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Blending Videos in Teaching and Learning of Oral Skills in Kiswahili in Public Secondary Schools in Kenya

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Abstract

The purpose of this study was to taste the impacts of Videos on teaching Oral Skills in Kiswahili in Secondary Schools in Kenya. The study was guided by the following objective; to examine the difference between the Kiswahili performance of students taught using videos and those taught using conventional technique in public secondary schools in Kenya. The Null Hypothesis was tasted, and the Cognitive theory of multimedia learning together with the Social learning theory by Bandura was used. This research was Quantitative research and used a quasi-experimental research design. Spearman Rank Co-relation was used to determine the degree to which each student rank in one set of scores tent to be correlated with a rank on another set of scores. Simple random selection was used to determine the population of the study. The experimental groups were exposed to the videos. The collected data were analyzed using SPSS. It was concluded that provision of Educational videos for teaching in schools had a positive impact on the student's performance and should be accorded top priority by stakeholders in the education sector. It was also recommended that curriculum planners should encourage the use of video materials in teaching/learning in schools by ensuring the inclusion of their usage in the Kiswahili curricular at all levels. Finally, government, Parents Teachers Association and other stakeholders should strive towards providing video aids/instructional packages to schools for teachers to utilize.

Keywords: KNEC, UNESCO, Oral Skills, Videos and Use

Introduction

Kiswahili has four skills, namely: listening, speaking, writing, and reading skills, all the four skills are equally important; it is easy to understand that those who know Kiswahili are referred to as "speakers" of Kiswahili. Therefore, a Kiswahili teacher must

be able to motivate students to learn Kiswahili, especially Oral Skills. That the ability to communicate in second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life (Brame, 2015). Speaking is a process of oral communication that is used for ideas or thoughts, so that they can interact with other people (Madhuri, J. N. (2018).

With the development of learning technologies in the late 20th century, education system has changed rapidly. This is due to the capability of technology to provide a proactive, easy access and comprehensive teaching and learning environment. Nowadays, Ministry of education in all over the world has provide a lot of facilities and training in order to enhance the use of advanced technologies in the countries' teaching and learning process. A high budget has been placed in order to provide the equipment needed by teachers to improve the education system. Despite all the efforts, most of the countries are facing similar problem where by the teachers are not maximizing the usage of the technology provided as stated by (Albirini, 2006).

Statement of the problem

Oral skills are important skills because they are the skills that people use to express their ideas and interact with others in daily life. Teachers of Kiswahili have been using various teaching aids apart from video aids but still the performances are poor according to the records obtained from the schools. Several researchers in Kenya have investigated into the use of instructional materials in teaching and learning. However, with all the research done on Audio-visual materials no research has been specific to the utilization of Videos in teaching and learning of Oral Skills in Kiswahili particularly in Turkana County following the Kenyan Government ruling on full transition of pupil to secondary school level and a continuous witness of poor performance of Kiswahili in the region. The child is faced with pronunciation problems which is as a result of mother-tongue influence on second language acquisition. Madhuri (2018, p.156) noted that an average child has a problem of mother-tongue sound interfering with the second Language which contributes most to the poor self-confidence and wrong oral expression in pronunciation resulting to spelling mistakes which leads to poor performance. The main Objective of this study was to investigate the impact of Videos in teaching and learning of Oral Skills in Kiswahili in Secondary schools.

Hypothesis

The following Null Hypothesis (HO) was used: HO1. There is no significant difference between the Kiswahili performance of students taught using videos and those taught using conventional technique in public secondary schools in Kenya.

Theoretical Framework

This study was guided by two theories by Richard Mayer's Cognitive Theory of Multimedia Learning. And Social learning theory by Bandura. Richard Mayer's Cognitive Theory of Multimedia Learning is important for the study because it guides us to determine the effectiveness of the Videos in teaching Oral Skills. The basic premise with multimedia learning is that we can learn more deeply from words and pictures together than we can from just words alone. This basic premise might explain why so many people are able to pick up new hobbies or learn new skills from YouTube videos. When learning to knit, the video of an expert knitter creating a scarf along with their verbal explanation helps a novice understand and learn. The basic principle seems so simple and obvious that we automatically choose textbooks that are filled with charts, diagrams, maps, and pictures, and is also the reason that we use Power Point, or videos in our teachings. But there is a caution to multimedia learning, all uses of multimedia are not equally effective for the learner.

