

3000/r

**SELECTION AND USE OF INSTRUCTIONAL RESOURCES
IN ENGLISH LANGUAGE TEACHING IN SELECTED
PUBLIC SECONDARY SCHOOLS IN NAIROBI PROVINCE**

MONICA ADHIAMBO

E55/10161/07

A research thesis submitted in partial fulfilment of the requirement for the award of degree of Master of Education in the School of Education of Kenyatta University.

JUNE 2011

Adhiambo, Monica
*Selection and use of
instructional*



2012/382544

KENYATTA UNIVERSITY LIBRARY

DECLARATION

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


.....

Monica Adhiambo

E55/10161/07


.....

Date

We confirm that the work reported in this thesis was carried out by the candidate under our supervision as university supervisors



DR. BWIRE M. ADELHEID

LECTURER,

DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY


.....

Date



DR. SOPHIA M. NDETHIU

LECTURER,

DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY


.....

Date

DEDICATION

I would like to dedicate this work to my children who inspired me to work very hard, my spouse who is my chief supporter, and my parents. To my late brother who made me realize that procrastination is a vice.

ACKNOWLEDGEMENT

I would like to thank the following people for their inspiration and constant support throughout this course: Dr. Bwire A, Dr. Ndethiu S, my two university supervisors who selflessly devoted their time in guiding and advising me to ensure the success of the study. Prof. Gathumbi, Dr. Onditi, Prof. Patel, Dr. Maundu and Dr. Kimui who guided me through the course work. I would also like to appreciate my classmates Matere, Mose, Mutai, Musyoka and Wagura. I am especially grateful to Matere who encouraged me all through the course of this study.

My special thanks go to my parents for their silent support and also to my spouse and children who suffered silently when mummy could not prepare them supper or go out with them for family occasions. Thank you Celline, Samuel and Ryan you are the most supportive children a mother could ever ask for.

TABLE OF CONTENT

Title page.....	i
Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of Contents	v
List of Tables.....	ix
List of Figures.....	x
Abbreviations and Acronyms	xi
Abstract.....	xii
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	7
1.3 Objectives of the Study.....	7
1.4 Research Questions.....	8
1.5 Significance of the Study	8
1.6 The Scope of the Study.....	9
1.6.1 Limitations of the Study	10
1.7 Assumptions	10
1.8 Theoretical Framework and Conceptual Framework	12
1.9 Operational Definition of Terms.....	14

CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	15
2.0 Introduction.....	15
2.1 Types of Instructional Resources.....	15
2.2 Criteria Used by Teachers of English Language in the Selection of Resources.....	21
2.3 Utilization of Instructional Resources in Teaching -Learning of the English Language.....	25
2.4 Synchronization of Instructional Resources in the English Language Classroom.....	30
2.5 The Extent to which the Selection and Utilization of Instructional Resources Help Teachers to Achieve the Instructional Objectives.....	33
2.6 The Problems Teachers of English Language Experience in the Selection and Use of Instructional Resources.....	35
2.8 Related Literature from Outside and Within Kenya.....	37
 CHAPTER THREE: METHODOLOGY.....	 42
3.0 Introduction.....	42
3.1 Research Design.....	43
3.2 Location of The Study.....	43
3.3 Target Population	43
3.4 Sampling Techniques and Sample Size.....	44
3.4.1 Sampling Technique.....	44
3.4.2 Sample Size.....	45
3.5 Research Instruments.....	46
3.5.1 Observation Schedule	47
3.5.2 Observation Checklist.....	47

3.5.3	The Questionnaire.....	47
3.5.4	Interview schedule.....	48
3.6	Pilot study.....	49
3.6.1	Reliability.....	50
3.6.2	Validity	50
3.7	Data Collection Techniques.....	50
3.8	Data Analysis.....	51
3.9	Ethical Considerations.....	51
 CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION.....		52
4.0	Introduction.....	52
4.1	Classification of Schools.....	52
4.2	Demographic Details of Teachers.....	52
4.2.1	Profile of Teachers.....	52
4.2.2	Size of Classes Handled by Teachers.....	54
4.2.3	Teaching Experience.....	55
4.2.4	Teaching Workload.....	56
4.2.5	Participation in KIE Panels.....	57
4.2.6	Seminar and Workshop Attendance Levels.....	57
4.3	The Criteria Used by Teachers in the Selection of Instructional Resources.....	59
4.4	The Manner of Utilization.....	64
4.5	Resources Utilized.....	66
4.5.1	Print Resources.....	66
4.5.2	Non Print Materials.....	69

4.5.3 Community Resources.....	73
4.5.4 Other Resources Used in Schools.....	75
4.5.5 Use of Instructional Resources in Different Skills.....	76
4.6 Constraints in Selection and Use of Instructional Resources.....	78
4.7 The Way in Which Resources Help Teachers Achieve the Objectives.....	80
4.8 Discussion of Findings.....	81
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	87
5.1 Summary.....	87
5.2 Implication of the Findings.....	94
5.3 Conclusions.....	95
5.4 Recommendations.....	99
5.5 Further Research.....	101
Bibliography.....	102
Appendices.....	108

LIST OF TABLES

Table 1.2 KCSE Performances in English Language Year 2002-2007.....	7
Table 3.4 Categories of Schools.....	45
Table 3.4(A) Sampling of Schools.....	46
Table 3.4(B) Sampling of Principals and Heads of Departments.....	46
Table 4.2.1 Profile of Teachers of English.....	53
Table 4.2.2 Size of Classes Handled by Teachers.....	54
Table 4.2.3 Teaching Experience.....	56
Table 4.2.6 Seminar and Workshop Attendance.....	58
Table 4.3 The Selection Criteria for Instructional Resources.....	60
Table 4.3(a) The Criteria for Selection of Reading Materials.....	63
Table 4.4 The Manner of Utilization of Resources.....	65
Table 4.5 Course Books Used in Schools.....	67
Table 4.5.1 Print Resources.....	68
Table 4.5.2 Non-Print Resources.....	70
Table 4.5.2(a) The Use Of Non Print Resources.....	72
Table 4.5.3 The Use of Community Resources.....	75
Table 4.5.4 Reference Materials Used.....	77
Table 4.5.5 Use of Resources in Different Language Skills.....	78

LIST OF FIGURES

Fig. 1.1 Conceptual Framework.....	13
Fig. 5.2.3 Teaching Experience.....	55

ABBREVIATIONS AND ACRONYMS

KCSE: Kenya Certificate of Secondary Education.

KIE: Kenya Institute of Education.

KNEC: Kenya National Examination Council.

LOI: Language of Instruction

ESL: English as a Second Language

MOE: Ministry of Education.

ICT: Information Communication and Technology

UNESCO: United Nations Educational Scientific and Cultural Organisation

ABSTRACT

Research in language teaching has shown that there is a relationship between the use of resources in teaching of English language and the learners' ability to perform using the language. The purpose of this study was to investigate and document the factors that affect selection and utilization of instructional resources. The objectives of this research were to find out the kind of resources used in teaching of English language, to establish the manner in which teachers of English synchronize instructional resources in various English language topics and skills and to find out the problems teachers of English experience in the selection and use of instructional resources. This study also examined the extent to which the selected instructional resources help teachers to achieve the instructional objectives. The study reviewed previous related researches both globally and locally. It employed a cross-sectional survey type of research; with a target population of 62 public secondary schools in Nairobi province. The study was carried out in Nairobi among selected public secondary schools. The school principals, heads of department, teachers of English and Form 2 English language students formed the study samples. Stratified and purposive sampling techniques were used; the sample size was 14% of the target population of public secondary schools in the province. Data was collected using the following research instruments: observation schedules, a checklist, questionnaires and interview schedules. The data was analyzed using Statistical Package for Social Sciences (SPSS) where descriptive statistics was generated in form of frequency and percentages. The study showed that teachers were well qualified English language teachers and that they used resources in their classroom while teaching. The most commonly used resource was the course book. The schools had a variety of resources ranging from the computers, radio, television, audio and visual tapes to displays and flat pictures. However, they experienced various challenges in selection and use of resources. The challenges faced included: financial constraints, large size of classes and insufficient time to prepare for use of resources. As a result, some of the resources mainly the radio and television were mostly used for entertainment purposes. Most teachers cited lack of regular seminars and workshops as a challenge to effective use of resources. The conclusions made by the study were as follows: teacher development is important for effective selection and use of instructional resources; teachers used instructional resources for effective implementation of the curriculum. Instructional resources were selected and used according to the lessons' objectives and the nature of the topic. The class size time and cost were impediment to the use of instructional resources. This study finally made recommendations. There should be regular workshops, seminars and other forms of teacher development exercises, also, the class size should be controlled. The government in conjunction with the parents should build and stock libraries. The Ministry of Education should give guidelines on the maximum number of lessons a teacher should teach. Teachers need more training in educational technology.

