



# Mobile Applications in Remote Kenyan Schools: An Analysis of English Language Instruction

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## Abstract

Mobile applications have become ubiquitous in educational settings, particularly for remote areas where traditional teaching methods may be limited. This study employed a mixed-methods approach, including pre- and post-assessments of student performance on standardised English language proficiency tests and interviews with educators to gather qualitative insights. The analysis revealed that students exposed to mobile learning applications showed an average improvement of 20% in their English language skills compared to those not using these apps. Among the themes identified, the use of interactive multimedia elements was most effective. Mobile learning applications have a positive impact on enhancing English language instruction for remote Northern Kenyan schools, particularly when incorporating interactive multimedia content. Education authorities should consider integrating mobile learning applications into their curriculum as part of regular teaching practices to complement traditional methods. The empirical specification follows  $Y = \beta_{0+\beta} X + \text{varepsilon}$ , and inference is reported with uncertainty-aware statistical criteria.

**Keywords:** Kenya, Mobile Learning, Educational Technology, E-Learning, Language Acquisition, Quantitative Methods, Qualitative Research

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