



## THE EFFECTS OF ICT IN TEACHING AND LEARNING A FOREIGN LANGUAGE IN RWANDAN SCHOOLS: AN EXAMPLE OF KISWAHILI IN SELECTED SECONDARY SCHOOLS OF RUSIZI DISTRICT

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### Abstract

In this era, ICT is viewed as a tool to make life easier by affecting every aspect of human life. These effects appear in all the activities of modern man. In the field of education, the teaching and learning of a foreign language was also greatly affected by ICT. This situation led to the emergence of this article due to three specific objectives. The first objective was to identify the contribution of ICT in the teaching and learning of a foreign language in four selected secondary schools in Rusizi District-Rwanda. The second objective was to analyze the disadvantages of the misuse of ICT in the teaching and learning of a foreign language in selected schools. The third objective was to determine how ICT can be used in the teaching and learning of a foreign language. Data was collected using text analysis, observation, interview, and questionnaire. The sample was Kiswahili teachers and students of senior four in Kiswahili combination. This sample was obtained by the purposive sampling method. The research that spawned this article was guided by Connectivism Learning Theory. The results of the study show that ICT is an effective tool in the teaching and learning of a foreign language. This is due to the fact that it is effective to teach vocabulary, grammar, and the four language skills. However, teachers and students often use YouTube 80% and seem to ignore

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other tools. Research has also revealed that if ICT is not used properly, it may harm the teaching and learning process. Therefore, this study showed how ICT should be used in the teaching and learning of a foreign language in the Rwandan context where a Competency-based Curriculum is given priority.

**Keywords:** ICT, Competency-based Curriculum, teaching and learning, a foreign language, a second language

### **Introduction**

In the past several decades, teaching and learning a foreign language made progress and was constantly developed (Dubiner, 2018). These developments often resulted from the emergence of various methods of teaching and learning a foreign. Each method is state-of-the-art and adequately addresses the resolution of specific issues of foreign teaching and learning over a period of time. But on the other hand, every method has limitations and problems that open the door for new methods to emerge (Ugwu, 2015). This situation shows us that there is no method that is sufficient for all contexts of teaching and learning a foreign language (Richard & Rodgers, 2001).

In modern times, all methods of second or foreign language teaching are greatly supported by ICT in its every aspect. From this situation, the modern curriculum which is based on the ability of the student, requires teachers and students of the second language to use technological tools such as audio tapes, television, radio, computers, electronic dictionaries, e-mail, digital games, internet, telephone, online conferencing web, electronic library and so on.

Ahmadi, et.al (2018) find that electronic language teaching programs increase positive collaboration between students and teachers and stimulate language learning in general. Basically, these tools have the importance of enabling the student or teachers to revisit difficult topics repeatedly until they are fully understood and mastered (Mofareh, 2019). Due to technological tools, students and teachers can collaborate without time limits as they can continue lessons even after normal class at any time. Another importance is that it helps to bring students from different communities together, thus facilitating compatibility between different communities. The second is to create collaborative learning, discovery, and production of knowledge. Third, it helps students improve their vocabulary

and enables them to know the meaning of the words in the texts they read (Chikamma & Nwaudu, 2018, Yunus, 2013). This can happen when students read certain articles online when they look up the meanings of words in online dictionaries.

The study of integrating ICT in teaching and learning, in general, is one of the most discussed issues in the field of education. Yunus (2013) explains that many researchers and teachers believe that, when ICT is used properly, has a great chance to improve teaching and learning as well as create job opportunities as the main goal of the curriculum of the Twenty-First Century. On the other hand, misuse of technological tools can cause several losses in teaching and learning. The disadvantages are such as; it becomes difficult and the failure of teachers to control the class. This is because students engage in things that are not aimed at the achievement of the learning objectives (such as watching movies and songs or other videos that are not related to the lesson), it can take up valuable learning time, it can be overused, and it can also turn the educational experience into games for students (Yunus, 2013, Mobi et al., 2015). Yunus and Mobi and their colleagues dealt with the disadvantages of misuse of ICT in their countries (Malaysia and Nigeria) but they did not deal with the context of Rwanda. This is why our study investigated the potential losses caused by the misuse of ICT in the teaching and learning a foreign language.