CHAPTER ONE

1.0 Introduction

The chapter discusses the problem of selection and utilization of resources under the following sub-topics: background to the problem, statement of the problem, objectives of the study, research questions, significance of the study, assumptions, the scope of the study and limitations of the study and the theoretical and conceptual framework.

1.1 Background

Instructional resources are any materials used to make learning meaningful, interesting and successful. Instructional resources help teachers to implement the curriculum. The importance of the resources has been studied and discussed by several authors and researchers, and they all concur that, for proper learning to take place, instructional resources have to be used. Ogoma (1986) emphasized the use of learning resources, resources are an integral part of learning. Similarly Njiri (2000) recommended the use of instructional resources for instructional purposes. Koech (1999) further observes that the quality and adequacy of such resources as, physical equipment, teaching and learning materials have a direct bearing on quality, as they determine how effectively the curriculum is implemented. Currently, instructional designers understand that individual learners respond differently to various instructional resources. Anderson (2002) noted that participants using either overmatched or matched instructional material to their learning style preference achieve significantly higher post-test scores. This is in contrast to participants using instructional material unmatched to their learning style preference. These resources are in the form of human resource, print technologies, audio-visual and computer based technologies.

The value of instructional resources should not be underestimated or overestimated. Any medium selected will have to motivate the students. While instructional resources are aids to learning, they don't do the whole job. Instructional resources are used in order to help in the delivery of the message. In a teaching/ learning situation, the use of the right resources for delivery of a particular message in a learning situation is very important. Kyriacou (1991) observed that the golden rule concerning their use is to always check their quality and appropriateness for the lesson. Romiszowski (1974) and Olson (1974) both noted that the resource should, firstly, tally with the objectives to be achieved. Secondly, these resources should involve the use of as many sensory perceptions as possible. Thirdly, they should be suited to the developmental ages of the learners. Anderson (1989) asserts that, in selecting the material, teachers should keep in mind the question: 'Will the use of these materials help students reach established goals and objectives?' he further suggested that, if the materials do not satisfy the learners and teachers' needs, then they needed to be modified.

Several scholars have established that teachers often choose the blackboard, chalk and print media (text book, magazines and handouts) in their classroom with no other variety. Kimui (1988) found that our schools continue to function as though the print media is the only resource that can be used. It seems that teachers may not be aware that textbooks have ceased to be the only source of information and that they have a duty to know all available teaching aids. Since this is common in the Kenyan classroom, this study aimed to find out the reason for lack of variety in the usage of resources in the English language classroom.

However, Rowntree (1974) warns that, although the media must motivate the students, the

student himself/herself must have intrinsic motivation- the necessary motivation must come from within. He/she should want to learn, find the subject interesting and must understand why he has to learn. Media has the following functions: a) Engage the students' motivation, recall earlier learning; b) provide new learning stimuli; c) activate the students' response; d) give speedy feedback and encourage approximate feedback (Rowntree 1974:12).

English language is the medium of instruction in schools from class four onwards as was recommended by the Gachathi Report (1976). The recommendation was to introduce English language as a subject from primary one and to make the language supersede the predominant local language as the medium of instruction from primary 4 upwards. It should be noted, however, that this policy is not followed by schools in urban areas, especially, those schools in up market areas. English is used as a medium of instruction from class one onwards (Muthwi, 2002). This emphasizes the society's need for fluency in English. Parents are keen on their children being competent and proficient in English language. Muthwi and Kioko, (2004) observe that the aspiration to acquire English is almost fanatical. English has come to be associated with social-economic power and for this reason there is a great desire for its acquisition. Teachers are expected to use resources at their disposal to help learners in their endeavours to learn the language.

Just from listening to speakers it is true that communication competence in English language is below expectation. It is appalling to find students in Form Four who can neither speak nor write correctly in English. Students fail in exams not because they are unintelligent but because they cannot express themselves well. One of the ways through which the

government of Kenya has tried to bring change is through the adoption of English Integrated Approach. The Minister of Education stated that performance had deteriorated when announcing KCSE results for the year 2008 (Daily Nation, March 8, 2009). The poor performance in English has become a serious concern to the Government and other stakeholders. Blame is shifted from one group to another and majority of the stakeholders blame the teacher. Because of the situation, research had to be conducted to find why and where the problem was and if educational technology was actually being used in learning and teaching of English language.

Because of the noted situation research had to be conducted to find out the source of the problem as communication is power in the modern society. All of man's activities depend on the ability to communicate effectively. Dale (1955) stated that language is the common core of experience no matter what the mode of communication may be, visual, auditory or through verbal symbols on a printed page. The verbal symbol and its meaning are inextricably interfused, whether the word be spoken or heard, written or read. The meaning develops out of association in the minds of the users – and richness of the association comes from the richness of the experience. Having this knowledge, it was proper to find out if educational technology was effectively used in the learning and teaching of English in Nairobi public secondary schools.

It had been observed that children are keen to use relevant equipment to help them learn. Their confidence and curiosity help them learn to acquire competence quickly. The increase in the number of teenagers in cyber cafes, in the city of Nairobi and other major towns in

Kenya, and more so their adeptness at computer use can be noted by any interested person. It is important to note that in this era of informational technology students are very informed and up to date in the use of modern communications and information storage devices. These kinds of students will find teachers' inadequacies in the classrooms hard to accept. This researcher was interested in finding out to what extent the teachers were selecting and using the resources available in their surroundings.

In Kenya, English language is taught as a second language, thus the resources selected for use have to aid the language in making it credible and real to students, The Daily Nation Thursday 17th Oct (2006). In addition, Dale (1969) stated that educators have found that many teaching problems can be solved partially or wholly by the proper use of the rich experience provided by resources. The Kenya syllabus of the integrated approach has a clear section on the suggested resources that can be used for the teacher to effectively help the learners to acquire proficiency in language skills.

Teachers as human resources have to be competent in the languages they are expected to teach. The Kamunge Report (1988) recommended that teachers teaching the upper primary classes teach only those subjects they studied and passed, in the Kenya Certificate of Education or its equivalent. This same report recommends that local communities and parents associations be encouraged to provide primary schools with libraries and adequate reading materials. Considering this report it will be obvious that when it is left to the above two groups to fund the acquisition of resources there will be disparities in the kind of resource materials that schools will have. Schools in regions where most parents are in the

middle- income groups, or above might end up being better funded. This study aimed to find out if the challenges teachers experienced in selection and use of instructional resources.

Discussing instructional resources in Kenya can be a complex issue considering that the population is classified into two main categories, urban and rural. The urban population is comprised of the urban poor who dwell in the slums mainly, the middle working class and the affluent working class. Kenya's urban population stands at 35% of this 29.3% are poor. In the rural areas 46.4% of the population lives below the poverty line; this is according to (The Development plan 1997-2001). Kenya's economic growth in the past 15 years has been limited while in contrast the population growth has been very rapid as stated by (Sanya 2001). These two factors have increased the rate of high unemployment and increased poverty levels (Nafula 2001). Quite often, the community is so impoverished that even though they would wish to contribute towards the financing of technological advancements in the education sector they are not able to. The most economically schools are found in the semi-arid regions of Kenya; these are the nomadic communities. Their idea of instructional resource is a chest full of basic books transported on a camel's back with one or two teachers accompanying it, (Sanya 2001). This study tried to find out whether the schools' economic status affects the selection and use of resources.

