

Frequency of use and students' favourite audio visual media in teaching and learning of kiswahili language in public secondary schools in Nandi central sub county, Nandi county, Kenya

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Abstract

The developing, industrialized and information-based countries for the past three decades have witnessed a notable shift in the way media and technology are used in schools. As much as teachers of Kiswahili would like to use various media regularly for instruction, they may be faced with barrier(s) for successful use of audiovisual media in classroom situation. The research, therefore, investigated the use of audiovisual media in teaching and learning Kiswahili in secondary schools with a view to finding out the extent to which the use of the media had been successful in creating the need for teachers to supplement the commonly used methods of teaching. Based on the study this paper explores the most frequently used audiovisual media in teaching Kiswahili and the most favoured audiovisual media used. Data was collected from twenty-one public secondary schools drawn from forty-nine schools, representing 42.8% of the public secondary schools in Nandi Central Sub County. These schools comprised two National, five Extra-County and fourteen Sub-County Secondary Schools. Fifty-six teachers and three hundred and forty-three students were randomly selected to participate in the study. The instruments that were used in primary data collection were questionnaire, interview and observation schedules. Mixed methods research design was used. Stratified sampling was used to select and identify categories of schools. Saturated sampling was used to select all teachers of Kiswahili to fill questionnaire whereas respective heads of departments were interviewed. The obtained data was entered into the Statistical Package for Social Sciences (SPSS) for data analysis. The study established that, in the schools where the resources were available, the teachers rarely used or did not use them completely. It was recommended that there was need for the government to subsidize on technology to educational institutions. It is hoped that the research would add up information to the body of knowledge and provide information and guidance for the benefit of teachers of Kiswahili, Heads of Schools and its Management, Sub County, the entire County and indeed the Ministry of Education in Kenya at Large.

Keywords: frequency, use, students, favourite, audio visual media, teaching, learning, kiswahili language, public secondary schools, Nandi county, Kenya

Introduction

Experience around the world in developing, industrialized, and information-based countries have shown that for the past three decades, the world has witnessed a notable and remarkable shift in the way media and technology are used in schools (Carlson & Gadio, 2003) ^[10]. Computers and the internet could best be harnessed to improve the efficiency and effectiveness of the process of teaching and learning Kiswahili (Lorna, 2012) ^[26].

The power of audiovisual media in promoting learning has been recognized over the ages. The Chinese in a proverb say: "When I am told I forget; what I see I remember and what I do builds a castle in my head" (Ellis, 1991) ^[16]. 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 visualize the relationships, they would remember. But more importantly, if they practiced what they are told and shown, they would internalize the concept in question and thus boost long term memory.

According to the Ministry of Education Press Release (2002), it is recommended that recorded materials such as AV media be used during Kiswahili teaching to help improve the quality of Kiswahili. The National Educational Services (NES) through the Ministry of Education has made tremendous efforts to fulfill the said recommendations by conducting languages workshops across the Nation to produce audiovisual

lessons especially in Kiswahili. Through resource persons, various set books have been covered various set books including to discussion of how to improve the teaching of the subject. Teachers and Learners therefore ought to embrace technology in teaching Kiswahili.

Frequency in the Use of AV Media in Teaching and Learning Kiswahili

The use of audiovisual media can help make ideas and concepts clear. They help raise learning from verbalism to true understanding, because the learners are enabled to hear and see hence long term retention of content. They can make a lesson more interesting and vivid as Chinese proverb tells us that one picture is worth a thousand words. Cennamo (1993) ^[11] says that this is true, because good audiovisual materials have eye and ear appeal. By sharing our attention, they make learning more effective, because they promote motivation and retention. According to Roblyer (2000) ^[33], one of the most important purposes of educational programmes is to provide students with a variety of self-enriching ideas and experiences, which lead to intellectual curiosity and achievement, and the establishment of lifelong patterns of learning Kiswahili. According Tomaselli (1977), AV media present a well-made product of high quality and coherence. Felder (2003) ^[17] writes that after the introductory use of video into the teaching and learning, teachers commented that video enabled learners to

explore basic topics in high school in ways that could not be done at the chalkboard or in a textbook. This means learners were able to watch concepts being demonstrated on the screen, in contrast to the lecture method where, in trying to understand what is presented to them; learners have to try to imagine situations they have never experienced. Felder further said that teachers have a common view that the frequent use of video in teaching and learning provides learners with an opportunity to always work independently and promote collaboration between students as they work on problems beyond the normal curriculum.

