A SURVEY ON THE AVAILABILITY, ACQUISITION, IMPROVISATION AND UTILIZATION OF INSTRUCTIONAL RESOURCES FOR TEACHING ENGLISH IN SELECTED PRIMARY SCHOOLS IN KISUMU MUNICIPALITY

BY

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Oduma, Achieng
A survey on the availability.
DECLARATION

"This Research Project is my original work and has not been presented for a Degree in any other University"

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"This Research Project has been submitted for examination with my approval as University Supervisor".

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DEDICATION

It is with deep gratitude that I dedicate this project to my dear husband, Paul Odonde and children: Carolyn Akinyi, Eric Odhiambo and George Ochieng for their understanding, patience and endurance throughout the course.

To my mother, for all the encouragement she kept on giving me.
TABLE OF CONTENTS

Title Page .............................................................. i
Declaration ............................................................... ii
Dedication ................................................................ iii
Acknowledgement ......................................................... iv
Table of Contents ......................................................... vi
List of Tables ................................................................ xi
Abstract ....................................................................... xii

CHAPTER ONE

1.0 Introduction ............................................................ 1
1.1 Background to the study ........................................... 1
1.2 Statement of the problem ........................................... 2
1.3 Research questions .................................................. 3
1.4 Objectives of the study ............................................. 4
1.5 Significance of the study .......................................... 5
1.6 Assumptions of the study .......................................... 7
1.7 Study justification ....................................................
1.8 Scope and limitation of the study .......................................................... 8
1.9 Definition of terms .............................................................................. 9

CHAPTER TWO

REVIEW OF RELATED LITERATURE ..................................................... 13
2.0 Introduction ......................................................................................... 13
2.1 The importance of using resources .................................................... 15
2.2 The Improvisation of resources ........................................................ 22
2.3 The selection and effective utilization of resources ....................... 25
2.4 Conclusion ......................................................................................... 28

CHAPTER THREE

METHODOLOGY ..................................................................................... 30
3.0 Introduction ......................................................................................... 30
3.1 Description of the target population .................................................. 30
3.2 Sampling procedure .......................................................................... 31
3.3 Research Instruments ....................................................................... 31
3.3.1 The questionnaire .......................................................................... 32
3.3.2 Observation schedule .................................................................... 32
3.4 Pilot study ........................................................................................... 33
3.5 Data Collection procedure ........................................ 33
3.6 Plan for Data Analysis ........................................... 34

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION .............................. 35

4.0 Introduction ..................................................... 35
4.1 General information on the respondents ....................... 35
4.1.1 Academic and professional qualifications .................. 36
4.1.2 Teaching experience of respondents ....................... 38
4.2 Availability and Accessibility of resources ................... 39
4.2.1 Recommended texts available ............................... 39
4.2.2 Other resources available .................................. 41
4.3 Acquisition of Instructional resources ......................... 43
4.3.1 Problems in the acquisition of resources ................. 46
4.4 Improvisation of resources .................................... 49
4.4.1 Improvised resources ........................................ 50
4.4.2 Factors hindering effective improvisation ............... 51
4.5 Utilization of resources ........................................ 53
4.5.1 Appropriate time for resources in lessons ............... 54
4.6 Teachers’ perception of adequacy and the
APPENDIX III - Letter from MEO to Heads of Schools
Selected ........................................ 88

APPENDIX IV - Letter to Participants .......................... 89

APPENDIX V - Teachers' Questionnaire ......................... 90

APPENDIX VI - Checklist ........................................... 103

APPENDIX VII - Checklist for Resources Available for Teaching
and Learning English ............................. 104

APPENDIX VIII - Classroom Observation Schedule .......... 105

APPENDIX IX - Tentative Research Schedule .................. 108

APPENDIX X - Research Expenditure ............................. 109
LIST OF TABLES

1. Gender of English language teachers .......................... 35
2. Academic qualifications of teachers ........................... 36
3. Professional qualifications of teachers ....................... 37
4. Teaching experience of teachers ............................... 38
5. Availability and Accessibility of resources ................... 40
6. Other available resources ....................................... 42
7. Source of resources for teaching/learning .................... 44
8. Factors hindering effective acquisition of resources ....... 47
9. Resources that are improvised .................................. 50
10. Factors that hinder effective improvisation of resources .. 52
11. Importance of resource in teaching/learning ................. 54
12. Stages at which resources are used in lessons ............... 55
13. Teachers’ perception of adequacy in utilization ............ 57
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I alone, however, remain accountable for the views expressed in this project.
The researcher’s aim was to survey the availability, acquisition, improvisation and utilization of instructional resources for teaching/learning English in primary schools. The emphasis of the study was to establish which resources were available and accessible for use by teachers and pupils; how these resources were acquired and used by teachers and pupils; whether teachers were appropriately up-dated on the best use of resources and whether there were any problems encountered in the acquisition and use of these resources.

The study was carried out using a simple survey design where questionnaire, observation/checklist schedule and informal interview were used. The research was done in Kisumu Municipality. The sample consisted of teachers of English handling upper primary classes in four randomly selected schools. Four lessons were observed by the researcher to counter check the information obtained from the questionnaire.

Information gathered was then analyzed and presented in tables as percentages, which was then interpreted.
The findings gave a number of revelations. They showed that there is shortage of teaching/learning resources for teaching English. It was found that a limited range of resources like, the main course book ‘Primary English’ series, the chalkboard, a few supplementary texts, and a few improvised materials like charts, diagrams, posters, pictures and various objects, were available. As such very few resources were accessible to teachers.

Further findings were that due to lack of funds and raw materials for improvisation, accessibility to these resources, especially to pupils was very minimal. It was also found that resources were mainly acquired through being bought by schools and parents; and from improvisation by teachers and pupils. A few were donated free.

There was indication that in the actual teaching, majority of the teachers relied on the Teachers Guide, the chalkboard and pictorial content. Teachers mainly used the whole class model in the use of resources due to lack of time and most required resources, especially pupil’s textbooks.
Lastly, on the basis of findings, various suggestions and recommendations to alleviate the problems were made for educational policy and practice in Kenya.

1.1 Background to the Study

The importance of a language in determining who we are and the most significant among the English language is its role in enhancing national independence. The English language is a medium for communication through which not only is the voice heard in a manner according to what is not only desired but expected, but it also helps to maintain the fact that it is a weapon to be used with caution. Within the education system, 1946 also underlines the responsibility on the part of users of English in not only learning the language but also using it in a given context. Therefore, it is important for students to be able to understand and use the language to the extent, 1946 still
CHAPTER ONE

1.0 Introduction

The purpose of this study is to obtain data on the availability of instructional resources, how they are acquired and the extent to which they are used in the teaching and learning of English in primary schools of Kisumu Municipality. This chapter will therefore cover the following: background to the study; the statement of the problem; the objectives of the study; assumptions of the study; study justification; scope and limitation of the study and the definition of terms used in the study.

1.1 Background to the Study

The main function of a language is to communicate. Therefore, in the teaching and learning of the English language, a lot of emphasis is laid on learners being able to communicate fluently orally and in written as well as being able to attach meaning to what they read (Moyle, 1974:111). It is further emphasized by the fact that it is a service tool for other subjects within the curriculum (Classen, 1986:31). This puts a heavy responsibility on the part of a teacher of English to ensure that learners are taught and given enough opportunity in the use of English in order for them to be able to understand items in the examinations (Littlewood, 1990:6).
The study will therefore seek to find out whether the resources required for the teaching-learning of English are available. Whether the available resources are used and whether they are adequate. The use of resources in the teaching/learning of English has an effect on examination performance and an attainment of education for life, i.e. equipping learners with knowledge which is wider than what is required for examinations (English Syllabus 1985:1).

1.2 Statement of the problem

The value of learning resources cannot be underestimated for they facilitate understanding and retention of the material learnt. The current system of education emphasizes a learner centred approach to teaching and learning. The availability and accessibility of resources for the teaching of any subject in the school curriculum, English language included, is very crucial.

The teaching and learning of English at primary schools could be faced with problems from the fact that English as a second language is very wide and entails many things which are new to learners. As a result of this it is well established that no English lesson is successfully taught unless resources are used. Resources, therefore are aids that help the teacher to present his materials and learners to understand what is presented.
The effective utilization of resources in the teaching/learning of English improves the quality of the teaching-learning and consequently performance in the Kenya Certificate of Primary Education (KCPE). It is therefore vital that each lesson prepared is required to include as many teaching/learning aids as possible. This makes learning interesting and lively and pupils will enjoy the lesson more. Resources are also only worthwhile if they help us do our teaching job effectively (Singer 1974:68).

This study therefore will specifically examine the availability, accessibility, acquisition, improvisation, selection and use of the resources in teaching English in primary schools and any problems related to these aspects.

1.3 Research Questions

In carrying out the research, attempt will be made to answer the following questions:

(i) What kind of instructional resources exist in public primary schools for teaching and learning English?

(ii) Which are the most commonly used resources by the teachers of English language?
(iii) From what sources do teachers obtain instructional materials for teaching English?

(iv) What constraints do teachers face in acquiring instructional materials for teaching English?

(v) Are there any problems that hinder effective use of instructional materials utilized by teachers and pupils in teaching/learning English?

(vi) How do teachers use instructional resources to teach English?

(vii) Do teachers produce any materials which can be used as resources for teaching and learning English?

(viii) What problems are encountered by teachers in making their own instructional materials?

(ix) To what extent do teachers make use of community learning resources to teach English?

1.4 Objectives of the Study

The proposed study seeks to investigate the availability and use of resources for the teaching and learning of English in 21 (twenty one) public primary schools in the Kisumu Municipality. In order to achieve this, the study will focus on the following general objectives.

(i) To identify the instructional resources that are available in primary schools for teaching and learning English.
(ii) To find out whether the available resources are effectively utilized.

(iii) To find out whether the resources are adequate for the learners.

(iv) To find out how teachers acquire the instructional resources used in teaching and learning English.

(v) To investigate teachers’ opinions regarding the effectiveness of teaching/learning English using resources.

(vi) To determine to what extent teachers improvise the teaching/learning resources used in English.

(vii) To find out how community resources are used in the teaching and learning of English.

(viii) To find out factors which hinder effective use of instructional resources in teaching and learning English.

1.5 **Significance of the Study**

The present study is an attempt to establish whether there are enough teaching/learning resources to help pupils understand better the concepts taught; and how well these resources are utilized for effective English learning in primary schools. Once this is established, it is hoped the study will provide suggestions that will be of pedagogic benefit to teachers in the sense that the problems that will be noted and the recommendations that will
be presented by the study may contribute to better and more effective way of using resources in the teaching of English.