The use of technological tools in the teaching and learning of a foreign language in Rwanda is also given priority due to the use of a Competency-based Curriculum that is used in its education. Since 1998, the government of Rwanda introduced two important policies which include the policy of ICT development and the policy of language development such as English, Kiswahili, and French in the Rwandan education system (Mukama, 2009). In 2015, the Rwandan curriculum introduced the ICT component as one of the core competencies expected to be developed among the students in each subject (REB, 2015). Uwizeyimana (2018) explains that the use of technological tools, especially mobile phones, is very helpful in the development of all language skills (speaking, writing, listening, and reading skills) in Rwanda.

The expectations of the Rwandan curriculum regarding the use of ICT in education have not been met. This is due to the fact that it has been neglected and not used properly in teaching and learning. According to

Mugiraneza (2001), there is a great deficiency on the part of teachers not understanding and neglecting ICT in the teaching and learning process.

Research conducted by Mugiraneza (cited), shows that there are several challenges in the use of ICT in the context of Rwandan education. The identified challenges are fear of using technology for some teachers and students; lack of necessary skills in the use of technology, lack of adequate technological equipment due to the large number of teachers and the size of classes; limited internet access; and a limited amount of experience using technology in teaching and learning activities. But also, a large number of teachers do not know the opportunities available in the use of technological tools for their professional development and even for their students. Another challenge is that many schools do not have electricity or internet and those that are given computers do not use them properly while teaching and learning.

Understanding and information about the impact of using ICT as a tool in language teaching is very important for participants and stakeholders of education in Rwanda. This study contributed to the development of education, especially the teaching and learning of a foreign and a second language by examining the effects of the use of ICT in the teaching of Kiswahili language. This study identified the importance of ICT in the process of language teaching and learning, especially in a foreign language. In addition, it examined the way in which ICT can be used properly to achieve the strengthening of target language skills among language students in Rwanda, especially the Kiswahili language. In addition, it examined the effects of misuse of ICT among students and teachers of the Kiswahili language in Rwanda.

### **Research Methodology and Theory**

In our research, we collected data using three methods which include text analysis method, observation, interview, and questionnaire. Due to the idea that it is better not to mention the names of the participants of our research, we used codes to differentiate them. We used 1 to represent the first school, 2 to represent the second school, 3 to represent the 3rd school, and 4 to represent the fourth school. We used (i) to represent students in general, and (a) to represent teachers in general. So, (1i) represents the students from the first school and (1a) represents the Kiswahili teacher from the first

school as well. 2I represents the second school student, and (2a) represents the Kiswahili teacher for that second school. 3I represents a third-school student, and (2a) represents the Kiswahili teacher for that school. (4i) to represent a student from the fourth school and (4a) to represent the Kiswahili teacher of that school. The first parent is also represented by the alphabet A, the second parent is B, the third is C and the fourth parent is D. Our research was guided by the Connectivism Learning Theory in analysis and interpretation of the data of this study.

The Theory of Connection is the one that guided our research by achieving all the stages of the research, including the analysis and interpretation of the data. This theory aims to filter the collective ideas of people in order to learn and implement what is important. This theory believes that technology is a central part of the learning process and that constant interaction between different learners gives them the opportunity to make choices about their learning. Therefore, Connection Theory is very related to our research because of its foundations that emphasize the use of Information and Communication Technology. The relationship between these foundations is mainly due to the fact that they all emphasize the sharing, distribution and provision of information, skills, and knowledge for successful language teaching and learning. Another thing is that they all advise the teacher and the student to reflect, review and filter external and online ideas before using them or making sure they are important.

### **The Contribution of ICT in the Teaching and Learning of Grammar**

In the history of language teaching and learning, grammar has been taught in various ways (Arnell, 2012). This expert goes on to say that nowadays many people agree that some grammar is important for language learners, but how it should be taught is still a controversial issue. In addition, Hui-Fang (2007) investigated the effects of using e-mail in improving language performance in writing considering syntactic complexity, grammatical accuracy, and lexical density. The results showed that students are making improvements in grammatical complexity and language accuracy. Two major benefits of ICT are that it helps students take control of their own learning and that it can help teachers plan and provide individualized instruction for each student.

The results of our research also showed that the use of ICT in teaching and learning grammar has many benefits. Teacher 2a explained the contribution of ICT in the teaching of Kiswahili grammar to students whose mother tongue is Kinyarwanda. He said:

ICT helps us to show better pronunciation of words that bother students. This situation helps us build trust between us on the content we teach our students. We support native speakers of the Kiswahili language and students get the opportunity to listen to the correct pronunciation on certain matters.