According to the Social Learning Theory by Bandura as sited by Grace Mawunda (2012), Bandura highlighted that people learn from one another through observation, imitation and modeling. There are four conditions that Bandura proposed for the success of modeling: One is Motivation- having a good reason to imitate, Two is Reproduction- the ability to reproduce the image of interest in terms of physical capacity, three is Attention- various factors increases or decrease attention of the learner e.g. attitude, perceptual level, sensory capacities etc and finally Retention- the ability to remember what one paid attention to. Based on the study at hand on the above theory it was correct to say that learners of Kiswahili oral skills need to be provided with a video that will meet the above conditions. Video elicits a lot of excitement and enthusiasm in students leading to attention. Learners are able to retain and reproduce what they have seen and listen to. Since students hold video lessons with a lot of interest and belief, they are highly motivated to imitate and master the content presented.

According to Banduras theory people learn through direct experience and modeling. Man has the capacity to learn by observation and acquire large integrated units of behavior. They observe various actions by others and thereafter form a hypothesis about the type of behaviors likely to succeed. Most behaviors that people display are learnt through the influence of example. Instead of the tedious trial and error method, one can provide a competent model who will demonstrate how a particular activity is performed. Oral skills have novel forms of behavior that can only be conveyed through social cues.

Literature Review

Videos can be used for developing Oral Skills in a number of different ways. For example, discussions about films can successfully promote speaking. Also, the teacher can ask pupils to watch a certain episode from a film with the sound removed and create their version of the possible dialogue. One should further take into consideration that films are a powerful tool for improving learners' pronunciation and intonation. Qiang et al. (2007, p.41) claim that even if pupils merely watch a film silently, their articulatory organs work. However, it happens only if learners are completely engaged in what they watch.

The necessity of different learning activities for teaching with video is emphasized by many researchers and educators, such as Kusainov A.K et al (2021) who brought up a very important claim that the use of pre- and post-viewing activities in their project called 'The Film Circle' successfully fulfilled the role of scaffolding and motivated pupils to speak, which was the primary goal of their experiment. 'The Film Circle' represented a structured group project where five high school pupils were assigned different roles to perform according to their abilities and interests. Each pupil in the group had to analyze a film from a different perspective and present conclusions. After viewing the film, the pupils worked in their groups, taking turns to present the information they gathered and participated in a discussion of the film they had seen.

Video has become an important part of higher education. It is integrated as part of traditional courses, serves as a cornerstone of many blended courses, and is often the main information delivery mechanism in MOOCs. Several meta-analyses have shown that technology can enhance learning, for example Schmid et al. (2014), and multiple studies have shown that video, specifically, can be a highly effective educational tool which is very significant to the study. In order for video to serve as a productive part of a learning experience, however, it is important for the instructor to consider three elements for video design and implementation:

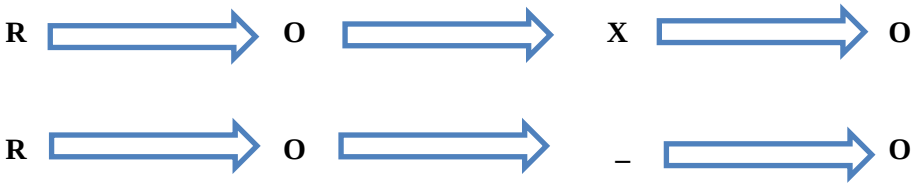
Together, these considerations provide a solid base for the development and use of video as an effective educational tool.

Materials and Methods

This research was a Quantitative research which is termed as a traditional, the positivist, the experimental or the empiricists' paradigm using a quasi-experimental research design which had manipulation of groups, control group which did not received experimental treatment, their performance provided a baseline against which the effect of the treatment was measured and the randomization where the researcher assigned study participants to control or experimental groups randomly. The experimental groups were

exposed to the special treatment using video and the control groups were exposed to the conventional technique without video.

Paradigm for Design thus:



Where **R** represents random assessment.

O refers to the same process of observations or measurement.

X represents the exposure of the group to the experimental treatment.

