Application Of Audio Visual Resources In Teaching And Learning Pronunciation In Kiswahili Language Among Secondary School Students In Kiambu County, Kenya

Joy Lodenyi Osore

Master of Education Graduate, Kenyatta University

Dr. Florence Abuyeka Miima

Lecturer, Department of Educational Communication Technology, Kenyatta University

Prof. Samson Rossana Ondigi

Senior Lecturer, Department of Educational Communication Technology, Kenyatta University

Abstract: Teaching pronunciation entails how a sound or a word is pronounced or how a person pronounces words. Teaching pronunciation enhances students' ability in listening and speaking. Use of audio visual resources in teaching has been regarded worldwide as an appropriate method of facilitating lesson delivery. Teaching and learning pronunciation is also a pillar for transforming language learning in schools. Teachers within and outside Kenya have been criticized for failing to include audio visual resources in teaching and learning. It is against this background that this study was designed to investigate how application of audio visual resources facilitates teaching and learning Kiswahili language pronunciations among secondary school students. This study was guided by two objectives as follows: to examine how audio visual resources are applied by teachers and learners in teaching and learning Kiswahili language pronunciations and to examine the attitude of teachers and learners towards use of audio visual resources in teaching and learning pronunciations in Kiswahili. This study was anchored on the constructivism theory advanced by Bruner (1990). Quasi experimental research design was applied and the participants were divided into experimental and control groups. The targeted population comprised of 108 Kiswahili teachers and 2150 students who were taken from 36 schools. Data collection tools included questionnaires, observation schedules, and students' examinations. Piloting of the research tools was done and the tools were confirmed to be valid and reliable instruments for collecting data. Data analysis was done with the aid of SPSS program. Findings indicated that application of audio visual resources in teaching pronunciations in Kiswahili positively impacted the performance in Kiswahili examination among students who were in the experimental group. Teachers and students were found to have a positive attitude towards use of audio visual resources in teaching and learning. The necessary recommendations are given.

I. INTRODUCTION

Language is a crucial tool for communication among people. It enables people to express their feelings, views and opinions. Language is essential for daily communication among members of society and it is inseparable from people (Tursunovich, 2023). People cannot converse in a certain language without pronouncing the sounds of that language. Therefore, pronunciation is a vital pillar for speaking. Proper pronunciation eases communication and makes it successful.

Afrin (2014) opines that one who is not conversant with pronunciations of a certain language experiences difficulties in learning that language. Therefore, pronunciation is essential in teaching and learning Kiswahili language. When students understand a certain language, they are able to speak it and develop competence. Language is a unique tool that unites people and enables them to prosper in their lives. For a language to exist, there must be sounds of that language which people use to construct words and then use those words to communicate. Bizongwako (2015) asserts that students must

understand pronunciations in order to gain command of a certain language.

Kiswahili is a Bantu language whose majority of its main speakers live in eastern and central Africa. Kiswahili is commonly used in these two regions and it is the dominant language in the region (Whiteley, 2023). According to Mwita (2009), Kiswahili is a national language in Kenya, Tanzania and Congo. In Uganda, Kiswahili is constitutionally recognized as one of the official languages. The status of Kiswahili language was heightened when Kiswahili was selected to be the language that unites all the countries who are members of the African Union and to be used in African union meetings. Apart from East Africa, Kiswahili language is also used beyond Africa. The language is taught in some internationally recognized universities in Europe and America. The language is used for in various radio and television stations in foreign countries such as Germany, China, Japan, France and Britain. Across the world, Kiswahili is recognized as an African language (Chacha & Musau, 2001).

In Kenya, Kiswahili language promotes interactions among people in both formal and informal contexts and this aspect unites many people. The language is used for broadcasting in many media houses within the country. Kiswahili is also a compulsory subject which is taught and examined in both primary and secondary schools. Due to these diverse applications of Kiswahili, much research has been done by linguistic researchers and historians in order to gather information that will lead to in-depth understanding of issues regarding children's language learning (Maina, 2015).