Kenya Institute of Education (KIE) is a centre for research and curriculum development. It is here that the national curriculum and support materials to all the subjects are developed. KIE also has an educational Media Services Department responsible for developing media-related materials to support the curriculum. KIE has a recording studio that produces instructional resources for use in all the schools in the country. The learners' cultural

background, age and interest are catered for in the development of the instructional resources hence the study sought to find out how the teacher selected and used these resources that were developed by KIE.

1.2 Statement of the Problem

The use of resources in teaching and learning is significant to the effectiveness of the teaching/learning process. It had been observed by other researchers that the effective use of resources led to increased interest in the content being taught, there was also noted higher motivation among the learners leading to better performance. It has been confirmed that instructional resources are very important in the teaching/ learning process, what is not clear is how the teachers select and use resources. The mean grade of candidates in the past five years, that is, from the 2002-2007 has been below 50.00%. The candidates who scored between D- and E in English language in the year 2007 was 34.5% this is an indication that there is a problem in the subject's performance. Below is a table showing the performance of English language between the years 2002 and 2007.

Table 1.2 KCSE Performance in English Language from, 2002 to 2007

	2002	2003	2004	2005	2006	2007
English	30%	32.5%	35%	38%	43%	48%

Source: KNEC

Quite often teachers are blamed for poor performance in English without clear consideration of the role they play in determining which resources are used in the classrooms and how they are used. This research sought to ascertain the factors that guide and affect teachers' selection and use of resources. It also sought to find out whether teachers were qualified professionals

and had knowledge of the selection and use of instructional resources. With this research the researcher hoped to fill this gap in knowledge.

1.3 Objectives of the Study

The objectives of this research were:-

- a) To find out the kind of resources used in the teaching of English language:
- b) To investigate the criteria used by teachers of English language in the selection of existing instructional resources.
- c) To establish the manner in which teachers of English language synchronize available instructional resources in various English language topics and skills.
- d) To find out the problems teachers of English language experience in the selection and use of instructional resources.
- e) To find out the extent to which the selected instructional resources help teachers to achieve the instructional objectives.

1.4 Research Questions

This research sought answers to the following questions:

- a) What resources are often utilized by English language teachers in the process of teaching?
- b) Which criteria do teachers of English language use in the selection of instructional resources?
- c) How do teachers of English language utilize instructional resources?
- d) What kind of problems do teachers experience in the selection and utilization of

instructional recourses?

e) To what extent do the selected resources help the teachers to achieve the instructional objectives?

1.5 Significance of the Study

The aim of this research was to bring to light knowledge of selection and utilization of instructional resources in the English language classroom. Teachers would be able to assess themselves on the usage of instructional resources during the process of teaching. The study also intended to help teachers to make educated choices in selection of instructional resources as well as broaden their knowledge in their utilization. The study will be helpful to secondary school quality assurance officers as they are the ones who recommend English language course books and other educational media as well as in-service training of English language teachers in the field. This will eventually lead to high motivation among learners as well as better performance.

This study will also be of help to curriculum developers of the English language course syllabus at Kenya Institute of Education (KIE), as the findings were aimed at making them aware of the effects of proper selection and utilization of resources. The curriculum developers may end up developing instructional media which will appeal to learners' interest, and will be appropriate for use. The study will stimulate research in this and other related areas of instructional resources and English language learning with the intention of finding the effect of instructional resources on learner performance.

1.6 The Scope of the Study

The research focused on the selection and utilization of resources in selected public secondary schools in Nairobi province. It was concerned with the manner in which form two teachers of language select and use resources, of particular interest were the factors that influenced choice and use of resources in nine public schools within Nairobi province. This research was limited to public secondary schools in Nairobi.

1.6.1 Limitations of the Study

A major limitation was finances and time to carry out the research. This, however, was overcome by optimizing the available resources.

1.7 Assumptions of the Study

Certain assumptions about this study were made while conducting the research:

- 1 That teachers of English language in public secondary schools followed the same prescribed syllabus by Kenya Institute of Education (KIE) hence the content is the same.
- 2 Teachers of English language were qualified to teach English language and literature.
- 3 That the staff would be cooperative.

1.8 Theoretical Framework and Conceptual Framework

Theoretical Framework

The research was based on the constructivist theory of learning. Constructivism theory is based upon the central premise that knowledge and understanding are constructed through a process of negotiated meanings. These theories recognize the potential of technology in

educational context while situating the learning process at the very core.

The constructivist theory's key idea is that students actively construct their own knowledge; the mind of the student mediates input from the outside world to determine what the student will learn. Learning is active mental work, not passive reception of teaching, (Wolfolk 1993). The role of technology in education today is largely perceived in terms of constructivism. For the constructivist, knowledge is constructed by the learner by drawing on prior knowledge and personal experience, and lies in the mind of the beholder. As such knowledge is external to the learner and is imposed upon him or her and then replicated under controlled conditions. Social constructivism views each learner as a unique individual with unique needs and background, (Wertsch, 1997). It stresses the importance of the learners' social interaction with knowledgeable members of the society. Children learn by interacting with resources in their surroundings. Teachers act as facilitators, they do not give didactic lectures.

It encapsulates the changing and changed roles of teacher and learner where that of the teacher moves from transmitting of knowledge to that of facilitator of learning and that of the learner moves from passive receiver of knowledge to that of active constructor of knowledge. This theoretical framework is supported by the conversational theory which places the teacher in the midst of the teaching learning process. The conversational theory states, "essentially a learning process complex enough to achieve the aims of academic learning must involve at least two participants operating iteratively and interactively on two levels – practice and discussion and connecting those two levels by activities of adaptation and

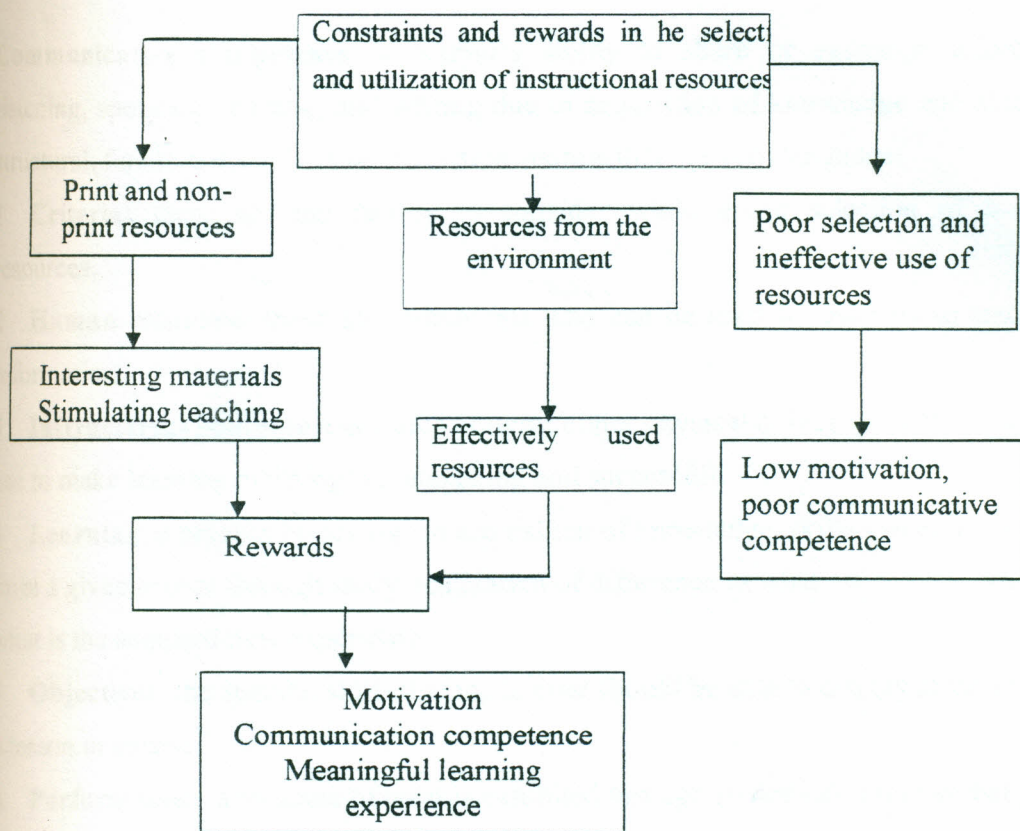
reflection (Laurillard, 1999). This model was presented by Diana Laurillard in 1993 in her influential work, "Rethinking University Teaching a Framework for the Effective Use of Educational Technology". This model describes the teaching and learning process as dialogic relationship between tutor and student.

