

Evaluating KICD Digital Content Audio Compact Disc Curriculum Materials for Language and Literature Education in Kenyan Secondary Schools

Bonyo Benard Odhiambo

Jaramogi Oginga Odinga University of Science & Technology.

Author E-Mail bennel06@yahoo.com

Abstract: This paper describes a study on evaluation of the suitability of Kenya Institute of Curriculum Development (KICD) radio broadcast Audio Compact Discs (CDs) as teaching materials in secondary schools. The evaluation involved listening to CDs based on the five prescribed literary texts several times and used a note book and a listening guide to record information regarding the suitability of the CDs. The findings of the study revealed the following strengths; of the five set text based CDs, all had stated specific objectives clearly; they addressed quite relevant and sufficient content about literary aspects of the texts and were interactional with the learning audience. The contents were coupled with relevant illustrations and appropriate music which captured attentiveness of the listening audience and therefore made the learning interesting. However, the findings indicated certain subtle weaknesses; they were over ambitious since they attempted to cover many concepts at the end of every 15-20 minutes at the expense of providing detailed explanation on a particular concept. The CDs also disregard the relevance of the integrated English approach which is the policy framework within which the curriculum developer expects English language teachers to use for instructional purposes in secondary schools. Moreover, they lacked broadcast teaching guides. The study recommended that a review to include the integration and more lesson time would not only develop a more relevant curriculum but also offer insights and models on how language educators need to incorporate the CDs into the Integrated English Language Curriculum classrooms.

Keywords: Audio, CDs (compact discs), language education, integrated English language, teaching materials.

1. INTRODUCTION

The period 2002-2010 was particularly important to researchers interested in material development in Kenya for several reasons. The year 2002 marked the first major review of the basic education curricula since the onset of the school materials Policy on Publishing, Procurement and Supply (MOEST, 1998). The 1998 policy which developed selection guidelines was conceived within an educational publishing, procurement and supply environment that had, since independence, experienced the domination of publishing industry by government, to the chagrin of the private sector. Citing a report on material provision in Kenyan education by McGregor, Mortimer, and Lisher (1990), Rotich (2000) captures the scope to which the market was skewed, with the Kenya Institute of Education, (currently Kenya Institute of Curriculum Development-KICD), Kenya Literature Bureau (KLB) and the Jomo Kenyatta Foundation (JKF) commanding over 90% of the market. In spite of this, KICD and KLB maintained the largest share of books and material provision for secondary school curriculum including audio-visuals.

Definition of audio, without doubt, may vary from context to context; however, a basic characteristic which may help to describe audio can be its conveying messages in an audio environment. Wamalwa and Oluoch (2013) describe audio

International Journal of Novel Research in Education and LearningVol. 5, Issue 2, pp: (17-28), Month: March - April 2018, Available at: www.noveltyjournals.com

material as texts that can be heard and recorded in tape or CD and any recorded dialogue, speech, song, music for language classroom. Like its definition, the way how it is applied in language and literature classrooms are also varied. While it can be used as a teaching aid for a specific linguistic structure such as presenting a dialogue from a literary text in order to practice particular vocabulary items, it can also be the sole material on which a whole lesson is maintained as in the case of asking the students to listen to a radio broadcast lesson, to prepare further activities on the audios and to provide feedback for these audios. Of course not limited to these ensamples is that the manner of using audio materials as an instrument depends on the creativity of the teacher who is expected to integrate it effectively with SMART objectives and goals at the right time.

The use and availability of Compact Discs (CDs) based on set books as teaching materials in the delivery of language education lessons have been scarcely documented in educational literature in Kenya. In Kenya, there have been various policy frameworks such as Sessional paper No. 1 (2005); National ICT Strategy (2006); and vision 2030 that direct and advise on the use of ICT most of which have been put into legal documents or harmonized for smooth provision of ICT education. This has also witnessed the continued implementation of ICT in language and literature education through curriculum digital content development and teaching/learning materials. With the global move towards ICT use in education, Kenya in the 21st century has not fully implemented an ICT philosophy nor has it fully addressed the main challenges that come with ICT education in spite of workable ICT policies entrenched in ICT Education Policy placing emphasis on making education the avenue for equipping the nation with ICT skills, and supporting the development and delivery for digital content (e-curriculum) (Sessional paper No. 14, 2012). It is against this background that the study set out to establish the relevance of KICD CD audio materials currently used for language education instructional materials.

The purpose of instructional materials is to promote efficiency of education by improving the quality of teaching and learning. Incorporating these tools and materials present, support and reinforces teaching. According to Aduwa-Ogiegbaen and Imogie (2005), these may include traditional materials such as chalkboards, hand-outs, charts, slides, overheads, realia, and videotape or film, as well newer materials and methods such as computers, DVDs, CD ROMs, the Internet, and interactive video conferencing.

Dick and Carey (2001) add that these materials and resources including audio tape recorders, opaque projectors, over head projectors, still pictures, programmed instruction, filmstrips, maps, charts, graphs and many more offer a variety of learning experiences individually or in combination to meet different teaching and learning experiences. Other investigators including Jimoh (2009), Yeager (2000), Ogbondah (2008) have similarly emphasized the importance of instructional materials and resources in the effective delivery of social study lessons in secondary schools. These views have been corroborated by international investigators including Bolick, Berson, Coutts and Heinecke (2003), Kadzera (2006), Abdo and Semela (2010), Jotia and Matlale (2011) and Dahar and Faize (2011).