Pronunciation has a long history in the teaching of second language. According to Seidlhofer (2001), teaching and learning pronunciations started in the nineteenth century and its one of the core areas that should be handled with a lot of care. Gilbert (2008) argues that teachers and learners regard pronunciations as a challenging learning area. It has been noted that pronunciations have been ignored by teachers as they emphasize reading and writing skills. An effective teacher should have a good command of the language, be able to identify and correct pronunciation mistakes among the students and utilize the available appropriate tools to teach the learners pronunciations (Omusula & Mumbo, 2005). Language teachers should utilize various teaching learning resources to make their lessons interesting and successful (Alidmat & Nalliveettil, 2013). The whole process of teaching and learning language requires the use of teaching learning resources. According to Ranasinghe and Leisher (2009), adopting technology in class contributes a lot towards discovery learning. This technique was found appropriate in enhancing language learning in a study that was done in Saudi Arabia.

According to Idris (2015), in teaching and learning language, utilization of audio visual resources eases lesson delivery while the learner learns autonomously. A committed teacher creates a conducive environment for learners to learn language (Katherine, 2009). Ashkuzzaman (2015) argues that use of audio visual resources motivates learners to learn a certain language and the resources also make the learners to be more attentive. In addition, the audio visual resources have been found to be appropriate in teaching English language in Algeria. These resources improve the learner's reasoning and

help the learners to embrace technology. Hruby (2010) used a video as an audio visual resource to teach English. In that learning session, it was reported that learners were highly motivated and enjoyed the lesson.

In Kenya, Kenya Institute of Curriculum Development offers radio lessons for primary schools, secondary schools and teacher training colleges. Kiswahili is one of the subjects which is taught in these radio lessons (Mwangi, 2017). Audio visual resources must be used appropriately for them to impact positively on the learning process.

STATEMENT OF THE PROBLEM

In Kiambu county, dismal performance in national examinations such as the Kenya certificate of secondary education has been noted. From the analysis of 2017 and 2018 KCSE results, majority of the students scored between D+ and E in Kiswahili. Their overall performance in the subject was as given in Table 1.

Year	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
2017	2455	0	2	14	42	74	98	128	146	217	983	643	76
2018	2489	1	2	24	62	92	97	137	181	179	1045	578	31

(KNEC Reports, 2017 & 2018)

Table 1: KCSE performance in Kiswahili, 2017 and 2018

Previous researchers attributed poor performance in Kiswahili to poor pronunciation because learners who pronounce wrongly tend to write wrong spellings of words. According to Kenya National Examinations Council reports of 2017 and 2018, in Kiswahili examination, many students failed in questions that tested proper pronunciation (KNEC 2017; 2018).

Due to this dismal performance, the current study was designed to determine whether application of audio visual resources in teaching and learning Kiswahili pronunciation affects performance of learners in Kiswahili examinations in Kiambu county.

OBJECTIVES OF THE STUDY

This study was guided by the following objectives:
- ✓ To examine how audio visual resources are applied by the teachers and learners to teach and learn Kiswahili language pronunciations and their impact on performance in Kiswahili language.
- ✓ To examine teachers' and learners' attitudes towards use of audio visual resources in teaching and learning Kiswahili language pronunciations.

ALTERNATIVE HYPOTHESES

The following alternative hypotheses were generated in relation to the objectives of the study:

H_{a1}: Use of audio visual resources in teaching and learning Kiswahili language pronunciations significantly impacts on performance in Kiswahili examinations.

H_{a2}: Teachers and students have a positive attitude towards use of audio visual resources in teaching and learning pronunciations in Kiswahili language.