Against this framework, it is imperative to investigate how far and to what extent teachers use resources and the factors that guide in their selections. The findings of this study hence will inform policy matters as far as they need to ensure that resources are used.

Conceptual Framework

With the current changes in technology there is increasing pressure on the education system to change its teaching strategy to be more compliant with environmental changes. There is increasing need for students to be more actively engaged in the learning process by enabling them to take greater responsibility for learning. The learners learn through formal and informal training processes, as earlier stated interesting materials stimulate teaching. The outcome is the communication competence of the learners as the use of technology motivates the learners. The figure on the next page explains the conceptual framework on which the research is based on.

Fig.1.1 Conceptual Framework of the Selection and Use of Instructional Resources



Adapted from Skehan (1989:50)

This conceptual framework shows that there is a strong relationship between resources used during learning process and motivation of the learners to excel. The use of instructional resources such as print materials, audio-visual materials, computer and its software, and the community resources all lead to such outcomes as higher motivation for learning, more interest in use of language hence better performance in both oral and written work. The resources had to be interesting to be able to catch and maintain learners' interest in the subject. Interesting, well selected resources also lead to meaningful learning. The constraints to the use of instructional resources led to poor performance, lack of interest and low motivation among the learners.

OPERATIONAL DEFINITIONS OF TERMS

Communicative competence: a learner's ability to share or exchange information in listening, speaking, reading, and writing due to acquisition of knowledge and ability of the structural, functional, social and interaction norms that govern language.

1 **Criteria:** these are the factors to consider while doing selection of instructional resources.

2 **Human resource:** these are individuals who can be used by teachers to teach or pass information.

3 **Instructional resources:** any aids or items either physical or intangible that teachers use to make learning meaningful, interesting and successful.

4 **Learning:** a process involving the acquisition of knowledge, skills values and attitude from a given source through study, realization of difference in what was known and what is the acquired new experience.

5 **Objectives:** the specific skills that the learner should be able to display at the end of a lesson or course.

6 **Performance:** a measure of what is exhibited through an activity either verbally or non-verbally or in written form knowledge and ability of functional social and interaction norms that govern language.

7 **Resources:** these are learning aids used during the teaching / learning process to assist the teacher to transmit knowledge, skills, concepts and attitudes to a learner to enable him/her to achieve the lesson's objective.

8 **Teaching:** the action of a person deliberately imparting knowledge, concepts skills and attitude to a learner during a learning process.

9 **Techniques:** procedures and practices adopted by a teacher to direct the learner's activities towards an objective.

10 **Utilization:** making use of teaching resources during the process of teaching and learning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter, literature related to the study has been reviewed under various sub-topics including: types of instructional resources; the criteria used by teachers of English language in the selection of resources; the utilization of instructional resources in English language teaching; synchronization of instructional resources in the English language classroom; the extent to which the selected instructional resources help teachers to achieve the instructional objectives; the problems teachers of English experience in the selection and use of instructional resources and finally, the review of related literature globally and in Kenya. This research noted the gaps and tried to provide answers, explanations and verifications necessary by doing the field work.

2.1 Types of Instructional Resources

There are several types of instructional material. These include the printed material such as books, newspapers, charts and even cards. There are also audio-visual materials, for instance, radio broadcast, the television and magnetic tapes. Various terms have been used to define instructional resources. Romiszowski (1986) defines instructional resources as teaching aids.

He states:

A teaching aid must as the name suggests, aid the teaching of a topic. This implies two things, it does not do the whole job, parts of the jobs are performed by other methods, usually a human teacher, and the aid is administered and controlled by the teacher.(pp 142-3)

This basically implies that a teaching resource is basically an aid to help teaching and

learning and it should be treated by the teacher as no more than that. The teacher is expected to prepare well for the topic, he/she should be ready to use two or three other methods in order to help him deliver the lesson's contents and achieve the intended objectives. The teacher is also expected, while in the classroom, to be able to administer the aid in the most effective manner. The kinds of instructional aids available for the teachers' use are described as follows:

Printed aids

There are several types of printed aids, for example, there are text books, periodicals, pamphlets, newspapers, journals, encyclopaedia, and art prints. Words and pictures usually complement one another clarifying abstract concepts far better than either medium alone. Erickson and Curl (1972) noted that well written words may stimulate a reader's imagination. That is words only have power to stimulate a reader's imagination when they are well expressed, therefore, a writer has to choose his words carefully if he/she intends to reach his intended audience.

Printed media is referred to by Gerlach, and Elroy (1971) as verbal representation. This group includes all that is written. The two scholars stated that this media is frequently used in combination with other media. When words alone are used during a learning-teaching process there will be a tendency for there to be only one teaching method that is the lecture method. The level of student-teacher and student-student interaction will be low. When this media is used in combination with other media the learners will be encouraged to use several senses, that is, touch, see and hear and the students will be able to remember more.

Audio-visual aids

This include: maps and globes, charts, diagrams, cartoons, posters, motion pictures, film strips, television, photographs or other pictorial representation of places and persons, reproductions of art masterpieces, radio presentation, museum exhibits, tapestries and wall hangings. All the mentioned resources appeal to the auditory and the sense of sight, learners are either watching the unfolding events on the screen and listening at the same time or they are studying pictures or listening to a radio broadcast. The audio-visual aids have value for instruction at all levels of learning. As earlier stated all resources are best used in combination with other teaching aids from other categories such as printed materials.

Community resources

These are found in the learners' geographic setting and influence the origin and historical development, the economic life, political processes and the social processes. Maryland State Education (2007) conducted a study in which they observed that, research has demonstrated that students' achievements rise and these students retain information and concepts better when their school experiences and materials incorporate their own backgrounds and include similar persons or similar groups. This also promotes higher expectations, greater self-esteem, enhanced academic achievements and increased potentials for success in school and beyond. The students gain a more realistic understanding of their varied roles and capabilities. Human resources will demonstrate understanding of cultural diversity. They include those individuals whose backgrounds bring multicultural perspectives as well as an immediacy and authenticity to the topic at hand. Examples of these resources are the professionals in the community like lawyers, teachers, carpenters and farmers. They may be

used to introduce new vocabulary to the language classroom. These professionals may also be used by the teachers to concretize certain topics which may be too abstract to the learners.

The Teacher as a Human Resource

Language literacy is very important as parents see it as a means to economic empowerment. Gathumbi, (2008) in Groenewegen, (2008) notes that among factors that impact on educational quality and relevance: literacy in language of instruction (LOI) is regularly identified as a key variable. English is the LOI in Kenya from class 4 onwards, except in other languages, learners are expected to be competent in English and they should be able to express their ideas with minimal errors. A learner is judged to be good when they can write their essays with as few errors as possible irrespective of the discipline. Sereti, (1993) further notes that it places on the shoulders of English language teachers the task of moulding the students, so that they can express themselves effectively in both oral and written work. Teachers are seen as the students' number one resources and they are aware that the student's linguistic future depends on them. (Richard and Rogers 1995) observed that, practitioners teaching view materials as a way of influencing the quality of classroom interaction and language use. Teachers are supposed to make the language relevant and purposeful and activities are supposed to be set in a meaningful context that reflects real world use. The teacher is also expected to create opportunities where learners feel the need to communicate, Gathumbi (2008) noted that teachers are expected to utilize resources extensively in order to engage the learner in an effective and meaningful conversation and use language competently. And Okumbe (2001) observes that teachers are probably the most important resource that a country has.

Teachers are the main resources in teaching and learning, for an ineffective teacher, even when they are given the most modern resources they may not be able to deliver. Many curriculum writers agree that the teacher is the main agent in any education innovation (Oketch and Asiachi 1992: Groux 1988). The teacher has to know the value of using any resource in the classroom; he has to be aware of new technologies in the field and most importantly how to use them. Teachers of English have an array of instructional resources at their disposal and they should be able to integrate these resources in their teaching activities.

