

Teachers' Perception about Integration of ICT in Teaching and Learning of Kiswahili Language in Secondary Schools in Kenya.

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Abstract

This article discusses the results of exploratory study of integration of ICT in teaching and learning of Kiswahili language in Kenyan secondary schools taking the case of Kakamega County in western part of Kenya. A survey design technique was adopted. Forty five teachers were selected to act as sample size for the study. Questionnaires and interview protocols were used to collect the data. The data collected was analyzed through descriptive statistical techniques. The results are summarized and presented through tables and graphs. The findings established that most Kiswahili teachers understand the benefit of integrating ICT in teaching and learning of Kiswahili language but they are not willing to adopt it due to various challenges. The paper examines how Kiswahili language teachers integrate ICT into everyday classroom practice, their perceptions, constraints, and their reservations. It also considers use of ICT along with the influences of established curriculum practice and policy upon Kiswahili language teacher's willingness to develop new forms of activity and pedagogy. The case study provides some information on integration of ICT at all level of language teaching and learning in education.

Keywords: Integration of ICT; Pedagogy; Perception; Kiswahili Language: Kenya, Education

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