Since the study involves teachers, it is also expected that it will stimulate thinking among English language teachers and lead them to review their attitude towards use of resources in the teaching of English. This may receive higher quality instruction/demonstration/explanation than before. The teacher trainers for the primary schools may also benefit from the data obtained on the present practices of English language teachers which may help them come up with approaches which all teachers can take in fostering language development through the use of resources.

Finally the present study may stimulate more research on the aspect of use of resources for better understanding/mastery of language which may lead to the development of better suggestions concerning any necessary change on the method of teaching English. The finding will therefore:

- point out to teacher trainers the need to stress the importance of using resources while teaching English.
- Sensitize the Teachers Advisory Centres (TAC) personnel to provide the necessary help to teachers as far as resources are concerned.
draw attention of the school inspectorate department so that it may enforce the utilization of resources in the teaching of English and to ensure that the required resources are made available.

- provoke commercial agents to avail a wide range of teaching and learning resources especially for use in English.

- The study will also shed light on the problems being faced by teachers in their efforts to use resources while teaching English.

1.6 Assumptions of the Study

The following assumptions will be made for purposes of this study:

(i) That all the primary schools under investigation are adhering to a uniform syllabus of English.

(ii) That the researcher will have access to the instructional resources that are available in the primary schools under investigation.

(iii) That English language teachers are of the same or similar professional qualifications.

(iv) That all teachers of English language are conversant with the use of resources.

(v) That the respondents will participate freely without fear or other undesirable biases.
1.7 Study Justifications

The choice of the study is guided by the following reasons:

(i) The use of resources in the teaching and learning of English language is of paramount importance as the subject requires a visual approach.

(ii) The utilization of resources provide learners with proper understanding. When the resources are used, the learners are availed a multi-sensory approach to learning.

(iii) The effective utilization of resources maximizes learning rates and this is directly related to performance in the Kenya Certificate of Primary Education (KCPE).

1.8 Scope and Limitation of the Study

The study is designed to investigate whether there are resources in schools and whether these resources are properly used to help learners with the understanding of the concepts, and also to help teachers with their presentation during the lessons conducted. There will be no comparison with teachers of other subjects.
Teachers’ qualifications, teaching styles and dedication to the profession are likely to vary from school to school and from individual to individual. These factors although external to the teacher, may have a bearing on pupils’ mastery of language skills.

Due to the nature of the study, the sample is limited to Kisumu Municipality and will be carried out within the 21 public primary schools in the Municipality. It will therefore not be possible to generalize its findings to the rest of the primary schools in Kenya.

1.9 Definition of Terms
The following terminologies will be used in my work and it is my wish that the reader understand them in this context.

ATS - Stands for Approved Teacher Status. These are initially S1 or Diploma teachers who are promoted to this grade - which is equivalent to university graduate status.

Audio-visual media - Equipment that use both vision and sound to transmit information and to promote learning. They include T.V. film, video tapes and demonstrations.
Community Learning Resources - These are teaching-learning resources that are found out of the school but within reach. They include persons, activities around the school, places of interest and natural landform.

Dip. Ed. - Stands for Diploma in Education. These are teachers who after KCSE had undergone teaching courses in either Diploma college or at the university.

Instructional Resources - These refer to any material used by the teacher and the pupils in the teaching-learning process. They include people, objects, facilities, equipment, reading materials and other resources of instructional support.

KCPE - Kenya Certificate of Primary Education. It is done after eight years of primary education.

KCSE - Kenya Certificate of Secondary Education. It is done after four years of secondary education.

Media - Any material used as means of communicating information in the teaching-learning process. It includes print materials like books,
magazines and newspapers or in non-print form like films, filmstrips, slides, recorded tapes, etc.

**P1** - Primary teacher one. This is a teacher who has undergone a two year training course after completing form IV but has not passed KCSE well enough to go to a diploma college or to the University.

**P2** - Primary teacher two. This is a teacher who has undergone a two year training course after completing form IV but has not passed KCSE well enough to be P1.

**P3** - Primary teacher three. This is a teacher who has undergone a two year training course after obtaining KCPE or its equivalent.

**Resource** - Is that which is consulted for the purpose of teaching and/or learning - e.g. books, realia, field trips, etc.

**S1** - Stands for secondary teacher one. This is a teacher who had undergone two years training course after completing form IV and passing well but for one reason or another was not able to join University. It’s a grade higher than P1.
UT - Standards for untrained teacher. This is any person employed to teach without undergoing any training course. The only qualification he has is academic certificate - e.g. KCPE, KCSE, etc.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

The English language contributes to the broad national goals of education in all aspects in Kenya. It is a mandatory subject on the national curricula at all levels of education except university. English is the medium of instruction and learning in most schools. It is the language in which all schools and civil service examinations are offered. A failure or mere pass in English language denies 'O' level candidates grade 'A' certificates (Division one). Effective teaching of English is, therefore, of public concern in Kenya. English is a service subject in learning process and learning is greatly impaired if there is inadequate attainment in it (Claessen 1984:51).

Furthermore, the laws of Kenya are written in English. In the private sector, it is a policy that the memorandum and Articles of Association and Books of Accounts of all companies be written or translated in English before they can be registered. Even prospective politicians have to show proof to the Chief Supervisor of Elections that they can understand, speak and write English.
All these demands related to the acquisition of English language are enough proof that the subject should be taught well. Time and again when the exam results are announced teachers of English have been blamed for their students’ failure to perform well. One wonders whether this assertion is valid. Primary school teachers range from university graduate to untrained Kenya Certificate of Secondary Education (KCSE) graduates, the fallacy being that anyone who speaks English can teach it.

However, the complexity of the art of teaching cannot be overemphasized. One needs only to recall Smith’s (1970:231) description of the activity of teaching to appreciate the concern teacher educators have in their constant search for improved methods and techniques in teacher’s education. Smith points out that:

Teaching is a complex activity, although to uninformed it appears so simple that anyone can do it. Its complexity lies in its different types of techniques, material, social, intellectual and emotional. The teacher handles teaching materials such as books and audio-visual aids. These require skill in ‘thing-techniques’.

This study is aimed at investigating the availability and use of resources for the teaching and learning of English in 21 public primary schools within Kisumu Municipality. The literature review for this study has been categorized into: the importance of using resources in teaching and learning
of English; the improvisation of resources; the selection and effective utilization of resources.

2.1 The importance of using resources in the teaching and learning of English

English as a subject is very wide and it entails many things which are new to learners. The use of resources when teaching the subject saves time because resources enable the learners to understand the content more easily and faster and they create a readiness to learn in the learners. A UNESCO workshop on the low cost educational material Bangkok, Thailand (1981:48) supports this when it points that:

Teaching and learning aids should be able to create curiosity and interest to facilitate the understanding of basic concepts and principles and their practical application in real life.

This emphasizes the fact that it is very important to use resources in the teaching and learning of English. It also means that resources enable learners to see the relevance of a subject or topic in their own lives. Ayot (1986:74) supports this when he says:

where the language of instruction is a second language, there should be a maximum use of visual aids in order to make comprehension easier.
It has been observed that most of what is learnt in English is related to the learners' visual and audio-visual experiences. For children to understand English better, there is need for the use of instructional media. These are teaching resources which are tools of teaching and learning. They help in providing data that learners may use in learning. They have been used to support the teacher in his delivery and helped to emphasize on teaching with learning as a by product, as Mungai (1992:ix) quotes:

Resources have been in use from the earliest times. Great teachers like Plato, Erasmus, Comenius and many others used resources effectively. Today, teachers still depend on the teaching tools to make their teaching effective and interesting.

It is therefore necessary to use resources to remind the learners of these experiences and to avoid misconceptions. This further means that the use of resources aid the recall of information by learners.

Use of visual resources in teaching-learning create a more lasting experience and relate most readily to other sensory experiences. Many studies have shown the importance of using various senses in the learning process. Doughlass (1964:6) says that learning through the five senses is distributed as follows:

\[
\begin{align*}
1.0\% & \quad \text{through the sense of TASTE} \\
\end{align*}
\]
And we retain,

- 9% of what is HEARD
- 20% of what is SEEN
- 65% of what is SEEN and HEARD

This indicates the impact that visual stimulus has on learning. Harrison (1983:315) supports this by observing that retention of learning is increased four-fold over hearing only by the use of visual involvement and nearly seven-fold by combining the use of visual and auditory senses. Instructional materials accomplish this by activating learners in the learning process.

According to a famous Chinese saying, ‘one seeing is worth a hundred telling’. Therefore, understanding is even better when an idea is presented visually and not by words only. These ideas need to be related to experience and action. In line with this argument, psychological research has revealed that we remember 10% of what we hear, 50% of what we hear and see, and 90% of what we hear, see and do. Harrison (1983:318) makes further clarification of the old Chinese saying when he writes.
If I hear I forget
If I see I remember
If I do I know

This shows that it is important to ensure that learners are using multiple sensory channels during the teaching and learning process. This further indicates that there is an absolute need to use visual elements in our English language teaching to effectively assist our pupils remember and understand what is taught. The emphasis hence is on the child seeing and doing on developing skills.

Visuals are important because they arouse interest, help in gaining attention and holding interest, define facts and information easily and precisely and they give meaning to words. They also help in remembering and in stimulating imagination of the learners. The visuals are therefore seen as tools for the teacher to use to aid learning. Wittich (1962:430) makes this clearer by saying that:

Visuals are an integral part of modern teaching methods. It has been established beyond doubt that they bring to the classroom a sense of reality, they enlarge the experience and broaden the outlook of learners.

Resources make learning easier in that they bring the learning experience closer to real-life situation. They can easily illustrate relationships such as
similarities and contrasts of activities. They can also convey messages that are hard to put into words. These same visuals also provide feedback to the learners on how their performance approximates the performance required by the objective (Harrison 1983:318).

Use of resource helps save teaching time. They speed up the learning process and are better than long wordy descriptions. In addition to this, stored materials can be re-used without any further reproduction. Singer(1976:137) supports this when he says:

>The availability of books as instructional aids can be of great potential to the teacher. Much information and material can be communicated out of class by reading assignments.

The availability of things to be seen makes the content more understandable and more relevant to the learner’s life as Mays (1978:82) says:

>teaching of language is most closely linked to the human senses. If the teacher has a broad outlook on the methods of teaching, the scope of the material is bound to be of a wide range.

The use of resources enables the teacher to vary teaching strategies and this breaks the monotony that may be created by routinized classroom procedures. This makes learning fun for the learners and it gives
satisfaction to both teacher and the learner. Atkinson (1967:IX) supports this when he writes:

...the planned use of such aids can make teaching or even the factual imparting of knowledge not only more lively and valuable but it also gives greater satisfaction to the teacher and learner.

A teacher goes to class with an aim/objective to make learners understand what is to be taught. This goal can only be achieved better through the use of resources as Ellinton (1986:11) writes that:

instructional materials can enhance the effectiveness of the teaching and learning process.

