

**MATUMIZI YA NYENZO ZA KUSIKILIZA NA KUONA KATIKA  
UFUNZAJI NA UJIFUNZAJI WA MATAMSHI KATIKA SHULE  
ZA UPILI, KAUNTI YA KIAMBU, KENYA**

**OSORE JOY LODENYI**

**E55/CE/26543/2013**



**TASNIFU HII YA UTAFITI IMEWASILISHWA KUTOSHELEZA  
BAADHI YA MAHITAJI YA SHAHADA YA UZAMILI YA ELIMU  
(ELIMU YA LUGHA- KISWAHILI) KATIKA IDARA YA ELIMU,  
MAWASILIANO NA TEKNOLOJIA, SHULE YA ELIMU, CHUO  
KIKUU CHA KENYATTA**

**OKTOBA, 2022**

## UNGAMO

Tasnifu hii ni kazi yangu asili na haijawasilishwa kwa mahitaji ya shahada katika chuo kikuu na taasisi nyingine yoyote. Tasnifu hii imeikimu marejeleo ya kazi zingine zote.

Sahihi 

Tarehe 17<sup>TH</sup> OCT 2022


**Osore Joy Lodenyl**

E55/CE/26543/2013

Idara ya Mawasiliano na Teknolojia ya Elimu

Chuo Kikuu cha Kenyatta

Tasnifu hii imetolewa kutahiniwa kwa idhini yetu kama wasimamizi wa kazi hii ya Chuo Kikuu cha Kenyatta

Sahihi 

Tarehe 18 OCT 2022

**Dkt. Florence Abuyeka Miima**

Idara ya Mawasiliano na Teknolojia ya Elimu

Chuo Kikuu cha Kenyatta

Sahihi 

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## ABSTRACT

Teaching of pronunciation enables learners to master auditory and oral discrimination. It also gives the learners ability to be able to distinguish between hearing and speech. The use of audio-visual aids has been adopted around the world as an important means of improving the instruction and hence leading to quality education. The aim of this study was to investigate the extend to which audio-visual resources are used in the teaching and learning of Kiswahili pronunciation in secondary schools in Kiambu County in Kenya. This study was guided by the following objectives: To establish methods teachers use in teaching Kiswahili pronunciation, investigate the extend to which teachers use audio-visual aids in the teaching and learning of Kiswahili pronunciation, establish teachers and student's perception on use of audio-visual aids in teaching of Kiswahili pronunciation and lastly to explore the challenges if any, encountered by teachers and students in using audio-visual in teaching and learning Kiswahili pronunciation. This study was guided by the constructivism theory which was pioneered by Brunner (1990). The study adopted a quasi-experimental design involving both control and experimental groups. Target population consisted of 36 schools, 108 teachers of Kiswahili and 2150 form two students. Purposive sampling was used to sample two teachers of Kiswahili. Methods of data collection in this study included teacher's and students' questionnaires, observation checklist and the test on pronunciation. Piloting of the research instruments was conducted in Gatundu-North sub-county in two selected schools that were not used in this study. Qualitative and quantitative data was collected and analysed using SPSS version 22.0. Test re-test technique was used on the questionnaires and accepted at the rate of  $r=0.7$ . The findings were presented by use of tables, figures, graphs, pie-charts and in narration form. The findings of the study indicated that the use of audio-visual aids in teaching and learning pronunciation in Kiswahili was effective especially in the experimental group. Teachers and students had positive perception in their use. According to these findings, the study recommended teachers to incorporate audio-visual aids in the teaching and learning process, the government through the Ministry of Education and Kenya Institute of Curriculum Development in the country to establish audio-visual teaching centers for teaching and learning Kiswahili from the grassroots to the