From the thoughts of teacher 2a, it seems that technological devices help teachers to support students and native speakers of Kiswahili in transmitting the correct language. Students like to be sure about what they are learning. Therefore, with ICT it is easy to receive opinions and examples from different worlds through ICT so that they can be sure about relevant matters, especially grammar. Here, many teachers explained that students often have a desire to listen to the pronunciation of Tanzanians about vocabulary and the Kiswahili language in general. Teachers use YouTube, and Google apps to engage them in native Kiswahili pronunciation. This situation helps teachers to be honest in front of their students regarding the things they teach them. Our testimony also showed that due to the use of ICT, students can be taught by teachers who come from places where Kiswahili is used. On the other side, it can help teachers to teach about Kiswahili dialects by relying on pronunciation examples of each dialect.

### **Contribution of ICT in Teaching and Learning Vocabulary**

Due to the importance of vocabulary in second language acquisition and performance, many students put more effort into vocabulary learning. This situation is confirmed by the results of our research where the students explained that they make it possible to memorize a lot of Kiswahili vocabulary so that they can speak Kiswahili without any barriers. Another thing is that many have standardized Kiswahili dictionaries.

In addition, Husain (2017: 151) confirms the contribution of ICT in teaching and learning a foreign language. He explains that the computer is considered to play a role in stimulating language learning. These experts

called the computer as a tool step that helps in understanding and using the language through spell and grammar checkers and editing software. This situation shows us that ICT is important in teaching vocabulary. Therefore, it is obvious that it can make a great contribution to the teaching and learning of Kiswahili vocabulary in Rwanda.

Observational data shows that students often ask teachers to use the projector to share vocabulary from different sources so that they learn more vocabulary. However, Kiswahili teachers and students do not use ICT properly in teaching and learning Kiswahili vocabulary. During the lesson, the researcher noticed that many teachers have electronic dictionaries in their phones and they use them when exploring the meaning of specific vocabulary. However, they do not like to emphasize or use tools that involve and engage their students in finding a meaning of such vocabulary.

### **The Use of ICT in the Teaching and Learning of Reading and Writing Skills**

Today's digital age requires more literacy (Hennessy et al., 2010). When we rely on the ideas of these experts, it is better to investigate the contribution of ICT as we think it may contribute in one way or another to the development of writing skills, especially Kiswahili, among Rwandan students. There are different types of literacy that lead people to use ICT. These include computer literacy and other digital resources, the desire for literacy itself, the knowledge a person has about the internet, libraries, information and technology, and reading and writing to speak and see well (Raseroka, 2003 in Hennessy et al., 2010).

The extract below is from student 4i when he explained the contribution of ICT in his learning of reading and writing skills. He said:

ICT even helps us to ask for urgent information about the best Kiswahili spelling through electronic tools such as WhatsApp, SMS, or email. For example, I have a brother who lives in Tanzania. We often discuss things in Kiswahili through WhatsApp. I ask him the correct way to write some words. In addition, my father lends me a smartphone so that I can use YouTube. This helps me to analyze the text and some speeches through

the video. This situation helps me a lot in developing my ability to write and read Kiswahili.

The above student extract confirms that they understand the importance and contribution of ICT in the development of literacy. Students know some important resources such as YouTube and WhatsApp that can contribute a lot to language teaching and learning, especially the development of reading and writing skills.

### **ICT in Teaching and Learning Speaking Skills**

The goal of teaching speaking skills is to improve student's communication skills as a way to help them express themselves and learn how to follow and implement appropriate social and cultural norms in different communication situations. The use of ICT in language teaching creates a good context for reforming and examining language teaching models in modern times (Sailun and Idayani, 2021). Therefore, teachers who use ICT in teaching Kiswahili in Rwanda can discover that their role is not to provide knowledge to students but to be guided in the learning process. This is because ICT can provide all the knowledge a student needs. However, it is not easy to identify, filter, and review it himself without the help of a teacher.

In addition, Sailun and Idayani (2021) explain the contribution of ICT in language teaching and learning. They focused on speaking and reading skills by saying that it makes students participate more and increase the effectiveness of learning. Therefore, there are many advantages of ICT in the teaching of the Kiswahili language in the context of Rwanda. First, it can give students the motivation to acquire and use the Kiswahili language. Second, it can help the students reflect on what they have learned and how they have learned it. ICT can increase students' confidence and motivation by making schoolwork more enjoyable. At the same time, it can also increase teachers' understanding of the positive effects of ICT, motivate students, and improve their performance in conversation.