English language has many abstract concepts such as new vocabulary items and sentence patterns which touch all the areas of learning. Learners usually have difficulties in understanding some of these concepts. Such a problem can be solved by using resources like real objects, pictures, charts, diagrams, etc. Walkin (1982:261) supports this when he writes:

It is difficult to convey new ideas and unfamiliar information by words alone.... for words to have meaning they must either be related to personal experiences or to known concrete objects.

This shows that resources can simplify language concepts hence bring clarity.
Resources also take care of learners' individual differences and they encourage learners to participate during the teaching-learning process. This is because information is presented variously. This makes the learners active during the learning process and this is in line with the learner-centred teaching methods which are advocated by psychologists. Ouma (1987:16) stressed this point when he wrote:

resources encourage learners to participate in the learning process, motivate them, cater for individual differences and enable learners to gain experiences by using their senses.

Materials should be used as an integral part of a learning activity in order to achieve the highest level of understanding within the context of the subject matter relationships. Materials may be used singly or in combination to achieve the desired results. The manner in which they are used is the responsibility of the teacher. A decision should be made to ascertain how they can best meet learning needs and how best presented to the learner. Patel and Mukwa (1993:10) support this when they write:

Teachers must refine the techniques for effective utilization if the maximum contribution of the media to learning is to be accomplished.

Learners who are not stimulated by other techniques may be motivated by film, charts, recorded tapes and other resources (instructional media). Audio-visual aids do not substitute the teacher but if carefully selected, properly prepared, smoothly integrated into the lesson and constantly
evaluated, will contribute greatly to the learning process. Wittich et al. (1962:22) support this when they say:

Ideally learners should have available combinations of audio-visual experiences which reinforce one another so as to provide the most different path for possible mastery of understanding and concepts.

2.2 The Improvisation of Resources

A teacher may find a large number of materials available in any subject area of the curriculum. It is obvious that all the materials could or should be used when presenting a topic. Also not all materials are of equal quality. The teacher will therefore have to select those materials which will accomplish the task of meeting the learning needs. Patel and Mukwa (1993:9) support this when they point out that:

Teachers need to know the criteria for selecting learning materials. It is essential that any material selected meet a learning need.

Every English teacher should try to make some of the required teaching resources. This is because every teacher knows his learners and his teaching well. He is also aware of his learners’ different characteristics and the size of his class. This means that he can make something which will be most useful in his own situation. Such teacher made materials are also cheap. Saunder (1974:42) supports this notion when he writes:
the aid you make yourself with your teaching and your learners in mind will often be far more effective than costly materials designed for another situation.

This is especially the case where a teacher needs to use such things as real objects, models, diagrams, charts, etc. when presenting meaning of new vocabulary items.

The idea of teachers making their own teaching aids is also supported by Atkinson (1967:19) when he writes:

It is clearly not practical nor is it indeed desirable for a user of modern teaching aids to rely entirely upon someone else to achieve effective results under varying teaching conditions.

This means that different teaching aids are effective in different situations and each teacher should try to make something which he feels best fits his own situation. The materials selected/made must help the learner to achieve the specific objective constructed for the content. Patel and Mukwa (1993:9) emphasize this when they write:

If the learner is to gain information or understanding about a theoretical concept, visual aids will do the job.... The materials should reflect the highest possible quality and should be interesting and attractive. If they do not meet these requirements, a search should be made for...
those that do. It is a bad practice to use any material simply because it is easily available.

The teacher may require to use some materials in a particular topic which may not be available anywhere. This means that in such cases the teacher has to personally improvise those materials, like may be relevant charts, diagrams, etc., if he has to effectively achieve instructional objectives.

Atkinson (1967:3) supports this fact when he writes:

...many special charts made by the teacher himself are needed from time to time... bearing in mind that picture language is the oldest means of communication.

This idea is also supported by Patel (1986:25) in his work, 'Instructional Material of Educational and Technology', when he writes that:

the teacher only has to look for the proper chart from his chart library. If the required chart is not there or the required information is not on the available chart, then the teacher will have to apply his skills to prepare the required chart.

This emphasizes the fact that teachers should have the necessary skills to produce simple teaching materials. Ellington (1989:13) also supports the idea that making some instructional materials by the teacher himself is easy, cheap and necessary and the teacher should always have it as an alternative when he writes:

The materials described at one level are those which do not need the use of electricity or assistance from a specially trained person. Any
classroom teacher with a little positive attitude will be able to produce it and use it in the required teaching-learning situation. Production of such materials does not require very expensive raw materials.

All this just require some extra commitment on the part of the teacher, especially when it comes to the preparation of alternative materials. However, this should be an accumulative process, with the class stock gradually expanding from year to year.

2.3 The Selection and Effective Utilization of Resources

The selection of resources is usually determined by factors such as: the topic to be taught and the objectives of the lesson; the teachers interest, personality, resourcefulness, maturity, level of training and professional experiences. These are important in determining how, where from and why certain instructional materials are selected. Other factors are age group of the learners, complexity of understanding towards which the teacher aims; and availability and accessibility of resource materials. The teacher has to consider what materials to use for each particular teaching and learning situation. This is because topics differ, learner characteristics differ and there is a variety of resources a teacher can use to achieve a given instructional objectives. Ellington (1986:6) holds that:
compared with his counterparts of 30 or 40 years, the modern teacher or trainer has a fast and often bewildering range of instructional materials at his disposal.

This means that the teacher has to carefully choose the materials that will be most effective in each case. Nothing should be presented visually if it is subject to doubt. The method of a system presented in visual form which fails will lead to the generalization that all forms of visual presentation are suspect. There is a common belief that visual experiences are true experiences. This belief must be upheld. Asey and Dall in a Ford Foundation Report (1973:61) support this fact also when they wrote:

...each device, material or technique has certain unique contribution that can make to an instructional process. It has certain advantages and disadvantages and the teacher must be aware of these in order to use it more effectively.

While preparing to teach, the teacher must be clear about how he intends to use a particular resource to achieve a particular instructional objective. Planning is the surest way to good presentation. If an aid is inaccurate in its assessment of the content problems, or if it is not correctly oriented to the objectives, it will be regarded by the observers as being of little or no value. Aids must appear strictly relevant. They must ring true. Patel (1986:11) in his work ‘Instructional material for Educational Communication and Technology’, supports this view when he writes:
availability of the materials itself does not guarantee the achievement of the objectives. They should be presented at a proper time, in a proper way.

This means that the teacher must decide well in advance when exactly to use a certain resource and how to go about it in order to achieve his instructional objectives.

When using audio-visual material a teacher must have a set aim to keep to. A point should be made of having an interesting or topical introduction, relevant to the observer's experiences. Ensure that all ideas are presented in a logical sequence. Work towards a conclusion, even if the conclusion is to be in the form of a problem posed to stimulate thought and discussion. Patel and Mukwa (1993:11) support this when they state:

A teacher must be sincere in his approach. A lack of sincerity shows much more than a lack of skill.

An instructor should show his personal interest in the learners. He should then explain how they will be able to understand the subject after viewing the aid. He should also suggest some specific points for attention and observation. Patel and Mukwa (1993:12) further support this when they write:

It is better to present less material through audio-visual techniques and leave some time for discussion than to present the full content by
audio-visual, leaving no time for discussion. There must be a balance between presenting material using aids and discussing matter for its practical application. Neither can stand alone.

This indicates that all forms of presentation must make allowance for a two-way exchange between the teacher and the learners. Presentation which is too rapid should also be avoided and care be taken over the rate of presentation. The variation of pace will stimulate and add interest, but it will best be developed as a personal technique.

2.4 Conclusion

It is therefore evident that the usage of resources is very important in the teaching and learning process as they help the teachers to achieve their objectives and the learners to understand the information being presented better and more easily. However, each resource has its proper place and time during the instructional process and if misused the set objectives are not properly achieved.

If a learner fails to retrieve a learning material, then he has not learnt. So, even when one is using a teaching aid, one must provide a state where learners can examine and apply their new knowledge. The aid will really have been used to create a talking point and stimulate thinking. Some
situations also require the teacher to make his own materials. Each teacher should analyse his situation and see what to go for in his instruction process. Some teaching materials are also very expensive or scarce and teachers consider improvisation as an alternative, in some cases to cut down costs and to suit their own situations.

Learners differ in ability, social and intellectual background, interests and previous experiences. Different audio-visual experiences will cater for these diversities. The more they are, the greater the likelihood that the needs of each individual will be met.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

The purpose of this study was to investigate the availability and use of resources for the teaching and learning of English in primary schools in Kisumu Municipality. This chapter will address itself to the following issues: description of sample, sampling procedures, instruments for data collection and data collection procedures.

3.1 Description of the Target Population

The sample to be used was derived from a population of 21 public primary schools in Kisumu Municipality (see appendix 1). Out of the 21 schools the research was based on all upper primary classes (Std. IV, V, VI, VII, VIII) English language teachers in the four selected public primary schools in Kisumu Municipality. The researcher restricted herself to the public schools within the Kisumu Municipality. The main reason for this was that since the availability of learning resources was a key factor in this study, it was important for the study to investigate those schools with similar sources of teaching and learning materials.
3.2 Sampling Procedure

Out of the 21 public schools in the Kisumu Municipality, 20% was used in the study. The researcher used random sampling techniques. Aryet et. al. (1972:167) support this when they say:

Descriptive research typically uses larger samples; it is sometimes suggested that one selects 10 - 20 percent of the accessible population for the sample.

Data was collected from all the 20 upper primary class teachers in the four schools. To get the random sample of schools, systematic procedure was used. In systematic sampling, a sample is drawn from fixed intervals on the list (Wisket et. al. 1973:30). All the schools were arranged in an alphabetical order and every fifth number was picked from the list - containing the 21 public schools (see appendix 1). These were Highway, Kibuye girls, Ondiek and St. Paul primary schools.

3.3 Research Instrument and their Administration

The desired information was gathered by the use of questionnaire, a lesson observation schedule, a checklist and an interview schedule. The lesson observation schedule was used to confirm the utilization of the resources required or indicated for particular topics. The checklist was used to confirm the availability of resources. The researcher in this case saw the resources that the English language teachers in each school had as indicated
in the check-list. The interview was used in the assessment of the adequacy of the resources as perceived by the researcher.

3.3.1 The Questionnaire for the Teachers

This was the major tool for data collection. The instrument was set for the English language teachers handling upper primary classes. There was a combination of open and closed ended items. The open ended items were there to enable the respondents to express their views and opinions while the closed ended items were there to enable the respondents to give responses to specific questions on resource availability and utilization. The questionnaire was designed to elicit responses on the use of resources available in the schools in relation to the content in the syllabus. It was meant to give the researcher a comprehensive data on a wide range of factors in the utilization of resources.

