AVAILABILITY, ACQUISITION AND USE OF TEACHING/LEARNING RESOURCES OF ENGLISH LANGUAGE IN PRIMARY SCHOOLS IN KIAMBA A DIVISION.

BY WINFRED NYAMATU NJIIRI KAMAU

A PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

AUGUST 2000
DECLARATION

This project report is my original work and has not been presented for a degree in any other university.

WINFRED NYAMATU NJIIRI KAMAU

This project report has been submitted for examination with my approval as University Supervisor.

KENYATTA UNIVERSITY LIBRARY

PROF. H. O. AYOT
DIRECTOR, SCHOOL FOR CONTINUING EDUCATION
KENYATTA UNIVERSITY

(i)
DEDICATION

This work is dedicated to my late father Njiiri Mboro, my mother Lucy Nyathiuku Njiiri for taking me to school.

To my beloved husband Wallace Kama  Mbugua for being the pillar and support during this trying time. Thanks for being my friend.

To our children

Mbugua
Wanjiru
Njii
Kinga

For their understanding, patience and endurance throughout the course.

And to all people of good will especially women who despite all odds are determined to be educated. Kudos to the School for Continuing Education, Kenyatta University
ACKNOWLEDGEMENTS

My very special thanks go to my supervisor, Prof. H.O. Ayot for his professional support and guidance throughout the stages of this study.

I would like to thank my lecturers at Kenyatta University especially those form the Department of Educational Communication and Technology, i.e. Prof. Patel, Dr. Gitau, Prof. Mutunga, the workers, my colleagues, friends and relatives who have contributed in one way or the other towards the success of this project.

I owe a great deal to my husband, Kamau Mbugua, our children, Mbugua, Wanjiru, Njiiri and Kinga for their undying loyalty, understanding and patience. To you all; Thanks and may God bless you!

Lastly, A. D. Bojana deserves special mention for his editorial contribution.
ABSTRACT

This is a simple survey on the availability, utilization and acquisition of resources in the teaching of English Language in primary schools. Main emphasis was to establish which of the resources were available and accessible to the pupils and teachers, their selection and use, how they were acquired, whether teachers were inserviced in the use of resources and whether there were problems in usage.

This study was done in some primary schools in Kiambaa Division Kiambu District. Out of 47 schools only six were randomly selected and studied in detail. Due to lack of time the researcher could not study a bigger sample.

Three research instruments were used to gather data. A questionnaire for teachers of English whose aim was to collect information on the importance teachers attach to the use of resources and how they use the available resources. English teachers in standard seven and eight randomly selected form Kiambaa Division filled the questionnaire. An observation schedule was used to collect information on how teachers and pupils use resources in the teaching/learning situation. Six lessons were observed by the researcher to counter check information obtained from the questionnaire. A checklist was compiled to indicate the available resources in the schools studied.

It was found that teachers teaching English had taught it for a period ranging from three years to over 10 years. Therefore they were experienced and majority were aged below forty years.

A limited range of resources were available like the Primary English, the
chalkboard and a few supplementary books. A few resources were improvised like maps, diagrams, charts and posters. As a result, few of those resources were accessible to learners.

Lack of finances and materials for improvisation of resources contributed to inaccessibility of resources to the pupils. Topic of study, lesson objectives, age of the learners, teachers guide, recommendations and availability of materials were some of the criteria teachers cited for selection of teaching and learning resources.

The study also found that resources were bought by the school and parents and that teachers improvised resources and some were donations. Some teachers attended inservice courses which they found helpful in showing them the use of resources.

Majority of teachers relied heavily on the teachers guide and the chalkboard. Teachers either used the individual model or group but indicated that it was difficult when they wanted to use supplementary books as those were few.

Community resources were not being utilized at all. The newspapers/magazines were neither available to the teachers nor pupils. Learners had absolutely no information on the Kenya Library Services (KNLS).

Various recommendations were made for educational policy and practice in Kenya and a few research suggestions made on the basis of the findings.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>i</td>
</tr>
<tr>
<td>Dedication</td>
<td>ii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iii</td>
</tr>
<tr>
<td>Table of contents</td>
<td>vi</td>
</tr>
<tr>
<td>Abstract</td>
<td>iv</td>
</tr>
<tr>
<td>List of tables</td>
<td>ix</td>
</tr>
</tbody>
</table>

## CHAPTER ONE

1.0 Introduction                                        | 1    |
1.1 Use of Resources in Education                       | 1    |
1.2 Background to the Study                             | 2    |
1.3 Importance of English Language in Education         | 4    |
1.4 Statement of the Problem                            | 7    |
1.5 Research Questions                                  | 9    |
1.6 Objectives of the Study                             | 9    |
1.7 Significance of the Study                           | 10   |
1.8 Basic Assumptions of the Study                      | 11   |
1.9 Scope and Limitations                               | 12   |
1.10 Definition of Selected Terms                       | 12   |

## CHAPTER TWO

**Review of Related Literature**

2.0 Introduction                                        | 14   |
2.1 Importance of Learning Resources                    | 14   |
2.2 Use of Learning Resources                           | 17   |
2.3 Teacher as a Resource                               | 20   |
2.4 Types of Teaching/Learning Resources                | 21   |
2.4.1 Print Resources                                   | 21   |
CHAPTER THREE

Procedure and Methods of the Study

3.1 Introduction

3.2 Method

3.3 Sampling Techniques

3.4 Subjects

3.5 Research Instruments and their Administration

3.6 Plan for Data Analysis

CHAPTER FOUR

Data Analysis and Evaluation.

4.1 Introduction

4.2 Characteristics of the Subjects of Study

4.3 Availability and Accessibility of Resources for the Teaching and Learning English

4.4 Availability and Accessibility of English text books

4.5 Selection and Acquisition of Learning Resources.

4.6 Acquisition of English Language Teaching and Learning Resources

4.7 Problems that Hinder Acquisition of Resources

4.8 Improvisation of resources for the teaching and learning in English Language

4.9 Inservice courses in the Use of Resources for
CHAPTER FIVE
Summary, conclusions, Recommendations and suggestions for further studies. 63
5.1 Introduction 63
5.2 Summary of Findings 63
5.3 Conclusions and Recommendations 68
5.4 Suggestions for Further Research 70
LIST OF TABLES

1. Sex of English Language Teachers
2. Age of English Language Teachers
3. Teaching Load per Week
4. Highest Academic Qualifications of Teachers
5. Teaching Experience of English Teachers
6. Contributions Teaching and Learning Resources Make to Learning.
7. Teaching Aids used in Teaching and Learning
8. Text Books Recommended by the Ministry of Education Science and Technology.
9. Supplementary Books Available
10. Other Available Resources in schools.
11. Criteria used in Selection and Acquisition of Resources
12. Sources of Resources for Teaching and Learning in English Language.
13. Channels of Information on New English Resources in the market.
14. Factors hindering Effective Acquisition of Resources
15. Places Where Teachers Meet to Improvise Resources
16. Resources that are Improvised
17. Parties involved in Improvisation of English Language Resources
18. Factors that Hinder Effective Improvisation of Resources
19. Responses on Inservice/orientation Courses
20. Purpose for Which Teachers Use Resources
21. Purpose for Which Pupils used Resources
22. Use of Learning Resources and Models of Teaching.
CHAPTER ONE
INTRODUCTION

1.1 Use of Resources in Education

People, machines and materials when used to facilitate effectiveness in the teaching and learning process are resources (Hancock 1977). Davis (1975:4) agrees with Hancock when he says that a learning resource is:

any item, living or inanimate used during the teaching and learning process --- materials intended for use by a teacher to improve or extend teaching.

Learning resources can therefore be categorized as human and non-human learning resources. Human resources are teachers and other people who occasionally render teaching services. Non-human resources include a wide range of print materials such as textbooks, magazines, newspapers and non-print instructional aids such as audio-visual aids.

Dale (1969) classified learning materials under the following sub-headings: Visual Materials: These are projected resources. Examples of projected resources are overhead transparencies, slides, motion pictures, micro-film etc. non-projected resources include photographs, drawings, charts, maps, posters, chalkboard and flannel boards.
Audio Visual Resources: These include television, films, video tapes, sound film strips, printed materials with recorded sound, demonstration, field trips.

Audio Resources: These are lectures, audio tapes, compressed speech, photograph records, radio, telephone etc.

Meredith in Unwin and McAleese(1978 : pg. 503) states that “the function of a good taxonomy is not merely to order materials but to order people’s thinking about the material. Many studies have shown that instructional resources if used properly can promote thinking and develop firmly grounded concepts. It is against this conviction that this researcher decided to investigate whether the resources were being used in the teaching and learning of English language in primary schools in Kiambaa Division.

1.1 Background to the Study

A lot of emphasis is put on teaching of English language in Primary school. All the commissions on education lay a lot of emphasis on the teaching of English language as Ndicho(1987) says it is the language used across the curriculum. The introduction of the 8-4-4 system in Kenya implied that new and reused instructional resources were needed in order to achieve the educational goals. Provision of learning resources may be made difficult by institutional goals problems. The change in format of education from 7-4-2-3 to the 8-4-4 was abrupt; Bude(1982) documents that this was opposed by curriculum development specialists. This implied that this rapid change of curriculum ignored the vital phase of trial and
development a necessary step for development of new and reused industrial materials. In 1989, Kenya legislators challenged the K.I.E to urgently produce relevant and suitable textbooks for the 8-4-4 educational system (Daily Nation July 3, 1989: 15).

There is an increasing shift of financial resources from primary and secondary levels of education to post-secondary institutions and notably universities (Ogot and Gaugner 1994). This is an observation in Kenya where the government's policy is to expand universities and post-secondary training institutions. This is likely to affect adequate provision of teaching resources at the lower levels of schooling.

Availability, adequacy and effective utilization of teaching resources in schools has become of utmost concern to the Kenya government. The need for all schools to acquire and store learning resources has been documented repeatedly in Kenya's post-independence educational reports e.g. the Bessey Report (1972: 116, 117) Kamunge Report (1988: 32, 113) which emphasized the need for all schools to acquire adequate teaching resources. Both the Kamunge Report (1988) and Gachathi Report (1976: 54) emphasized the need for schools to plan and utilize available learning resources to enhance teaching and subsequently educational quality. Kamunge Report (1980: 112) recommended assented that schools should maintain and repair teaching resources in order to utilize and preserve them for posterity.

Ever since the inception of the 8-4-4 system of education, a controversy has raged over the recommended textbook for
use in primary and secondary schools. For example, the Daily Nation of December 2, 1990 pages 1 and 2 reported that “the Ministry of Education has recommended for use in schools books that have been out of print for many years” and that Kenyan teachers rejected certain recommended books which according to them were irrelevant and unsuitable for the 8-4-4 curriculum (see also Daily Nation of December 3, 1990 editorial page 6.) It is therefore against this background that the researcher felt the need to investigate the availability, adequacy and utilization of learning resources in the teaching of English language in Kenyan primary schools. This survey therefore seeks to investigate whether the teachers use resources, whether the resources are available and whether the teachers store and make their resources.

1.2 Importance of English Language in Education

Language plays crucial role in a child’s life. It enables the child to codify the inputs of his senses, organize and make sense of his experience. This realization of the importance of language in teaching and learning process has led to the development of what is now called “language across the curriculum”. According to Ndichu S. (1987) this is synonymous to mean “English Across the Curriculum.

In Kenya, English language assumes significance because it is a medium of instruction and as such, is crucial to the learners, intellectual growth and development. In Britain the role played by language gained momentum after the Bullock – Report (1978) which stated that:
A substantial course of language in Education (including reading) should be part of every primary and secondary school teachers initial training whatever the teacher's subject or the age of the children with whom he or she will be working (Ndichu, S.T.1987).

The importance of English language is shown by subject time allocation for the subject for both lower and upper primary. It has the highest time allocation only rivalled by P.E., Kiswahili, Mathematics with thirty minutes each in lower primary. In upper primary, it again has the largest time allocation with seven periods per week, each period being taught for thirty-five minutes.