The ideas of Sailun and Idayani (cited) confirm the contribution of ICT in the process of language teaching and learning, emphasizing its performance and oral use. This situation orients us directly to the Rwandan environment where a competency-based curriculum emphasizes language performance in the student's daily life. Therefore, we have been informed



that ICT can contribute greatly to the achievement of speaking Kiswahili as the main objective of teaching and learning it in the context of Rwanda.

### **The Contribution of ICT in the Teaching and Learning of Listening Skills**

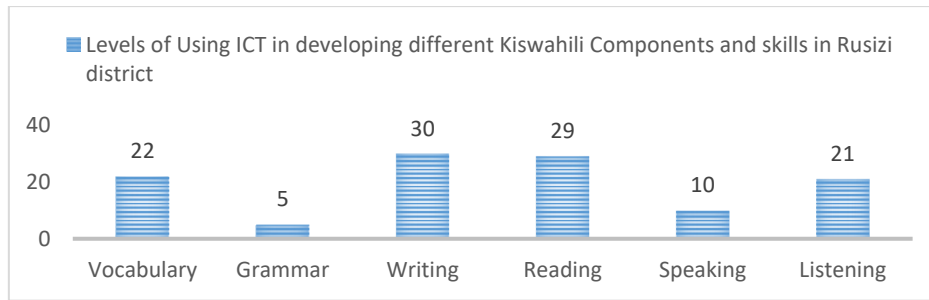
The observation data of our research showed us that some teachers and students have not yet realized the contribution and importance of ICT in the teaching of listening skills. This is because when they were in the classroom, most teachers had a computer with a projector while teaching speaking skills.

The condition of the students liking to listen to Kiswahili videos without speaking it, made us question the teachers about the contribution of ICT in the teaching and learning of Kiswahili listening skills. Teacher 2a said:

When I use Kiswahili videos, I often set speaking tasks with marks to encourage students to speak. I can give them a video with a certain message and ask them to summarize it by sharing it orally with the class. However, this seems like a waste of time because when I ask them to summarize what they listened to they neither speak nor write anything down.

The extract of teacher 2a sheds light on the problem in the use of ICT during the teaching of Kiswahili in selected schools. Teachers do not know how to use it effectively and do not have methods that can help them achieve teaching and learning based on the use of ICT. This is due to their argument that they have given up on their students but the students are innocent. This is because even the teachers are not aware of using ICT properly while teaching listening skills. In addition, a teacher should know different techniques and methods of teaching and exchange them accordingly.

The data from the questionnaire showed that while teaching Kiswahili with ICT tools, many teachers put more effort into developing writing and reading skills rather than other language skills. The following graphic shows how ICT is used to teach the Kiswahili component and four language skills.



**Source:** Primary data from Rusizi district (2021)

The above graphic explains how most teachers use ICT in teaching writing and reading skills rather than other skills. However, we emphasize that the four language skills are so interrelated that they should not be separated during language teaching. In other words, we suggest that these skills should be taught together at the same time. Referring to the above graphic it is clear that using ICT in teaching and developing vocabulary and speaking skills is on lower levels. This shows that teachers still have weaknesses in creating opportunities through ICT for students to learn vocabulary and speaking skills even after the normal class.

### **Disadvantages of Misuse of ICT in Teaching and Learning a Foreign Language**

#### **Disadvantages of Misuse of ICT in Teaching and Learning to Write**

Spitzer (2014) explains that in today's era handwriting has been corrupted for typing on computers and phones. And, Carr (2011) says that ICT caused the migration from paper to the screen but this situation should not change the way we deal with the quality of our writing. For him, the advancement in the use of ICT has affected our handwriting to the point where it has become ugly and lacks attractiveness due to neglect. With this, we cannot recommend the use of ICT only and forget the legalization of our handwriting. This is due to the fact that although ICT was given great status, it did not remove the use of the hand pen.

During the interview, the opinions of the respondents confirmed several effects resulting from the misuse of technology. Below we have the comments of teacher 4i saying:

Our students practice writing Kiswahili very little.  
Even the words written by the teacher do not write

them well. They are lazy to write they just want to use only the notices provided by the teacher to make photocopies without using a pen. This is caused by a fear of writing with a pen. In addition, today's students have very bad handwriting that is illegible due to not practicing writing with pen and paper.

