

Use of Instructional Media in the teaching of Kiswahili

A total of 22 lessons were observed using the LOS during which teachers taught various Kiswahili language skills. The research did not attempt to influence the lesson in any way, and this was because it intended to observe, as much as possible, normal classroom interaction across the learning of different languages skills with the use of various instructional media. The skills learned were placed in four main categories according to the secondary school syllabus: listening and speaking, grammar, reading and writing.

The LOS mainly considered the range of media selected and used for teaching the various Kiswahili language skills above. The findings were summarized and the results showed that out of the 22 lessons observed, 73% were lessons with out media, but only 27% were with the use of media apart from chalkboard. The other results indicated that chalkboard and reference books were used in all the study schools. While visual media like pictures, photographs, charts, posters and Kiswahili newspapers were used in only one school respectively. All the other teaching aids were not used in teaching and learning during the study. Similar observation was reported by Abuli (2003) who reported that non-use of media n teaching and learning was bad news for the educationists who are increasingly advocating for more use of educational media during instruction as it is an important dimension of the learning environment.

Media use in teaching speech work

Six lessons in speech work were observed, of which in none of them any non-textual instructional media was used. Four lessons dealt with pronunciation while in two lessons the learners were to listen to the radio or audio-tape programmes.

With regard to pronunciation, the study noted that the teachers merely wrote the problem sounds to be taught and asked learners to identify minimal paired words that carried the problem sounds

e.g. /f/ and /v/,

faa	vaa
fua	vua
fika	vika
afya	avya

The study notes that a creative teacher would have improved a column roll on which such problems sounds could be repeated, reproduced and manipulated meaningfully by the students so as to integrate them vicariously in the learning process.

Ngonga (2002) posit that it is the teacher's to assist learners in identifying differences in phonology and syntax between his first language and the target language by organising relevant learning experiences and resources that will help the learner to overcome real learning difficulties.

The two lessons in which the learners were required to listen to radio and audio-tapes were simply ignored. The lesson is enlisted in the KIE 'Kiswahili Kidato cha Pili', Sura ya Tisa.' It is interesting to note that although fifty (50%) of the teachers
indicated the availability of the radio in their schools, most of them were ignorant of KIE radio programmes (2007).

Odera (2002 emphasizes that radio programmes in schools are useful tools in teaching languages like Kiswahili as they help to increase the student's mastery of vocabulary and pronunciation because students learn to imitate the radio presenter.

Media use in teaching of Grammar

 A total of five lessons were observed during which teachers taught various aspects of Kiswahili grammar. Two lessons dealt on tenses while three dealt on parts of speech. In the five cases observed, three teachers (60%) used various non-textual media during their teaching.
The two lessons on tenses observed, the Book 2 KIE course book on page 158 was used. One teacher used a chart in which he systematically managed to guide the learners in the change of form of Kiswahili tenses'-ange' and '-ngali.'

The literature review of this study notes that magnetic boards, flannel graph board s and plastic graphs can be employed by teachers in directing the student understanding of the use of

different tenses and change of form necessary to show those differences by contrasting them

Regarding the three lessons observed on parts of speech, two teachers, one using a poster while the other one a chart managed to teach various parts of speech. The teacher using a oster was teaching interjections (Vihisishi) Syllabus item 6.2.2 (g) in which he correctly used the poster in guiding learners to construct grammatically correct tenses using various Kiswahili interjections such as 'Ala,' 'Mashalla,' 'Alhamdulilahi,' 'Yarabi' amongst others. The teacher using the chart was teaching pronouns (Viwakilishi) using 'Chamichemi' za Kiswahili text book on page 228. The chart showed the learners the various sub-classes of Kiswahili pronouns with their relevant examples.

Luvisa (2003) reports that an adequate mastery of Kiswahili grammar can be realized if teachers frequently use variety of instructional media during teaching and since grammar articles are the most tested items in the national examination this makes the teaching of this area paramount. Literature review in this study reveals that the use of the grammatical table, the drawn version, the push and pull model all give concentrated practice to aid retention, he push and pull model all give concentrated practice to aid retention of grammar concepts.

Media use in teaching reading

A total of four lessons were observed in which teachers taught various aspects of the reading skills. In only one case (25%) did the teacher use a picture to illustrate to the learners what they were reading about it.. The picture showing the planetary solar system was used for the comprehension in ' Chemichemi cha Kiswahili titled 'Mfumo wa Juan a Sayari' pages 206-208 in which the teacher correctly guided the learners to identify the various planets in Kiswahili and discuss their characteristics as highlighted in the passage.

The other three teachers simply read the passages given in the course book with the learners and required learners to answer questions that followed. One teacher using the KIE Book 2 to teach a comprehension titled 'Vyakula Bora' on pages 155-157 simply disregarded the pictorial illustrations on page 156 during his teaching. Ngonga (2002) rightly observes that the use of such pictorial illustrations could have been the focus of intense language learning activities during reading lessons. The syllabus (R.O.K 2002) requires the teachers to collect a number of relevant resources that can bring reality to class when exposing the learners to literary materials dealing with contemporary issues such as integrity, HIV/AIDS, poverty eradication, drug and substance abuse amongst others.

Media use in teaching writing

The researcher observed a total of seven lessons in which the skill of writing was taught. It was in only one case (14%) where the teacher used a poster during his functional writing lesson (Syllabus Item 8.2.2 e) to teach about warning writings

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(Tahadhari). In all the other six cases (86%) the teachers simply used chalk and talk during teaching this skill.

The main purpose of teaching writing according to the secondary school Kiswahili syllabus is to develop the learner's ability to express themselves clearly and creatively in writing. The principle criterion will be therefore to provide the learner with an interesting stimulus to provoke his communicative process by writing.

Reviewed literature reveals that this can be achieved where the learner is exposed to a sequence of related pictures, shows a strip of related cartoons or pictures and photographs during the teaching of this skill.

VIII.   CONCLUSION

In general, the above findings revealed that there was limited use of the available resources apart from the chalkboard and class text book. This may suggest that teachers regard the chalkboard and textbooks as indispensible to the teaching of Kiswahili. If teachers can therefore regard the other instructional resources in the same way, then there might be a greater change of teachers using a variety of instructional resources. The study further indicated that the availability of instructional resources did not automatically led to their use. There were some instructional resources that were available but were not used such as radios and audio cassettes. There could have been other factors that made the teachers not to use a variety of the available instructional media, hence the need for more research on this.

Regarding the various constraints encountered when using media during Kiswahili instruction, the teachers listed the following:

1) 75% indicated lack of adequate time for preparation of appropriate media for instruction;
2) 60% reported lack of appropriate media for instruction;
3) 55% had no technical knowledge to operate some of the electronic media;
4) 55% had no source of power to operate some of the electronic media;
5) 50% experienced little cooperation from the school administration whenever they wanted to use media in teaching and learning;

It appears that lack of time for preparation of appropriate instructional resources was the most critical factor in the low frequency of media use during Kiswahili instruction. Majority of teachers (75%) indicated lack of time to prepare different instructional media partly due to a high teaching load in terms of the number of lessons they teach per week. This confirmed by KTQ question Item 3 which showed that all the teachers (1005) teach Kiswahili plus other subjects such as Geography, History and C.R.E. Nuna (1991), Howe, (1990) and Barners (1987) had also postulated that the design of a language teacher education programme would be one that is more sensitive to the teachers' world of work because it

involved finding the cure to the problems of lack of learning resources and difficulties of integrating learning activities.

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