Spearman Rank Co-relation (Non- Parametric) was used to determine the degree to which each student rank in one set of scores tent to be correlated with a rank on another set of scores.

Table 1: Research Population (form two students from Turkana county secondary schools)

Schools	Frequency	Percentage
Mixed	160	28.02
Boys	201	35.20
Girls	210	36.78
Total	571	100

To ensure construct validity, the clarity of the items and level of language was checked. This was done through piloting of the instruments and thereafter consultations with the researcher's course supervisors. In developing the learners test the six levels in the cognitive domain were considered; psychomotor domain which focuses on development of skills and affective domains were also considered. The reliability was established through a Pilot process which was carried out in two County secondary schools in West Pokot County. Crown Batch Alpha coefficient was used to establish

reliability of the instruments. According to Neuman (2007:125) a coefficient level of at least 0.7 is considered to be a good measure.

This research utilized the Shapiro-Wilk normality test to test for the normality assumption. We used the Shapiro-Wilk normality test because it allows for repeated and tied observations. The results of the Shapiro-Wilk normality test are tabulated below, if the results of the test showed a p-value, $p \geq 0.05$ then the data is from a normal distribution.

Results and Discussions

Table 2: Test of Normality

Data Source	Test Statistic W	P-Value
Pre-Control	0.9915	0.0023
Post-Control	0.9889	0.0003
Pre-Experimental	0.9876	9.0E-5
Post-Experimental	0.9510	7.8E-13

From Table above the p-values for the four sets of data are all less than 0.05, as tabulated in the table. We therefore conclude that the data violates the normality assumption and is therefore not normally distributed.

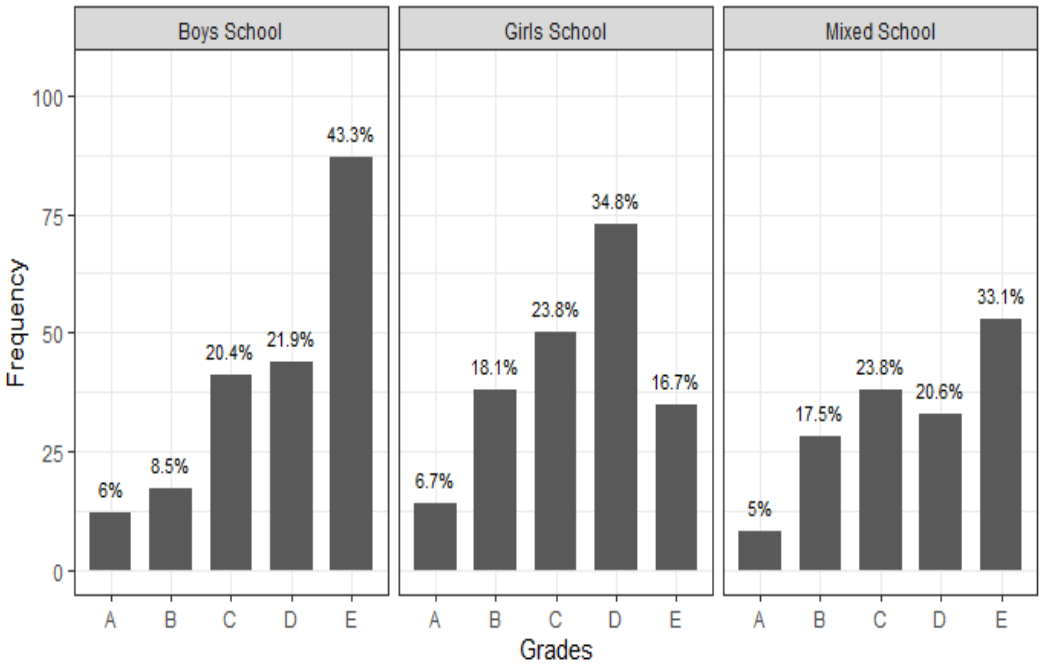


Figure 1: Test score results for the pre-test for the control group for the three types of schools