The Ominde Commission gave first priority to English language. It recommended the importance of Kiswahili and vernacular was given a poor third choice. This was in order to create workers to take over the vacuum created by the departing colonialists. Knowledge of English language would play a vital role in this transition. By 1976, the situation had changed drastically and the needs of the country were not being met, hence the Gachathi report. According to this report, mother-tongue was to be used for instruction. English language was to be introduced as a subject from primary one. It also emphasized on the development of comprehension skills in the language syllabus and on the ability to convey information and ideas in speech and in written prose. Kiswahili was to be introduced as a compulsory subject in primary III and to be taught as a compulsory subject and be included in C.P.E.(Certificate of Primary Education).
English still enjoys prominence over Kiswahili and vernaculars. This is because it plays the following roles:

i. Official language of government. This is the language used predominantly in the National Assembly for debates and deliberations although Kiswahili is also used in government offices, mass media, commerce and industry.

ii. It is a means of communication between speakers of different languages and a *lingua franca* among the elites.

iii. This is the language used in international communication by Kenyan representatives in international conferences. English is a major world language used to disseminate information throughout the world.

iv. English as a medium of instruction from Standard IV onwards is a service subject across the entire curriculum.

English is important not only in Kenya but also in other parts of the world where it is mother-tongue for so many millions of people and an official language of more than a dozen African countries. Katzener (1986)

As a result of the above, adequate provision and effective utilization of instructional resources should be of utmost priority if the quality of education is to be sustained and varied. Kinyanjui and Court (1985) and Wettings (1983) documented the need to improve the quality of education through adequate provision and effective use of teaching and leaning resources. According to Anderson (1988), inadequate supply of instructional materials in schools limits educational access and results in low quality education offered in schools. In the World Bank document (1988), Pleya (1985), Ogbu (1991) have all advocated for revitalization policies...
intended to provide adequate instructional materials so as to safeguard and improve educational quality in Africa. Studies carried out in the past reveal that educational quality in Africa is rapidly falling mainly due to inadequate supply of key instructional materials and a decline in their utilization.

The post-independence educational reports in Kenya i.e. Kemunge report(1988), Gachathi report(1976), Bessey report(1972) have all documented the need for schools to acquire, store, maintain, improvise and effectively use suitable instructional materials to improve quality education. Effective provision of educational resources for all schools has not been possible after the adoption of 8-4-4 system in 1985 which lays emphasis on a more expensive and demanding vocational and practical education. Parents have to provide teaching resources through the spirit of Harambee whereas the government provides supervision and management services.

The introduction of the 8-4-4 Curriculum necessitated the use of new or reused instructional materials. Considering the importance of English language in the teaching and learning process, the way it is taught is important if it has to succeed. There was therefore need for a study which sheds light on the status of availability, adequacy and utilization of learning resources in English language in Kenya primary schools specifically in Kiambu District.

1.4 Statement of the Problem.

This project is a response to the need to investigate how English is being taught with particular reference to resources available
and how they are being used in some of the schools in Kiambaa Division.

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 pupil-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 researcher sees the need for English teachers taking a new approach to the teaching of this language. The teachers will not only need to emphasize its use but also create an atmosphere that is both conducive and interesting to the learner. The current number per class is made up of more than 40 pupils, too large a number for a single teacher to manage. If this language has to be taught effectively, teachers will have no alternative but to introduce and use new methods of teaching.

Resources can be used by the teacher to motivate pupils, encourage them to participate and consequently acquire the different language skills such as reading, writing, listening and talking.

This study was conducted in order to determine the availability and utilization of resources used in the teaching and learning of English in primary schools. There is unequal distribution of resources in schools with some having adequate while others have inadequate resources. Recommended textbooks in primary school are either unavailable or in adequate. Community learning resources i.e. libraries are
under-utilized or not utilized at all. In some schools newspapers and magazines which are used as teaching resources are available but not utilized in the teaching of English.

The cost sharing policy in schools have resulted in pupils facing problems related to unavailability, inadequacy and ineffective utilization of text books in the learning process as not all of them are able to buy the textbooks. This affects the learning outcome. It is therefore because of the above reasons that this study was undertaken to see which of the resources are available, how they are acquired and used in teaching of English.

1.5 Research Questions.
1. What are the academic and professional qualifications of primary school English teachers?
2. What resources are available for the teaching and learning of English language in primary schools?
3. Are resources for teaching and learning of English language accessible to both teachers and pupils?
4. How are these resources acquired or/and improved?
5. How suitable are the recommended textbooks?
6. Are these problems faced in the acquisition or/and improvisation if resources in the teaching/learning of English language?

1.6 Objectives of the Study.
The purpose of this study was:
(a) To find out the academic and professional qualification of English teachers in primary school.
To find out the resources used in the teaching and learning of English.

To find out how teachers choose the various resources they use in the teaching and learning of English language.

To find out how teachers use resources in the teaching of English.

To find out how pupils use resources in the learning of English.

To investigate whether pupils utilize community learning resources in learning English language.

1.7 Significance of the Study.

Teaching and learning of English is given prominence in our education system as it is the medium of instruction for all other subjects in the school curriculum. The role of textbooks and other supplementary books as resources in the teaching and learning of English cannot be underestimated. A. Kamm and B Taylor (1968) states that:

---one of the goals of education is to show the learner how to use books, teach him to discover the difficult act of choosing instinctively the right book for leisure reading and picking out unerringly those which will most readily give the answer to a question.

It is therefore important that learners have adequate textbooks if they have to learn English properly. There has been complaints that “Kenya is not a reading society”. Daily Nation (1985)
The only way to encourage pupils to read is to introduce them to libraries. The libraries are a necessity because they are the only powerful means exposing the learners to the world of books and knowledge and a means of developing a reading habit. There is therefore a need for teachers to realize how significant community resources are in the teaching of English. The information gathered and presented in this study will help curriculum planners and educators in the development of relevant and appropriate learning resources in teaching of English.

Teachers' views and suggestions may enhance the teaching and learning of English in primary schools. Practicing teachers and those in primary teachers colleges will also benefit from the views and suggestions in this study. The documented teachers' views and suggestions in this study will help the Ministry of Education in designing inservice programmes, teacher training programmes and production of appropriate instructional resources. These policy measures will help Kenyan educators to design effective teaching and learning strategies.

1.8 Basic Assumptions of the Study.

The following assumptions are basic to the study.

1. Teachers out in the field do not know how to use resources in teaching English.

2. Pupils are not given proper guidance when handling various resources in learning English.

3. English teachers do not know the importance attached to teaching and learning English skills using resources.
4. Teachers in the field are not innovative as they continue to teach English without resources.

5. That community resources are not utilized in the teaching and learning of English.

1.9 Scope and Limitations of the Study

The study was limited to an investigation of the availability and use of resources in the teaching and learning of English in Kiambaa Division of Kiambu District. The study covered six schools selected randomly in four zones that make Kiambaa Division. Therefore, this sample is too small to be a representative of all primary schools in Kenya. Time factor was a limitation as the researcher had only three months to do the research. Only standard eight pupils were considered for this study. However, the researcher interviewed teachers teaching English in standard seven and eight. The study only covered public primary schools and ignored the few private schools in the Division.

1.10 Definition of Terms

Community Learning Resources

These are learning resources available out-of-school. That are resources usually used in the teaching and learning process. They include activities, people, man-made and natural resources.

Public Primary Schools

These are the schools yearly receiving Government Grants-in-aid (recurred expenditure) for maintenance and payments of salaries for teaching staff. All teachers teaching in these schools are provided and paid by the Kenya Government.
**Harambee**

A Kiswahili word which means "pooling resources together". It is synonymous with people coming together and jointly participating by pooling together their financial and physical resources to finance the development of education, health and other public utilities particularly in their communal areas.

**Learning Resources**

These include both human and non-human resources used in the teaching and learning of English. Human resources are teachers, resource persons who occasionally teach in schools. Non-human resources are the print and non-print resources. They also include resources in the community used in teaching English language.

**Media**

The channels through which messages are transmitted to the learners.

**Non-print media**

These include a wide range of sound and visual aids such as video tapes, television, camera films, projectors, photographs, pictures, manila etc. All these teaching resources are used in the classroom to facilitate teaching and learning.

**Primary School English Teachers**

These are professionally trained or untrained teachers employed by the Teachers Service Commission to teach English as one of the subjects in Kenya Primary Schools.

**Teaching and Learning Process**

This refers to the instructional process where teachers teach and learners participate. It involves interaction of teachers and pupils in the teaching and learning process.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this study was to investigate the availability and use of resources in the teaching and learning of English in primary schools. The researcher aimed at investigating the selection, acquisition, improvisation, accessibility and storage of resources. The researcher found the following relevant to this study under the following:

2.1 Importance of learning resources in education
2.2 Use of learning resources in education
2.3 Teacher as a resource
2.4 Types of teaching/learning resources
2.4.1 Print resources
2.4.2 Audio visual materials
2.5 Selection of learning resources
2.6 Acquisition and improvisation of learning resources
2.7 Storage of learning resources

2.1 IMPORTANCE OF LEARNING RESOURCES IN EDUCATION

Use of resources in education is inevitable. Walkin (1982; 261) says this about human resources:

It is difficult to convert 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--- Aids serve to open up channels for the communication of
information and create a variety of sensory impressions.

Use of resources is not new, scholars here documented their use for a long time. Walton and Ruck (1975) are emphatic that resources have been used and the only new thing at present is the scale in which they are being used, their variety and complexity of learning systems into which they are fitted. In the 15th century Erasmus, a great educationist had worked out an elaborate system of teaching using aids such as alphabets in bone, biscuit maps, pictures, charts and realia. Gerlach and Ely (1971; 285) says this of teachers and their use of resources:

----- Good teachers have been using media for centuries. Jesus drew pictures in the sand and used objects in the environment as teaching media. Comenius wrote “Orbus Pictus” in 1658--- the most popular illustrated textbook ever written for children. Pestallozzi held that sense impression is the only true foundation of human knowledge---

Great teachers in the past therefore have used resources effectively and this is an indication that he present teacher can use resources to make teaching and learning effective. Resources create a conducive atmosphere for learning Ogome (1985). This comes about in the way, a teacher organizes, arouses and motivates learners using resources. This makes the learner to discover and use knowledge for himself. That is why learners should be exposed to a variety of resources and under the teacher’s guidance should be left to explore the
teaching/learning resources thereby learning from them. Collahan and Clark (1996:410) emphasize this by saying:

From the very ancient times teachers have depended on diverse teaching tools to make their teaching effective and interesting. Today teachers still depend on teaching tools to make their teaching effective and interesting--- We use our new tools for the same purpose and in much the same way our forefathers did: to make things clear; to make instructions real; to spice the teaching and learning processes, and to make it possible for pupils to teach themselves. It is impossible to teach without tools.

It is the duty of the teacher to choose resources and decide how to use them. Hellen Coppen (1969, p. 19) says that aids serve any one of the following educational purposes, which are pertinent in an educational setting and especially language skills:

1. Present facts
2. Organize knowledge
3. Change attitude
4. Teach a particular skill
5. Stimulate imagination.

Wright (1976:1) stresses the importance of various media in language and says “many media and many styles of visual presentation are useful to the language learner”. He further says that resources create:

“Situations in which verbal communication would be a natural element to a native speaker.”
language) and not an act artificially prefabricated and imposed by the teacher.

It has therefore been found that resources in language encourage the learners to talk and this creates a free atmosphere where pupils help each other and consequently improve verbal communication—pupil talk which is formal and artificial.

Language classes are supposed to be interesting otherwise the learner would be inhibited and hence fail to learn the language. Learning/teaching resources contextualize language and enhance the speed in which learners learn the language.