The significance of audio particularly in language teaching has been underscored with the increase in communicative language teaching theories around the world. Researchers have conceded that its role in enhancing learning cannot be denied. In addition to discussions on audio use and communicative teaching (Cummins, 1989; Ciccone, 1995) emphasize its role in intercultural communication and (Phillips, 1995) asserts it has become prominent recently. The use of audio as a source representing the target language and its culture has been found an effective teaching instrument. As cited by Coniam (2001), audios have gained attraction in language classroom in addition to communicative and cultural sides. They represent context and discourse (Geddes and White, 1978), paralinguistic features (Stempleski and Arcario, 1992), and can be used as an assessment source in language classrooms (Brett, 1997). Besides these, a recent study by Canning-Wilson (2000) concludes that especially language students like learning language through the use of audio which make language teachers see them as a tool that can stimulate learning and useful to the learner (Wright, 1976). Last but not least, the significance of audios in classrooms is related with its authenticity (Fatunmbi, 2005). For the past two decades, language teachers have been trying to find new ways to make language learning real-like. Audios have been seen a solution especially in EFL contexts where students have limited access to authentic materials and use of the target language. They are considered as a shelter, are believed to provide the learners with appropriate audio input which help them acquire new knowledge. Katchen (2002) expresses similar ideas by saying that audio materials provide authentic language input in language classrooms and provides vicarious contact with speakers of the language (River, 1981).

Despite the significance of the audio instructional materials, schools are yet to exploit them worldwide. According to Capper (2003) points out that this is because many teachers who have access to the technology will not use it because they do not have technical knowledge and are satisfied with their current approach to teaching. He says that these teachers

either find many difficulties while using technology or they do not have sufficient time to gather relevant lessons supported by technology. Park and Bae-Son (2009) who investigated factors affecting use of technological aids in the classroom also reported that it is time-consuming for teachers to search for appropriate on-line EFL materials and integrate with textbooks to meet the levels and needs of students. Gorder (2008) observed that the difference between technology use and technology integration for learning is that integration implies frequent operation within lessons yet they are rarely availed hence non use by teachers. Gorder adds that integrating technology with lessons of the course books can make the teaching-learning process more meaningful than expected though teachers rarely do so. Moreover, Bude Su (2009) considers EFL teaching and learning becoming monotonous when the language teachers are compelled to rely on the textbooks as the only source of language input even when materials such as audio tapes are available. In Kenya, Odera (2006) found that many schools had poor reception of KICD broadcasts of these CDs and stopped using the radios yet instructional materials that are auditory like radio and recorded programs give external and internal stimuli a part from aiding in presentation of content to break monotony (Odera, 2006).

The audio medium is important because it provides flexible and stimulus variation to cater for the language learning needs of individual students (Celce-Murcia, 2001). Alley and Jansak (2001) emphasize that the teachers' best strategy to prepare for teaching is to use learner-centered teaching principles, translate these principles into practices, and think creatively while using technology instruction methods such as recorded CDs. According to Bude Su (2009), the instructional methods, classroom activities, the content delivery formats, the role of teachers and students need some level of modification when technology becomes an integral part in the classroom since prescribed textbooks are considered to be very important in language learning. Utilizing these technological aids with innovative teaching practices can make the teaching-learning process more effective and interesting (Alley and Jansak, 2001).

Language education materials should be integrated in all disciplines by employing formal and non formal methods and effective means of communication including audio materials like CDs for teaching. According to Ranasinghe and Leisher (2009), integrating technology into the classroom begins when a teacher prepare lessons that use technology in meaningful and relevant ways. However, in many instances, technological aids do not support the curriculum, rather, they dominate it for undocumented reasons. Indeed, a study conducted by Maniruzzaman and Rahman (2008) on the use of audio aids in the EFL class at the tertiary level in Bangladesh suggested that lack of teacher training, insufficiency of audio equipment and material, and the indifference of teachers hamper the use of audio aids in the EFL class. According to Gilkani (2011), most of the EFL teachers are aware that native speakers' accent, rhythm and intonation used in the audio materials pose a difficulty to the students which are a serious weakness. Therefore, According to Peachey (2003), in order for students to get accustomed to the voice or the tempo, they need to listen for at least three or four times. Prior to listening, it is also necessary to grant students with a short period of time for reading the questions they are going to answer while listening.

According to Keene (2006), information from audio materials requires processing of different modes of communication which include verbal, sounds and subtitles. Keen is of the view that these kinds of materials can be used in a multi-skills lesson to enhance learner interaction through productive and receptive skills because audio methods in teaching and learning create longer lasting experiences and relate readily to other sensory experiences (Wamalwa & Wamalwa, 2014).

