

**EFFECTS OF AUDIO VISUAL
TECHNOLOGY IN ENGLISH
INSTRUCTION ON LEARNER
ENGAGEMENT**

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Introduction

- Technology in English Instruction – movies in English language instruction
- Use of movies attracts learner's attention and develops listening and communication
- Movies offer a visual context that activates schema relevant for reading comprehension (Mei-Ling Chen, 2012).

Introduction

- Studies reveal challenges in:
 - Teaching and learning culture
 - Class size
 - Inadequate media
- Materials available for use in the teaching and learning of English were majorly graphics
- Audio visual materials such as projectors, video and record players were mainly scanty
- **The is a strong relationship between use of instructional media and enhanced learning in English**

Purpose of the Study

Establish how the use of audio visual technology during instruction in English affects learners' engagement in English lessons in public secondary in Nairobi County

Objectives of the Study

- To find out challenges encountered in the use of audio visual technology during English instruction
- To establish strategies used to overcome challenges encountered with the use of audio-visual technology during English instruction

RESEARCH DESIGN AND METHODOLOGY

- **Research Design**

Descriptive research design – the choice of this design was informed by the desire to make an exhaustive analysis of audio-visual technology and student engagement by merging qualitative and quantitative data

Sub-county	Targeted Students	Targeted Teachers of English
Dagoretti	520	13
Embakasi	280	7
Kamukunji	320	8
Kasarani	440	11
Langata	240	6
Makadara	440	11
Starehe	240	6
Njiru	280	7
Westlands	400	10
Total	3160	79

341 students and 35 teachers of English

Sampling Technique

- Two sets of study units were required
- All teachers of English teaching F1 in each of the 79 schools were identified and assigned numbers between 01 & 79
- Simple random sampling through random number generation was then used to select the required 35 teachers of English
- Stratified and simple random sampling methods were used to select students

Instruments

- **Student Questionnaire** - to collect students' views on how audio-visual technology is used during English instruction and how it impacts on their engagement
- **Teachers' Interview Schedule** - to gather incisive views from teachers of English on existing frameworks for the use of audio-visual technology during instruction and the impact on student's engagement

Summary of Findings

- Majority of the students perceive inability to operate existing technology among teachers
- Inadequacy of available audio-visual technology
- Minimal time allocated for English lessons
- High student population
- Unpredictable power outages
- Scarcity of relevant audio-visual equipment

Conclusions

1. Public secondary schools have audio-visual equipment that arouses learner interest, curiosity and improves their perceptual and conceptual learning
2. Use of audio-visual technology hones students' skills in speaking, reading, comprehension and writing making them more proficient in English

Conclusions

3. The use of audio-visual technology enables students to acquire skills related to cognition, emotion and overall behavior
4. Minimal time allocated for lessons inhibits effective use of audio-visual technology.

Recommendations

1. The ministry of education together with government should ensure that all the public schools have adequate audio visual aids
2. The use of audio visual technology should be made compulsory in all the public schools since it arouses learner's interest in learning English as a second language

Recommendations

3. Training on the use of audio visual technology should be given to the teachers to make it easy to use
4. The ministry of education should also give refresher courses to ensure that teachers are abreast with the change in technology
5. More time should be allocated to the lessons in order to allow the students to use audio visual technology in depth

Thank You