In this study, the researcher was interested in finding out whether the English teachers used resources in the teaching and learning of the subject.

2.2 Use of Learning Resources in Education

Technology in education is there for the dual purpose of making education available to a wider group of people and also improvise the quality of education. Through educational technology people have access to mass-media. For example the television and newspapers. Efforts have been made to make books available by cheap production and distribution. There is a lot of support from scholars for education resources. Unwin and mcaleese (1978) say that:

...greater learning results when media are integrated into the traditional learning process; that equal amounts of learning are often accomplished
in less time using educational media ... media facilitates learning (P. 45)

Educationists view learning resources as important if learning has to take place effectively. This is because media enhances interest, comprehension retention and concreteness in many learning situations. The quality of education can be improved if the use of appropriate resources is considered when designing the curriculum. Tucker (1986) says:

in education technology the solution to problems take the form of all the learning resources that are designed or selected and/or utilized to bring about learning (P. 172).

This shows that learning resources are vital to learning. The National society for the study of education (1974) in a report to the president of the United States of America by the commission on Instructional Technology had this to say about learning resources.

... a technology can make education more productive, individual powerful and also make learning more immediate, give instruction a more scientific base and make access to education more equal (pg.6).

Douglas (1964 : 195) emphasizes that “good teaching is good communication and the alert teacher is constantly searching for ways of communicating more effectively with students”. The teacher does this by using resources. Patel (1986) is emphatic that materials (resources) should be used as an integral part of learning activity in order to achieve the highest level of understanding within the context of their subject matter (P. 12).
Japanese National Commission for UNESCO (1972) asserted that the use of various types of educational equipment and instruments enlarges the sphere of learners' experiences. Resources also help the learner to be able to grasp the contents of instruction accurately. Teachers therefore should be aware that textbooks are not the only resources that can be used in teaching but use other varieties that can present learners with more vivid experiences.

There is an urgent need for the use of learning resources in the teaching and learning of various subjects. Ouré (1995) in his study of primary schools in Amagoro division in Kenya found that there was shortage of learning resources in all subjects being offered. He found the following reasons for the shortage.

1. unqualified teachers  
2. lack of funds  
3. heavy teaching loads.

Teachers complained that they had no time to concentrate on acquisition of resources. Digolo (1986) on a study on the utilization of community resources in primary schools in Kenya revealed that there was an apparent inadequacy of teaching and learning resources. Khisa (1986) did a survey of the learning resources materials in Nairobi primary schools. He found that most of the books in use were published more than ten years ago, that most schools possessed radios, typewriters and duplicating machines. Some schools had pianos, one school had hired film projectors from Kenya Film Co-operation. However, due to high costs of resource materials and other
urgent needs such as classrooms, workshops and buying of textbooks, this has brought a big disparity in terms of quantities and quality of resource materials in the school library. According to Khisa, half the stock in the school library was out-dated and irrelevant to the present educational needs.

In using the teaching and learning resources, what matters most is the knowledge, creativity, energy and devotion of teachers who make the best use of whatever is available. The use of a range of instructional materials is highly recommended for purposes of instructing and reinforcing learning previously acquired. If the teacher therefore, sees media as *sine qua non* in the same way that they have for generations regarded textbooks, then there will be greater improvement in the teaching and learning process.

### 2.3 Teacher as a Resource

Teachers are human resources in the teaching and learning process. They combine the other learning resources by selecting, utilizing, improvising and maintaining them for the purpose of facilitating teaching and learning processes. Important teacher attributes that influence learning outcome are the level of academic qualifications, professional training, teaching experience and inservice training. See Omstein (1984), Wellings (1983), Avalos (1980).

In the developing world, the teacher as a resource is recognized, Saha (1983).

Qualified teachers are wise in their selection of instructional materials which leads to effective teaching.
Print resources:

Virtually all instructional processes in the classroom are guided by textbooks and other print materials. Books, magazines, journals, newspapers have increasingly been acquired and used in the classroom. Textbooks influence learning outcomes as has been shown by various researchers. Adequate provision of textbooks have significant effects on students' achievement (Psachropoulos and Woodhell, 1985).

Pupils from poor socio-economic backgrounds improve their learning outcomes if adequately supplied with textbooks. Schiefelbein and Farrel (1977). Textbooks are written to support a specific course and relate directly to the syllabus of that course. References, additional information and knowledge of subjects not directly covered by the school curriculum (Diana Rosenberg), Schiefelbein and Ferrel (1985) argue that effectiveness of textbook acquisition in determining learning outcomes diminishes when the ratio of books for students approaches 1:2.

The teaching of English relies heavily on textbooks to guide the instructional process. Other supplementary reading materials such as library books, magazines are useful in language teaching.

A Kamm and B.A Taylor (1968) states that one of the goals of education is to show the learner how to use books, teach him to discover the difficult act of choosing instructively the right books for leisure reading and picking out unerringly those
which will most readily give the answer to a question. The aim of a school library is to help the reader to make the best use of the library and acquire by the time he leaves school some knowledge of what books can mean to him both for serious study and creation (C.A. Sitt. 1967).

English language is a foreign language to the majority of learners. Much of any foreign language learned at school is acquired from books. It is therefore through the school library or any other library experience of a community service nature, library information and recreational resources that students find self-realization, gain insight into human relations and have practical illustrations of responsible citizens (Lowrie 1970). Access to a wide variety of reading materials is widely recognized as important to educational process. Supplementary resources in reading, reinforces the quality and permanence of the benefits of education in the classroom. According to Diana Rosenberg in School Libraries in Africa such access helps in:

(i) Developing the ability to read and extension of vocabulary.

(ii) Develop a teaching force which is capable of moving beyond the confines of set books and textbooks.

(iii) It supplements and enriches work done by pupils in the classroom.

(iv) Encourages independent access to information and arouses the interest of pupils in matters outside the curriculum.

(v) It provides training in the use and retrieval of information, a skill which is essential for higher education life long learning.
Majority of the schools possess no library. Where some semblance of a school library does exists, it is often no more than a few shelves of outdated and worn-out materials, inadequately staffed and thus marginal to the teaching-learning process. Lack of finance makes the establishment of a school library difficult especially when one considers the economic implications. The alternative to this is the setting up of a community resource centre. The aim of such resource centres is to provide reference and referral services to the whole community. If they can be located in schools, it would be advantageous for both the teachers and pupils. Supulvedo-stuardo (1983) noted that a clear and consistent relationship between school variables and student achievement is the availability of textbooks and that, they influence learning more than other school variables.

Azeb (1975) in a study of the use of community resources in elementary schools in Ethiopia showed that most teachers used books assigned to the class as a source from which they obtain their instructional materials to supplement the one source they depended on. She emphasized the use of other resources as they make education purposeful challenging and child-centered. The resources make the children to think and solve daily problems. Onadiran (1985) in a study done in Nigeria revealed an acute shortage of books, magazines, newspapers and audio visual materials in schools. This was irrespective of geographical location, type of boarding facilities or student enrolment.
**Audio Visual Materials**

Getz (1972) cites Dale as having contributed more than any other educator in demonstrating the value of audio-visual materials. On the basis of her own research as well as that of others, she has set both the following seven points in emphasizing the importance of audio-visual materials. They do the following:

1. Supply a concrete basis for conceptual thinking and hence reduce meaningless word response of students.
2. Have a high degree of interest for the students.
3. Make learning more permanent.
4. Offer a reality on experience which stimulates self-activity on the part of the learners.
5. Develop continuity of thought.
6. Contribute to growth of meaning and hence vocabulary development.
7. Provide experience not easily obtained through other materials and contribute to the efficiency, depth and variety of learning (P.26).

Learners learn well through the senses and hearing and seeing is more profitable.

Educators refer the 'eye' as the most important gateway of the mind. Saunders (1974) says this about visuals.

“Visuals rouse interest, give an accurate impression, help memory, stimulate the imagination and provide shared experiences (P.16).

Addo (1961) supports the use of visuals in learning and gives the chalkboard as important especially when the teacher writes
the blackboard summary. Visual aids are a foundation for good teaching. Getz (1972) cites says that:

...the sense of hearing should always be conjoined with that of sight and the tongue...and in combination with the hand. The subjects taught should be pictorially illustrated, and this develops the imagination by the help of the eye (P.16).

According to Munyiilu (1985) learning resources enable learners to understand better through the use of more than one sense, hearing, touching, tasting and feeling. Levie and Dickie in Travers (1973) found that:

Words are better for abstract subject matter while auditory and digital (visual point) have the special merit of conveying abstract knowledge, whereas as the pictorial (pictures) have the special merit of conveying concrete information (P.866).

Researchers have also found icons and images to be important in learning. Icons and images give a lot of information as Kennedy in National Society for the study of Education (1974) found.

Icons and images are highly successful in the learning process since they can motivate, inform, facilitate memory and evoke further thinking.

Schram and others (1977) observed that given a favourable situation, a pupil will learn from any medium like T.V radio, programmed instruction, films, tape recordings and others. Sifuna (1986 : 114) shows the importance of using senses in instruction of children. He quotes Pestalozzi, “Sense impression, observation and perception are the foundation of
instruction. Learning resources are important for effective learning. As regards sensory organs they have this to say:

----for proper communication and learning students want certain media available and used not only because media are interesting and make school time pass more quickly but because when various senses are used in learning, there will be greater perception, understanding, reinforcement and hence easy retention of the subject matter (P.1).

Resources with their sensory experiences provide not only a point of departure, but also a point of return for the learning process (Bachmen 1959) reporting Dale. Learning therefore becomes a process in which the concrete and abstract interact.

2.5 Selection of Learning Resources

The report of the Presidential Working Party on Education and Man Power Training for next Decade and Beyond (Kamunge Report 1988) emphasized that teaching and learning materials should be planned and utilized in the most cost effective manner. This would bring out efficient provision of quality and relevance in education. The Ominde report (1964) called for more adequate supply of simple aids. These could be successfully used because the activity method of teaching increases the demand for teacher made items.

Due to increasing challenges in education, a teacher needs to know how to select the most appropriate resources, know the sources and be able to improvise and store the resources. For many educationists, it is difficult to choose the most effective
media among many alternatives. This is because in any
teaching situation, there is a multitude of interactive factors
which make the selection process complex. Nowadays, there is
a wide range of resources from which to select the best or the
most appropriate.

For many educationists the question postulated by Unwin and
McAleese (1978) what are the criteria used to decide the best or
most effective medium for my purposes (P. 499) is a problem
worth consideration. Romiszowski (1968) gives the details of
the factors to consider when selecting learning resources. He
summarizes them as:

"The type of learning task, teachers' experiences in
teaching (creativity, improvisation). Special
characteristics of some students will directly
influence the media to be used and practical
constraints and economic status (P. 56).

When used properly by teachers, learning resources can help
learners reach the specific learning goals. The nature of
objectives for a particular learning situation is a major
consideration in selection of resources. According to Unwin and
McAleese (1978), age of the learners affects the choice of media.
Very young children are unable to depict cues in pictures.
However according to Dickie and Levie older people recall more
from pictures than word stimuli. This means that the age of the
learner matters in selection of a resource.

There are three main primary participants who should be
involved in making media selection decisions. Locatis and
Atkinson (1984). These are the teachers/instructors
media specialists, learners and there may be others. The three participants are chosen because:

i. Media specialists have the primary responsibility and must be given advice by classroom instructors and learners.

ii. The teacher is more knowledgeable about the needs and interests of the learners.

iii. The learner is able to provide information about media from which they learn best.

The Home Association for Childhood Educational International (1976) concurs with Locatis and Atkinson's ideas that since teachers are familiar with the interest and needs of each student, they are in a unique position of selecting resources, making decisions about the most appropriate materials for pupils with greater economy.

2.6 Acquisition and Improvisation of Learning Resources

According to Calton (1968), the process of acquiring learning resources needed by teachers for accomplishing their objectives does not require any technological knowledge. Simple and locally available materials used for learning and teaching can achieve favourable results. Teaching aids should be made from low-cost materials as emphasized, by Wales (1967). The learning materials should also be applicable to the learners' experiences and local needs.