THEORETICAL FRAMEWORK

This study was based on the theoretical underpinnings of constructivism theory put forward by Brunner (1990). This theory looks at the process in which learners process new ideas and concepts by relying on current knowledge and previous experiences. The main tenet of this theory is that behavior develops from repeated actions and guidance of the learner. Based on this theory, a learner acquires new skills from the current knowledge and the previous experiences. If a learner gets used to pronunciations, such learner enhances the skills of pronunciation. The role of the teacher in this context is to help the learner to realize the potential skills the learner has and help the learner to utilize the skills when handling various teaching-learning resources. For example, audio visual resources assist the learners to develop new knowledge. A learning environment which is enriched with a variety of teaching learning resources especially the audio visual resources is good for ensuring that learners develop their own knowledge. The interactions between the teacher and the learners while using audio visual resources also impacts positively on learning outcomes.

Teaching pronunciation in Kiswahili language is a process that enables learners to master the art of pronouncing properly. When a teacher uses audio visual teaching learning resources, the students learn to pronounce with ease as they are guided on how to pronounce properly. A student who is good in pronunciation also communicates well at school as well as in other interactions outside the school set up.

This theory appropriately links the variables in this study by emphasizing the need for a teacher to engage learners which is core to learning pronunciations in Kiswahili language.

II. REVIEW OF RELATED LITERATURE

Various scholars have done research studies in attempts to answer whether use of teaching learning resources impacts on performance of learners especially in different aspects of languages.

In a study that was done among diploma trainees in Tanzanian colleges, challenges facing the teacher trainees were explored. (Mkilima & Wayimba, 2021). In this study data was gathered from the trainees using interviews, questionnaires, document analysis and observation. The collected data was analyzed using qualitative and quantitative methods. The researchers reported that challenges in learning pronunciation was the common linguistic problem that was evident among majority of the trainees. From the findings of this study, it was recommended that audio visual resources should be used when teaching trainees linguistic aspects such as pronunciation.

Kirui (2019) studied whether use of teaching aids had a significant impact on the performance of the secondary school students in English language. This study was executed in Kericho county using form two students drawn from public secondary schools. This study employed descriptive research design and the sampled group comprised of nine teachers and 144 students. Data collection exercise was done using questionnaires and observation schedules. The findings showed that use of teaching aids in teaching English impacted positively on learners performance in English language. The current study attempted to find out whether a similar outcome would be obtained if the teaching aids were used in lesson delivery in Kiswahili lessons.

Abobo et al. (2019) did a study in Nakuru county with the aim of exploring if there were differences in performance in Kiswahili language between learners who were taught using computer assisted technologies and their counterparts who were taught using the ordinary traditional teaching methods. This study applied causal comparative research design and drew a sample of 89 students from the targeted population of 390. Questionnaires and semi structured interviews were used to collect data. The findings of this study indicated that the learners who were taught Kiswahili using computer assisted technologies performed better compared to their counterparts who were taught using the ordinary traditional teaching methods.

A study done by Hassan (2017) sought to find out whether there were differences in performance between students who were taught English grammar using computer aided teaching methods and those who were taught English grammar using the ordinary traditional teaching methods. This study used quasi experimental research design. The sampled participants were divided into experimental group which comprised of 50 students and the control group which comprised of 48 students. Pretest and posttest examinations were administered and the results were analyzed. The findings indicated that there was significant positive performance in the experimental group's post test results. It was concluded that use of teaching aids improves the performance of students in languages.

In order to explore whether computer assisted teaching impacts on students' performance in Kiswahili, study was done in Nakuru County (Turuthi, 2016). The study involved students, teachers and principals. The participants who were divided into two groups were all taught oral skills. One group was taught using the ordinary traditional teaching methods while the second group was taught using computer assisted teaching methods that involved use of radio, television and video mediated programs. Questionnaires, interviews and observations were used to collect data. Data analysis revealed that use of computer assisted teaching led to improved performance in oral skills.