3.3.2 Observation Schedule/Checklist Schedule

There was an observation schedule to solicit supplementary information. According to Gronlund (1975:37) use of resources and equipment require observational research. The observation supplements and verifies data obtained by the questionnaire. It was helpful in determining whether a
certain resource is present or absent, its quality and its quantity. A checklist was used for observation purposes.

3.4 Pilot Study

After drafting the research instruments, the researcher obtained clearance from Municipal Education Officer. A pilot study was carried in two of the public primary schools in Kisumu Municipality that had not fallen among those schools selected for the research. This was done at Kisumu Union and Manyatta primary schools. These schools were suitable because they had similar characteristics with the schools selected for the study. The data collected was analysed for clarity purposes. This helped in estimating the time to be allocated for the questionnaire and also some unclear statements were undone. More importantly, it helped to validate the research questionnaire.

3.5 Data Collection Procedure

The selected schools were informed about the intended survey in May, 2000 by the researcher who then got permission from the heads of the schools to talk to the teachers of English. Questionnaires were then administered and lessons to be observed were programmed. An observation time table for each school was drawn and the respondents were left with
questionnaires to fill. They were advised to leave blank what they did not know. These were collected after two weeks. All the instruments were carried out by the researcher with the help of research assistants who also helped in the filling of the checklists.

Notes were made of the lessons observed as they were being taught. Informal interviews were conducted at the end of each lesson to elucidate points which had not been made clear by both questionnaire and the observations. The researcher observed four different lessons in total, one from each school. These were: two oral lessons - one for vocabulary and the other for sentence patterns/construction; a reading lesson (comprehension); and a writing lesson. The four lessons were deemed satisfactory to collaborate the questionnaire responses which were further clarified by the informal interviews.

3.6 Plan for Data Analysis

The raw data obtained from the field was coded, tabulated and descriptive statistics, for example percentages, frequencies and averages were worked out. Finally the data was reported in descriptive form. This is presented in Chapter Four.
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter deals with data analysis and interpretation that has been done in four sections namely, resource availability, acquisition, improvisation and utilization. Issues raised by the questionnaire, observation and informal interview have all been included in this chapter to satisfy the objectives set out in chapter one.

4.1 General Information and Comments on the Respondents

From the outset, an observation was made that, though the majority of the respondents were female, there is no significance difference between teachers’ gender in the use of resources in teaching English.

Table 1: Sex of the respondents

<table>
<thead>
<tr>
<th>Sex</th>
<th>N = 20</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 1 shows that the highest proportion were female (65%) and the rest were male (35%).

4.1.1 Academic and Professional Qualification of Respondents

The study also looked at teachers' academic and professional qualifications. Table 2 and 3 respectively display the academic and professional qualifications of English language teachers who participated in the study.

Table 2: Teachers' Academic Qualifications

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>N = 20</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>KAPE/KPE/CPE</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>KJSE</td>
<td>1</td>
<td>05</td>
</tr>
<tr>
<td>EACE/KCE</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>EAACE/KACE</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 reveals that all the respondents had secondary school education. Only one (5%) respondent had not completed secondary education. Seventeen (85%) respondents had acquired either East African Certificate
of Education or Kenya Certificate of Education. Two (10%) had Kenya Advanced Certificate of Education.

Table 3: Teachers’ Professional Qualifications

<table>
<thead>
<tr>
<th>Professional Qualifications</th>
<th>N = 20</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>P3</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>P2</td>
<td>1</td>
<td>05</td>
</tr>
<tr>
<td>P1</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>S1</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>DIPLOMA</td>
<td>1</td>
<td>05</td>
</tr>
<tr>
<td>ATS</td>
<td>0</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3 shows that the respondents were all professionally qualified (100%). One was P2 (5%). Majority of the teachers had P1 certificates (60%). Six respondents had S1 certificates (30%) while one respondent held a Diploma certificate (5%).
From the information contained in tables 2 and 3, one notes that these teachers had satisfactory both academic and professional qualifications. This is very encouraging and given the availability and accessibility of teaching and learning resources, the researcher feels that such teachers should use them effectively due to their competence.

4.1.2 Teaching Experience of Teachers of English

The researcher found it appropriate to look at the experience of the respondents, too. Table 4 shows the responses given.

Table 4: Teaching Experience of the Respondents

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>N = 20</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than two years</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3 - 5 years</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>6 - 10 years</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Above 10 years</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4 shows that only two of the respondents (10%) had taught for a period not more than two years. Three respondents (15%) had taught for a period between three to five years. Nine teachers (45%) had between six to ten years of teaching experience and six teachers (30%) had been in classroom for over ten years. The information the table displays is that majority (75%) of the respondents had taught for over a period above five years. This is an indication that majority of these teachers were quite experienced in teaching.

4.2 Availability and Accessibility of Resources for Teaching English

During the preliminary survey on availability and accessibility of resources for teaching English, the researcher noted that although the textbooks were present, pupils had to share them because they were not adequate. Sometimes one book was shared between three or four learners.

4.2.1 Textbooks Recommended by the Ministry of Education

The researcher found that most of the schools have ‘Primary English’ whose author is Kenya Institute of Education (KIE). These are supplied by the Kenya School Equipment Scheme. Since the Ministry supplies no other text apart from this, books that should be considered as supplementary material are also treated as recommended textbooks. As indicated earlier in
the literature review, books and other educational materials are basic tools for educational development. Their availability and accessibility is therefore very important. Table 5 shows the teachers’ responses on the availability and accessibility of various English textbooks.

Table 5: Availability and Accessibility of English Resource Textbooks

<table>
<thead>
<tr>
<th>Books available</th>
<th>Authors</th>
<th>N = 20</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary English</td>
<td>KIE</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>English Syllabus</td>
<td>KIE</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>English Aid</td>
<td>M.M. Patel</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>The New First Aid in English</td>
<td>Angus Maciver</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Objective English</td>
<td>Malkiat Singh</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Four skills</td>
<td>Curtis Arnold</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Improve your English</td>
<td>Ronald Ridout</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>EAEP Primary English</td>
<td>Okoth Okombo</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Brighter Grammar</td>
<td>Eckersley</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Progress in English</td>
<td>M.M. Patel</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Better English</td>
<td>Ronald Ridout</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Junior English Grammar</td>
<td>Bright W.</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>English Work Book</td>
<td>Malkiat Singh</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

As the table displays there were also other supplementary textbooks which were accessible to teachers and pupils in one way or another. It can be noted from table 5 that there were very few English supplementary books. With this meagre number it can rightly be argued that accessibility of these books is very minimal, especially for pupils. The few that are there are
only accessible to the teachers, who have to do their level best to make sure that the information contained in them reaches the pupils.

4.2.2 Other Available Resources in Schools

The Ministry of Education does not have a specific book that gives teachers guidelines on the type of resource materials teachers should use. It, however, does point out teaching aids to be used in the Teachers' Guide for most of the lessons. The Kenya School Equipment Scheme used to supply wallcharts and manilla papers but has now stopped, due to lack of funds.

Apart from the course books and supplementary textbooks, there were other available resources in primary schools that help with the teaching and learning of English. Table 6 shows the respondents' responses to the availability of these resources.
Table 6 shows that the chalkboard was available (100%). In all the lessons observed all the teachers made use of the chalkboard systematically and legibly. The other resources indicated as available were realia (80%), charts (55%), dictionaries (50%), pictures and magazines (40%).

The rest of the resources like journals, posters, pamphlets, newspaper cuttings, nature corner, centre of interest, handouts and curiosity table were there but in very few schools. Others like radios, cassettes, projectors, slides and films were only in one or two schools but not functional.
4.3 Acquisition of Instructional Resources

Acquisition of teaching and learning resources can be from many sources. Table 7 indicates the teachers’ responses on how the schools acquired resources for teaching and learning English.
### Table 7: The Sources of Resources for Teaching and Learning English

<table>
<thead>
<tr>
<th>Type of Resources</th>
<th>School buys</th>
<th>Parents buy</th>
<th>Ministry supplies</th>
<th>Teachers make/improvised</th>
<th>Donated free</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 20</td>
<td>N = 20</td>
<td>N = 20</td>
<td>N = 20</td>
<td>N = 20</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Textbooks</td>
<td>10</td>
<td>19</td>
<td>8</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>95%</td>
<td>40%</td>
<td>90%</td>
<td>30%</td>
</tr>
<tr>
<td>Classreaders</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td>3</td>
<td>2</td>
<td>12</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>10%</td>
<td>60%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>pictures</td>
<td>4</td>
<td>4</td>
<td>13</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>20%</td>
<td>65%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>realia</td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>cuttings (cut-outs)</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>posters/cartoons</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drawing/models</td>
<td></td>
<td></td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>boards/chalk</td>
<td>5</td>
<td></td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>magazine/pamphlets</td>
<td>20</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
<td></td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>handouts</td>
<td>4</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td></td>
<td></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>learning areas</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td></td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>dictionaries</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7 shows that resources are acquired through various sources, the highest being from the parents (95%). It is evident that the Ministry’s supply of textbooks which is usually the main resource material for teaching and learning is only (40%). This results in sharing books in class as some parents cannot afford to buy books. Apart from the textbooks, most of the classreaders for library lessons are also bought by parents (75%) and a few are donated free (25%).

It is possible for a teacher to make simple reading materials from cut-outs from stories from children’s sections and other stories of interest from Sunday Newspapers, but the table above shows that only a few teachers (35%) do this. Children’s magazines like ‘Rainbow’ and ‘Picha Dithi’ provide good reading material for children of all levels of the primary school, but the table shows this resource is not very much used (25%). Other resources that are either made or improvised by teachers are charts (60%), pictures (65%) realia (90%) and learning areas - centre of interest/curiosity table/nature corner (20%).

However, the respondents claimed that there were problems which hinder the acquisition of resources.
4.3.1 Problems in the Acquisition of Resources

The researcher wanted to find out whether there were problems hindering the proper acquisition of resources for teaching and learning English. Table 8 indicates the teachers’ responses to this question.
Table 8: Factors Hindering Effective Acquisition of Resources

<table>
<thead>
<tr>
<th>Factors Hindering Acquisition</th>
<th>Highway (N=6)</th>
<th>Kibuye (N=5)</th>
<th>St. Paul (N=6)</th>
<th>Ondiek (N=3)</th>
<th>N=20</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of funds</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Lack of time</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Overcrowded classes</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>Disinterest in the subject</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>Many streams</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Inadequate information</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>lack of inservice courses</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Cost sharing</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 8 indicates that lack of funds (100%) and cost sharing (100%) were the greatest hindrance to the acquisition of resources. This was a problem for both the schools and the parents. The schools were not able to afford books or other materials for use and this made them end up in buying only the teacher’s copies. Parents could not afford books and the other necessary things for their children because they are over-burdened by cost sharing.