Teaching aids should be related to educational planning as a whole. Teachers should involve the pupils in preparation of instructional materials if such materials are to be enough for pupils' use. Mukwa (1982) says resources help pupils to
improve their learning. He encourages teachers to make use of the usual content of textbooks such as charts, maps, graphs, pictures and diagrams. In this way teachers will minimize the expense and make use of available resources through improvisation. Teachers should use their creativity and make their own teaching resources to avoid unnecessary expenses.

Digolo (1986) in his study on community resources in Kenya’s primary school found that most teachers made their own instructional materials. They used local materials in the school environment to produce resources. Other resources were made by teachers during seminars and workshops through the help of curriculum and educational advisers.

Institutions must play the role of providing the necessary resources, both human and material in order to yield maximum benefits. The human resources (teachers) would in return help the users (teachers and pupils) to exploit the resources to the maximum. Njuguna (1981). The conference on Employment and Rural Development (1976) held in Kericho urged institutions to utilize their resources for the maximum benefit of learners and teachers. A well-organized library or resources programme has been known to contribute significantly to both teaching and learning. The provision of this service has not got off the ground in Kenya. This has been left to individual institutions themselves to decide which direction to follow in this case as Wachira (1974) puts it “only the well established institutions with a tradition behind them that end up getting trained personnel and a supporting budget”.

29
2.7 Storage of Learning Resources

When running a material-centred classroom, storage of the material is very crucial. If a retrieval system and storage facilities have been carefully worked out, the learners can find the required materials and thereby utilize them properly. It is important to store the materials in order to minimize the expenditure of buying the materials every year. Storage ensures that the material is used easily and effortlessly by both teachers and pupils.

Walton and Ruck gives guidelines for storing resources. These are:

(i) All library materials should be stored together in one room or a complex of rooms.

(ii) Open display storage should be used for all materials whenever possible.

(iii) Storage in drawers and cabinets should be reduced to a minimum.

(iv) Flexible storage provides ease in interfileing classified items.

(v) When media must be stored in containers, transparent materials should be used or packaging.

(vi) Materials should be in one classified sequence to facilitate the subject approach and browsing.

Gordon (1977) emphasizes that for security purposes, it is necessary to keep some items locked away especially if the institution is used for other activities. He is of the view that:

resources can be stored on open shelves or example film loops, reel-to-reel tapes, video tapes and eight
millimeter to sixteen millimeters film. But although they can be stored like books they cannot be browsed through the same way and must be carefully labeled with title and subject content (P.50).

Resources can be stored commercially. This can be done by using commercial racks and rails that can be used for hanging charts, maps, and pictures. Mobile tray units can be used for storing models, specimen and realia. However, the storage of resources differs from one institution to another. Anadirain (1980) found that many schools in Nigeria had their professional materials located in the staff room and some in the principal's office. Wambua in a similar study in Kenya found that textbooks in colleges were kept in college libraries, others in the store, while materials such as films and charts were kept at the colleges' learning resource centres.
CHAPTER THREE
PROCEDURE AND METHODS OF THE STUDY

3.1 Introduction

This chapter deals with the sampling techniques, the subjects of the study, the instruments used and their administrations and plan for data analysis.

3.2 The Method

This researcher employed three methods of gathering data. The observation schedule to observe English lessons in progress. It was designed to collect information on how teachers and pupils used various teaching aids. The researcher wanted to get information such as:

- types of resources found
- when the teachers used resources
- how pupils used them
- How the materials are displayed whether they are bought or made
- In which language arts skills greatest use is made of resources.

The interview schedule was used to get information from English teachers. Information provided from interview schedule was:

- experience of teachers teaching this subject
- importance attached to the use of resources in teaching and learning
- provision of resources
- criteria used in choosing aids

32
- storage of materials
- checking system for materials
- use of community resources

The researcher also used a checklist as the third method of collecting data. Information got from this method was such as:

- textbooks and other teaching aids recommended by the Ministry of Education
- which of the available resources are used.
- manufactured teaching aids bought by schools
- what is actually available in the schools of the recommended resources.

3.3 Sampling Techniques

This study was based in Kiambaa Division of Kiambu District. Kiambaa Division consists of four educational zones. These are Ndumberi, Kiambaa, Kiambu and Kihera. Each of the zones has twelve (12) schools except Kihara that has eleven.

In total, there are forty-seven (47) schools. This study only considered the public primary schools although there are a number of private primary schools in the division.

From each zone two schools were selected randomly making a total of eight schools. For the eight schools two were randomly selected for the pilot study. This was to help the researcher to test the instruments and make changes where it was appropriate. These schools were then isolated from the rest of the sampled schools.
The researcher interviewed English teachers who teach standard seven and eight. Six lessons in six schools were personally observed. Six observation schedules were filled. The schools were randomly selected from the four zones. A total of twelve checklists (12) were filled by the researcher.

3.4 Subjects

English teachers from the six schools who teach class seven(7) and eight(8) were interviewed. Class seven and eight were chosen as they are the classes this researcher felt needed the resources most because they are preparing for the examination.

The teacher visited all the six schools, interviewed 12 teachers and six headmasters and filled twelve checklists. The exercise was done in the month of May and lasted 3-4 weeks.

3.5 Research Instruments and Their Administration

Three research instruments were used for the collection of data for this study.

i. Questionnaires for Teachers

It was given to all the twelve respondents. The questionnaire which had both open and closed items sought general information concerning the teacher, importance of resources availability and accessibility of resources, selection and acquisition of resources, improvisation of resources, problems encountered, trianing
and use of resources in the teaching and learning and possible solutions to these problems

Questionnaire was delivered by the researcher personally and later collected after some time according to the agreement reached by both the respondent and the researcher. This period did not exceed one month from the term of its administration.

ii. The observation/checklist schedule

The observation/checklist schedule was a combination of two instruments in one. The checklist had a list of possible resources which could be used in the teaching/learning in English. These resources were checked against the scheme of work to tick those that had been indicated as available and were being used.

The lesson observation schedule was meant to establish whether the resources indicated in the schemes of work were actually available and used in the class by both the teacher and the pupils and how they were used.

The researcher hoped to counter-check information acquired through the questionnaire by using the class observation checklist schedule. This observation was done after the questionnaires had been filled and handed over.

3.6 Plan for Data Analysis

The raw data from the field were coded, tabulated and tallied in separate tables in order to observe the general trend.

The data was reported in descriptive form. A discussion of the findings is presented in chapter four.
CHAPTER FOUR

DATA ANALYSIS AND EVALUATION

4.1 Introduction

This chapter deals with presentation and analysis of data got from the teachers' response to the research instruments, the questionnaire and observation schedule.

The aim of the study was to investigate the availability and use of resources of English in primary schools.

4.2 Characteristics of the Subjects of the Study

Table one indicates the sex and age of English teachers who participated in the study.

Table 1 Sex of English Language Teachers

<table>
<thead>
<tr>
<th>SEX</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>07</td>
<td>38.89%</td>
</tr>
<tr>
<td>FEMALE</td>
<td>11</td>
<td>61.11%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Table 1 shows that the highest population of English teachers were females 61.11%. The rest were males 38.89%
Table 2: Age of English Language Teachers

<table>
<thead>
<tr>
<th>AGE IN YEARS</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21-30</td>
<td>4</td>
<td>22.22</td>
</tr>
<tr>
<td>31-40</td>
<td>8</td>
<td>44.44</td>
</tr>
<tr>
<td>41 and over</td>
<td>6</td>
<td>33.33</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 2 shows that majority of respondents were aged between 31-40 years (44.44%) 6(33.33%) were forty one years and above. Four respondents (22.22) were between the ages of 21-30 years. There was none who indicated as being less than twenty years old. The table shows that the respondents had a long time to serve the nation before retiring as twelve were below the age of forty years.

English language teachers were all involved in teaching other subjects as indicated in the table below. The teachers taught Kiswahili, Mathematics, G.H.C,( Geography, History, Civics, which is a combined course in primary school), Art and Craft and Business Education. There was a comparatively high number of pupils per class as they ranged from forty(lowest indicated) to sixty two (the highest indicated).

Table 3: Teaching Load per Week

<table>
<thead>
<tr>
<th>LESSONS PER WEEK</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-30</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>31.35</td>
<td>5</td>
<td>27.3</td>
</tr>
<tr>
<td>36-40</td>
<td>8</td>
<td>44.44</td>
</tr>
<tr>
<td>41-45</td>
<td>4</td>
<td>22.22</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

37
From Table 3 only one teacher (5.6%) had less than thirty lessons per week. More than 50% of the respondents had from thirty-six lessons per week to forty-five lessons. With this number of lessons per week and the much needed preparation for many other subjects taught, use of resources might not be effective. Most of the teachers complained of lack of time in order to improvise resources.

**Table 4: Highest Academic Qualification of Teachers**

<table>
<thead>
<tr>
<th>PROFESSIONAL QUALIFICATION</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>P1</td>
<td>13</td>
<td>72.2</td>
</tr>
<tr>
<td>P2</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>P3</td>
<td></td>
<td>5.6</td>
</tr>
<tr>
<td>Untrained Teacher</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Information from table 4 shows that (100%) of the teachers were professionally qualified. Only 1 respondent (5.6%) was in the level of P3 and there was no one teaching English who was untrained. Of the 18 respondents, 2 teachers (11.1%) reported being in the level of S1.

This information is very important and encouraging in the teaching and learning of English. This is because the teachers were both highly academic and professionally qualified. Due to their competence, such teachers should be able to use the available resources, if they are available and accessible.
This study also looked at the subjects' teaching experience. Table 5 shows the responses given.

**Table 5: Teaching Experience of English Teachers**

<table>
<thead>
<tr>
<th>PERIOD IN YEARS</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>1</td>
<td>5.56</td>
</tr>
<tr>
<td>4-6</td>
<td>3</td>
<td>16.67</td>
</tr>
<tr>
<td>7-9</td>
<td>4</td>
<td>22.22</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>11</td>
<td>55.55</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above table, it can be noted that majority of the respondents (55.55) had taught for more than 10 years. This shows that majority of the teachers were experienced in teaching. Four respondents (22.22%) had an experience of 7-9 years, 3 teachers had an experience of 4-6 while only 1 teacher (5.56) indicated a teaching experience of less than three years.

### 4.3 Availability and Accessibility of Resources for the Teaching and Learning of English

Resources are important for the teaching and learning of all subjects in the school curriculum. They make a lot of contributions to learning and teaching. Respondents were asked to indicate in order of importance the contributions they thought resources made to learning and they came up with the following.
Table 6: Contributions Teaching and Learning Resources Make to Learning.

<table>
<thead>
<tr>
<th>CONTRIBUTIONS</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better understanding</td>
<td>14</td>
<td>77.77</td>
</tr>
<tr>
<td>Exposes pupils to practical experience</td>
<td>13</td>
<td>72.22</td>
</tr>
<tr>
<td>Arouses learning interest</td>
<td>8</td>
<td>44.44</td>
</tr>
<tr>
<td>Develops skills</td>
<td>5</td>
<td>27.77</td>
</tr>
<tr>
<td>Encourages learners participation</td>
<td>3</td>
<td>16.66</td>
</tr>
<tr>
<td>Caters for individual differences</td>
<td>2</td>
<td>11.11</td>
</tr>
<tr>
<td>Clarity of ideas</td>
<td>4</td>
<td>22.22</td>
</tr>
<tr>
<td>More permanent learning</td>
<td>7</td>
<td>38.88</td>
</tr>
</tbody>
</table>

The Ministry of Education, Science and Technology does not have a specific book that indicates the type of resource materials teachers should use. It however points out teaching aids to be used in the teacher’s guide for most of the lessons. No suggestions are given on how the resources should be used. Manilla paper and wall-charts used to be supplied by the Kenya School Equipment Scheme but this is no longer the case due to lack of finances. Although the Teacher’s Guide gives suggestions on teaching aids they do not show how the teaching aids should be used. Therefore additional materials would depend on the innovativeness of the teacher. Table 7
indicates some of the teaching aids that the Ministry of Education, Science and Technology in the teachers' guide points out that they could used.