Learning through the five sensory experiences is distributed as follows; learners retain: 1% of what they learn through taste, 1.5% of what they touch, 3.5% of what they smell, 11% of what they hear (unless impaired) and, 83% of what they see unless they are visually impaired (Douglas, 1964). This large percentage attached to learning by seeing justifies the need for use of audio-visual in teaching and learning for effective instruction and there is no effective sight without hearing. Indeed, recent studies have shown that a learner retains 80% of what they hear and see but only 50% of what they hear and 30% of what they see. (Gathumbi, et. al, 2008). Swank (2011) stressing the effectiveness of visual materials in learning, estimated that about 40% of our concepts are based upon visual experience, 25% upon auditory, 17% on tactile, 15% upon miscellaneous organic sensation and 3% upon taste and smell. With the above assertion, it becomes clearer why audio materials are important in the teaching and learning processes even without the visuals. In the three circumstances, hearing is second only to seeing implying that audio materials such as CDs enhances learning even when used alone. This is because the hearing and listening bring the different sensory experiences together to contribute a 100% clarity.

As such, educators call for language education reforms in various aspects of classroom processes including pedagogy where approaches such as that of using audio teaching materials can be used to open up discussions during language lessons. Koç (2005) says that the integration of technology into curriculum means using it as a tool to teach academic subjects and to promote higher-order thinking skills of the students. It is therefore argued that the use of CDs in language education is essentially powerful in developing language attitudes, skills, and values among learners. Betül (2014) asserts that audio materials provide a promising medium for language education as learners acquire information beyond their classroom teacher and aids direct sensory experience to the students (Karnad, 2004). It is from this realization and the influence of language tutors on their desire to use CDs in enriching their language lessons that this study was designed.

The objective of this study was to evaluate the content suitability of KICD CDs use on language education for the current integrated secondary syllabus. It involved determining strengths, weaknesses and relevance and make recommendations on how to improve and use the CDs for instructional programs during language lessons. Evaluation is based on how well media performs the intended task. Some researchers, have observed that evaluation of materials vary depending on purpose and may be done systematically in three stages: pre-use (materials selection), whilst-use and after-use (Masuhara,1998; Tomlinson, 2003). McGrath (2002) examined similar processes, “pre-use”, “in-use” and “post-use” evaluation while Rubdy (2003b) suggested a framework including psychological validity (learners’ needs, goals and pedagogical requirements); pedagogical validity (teacher’s skills abilities, theories and beliefs); process and content validity (the thinking underlying the materials writer’s presentation of the content and the approach to teaching and learning respectively). According to Hutchinson (1987), in order to make an informed selection, with long-term sustainability in mind, teachers should look “underneath materials” in order to make selections and develop awareness of their own teaching-learning situation. The practice of materials evaluation develops awareness by encouraging teachers to analyze their pre-suppositions about the nature of language and learning, establish priorities, and consider materials as an integral part of classroom processes.

Some authorities suggest the following criteria in the selection on instructional media be adopted, (Twoli, et. al, 2007): Select the best available material to realize a goal or lesson objective; the material should then make the learning situation more realistic and concrete; the material should be appropriate for the age, intelligence, interests and experience of the learners, the material should make learning easier and quicker, the material should present information in an interesting manner; it should supply a concrete basis for conceptual thinking; materials should stimulate critical thinking of students; the resource should provide for integration of subject matter; the material should present up to date information on the topic; such material should be worth the time, expense and effort involved in its use; the lesson should be content driven and not media driven.

2. METHODOLOGY

2.1 Sample

Sampling was unnecessary in this study since listening to all the CDs based on the five prescribed school literature texts was possible in order to fairly comment on the suitability of each CD for use during the language lessons. The CDs were based on the following five prescribed literature school texts for forms three and four: Margaret Ogolla’s novel, *The River and the Source*, Bretcht’s play, *The Caucasian Chalk Circle*, Macmillan publisher’s Anthology of short stories, *When the Sun Goes Down and other Stories*, Francis Imbuga’s play, *Betrayal in the City* and Witi Ihimaera’s novel, *The Whale Rider*. A total of 48 CDs were therefore studied for a period of six months.(See Table 1)

2.2 Selection of the Literary Texts

In Kenya, school texts selection currently takes place with complete teacher involvement. There is evaluation at the KICD, which includes teacher evaluators who use a checklist of criteria against which materials are graded and recommended to the Ministerial Textbook Vetting Committee (MTVC) for approval. Parts of the emphasis on selection are based on the following guidelines which the five prescribed texts fulfilled: syllabus coverage, content of books, illustrations and layout, exercises and activities, price, durability and overall assessment (MoEST, 2010). This leads to a list of MoEST approved books, with a maximum of 6 approved books from different publishers per subject. Public schools are expected to receive circulars on selected literary texts from the quality assurance department. This process is what led to the current texts which are studied in forms 3 and 4 in Kenyan secondary schools and upon which the CDs under study are based.

2.3 Instruments for Data Collection

A note book and a listening guide were used in this study. In the listening guide, information regarding individual CDs that were listened to was recorded. The guide had three items: the first item gathered information related to organization, content and actual time allocations. The second item was meant to record points of strengths and weaknesses and the third item collected information on relevance of the materials for language teaching within the integrated policy framework for secondary schools, colleges and universities. The notebook was used for writing down ideas that could not be recorded in the listening guide.

2.4 Procedure Used in Evaluating the Instructional Materials

In an endeavor to study and evaluate the CDs for suitability, the researcher had to listen to all the CDs. Each had lasted within 15-20 minutes when they were left to run through and was listened to separately without interruption. The second, third and subsequent listening depended on the necessity to rewind the CD for several hearings and listening, clear comprehension so that the relevant information about the CDs was well captured in the note book and listening guide.