Other major hindrances were, lack of time (75%), disinterest in the subject (55%) and over-crowded classes (55%). On the issue of lack of interest, teachers do not view English as seriously as other subjects because of misconception that teaching it can be as easy as speaking it. Because of English being medium of instruction in upper primary classes and because of its use across the curriculum most of the respondents felt that it was overlooked by most of the headteachers. Lack of time was a hindrance in that due to the heavy teaching load, teachers found it difficult to improvise resources satisfactorily.

Eight (40%) of the respondents claimed that the overcrowded classes contributed as a hindrance to the effective acquisition of resources. This is so because the large classes could not be catered for adequately as one book had to be shared by many pupils.
Six (30%) of the respondents complained of lack of, or inadequate information and inadequate inservice courses. They complained that the inservice courses were not there to equip them with the necessary skills like the skill of improvisation. They felt that there should be information on the best method and recommended textbooks to supplement the only course book ‘Primary English’ from KIE.

The respondents felt that each of these problems could be solved if the relevant parties did what was expected. For example, the Ministry of Education supplying the necessary resources to the schools; Parents-Teachers Association looking for funds to provide the resources; frequent and well organized inservice courses; teachers, parents and pupils educated on the importance and relevance of English as a subject.

4.4 Improvisation of Resources for Teaching and Learning English

Improvisation of resources play a very important role because resources are neither always available, adequate nor appropriate. In today’s system of education where cost sharing is both a burden to the parents and the Ministry of Education, improvisation of resources is inevitable. Furthermore, the resources made with the learner in mind are very appropriate.
4.4.1 Improvised Resources

The respondents claimed that they used resources that were improvised since what was supplied was seriously inadequate. The researcher, however, found that teacher-made resources available varied from school to school. Table 9 indicates the responses of the teachers to the resources that were improvised.

**Table 9: Resources that are Improvised**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Highway</th>
<th>Kibuye</th>
<th>St. Paul</th>
<th>Ondiek</th>
<th>N = 20</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 6</td>
<td>N = 5</td>
<td>N = 6</td>
<td>N = 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Various objects</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Charts</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Pictorial content</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Cut-outs</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>diagram/sketches</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>learning areas</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>games/puzzles</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Models</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 9 shows that apart from various objects (realia) that are generally collected by both teachers and pupils (90%) not many resources were provided. Many respondents claimed that they refer learners to pictorial content (55%) most of which can be obtained from the course books. Other resources improvised were charts (50%), diagram/sketches (55%),
cut-outs (40%), learning areas, games and puzzles (15%), and models (5%).

From this table it is quite clear that Kibuye Girls and St. Paul have more improvised resources followed by Highway. Ondiek seems to be hit by a scarcity of the resources. The classrooms were almost bare. There were no charts displayed to give evidence that teaching/learning aids had been used, neither were there nature corners, centres of interest or book corners for reference.

4.4.2 Factors that hinder effective Improvisation of Resources

The respondents claimed that various problems faced them in their improvisation of resources. Table 10 shows the responses of the respondents concerning this.
Table 10: Factors that Hinder Effective Improvisation

<table>
<thead>
<tr>
<th>Factors Hindering Improvisation</th>
<th>N=20</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of raw materials</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Some items difficult to make</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Lack of time</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>Negative attitude</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

Table 10 shows that majority of the respondents (90%) felt that lack of raw materials was the main hindrance to effective improvisation of resources. It was not easy to get the necessary raw materials needed for improvisation without funds. Teachers claimed that most items are difficult to make (60%) and would consume a lot of time. Lack of time (55%) was hence seen as another hindrance. Teachers further claimed that their workload could not avail them time to concentrate on improvisation.

Five respondents (25%) even claimed that the teaching of this subject calls for the inclusion of many learning resources for the learning to be made more meaningful. This requires extra time and commitment on the part of the teacher. This results in negative attitude towards the subject which could have led teachers to ignore the improvisation of resources. Lack of
learning aids in lessons could in turn lead to disinterest in learning the subject by the pupils because they are not motivated.

4.5 Utilization of Resources for Teaching and Learning English

Use of resources for both the teacher and the pupils is very important. Proper use of resources involve prior preparation by the teacher through the making of scheme of work and lesson plans. Preparing a scheme of work and lesson plan is important because the teacher gets to know what type of resources are needed, whether they are available or whether improvisation is necessary. This was confirmed by the lesson observation schedule where the researcher observed that the teachers had both the schemes of work and the lesson plans ready.

When the respondents were asked to indicate in order of importance some of the reasons why the use of resources is highly recommended, they came up with the following as indicated on table 11.
Table 11: Purposes for using Resources in Teaching and Learning English

<table>
<thead>
<tr>
<th>Importance of Resources</th>
<th>N=20</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributes better understanding</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>Makes teacher’s explanations easier</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>Exposes pupils to practical experience</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Arouses learners’ interest</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>For clarity of ideas</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>Encourages learner participation</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Develops skills</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Caters for individual difference</td>
<td>1</td>
<td>05</td>
</tr>
</tbody>
</table>

Although table 11 shows that the respondents gave different weights to the resource importance during teaching and learning, the fact remains that all of these contributions are important. It is hence necessary that resources are available and accessible in order that they help make teaching and learning easier, interesting and meaningful.

4.5.1 Appropriate Time for Resources in Lessons

Effective use of resources by the teacher and pupils depend largely on the model/method of teaching adopted by the teacher. Teachers go for one model or the other depending on their attitude towards them, the availability of the resources and the time factor.

Some schools lack appropriate resources for particular topics hence the resources are not used effectively. In other schools the resources are
available but they are not used satisfactorily. The table below shows different stages at which teachers and pupils use resources in teaching and learning English.

Table 12: When Resources are Used during Different Lessons

<table>
<thead>
<tr>
<th>Stages at which resources are used in lessons</th>
<th>Lessons/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oral</td>
</tr>
<tr>
<td>To introduce a lesson</td>
<td>N=20</td>
</tr>
<tr>
<td>To give notes/summaries</td>
<td>0</td>
</tr>
<tr>
<td>To start off a discussion</td>
<td>7</td>
</tr>
<tr>
<td>Captures pupils’ attention</td>
<td>9</td>
</tr>
<tr>
<td>Illustrate a visual/concept</td>
<td>2</td>
</tr>
<tr>
<td>Ask pupils to do an exercise/assignment</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrate a process</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 12 indicates that resources were used mostly (100%) by pupils to do exercises, assignments, writing notes and summaries on topics like reading and writing. Resources were also used to start a discussion (90%) on a comprehension passage to be read, introduce a lesson and to illustrate a
visual. This was motivating and made the lessons lively. Resources were rarely used in oral lessons where a lot of improvisation was called for. However, from the lessons observed, a few were used to introduce sub-topics (50%), capture pupils’ attention (45%), start a discussion (35%) and demonstrate a process (30%).

4.6 Teachers’ Perception of Adequacy and the Utilization of Resources

The researcher also observed that the teachers did not use all the resources they had planned in advance to use while teaching particular topics. Effective utilization of resources can be hampered by the inadequacy of resources among other factors. The adequacy in this case was as perceived by the researcher. According to the researcher’s personal stance, books and reference tools are adequate when they are issued one per pupil or one between two learners in certain topics.

Most of the teachers made use of resources in teaching the whole class and books shared even between four pupils. This is against our current system of education that encourages child centeredness. Table 13 illustrates this further.
Table 13: Adequacy as Perceived by teachers during lessons

<table>
<thead>
<tr>
<th>Organization of resource</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highway</td>
</tr>
<tr>
<td>No. of teachers who issued references tools and textbooks</td>
<td></td>
</tr>
<tr>
<td>(i) per pupil</td>
<td>0</td>
</tr>
<tr>
<td>(ii) one between two</td>
<td>0</td>
</tr>
<tr>
<td>(iii) One in a group of three</td>
<td>✓</td>
</tr>
<tr>
<td>(iv) One in a group of four</td>
<td>✓</td>
</tr>
<tr>
<td>No. of teachers who organized field trips on:</td>
<td></td>
</tr>
<tr>
<td>(i) Class basis</td>
<td>0</td>
</tr>
<tr>
<td>(ii) Stream basis</td>
<td>0</td>
</tr>
<tr>
<td>(iii) Whole school</td>
<td>0</td>
</tr>
<tr>
<td>No. of teachers who organized field trips</td>
<td></td>
</tr>
<tr>
<td>(i) Once a month</td>
<td>0</td>
</tr>
<tr>
<td>(ii) Once a term</td>
<td>0</td>
</tr>
<tr>
<td>(iii) Once a year</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>No. of teachers who organized visits by resource persons</td>
<td></td>
</tr>
<tr>
<td>(i) T.A.C. officials</td>
<td>0</td>
</tr>
<tr>
<td>(ii) KIE officials</td>
<td>0</td>
</tr>
<tr>
<td>(iii) DEO/AEOs around</td>
<td>0</td>
</tr>
<tr>
<td>(iv) Ministry of Ed. Officials</td>
<td>0</td>
</tr>
</tbody>
</table>
According to the information in table 13, all the four schools (Highway, Kibuye, St. Paul and Ondiek) have shortage of reference tools and textbooks. Community resources are rarely used. The teachers claimed that this is due to lack of funds and time. Only two schools, Kibuye girls and St. Paul occasionally organize field trips. These are inadequate in as far as they are too few and are also organized on stream basis instead of class basis. No resource person visits the schools and teachers rarely visit Teachers Advisory Centres (TAC) for up-dating, borrowing or the making of the required resources.

Another drawback for these lessons as observed by the researcher was the total lack of use of already indicated teaching/learning resource, even where pupils’ initiative could be used to prepare them. In one of the lessons observed a teacher was found hard pressed to explain to pupils the meaning of a ‘costume’. The picture in pupils’ book could very easily have been reproduced by the same class during an art lesson. Alternatively, picking a costume from a collection of discarded clothes kept in a carton in class (teacher’s old stock) for impromptu drama during different English lessons would have provided him with an immediate object (realia) to use in this class.
In yet another lesson, it was a weak attempt at explaining easily obtainable objects like ‘broom’ and ‘brush’. These are commonly found in the homes from where pupils come every morning to school. So making them see the difference between the two shouldn’t have been a problem if the teacher planned well a head of time.

4.7 Factors Hindering Effective Utilization of Resources

From the foregoing information and from the responses made, it was well noted that resources had not been effectively used due to the following problems.

- Most of the respondents claimed that resources were inadequate and as such accessibility was interfered with. What was most unavailable were pupils’ textbooks, classreaders and raw materials for the improvisation of resource. Information on tables 5 and 13 indicates that the main course book Primary English’ is not adequately supplied hence the few copies available had to be shared even one among as many as four or five pupils.
• Very few supplementary books were available and some of these were only accessible to teachers.