**Table 7: Teaching Aids Used in Teaching And Learning**

<table>
<thead>
<tr>
<th>Teaching Aids Used in Teaching And Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Wall Charts</td>
</tr>
<tr>
<td>-Pictures</td>
</tr>
<tr>
<td>-Pictorial Content</td>
</tr>
<tr>
<td>-Various Objects</td>
</tr>
<tr>
<td>-Drawings</td>
</tr>
<tr>
<td>-Flash Cards</td>
</tr>
</tbody>
</table>

From the three classes observed by the researcher, the following information was obtained.

Classes
-All the three classes observed had objects such as chairs, desks, tables, bottles etc
-Two had drawings
-One had wall charts
-One had pictures

The situation varied from class to class and from school to school. The teachers gave the following reasons for the disparities.

-Shortage of manilla papers. This is used to make various teaching aids and is no longer supplied to schools by the Kenya School Equipment Scheme.
-Lack of finances. Teachers said there wasn't enough money to buy this paper. All the schools visited indicated a lack of storage facilities. Many of the
resources made disappeared as soon as they had been used while others were destroyed by pupils.

The resources found in the classes were old and in a dilapidated state. This indicates that they weren't recently made. Most of the materials used to make the resources were brought by pupils i.e. various cartons and discarded packets which the teacher used to make resources like flesh cards. Discarded calendars served as manilla and were used to write charts. Teachers draw on the blackboard but since it has to be used by other teachers, the drawings have to be erased.

### 4.4 Availability and Accessibility of English Text Books

Table 8: Text Books Recommended by the Ministry of Education, Science and Technology

<table>
<thead>
<tr>
<th>Resource</th>
<th>Available N=18%</th>
<th>Not available</th>
<th>Accessibility to teachers</th>
<th>Accessibility to pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary English</td>
<td>186</td>
<td>100</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Oxford Progressive</td>
<td>21</td>
<td>11.29</td>
<td>0</td>
<td>11.39</td>
</tr>
<tr>
<td>Dictionary</td>
<td>75</td>
<td>40.52</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

N=186 Number of pupils per class
N=18 Number of teachers
Total number of classes = 6

In all the six school visited, pupils indicated that they use primary English most of the time. A few pupils had Oxford
In all the six school visited, pupils indicated that they use primary English most of the time. A few pupils had Oxford Progressive English. However the school does not supply the textbooks, the parents buy. Many of the pupils do not have an English Dictionary. They cited lack of finances as they had to buy all the other textbooks. All the standard eight, pupils had the Primary English course.

As has been indicated earlier in the literature review, books and other educational materials are basic tools for educational development. This availability and accessibility is important. Table 8 shows that Primary English was available (100%) and accessible to both teachers and pupils. The syllabus was only one per school and had to be shared by all the English teachers. Some of the resources like the English dictionary was not available to all the pupils (11.29%) and not available to the teachers. Teachers indicated they used dictionaries, but were at home as they were personal copies.

Although the New Oxford Progressive course has been recommended as a textbook by the Ministry of Education, very few pupils had the copy (21) (11.29%). The book was available to the pupils only. Without availability and accessibility of books to both the teachers and pupils, not much educational development can be achieved.

Teachers indicated they used other supplementary textbooks. Table 9 indicates the list of supplementary books available.
### Table 9: Supplementary Books Available

<table>
<thead>
<tr>
<th>BOOKS AVAILABLE</th>
<th>AUTHORS</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Aid</td>
<td></td>
<td>18</td>
<td>%</td>
</tr>
<tr>
<td>Improve your English</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Four skills English</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

The table shows that English Aid was available to all the teachers (100%). Improve your English was only (27.77%) available while four skills in English was (11.1%). From the table, one can see that there were very few supplementary books for English. Accessibility of these books except the English Aid was minimal especially to the pupils. The available supplementary books were few in number and only available to the teachers. The teachers have to do their best to make sure that the information contained in them reaches the pupils.

There are other available resources in primary schools apart from textbooks. Table 10 shows the availability of these resources.
<table>
<thead>
<tr>
<th>Other Resources</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalkboard</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Realia</td>
<td>13</td>
<td>72.22</td>
</tr>
<tr>
<td>Maps</td>
<td>5</td>
<td>27.77</td>
</tr>
<tr>
<td>Newspapers/magazines</td>
<td>11</td>
<td>61.11</td>
</tr>
<tr>
<td>Globe</td>
<td>2</td>
<td>11.11</td>
</tr>
<tr>
<td>Pictures</td>
<td>8</td>
<td>44.44</td>
</tr>
<tr>
<td>Posters, Charts</td>
<td>7</td>
<td>38.88</td>
</tr>
<tr>
<td>Diagrams</td>
<td>12</td>
<td>66.66</td>
</tr>
<tr>
<td>Notice Board</td>
<td>5</td>
<td>27.77</td>
</tr>
<tr>
<td>Radio</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Puppets</td>
<td>3</td>
<td>16.66</td>
</tr>
<tr>
<td>Models</td>
<td>6</td>
<td>33.33</td>
</tr>
<tr>
<td>Handouts</td>
<td>2</td>
<td>11.21</td>
</tr>
<tr>
<td>Film ships</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Films</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cassettes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Slides</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Projectors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Television</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manilla papers</td>
<td>11</td>
<td>61.11</td>
</tr>
<tr>
<td>Chalk</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Drawing paper</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School Library</td>
<td>5</td>
<td>27.77</td>
</tr>
<tr>
<td>Pictures</td>
<td>11</td>
<td>61.11</td>
</tr>
</tbody>
</table>
From the information in the table only the chalkboard and chalk were available in all schools with (100%). Teachers made use of the chalkboard systematically as shown from the lessons observed. However due to financial constraints many of the boards were in disrepair and needed repainting. Teachers indicated they used realia (72.22%), Diagrams (66.66%), pictures (61.11%), Newspapers/Magazines (61.11%) and manila papers (66.11%). Others were pictures (44.44%), posters charts (38.88%). Although use of the newspaper/magazines was high (61.11%), teachers indicated that resources were not bought by the school but they bought personal copies whenever funds were available. Pupils indicated that they read a newspaper but got it from home or from friends but never in school. From the table one can see that other resources for example handouts, radio, puppets, models are found but only in very few schools. Some resources like film strips, projectors slides are not there in schools. They are neither available to the teachers nor pupils. All the available resources were only being used by the teachers and not the pupils. Teachers make the resources available to the pupils.

Part VII of the teachers questionnaire sought information on the available storage facilities in the school and whether there were English language textbooks and whether pupils were allowed to borrow books. The pupils questionnaire also sought to elicit information on whether there is a library in school and whether pupils are allowed to borrow books from it. Teachers’ responses indicated there were libraries/stores and that there were textbooks but none indicated that pupils were allowed to borrow books from there. As for borrowing books
from the Kenya National Library Services (KNLS), none of the pupils ever borrowed books from there. The pupils cited lack of awareness of such a facility and the distance from Kiambu to Nairobi. Accessibility of the resources to the pupils was therefore nil.

4.5 **Selection and Acquisition of Learning Resources**

Respondents were asked to mention the criteria used in selection of learning resources. Selection of teaching and learning resources is very important if they are going to be utilized properly. If proper criteria are not used for the selection of teaching materials to be used in the classroom, their objectives might not be realized. The following table indicates the weight of the criteria used for the selection of teaching/learning resources in English language teaching.

**Table 11: Criteria Used in selection and Acquisition of Resources**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic of study</td>
<td>12</td>
<td>66.66</td>
</tr>
<tr>
<td>Age of Pupils</td>
<td>8</td>
<td>44.44</td>
</tr>
<tr>
<td>Availability of Materials</td>
<td>7</td>
<td>38.88</td>
</tr>
<tr>
<td>Teachers Guide &amp; recommendations</td>
<td>6</td>
<td>33.33</td>
</tr>
<tr>
<td>Class Size</td>
<td>7</td>
<td>38.33</td>
</tr>
<tr>
<td>Sequence of Material</td>
<td>3</td>
<td>16.66</td>
</tr>
<tr>
<td>Cost of material</td>
<td>2</td>
<td>11.11</td>
</tr>
<tr>
<td>Lesson objectives</td>
<td>9</td>
<td>50.00</td>
</tr>
<tr>
<td>Available time</td>
<td>5</td>
<td>27.77</td>
</tr>
</tbody>
</table>
Table 11 shows that most of the teachers 66.66% considered the topic as the most important criteria in selection of teaching/learning resources. 50% of the respondents indicated the learning objectives are important criteria for selection of resources. Availability of materials and teachers guide recommendations were found to be equally important (38.88%) (44.44%) considered the age of the learners important when selecting their resources. This is important because it helps the teacher to know whether the materials selected are at the appropriate level of the learners. This enhances proper communication in the classroom.

Although time is very important when considering the resources to be used only 5 (27.7) of the respondents used it as a criteria for the selection of learning materials. Time is important to the teacher because once he uses it as a criteria he will know whether a resource is worth using or not depending on the available time. Time should be valued highly while selecting resources to enable the learner and the teacher to meet the objectives of the lesson.

Respondents gave equal weight to availability of material and class size (38.33%). Class size should be an important criteria in selection of resources for teaching and learning because it helps the teacher to know the number or size of the resources needed in order to get the desired results.

Finances are an important consideration as a criteria for the selection of resources. The respondents gave it only 2 (11.11%) thereby considering it as unimportant. The teacher should consider the cost of the material to be used and thereby be in
a position to know whether the resource is affordable or not. He or she will then consider alternatives or improvise. At this time, when schools are not subsidized by government grants, the cost of materials should be an important criteria for the teacher since he/she will require the parents to buy which would mean problems at home. This is an era of cost sharing and the burden of maintaining the schools is fully with the parents.

4.5 Acquisition of English Language Teaching and Learning Resources

There are many sources from which one can acquire teaching and learning resources. Table 12 shows teachers' responses when they were asked how their schools acquired resources for teaching and learning in English language.

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School buys</td>
<td>13</td>
<td>72.22</td>
</tr>
<tr>
<td>Made by teachers</td>
<td>11</td>
<td>61.11</td>
</tr>
<tr>
<td>Bought by parents</td>
<td>12</td>
<td>66.66</td>
</tr>
<tr>
<td>Donations</td>
<td>10</td>
<td>55.55</td>
</tr>
<tr>
<td>Made by pupils</td>
<td>7</td>
<td>38.88</td>
</tr>
<tr>
<td>Borrowed</td>
<td>5</td>
<td>27.77</td>
</tr>
</tbody>
</table>
From the above, the highest number of resources are bought by the school (72.22%). Parents also buy the resources (66.66%). Teachers also make their own resources (61.66%). Others are obtained through donations (55.55%). This shows very high percentages. Only a small percentage (27.77%) were borrowed from neighboring schools. (38.88%) of the resources were made by pupils. Donations of English textbooks over the past year come from a member of the community who was aspiring for a political seat. The books given were in very small quantities and some out of syllabus. None of the recommended textbook was given as a donation. The donated material was however helpful in learning.

Teaching/learning resources acquisition can be facilitated through the use of proper channels of information on availability. Table 13 indicates teachers response on how teachers know about the new resources of English language in the market.