2.5 Data Analysis

Qualitative thematic analysis methods were used to analyze the texts. Braun and Clarke (2006) define thematic analysis as a method for “identifying, analyzing and reporting patterns within data.” Information from the listening guides were transcribed for content and arrived at both inductively and deductively. Engagement in the data generation and transcription processes led to the expectation of certain themes according to the objectives. This data was then coded and a closer reading of coded data extracts led to sub-themes. At the same time re-reading of the data items led to the generation of new themes.

3. FINDINGS AND DISCUSSION

3.1 Content organization, coverage and presentation

Regarding content of CDs on school prescribed literature texts; there was a common pattern of content organization. They begun with review of the previous lesson broadcast program followed by a statement of a specific objective and lesson content outline to be covered at the end of the present program. At the beginning of each text there was a brief introduction to the text and its author, issues tackled, setting and the structure of the text. This finding resonates with Ranasinghe and Leisher (2009) who says integrating technology into the classroom begins when a teacher prepare lessons that use technology in meaningful and relevant ways.

After such outline, a description of a literary concept or event under presentation was done, questions and responses were prompted to students and adequate illustrations were provided to clarify concepts. The teacher was prompted to write on the chalkboard as students copied or asked to respond to radio teacher’s question or reading. The content and delivery approach which is quite participatory and important for language skills development was noted during the lessons. At the end of each program, some questions were given for further discussion or research by students. This is in agreement with Koç (2005) who reports that the integration of technology into curriculum means using it as a tool to teach academic subjects and to promote higher-order thinking skills of the students.

3.2 Strengths of the CD audio materials

A closer scrutiny of the CDs identifies three different strengths. First, they have covered and presented some important and basic explanations about literary concepts in a simplified language and clarity. A literature student listening to the CDs grasps basic definitions of literary aspects such as plot, characters and their roles, themes, language and stylistic devices with precision of details.

Second, the content presentation was well done coupled with relevant illustrations and appropriate use of background music in the middle for pauses and at the end as teacher or student activity takes place. The music broke the monotony of talk, questions and answers, reading and writing though they may be a distant distracter to some learners who may not be used to such.

The third strength was the organization of content and its delivery. The audio materials covered the whole classroom processes regarding beginning, continuity and ending of a lesson. At each lesson stage, they involved learners as the lesson developed from introduction to conclusion. Moreover, the CDs presented evaluation and further research

components that provided learners with independent study even though neither the radio teacher nor the classroom teacher could do a follow up because the lessons wrapped up conclusively.

3.3 Weaknesses of the CD Materials

Despite the fact that the CDs covered relevant literary aspects of texts as discussed in earlier sections, they had the following weaknesses: the CDs were over ambitious since they attempted to cover many concepts at the end of every 15-20 minutes at the expense of providing detailed explanation on a particular concept. The precision of detail therein could be a hindrance to learners with low language level. This is because presentations in all instructional materials focus more on provision of literary information at the expense of detailed elaboration on the concepts. It is apparent that learners and teachers may be left looking for more details to scaffold their understanding of concepts under presentation. Therefore, there is a need to balance literary content and concept elaboration.

Second, the CDs disregarded the relevance of the integrated English approach which is the policy framework within which the curriculum developer expects English language teachers to employ in secondary schools. The CDs were totally disintegrated and had used the traditional analysis approach under sub headings of literary aspects such as plot, characters, themes and style. Moreover, they lacked broadcast teaching guides which an English language teacher might use promptly to anticipate and plan what the radio teacher expect and even continue with the 40 minutes lesson to the end. This may enable the regular teacher's preparations to complement the radio broadcast teacher according to the varying learning needs in diverse contexts. Abdullah (2014) reported that audio materials help the learners to have ideas about the correct pronunciation of the target language for which teachers should provide clear instructions before starting the listening. If the learners know the reason of listening to a text, they will be more attentive and engaged in active listening.

3.4 Relevance of the CDs Audio Instructional Materials

In spite of the weaknesses presented, the KICD CDs in this study were quite relevant in different ways. The fact that the content had context relevant illustrations, and were appropriate to the secondary and tertiary levels in terms of literature teaching make the materials relevant to Kenyan students in form three, four and beyond.

Using Twoli's (2007) criteria to evaluate the material's relevance, it was found during this study that the contents of all the CDs were very relevant to the texts whose literary analysis they attempted as shown in table 1. The findings indicate that the content covered in the CDs is generally appropriate and relevant for not only forms three and fours but also for tertiary levels. The instructional materials cover literary concepts which seem to provide learners with textual information for a broader knowledge. Such concepts include plot events in chapters and acts, characterization, major themes, language use and style in novels, stories, and plays. In line with Koç (2005) who argued that the integration of technology into curriculum means using it to promote higher-order thinking skills of the students, the use of questions during and at the end of each lesson broadcast develops critical thinking. Each CD has its last program presenting evaluation and revision questions based on the entire text and mainly focus on the key literary aspects. More importantly, the CDs demonstrate the interrelatedness of contemporary issues in the texts and the society. It is on the basis of such knowledge that the learner's attitude, concerns and values are challenged to illustrate the relevance of the literary text.