The above extract shows us that the use of ICT can make students lazy. This is because they like to write through computers and phones and then print and save non-pen writing. Also, they like to check the best Kiswahili spellings on the internet or in printed dictionaries, that is, they don't want to practice those spellings by hand and pen. This situation makes them ignore many words in Kiswahili because they are not familiar with them. Writing in paper or notebooks and pens has a great role to train students to develop words well and make them correct their writing. Therefore, it is a way of practicing writing skills. In the interview, we also discussed with the students about this issue. The following is the comment of student 2i. He said:

ICT made things easier. We don't have to do hard work when all things related to writing are made easier through computers, phones, and typing. Therefore, the teacher can share with us the papers with printed notices. Learning to write letters and consonants at a secondary level can embarrass us. If other people see the practice of writing Kiswahili syllables and consonants when we find them on YouTube and Google, they may laugh at us and see us as idiots who do not know ICT.

Student extract 2i reveals the inefficiency caused by the use of IT among students. They do not want to write in notebooks to believe the printed note(s). Even when they are given writing assignments, they often use computers or phones and type them. This situation prevents them from having a relationship with the content of the work as computer typing does not give them time to reflect and build a relationship between themselves and the text, better spelling, or content. Therefore, if Kiswahili teachers and students fail to control the use of ICT properly, then this study found that there are consequences such as the following:

The first, if the teachers give them the important typed things and allow them to collect the written assignments on the computer or phone all the time then the students will not know the vocabulary or write Kiswahili words properly and their handwriting will be bad. Second, if Kiswahili teachers believe in teaching the best Kiswahili alphabets and consonants through the internet, students will be influenced by other factors and not pay attention to the text.

It is better for students to use ICT equipment but do not forget to practice writing with their hands using a pen in order to build a relationship between themselves and the text. Kiswahili teachers should also use methods that make students focus on writing skills. These methods include encouraging them to use computers and phones without forgetting the use of pens and chalk, teaching them the best spelling of each syllable and consonants in Kiswahili, warning them to examine the vocabulary in the dictionary after trying to remember it by practicing it mentally and in writing.

### **Disadvantages of Misuse of ICT in Learning to Read a Foreign Language**

Based on the research conducted by Yunus, et.al (2013) in Malaysia on the use of ICT in teaching English reading skills, teachers explain that when they bring students to the computer lab, it is more difficult to control them. Sometimes they are tempted to see websites that are not related to the subject. When students have a computer in front of them, they visit other websites without doing the tasks given by the teachers.

From the results of the research of the above researchers, it is obvious that students do not have the ability to resist and control other things that interest them on the internet. Therefore, the teacher can assume that his students are in a state of reading the works he has given them while they have visited and enjoyed other things not related to the reading as expected. Sometimes, the teacher may ask a particular student to read and he/she reads as requested. But while reading, his mind is always thinking about other information he was dealing with or expects to deal with on the Internet.

Based on the interview data related to the effects of bad use of ICT in the teaching and learning of Kiswahili for the interviewed student, student 1i shared his opinion. He said:

It is a fact that on the Internet there are many interesting things and information and they often appear without us request for them. When you click on them they attract you and make you not follow the teacher. A student who wants to follow and fulfil a task must decide him/herself not to enter into all kinds of information that the teacher does not tell to enter. Many times, we learn to read Kiswahili by reading different articles and texts but we do not read them well due to lack of time. Because our time ends up playing online games, Facebook charts, and so on.

From the above extract, we see that we cannot trust our students in the use of ICT during the lesson. Therefore, the teacher should have appropriate ways to teach reading skills using technology. For example; the teacher can turn off all other computers and use one that shares information with the whole class and is controlled by the teacher himself. In addition, the students may be allowed to switch on theirs when a teacher is sure to manage and control them. This situation will make the students follow the teacher's instructions without being affected by other unimportant activities.

### **Effects of Misuse of ICT in Learning to Speak a Foreign Language**

Several experts including (Kavithara, 2017, Uwizeyimana, 2018 and Naciri, 2019) agree that ICT contributes significantly to the development of speaking skills. In addition, the results of our research show us that when ICT is misused, it causes losses and harm in the development of speaking skills. This situation is confirmed by the thoughts of the students during the interview. The following is one of the students' comments. 4i student said:

We are often faced with the challenges of speaking the standard Kiswahili language due to the complexity caused by the use of ICT. We use YouTube a lot but we come across expressions in Kiswahili that confuse us. We hear many pronunciations that are different from what we are used to in class. This situation makes us not believe what we learn in class.