Ambuko and Odera (2013) studied how attitudes of teachers towards use of audio visual resources affects performance of students in Kiswahili. This study was done in Kakamega county and it involved head teachers, Kiswahili teachers and students. Descriptive survey design was applied. Saturated and purposive sampling were used to select 20 head teachers, 20 Kiswahili teachers and 400 students from the targeted population of 22 head teachers, 43 Kiswahili teachers and 1333students. Questionnaires, document analysis and interviews were used in data collection. The findings showed that positive attitude towards use of media as a source of audio visual resources promoted teaching Kiswahili and learning outcomes.

Kang'ahi et al. (2012) did a study that sought to provide answers why there was consistent drop in performance of

Kiswahili in Kenya certificate of secondary education. This study targeted 1800 form four students and 76 Kiswahili teachers in Hamisi Sub County. The researchers sampled 317 students and 25 teachers to participate in the study. The required data was collected using questionnaires, interviews and observation schedules. This study found a positive correlation between teaching styles and performance in Kiswahili. The study recommended that audio visual resources should be used to enhance performance in Kiswahili.

In conclusion, It's imperative that use of teaching and learning resources impact positively on performance in languages. Out of the analyzed previous studies, there is adequate evidence to lead to the conclusion that use of teaching and learning resources promotes performance of students in Kiswahili.

III. METHODOLOGY

This study used quasi experimental research design which involved two groups. The experimental group and the control group. According to Creswell (2013), this is appropriate method to be applied when the researcher wishes to study effects of something on two groups of participants. The choice of the research design was informed by the need to study whether students who were taught Kiswahili language pronunciations using audio visual resources perform better than their counterparts who are taught the same content without the use of audio visual resources.

PARTICIPANTS

This study involved form two students and Kiswahili teachers. The sample consisted of 66 students and two teachers. The sample was divided into experimental group which comprised of 35 students and one teacher and the control group that comprised of 31 students and one teacher.

RESEARCH INSTRUMENTS

In this study, the research tools for collecting data were questionnaires, observation schedules and students' examinations. The questionnaires were meant for teachers. Student's in both groups were exposed to pre-test and post-test examinations.

DATA COLLECTION

The data which was used in this research was collected after authorizations and approval of the Graduate school of Kenyatta university, National Commission for Science , Technology and Innovation as well the national and county government administrations of Kiambu county which was the locale of the study.

Data collection was done in phases. First, the data was collected using questionnaires and observation schedules. This was followed by the administration of pretest examination to both groups. Afterwards, the experimental group was taught Kiswahili language using audio visual resources. Later, a post test examination was administered to both groups.

DATA ANALYSIS

Both qualitative and quantitative data was collected in this study. Analysis of quantitative data was done with the aid of Statistical Package for Social Sciences software (SPSS). The quantitative data was coded and keyed into the software. Qualitative data was analyzed based on the emerging themes in relation to the objectives of the study.

IV. RESULTS

In relation to the first objective which sought to examine whether application of audio visual resources in teaching and learning Kiswahili pronunciations affects performance in Kiswahili, the scores collected for the performance of the students in both pretest and posttests were analyzed. The statistics generated from the analysis of the scores were as presented in Table 2

	Pretest		Post test	
Groups	Experimental	Control	Experimental	Control
Numbers	31	35	31	35
Mean	22.33	20.28	34.90	24.34
S.D	7.01	7.50	14.14	5.28
Mean Difference	49.19	56.26	21.15	27.87

Table 2

Based on the presented findings, there are no significant differences in performance of both groups in the pretest examination. This is because the two groups were equivalent at this stage. In the post test examination, there were significant differences in the performance of the two groups. The notable differences in the results indicate that use of audio visual resources in teaching pronunciation to the experimental group had a significant positive impact. From the findings, one may be persuaded to conclude that use of audio visual resources in teaching and learning Kiswahili language pronunciations has a significant impact on performance of students.