• Other available resources like realia, charts, pictures, cut-outs, magazines and diagrams were accessible at very minimal rate.

• Audio-visual resources like films, slides, projectors and radios were neither available nor accessible to either teachers or pupils.

• It was mainly through the use of chalkboard that teachers made information accessible to pupils in most topics.

• Teaching/learning resources were mainly bought by schools and parents, while others were made by teachers and pupils. Only a very small percentage was donated.

• Most of the respondents claimed that lack of funds and raw materials and heavy teaching load hindered improvisation of the resources.

• Due to unavailability of classreaders, library lessons are not conducted and there is also no time for pupils to visit public libraries around either.
• Access to community resources was difficult due to lack of time and funds.

• Lack of in-service training workshops and seminars for teachers robbed them of proper interaction with colleagues, sharing ideas and up-dating on effective methods and access to information or teaching/learning materials available.

• The negative attitude towards the subject by colleagues and pupils was a hindrance to effective use of resources.

• Teachers used whole class teaching in their use of resources because what is there is never enough. These are mainly to introduce the lesson, give exercises/summaries, start off discussion and capture attention by teachers while pupils mainly use them to do exercises, read both silently and aloud, and to answer questions.
CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study was undertaken with the major purpose of finding out whether resources are available and are effectively used in the teaching/learning of English. The preceding chapters have dealt toward the background to the problem, review of related literature, research methodology, data analysis and evaluation. This chapter deals with the summary, discussion of findings, conclusion and recommendations.

5.1 Summary and Discussion of the Findings

The findings summarized in the preceding chapter relate to effective use of resources in the teaching and learning of English, and the importance teachers attach to using them. It is necessary to discuss these findings in order to gain a more comprehensive view that would be possible by focussing only on the findings. Some cross check among findings has helped to establish the validity of some of the responses.
It was the view of the researcher that if resources were available and used well, learning would be pupil centred, pupils would have very little problem in mastering what is being taught and teachers would not be put in a big task as they try to explain the new items and patterns in English.

5.1.1 General Information on the Respondents

The highest proportion of teachers (65%) were female and the rest (35%) teachers' gender were male. There was, however, no indication that the teachers' gender contributed to the required resourcefulness. All the respondents (100%) were professionally trained and majority of them (60%) had P1 certificates (see table 2). More than half of the respondents (75%) had taught for more than six years (see table 3).

In view of these findings it can well be concluded that majority of the teachers were well placed education wise. They had satisfactory academic and professional qualifications and adequate experience to teach this subject well given the relevant resources.

The study also showed that teachers had heavy work-load. Given the fact that they were involved in teaching other subjects and considering the number of pupils to be catered for, it can be concluded that the teachers
were over-worked and as such proper preparation, improvisation and use of resources stood not to reach the required standards.

5.1.2 Resources that Existed in Schools and the Most Commonly Used Resource in Teaching/Learning English

The findings confirmed that all the schools observed had the textbooks recommended though the copies were not enough. In most cases pupils had to share one book among three, four or more and this led to lots of problems.

The Ministry of Education points out in the Teachers’ Guides and Syllabus some materials that can be used such as wallcharts, pictures and various objects. In the observation made, the researcher was able to see various teaching aids being used.

The general trend was the use of pictorial content and a few objects and sketchy charts not well made. The overall impression was that there was little use of teaching/learning aids and when they were used they lacked variety. Pupils sharing many per copy could not examine the pictorial content closely as required of them by the teacher. When questions were put to them they were unable to answer.
The researcher noted that in such cases most of the pupils did not even pay attention to the general instruction given and this was more so among pupils who sat at the back of the class. For example, the teacher would say:

Look at the picture on page 134 (page one hundred and thirty four) What can you see? What is the woman holding? What is being done with the broom/brush?

Pupils then spent most of the lesson time trying to observe the picture which was far. Those who failed to reach it spent the rest of the time fidgeting, whispering or staring absent mindedly. The four lessons observed being taught revealed a shallow use of pictorial content giving further impression that the pupils could not have benefitted much from the pictures. Very little time was given to the pupils to look and note details of the picture content. Exposure time was short and there was no attempt to use more varied questions to arouse pupils' interest. The teacher did not fully utilize the pictorial content in teaching/learning.

For better understanding, ample time was necessary especially since these pupils were sharing a book among four. The result was that in most cases it was not the pupils who answered the questions but the teacher. If the pupils had been given enough time and the teacher was also observant to
note those who were not attentive or were at a loss, they could have answered these questions using their experience if not the pictorial content.

Except for the pictures in the pupils books, other teaching/learning aids were hardly used contrary to the guides recommendations. In teaching of vocabulary items in oral lessons use of pictorial content alone cannot be enough. It was noted that the teacher did not make any attempt to use other teaching/learning aids to demonstrate what the words meant. He could for example have used real objects (realia) to demonstrate how 'broom' or 'brush' is used. Various objects such as a small container of water, duster and other items used in cleaning process could have been ideal.

The teacher did not even use the pupils’ experience in this lesson. For example, what they knew about brush and brooms was not brought into the lesson. A brief discussion of the visual aids or drawn sketches would have enhanced mastery of new words. The exercise would have been more meaningful if the words were used in sentences generated by the pupils themselves as they discussed the learning aids present.

In one instance, a teacher in standard four opted to use a chart, perhaps because she was preparing a special lesson for the researcher. The chart
could not hang and the writing was in red ink. The sentences did not have words with properly shaped letters and capital letters were placed where they were not required.

Pupils' written work also showed that they had some difficulties with the task before them. It was as if they had not been given this type of exercise before. There were no appropriate teaching/learning aids used to enable them start from known to unknown. There were no examples given so that they could be certain about what they were required to do. It was observed, however, that the teacher tried to help pupils with some sentence construction using questions based on the pictures in the text. Nevertheless, the pictures were small and the pupils had very few copies. The teacher, however, desperately insisted that the pupils look at his copy.

In the researcher's survey, in trying to find out the reason why so many common resources were not included in the lessons taught, the researcher found the problem to be mainly on storage and maintenance. One major reason given was that there were no shutters for the windows and doors, and lack of proper facilities and enough finance resulted in lack of adequate care. However, even where these were not a problem, it was observed that the teachers were content with using the textbook pictures.
5.1.3 Sources from which resources are obtained and use of improvised materials

The researcher found that the Ministry of Education used to provide schools with wallcharts and manilla papers for charts that could be used as teaching/learning aids. The situation, however, seems to have changed. Those schools which have proper storage facilities like Kibuye and St. Paul still maintain some of their charts and do use them. These two schools can also afford to buy a few manilla papers which can be used to make various teaching/learning aids like background for pictures or drawing pictures, making flashcards and charts.

It was further noted that schools do not have proper library facilities. Only two schools had a few classreaders that were out-dated. To conduct a library lesson there must be a copy per pupil. Information on Table 6 shows that apart from a few classreaders (30%) donated free, library books are expected to be bought by parents (75%). Not all the parents are ready to buy classreaders for their children hence library lessons were not conducted because of lack of adequate texts.

In a follow up interview with the respondents, it was claimed that pupils could not even visit the National Library in town as frequently as they
should because of lack of time. Everyday, classes end at 4.30 p.m. and at times, Standards VI, VII and VIII have to remain behind for extra coaching. On Saturdays the schools are on (for stds. VI, VII and VIII) up to 1.00 p.m., the same time the library closes for the weekend.

The teachers themselves are overburdened by as many as 33 lessons per week, making it impossible to get free time to go to the library. It was also found in one school that pupils have to visit library according to library time table scheduled. This is drawn in such a way that each class visits the library only once a week from 3.30 - 5.00 p.m. and must be accompanied by a teacher. Most probably, those who visit once a week both teachers and pupils do it at this time.

Libraries are of paramount importance in the life long education of an individual. They should not be seen as tools to be utilized only when one is in school but also after schooling. The base is laid at school when the child is made to use this resource all the year round.

Time spent in the library will depend on the document one is looking for, the method of retrieval known to the user and for what purpose the patron needs that document. A person who goes to the library without a specific
document in mind will go browsing through the books until he comes across one which interests him. This takes long and is a waste of time hence, it does not benefit these pupils much.

5.1.4 Use of community resources

On the question of the use of community resources, the study revealed that this is non-existent in most of the schools. Only two schools somehow do manage to arrange for field trips, which are funded by the parents. Unfortunately, these are usually not well organized. When field trips are organized on stream basis, the group becomes too large to handle effectively while out in the field. Such poorly organized trips do not provide pupils with optimum academic gain. Effective field trips should be organized on class basis for the learners to utilize this resource well. Schools never organize visits by resource persons either, as this is taken to be difficult to utilize because of lack of funds and is also assumed to be time consuming.

5.2 Conclusion

The availability, adequacy and utilization of resources required for the teaching and learning of English has a marked effect on performance in the Kenya Certificate of Primary Education (KCPE). This study found that the availability, acquisition, adequacy and utilization of these resources differ
from school to school just as performance in English, in the KCPE also differs.

The first objective of this study was to find whether the general reference tools and the resources required for the teaching/learning of English (Oral, reading and writing) are available in the four schools in Kisumu Municipality. When the resources are available, it is possible for the teachers to use them whenever they are required.

The researcher found that the resources are more available in some schools than in others. This means that in some schools it is not always possible for English language teachers to use what is required during the teaching and learning process. The researcher found that books are the most available and commonly used resource though they lacked adequacy. It was noted that the reason for this was due to the fact that schools have different ways of acquiring the resources. The difference may also be due to how long particular schools have been in existence and to the socio-economic background of the pupils. It was noted that old schools seem to have more resources than the newly built ones.
In most of the schools, pupils' textbooks and reference tools were so inadequate that one copy was shared by a group of four or more pupils. With a large class to cater for, such cases made the teacher to have no alternative but to resort to the whole class model of instruction. The weakness observed in this is that a teacher who is not more observant and well organized will overlook many things. It is necessary for a teacher to have control especially when using a text shared by many so that all pupils have an equal chance of seeing and examining the picture closely. Apparently this was not the case.

Seemingly, the textbooks were also not properly maintained and the schools lacked resources to repair them. The Kenya Government is under duress at present and cannot afford to supply textbooks for each individual pupil. Some of the schools like Ondiek and Highway do not have proper storage facilities and as long as this problem persists maintenance of the materials cannot improve. The researcher recommends that, on a high note, this should be arrested as early as possible to prevent deterioration.

