Influence of a Kiswahili Gamified Application (Tusome Na Tucheze) on Young Kenyan Learners Language Perception

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Abstract

The use of technology in the Kenyan classroom was expressed as one of the components required to bring Kenyan education to the 21st Century through the implementation of the Digital Literacy Program. One of the ways to be able to encourage and achieve this is through the use of a Kiswahili gamified application which allows learners to participate in the learning process as well as learn how to learn. The use of a gamified application has been argued to influence the perception that a learner has towards a language which can bridge the gap between their language learning and educational practice. This research assesses the influence playing with a Kiswahili gamified application has on language perception among young primary-level learners (Grade 5). This was done through the analysis of responses that the learners gave in a pre-questionnaire and post- questionnaire as well as a filled-in observation sheet filled in by the researcher. The collective responses from both the learners (questionnaires) and the researcher (observation sheet) gave information on how they responded to the game that explains the impact that the game had on their motivation toward Kiswahili language practice and learning. Additionally, his research assessed whether the implementation of the Digital Literacy Program is contributing to the goal of teaching learners *how to learn*.

Keywords: education, gamification, kiswahili, language application, primary level of education