Information Communication and Technology

Information communication and technology is a new innovation in education practices, it is part of instructional resources used in the classroom for teaching-learning purposes. The ministry of education has developed comprehensive national information and communication technology (ICT) strategy for education and training whose focus is to integrate computers and other modern technologies in schools. The underlying factor is that creative and innovative applications of computers are seen as potential tools for increasing access to education and improving quality of education, The Standard Newspaper, Wednesday may 18th(2011)

The introduction of ICT in schools may end up raising undue controversy. According to the earlier mentioned daily newspaper, computers in Kenya as well as other Sub-Saharan Africa are being associated with widening academic gaps between the rich and the poor. Already students in some high cost schools are downloading their homework assignments to their teachers. Those who support the use of computers in schools argue that computers improve

teaching practices and students' achievement. Secondly, working with computers, especially using the internet, brings students valuable connection with teachers, other schools and students as well as a wider network of professionals around the globe. According to Kinelev V. Director of UNESCO (2011) the key toward improvement of education lies in availability and training of high quality teachers. Computers cannot replace teachers and for any revolution to take place in learning it should be built around teachers. It can therefore be said that ICT is used effectively in combination with a well trained teacher.

There have been a number of factors that act as a challenge to the uptake of ICT in education. These are: lack of funding, to support the purchase of technology, lack of training for teaching practitioners, lack of motivation and need for among teachers to adopt ICT as a teaching tool.(Starr,2001)

However, where there are constraints to learning, especially in a case of time constraint and scarcity of teachers, ICT can be used solely. Young (2002) said that with ICT students can learn anywhere, anytime. This flexibility has heightened the availability of just-in-time learning opportunities for many more learners who previously were constrained by other commitments.

The use of ICT in education is important as it supports the theories of learning that hold the greatest sway in modern education practices. The theory is based on constructivist principle (Duffy and Cunningham1996) the theory posits that learning is achieved by active construction of knowledge supported by various perspectives within context.

2.2 Criteria Used by Teachers of English Language in the Selection of Instructional Resources.

In a situation where there are several resources to select from, several factors will have to be considered, namely: time, space, purpose, situation, students' needs, objectives of the lesson, and the lesson's content. During selection it is assumed that a teacher has several materials at his disposal and he is choosing what will fit the situation best. Ayot, (1984) states that the development of competence in English language depends to a large extent on whether the students are given sufficient opportunities to become productively involved in practical language situations. Learners should be given practical opportunities to practice their language; the usage of aids and the teacher's teaching style will give the learners opportunity to practice. For example, when a teacher decides to show learners a film and thereafter he/she initiates a discussion based on what they had just seen learners will have a chance to practice their language skills.

The ultimate responsibility for the selection of instructional resources in the English classroom lies in the potential of the resources to meet the learner's needs. The selection of instructional media is an important aspect of teaching-learning process. The proper selection of materials will determine the outcome of learning. According to Patel and Mukwa (1993) it is obvious that not all materials are of equal quality. The teacher will have to select those materials which will accomplish the task of meeting the learning needs. This is because there are those materials that will encourage participatory action from students and there are those that encourage observation.

A given instructional aid should be chosen to serve a direct need of the learner as that need appears in a series of learning. Aids be chosen in terms of learners

maturity and experience: instructional aids should be examined for accuracy and validity as well as for appropriateness to need and maturity; they should be chosen within reasonable limits in terms of cost, (Dale 1955:54)

A teacher should be conscious of the learner's needs as well as the affordability of the resources. There is need to critically inspect any aid to be used before including it in the lesson plan. Stakeholders, school boards, policy makers, all have a hand in the selection process. According to the Westport public schools Board Policy manuals (internet source) it states:

In selecting instructional materials for young people, teachers and librarians consider the contribution that the materials may make to the education of the students, their aesthetic value, honesty, appropriateness and suitability to the developmental goal of a group of students or of an individual student.

The material selected should appeal to the learner's affective, the cognitive as well as the social needs domain. Teachers should be able to appreciate the aesthetic value of the material they are to use in teaching and their appropriateness to the level of the learners. Gerlach, and Ely (1971) noted that the process of selection of resources is complex and needs to be taken seriously by the teacher. The material selected must be selected on the basis of its potentials for implementing a stated objective; the media should be selected on the basis of what it can do in a particular learning situation as well as the objectives of the lesson.

According to Maryland Public School Board: The material selected should have accurate content to support foreign language instruction in the areas of listening, speaking, writing and reading, the material should also be culturally appropriate. The material should avoid any language or cultural stereotypes. With the developments of modern computer technology, in the internet a lot of care should be taken by the teacher because not all resources found are valuable or appropriate. Found on the webs are slideshows, handouts, reading material,

lesson plans, references and resources, projects and web based activities. According to the Alabama Professional Development, Module, the following are the factors to consider when selecting instructional resources in the Internet:

- 1 Author: one needs to find out who developed the work and what his or her credentials are, and also who the sponsor was.
- 2 Currency: whether the material was up to date; when it was last changed.
- 3 Coverage: whether it was comprehensive, accurate and relevant.

The problem with the internet is that there is no known body where interested parties can forward their complaints as everyone and anyone can contribute without any form of censoring.

Printed materials are widely used. Several writers have suggested various criteria for evaluating course-books and these include Rivers (1968) and Davidson(1975). Their suggestions are as follows:

- The subject matter must cover a wide variety of topics that are likely to interest the learner. It should teach both structural and communicative competence, not one at the expense of the other. It should cover all aspects of the examination syllabus.
- The course books should be simple enough for the level of the students. They must be readable in order to be truly accessible to students.
- The activities must promote meaningful communication by referring to realistic activities and situation.
- Consider method is the course book based.

The above are salient features to be looked at by teachers while selecting a course book.

Authors of course books have to consider the curriculum objectives and the syllabus content. The course book has to be in tandem with the syllabus, it should be in series to cover the whole course and the content it covers will be examinable at the end of the course. The readability level of the book should suit the level of the learners. In the selection of materials teachers should consider choosing materials that are not only interesting but are of relevance to the students' lives. Any course book that the teacher selects should have the teachers' manual. This study looked at this aspect of the textbooks and see if they are considered by teachers in selection of teaching material.

According to the Ministry of Education (1992) modern methods require more careful preparations and a greater display of pedagogic skills than more conventional methods. Several authors agree on what to look for in the selection of resources. Gerlach and Ely (1971) noted that appropriateness, level of sophistication; cost, availability and technical quality are the factors to look for in media selection. Romiszowoki (1981) stated that, effectiveness of the aid is important. The teacher has to decide whether what he needs is informational media or instructional media. (Informational media is unidirectional- one way. Instructional media requires two-way communication between the transmitter and the receiver). The material has to be cost effective. Its practicality level also has to be considered. Selection policies should reflect local interests, issues and school environment, as no two schools have the exact same environment. A teacher is expected to select an aid that will suit his needs at the same time he/she will consider issues such as the ability of the school to afford the resource; also he cannot choose a resource because another school uses it. No media should be selected for media's sake it should be selected in terms of response expected from learners and not just the stimuli itself.

2.3 Utilization of Resources in the Teaching/Learning of English Language.

The use of instructional technology in the classroom has revolutionized teaching and teachers are no longer the centre of attention during lessons. They are no longer the sole owners of information. Classrooms have become more interactive and challenging to the students and the teachers. There is less teacher talk. The modern teacher is able to use educational technology, such as, the video tapes, radio and computers and its software available to him or her. The teacher is expected to walk in the classroom fully prepared, he is a facilitator in the education process and his work is to create opportunities for creative self-expression of the learners. He/she should give them a chance to select their own language in context, (Gathumbi, 1995). Moutu (1993) noted that, teachers dominated classroom activities but with availability of a range of aids teachers have the opportunity to evaluate and select their resources of choice. The changes in the environment are also forcing teachers to change their attitude towards technology. They have to adapt to the environmental changes, or be rendered useless in their fields.

The world is fast changing in terms of educational technology; hence, teachers who are technologically challenged have no otherwise but, to update their knowledge of technology. According to Erickson and Curl (1972) one standard for judging competence of teachers is the inventiveness of their classroom use of media. Teachers have to be versatile in their approach towards the use of media in the classroom. There is a strong suggestion that teachers should move away from the traditional ways of teaching. This study aimed to discover teachers' creativity in the English language classroom. Mukwa (1979) noted that one radical approach that several developing countries have turned to, in order to solve their

educational problems is, the application of the process of instructional development. The education sector faces an urgent need for development and modernization. It is absolutely essential that traditional methods of teaching be modified. There should be synchronization between education curriculum and the requirements of modern technology.