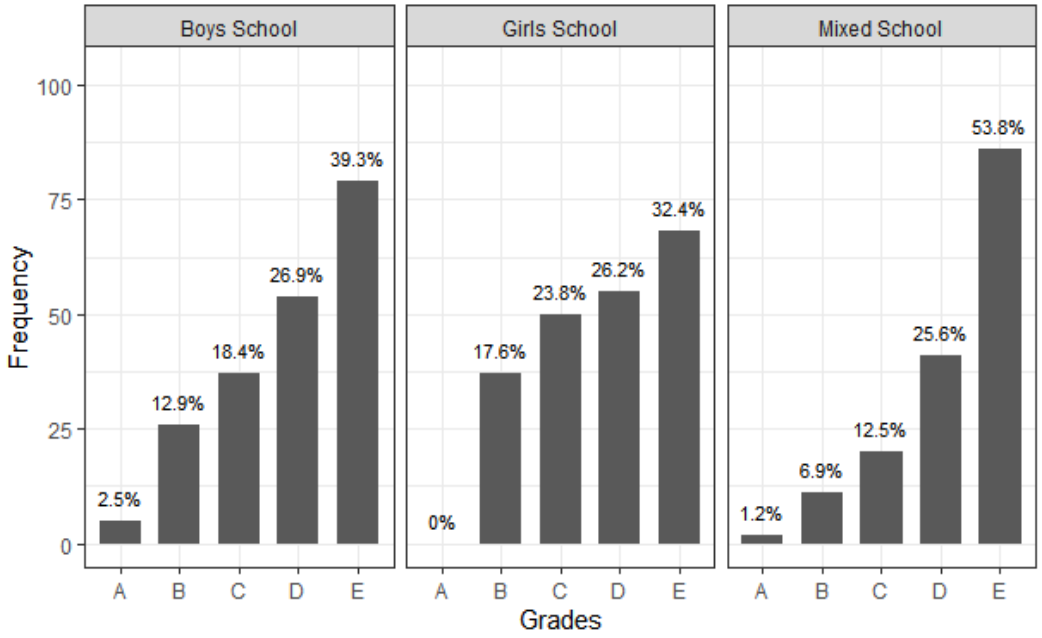


Figure 2: Test scores results for the pre-test for the experimental group for the three types of schools

Figure above illustrates the performance of learners before the use of videos and after the use of videos. The two figures also show the comparison of the performance across the three types of schools. The figures show a strong shift to the right, indicating a poor performance, also all the three schools had a lowest percentage of learners achieving grade A and B. The data also shows that too many students scored less than 50% in the tests. For the control group the girls had the least percentage of learners achieving grade E with a frequency of 16.7%, while the mixed schools had the highest number of poorly performed learners with almost half of the learners (53.8%) getting grade E. The boy's school performed poorly with 43.3% of the learners getting grade E for the control group.

Comparison of Ability of Learners in the Different Schools Sampled

The examination marks (percentages) of students in twelve schools recorded before and after the introduction of video (mean ± SD). The means with different small letters and asterisk (*) superscripted on them denote means that are significantly different

with others (P>0.05, LSD test, n=12)

Table 3: The ability of learners in the different schools sampled

School	Pre-treatment	Post-treatment
	Student marks in percentages (%)	
A	41 ± 17^{bcd**}	57 ± 17^{abc*}
B	42 ± 12^{bc*}	50 ± 20^{de*}
C	32 ± 10^{def**}	51 ± 10^{cde*}
D	32 ± 08^{def**}	65 ± 09^{ab*}
E	25 ± 12^{f**}	56 ± 13^{bcd*}
F	48 ± 10^{ab**}	60 ± 08^{abc*}
G	55 ± 08^{a**}	66 ± 06^{a*}
H	49 ± 05^{ab**}	61 ± 09^{abc*}
I	30 ± 20$^{ef *}$	46 ± 13^{ef**}
J	55 ± 10^{a**}	38 ± 18^{f*}
K	45 ± 12^{b*}	46 ± 20^{ef*}
L	34 ± 09^{cde**}	59 ± 13^{abc*}

From above, most schools performed poorly before the videos, 10 schools did not attain a mean score of 50 and above, while only two schools G and J passed the mark. School D was the school with highest improvement in their mean grade after the videos. However, School showed a poor performance after the videos, there was a tremendous improvement after the videos with improvement in the overall performance per school.

Most schools performed above average while only two schools, J and K performed dismally.