Table 13: Channels of Information on New English Resources the Market

<table>
<thead>
<tr>
<th>Channels</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulars from the Ministry</td>
<td>15</td>
<td>83.33</td>
</tr>
<tr>
<td>English Advisers</td>
<td>12</td>
<td>66.66</td>
</tr>
<tr>
<td>Publishers</td>
<td>13</td>
<td>72.22</td>
</tr>
<tr>
<td>Inservice Courses</td>
<td>9</td>
<td>50.00</td>
</tr>
</tbody>
</table>
The main channel of information was through circulars from the Ministry (83.33%). English language advisors were sources of information (66.66%). Publishers also visited schools and enlightened the teachers on the newly published books (72.22%). During inservice courses teachers got information on new resources (50.00%). Other sources of information are heads of schools (44.44%), school inspectors (38.88%) and through magazines and Newspapers (27.77%).

Teachers rarely consult each other (16.66%) or visit bookshops to peruse new materials in the market (5.55%). However with the various sources of information on English language resources, some teachers were not aware of the New Progressive English Series which is already in the market. They were quick to point out that there are problems that hinder acquisitions of resources.
4. Problems that Hinder Acquisition of Resources

There are several factors that hinder acquisition of resources for teachers. Table 14 indicates teachers' responses on problems hindering acquisition of resources.

Table 14: Factors Hindering Effective Acquisition of Resources

<table>
<thead>
<tr>
<th>Factors</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of finances</td>
<td>13</td>
<td>72.22</td>
</tr>
<tr>
<td>Lack of time</td>
<td>10</td>
<td>55.55</td>
</tr>
<tr>
<td>Overcrowded classes</td>
<td>11</td>
<td>61.11</td>
</tr>
<tr>
<td>Inadequate and/or lack of in-service courses</td>
<td>6</td>
<td>38.33</td>
</tr>
<tr>
<td>Lack of pupils textbooks</td>
<td>11</td>
<td>61.11</td>
</tr>
<tr>
<td>Late information</td>
<td>6</td>
<td>33.33</td>
</tr>
</tbody>
</table>

The cost-sharing policy has seriously affected the acquisition of resources for the teaching and learning of English language. Table 14 indicates that lack of finances (72.22%) as the greatest hindrance to acquisition of resources. Pupils do not have enough textbooks (61.11%), the classes are overcrowded (61.11%) and this is a great hindrance to acquisition of resources. The three responses show that this is a problem that affects both the schools and parents. The school only buys the teachers copies while the parents are expected to buy textbooks for their children. Due to poor economic conditions, parents were
unable to buy the dictionary, a very important resource in the
teaching and learning of English. Through observation, the
researcher confirmed that the classes were crowded with pupils
sharing some of the supplementary text books, five pupils per
copy. Teachers complained that the high numbers in
classrooms made effective teaching of language difficult. Other
main hindrance cited were inadequate or lack of inservice
courses (33.33%) and late information (33.33%). Inservice
courses were very few and sometimes information about them
reached schools when it was too late. Those who were
inserviced felt that they were hurriedly organized to equip
them with the necessary skills like the skills of improvisation.
Teachers gave the following recommendations to be used to
solve the problems hindering acquisition.

a) The teachers suggested that the Ministry of Education
could supply necessary resources to schools

b) Frequent inservice courses should be organized in order to
educate the teachers, parents and pupils on the importance
of English language.

c) Funds should be solicited by the Parents Teachers
Association to buy resources.

4.8 Improvisation of Resources for Teaching and Learning
in English Language.

Although resources are very important in teaching and learning,
neither are they always available nor appropriate. As a result,
improvisation of resources plays a crucial role in enhancing
learning. Improvisation in this era of cost sharing is inevitable
if teaching and learning objectives are to be met. In the
improvisation process, teachers would make the material
pupil-oriented, therefore making materials superior for learning. Teachers' responses showed that all improvised their teaching material. Teachers indicated that they met in school to improvise the resources (77%). TAC centres were also places where teachers met to improvise resources. Teachers rarely met in other places for purposes of improvisation (11.11%).

Table 15: Places where Teachers Met to Improvise Resources

<table>
<thead>
<tr>
<th>Place</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>14</td>
<td>77</td>
</tr>
<tr>
<td>TAC centres</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>Local community centre</td>
<td>2</td>
<td>11.11</td>
</tr>
</tbody>
</table>

**Resources that are improvised**

Teachers' responses indicated that they used resources which they had improvised. Table 16 indicates the responses of the materials improvised.

Table 16: Resources that are Improvised

<table>
<thead>
<tr>
<th>Resources</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts</td>
<td>6</td>
<td>33.34</td>
</tr>
<tr>
<td>Models</td>
<td>5</td>
<td>27.78</td>
</tr>
<tr>
<td>Diagram</td>
<td>3</td>
<td>16.66</td>
</tr>
<tr>
<td>Colours</td>
<td>2</td>
<td>11.11</td>
</tr>
<tr>
<td>Maps</td>
<td>1</td>
<td>5.55</td>
</tr>
<tr>
<td>Teaching aids collected locally</td>
<td>1</td>
<td>5.55</td>
</tr>
</tbody>
</table>
Results from table 16 indicate that few resources were improvised. Consequently only a few people were involved in improvisation. The highest improvised resources were charts (33.34%) followed by models (27.77%), diagrams (16.66%). Others were colours (11.11%), maps (5.55%). Teaching aids which are an essential component in any learning/teaching situation showed a minimal improvisation of (5.55%). This means that teachers do not collect teaching aids locally.

Table 17 shows the parties involved in improvisation of resources for teaching and learning of English language.

Table 17: **Parties Involved in Improvisation of English Language Resources**

<table>
<thead>
<tr>
<th>Parties</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both teachers and pupils</td>
<td>15</td>
<td>83.33</td>
</tr>
<tr>
<td>Teachers</td>
<td>11</td>
<td>61.11</td>
</tr>
<tr>
<td>Pupils</td>
<td>8</td>
<td>44.44</td>
</tr>
<tr>
<td>English language seminars</td>
<td>7</td>
<td>38.88</td>
</tr>
<tr>
<td>Local community</td>
<td>3</td>
<td>16.66</td>
</tr>
</tbody>
</table>

Involving learners in improvisation of resources helps them to become active in learning. Resources made by both teachers and pupils accounted for the highest percentage (83.33%) showing partnership in teaching and learning. Teachers were also involved in making resources (61.11%). Those made by pupils accounted for (38.33%). During seminars, a number of
resources were made (38.88%) while the local community was only slightly involved (16.66%).

Those involved in improvisation of English language resources cited many problems and attributed them to a number of factors. Table 18 indicates the responses from the respondents concerning the problems.

Table 18: Factors that Hinder Effective Improvisation of Resources

<table>
<thead>
<tr>
<th>Factors hindering</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of material</td>
<td>16</td>
<td>88.88</td>
</tr>
<tr>
<td>Limited time</td>
<td>12</td>
<td>66.66</td>
</tr>
<tr>
<td>Difficult materials to make</td>
<td>3</td>
<td>16.66</td>
</tr>
<tr>
<td>Negative attitude in pupils</td>
<td>1</td>
<td>5.55</td>
</tr>
</tbody>
</table>

Sixteen respondents (88.88%) attributed lack of material as the main hindrance to effective improvisation of resources. Teachers said that without money it was not possible to get raw materials needed for improvisation. The work-load was cited as the main hindrance to improvisation of resources as they had no time. Apart from teaching English, teachers also taught other subjects therefore (66.66%) attributed lack of improvisation to lack of time available for doing it. Three (16.66%) of the teachers said that the resources were difficult to improvise and one (5.55%) also said that pupils had a
negative attitude towards the subject. This shows disinterest in the subject and hence no interest in making resources.

4.9 **Inservice Courses in the Use of Resources for Teaching and Learning of English**

Information collected by the researcher indicates that all the respondents were trained teachers. This means that they were trained to make use of teaching and learning resources in all subjects including English language. Over the years many changes have taken place in the teaching and learning of various subjects like English, therefore constant inservice courses are necessary for effective teaching and learning.

**TABLE 19** Shows the Responses on the Inservice/Orientation Courses

<table>
<thead>
<tr>
<th>Teachers</th>
<th>N=18</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inserviced/oriented</td>
<td>15</td>
<td>83.33</td>
</tr>
<tr>
<td>Not inserviced/oriented</td>
<td>3</td>
<td>16.67</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Almost all the teachers interviewed were inserviced (83.33%) while only 3 (16.67) claimed they were not. However, the teachers recommended that inservice courses be better organized and their frequency increased. Teacher Advisory Centres should be on the forefront in organization of such seminars. Inservice courses were important because through them teachers were made aware that learning and teaching resources were everywhere in the environment and within their...
reach. Teachers also realized the need for improvisation of locally available materials and were shown how to do this. The courses were important for effective teaching and learning of English language.

**Use of Resources for the Teaching and Learning in English Language**

Teachers and pupils use resources for proper learning and teaching. In order to use resources properly, prior preparation by the teacher is important. The teacher does this by making schemes of work and lesson plans. Through observation schedule the researcher confirmed that teachers had both the schemes of work and lesson plans ready. Responses given by the teachers indicate that schemes of work and lesson plans were always made by teachers.

It is important for teachers to make schemes of work and lesson plans because the teacher gets to know the type of resources needed, their availability, and then decides on whether to improve or not. The teachers complained that the prescribed textbook, Primary English, was not suitable for both use by the teachers and pupils. They had to use other supplementary textbooks for teaching and learning English. Supplementary books are shown in Table 9 cited earlier.

**Purpose for Which Resources are Used by Teachers and Pupils**

Table 20 indicates the purposes for which teachers use Resources
Table 20 indicates that from the six lessons observed, teachers made resources for the purpose of introducing a lesson (100%). Resources were also used to start off a discussion, illustrating a visual and for the purpose of giving notes and summaries (83.33%). They were also used to capture pupils’ attention (66.66%) and when pupils were doing an assignment or exercise (50%). From the above one can see that pupils were actively involved in learning as they used resources effectively.

Table 21: Purpose for which pupils used Resources

<table>
<thead>
<tr>
<th>Purpose</th>
<th>N=6</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To write notes</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Reading aloud in the class</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>
Pupils mostly used resources to write notes and reading aloud in class 20 (100%). From observation, it was noted that various exercises were written on the board and reading aloud in class was from the Primary English. Lessons were very lively as pupils used the resources to answer questions (83.33%). Only (33.33%) used resources to ask questions and very rarely did they recall an experience using resources (16.66%).

Use of resources effectively by the teachers and pupils largely depends on the model of teaching the teacher adopts. Choice of a model largely depends on the teacher who chooses any model according to his/her attitude towards it, considering the availability of resources and time. Some of the models encourage pupils' active participation while others are teacher-centred. Table 21 indicates the teaching models observed by the researcher on teachers teaching English.

<table>
<thead>
<tr>
<th>TABLE 22: Use of Learning Resources and Models of Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Models of Teaching</td>
</tr>
<tr>
<td>Whole class teaching</td>
</tr>
<tr>
<td>Individual teaching</td>
</tr>
<tr>
<td>Group teaching</td>
</tr>
</tbody>
</table>
Table 21 shows that most of the teachers made use of resources in individual teaching (83.33%). This is very encouraging because this is child-centred approach which is recommended currently. Pupils were writing exercises in their exercise books while the teacher went round marking the work. The pupils read from their books especially comprehension passages. Four teachers used group teaching model by encouraging learners to participate by asking and answering questions. Whole class teaching was there but only a few teachers (2) used it.

4.10 Factors Hindering Effective Use of Resources

Resources were not effectively used as indicated from the responses to item 28 on the questionnaire. These are the problems cited.

1. Ten (55.55%) of the respondents claimed that resources were not available of use. What was unavailable were supplementary textbooks and other raw materials to improvise the resources.

2. Seven (38.88) cited inadequacy of resources. Primary English was not suitable for the teaching of English. Other supplementary textbooks were not available to both the teachers and pupils.

3. Four respondents (22.22) claimed that they were overloaded by having a big workload of 36-40 lessons and hence no time for improvisation of resources.