The learning information and activities for broadcast were generally appropriate and accurate and could therefore be fully used as complementary resources by language and literature teachers to enrich the teaching and learning of different concepts in the 2002 integrated English language syllabus. Teachers can organize their literature and language lessons in a way that they extend the concepts in the CDs to impart the receptive and productive language skills of listening and reading on the one hand and speaking and writing on the other quite effectively. This, teachers can do by taking the rest of the 15-20 minutes using appropriate guiding questions and discussions based on each concept presented during the broadcast. This follow up approach may help regular language teachers fill the teaching gaps left by radio broadcast teacher thereby enabling learners comprehend and perceive the literary concepts from a broader viewpoint. Therefore, all the materials were relevant for all levels where such texts could be used for literary studies- such as secondary schools, tertiary and universities.

3.5 For Secondary schools

It was found during this study that the contents of cassettes with the prescribed school text titles were very relevant and useful for secondary school students. This was because of the literary concepts and learning activities they contained. They addressed the textual content in the traditional method of background, textual structure, synopsis, plot, themes,

International Journal of Novel Research in Education and Learning

 Vol. 5, Issue 2, pp: (17-28), Month: March - April 2018, Available at: www.noveltyjournals.com

characterization and roles, stylistic devices and language use. The CDs summarized in Table 1 can as well be used by secondary school English language teachers as a major teaching aid to enrich the teaching and learning of literary aspects of the texts as outlined in Kenya Certificate of Secondary Education language syllabus section on focus on literature and revision of context and essay question in the Kenya Certificate of Secondary education examination. Language teachers can organize their lessons in a way that they consider will ease the use of appropriate CD program and expose students to the concepts and the literary texts through guiding questions and discussion questions in the CDs.

Table1. KICD CD materials for teaching specific literary concepts in language education for F3 & F4

CD No.	CD Title	Concepts
1-8	The River & the Source	Events in Parts 1-4, synopsis, plot, characterization and roles, Themes, language & style; context & essay questions.
1-7	The Caucasian Chalk Circle	Events in Act 1-5 scenes, synopsis, plot, characterization & roles, Major themes, language & style; context & essay questions.
1-21	When the Sun Goes Down & other Stories	Events in Stories, synopsis, plot, characterization & roles, major themes, language & style.
1-3	The Whale Rider	Events in Chapter 1-21, characterization & roles, synopsis, plot major themes, language & style; context & essay question.
1-9	Betrayal in the City	Events in Act 1-5 scenes, synopsis, plot, characterization & roles, Major themes, language & style; context & essay questions.

Source: Researcher's computation from listening to the CDs

3.6 For Tertiary and University Education

On the other hand, the CDs were found to be equally useful and relevant for Diploma Teacher Education course and the universities as summarized in Table 2. These CDs presented the literary concepts in line with the college and university language education curriculum that presented the study of the literature texts in a global approach, namely; studying of texts based on the national, regional, continental and global boundaries. As such, the texts studied in these institutions range from Kenya, East Africa, Africa and the world. The focus on literary studies at these levels is based on literary analysis, appreciation, criticism and language use. This knowledge is relevant to college and university students because they get to understand about the various demands of textual and literary analysis of the various literary genres which they are expected to apply in the teaching of prescribed texts at secondary level. The content of the CDs for this category of students can still be used as resource in literature lessons. This validates Betül (2014) proposal that audio materials provide a promising medium for language education as learners acquire information beyond their classroom teacher. In this case, the CDs are considered relevant.

Table2. KICD CD Materials for Teaching Literature in Language Education for Teacher-Trainees

CD No.	CD Title	Boundary	Concepts
1-8	The River & the Source	Analysis of a novel from Kenya/ East Africa	Literary appreciation & literary language
1-7	The Caucasian Chalk Circle	Analysis of play Europe/the rest of the world	Literary appreciation & literary language
1-21	When the Sun Goes Down & other stories	Analysis of an Anthology of short stories	Theories of literary criticism
1-3	The Whale Rider	Analysis of novels from Carribean/Latin America.	Literary appreciation
1-9	Betrayal in the City	Analysis of play from Kenya/ East Africa & Africa	Literary appreciation & literary language

Source: Researcher's computation from listening to the CDs

3.7. Suggestions for improvement and effective usage of the CDs for Language and Literature Education

Capper (2003) points out that many teachers who have access to the technology will not use it because they do not have technical knowledge and are satisfied with their current approach to teaching. He says that these teachers either find many difficulties while using technology or they do not have sufficient time to gather relevant lessons supported by technology. Moeller and Reitzes (2011) contend that practicing EFL teachers should be given training in the effective use of audio-visual aids and resources. Individual teacher's self-awareness and expertise in the use of teaching-aids has a direct impact on the classroom environment. Given an opportunity to improve audio CD materials presentations, the researcher would do it at two levels: Method-wise and content-wise.

At the method wise level, the following 2 ways will prevail; pre- broadcast teacher activity and post-broadcast teacher activity. During the pre-broadcast teacher activity, the teacher would first, derive topics and SMART objectives for all CDs and state them just before the beginning of each broadcast lesson ahead of the radio teacher's presentation. This makes the teacher and learners aware of the specific content and scope of the lesson and so able to follow the broadcasts and its illustrations appropriately. Second, the regular teacher would reorganize the content to be presented in such a way that they begin from the known to the unknown. The known would involve revising the previous broadcast content and its assignments while the unknown would dwell on the new concepts to be taught. There should be sufficient and concrete illustrations both from the text and real life for learners to see the relevance of the texts as a mirror of the society. Last, the broadcast teacher would review the lesson by asking the learners to respond to some questions which in effect sums up and evaluates the learners' understanding of the broadcast lesson. Finally, the radio teacher would summarize the lesson by providing answers to the broadcast questions and thereafter give the assignments for further research. This would mark the end of the radio broadcast. At this point, the regular teacher would take up the lesson with post- broadcast activities.