Before technology is used in the classroom teachers need to focus attention upon individual difference of students; what impact it will have on students' learning outcomes. Teachers ought to regularly use technology because it motivates students and offers a different mode of presentation. Instead of using computers for drill and practice, more confident teachers use technology as an instructional tool to enhance students' learning (Kiptalam & Rodrigues, 2010) [24].

Successful technology adoption in teachers' classrooms is dependent upon school administrators providing an individualized, differentiated process of training and implementation. Gray (2004) [19] explains that often districts rely upon a 'one size fits all' approach that meets the needs of only a few participants. He also suggested that teachers ought to see how technology fits within their localized classroom setting.

Kio (2002) [23] has encouraged teachers to order taped lessons of *Fasihi ya Kiswahili* set books so that they can use them to reinforce teaching and learning. He emphasized the importance of audio-tape in teaching and learning *Fasihi ya Kiswahili* (Poetry) and noted the usefulness of the radio lessons to improve students' performance in Kiswahili at National Examinations level. Teachers' technological beliefs are influenced by their philosophy.

Cennamo (1993) [11] explains that the value of media came to the fore during the middle ages when the educationists realized the importance of sensory discernment. They realized that when limitation prevented learners from direct contact with reality, an effective substitute could be presented in the form of a picture, an image or model. An awareness of the value of teaching media increased over the years. Job (1993) [20] has conducted a research into revelation of several positive characteristics of AV media in the classroom. The research conclusively proved that video technology could be used to: Provide background knowledge and common experience on which future learning activities and concepts can be based, stimulate interest and add depth and meaning to learning.

The above-mentioned points were very relevant to this study because the basis of the study was geared towards the use of AV media in teaching and learning Kiswahili since it is believed that education starts and ends in the classroom. The more the teachers use the AV media the newer knowledge is discovered and the stronger the argument to increase support. It has many uses by which to make learning more effective. This is true, because according to Giannetti (1996) [18], movies in simple visual, audio-visual or most sophisticated and complex computer-driven instructional technology are very productive because they teach people in more than one way at a time.

Krashen (2004) [25] states that materials should help learners to develop confidence because relaxed and self-confident learners

learn faster. Using media and technological resources that is stimulating and which could be manipulated makes the learners to improve their learning, imagination, creativity and makes them to be analytical. They go further to say that relaxed and comfortable students apparently learn more. From this theory it goes without say that media and technological resources (materials as herein referred to by Krashen), should help learners to feel at ease so as to learn faster in a relaxed and serene environment.

Students' Favourite AV Media

Audiovisual media have important educational effects as an essential part of a student's world. According to Dale (1999) [14], unless the programme does its job, it is not worth having. He explains that it is true that the chief purpose of audiovisual media such as films and dramas are to instruct and convey messages and ideas to spectators because dramas and films are either educational or documentary. In these processes learning is a by-product. These are made chiefly to entertain, educate or sometimes influences behaviour of spectators. This entertaining effect creates in the learner the favoritism tendencies over a given AV media. Entertainment films and television dramas have important educational effects as an essential part of a student's world. They can change attitudes, increase the store of information and modify behavior. He further argued that, the use of films as educational devices might sometimes end up with distorted impressions or conclusions, because people do not interpret what they see.

Sherrington (1993) [36] says that films and television dramas have their own language that they use which is much easier to learn and understand, through their speech and writing. This does not necessarily mean that television and films communicate better than the written or spoken word, but this simply means that what we see on screen is lifelike images, which sometimes differs from reality because the crew has constructed it. People need to know and remember that film constructs reality (Conlon & Simpson, 2003). It tends to redefine teacher and student roles and beliefs about teaching and learning does not reflect reality. Sherrington's point of view is closer to the heart of this study.