The extract above shows us that students are troubled by the pronunciation and spelling they find on the Internet, which is often different from what they learn in class. This situation is due to the fact that the Internet receives everything, especially the different dialects of Kiswahili. In addition, artists have the freedom to violate rules and grammatical rules in their literary works. Therefore, students may be affected by non-standard Kiswahili due to the use of the Internet and this can make them lack confidence in speaking Kiswahili when corrected.

### **Disadvantages of Misuse of ICT in Learning Listening Skills**

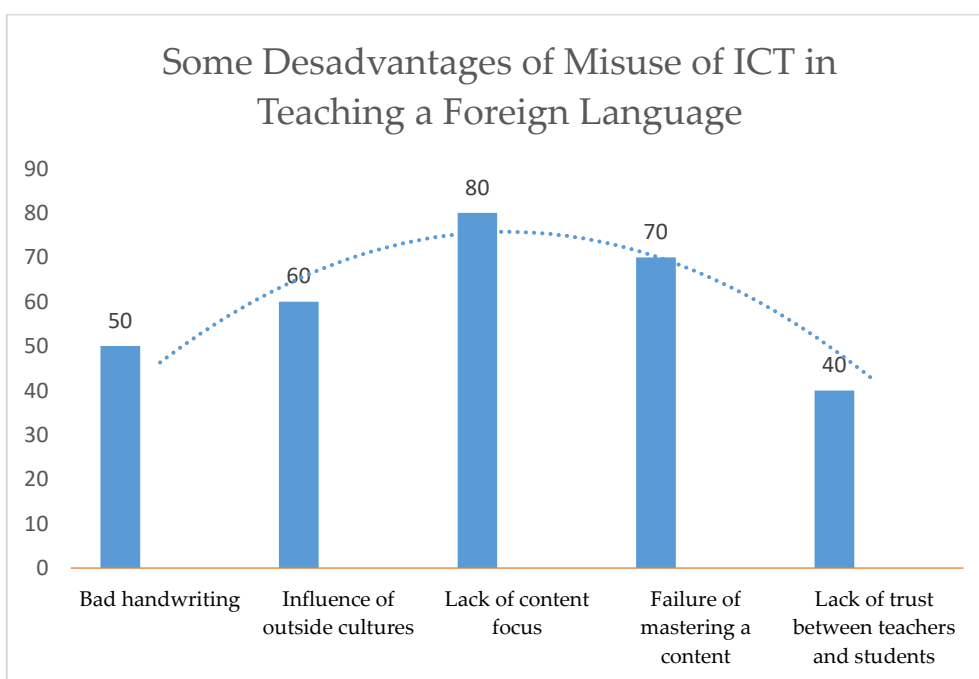
The results from our research interviews revealed that students hear some Kiswahili sounds from different dialects or due to the freedom of the composers and believe them to be correct. This situation can make them distrust their teacher because of the mistake of believing those who are born in Kiswahili. This debate also involved Kiswahili teachers so that they could give their opinion on this issue. Teacher 2a said:

The current challenge is due to the fact that our students believe more in the language used by various artists of the Kiswahili language. It is known that an artist can use grammar as he wants, he can make adaptations by translating some words from other languages, he can also shorten or prolong a word, and so on. Therefore, the students take the language of these artists as the standard due to their popularity and the argument that they are native to the Kiswahili language.

From the above extract, it is obvious that teachers are facing challenges that raise the loss of trust by their students due to the misuse of the internet by students. This situation is caused by the trust in online language more than the one they learn in the classroom. Many students do not realize that an artist or a composer has the freedom to not follow the rules of standard grammar of the language he is using in his art. Thus, he can use the language the way he wants regardless of its art. For example, in many types of poems, poets do not use normal grammar and vocabulary. In addition, students fail to understand that the Kiswahili language has many dialects that can all be found online. Thus, they may come across pronunciations or

spellings not taught in class and believe them as standard Kiswahili. In addition, many translation programs often do not use the correct structure to create sentences, perhaps they do not have the correct Kiswahili terms.

The analysis of questionnaire data showed that ICT makes students lack focus at a high level while learning a foreign language. The following chart shows the different disadvantages of misuse of ICT while teaching Kiswahili in Rwanda.