Bennet and Trofonenko (2002) state that teachers are besieged by an increasing demand for technological literacy, and are invariably being positioned in an environment where it is essential for them to appear to be utilizing various resources. This is a clear indication that teachers can no longer rely only on the textbook and chalk. The society and their students expect them to use the new instructional technologies available in the market in order to make teaching and learning more interesting and effective. Furthermore the learners themselves need to know how to use technology. It is the teacher's duty to ensure that they have the knowledge necessary. Currently there is intention to introduce computers in selected public secondary and primary schools in order to close the gap between public schools and private schools, The Standard Newspaper May 18th(2011). Also according to Nyingi, the Academic Programmes Manager Microsoft East and Central Africa, a computer programme, Microsoft mathematics has been launched to help students solve mathematical problems ranging from trigonometry to quadratic equations. Availability of educational technology resources will enable teachers to select and use these resources effectively

Once teachers are trained to use resources they will be able to see their potential and use the resources regularly in their classes. Wiman (1972) says that the school master was forced to rely upon the spoken word because print and non-print were scarce or non-existent. He

became the primary source of information. When instructional aids are used, the attention moves from the teacher to the learners. Research on transfer of learning strongly supports the position that instructional and educational activities should closely parallel the final desired behaviour. Because society needs people adept at using technology, we should incorporate technology as students develop problem solving skills and strategies in their classrooms and school-to-work environments. By allowing students to learn in different ways, technology can be a means to apply academics within real-world context. Since technology is ever-changing, teachers need to be life-long technology learners, as well as significant role models in the use of this tool. Teachers using technology will need to expand their role from knowledge-sharers to learning facilitators. (Research on instructional technology in the classroom. <http://www.wiki> 2008.)

Educational leaders consider the process of instructional development as an efficient and effective means that can increase learning opportunities to students without corresponding increase to the cost. Many developing countries have seen communication media as a way to raise the standards of instruction faster than it could be raised by increasing teachers, (Mukwa, 1979). Teachers need opportunities to come in touch with new innovation in the teaching of language. Fullan and Joyce (1990), maintain that teachers require numerous opportunities for one to one and group encounters where ideas can be exchanged and assistance given. This will make teachers keen to be involved in the innovation. They further argue that improvement of teachers will make them realize the professional rewards of being players in the implementation process. This will foster in the teachers positive attitudes towards the innovations.

According to Ivers (2003) teachers who view themselves as proficient users of technology are more likely to integrate technology into their instruction. This is an indication that proficient technology users actually have an interest in the innovations. Interest in technology is something that can be developed and any teacher who is interested in learners' performance should show some interest in educational technology.

Teachers who teach English as a Second Language (ESL) and also happen to be bilinguals can use the diversity in their classrooms as a resource. Bailey, Duff and Nunan (1996) noted that the students bring with them many riches, not outwardly perhaps, but riches in their heads and hearts. Each student has a different experience from home and community. They can share these different experiences in class in the form of song, dance, poetry and storytelling. Heath (1983) as cited in, Bailey, Duff and Nunan,(1996) suggested that students be mini- ethnographers gathering literacy and other data about their own lives and the lives of the people in their own community. The teacher should be able to use his/her own learners as classroom resources.

Research has shown that in the utilization of the television, the television can be a powerful educational tool, but if we want our students to absorb specific content from what they need to give them a model for viewing that is active and critical. Technology is a tool to help teachers gather and learn new information, locate lesson plans, participate in collaborative projects, engage in peer discussions and teaching forums, (Ivers 2003). The author goes ahead to state that even though new technologies are making their way into classroom

teachers continue to feel ill- prepared to teach using technology. The teacher's problem is that quite a number of them were trained before the advent of technology in the classroom and the problem is worse in third world countries where resources are limited. Obegi(2008) gives an example where school heads lock computers away lest the teacher destroys the computer while trying to use it. Blease (1986) argues that technology keeps on changing and with the computer there is constant need for in-service training. The problem is that this is time consuming and the teacher has other duties to attend to. An instructional material is just an aid and as such it is supposed to help the teacher do his duties effectively within the time allowed by the curriculum.

After the selection of the media, the teacher has to follow certain procedures before utilization. Russel (1985) suggested that for effective instruction, certain utilization procedures must be followed: The teacher should preview the materials, practice the presentation, prepare the environment, prepare the audience and present to the audience via the selected media. With this kind of approach the media will be able to contribute meaningfully to classroom activities. Creative teachers take advantage of opportunities to use materials which do not lend themselves to the formal selection process such as current newscasts, television programs, articles and students' writing samples. Such materials selected must meet the general selection criteria of educational relevance and ability to meet students' needs (NCTE Guidelines, 1996 internet source). That is teacher should be open to explore new avenues, the materials they select should not be rigidly selected by the Ministry Of Education. Teachers should be able to choose what they want to use independently as

long as it is culturally and socially acceptable. This study tried to find out the manner in which the English language teachers select their resources.

2.4 Synchronization of Instructional Resources in the English Language Classroom

Instructional resources are greatly valued in the English language classroom. Scholars like Dale (1955) believe that they can be used at all stages of learning and as matter of fact, the scholar came up with Dales Cone of Experience to emphasize the value of resources in teaching learning situations. In Dale's model, the learner is a participant in the actual experience. The learner can taste touch and smell hence, there is purposeful learning. There is simulation as well as dramatized events. Role plays and demonstrations, where the learner is actually taking part in the activities. Junior learners may gain a lot from these experiences and there is a lot of peer interaction among the learners.

In the second phase of the cone, there are a lot of visual activities. Their experiences come from what they see in the field, exhibits, charts, programs on televisions, films. There are also audio-visual materials at this stage. This stage includes a lot of observations; experiences come mostly from pictorial materials.

The last stage is the symbolic stage where there is interpretation of visual as well as verbal symbols. At this stage, resource person can be used to give lectures and more often they will use visual aids in their presentations. This model can be used to help teachers

select and use the right media in order to meet the learner's needs as well as the lesson's objectives. Language is a means of communication, in other words, it is through language that people can come together (Wilkins 1974). In Kenya, English language is the official language of education, the judiciary, and parliament and of business. A good command of the English language is the passport to social and economic development. It is with this in mind that the Gachathi commission (1976:55-6) stated:

To use as language of instruction the predominant language spoken in school's catchments areas from the first three years of primary education (and) to introduce English as a subject from primary 1, and make it supersede the predominant local language as the medium of instruction in primary 4.

English or Kiswahili language is to be used as the medium of instruction in linguistically heterogeneous communities while mother tongue is used in linguistically homogenous communities. Compared, to children who use English language as the medium of communication right from class one, children who use mother tongue or Kiswahili language are expected to struggle more to attain English language literacy.

Olson (1974) observed that considerable learning can be achieved through reinforcement and that language learning occurs through modelling or initiation of successful performance. But to these must be added print pictures, films, computers and a whole range of symbols in teaching and learning environment. Resources actually reinforce learning as they spark an interest in classroom activities students are tempted to imitate their teachers or are encouraged to start a discussion.

Wendt (1978:12) stated that audio-visual resources have merits in teaching. These include vocabulary and sustaining interest, problem solving, retention of facts longer and change in attitude. Lee (1975:75) observed that audio-visual aids can be helpful to the teacher of a foreign language in a number of ways.

They brighten up the classroom and bring more variety and interest into the language lesson; visual aids especially provide situations, which light up the meaning of the utterance used; Both visual and the audio aids can stimulate children to speak as well as to read and write it. They help to give information about the background of the literature.

The value of any media is seen in what experiences it brings to classroom learning activities. The audio-visual aids when used properly are known to create a lot of interest in the classroom as they make learning real and meaningful. For instance the learner of English as a second language will be able to listen to the correct pronunciation of sounds during a radio lesson and a television documentary is able to transport them to the farthest and tiniest village in the middle of Lake Victoria. This knowledge can help them to write an essay.