Competence of Teachers in the Use of AV

Cohen and Manion (1990) note that the teachers still have to acquire skills in the use of AV media so that learning context is facilitated in order to have the technology curriculum embedded, in creating achievable goals for learners' education. This means that for a teacher to be competent acquisition of skill especially in the use of AV media is a must. Teacher, transformation however, seems not to be an easy task (Sfard & McClain, 2002) [35].

Audiovisual media therefore could be a great tool to use in classrooms. Often AV media can spice up content being taught, keep students more engaged in their lesson and enliven their imaginations. Video presentations, slide shows, PowerPoint and other media have revolutionized the way teachers reach their students. In a typical presentation, the teacher in this case presenter, provides the audio by speaking, and supplements it with a series of images projected onto a screen, either from a slide projector, or from a computer connected to a projector using presentation software. In the developed world, there has been a huge uptake of computer-based audiovisual equipment in the education sector, with

many schools and higher educational establishments installing projection equipment and often using interactive whiteboard technology which requires high level of competence of a teacher to successfully use of these AV media.

Adam (1993) ^[1] and Smaila (1999) ^[38] note that teacher's knowledge of subject matter, skill proficiency and resourcefulness could be linked to school effectiveness, teacher effectiveness and students' academic performance. In other words, one of the requirements of teaching effectiveness is improved knowledge of subject matter acquired through research use of audiovisual media. Okiy (2010) ^[32] in support of this claim posits that for the library to perform its role, its resources must be effectively used. Many teachers do not actually feel competent using the AV media themselves or do not completely understand why the technology is being used and the best way is to incorporate the use of AV media into the existing curriculum.

Sinclair (2009) ^[37], Bordbar (2010) ^[8] and Hennessy and Sinclair (2009) ^[37] are in agreement that as teachers develop in technical competence, general pedagogical abilities and ability to integrate ICT into the curriculum become more important. In the innovation stage, the teacher restructures the curriculum and learning activities, moving beyond the proposed procedures and content. Where a core set of ICT applications are institutionalized within a school, teachers feel free to adapt ICT to their own style of teaching (Venezky, 2004) ^[40].

Ala-Mutka and Punie (2008) ^[5], in an article about future learning spaces, pointed out the necessity to move from a content-based education to one promoting skills and competences, especially transversal competences such as learning to learn skills. This kind of education, which they see as the more foreseeable and desirable for the future knowledge-based. Society requires, as they argue, an ever-increasing digital competence.

Training is a key factor in promoting effective use of audiovisual media. It includes consideration of the required knowledge of and skills on how the technologies should be operated and used by the teachers. Training has a two-way impact on the use of the audiovisual media because it is through training that the teachers know how to use AV media. When the effective use is not up to the expected standard and if teachers still have problems in using the AV media, more training has to be done to iron out the problems faced by the teachers. Increasing dependence on machines and programs means that skilled technicians are required to service and maintain them. Few people nowadays think in terms of repairing or servicing their motor vehicles themselves, yet a consciousness of the need to service and update new technology once installed is sorely lacking in most educational institutions. Once installed, equipment needs to be updated on a regular basis; new software must be purchased and installed. This all implies a commitment on the part of management to technology and to allotting adequate financial and personnel resources to the maintenance of the system. A commitment to the teaching staff, too, is required in terms of providing them with opportunities for sharing of ideas, jointly planning lessons and materials and ongoing training so as to meet prerequisites for successful integration of ICT.

Moreover, the more competent teachers become in using technology, the more they see new possibilities for the use of technology, thus creating a need for even more training. Time is an important consideration in training, that is, when should

the training take place and for how long. Brace *et al.* (1996) explain that faculty requires hands-on experience through workshops and orientations that are offered at convenient times and that consideration should be put on the support personnel that is who is to do the training. This in essence means competent technician who knows the operations and functions of the technologies should be engaged to do the training. It is important that advanced training be done by individuals who understand how to use the technology in instruction; therefore, a great deal of responsibility lies with school administrators to ensure that teachers receive the necessary training to understand how the technology works and how it aids in students' learning process.