4. There was a lot of restrictions in access to community resources as neither the pupils nor the teachers get newspapers from the school and that pupils do not have access to Kenya National Library Services (KNLS).
5. One respondent (5.55%) cited lack of interest from learners and hence use of improvisation was poor.

6. One (5.55%) respondent claimed that improvised resources did not show a real picture of what was expected.

With the above problems teaching and learning of English cannot be perfect.
CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Introduction
The previous chapters dealt with the background to the problem, review of related literature, research methodology, data analysis and evaluation. This chapter deals with summary, conclusions recommendations and suggestions for further research.

5.2 Summary of Findings

1. General information on the respondents
The highest proportion of teachers were females (61.11%) see table 1. All the respondents were professionally trained and majority of them (72.2%) had P1 certificate (see table 4).
Most of the teachers were aged forty years and less (66.66%). More than half of the teachers had taught for more than ten years (61.11%) see table 5.
As a result of these findings, it can be concluded that majority of the teachers were in the prime of their life, were highly academic and professionally qualified. They had therefore the relevant experience to serve the nation subject to availability of resources.

i. It was found in this study that more than 50% of the respondents had 36-45 lessons per week (see table 3). Number of pupils per class was found to be very high ranging from forty to sixty two. Teachers also taught
other subjects apart from English. Considering all the above factors it can be concluded that the teachers were over worked and hence found it difficult to do proper preparation and use of resources.

2. Availability and accessibility of resources

Research findings revealed that:

i. Resources were found to be inadequate and accessibility limited.

ii. Only one book recommended by Ministry of Education was available to both pupils and teachers. Supplementary books were available to only the teachers and not the pupils.

iii. The only available and accessible textbook (though not suitable) to teachers and pupils was Primary English.

iv. Other available and accessible resources were chalkboard, radio, maps, newspapers and magazines, globes, pictures, posters, charts and diagrams and a few others at very minimal rates.

v. Audio-visual resources like films, filmstrips, slides, were not available and neither were they accessible to teachers and pupils.

vi. Exercises were written on the blackboard and that is how teachers made some of the resources (Supplementary text books) accessible to the pupils.

3. Criteria for the selection of resources

From the research it was found that

i. Topic of study, lesson objectives, age of pupils, teachers guide recommendations and availability of materials are the most important criteria in the
selection of teaching and learning resources in English language.

ii. Sequence of material, class size and the cost of material were considered as less important selection criteria.

4. Acquisition of resources

Results from findings indicate that

i. Resources for learning/teaching were bought mainly by parents and the school. Teachers and pupils made other resources while others were donated. A small percentage was borrowed.

ii. Circulars from the ministry produced information on the new resources in the Market. Other sources of information were English Advisors and publishers, inservice courses, headteachers newspapers /magazines, school inspectors and teachers visiting bookshops played a minimal role in informing about resources.

5. Problems in the Acquisition of Resources

The following factors hindering proper acquisition of resources as indicated by research findings.

i. Money needed to buy resources in schools was not available in the schools.

ii. Pupils lacked textbooks

iii. Late information and lack of and/or inadequate inservice courses as well as lack of time hindered acquisition of resources

6. Improvisation of resources

Research findings show that:
i. Teachers met in various places especially in schools to share ideas on the production of resources for teaching English.

7. **The resources that were improvised**

Research findings indicate that:

i. Many of the resources were not improvised. Examples of improvised resources were charts, colours, models, diagrams and maps.

8. **Parties involved in the improvisation of resource**

Research findings indicate that:

i. Teachers, pupils, English advisors and local community were involved in the improvisation of resources.

9. **Factors hindering effective improvisation of resources**

Research findings indicate that:

i. Lack of finances and lack of pupils, Text books were the main factors

ii. Lack of time and overcrowding classes were also main factors.

10. **Inservice courses in the use of resources**

i. Most of the teachers were inserviced through courses organized by school inspectors

ii. Inservice courses were found to be helpful and effective in use of resources because they created awareness of the presence of resources available and how to make them.

iii. Inservice courses lacked organization as they were hastily organized and therefore failed to equip the teachers with the necessary skills.
11. Use of resources in the teaching and learning of English

Research findings indicate that

i. Primary English series was used by all the teachers plus the syllabus and English Aid (Supplementary books).

ii. Apart from English Aid which was available to some pupils and teachers, all the others were not available.

iii. Pupils lacked textbooks.

iv. Chalkboard, newspapers, globes and models, posters were resources mainly used.

v. Films, slides and filmstrips were audio visual resources not available in schools.

12. Purpose for which resources are used by teachers and pupils

i. Resources were used by teachers to introduce a lesson, to start off a discussion, illustrate a visual and give notes or summaries (exercises)

ii. Pupils used resources to write exercises, read aloud in class and to answer questions

iii. Teachers used both individual teaching and group teaching in their use of resources.

13. Factors hindering effective use of resources

Research findings indicate that:

i. Only a few resources were available for use in classes.

ii. Available resources were not adequate for both teachers and pupils.

iii. Teachers were overworked, hence lacked time to use and make resources in the teaching of English.

iv. Access to community resources was difficult as pupils lacked awareness of the existence of Kenya Library Services. Newspapers were not available in schools which
are an important resource in the teaching and learning of English.

### 5.3 Conclusions and Recommendations

The findings of the research confirm that teaching/learning resources are not used very much in schools. Where in use they lacked variety and were unsuitable.

1. Very few resources were available and therefore not accessible to both teachers and pupils. Use of pictorial content in textbooks is recommended since they are present in the pupils books.

2. Lack of textbooks makes it difficult for teachers to organize class activities. Writing exercises on the chalkboard is tedious, slow and makes the lesson teacher-centred. Therefore, more textbooks are needed in order to ease accessibility of resources especially on the part of pupils in order to encourage active participation in learning.

3. There was lack of funds in schools for buying resources. Pupils and teachers improvised very few resources. This contributed to inadequate supply and therefore inaccessibility of learning. Guidance on preparation and use of locally available resources should be given to the teachers and pupils.

4. Different types of in-service courses should be organized at various levels within the schools by the administration and teachers themselves. Inservice courses would orientate teachers on proper production and use of resources. These courses should act as forums to
enlighten teachers on the importance of learning in all subjects for rounded development of individual pupils.

5. Teachers Advisory Centres are important meeting place for teachers for the purposes of making resources cheaply. This would improve provision of resources and hence make them accessible. The Ministry of Education should establish more centres in order to cater for the needs of teachers.

6. Headteachers through Parents Teachers Association should create forums for the purpose of educating parents, teachers and pupils on the importance of English language.

7. Community resources are not utilized. There is need to avail newspapers/magazines to pupils and create libraries in the schools and enroll the pupils to Kenya National Library Services. Existing storage facilities should be improved and assistance given in utilizing those available.

8. Teacher Training colleges should help in training teachers on the use and production of various teaching aids.

9. Information on the new resources in the market should be relayed to the teachers on time. Proper channels of communication on the existence of resources in the market should be adapted. Publishers should try to avail the recommend textbooks in all the bookshops in the country to make them accessible to all schools.

10. Teachers should meet other teachers from other schools in order to exchange ideas on production of resources. This would enhance improvisation of resources and make them accessible to the pupils. The findings reveal the need for an active role by the Ministry of Education,
(The Inspectorate), Teachers Advisory Centres and teachers in order to improve methods of using resources for teaching and learning and their availability. This study therefore should be useful to curriculum developers, policy makers, media specialists, English teachers, learners and the community at large and future researchers.

5.4 Suggestions for Further Research

This study is an attempt to investigate the use of resources in the teaching and learning of English. Further research could be carried out on the following issues.

1. Detailed research on the uses of local materials to be used in making resources for teaching

2. A study on the attitude of teacher and pupils towards the use of learning/teaching resources in English language.

3. The role of teaching aids in achieving stated objectives.
BIBLIOGRAPHY


Northern, Division, of Nairobi District,” Unpublished M.Ed Project, Nairobi Kenyatta University.


Ogoma, M.A. (1987), A survey of Resources used for Teaching Social Studies in Primary Schools”, Unpublished M.Ed Project Nairobi, Kenyatta University


APPENDIX A

A QUESTIONNAIRE FOR TEACHERS OF ENGLISH

Write your responses by ticking ( ) in the brackets provided. Where necessary, you are required to write your responses in the spaces provided. Do not write your name in the questionnaire.

A. Part 1: Teacher characteristics
a. Sex
   Male ( )
   Female ( )

B. Professional and academic qualifications

S1 ( )
P1 ( )
P2 ( )
P3 ( )
Untrained ( )

C. Experience in teaching ( ) years

D. What other subjects do you teach apart from English

E. How long have you stayed in your present school?
Less than one year
1-3 years
4-6 years
7-9 years
Over 10 years
F. Are you currently studying for other qualifications

Yes ( )
No ( )

G. If yes, which examinations are you preparing for?

---------------------------------------------

H. Are you an examiner with the Kenya National Examinations Council?
1. If yes, which subject and paper do you examine?

---------------------------------------------

J. Have you attended any English course in the last year?

Yes ( )
No ( )

PART II: AVAILABILITY OF LEARNING RESOURCES

A. Availability of text books in teaching of English.

The following list of books were approved by Ministry of education for the use on teaching English. Tick ( ) in the appropriate column whether they are available in your school and indicate the number of copies.

<table>
<thead>
<tr>
<th></th>
<th>Available</th>
<th>No. of copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ii. Give necessary comments as far as adequacy is concerned.

iii. Apart from the Ministry recommended textbooks, which other books do you use currently in teaching English?

1) 
2) 
3) 
4) 
5) 

iv. Which of the following resources are available and learning English?

A) Teacher guide
B) A list of recommended books for teaching and learning English
C) English Syllabus

B. AVAILABILITY OF MAGAZINES

i. Which magazines do you have access to:

ii. Who buys the magazine's?

My own private arrangement ( )
The School ( )
Others (Please specify) ( )
iii. How often do you get these magazines?

Regularly  
On rare occasions

SELECTION AND ACQUISITION OF LEARNING RESOURCES

i. Which criteria do you use in selecting learning materials e.g. the print and non-print media for use in the teaching of English.

ii. Tick ( ) in the appropriate column and row in the following table the extent of assistance from the people mentioned.

<table>
<thead>
<tr>
<th></th>
<th>Greatest</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other English teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspectors (English)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAC tutors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

iii. Does your school receive books catalogues, book lists or brochures from book publishing companies?

Yes  
No

iv. Do sales representatives from publishing companies visit your school?

Yes  
No

v. If yes, in (iv) above which publishing companies visit your school?
VI. How often do they visit your school?

- Regularly
- Once a school term
- Once a year
- Very rarely

vii. Suppose you have identified a suitable and newly published or edited book on English, what purchase procedures are followed in your school to make the book available in your school?

viii. Below is a list of teaching-learning materials. Which of these are available and how are they purchased or acquired? Tick ( ) in the appropriate column.

<table>
<thead>
<tr>
<th>Learning materials</th>
<th>School buys</th>
<th>Teachers innovated or buys</th>
<th>Parents buys</th>
<th>Ministry supplies</th>
<th>Donations</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Programmed books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Pamphlets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Periodicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Manila papers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Pencils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Charts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Posters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>11. Diagrams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Bulletin board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Chalkboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Radio cassette</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Projector</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Camera</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Slides</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Films</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Film strips</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Transparencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List below problems you face in the selection and acquisition of learning resources.

a) 

b) 

c) 

d) 

e) 

Suggest possible solutions for the problems cited above?

a) 

b) 

c) 

d) 

e) 

**Utilization of Teaching and Learning Resources**

i. Indicate teaching lesions per week.