For planning and evaluating the success of various teaching aids Moore (1998) suggests;

1. The motivation value of the media and technology should be assessed in light of the teaching learning institutional media and technology should be planned as an integral part of the lesson, otherwise, they'll be of little value if there is an insufficient trace for their proper use or if other lesson components make them inappropriate. The teacher should know how to use the technology and ascertain that everything is working in order before exposing it to the students.

Teachers should only pick those resources that will be of value to the learners and the lessons objectives. According to Hayman, (1970) a teacher has to choose a particular teaching style to teach certain idea. Gathumbi,(1995) on her part states that a teacher is expected to vary his or her teaching methods even within a single lesson since the style chosen affects the teaching itself and the learning significantly. The suitability of the teaching methods will be

determined by the content to be taught. The teachers should be flexible to be able to vary teaching methods and techniques, according to the various situations in the class, such as, the level of pupils and the learning environment. Such flexibility according to Wilkins (1975) depends on a teacher's proficiency knowledge and expertise in methods and techniques of language teaching. This means that a teacher should be conversant with several methods of teaching language and he should also be able to assess the situation critically and decide which method will be able to deliver the expected results.

Wilkins (1982) states that the best kind of media is that which stimulates more results since through such media the learner is able to come into close contact with his environment

2.5 The Extent to Which the Selected Instructional Resources Help Teachers to Achieve the Instructional Objectives

Patel and Mukwa, (1993) suggest that materials should be used as an integral part of learning activity in order to achieve the highest level of understanding within the context of the subject matter relationships. Materials may be used singly or in combination to achieve the desired results. The manner in which they are used is the responsibility of the learner. Teachers must refine the techniques for effective utilization if the maximum contribution of the media to learning activities is essential as learners respond differently to different media and teaching styles. Gerlach and Ely (1971) observed that when the teacher considers the selection and use of instructional media as a component of teaching learning systems, it should remain clear that the media selection rule is the primary reference point.

Many classrooms today, the year 2010, look as much as they did nearly a century ago. There are few factors which can assist in the reformation of the concept of school. Technology is one of these factors. Maryland state department of education stipulated the need for institutions to take advantage of available technology in order to change the way classroom activities are undertaken. New technology will ensure that learning is more individualized; lesson preparation will change to accommodate a wide variety of learning style, abilities and interests. Teachers will become more accustomed to and more proficient in diverse instructional strategies including using technologies effectively in the classroom.

Gysenlink and Tardieu (1999) carried out a research on the retention of information. The studies produced conclusive evidence that film-learned information is remembered longer than knowledge assimilated through exposure to traditional verbal materials. The same authors also noted that learners exposed to films demonstrated enthusiasm and heightened verbal responses. Learners exposed to a film session would readily discuss what they have observed, hence improving their communicative abilities. They further noted in their study that, pictures not only lure children to read and interact with the text but they also provide mental images; allowing them to understand the written text more easily and remember it longer. On legibility and readability of texts, research support that children process letter information more slowly than adults Kruger (1993), but they are able to discriminate, visual details (Gainec 1969). Turker (1978), noted that there is an underlying belief that audio-visual media can have an active role in the transfer of knowledge and provide different types of motivation to the learners. The students are given a chance by the use of aids during a lesson to use all their senses and hence are able to remember more. This research did not only look

at the impact that visual images have on performance it will also look at the effect the other resources have on learners' performance in English language.

Kimui (1988), found out that among the innovations in education that have produced positive results in developing creative and critical abilities in schools has been that of using educational resources. These are tools that can support and extend the act of teaching and learning. These materials not only enhance the teaching and learning activities but learners are able to gain more when resources are used. Resources allow students to interact with words, images and ideas in ways that develop their listening, speaking, writing as well as ability to use the media and technology

2.6. The Problems Teachers of English Experience in the Selection and Use of Instructional Resources.

Students may be talented academically but if their parents are economically challenged and they unfortunately end up in schools that lack resources, these students may find it an uphill task performing well in their national examinations. No school can buy resources when they do not have the funds. The parents may be willing to contribute to the resources kitty but poverty is usually their greatest challenge.

Wanjuki (2000) in her research discovered that most teachers in the top schools (high performance schools) produced training aids for use; however, this was minimally done as most teachers wanted to complete the syllabus on time. On the other hand teachers from the lower category schools only used teaching resources during teaching practice. Hence these

teachers did not see the great value of resources. The same researcher goes on to observe that parents from top schools were very supportive in buying resources and paying fees. The parents from lower category schools though they actively participated in school fund raising activities in aid of buying resources their greatest handicap was poverty. This research did not only relate performance to resources but it also related the two factors to the learners' economic background.

Maundu (1989) discovered that factors such as teaching learning facilities and the academic qualifications of teachers highly correlate with scholastic success. The home background of the learner in an African country appears to be of much importance in determining academic achievement. The author is insistent that school variables do have greater influence on academic performance. Schools that hence utilize a variety of instructional resources will post greater results at Kenya certificate of Secondary Education (KCSE). This study aimed to find out if greater utilization of resources in the English classroom translated into better Kenya National Examination Council results in the subject.

ARA Sage Management Consultants (1995) carried out a research on text books, text books production, and other teaching materials. The study addressed the issue on how teaching instructors are able to have access to teaching -learning materials and whether the quality is good, also whether parents are ready to spend money to buy text books and other learning materials for children. They found out that not all schools are able to provide the necessary learning materials and there is need to consider the role libraries and learning resources play. Parents will buy books when they have money but when they suffer greatly from poverty

then, other needs would supersede this need. This study concentrated on the resources that the school had, and was readily available for use by the teacher for teaching English language. According to Darkwa and Eskow(2000) Higher (tertiary) education in Africa is confronted with several challenges. The challenges facing tertiary education in Africa are a complex combination of limited access, increasing costs and decreasing quality. In addition, there is a lack of adequate trained personnel and up-to-date educational resources. Given the rapid population growth rate in Africa those seeking access to education at all levels - primary, secondary, and tertiary - will increase over time. The traditional educational institutions in Africa will not be able to expand to accommodate the increasing number of students seeking access to higher education. This situation calls for the exploration of a complementary form of education for the continent.

2.7 Related Literature from Outside and within Kenya

Forde (1973) observed that it was hard to increase the intake or expand the number of students to the teacher training colleges when the applicants of the right calibre are not forthcoming. This author further goes ahead to state that once the right number of teachers had been achieved, another problem arose and that is retention. Retaining the teachers in the teaching profession is a challenge. These teachers are lured by lucrative jobs in the industrial commercial sectors, and the civil service. This retention of teachers is a serious problem as their recruitment. Rarely do students with high scores opt for teaching. Teachers are the main agents of curriculum implementation and resources cannot work without the teachers. This study done in Sierra Leone reflects the problems most African countries experience. Forde's research was on the teachers and their retention as no resources can be used without the

teacher being present. This research, on the other hand, looked at all the resources used by teachers, in the teaching-learning process; it assumed that there are teachers.

Fitter (1992) did a study on group teaching and collaborative group work in Lesotho. The study sought to investigate the attitudes of Primary school teachers in Roma Valley, Maseru District towards group teaching. The study revealed that though many teachers were aware of the educational significance of group teaching and group work; they were reluctant to adopt it. The study looked at a teaching method where several teachers have a chance to teach a class at different times and thereafter share views. This research is related to the current study in that teachers are used as resources. However, Fitter's study was more limited compared to the one this researcher carried out.

The attitude of teachers and their ability to use technology is very important in the usage of instructional technology in the classroom. Benson, Farnsworth, Bahr, Lewis and Shaha (2004) carried out a study on the researched on the impact of training in technology, Assisted Instructional Skills and Attitudes of Pre-service Teachers. The research was supported by a capacity building grant funded by the Department of Education, Preparing Tomorrow's Teachers to use Technology Grant (PT3). The objective was to determine the effects of course work and field experience on perceived technology skills of teacher candidates and the attitudes developed by them toward the use of technology during this experience. Teacher candidates self assessed their technology skills with a pre and post test skill survey (E-KIT). After completing course work and field experience, a randomly selected group of students

took part in an interview to determine the attitudinal impact of using technology as an instructional tool with elementary students. Findings revealed an improvement in perceived technology skills and in the development of a positive attitude regarding the use of technology to support instruction. As much as this present study was on technology it mainly concerned itself with the use of technology and not the teachers' attitudes towards technology. The value of the resource is in what it can do for the teacher and the learners.