Table 4: Analysis of Variance Table

	Degrees of Freedom	**Sum of Squares**	**Mean Square**	**F-Value**	**P-Value**
schools	11	39007	3546	20.39	<2e-16 ***
Pre-treatment grades	4	16597	4149	23.86	<2e-16 ***

Analysis of Variance above was performed to test if there was a difference in the grades achieved. The result shows that there are at least some differences in the means of the results of the three schools. We then performed the separation of means using the Tukey test ($p \leq 0.05$) to check how the means of the three schools compare. Separation of means was tabulated to show how the different schools results compare. The mean scores for J, K, E are statistically different from each other, since they have different letters. The pairwise comparison of the pre-treatment and post-treatment means for each school was also performed. A, C, D, E, F, G, H, J and L show a statistically significant difference between the pre-treatment and post-treatment. This shows that the results of the schools were different for the two treatments.

Table below shows the examination marks (percentages) of students in twelve schools, under control and treatment, recorded before the introduction of learning videos (mean ± SD). The means with different small letters and asterisk (*) superscripted on them denote means that are significantly different with others (P>0.05, LSD test).

Table 5: Control groups before the introduction of the videos

	Pre-video					
Schools	Control			Treatment		
	Students marks in percentages					
A	09[ab*]	54	± 17[bcd*]		41	±
B	22[cd*]	42	± 12[bc*]		42	±
C	09[abc*]	53	± 10[def**]		32	±
D	10[e*]	24	± 08[def*]		32	±
E	07[bc*]	45	± 12[f**]		25	±
F	14[bc*]	47	± 10[ab*]		48	±
G	08[ab*]	54	± 08[a*]		55	±
H	14[a*]	58	± 11[ab*]		49	±
I	08[bc*]	45	± 20[ef*]		30	±
J	10[d**]	35	± 10[a*]		55	±
K	22[cd*]	42	± 12[b*]		45	±
L	11[abc*]	49	± 09[cde**]		34	±

School H, J, D shows a significant difference in their means for the pairwise comparison. The comparison also shows that the differences between the different schools were different and that the schools performed differently both before and after the videos. The pairwise comparison between the pre video and post video shows that only three schools, C, E and F were statistically different in their pre and post video results. The examination marks (percentages) of students in twelve schools, under control and treatment, recorded after the introduction of video (mean ± SD). The means with different small letters and asterisk (*) superscripted on them denote means that are

significantly different with others (P>0.05, LSD test).

Table 6: Control and treatment after the introduction of video

School	Post-video	
	Control	Treatment
	Students marks in percentages (%)	
A	44 ± 10^{d**}	57 ± 17^{abc*}
B	54 ± 18^{bc*}	50 ± 20^{de*}
C	37 ± 08^{d**}	51 ± 10^{cde*}
D	46 ± 08^{cd**}	65 ± 09^{ab*}
E	57 ± 09^{b*}	56 ± 13^{bcd*}
F	59 ± 17^{b*}	60 ± 08^{abc*}
G	44 ± 09^{d**}	66 ± 06^{a*}
H	59 ± 11^{b*}	61 ± 09^{abc*}
I	67 ± 12^{a*}	46 ± 13^{ef**}
J	55 ± 14^{bc*}	38 ± 18^{f**}
K	54 ± 18^{bc*}	46 ± 20^{ef*}
L	59 ± 13^{b*}	59 ± 13^{abc*}

This shows that there were statistically different scores for the different schools. Schools I, L, F, G are statistically different from others and that their results differ from the others. The pairwise comparison within the schools shows that several schools had a statistically different result between the control and treatment cohort. This is to say that there was a difference from the students who used the videos and those who used the conventional ways in that those who used videos shows an improvement in their performance, this therefore supported the statement given by Richard Mayer's cognitive

theory of multimedia learning which guided this study by emphasizing that the brain takes in information and processes it in multiple channels, based on how that information is presented. The first channel is for visually represented material and the second is for auditory represented material. When a learner is presented visual information, including pictures, videos, charts, or printed words, all of that information goes into the visual channel and is processed there. Auditory information includes spoken words in a narration and other non-verbal sounds, and these are processed by the brain separately from the visual. As a learner is learning, the new material first gets logged in their sensory memory. For a brief moment, the image is captured in its entirety, or the spoken words are logged in their entirety. After that initial moment, the learner must begin to work with the information in order to process it and learn. This happens in the working memory.