   - Less than 20
   - 20-24
Above 32

ii. Comment of your teaching lessons per week as far as the workload is concerned

iii. What is your view generally towards the size of the class in the teaching of English

iv. Does the size of your class affect the teaching of English.

v. What do you think of English lessons allocated for week in terms of syllabus coverage under the present 8-4-4 education curriculum.
   Adequate ( )
   Fairly ( )
   Inadequate ( )

SUITABILITY OF LEARNING RESOURCES

i. Tick ( ) in the appropriate box indicating the extent of suitability of the Ministry of education approved books as far as content and syllabus coverage is concerned.
ii. Give other necessary comments as far as the suitability of these books are concerned at teaching and learning resources.

iii. Which other English text books do you think should be approved by the Ministry of Education for use in Primary schools for the teaching of English?
   a) 
   b) 
   c) 

iv. Comment on suitability of Kenyan Newspapers in the teaching and learning of English in Std. 7 and 8 in Kenya.

v. Learning materials which may be used in the teaching-learning of English are listed below. Please tick ( ) in the appropriate column whether they are frequently, sometimes, rarely or never used in the teaching-learning process of English in Std. 7 and 8 in your school.
## UTILIZATION

<table>
<thead>
<tr>
<th>Teaching/Learning materials</th>
<th>Not available</th>
<th>Frequently used</th>
<th>Used sometimes</th>
<th>Rarely used</th>
<th>Not used</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Printed materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Pamphlets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Handouts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clippings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Programmed books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Talking newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-printed materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Film projectors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Slide projectors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Opaque projectors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Overhead projectors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Transparencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Television</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Camera</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tape recorder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Radio cassettes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ear phones</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>broadcasts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Three dimensional media</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mock ups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diaromas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puppets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sculpture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio visual library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dramatic theatres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cubicles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typewriters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stencils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyclo-styling machines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>manila papers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chalk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drawing paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Flat Graphics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chalk board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>magnetic board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peg board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulletin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART IV: IMPROVISATION OF TEACHING AND LEARNING RESOURCES

i. List below the teaching materials improvised by you as an English teacher for use in the teaching the subject in your school.

   a)  
   b)  
   c)  
   d)  
   e)  

ii. Do you obtain improved teaching materials from other sources apart from teachers improvised materials in your school.

   Yes (     )  
   No  (     )  

iii. If yes, from which sources do you get these learning materials?

   a) Teachers Advisory Centres (     )  
   b) Kenya Institute of Education (     )  

84
c) Ministry of Education ( )
d) Public Libraries e.g. K.N.L.S ( )
e) Other primary schools ( )
f) Others, please specify ( )

PART IV: STORAGE OF LEARNING RESOURCES

i. Does your school have storage facilities for learning materials
   Yes ( )
   No ( )

ii. If the answer is yes, list the available storage facilities in your school?
   1) 
   2) 
   3) 

iii. List some of the problems (if any) your school faces in the storage of teaching and learning materials.
   a) 
   b) 
   c) 
   d) 
   e) 

iv. Suggest how some of these problems (if any) can be solved
   a) 
   b) 
   c) 
   d) 

v. Teachers suggestions on who to enhance teaching of English in Kenyan Primary Schools.
   a) 
   b) 
   c)
Thank you very much for your cooperation

Winfred N. Kaman

Kenyatta University
APPENDIX B

PUPILS QUESTIONNAIRE

School __________________________________________

Do not write your name or admission (index number) anywhere on this paper.

PART A – Pupils characteristics
Please tick ( ) in the brackets provided or fill in the spaces provided

(a) Age in years ________________________

(b) Sex: Male ( )

Female ( )

(c) Class ______________________________

PART B: (Learning Resources)

1. Textbooks

   (i) List in the space provided below the books you are using in learning English.

   (a)

   (b)

   (c)

   (d)

   (e)

   (f)

   (ii) List other English language text books you are using when learning English.

   (a)

   (b)
(c)
(d)
(e)

(iii) Tick ( ) in the brackets provided in each column to show whether you use the text books (always) sometimes, never. Please tick once for any text book in the choice given

<table>
<thead>
<tr>
<th>UTILIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Text books</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(iv) Which other books do you use in learning English i.e.

(a)
(b)
(c)
(d)
(e)

(v) If you don’t have a English dictionary give reasons why you don’t have this important learning resource.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(vi) List below the problems you experience when using English text books to learn English.

(a)
(b)
(c)
(d)
II. Other supplementary Reading materials.

(a) Kenyan Newspapers
   (i) Do you read newspapers?
       Yes ( )
       No  ( )

   (ii) Where do you get the newspapers?
        In the school library ( )
        In the class ( )
        At home  ( )
        I buy my copy ( )
        Borrow from friends ( )
        Others, please specify ____________________________

   (iii) Indicate below how often you read the newspaper.
        Often ( )
        Sometimes ( )
        Never  ( )
        Comment on the choice you have chosen above.

   (iv) Has your English teachers told you to read some parts of the newspapers?
        Yes ( )
        No  ( )

III. Library Books

   (i) Do you have a school library?
       Yes ( )
       No  ( )
(ii) Do you read in the library?
   Yes ( )
   No  ( )

(iii) Are there many English books i.e. story books in the library?
   Yes ( )
   No  ( )
   Comment on the choice you have made above.

(iv) Are you allowed to borrow books from the library?
   Yes ( )
   No  ( )

(v) How long do you stay with the borrowed book?
   One day   ( )
   One week  ( )
   Two weeks ( )

(vi) List the problems you encounter when using a borrowed book.
   (a)
   (b)
   (c)
   (d)

(vii) What can be done to improve the services of your school library so that pupils learning English can benefit.
   (a)
   (b)
   (c)
   (d)
(viii) Do you borrow English text books from the Kenya national library Services (KNLS)
Yes (  )
No (  )
Comment on the choice you have made.

IV. USE OF AUDIO/VISUAL AIDS IN TEACHING OF ENGLISH

Below is a list of audio/visual aids. Tick (  ) in the bracket provided those aids which your English teacher uses when teaching English.

1. Poster (  )
2. Pictures (  )
3. Photographs (  )
4. Maps (  )
5. Graphs (  )
6. Cartoons (  )
7. Diagrams (  )
8. Flashcards (  )
9. Globe ( 0  )
10. Atlases (  )
11. Charts (  )
12. Radio (  )
13. Radio Cassette (  )
14. Film projector & films (  )
15. Slide projectors & slides (  )
16. Camera (  )
17. T.V. video tapes (  )
18. Film ship projector (  )

V. Pupils’ suggestions on how to improve the teaching and learning of English in Kenyan Primary schools.

(a)
(b)
(c)
(d)

Thank you very much for your co-operation.

Winifred N. Kamau
Kenyatta University
APPENDIX C

QUESTIONNAIRE FOR HEADTEACHERS

Tick ( ) in the appropriate box where there are alternative answers or write in the spaces provided.

(A) ENGLISH TEACHERS

(i) How many English teachers do you have in your school ____________

(ii) On average, how long do English teachers teach in your school before they are either transferred, promoted or resigned? ____________

(iii) In case of transfers, promotions or resignations, do you immediately get a suitable replacement of English teachers from the Teachers Service commission?

   Yes ( )
   No ( )

Comment ____________

(iv) Give other necessary information you think will be of help to the researchers as far as supply, adequacy and effectiveness of primary school English teachers are concerned.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

92
ENGLISH TEXT BOOKS

(i) How often does your school replace worn-out class/library text books.

- Every year ( )
- Occasionary when need arises ( )
- When funds are available ( )

Comment on the choice you have made above.

(ii) List the problems you face in your school as far as acquisition of English textbooks are concerned.

(iii) Do parents purchase English textbooks?

- Yes ( )
- No ( )

Comment on your choice.

(iv) Please list other sources of acquiring English textbooks.

- (a)
- (b)
- (c)
- (d)
- (e)
- (f)

(v) Does your school receive a regular supply of local dailies.

- Yes ( )
- No ( )
(vi) If yes, which are they? Indicate the number of copies.

_____________________________________________________________________

_____________________________________________________________________

(vii) Do pupils have access to the mentioned dailies?

Yes ( )

No ( )

If yes, how are they availed to the pupils

_____________________________________________________________________

Thank you for your co-operation.

Winfred N. Kamau
Kenyatta University
## APPENDIX D

### LESSON OBSERVATION SCHEDULE

<table>
<thead>
<tr>
<th>School</th>
<th>Zone</th>
<th>Topic</th>
</tr>
</thead>
</table>

#### Preparation

(a) Schemes of work prepared
- Yes ( )
- No  ( )

(b) List of learning resources indicated in schemes of work.

- (i) __________________________
- (ii) __________________________
- (iii) __________________________
- (iv) __________________________
- (v)  __________________________
- (vi) __________________________
- (vii) __________________________

(c) During the course of teaching were these learning resources used?

- __________________________

(d) Check whether the teacher has a lesson plan.
- Yes  ( )
- No   ( )
(e) Are the learning resources mentioned in the schemes of work included in the lesson plan.
Yes ( )
No ( )

(f) Indicate the teacher-made or improved learning resources used by the teacher.
(i) ____________________________  (iii) __________________________
(ii) ____________________________  (iv) __________________________

(g) How are the learning resources used by the teacher?
(i) Lesson introduction ( )
(ii) Visual illustration ( )
(iii) Demonstrating a process ( )
(iv) Replaying a recorded speech ( )
(v) Recording ( )
(vi) Summarising ( )
(vii) Pupils activities e.g. doing an exercise ( )
(viii) Illustrating a concept ( )
(ix) Demonstrating a concept ( )
Others __________________________________________

(h) Mention any other necessary observation as far as utilization of learning resources is concerned.
________________________________________________
________________________________________________

Winifred N. Kamau
Kenyatta University
# APPENDIX E

## A CHECK LIST FOR THE AVAILABILITY OF TEACHING LEARNING RESOURCES USED IN THE TEACHING OF ENGLISH

Name of the School

Zone

Date

Tick ( ) in the appropriate places.

<table>
<thead>
<tr>
<th>Teaching/Learning Resources</th>
<th>Available</th>
<th>Adequate</th>
<th>Accessible to pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1) TEXTBOOKS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. OTHER PRO B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>REFERENCE BOOKS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teachers' Guide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Syllabus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Recommended list of English text books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Dictionary of English</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(i) OTHER TEACHING/LEARNING RESOURCES

(ii) NON-PROJECTED ITEMS

1. Posters
2. Pictures
3. Photographs
4. Maps
5. Graphs
6. Cartoons
7. Charts
8. Diagrams
9. Flash cards
10. Comic
11. Globes
12. Atlas

IV. OTHER PRINT MEDIA
1. Class newspapers
2. Magazines

V. BOARDS
1. Black board
2. Magnetic board
3. Peg board
4. Flannel Board
5. Bulletin Board

VI. THREE DIMENSIONAL ITEMS
1. Realia
2. Mock ups
3. Models
4. puppets

VII. COUNTLESS MEDIA
1. MANILA SHEETS
2. Exercise books
3. Stencils
4. Transparencies
5. Felt pens, marker
6. Crayons
7. Tracing paper

VIII. AUDIO VISUAL AIDS
1. Radio
2. Radio Cassettes
3. Film projectors
4. Films Suitable for English lessons
5. Slide projector
6. Slides used for the teaching of English
7. Opaque projector
8. Overhead transparencies projector
9. Camera (s)
10. T.V. and video tapes
11. Portable projector screens
12. Tape recorders

IX. FACILITIES
1. Audio visual library
2. Dramatic theatres
3. Learning cubicles
4. School library
5. Class library
<table>
<thead>
<tr>
<th>X.</th>
<th>REPROGRAPHIC FACILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Duplicating machines(s)</td>
</tr>
<tr>
<td>2.</td>
<td>Typewriters</td>
</tr>
<tr>
<td>3.</td>
<td>Photocopying machines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>XI.</th>
<th>PRIMARY SCHOOL ENGLISH TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Number of teachers ( )</td>
</tr>
</tbody>
</table>

| XII. | OTHER RELEVANT OBSERVATIONS |

Winfred N. Kamau
Kenyatta university