During the post-broadcast activities, the regular teacher would follow up the just ended broadcast beginning with a clarification of the assignment. The follow up may comprise group or class discussion on what the radio teacher has assigned the learners or even a question and answer session with the regular teacher. In essence, this session may require the radio broadcast guides on follow up activities which may connect with the next broadcast lesson. All discussions should end in either revisiting the texts for selected paragraph reading, arguing and justifying student answers from the texts, short essay writing for wall displays of the best and integration of selected grammatical items that the read paragraphs vividly illustrate.

At the content-wise level, two improvements may suffice. First, the regular teacher would find other ways to effectively use the CDs for language and literature lessons by selecting lesson parts such as introduction, content or conclusions. In such a case, all the students should understand what they have to do before a teacher starts to play, read or speak the listening text (Rosova, 2007). The implication is that the regular teacher needs thorough preparations that would enable embedding of the CD contents in such a fitting manner as to avoid missing the appropriate links of concepts in the program and regular lessons.

Secondly, developing a teacher's manual for instructional materials in the use of the CD broadcast would go a long way in easing the work of the regular teacher. The manual would be a guide on what the regular teacher should prepare to do before, during and after the radio broadcast lessons to facilitate the broadcast lesson. Nalliveetti, George and Ali (2013) opine that these resources are more appropriately used when new topics are being introduced in the classroom. During initial stages of integrating classroom sessions with technological aids, teachers may experience difficulties and failures. However, such a manual would help the teacher to embed the integrated syllabus into the radio broadcast CD materials. The third alternative way to which the digital content can be put to use is developing them for independent study where learners would listen and form cooperative learning groups to discuss concepts that were hard to grasp and consult their teacher only when all the students fail to understand the concepts in the broadcast.

3.8. Suggestions for further research

This study evaluated only CD materials of the KICD-CDs based on only one aspect of learning which was the use and relevance of the CDs in literature lessons. A further study could be conducted to determine teachers' know-how in integrating this into the integrated language lessons. In further studies, I would like to establish if using this audio material has effects on language learning and skill acquisition. For example, there are very few studies done on the relationship

International Journal of Novel Research in Education and Learning

Vol. 5, Issue 2, pp: (17-28), Month: March - April 2018, Available at: www.noveltyjournals.com

between these CDs and reading motivation. Also, so far in my teaching I have noticed that if students get used to using these CDs on the texts that they are supposed to read and write on, they read and write more and they participate better in class discussions. Therefore, a study on the effects of audio CDs on writing in the target language can be a research topic for another study. Contribution of audio on students' oral English performance can also be studied in another study.

Another suggestion would recommend sampling since there were no samples in this study. Therefore, sampling can be done in another study to include teachers and students. It should also be noted that the study was conducted without a specific context of an English as Foreign Language setting or English as a Second Language setting. Thus, drawing generalizations and applying the results of this small-scale study might lead to incomplete results. The study can be a call for other interested researchers to do experimental studies in their own lessons with the current study finding and suggestions in mind so that language educators can benefit from these studies on various teaching environments.

4. CONCLUSION

The focus of this paper has been to evaluate the relevance, strengths and weaknesses of digital content of 48 KICD Compact Discs on prescribed English literary texts. The study concluded that whereas the CDs were relevant in literary concepts and illustrations which enhanced literary discussions, they totally lacked in adequate time, the implementation of the integrated language approach as required by the English language syllabus in addition to teachers broadcast guide. The researcher therefore argue that for effective and appropriate use, the curriculum, material developer should consider reviewing and improving the content in line with the current integrated English language policy framework using suggested ways. Furthermore, a teacher's broadcast guide will effectively enhance the application of the CDs in classroom processes. This will ensure that the CDs are interesting and stimulating because this study has found them relevant for English language and literature teachers.