From the boxplots below it is clear that the data from the four groups look symmetrical with a slight skew in the pre-treatment and post-treatment group, with few outliers in the pre-control group. The post-treatment group has the highest mean while the scores of the students before the treatment had the lowest mean. The boxplots shows that the mean between the different groups are not the same and we therefore proceed to test if the differences are significant.

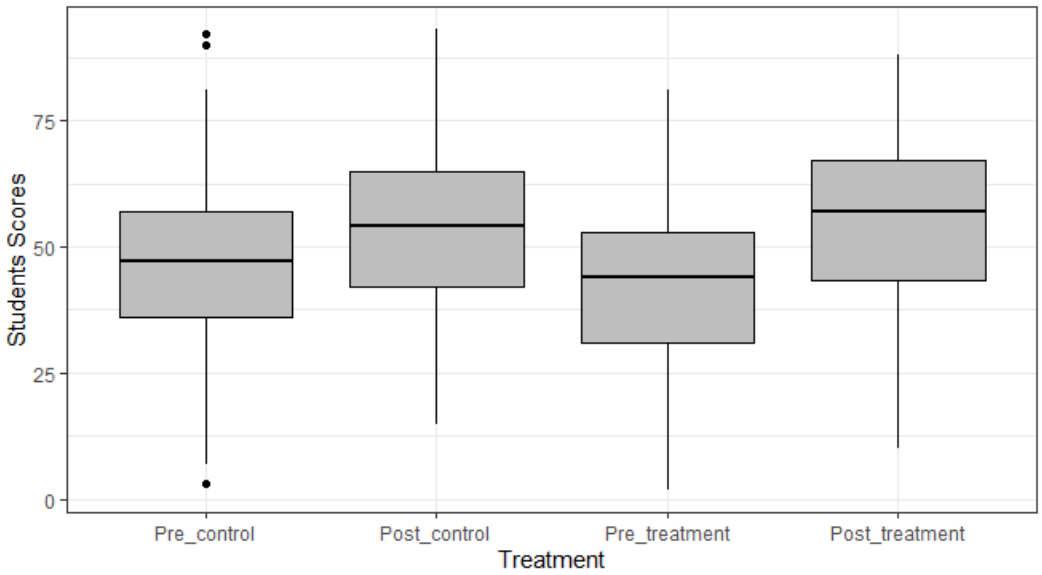


Figure 3: A boxplot of Student scores for the different treatment

Comparison of Students' Scores Before and After the Use of Videos as a Learning Technique

The students in the experimental group were exposed to videos as a teaching technique, while the students in the control group were taught using the conventional method of teaching. The students both in experimental and control group were then given a test to test the efficiency of the videos against the conventional ways of teaching. The tests scores for the students before the videos were compared to the tests scored after watching a video. The figure shows the distribution and frequency of the different grades achieved by students in the test before the videos also shows the distribution and frequency of the tests scores after the videos were administered. It is clear that the scores after the videos shows a great shift from the right to the left, the frequency of lower grades that is C, D, E has tremendously decreased and an increase in the A and B grades. We can also see that for girls school there was no student who scored an A before the videos but after the videos the frequency of A's was increased by 12.4%. A great shift is seen in girls' schools, with a great drop of those who attained grade E from 32.4% before the videos to 2.4% of those who watched the videos. After the videos also it is clear that the majority of students in girls' school scored grade B and C as compared with pre videos results where majority of the students scored grade D and E. The students in boys' school had a slight improvement of the overall grades. There was a slight reduction in the frequency of those who scored grade E, from 39.2% to 38.8%. The frequency of students getting grade A also increased slightly from 2.5% to 10%. There was observed great improvement of learners in mixed schools after the videos with the highest reduction in the frequency of those getting grade E from 53.8% to 17.5%. The number of learners getting an A also had a huge increase from 1.2% to 18.1%. Generally the distribution of grades for the three schools before the videos was negatively skewed, meaning more learners were performing poorly. After the videos the data distribution behaved almost normally distributed, meaning most learners performed averagely.

