

Learning Kiswahili Language by Radio at Distance in Secondary Schools in Nyakach, Nyando District, Kenya

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Abstract

The purpose of this study was to conduct an in-depth investigation to find out the extent to which school radio lessons are used in teaching and learning Kiswahili Language, and to determine if radio lessons help to improve teaching and learning Kiswahili Language. The study was carried out in 30 secondary schools that represented urban, rural, and suburban areas in Nyakach schools in Nyando district. Purposive sampling techniques was used for head teachers because of their few number, while simple random sampling techniques was used to select 120 Kiswahili teachers. Simple random sampling technique was used in order to give equal chances for the respondents in the population to participate in the study. Data was collected by use of questionnaire and semi-structured interviews schedule. The questionnaire was used to collect data from head teachers, while semi-structured interview was used to collect data from Kiswahili teachers. The main findings indicated that teachers valued the use of radio lessons in teaching and learning Kiswahili Language because the helps to improve spoken and written Kiswahili. It provided evidence to confirm previous research findings in developed countries that radio is very effective in teaching and learning languages at distance.

Keywords: Kiswahili language, Radio, secondary schools, Kenya

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