REFERENCES

- [1] Abdo, M. and Semela, T. (2010). Teachers of poor communities: The tale of instructional media in primary schools of Gedeo zone, Southern Ethiopia. *Australian Journal of Teacher Education*, 35 (7), 78-92.
- [2] Abdullah, al M. (2014). Effectiveness of Audio-visual Aids in Language Teaching in Tertiary Level, BRAC Institute of Languages (BIL) BRAC University, Mohakhali, Dhaka.
- [3] Aduwa-Ogiegbaen S. O. and Imogie, A. I. (2005). *Instructional communication and technology in higher education Ibadan*. Stirling Hordon publishers (Nig) Ltd.
- [4] Alley, L. R., & Jansak, K. E. (2001). The ten keys to quality assurance and assessment in online learning. *Journal of Interactive Instruction Development*, 14(3), 3-18.
- [5] Badriyeh, M. R, Mohamed, A. S, Reza, A. M. & Shankar, M. (2014). Deficiencies in teaching and learning English as a foreign/second language in the secondary schools of Iran & India, *Humanities, Arts and Literature (IMPACT: IJRHAL)*, Vol. 2, Issue 6, 5-14.
- [6] Betül B.G. (2014).An Investigation of Using Video Vs. Audio For Teaching Vocabulary, *Procedia - Social*
- [7] Bolick, C., Benson, M, M., Coutts, C and Heinecke, W. (2003). *Technology applications in Social Studies teacher education. A survey of Social Studies methods. Contemporary issues in technology and teacher education* 3 (3). [Online] Available: [http://www.citejournal.org/vol3/iss3/social studies/article/.cfm](http://www.citejournal.org/vol3/iss3/social%20studies/article/.cfm)
- [8] Bozimo, G. (2002). *Social studies theories and perspectives*. Onitsha. Outrite publishers and *Behavioral Sciences* 143 (2014) 450 – 457. (An experimental study)
- [9] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- [10] Bude Su. (2009). Effective technology integration: Old topic, new thoughts. *International Journal of Education and Development using Information and Communication Technology*, 5, (2),161-171
- [11] Çakır, İ. (2006). The use of video as an audio-visual material in foreign language teaching classroom, *Tojet* Oct. ISSN: 1303-6521 volume 5 Issue 4,p.62.

International Journal of Novel Research in Education and Learning

 Vol. 5, Issue 2, pp: (17-28), Month: March - April 2018, Available at: www.noveltyjournals.com

- [12] Canning-Wilson C. & Wallace, J., (2000). *Practical Aspects of Using Video in the Foreign Language Classroom*. The Internet TESL Journal, Vol. VI, No. 11, November 2000. Retrieved April 15, 2006. From internet: <http://iteslj.org/Articles/Canning-Video.2001.html>
- [13] Capper, J. (2003). Complexities and challenges of integrating technology in the curriculum. *TechKnowLogia*, 60-63.
- [14] Celce-M.M. (2001) "Language teaching approaches: An overview." in Teaching English as a Second or Foreign Language, M. Celce-Murcia (Ed.) Boston: Heinle & Heinle, pp. 3-11.
- [15] Ciccone, A. (1995). Teaching with authentic video: theory and practice In: Eckman, F.R., Highland, D.D., Lee, P.W., Milman, J., Weber, R.R. (Eds.), *Second Language Acquisition Theory and Pedagogy*. Erlbaum, Mahwa, NJ, pp. 203- 218.
- [16] Coniam, D. (2001). The use of audio or video comprehension as an assessment instrument in the certification of English language teachers: A case study. *System*, 29, 1-14.
- [17] Cummins, P., (1989). Video and the French teacher. *French Review* 62, 411±426.
- [18] Dahar, M.A. and Faize, F.A. (2011). Effect of the availability and the use of instructional materials on academic performance of students in Punjab (Pakistan). *Middle Eastern Finance and Economics* Issue 11.
- [19] Dick, W. & Carey, J.O. (2001). *The Systematic Design of Instruction*. New York: Longman Publishers.
- [20] Doosur, A., Sandra, M. I. (2013). The Use of Audio-Visual Materials in the Teaching and Learning Processes in Colleges of Education in Benue State-Nigeria, *IOSR Journal of Research & Method in Education (IOSR-JRMEPP)* 44-55.
- [21] Douglass, H. (1964). *The High School Curriculum*. USA: Ronald Press Company.
- [22] Erastus, J. W. & Eric W. W. (2014). Towards the Utilization of Instructional
- [23] Media for Effective Teaching and Learning of English in Kenya, *Journal of Education and Practice*, Vol.5, No.31, 2014 p.140
- [24] Gathumbi *et. al*, (2008). *Benchmarks for English Language Education Practitioners*. Nairobi: Phoenix Publishers.
- [25] Geddes, M. and White, R., (1978). The use of semi-scripted simulated authentic speech in the listening comprehension. *Audiovisual Language Journal* 16, 137±145.
- [26] Gorder, L. M. (2008). A study of teacher perceptions of instructional technology integration in the classroom. *Delta Pi Epsilon Journal*, 50 (2), 63- 76.
- [27] Jemima, D. (2013). Audio-Visual Aids in Teaching of English. *International Journal of Innovative Research in Science, Engineering and Technology*, Vol. 2, Issue 8, 3811-3814.
- [28] Jimoh, M. E. (2009). *The use of instructional materials in teaching Social Studies at the secondary schools of Kabba Bunu Local Government area of Kogi State* [Online] Available: <http://www.docstoc.com>
- [29] Jotia, A. L. and Matlale, O. J. (2011). Use of instructional materials in social studies: Impact on students' performance in primary school leaving certificate examinations in Botswana. *European Journal of Educational Studies*, 3(1), 111-122.
- [30] Kadzera, C. M. (2006). Use of instructional technologies in Teacher Training Colleges in Malawi. *Unpublished PhD Dissertation*, Virginia Polytechnic Institute and State University, USA.
- [31] Karnad, G. (2004). *The Fire and the Rain*. New Delhi; Oxford University Press.
- [32] Katchen, J. E. (1996). Using authentic video in English language teaching: Tips for Taiwan's teachers. Taipei: The Crane Publishing Company, Ltd Video in ELT—Theoretical and Pedagogical Foundations. Proceedings of the 2002 KATE (The Korea Association of Teachers)