Table 7: Test of equality of variance

Groups	Df	F-Value	P-Value
Control	14	1.6813	0.05557
Experimental	14	1.5973	0.05562

Table above shows results of Levene tests, The F-value obtained (1.6813) from the test is less than F computed ($3.986, = 0.05$) and the P-values are all less than 0.05. We therefore concluded that the equality of variance assumption was not violated. The descriptive analysis was aimed at providing answers to the research question about the

effect of using videos to improve students' speaking skills.

Hypothesis Testing

HO1. There is no significant difference between the Kiswahili performance of students taught using videos and those taught using conventional technique in public secondary schools in Kenya.

The independent sample t test was used to test the hypothesis that there are no significant differences between the performance of students taught using videos and those taught using the conventional methods. Welch's t-test is normally used to compare the sample means between two independent groups when homogeneity of variance assumption is violated. Before performing the test, we first visualize the distribution of the scores using a boxplot below.

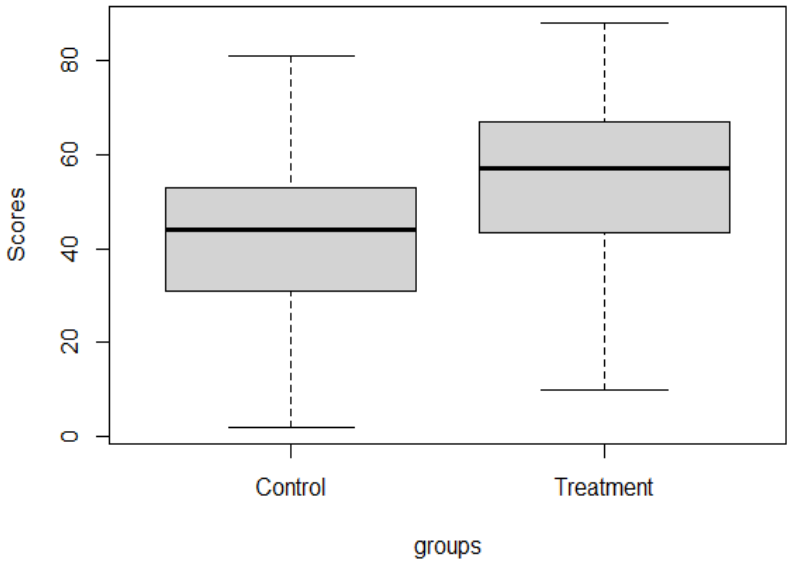


Figure 4: Distribution of the scores

It is clearly seen that the treatment group has a higher mean score of the tests and lower variance in scores. To formally test whether or not the mean scores between the groups are significantly different, we performed Welch's t-test. Welch's *t*-test, or unequal variances *t*-test, is a two-sample location test which is used to test the hypothesis that two populations have equal means. It is named for its creator, Bernard Lewis Welch, is an

adaptation of Student's t-test, and is more reliable when the two samples have unequal variances and possibly unequal sample sizes. These tests are often referred to as "unpaired" or "independent samples" *t*-tests, as they are typically applied when the statistical units underlying the two samples being compared are non-overlapping. Given that Welch's *t*-test has been less popular than Student's *t*-test and may be less familiar to readers, a more informative name is "Welch's unequal variances *t*-test" — or "unequal variances *t*-test" for brevity. The results are shown in Table below.

Table 8: Means score of the tests

	degree of freedom	**t-value**	**p-value**	**confidence interval**
welch t test for the experimental group	1138.5	-13.013	< 2.2e-1616	-9.32,-5.56
welch t test for the control group	1126.9	-8.0255	0.0567	-14.98,-10.5

The mean scores in Control group were 41.7 (SD = 15.8), whereas the mean in Experimental group was 54.1 (SD = 16.3). A Welch two-sample t-test results showed that the observed difference was statistically significant, t (1138.5) = -13.013, p < 2.2e-1616. Therefore the results of the first independent t test for Kiswahili scores indicated that indeed there is a significance difference between the mean of those students who used the conventional means and those students who used the videos. We therefore reject the null hypothesis that there is no significant difference between the mean of those students who used the conventional method and those students who used the videos and conclude that there is a significant difference between the mean of those students who used the conventional means and those students who used the videos.