The second important objective of this study was to find out whether resources are actually utilized in the teaching/learning of English. An observation was made that resources were mainly made use of by the
teachers to transmit the content rather than for a learning exercise. Proper resource utilization in the teaching/learning process is of paramount importance. The researcher in this case found that not all the available and required resources are actually used in the teaching and learning process. Probably this is so because some teachers are prone to be more resourceful and active than others. The researcher’s recommendation is that teachers should prepare well and assemble all the resources required before hand in readiness for the lesson.

On the question of adequacy, the objective of this study was to find out whether the resources used in the teaching and learning are adequate for the whole class, as perceived by the researcher. Resource inadequacy can hamper their effective utilization. In this case the researcher observed that field trips especially, are not there or are inadequately planned. The few field trips indicated are there only occasionally and are poorly organized. Audio-visual and community resources have high potential at providing relevant and accessible learning experiences hence further research is recommended to establish why these are rarely used and how they can be made available.
The study revealed that lack of guidance on the existing resources in the market led teachers to use resources inadequately. It must be pointed out that corrective measures on the good use of resources need not begin at a national level. The study revealed that refresher courses had not been organized frequently for the teachers to up-date themselves on improvisation and proper use of teaching/learning resources (Chapter IV, table 13). The researcher would like to suggest that these workshops can begin at the school level with language teachers organizing themselves into a panel so that they can identify resources that can be obtained at a lesser cost.

Teachers Advisory Centres (TAC) may be consulted when workshops or seminars have to involve the whole zone. Apart from making use of themselves in the panels in the schools, the teachers may make use of experts from Teachers’ Advisory Centres or lecturers from Primary Teachers Training Colleges. It is also possible that teachers graduating from colleges may still be fresh and could give practical lessons during their inductive courses.

It was also evident that teachers lacked proper guidance in the collection and use of the few resources that were available. From the school level, the Assistant School Inspectors may also organize zones’ courses at the TACs.
However, such courses would have to draw from the teachers’ experiences as those in the field know the practical difficulties found in their situations. This is because the problems stated by the majority in the sample may not be the same everywhere.

All in all, after observing teachers using teaching/learning resources in lessons taught, especially the pictorial content, the researcher’s overall impression was that the teachers did not give enough time for pupils to look at them and study them properly. Pupils were made more inactive by the fact that teachers did not utilize all the models of teaching.

In conclusion, it is the view of the researcher that resources availability, proper use and adequacy are some of the major determinants of good performance in English in KCPE. This is well illustrated by performance in KCPE in the four schools involved in the study. Kibuye Girls’ School’s English performance is best, followed by St. Paul, Highway and Ondiek last. This is the order also of the basis resources availability, adequacy and utilization as has been displayed by the survey.
5.3 Recommendations and Suggestions for Further Study

In pointing out the unsatisfactory areas observed in the availability, acquisition, improvisation and utilization of resources in teaching/learning English, this study has arrived at some conclusions which cannot be effected for the improvement in use of resources in our schools unless other things are also seen into. The following recommendations and suggestions could be of some help in future and need consideration.

- There is need for an active supervision by the Ministry of Education (Inspectorate) to improve the methods of using teaching/learning aids in English lessons.

- Teachers should be helped to understand value and better use of pictorial content because it helps the pupils to understand the background and concepts in the textbooks.

- School inspectors should encourage schools to hold school and inter-schools meetings so that teachers could exchange ideas on the production of resources. This would encourage the improvisation of resources and hence their accessibility.
• Teachers Advisory Centres personnel should be more committed to helping teachers on the production and use of less expensive available resources. This can improve the provision of resources and hence lead to their accessibility and use. At such centres teachers could also be made to realize the need to use resources not only for the transmission of content but also for learning exercises.

• There should be some guidelines from TACs on the local materials that can be used and how accessibility can be gained to them.

• It would be useful to find out what role is played by headteachers in ensuring availability of materials acquired, whether Parents - Teachers Association could be involved in general maintenance of materials, and whether headteachers are given special training on ways of preventing losses or destruction.

• There is need to study further to establish whether years a school has been in existence has anything to do with the accumulation of materials (teaching-learning aids, basic class texts, supplementary readers, library books, etc).
A comparative study between the schools with well stocked and well used libraries and those without could reveal if there is any contribution libraries can make towards the teaching/learning of English in primary schools.

Kenya National Library Services (KNLS) should help schools to establish and develop libraries.

There is need for user education programme. Where both teachers and pupils will be given some basic instruction on how to exploit the library resources effectively. With this, the pupils will grow up independently in their information seeking.

KNLS staff, especially the children’s libraries should make a point of visiting schools, meet teachers, discuss their needs and establish friendly understanding based on appreciation of the fact that both are concerned with the same children and both have their interest at heart.

Teachers should be encouraged to use more of resource based-learning where the use of library becomes a must.
• Further research could be carried out on use of teaching/learning aids and their storage facilities, use of local resources and the role of teaching/learning aids in achieving stated objectives.

• It is also necessary to carry out further research to establish whether availability of library facilities has anything to do with the performance of pupils in external examinations.
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Besaric, N.N. School Resources Centres Evans/Methuen Educational, 1972.


Mays, P. Teaching Children through the Environment, Hodder and Stoughton Educational Millroad, Britain, 1985.


Volker J. and Simonson, M. Media Planning and Production, Bell and Howel Company, 1984.


APPENDIX 1

PUBLIC PRIMARY SCHOOLS IN KISUMU MUNICIPALITY

1. Arina Primary School
2. Central Primary School
3. Dr. Ouko Primary School
4. Ezra Gumbe Primary School
5. Highway Primary School
6. Joel Omino Primary School
7. Josana Primary School
8. Joyland Primary School
9. Kaloleni Primary School
10. Kibuye Girls Primary School
11. Kibuye Mixed Primary School
12. Kisumu Union Primary School
13. Kondele Primary School
14. Manyatta Arab Primary School
15. Ondiek Primary School
16. Pandpieri Primary School
17. Shaurimoyo Primary School
18. St. Andrews Primary School
19. St. Mark Primary School
20. St. Paul Primary School
21. Tiengre Primary School
Municipal Education Officer,
Kisumu Municipality,
P.O. Box 105,
KISUMU

Dear Sir,

RE: REQUEST FOR ASSISTANCE

The bearer of this letter Mrs. Gaudence A. Oduma is a Master of Education (P.T.E.) student at Kenyatta University in the School for Continuing Education. As part of her M.Ed. Thesis requirement, she would like to carry out a study on the teaching of English in Kisumu Municipality Primary Schools.

This letter is therefore to request you to kindly assist her by allowing her to visit your schools to collect data. Specifically, she would like to visit the following schools:

- Highway Primary School
- Kibuye Girls' Primary School
- Ondiek Primary School
- St. Paul Primary School
- Kisumu Union Primary School
- Manyatta Arab Primary School

Mrs. Oduma will provide you with additional information which you may need.

Thank you in advance for your assistance.

Yours sincerely,

PROF. H.O. AYOT
DIRECTOR, SCHOOL FOR CONTINUING EDUCATION
The Headteachers
1 Highway Primary School
2 Kibuye Girls Primary School
3 Undieik Primary School
4 St. Paul's Kanyakwar Primary School
5 Kisumu Union Primary School
6 Manyatta Arab Primary School

RE: REQUEST FOR ASSISTANCE
MRS GAUDENCE A ODUMA - ODONG

The above named is doing her Thesis on the teaching of English in Kisumu Municipal Schools for her M.Ed. Your school has been chosen specifically for that purpose.

You are therefore asked to assist her to carry out the exercise smoothly.

Thank you in advance for your assistance.

( J J KISENGO )
MUNICIPAL EDUCATION OFFICER

JJK/mdo.
Dear Participant,

I am carrying out a study regarding availability and utilization of instructional resources in the teaching and learning of English in the Primary Schools. I request you to assist me carry out the study by completing the attached questionnaire.

All the information as a result of your response will be used without identifying the individuals. Therefore do not identify yourself anywhere on the questionnaire.

Thank you in advance for your cooperation.

Yours faithfully,

G.A. ODUMA
RESEARCH INITIATOR
APPENDIX V

TEACHERS QUESTIONNAIRE

The following questions aim at obtaining information on the extent to which instructional resources are used in the teaching and learning of English in your school. Please answer the questions by ticking [ ] in the brackets or write in the space provided.

All the information given will be used for the purpose of this study and will be treated with strict confidence. Your co-operation is highly appreciated.

PART A: GENERAL INFORMATION

1. (a) SEX MALE [ ] FEMALE [ ]

(b) Academic and professional qualification

<table>
<thead>
<tr>
<th>ACADEMIC</th>
<th>PROFESSIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) KADE/KPE/CPE [ ]</td>
<td>UT [ ]</td>
</tr>
<tr>
<td>(ii) KJSE</td>
<td>[ ] P3 [ ]</td>
</tr>
<tr>
<td>(iii) EACE/KCE</td>
<td>[ ] P2 [ ]</td>
</tr>
<tr>
<td>(iv) EAACE/KACE</td>
<td>[ ] PI [ ]</td>
</tr>
</tbody>
</table>
(V) Any other (specify) SI [ ]
............................. DIP. ED. [ ]
AT5 [ ]

Any other (specify)...........

(c) For how long have you taught English?

(i) less than 2 years [ ]
(ii) 3 - 5 years [ ]
(iii) 6 - 10 years [ ]
(iv) above 10 years [ ]

(d) Apart from English which other subjects do you teach?

(i) (ii)
(iii) (iv)

(e) Number of lessons per week__________________________

PART B: TEACHING LEARNING RESOURCES

2. Availability of Instructional Resources

(a) List below the recommended textbooks available in your school for teaching English
(b) Which other textbooks are available apart from the recommended ones for teaching English?

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<tr>
<th>Author</th>
<th>Title</th>
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</tbody>
</table>

(c) Apart from textbooks list below other instructional resources available in your school for teaching English.

(i)
3. **Acquisition of Instructional Resources**

(a) Below is a list of instructional resources that can be used in teaching English.

Indicate how they are acquired by ticking [ ] in the appropriate box.

<table>
<thead>
<tr>
<th>TYPE OF RESOURCE</th>
<th>SCHOOL BUYS</th>
<th>PARENTS BUY</th>
<th>MINISTRY SUPPLY</th>
<th>DONATED FREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Print Materials</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Textbooks</td>
<td></td>
<td></td>
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<tr>
<td>Library books (Story Books)</td>
<td></td>
<td></td>
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<tr>
<td>Newspapers</td>
<td></td>
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<tr>
<td>Journals</td>
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<td>Pamphlets</td>
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<td>Handouts</td>
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<tr>
<td>Programmed materials</td>
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<tr>
<td>Microforms</td>
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<tr>
<td>Encyclopaedia</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(ii) Non-Projected/Display materials</td>
<td></td>
<td></td>
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<tr>
<td>Charts</td>
<td>Cartoons</td>
<td>Posters</td>
<td>Pictures</td>
<td>Photographs</td>
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</tbody>
</table>

(b) Name other sources from which you acquire instructional resources for teaching English

(i)
(ii)

(iii)

(iv)

(c) List below the problems you encounter in acquiring the instructional resources ticked in 3(a) above

(i)

(ii)

(iii)

(iv)

4. Utilization of Instructional Resources

(a) Below is a list of Instructional resources which can be used in the teaching and learning of English in Primary School. Indicate by ticking [ ] the extent to which they are used.