In relation to the second objective which sought to answer the question which are the teachers and students' attitudes towards use of audio visual resources in teaching and learning Kiswahili language pronunciations, a thematic analysis of the qualitative data was done. From the analysis of the noted themes, it was found that both teachers and students have a positive attitude towards teaching and learning Kiswahili language pronunciations.

V. DISCUSSION OF THE FINDINGS

The findings that use of audio visual resources in teaching and learning Kiswahili language pronunciations impacts positively on learner's performance in Kiswahili language examination are consistent to the findings of the previously conducted studies. It had been reported by earlier researchers that use of video in teaching pronunciation helped teachers to guide the learners to correct pronunciation mistakes in areas where they were experiencing problems (Kurickova & Fallon, 2017; Derwing & Munro, 2015). These researchers also reported that the videos incorporated in the teaching process boosted learners' competence in language.

Similar findings were reported by Kurniawan (2016) who conducted a study to explore the significance of teaching aids in lesson delivery. The findings obtained in this study showed that the students were able to correct pronunciation mistakes with ease after the teachers included audio visual resources in their teaching process.

Wootipong (2014) studied language learning among undergraduates in Thailand. The findings of this study showed that use of audio visual resources promoted language learning among the undergraduates. The findings of the current study were in line with these findings.

The findings generated in this study were also in line with the findings of the previous study which was done in Kakamega county (Ambuko & Odero, 2013). Both studies concur that use of audio visual resources in teaching Kiswahili language has a significant positive impact on students' performance in that subject. The studies also have a common finding that teachers positive attitude towards utilization of audio visual resources increases the use of teaching-learning resources and consequently, it leads to improved performance of the students in languages.

VI. RECOMMENDATIONS FOR FURTHER RESEARCH

Further research is recommended to find out whether use of audio visual resources affects the performance of the learners in other learning areas of Kiswahili language such as literature and grammar.

A similar study targeting learners of other levels of education is recommended. This will yield data for comparison purposes. For instance, another study may be conducted among college trainees or university undergraduates.

REFERENCES

[1] Afrin, N. (2014) Integrating Computer Assisted Instruction in the EFL Classroom of Bangladesh. IOSR journal of Humanities and Science. 12(3)40-51. Abobo, F., Orodho, J.A., & Ruga, T. (2019). Influence of computer technologies on learning areas in Kiswahili grammar aspects in secondary schools in Nakuru county, Kenya. International journal of commerce, IT and social sciences. 6(4) 1-17.

[2] Alidmat, O. H. & Nalliveettil, G.M. (2013) A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction. Aljouf University Saudi Arabia Vol 2, No.2. http://dx.doi.org

[3] Ambuko, B. & Odera, F. (2103). Selection and use of media in teaching Kiswahili language in secondary schools in Kenya. International journal of information and communication technology research, 3(1), 12-19.

[4] Ashikuzzaman, M. (2015). Importance of Audiovisual aids in Teaching and Learning. Retrieved from: http://www.lisbdnet.com

[5] Bizongwako, A. (2015) Error Analysis as a Remedy for Pronunciation Problems: The case of Tanzanian students learning French.

[6] Bruner, J. (1990). Acts of Meaning. Cambridge, MA: Harvard University press.

[7] Chacha, M.L. & Musau, P.M. (2001). Mbinu za Kisasa za Kufundishia Kiswahili: Kwa Walimu wa Shule za Msingi, Upili na Vyuo. Nairobi: Kenya Literature Bureau.

[8] Creswell, W.J. (2013) Qualitative Inquiry & Research Design: choosing among Five approaches (3rd ed.) Thousand Oaks, CA: SAGE

[9] Derwing, T. & Munro, M. (2015). Second Language Accenta and Pronunciation Teaching: an empirical approach. John Benjamins. Journal of Second Language Pronunciation. 4 (1), 110-122.