Spearman Rank Correlation Between Before and After Videos

Spearman's correlation coefficient, (ρ, also signified by r_s) measures the strength and direction of association between two ranked variables. We first plot a scatter plot of the test scores for pre-treatment and post treatment to visualize their relationship. The figure 4.5.3 below shows the scatter plot.

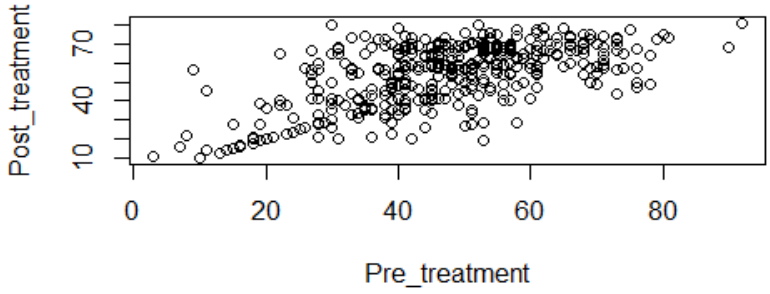


Figure 5: The scatter plot of pre and post treatments

From the figure above it is clear that there is a linear post relationship between pre-treatment scores and post treatment scores. We then performed the correlation test (Spearman) to test the strength and direction of the relationship.

The computed Spearman's rank correlation rho = 0.5521, with a p-value < 2.2e-16. Since the p-value is less than 0.05 =, we conclude that the individual students before the videos scores were correlated with their scores after the videos, therefore we reject the hypothesis that there is no significant difference between the Kiswahili performance of the male students taught using videos and their female counterparts and conclude that there is a significant difference between the Kiswahili performance of the male students taught using videos and their female counterparts in public secondary schools in Kenya.

Summary of the Findings

The researcher found that after the students in the experimental group exposed to videos it was clear that the scores shows a great shift from the right to the left, the frequency of lower grades that is C, D, E has tremendously decreased and an increase in the A and B grades.

After the videos the data distribution behaved almost normally distributed, meaning most learners performed averagely which leads to the rejection of the Null hypothesis that there is no significant difference between the mean of those who used the conventional method and those students who used the video and conclude that there is a significant difference between the mean of those students who used the conventional method and those students who used the video, this was in line with what Richard Mayer's cognitive theory of multimedia learning that the brain takes in information and processes it in multiple channels, based on how that information is presented.

The first channel is for visually represented material and the second is for

auditory represented material. When a learner is presented visual information, including pictures, videos, charts, or printed words, all of that information goes into the visual channel and is processed there. Auditory information includes spoken words in a narration and other non-verbal sounds, and these are processed by the brain separately from the visual. As a learner is learning, the new material first gets logged in their sensory memory. For a brief moment, the image is captured in its entirety, or the spoken words are logged in their entirety as supported by Social learning Theory by Bandura that teacher has to choose videos with interesting and winsome qualities so as to capture the attention of the learners as well as enhance retention of the learnt information. Videos tie actions and words to the appropriate setting in which they performed.

Conclusion

The research concluded that using videos as a teaching aid stimulates thinking and improves learning environment in a classroom therefore, effective use of videos substitutes monotonous learning environments and promotes students personal understanding of the areas of learning when they experience a successful and pleasant learning in the classroom. Students also find video sessions useful and relevant when it has some direct relation to the course content.

In conclusion therefore, the use of video as teaching media could improve students' involvement and enthusiasm in the teaching and learning process. It is because video could spur students' interest and motivation therefore the use of video as teaching media improves students' Oral ability because video presents new words, phrases, and expressions. Video also provides a full context of language to help students improve their ability in speaking Kiswahili. Based on the findings, it can be seen that boring activities in the class affected students' motivation and score. Teachers must be selective and creative in designing media to improve Kiswahili teaching and learning. It is important to use various and interesting media to support class activities.

Recommendations

The researcher came up with the following recommendations:

1. Curriculum planners should encourage the use of Videos in teaching/learning in schools by ensuring the inclusion of their usage in the Kiswahili curricular at all levels.
2. Teachers should use teaching media and emphasize more on the visual aspects such as the use of videos to improve students' Oral ability.
3. Government, Parents Teachers Association and other stakeholders should strive towards providing video aids/instructional packages to schools for teachers to use.

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