**Source:** Primary data from Rusizi district (2021)

According to this chart, it is clear that there are many disadvantages caused by the misuse of ICT while teaching and learning a foreign language. On the above chart, a lack of focus among the students while teaching and learning is exceeding others with 80%. Failure of mastering a content follows with 70%, influence of outside cultures with 60%, bad handwriting with 50% and the last is the lack of trust between teachers and students with 40%. Each consequence has more than 40% which a high percentage. This shows the dangerous of lack of management and control the students while learning. This task should not be for the teachers only but also the students themselves because the production is made by the owner.

### **How to Use ICT in Teaching and Learning Kiswahili in Rwanda**

Textbooks are no longer enough, teachers need to revise them and bring additional resources. This can be achieved by modifying the content (creating visual images, changing dialogue), simplifying the content, reviewing the content (creating games, tests, slideshows), and supplementing the content with online games, songs, videos, and so on (Korlotyan, 2015). Language teachers have a big task to change the teaching and learning that emphasized the use of textbooks to the teaching and learning that emphasizes the use of IT. This is due to the fact that due to many activities in the world, people are learning languages more online than face to face. Therefore, it is better to implement and improve appropriate strategies in second language teaching so that the field of education, especially language education, continues to last.

Chepkemoi (2017) explains that in Kenya, the use of drama and games through ICT while teaching Kiswahili has improved the performance of Kiswahili across the country. Kenya is a neighboring country to Rwanda and all these countries are in the East African Community. However, Kenyans use Kiswahili language as their mother tongue but their dialect is not a standard one. This means that they learn the same Swahili as the Rwandans do which is not their native dialect. Therefore, it is obvious that ICT can contribute to teaching, spreading, and improving the teaching of Kiswahili even in Rwanda as it is in Kenya.

### 5.1 How to Use Google Translate in the Teaching and Learning of Kiswahili in Rwanda

Google is a site on the Internet that is used to find pages and information of all kinds using a program called a "search engine". Google offers some types of web 2.0 programs such as, Google Translate, YouTube, Wikis, DropBox, Blogs, Evernote, SkyDrive and Google Apps for education and communication (Downs, 2007; Miller, 2011). This means that teachers and students can use web 2.0 for teaching and learning Kiswahili. Several web 2.0 programs have been developed for open use. These basic programs of the web are useful and interactive in teaching and learning. In addition, all these programs are exciting and easy to use by students as well as their teachers (Amin, 2020).

Google Translate is one of the most useful and easy-to-use Google programs for language learning. Students can use this program to increase their



vocabulary, learn to write and read. Google Translate also focuses on how to listen to translated content. Thus, it is obvious that this program can help Swahili teachers and students a lot in the classroom and even outside the classroom. During the interview, teacher 2a explained to us how she uses Google Translate. She said:

Google Translate helps me a lot when I want to translate Kinyarwanda or English words or information into Kiswahili. This program gives me direction even though it can often mislead a person, especially in the structure of Kiswahili sentences which is not related to that of Kinyarwanda or English.

From the explanation of teacher 2a, it seems that he uses the Google Translate program. As she said, this program requires certain knowledge about both used languages because it sometimes gives incorrect results mostly due to the different forms of the used languages. Therefore, it requires a user to make some additional corrections.

Using this program, you open Google engine, type Google Translate and it comes up. You have a list of many languages; you choose the languages that you want to use. The original written language is on the first side and the resulting language (translation) is on the second side.

### **How to Use YouTube in Learning a Foreign Language**

A study conducted by Uwizeyimana (2018) confirmed that a large number of Rwandans have mobile phones. Therefore, there is a greater possibility of learning a language with the help of a phone than with other materials.