Training is a key factor in the effective use of the A media, where learning to use must give way to using to learn. It is above all the teacher/trainer who needs not only to be completely familiar with the hardware and programmes available, but also to know exactly what the potential of the different media at his/her disposal is. Apart from the obvious need for teachers to become computer literate and have the confidence to use the available technology adequately, major changes in learning/teaching paradigms are called for. They need to learn how to evaluate and select learning resources and how to solve practical and theoretical problems linked to the introduction of new media. As mentioned above, the integration of technology into the syllabus and the successful planning of lessons confront teachers with new challenges.

Learners, too, need skills training so that they are increasingly able to work autonomously, making efficient use of the higher order skills, which go hand-in-hand with effective computer literacy. The new literacy linked to ICT (cultural, digital, critical, visual, etc.) must be mastered by teacher and learner alike if they are to benefit fully from the new tools and procedures at their disposal. According to Dewey (2002) ^[15], if teachers teach like they taught yesterday, they rob their learners of tomorrow. In other words, teaching and learning without recourse to technology limits the exposure of learners to the approach that enables them to access information from other sources. Dewey emphasizes that video prepares learners to harness the power of technology and use it as a tool to learn effectively and that teachers were initially reluctant to use video in teaching but after training their attitude changed, and he notes in his paper that thousands of educators under NTTI use the video in their classes adopting the motto that says 'Technology has Come as a Way,' to plug their learners into appropriate use of technology, so that they are plugged from their futures. It was assumed that this might be the case with some teachers in Nandi Central Sub-County, who may be reluctant to accept changes, but stick to the traditional way of teaching.

Statement of the Problem

The Ministry of Education Policy Framework for Education and Training (2012) reported that the development of ICT applications had resulted in a number of security problems as thus: those related to system integrity, application and deliberate dumping of old and used computers (e-waste). The challenges in the use of AV media have made it difficult for secondary schools in Kenya to fully embrace the use of ICT in administration and management (Boit & Menjo, 2005) ^[7]. The use of AV media in teaching Kiswahili has continued to be a challenge to both teachers and students. While teaching,

teachers of Kiswahili may face challenges in the selection of the available AV media. The students on the other side may like or dislike what the teacher has selected for use in teaching Kiswahili due to factors like audio and visual deficiency. The bottom of the matter is that the teacher can embrace technology such use of actors, special set pieces, puppets, interesting make-up and animation, etc. to arouse and attract the attention of the learners.

The use of AV Media, therefore, serves as the modern student's window in a classroom environment and the world in general. The visual elements give its unique feature for effective utilization for student's learning programmes. However, classroom teaching in most secondary schools still follow the traditional style and technique. Modern pedagogy in language teaching ought to address the learners in the language they can understand, designed to stimulate interest and hold attention. Consequently, most schools in Kenya are faced with a wanting provision of various instructional media which hinders efficient teaching of Kiswahili. Odera (2006) ^[31] studying the Learning Kiswahili Language by Radio at Distance in Secondary Schools in Nyakach, Nyando District, Kenya, stated that there was need for additional research required in other Counties in Kenya in order to address the issue of the use of AV media such as radio, listening rooms, radio cassette recorders, pattern/frequency of utilization of these audiovisual tools and attitude; therefore, necessitating the current research.

Review of Related Studies

Frequency in the Use of AV Media in Teaching and Learning Kiswahili

Boit, Menjo and Kimutai (2012) have examined ICT and Education: Enabling Two Rural Western Kenyan Schools to Exploit Information Technology. They found that teachers, students and the school administrators were using computers to access educational resource material from the internet. They used internet to prepare and process examination results, manage, monitor and process financial reports, and communicate using email. The study was undertaken to evaluate the implementation of ICT to support learning, teaching, school administration and use of e-communication between cooperating rural secondary schools in Western Kenya under the Rotary project, Forssa Rotary Club of Finland District 1410.