[10] Gilbert, B.J. (2008). Teaching Pronunciation: Using the Prosody Pyramid. Newyork: Cambridge University Press

[11] Hassan, O.K. (2017). The Effect of Graphic Organizers on Language Teaching and Learning Areas: A meta-Analysis Study. Education & Science. 42(191), 139-164.

[12] Hruby,J.(2010) Teaching Aids-The Use of Video in English Language Teaching. http://www.viney.uk.com

[13] Idris, A.O. (2015) The Effects of Audio-Visual Materials in the Teaching and Learning of the Speaking Skill in junior Secondary Schools. http://www.researchpublish.com.

[14] Kanga'ahi, M., Indoshi, F.C., & Okwach, T.O. (2012). Teaching styles and learners' achievement in Kiswahili language in secondary schools. Maseno University.

[15] Kirui, S.C (2019). Relationship between vocabulary development and use of teaching aids among English second language learners: A case study of Kericho county secondary schools. International journal of arts, humanities and social science studies. 4(6), 28-34.

[16] KNEC reports (2017) Kiswahili KCSE 2017 Questions and Marking Schemes. Nairobi, KNEC.

[17] KNEC reports (2019). The Year 2018 KCSE Examination report. With Question Papers and Marking Schemes, Languages. Nairobi, KNEC.

[18] Kothari, C.R. (2014) Research Methodology. Methods and Techniques (3rd ed.) New Delhi: New Age International Limited.

[19] Maina, S. (2015, June). Athari ya Lugha za Asili Katika Kiswahili. Retrieved from: Swahilihub_Mwananchi.htm.

[20] Mkilima, F.X. & Wayimba, S.J. (2021). Challenges facing teacher trainees in learning English language at diploma teacher level: The case of teachers colleges in Tanzania. RUJASS, 7(1), 201-206

[21] Mugenda, O.M. & Mugenda, A.G. (2003). Research Methods: quantitative and qualitative approaches. Nairobi: Acts Press.

[22] Mwangi, P.K. (2017). Matumizi ya Nyenzo katika Ufunzaji wa Kiswahili katika shule za Msingi za Umma Jumbo la Nyandarua, Kenya. (Tasnifu ya Uzamili) Shule ya Elimu, Chuo Kikuu

[23] cha Masaai Mara, Narok, Kenya.

[24] Naba'h, A., M., A. (2012). The Impact of Computer Assisted Grammar Teaching EFL Pupils' Performance in Jordan. International Journal of Education and Development using Information and Communication Technology, IJEDICT (12), 8, 71-90.

[25] Omusula & Mumbo (2013). Selection and use of Media in Teaching Kiswahili. International Journal of Information and Communication Technology Research.

[26] Orodho, A.J. (2014). Elements of Education and Social Science, Research Methods. Nairobi: Reater printers.

[27] Orodho, A.J. (2016) Essentials of Education and Social Science Research Methods. Nairobi: Reater printers.

[28] Ranasinghe, A.I. & Leisher, D. (2009). The Benefit of Integrating technology into the Classroom. ERIC.

[29] Seidlhofer, B. (2001).Closing a Conceptual Gap: The Case for a Description of English as a Lingua franca. International Journal of Applied Linguistics. 2(5), 31-42.

[30] Tursunovich, R.I. (2023). Development of communicative competence in teaching foreign language for professional purposes. Proceedings of international conference on scientific research in natural and social sciences. 2(1), 26-33.

[31] Turuthi, D.G. (2016) Effect of Video-Mediated Instruction on Students' Motivation, Attitudes, and Achievement in Learning of Kiswahili Proverbs in Secondary Schools in Nakuru County, Kenya. Kabarak Journal of Research & Innovation.4 (2), 110-120.

[32] Whiteley, W. (2023). Swahili: The rise of a national language. Taylor & Francis.

[33] Wootipong, K. (2014). Effects of Using Video Material in Teaching of Listening skill for University Students, International Journal of Linguistics. 3(4),11-21