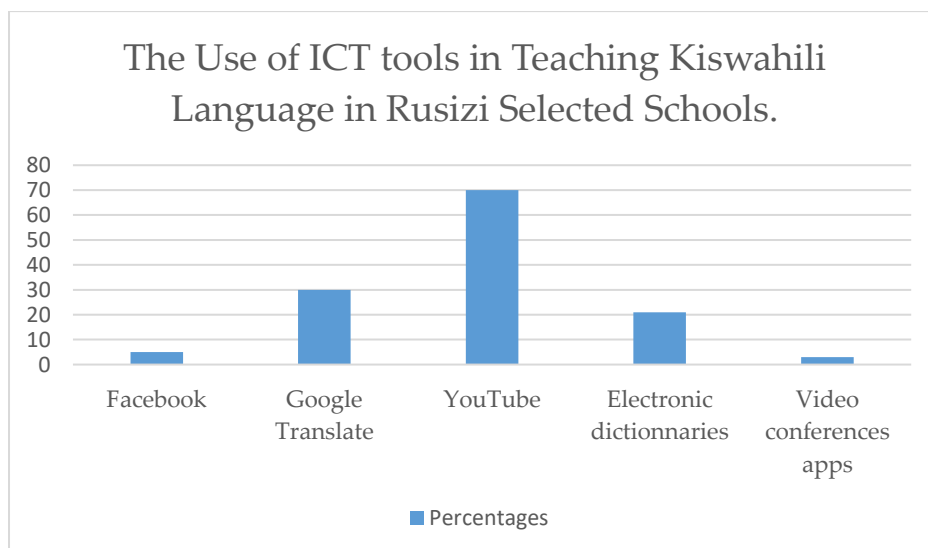
The results from the observation showed that some Kiswahili teachers use YouTube during teaching. We noticed that in 4 schools the teachers had teaching using videos that were downloaded on YouTube. The students also seemed to get used to and interested in the videos. In addition, teachers do not direct students to use links and websites for learning standard Kiswahili grammar that is reliable. For example, websites that teach languages, are often on the YouTube platform. Even some radio and television shows put their videos on YouTube because that's where they can be reached more people. Therefore, it is better for the teacher to guide the students on how to use YouTube. The teacher tells the students that when

a person finishes opening the YouTube program, he writes down what he wants to see.

Many students have electronic dictionaries on their phones or with their parents. I don't have my phone but I put a dictionary on my mother's phone because she doesn't use it much. When I'm at home and bothered by the meaning of a Kiswahili word, I check it in two languages because I have an English-Kiswahili dictionary and a Kiswahili-Kinyarwanda dictionary. These dictionaries help me a lot because I know more words in Kinyarwanda and English than in Kiswahili. So, I write a Kinyarwanda or English word and I get its Kiswahili. Many students do not know this matter of downloading, putting the dictionary in the phone, and using it in vocabulary learning as a mobile dictionary.

The description of student 4i explains that although he knows how to use an electronic dictionary, many students do not know how to use it. This dictionary is a basic program in language learning, especially vocabulary, easy to use and free. observation also noted that all Kiswahili teachers have English-Kiswahili dictionaries on their phones. This situation shows us that at least teachers and students express the importance of using ICT in language teaching and learning as their main subject. The problem is that teachers do not emphasize or direct students to use the electronic dictionary so that they are able to use it even after class.

According to the questionnaire, we draw a chart that shows the levels of using different ICT tools in teaching Kiswahili to the selected schools.



**Source:** Primary data from Rusizi district (2021)

It is obvious that YouTube is more used. This is because, on the part of respondents, this app helps them meet native Kiswahili teachers. This means that it is easy to be taught by competent teachers in the target language. The respondents told us that YouTube is suitable for teaching grammar, vocabulary, and all language skills. Therefore, it became popular due to its popularity of getting all the information one needs. On the other hand, the use of video conferences apps is still at a very low level, although it is very important. Its importance comes from its popularity in various activities of life where even exams for many jobs are done through these apps.

Due to globalization, people are holding meetings on their activities such as business, marketing, selling, buying and others to share trustfulness among the people who are in concern despite the distance between them. Therefore, it is better to practice it before especially, during language learning where a teacher can organize a conversation between native speakers and students via online conference.

### **Discussion and Conclusion**

This article has discussed and presented the research results guided by the research objectives. The result itself is that ICT is suitable for teaching and learning a foreign language in Rwanda. This is due to the fact that

technological materials are available at many schools as a government policy. In the context of language teaching and learning, ICT is suitable for teaching language components (vocabulary and grammar) as well as skills (writing, reading, listening, and speaking). In addition, the article has discovered that if teachers and students are not careful about the use of ICT, it can cause many losses in education. The disadvantages include student failure, exposure to outside cultures, and misbehavior, lack of learning focus, lack of content mastering, lack of trust between the student and teachers to name a few. Finally, the article has identified how some electronic programs such as Google Translate, WhatsApp, electronic dictionaries, YouTube, Google, and others can be used in the process of teaching and learning a foreign language especially Kiswahili in Rwanda.

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