International Journal of Novel Research in Education and Learning

 Vol. 5, Issue 2, pp: (17-28), Month: March - April 2018, Available at: www.noveltyjournals.com

- [33] Keene, M.D. (2006). Viewing Video and DVD in the EFL Classroom. *Bunkyo Gakuin University Journal, Vol.8 (1)*, 217-234.
- [34] KIE (2002). Secondary Education Syllabus, Volume one, Languages, Nairobi: Jomo Kenyatta Foundation.
- [35] KIE (2008). Diploma Teacher Education Syllabus, Volume Four, Languages. Nairobi: Kenya Institute of Education.
- [36] Koç, M. (2005). Implications of learning theories for effective technology integration and pre-service teacher training: A critical literature review. *Journal of Science Education, 2, (1)*, 1-16.
- [37] Maniruzzaman, M. & M.M. Rahman. (2008). The use of audio aids in the EFL Class at the tertiary level: A plus or a minus? *Daffodil University International Journal of Business and Economics, Vol. 3 (1)*, 121-137.
- [38] Masuhara, H. (1998). What do teachers really want from coursebooks? In B. Tomlinson (Ed.), *Materials Development in Language Teaching* (pp. 239-260). Cambridge: Cambridge University Press.
- [39] McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
- [40] MoE (2010). A summative evaluation of the secondary school education curriculum (Draft Report). Nairobi: KIE.
- [41] MOEHRD (1998). *National Policy on textbooks publishing, procurement and supply for primary schools*. Nairobi: Ministry of Education and Human Resource Development.
- [42] Moeller, B & Reitzes, T. (2011). *Integrating technology with student-centered learning*. MA: Nellie Mae Education Foundation.
- [43] Nalliveetti, George, M. & Ali O. H. A. (2013). A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction, *International Journal of Higher Education Vol. 2, No. 2; 2013*, 86-92
- [44] Odera, F. Y. (2006). *School radio broadcasting: A case study of its use in selected institutions in Nyanza Province*. Kenya.
- [45] Odera, F. (2008). Learning Kiswahili Language by Radio at Distance in Secondary Schools in Nyakach, Nyando District, Kenya. *Malaysian Journal of Distance Education 9(2)*, 89–106
- [46] Ogbondah, L. (2008). An appraisal of instructional materials used to educate Migrant Fishermen's children in Rivers State, Nigeria. *International Journal of Scientific Research in Education, 1(1)*, 13-25.
- [47] Park, J., Bae S. & Chan, N. (2009). Implementing Computer-Assisted Language Learning in the EFL classroom: teachers' perceptions and perspectives. *International Journal of Pedagogies and Learning, 5(2)*, 80-101. <http://dx.doi.org/10.5172/ijpl.5.2.80>
- [48] Peachey, N., (2003). *A framework for planning a listening skills lesson*, British Council. Retrieved 11th January 2011 from http://www.teachingenglish.org.uk/think/listen/listen_frame.shtml
- [49] Phillips, L.K., (1995). Testing. In: Galloway, V., Herron, C. (Eds.), *Research Within Reach II*. Southern Conference on Language Teaching. Valdosta, GA, pp. 161±174.
- [50] Ranasinghe, A. I. & Leisher, D. (2009). The benefit of integrating technology into the classroom. *International Mathematical Forum, 4, (40)*, 1955-1961.
- [51] Republic of Kenya (2012). Sessional Paper No. 14/2012. Nairobi: Government Printer
- [52] Republic of Kenya (2005). Sessional Paper No. 1/2005. Nairobi: Government Printer
- [53] Rosava, V. (2007). *The use of music in teaching English*. Unpublished diploma thesis.
- [54] Masaryk University. Retrieved from: http://is.muni.cz/th/84318/pdf_m/diploma_thesis_1.pdf
- [55] Rotich, D. C. (2000). Textbook publishing in Kenya under a new policy on school textbook procurement. *Publishing Research Quarterly (Summer)*, 60-72.

International Journal of Novel Research in Education and LearningVol. 5, Issue 2, pp: (17-28), Month: March - April 2018, Available at: www.noveltyjournals.com

- [56] Rubdy, R. (2003). Selection of materials. In B. Tomlinson (Ed.), *Developing materials for language teaching* (pp. 37-57). London: Continuum.
- [57] Stempleski, S. & Arcario, P. (1992). *Video in second language teaching: using, selecting and producing video for the classroom*. Alexandria: TESOL Publications.
- [58] Swank, R.C. (2011). *The educational function of university library*. <http://www.ideals.illinois.edu/bitstream/handle/2142/5455/librarytrend>
- [59] Tomlinson, B. (2003b). Humanizing the coursebook. In B. Tomlinson (Ed.), *Developing materials for language teaching* (pp. 162-173). London: Continuum.
- [60] Twoli, et. al (2007). *Instructional Methods in Education*. Nairobi: KIE.
- [61] Wamalwa, E.W. & Oluoch, S.B. (2013) "Language Endangerment and Language
- [62] Maintenance: Can Endangered Languages of Kenya Be Electronically Preserved?" *International Journal of Humanities and Social Sciences (IJHSS)*, Vol. 3 No. 7.
- [63] Wright, A. (1976). *Visual Materials for the Language Teacher*, Essex, Longman Wilson