Mutwiri (2012) ^[30], in a study the availability and use of electronic media in teaching Biology in Imenti North District, has found out that majority of teachers (73.53%) do not use videos and compact discs for teaching Biology yet audiovisual media such as videos are commonly used to capture and bring reality into the classroom. Usually in some form of documentary, they are an excellent substitute for classroom activity.

Students' Favourite AV Media

Cherotich (2015), studying factors affecting teaching and learning of Kiswahili Comprehension in secondary schools in Wareng Sub-County Uasin Gishu County, has found that there was need for the teachers to explore a wide variety of instructional resources to find the most effective aids for instruction so as to broaden the acquisition of concepts and arouse interest of the learners in Kiswahili and especially

Kiswahili comprehension as a skill. According to Boit, Menjo and Kimutai (2012), there is also evidence that quality of teaching, learning and students' level of interaction, reasoning, recall, synthesis and evaluation had improved tremendously. School discipline and student sense of self-esteem and pride had significantly been enhanced.

Materials and methods

The study utilized a mixed methods research design that encompassed both quantitative and qualitative research but quantitative research was weightier. It was conducted in Nandi Central Sub County in Nandi County in North Rift Kenya. The headquarters of the Sub County is Kapsabet. Kapsabet town is located about 40km south-west of Eldoret and serves as the headquarters of Nandi County.

The study targeted Form Three students from a total of 49 Public Secondary Schools in the Sub-County. At the time of the study, there was a total of 3249 Form Three students in these schools. The total number of teachers in the Sub-County were 388, including teachers of Kiswahili. The schools under study were drawn from the National, County and Sub-County levels. A total of 343 students was sampled as respondents representing 10.56% of the study population. In addition, 56 out of 388 teacher respondents were picked, which represented 14.43% of all the teachers in the Sub-County. All the 56 teacher respondents were teachers of Kiswahili from the three categories of schools. The sample size was proportionate so that each category of school had different number of respondents based on respective enrolments.

Eight teacher respondents were randomly selected from the National Schools category, whereby four respondents were selected from each of the two National Schools. In the County category, twenty (20) respondents participated in which four respondents were randomly selected from each of the five schools identified. In Sub-County category, twenty-eight (28) teacher respondents participated in the study whereby two respondents were randomly selected from each of the fourteen schools purposefully sampled for the research. Purposeful and convenient sampling was used to select fourteen (14) out of forty-two (42) Public Sub-County secondary schools because this sampling procedure enabled for a large number of respondents to be subjected to the study instruments within a relatively short time precisely.

This study used interview, questionnaires and observation as main research instruments. Data collected was both qualitative and quantitative. The data collected was then edited and then coded by converting data into numerical values. It is important that coding should include as much information as possible because once coded data is entered into the computer it is impossible to recover any details initially omitted (Mugenda *et al.*, 1999) ^[29]. Quantitative analysis of data using descriptive statistics such as frequencies, percentages and means were used. Statistical Package for Social Sciences (SPSS) software tool was used to analyze the coded data.

Results and discussion

The Most Frequently Used AV Media in Teaching and Learning of Kiswahili

The study identified the use of resource persons as the most frequently used AV media in all categories of schools in NCSC. Teachers need to understand that using one type of AV

media is detrimental, especially in the current situation where e-learning is emphasized by the MOE towards achieving vision 2030. Instructional media such as AV media is not a choice or an option; teaching aids should not only be used as an aid to teaching but also as an integral part of teaching. The findings therefore agree with the sentiments of Kahigi (2007) that teachers need to realize that AV media have a great potency and culpability to fundamentally change students view about Kiswahili as a subject. The media has created a virtual classroom, informally teaching students the way ahead of teachers. Hence teachers need to tap the advantages presented by electronic media into formal teaching.