<table>
<thead>
<tr>
<th>TYPE OF RESOURCE</th>
<th>Every lesson</th>
<th>Once a week</th>
<th>Once a month</th>
<th>Not used</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Print Materials</td>
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<td></td>
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<td>Textbooks</td>
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<tr>
<td>Library books (Story Books)</td>
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<tr>
<td>Newspapers</td>
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<td>Journals</td>
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<tr>
<td>Pamphlets</td>
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<td>Handouts</td>
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<td>Programmed materials</td>
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<td>Microforms</td>
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<tr>
<td>Encyclopaedia</td>
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<tr>
<td>(ii) Non-projected/Display materials</td>
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<td>Charts</td>
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<td>Graphs</td>
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<td>Cartoons</td>
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<td>Posters</td>
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<td>Pictures</td>
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<td>Photographs</td>
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<td>Flash cards</td>
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<td>Realia</td>
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<td>Models</td>
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<td>(iii) Projected/Audio Visual Materials</td>
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<td>Films</td>
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<td>Transparencies</td>
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<td>Film Projector</td>
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<td>Slide Projector</td>
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<td>Overhead Projector</td>
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<td>Opaque Projector</td>
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<td>Video tape recorder</td>
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<td>Television</td>
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<td>Reel to reel</td>
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<td>Record Player</td>
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<td>Radio</td>
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<td>Camera(s)</td>
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<tr>
<td>Radio Cassette</td>
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</tbody>
</table>

(b) List below the instructional resource(s) that is available but is not used for teaching English

(i) 

(ii) 

(iii) 

(iv)
(c) Give reasons for your answer in 4(b) above.

(i) 

(ii) 

(iii) 

(iv) 

(d) Give reasons for the most frequently used instructional resource(s) in teaching English ticked in 4(a) above.

(i) 

(ii) 

(iii) 

(iv) 

(e) Give reasons for the least used instructional resource(s) in teaching English ticked in 4(a) above.

(i) 

(ii) 

(iii) 

(iv) 

5. **Improvisation on Instructional Resources**

(a) Do you have your own collection of instructional materials for teaching English?
Yes [ ]  No [ ]

(b) If your answer in 5(a) above is yes, list the instructional materials you prepare for teaching English in your School.

(i) 

(ii) 

(iii) 

(iv) 

(v) 

(vi) 

(vii) 

(viii) 

(ix) 

(x) 

(c) List below problems you experience in preparing your own instructional materials for teaching English

(i) 

(ii) 

(iii) 

(iv) 

6. Community Learning Resources

How often do you take your English class out for field trips?
(i) Once a week [ ]
(ii) Once a month [ ]
(iii) Once a term [ ]
(iv) Once a year [ ]
(v) Never [ ]

(b) How often do you invited resource persons to talk to your pupils on the importance of English as a service subject

(i) Once a week [ ]
(ii) Once a month [ ]
(iii) Once a term [ ]
(iv) Once a year [ ]
(v) Never [ ]

(c) List any other community resource(s) you use in teaching English

(i)

(ii)

(iii)

(iv)

(v)

(vi)

(d) List below the Problems you experience in using community resources in teaching English

(i)
(e) Suggest solutions to the problems in 6(d) above

(i)  
(ii)  
(iii)  
(iv)  
(v)   

7. (a) Does your school have a library?

   Yes [ ]  No [ ]

(b) If yes, list below the class readers/story books in your library which are used/are suitable for library lessons

<table>
<thead>
<tr>
<th>Author</th>
<th>[ ]</th>
<th>Title of the book</th>
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</tbody>
</table>
(c) If No, how do you conduct library lessons?

Give reasons for your answer:


(d) How often are your pupils allowed to borrow books from the library?

(i) Daily [ ]

(ii) Weekly [ ]

(iii) Fortnight [ ]

(iv) Monthly [ ]

(v) Never [ ]

(e) Which instructional materials are available in your school library but are not accessible for use in learning English
(f) Give reasons for your answer in 7(c) above

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(g) What problems do your pupils experience in borrowing books from the school library?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(h) Suggest solutions to the problems stated in 7(g) above

(i) ________________________________________________________________

(ii) ________________________________________________________________

(iii) ________________________________________________________________

(iv) ________________________________________________________________
## APPENDIX VI

### CHECKLIST

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>SUBJECT</th>
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</table>

<table>
<thead>
<tr>
<th>TYPE OF RESOURCE</th>
<th>AVAILABLE</th>
<th>NOT AVAILABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. PRINTER MATERIALS</strong></td>
<td></td>
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<tr>
<td>Textbooks</td>
<td></td>
<td></td>
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<tr>
<td>Library books/classreaders</td>
<td></td>
<td></td>
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<tr>
<td>Magazines</td>
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<td>Journals</td>
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<td>Pamphlets</td>
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<td>Programmed materials</td>
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<td>Microforms</td>
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<td>Encyclopedia</td>
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<tr>
<td><strong>2. NON-PROJECTED/DISPLAY MATERIALS</strong></td>
<td></td>
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<tr>
<td>Manilla Papers</td>
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<td>Charts</td>
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<td>Flannel boards</td>
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<tr>
<td><strong>3. PROJECTED/AUDIO-VISUAL MATERIALS</strong></td>
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<td>Films</td>
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<td>Film Projector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slide Projector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overhead projector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opaque Projector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video tape recorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reel to Reel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record Player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camera(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio cassette</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX VII

**CHECKLIST FOR RESOURCES AVAILABLE FOR TEACHING AND LEARNING ENGLISH**

<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>DEGREE OF ADEQUACY FOR WHOLE SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adequate</td>
</tr>
<tr>
<td>Textbooks for pupils</td>
<td></td>
</tr>
<tr>
<td>Exercise books for pupils</td>
<td></td>
</tr>
<tr>
<td>Teachers’ guides</td>
<td></td>
</tr>
<tr>
<td>Chalkboards</td>
<td></td>
</tr>
<tr>
<td>Erasers (dusters)</td>
<td></td>
</tr>
<tr>
<td>Pieces of chalk</td>
<td></td>
</tr>
<tr>
<td>Pens</td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
</tr>
<tr>
<td>Typing/duplication</td>
<td></td>
</tr>
<tr>
<td>Manilla papers</td>
<td></td>
</tr>
<tr>
<td>Models</td>
<td></td>
</tr>
<tr>
<td>Pupils’ chairs/desks</td>
<td></td>
</tr>
<tr>
<td>Teachers’ tables</td>
<td></td>
</tr>
<tr>
<td>Film and slide projection</td>
<td></td>
</tr>
<tr>
<td>Tape recorder</td>
<td></td>
</tr>
<tr>
<td>Television/Video</td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
</tr>
<tr>
<td>Note books</td>
<td></td>
</tr>
<tr>
<td>Chalkboard Instruments</td>
<td></td>
</tr>
<tr>
<td>Library books</td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX VIII

### CLASSROOM OBSERVATION SCHEDULE

<table>
<thead>
<tr>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT</td>
</tr>
<tr>
<td>CLASS</td>
</tr>
<tr>
<td>OBSERVATION NO.</td>
</tr>
<tr>
<td>LESSON TOPIC</td>
</tr>
</tbody>
</table>

1. Does the teacher have a scheme of work?
   - Yes [ ]  
   - No [ ]

2. List the teaching-learning resources indicated in the scheme of work
   - (i)  
   - (ii)  
   - (iii)  
   - (iv)  
   - (v)  
   - (vi)

3. List the teaching-learning resources actually used during the lesson
   - (i)  
   - (ii)  
   - (iii)  
   - (iv)  
   - (v)
4. Indicate improvised teaching-learning resources used during the lesson

(i) To recall experience

(ii) To express idea

(iii) Any other relevant

(iv)

(v)

(vi)

5. How does the teacher organize the pupils when using the instructional resources during the lesson?

(i) Individually [ ]

(ii) In pairs [ ]

(iii) In groups [ ]

(iv) Whole class [ ]

6. How are the teaching-learning resources used by the teacher in delivery of content?

(i) To introduce the lesson [ ]

(ii) To demonstrate a process [ ]

(iii) To illustrate a concept [ ]

(iv) To summarize the lesson [ ]

(v) Ask pupils to do an exercise [ ]

7. How do pupils use the learning resources
(i) To do an exercise [ ]
(ii) To raise questions [ ]
(iii) To recall experience [ ]
(iv) To express ideas [ ]

8. Note any other relevant observations made during the lesson

(i) 
(ii) 
(iii) 
(iv) 
(v)
# APPENDIX IX

## TENTATIVE RESEARCH SCHEDULE

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>January - February, 2000</td>
<td>Writing Research proposal</td>
</tr>
<tr>
<td>March - April, 2000</td>
<td>Type, bind, hand in Research proposal</td>
</tr>
<tr>
<td>May, 2000</td>
<td>Pilot study, Application for Research permit</td>
</tr>
<tr>
<td>May - June, 2000</td>
<td>Data collection</td>
</tr>
<tr>
<td>June - July, 2000</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>July - August, 2000</td>
<td>Writing Research Report/Typing</td>
</tr>
<tr>
<td>August, 2000</td>
<td>Handing in the project</td>
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</table>
## APPENDIX X

### RESEARCH EXPENDITURE

<table>
<thead>
<tr>
<th>ACTIVITY/ITEM</th>
<th>COST (SHS)</th>
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</thead>
<tbody>
<tr>
<td>1. Travelling</td>
<td>6,000</td>
</tr>
<tr>
<td>2. Subsistence</td>
<td>10,000</td>
</tr>
<tr>
<td>3. Stationery</td>
<td>4,000</td>
</tr>
<tr>
<td>4. Proposal</td>
<td></td>
</tr>
<tr>
<td>(a) Typing</td>
<td>2,000</td>
</tr>
<tr>
<td>(b) Photocopying</td>
<td>4,000</td>
</tr>
<tr>
<td>(c) Binding</td>
<td>1,000</td>
</tr>
<tr>
<td>5. Project</td>
<td></td>
</tr>
<tr>
<td>(a) Typing</td>
<td>4,000</td>
</tr>
<tr>
<td>(b) Photocopying</td>
<td>4,000</td>
</tr>
<tr>
<td>(c) Binding</td>
<td>2,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>45,000</strong></td>
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</tbody>
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