Table 1: Most Frequently used AV Media

Category	Most Frequently used AV Media
National	Resource Persons
County	Resource Persons
Sub County	Resource Persons

Source: Field Data (2016)

It should be noted that when using AV media, students must be taught in such a way as to achieve the same level of understanding. Teachers should use a variety of AV media to enliven a class, encourage students’ participation and help students grasp difficult concepts (Dale, 1999) [14]. Therefore, there is need to emphasize the importance of AV media and their use while teaching Kiswahili in Secondary Schools in Nandi Central Sub County.

On the other hand most of the AV media did not beat the half mark in the frequency of use. This result implies that most of the AV media under study were rarely used or not used at all. This very finding agree with Agba (2004) [2] who opines that it is not an exaggeration to say information technology availability and its effectiveness may facilitate its use. His reason is that user friendly types of information technology available increases the use.

According to Aguolu and Bandom (2002) [4] resources may be available even identified as relevant to one’s subject of interest but the user may not be able to lay hands on them. The more accessible the audiovisual resources are the more likely they are to be used. Teachers and students tend to use audiovisual resources that require least effort to access. On the other hand, the use of the technologies can have an impact on the availability of resources because the government may provide resources depending on how effectively the already existing technologies are being used. Thus, low use could result in a decision not to develop instructional technologies. Conversely, the more tutors use the technologies the newer knowledge discovered and the stronger the argument to increase support. The likely reason for the rare use may be explained using the opinion of Aguolu and Aguolu (2004) [3] who note that availability of an information source does not necessarily mean its accessibility because the source may be available but access to it prevented for one reason or the other.

Students’ Most Favourite AV Media in the Teaching and Learning of Kiswahili

The study established that students’ most favorite AV media used in learning Kiswahili differed with category of schools as shown in Table 2.

Table 2: Showing the Most Frequently Used and the Students’ Most Favourite AV Media

Category	Students’ Most Favourite Av Media
National	Internet Connectivity
County	Projectors
Sub County	Laptop

Source: Field Data (2016)

The most unfortunate finding in these results is that no teacher respondents indicated the internet connectivity, projectors, laptops and TV sets which were some of students’ most favourite AV media. The likely reason for not using internet most could be attributed to the interview response by one HOD that: “There is fluctuating internet connectivity for computers in the school.” Other reasons indicated included high expenses incurred in purchasing or hiring the said media, lack of skills as could be referred more verbatim responses in barriers section in chapter four. The findings showed that the use of ICTs and its integration into teaching and learning in secondary education is getting more widespread; and its use more pervasive among teachers as a means of communication and for information searching being common (Kamau, 2009) [22]. Access rates for teachers were observed to be much higher in educational institutions that have made effective ICT investments in education, translating into better utilization of ICT related technologies with assumed positive impacts (Ayodo, 2009). It is hoped that another research can attempt to measure, by better understanding, the linkages between utilization of the Internet and its impacts in education. The finding matched those of Ruthven *et al.* (2005) [34] who studied how Internet resources were incorporated into classroom practice.

Odera (2007), quoting Koumi (1990), notes that there are significant pedagogical reasons for choosing a medium over another. The efforts to select effective media for teaching and learning languages depends on several factors among their availability and accessibility of the medium; appropriateness and the potential for implementing the attainment of stated teaching/learning objectives which should in turn be related to the learners’ experiences. Koumi (1990) argues that there were significant pedagogical reasons for choosing a medium over another. This note in turn may explain why teachers of Kiswahili frequently used resource person more often than not as compared to other AV media like laptops the use of internet and projectors which are equally important and are favoured most by the students.

Conclusion and recommendations

The study found that majority of the Sub-County schools did not use some of the available AV media frequently in teaching Kiswahili, even where the media were available. Majority of teachers had however undergone ICT training so as to successfully use the AV media available. Based on the findings and conclusion, it is recommended that a nation-wide competition be established to reward the most innovative and user-friendly application of AV in Kiswahili teaching and learning systems. Moreover, there is need to sensitize teachers, school management and respective Government institutions to identify students’ AV needs and preferences depending on the category of school, and invest more by availing the Students’

most favourite AV media. The institutions can reduce the budgetary allocation on AV media that are not favoured most by the student and instead the money be invested in buying the most favourite ones that meet individual pedagogical needs.

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