(Maryland school board 2004:2) in their research observed:

The instructional resources which assist students in demonstrating and understanding of cultural groups is valuable; knowledge encourages cultural acceptance and understanding. Exposure to a wide variety of cultural experiences establishes a factual base concerning history, beliefs and values and allows students to learn about themselves as well as others.

Resources should help foster unity in a nation by examining our commonalities as well as our differences. Materials should actually appeal to the national goals and objectives.

Several studies have been conducted in Kenya on resources and related studies such as teaching methods and this section will take a look at a few of the studies. Mogaka (2001) conducted study on teacher's instructional behaviours and learner's participations in secondary schools English language discussions in Nairobi. Data was mainly collected using second language interaction Analysis schedule (SLIAS) adapted from Gathumbi (1995) and interview schedules. The study observed that teachers opted to spend a lot of time in completing the syllabus. This led the teachers to use textbooks solely sacrificing innovativeness and creativity. Mogaka's research intended to find out whether teachers integrate audio-visual acts as a teaching resource. While Mogaka's research was mainly on

instructional behaviours and learner' participation in language discussion with the text book as a dependent variable this research is mainly on teaching aids with the course book being a major part of the research. This study tried to establish the manner in which the resources are selected and used in the classroom setting.

Mueni (1999) studied methods and materials used in teaching History and Government schools. She established that there was a wide range of media that could be used in teaching and learning the subject. However, most of the resources were inadequate in terms of quality and quantity and this hindered utilization. The study also found out that community resources were rarely used, hence majority of teachers depended on the text books as the main source of information. The current study on the other hand was based on English language while the previous two were on History and Government, this study also sought to find out whether the lack of text books and other resources still prevailed in secondary schools.

Njoroge (2000) studied factors affecting availability, acquisition and utilization of resources in the teaching of English. The findings of the study revealed that no single school involved in the study had all the resources for teaching. There was disparity between the leading schools and the poor schools. The poorer schools lacked even the very basic resources such as text books or school radio. Though, all the teachers in the study agreed that the use of instructional resources greatly contributed to teaching and learning process, hardly any of the teachers made maximum use of resources. This study was based in both Embu district and Nairobi province, this current study was based solely in one province. The results of this

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the design of the study, the location, the description of the population, sample size and sampling procedures, the research instruments, data collection procedures and data analysis. The purpose of this study was to investigate the choice and use of learning resources for teaching English language in secondary schools.

3.1 Research Design

A survey type of design was used in this study in order to achieve an in depth analysis of the selection and use of resources. This was a cross sectional survey. The survey method aimed at obtaining information from a representative sample of the population. A survey research design enables a researcher to gather information not available from other sources. It has an unbiased representation of population interest; also, the same information is collected from every respondent. From the sample, findings are presented as a representative of the whole population. The survey method was particularly useful in collecting data on the extent of the use of resources. This method made use of observation schedule, questionnaire and interview schedule. These instruments were preferred as the particular data collected are both qualitative and quantitative. This kind of research enabled the researcher to acquire information from a selected population and from the sample; findings could be presented as being a representative of the population as a whole. The researcher observed the resources available in the schools and the way in which teachers used them during lessons.

3.2 Location of the Study

This research was conducted in Nairobi Province. There are 62 public secondary schools in Nairobi province run and supervised by the government and government agents (KNEC 2006). The schools are found in 8 divisions namely Lang'ata, Westlands, Dagoretti, Embakasi, Kamukunji, Mathare, Makadara and Starehe. This is a unique location as it is an area with three different economic strata. There are the high income wage earners the middle wage earners, and the low income earners. Due to these different economic situations there may be disparities in the distribution of teachers and resources as some schools are located in the low income areas like Mathare, Kamukunji and Embakasi where some families may be living below the national poverty level. It should be noted that immediately after this research was done Nairobi got districts.

3.3 The Target Population

There are 62 public secondary schools in Nairobi province. Out of these, 9 schools were selected for the study. These schools were categorized as top, average and low category schools according to their performance in KCSE. The sample population studied was Form 2 English classes, teachers of English in secondary schools teaching Form II classes, Heads of English department and Principals in the schools. Teachers of English formed part of the study as they are the ones who are involved in the selection and utilization of resources during the teaching process. They are in a position to evaluate the resources used in the teaching of English in secondary schools and they were observed utilizing the resources. This study only concentrated on public National, Provincial and District Secondary Schools. This study excluded private schools as they differ from public schools in that their staffing

recruitment and management styles are different. More often than not, some of these private schools are owned by families and private organizations. They also differ in resource endowment hence cannot be studied under the same category as the public secondary schools.

The researcher selected the Form Two classes as few researchers have worked with this class. Most researchers have studied the Form three classroom procedures. This class was considered for study also because the learners are being prepared for serious literary work in Form 3. Teachers at this level are also trying to make the abstract concepts in English language to be real.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

This study used stratified, purposive and random sampling techniques in order to get the sample. The population was divided into three homogenous groups using purposive sampling technique. This categorization helped the researcher observe whether use of resource has an impact on performance. There were lower category schools, the average, and top category schools. The categorisation was based on Kenya certificate of secondary examination results the year 2006. Schools were arranged as per the table below. Purposive sampling technique was used to select the best performing schools, that is, any school with a mean of B plus and above belonged to this category, any school with between a C plain and B plain was categorized as average and the lower category schools were those schools with grades between a C minus and below. The researcher ended up with three strata created according to performance. From each stratum, the researcher used stratified sampling technique to pick

the sample. This was achieved by putting the schools in the same strata in a list and then selecting the schools until the required number of the schools was arrived at.

Table 3.4.1 Presentation of Categories of Schools According to Performance

Top category	Average category	Lower category
A to B+	B to C	C- to E

Selection of teachers was done through purposive sampling because the researcher only used teachers who accepted to be observed teaching. In instances when a teacher refused to be observed the researcher picked another, but if a school is one streamed then the researcher will be obligated to go to the next school in the list. From each school, only two English language teachers were selected. Also, most schools tended to 'block' (having several teachers teaching the same subject at the same time in the same form at the same time) their time tables in order to encourage vertical teaching. Vertical teaching is a situation where teacher does not teach one particular subject in more than one class in the same form. Hence, it was not surprising to find two or more English language teachers teaching the same form at the same time.

3.4.2 Sample size

Nairobi has 62 public secondary schools including national school. Out of these nine schools were selected for the study. These represented 14% percent of the target population. The distribution of the sample and sample size is illustrated in table 1 and 2 below:

Table 3.4(a): Sampling of schools in Nairobi Province.

Category of schools	Total in Province	No. of schools Selected	No. of teachers Selected
Top schools	9	2	4
Average schools	29	5	10
Lower-category schools	24	2	4
Totals	N=62	N=9	N=18

Table 3.4(b): Sampling of Principals and Heads of Department.

Category of schools	Total in the province	No. of heads of depart. selected	No. of principals selected
Top schools	9	2	2
Average schools	29	5	5
Lower-category schools	24	2	2
Totals	N=62	N=9	N=9

This sample size was considered representative since as Gay, (1981) states that 10% of a population is adequate for descriptive studies. Furthermore, Cohen and Manion (1994) argued that there is no agreed size of the sample.

3.5 Research Instruments

Interview schedule, questionnaires and observation schedule and checklist were the instruments used for collecting data in this study. These various instruments will be reconciled through the use of triangulation method.

3.5.1 Observation Schedule

Direct observation was used to evaluate the use of resources in the process of teaching and learning. It offered supplementary information for each research instrument; the observation schedule determined how resources are used in live English language classes. The teachers and learners were observed interacting with resources during the lesson any observations made will be noted down. A document analysis was done to check if the teacher has a lesson plan and a scheme of work. These resources were used to aid the observer note whether the teaching resources are being used or it is a cover up by the teacher.

3.5.2 The checklist

The checklist contained a list of all possible instructional resources that can be used for the teaching and learning of English language in secondary schools. It was used to find out the kind of resources available in the schools in the sample. This checklist was developed from the suggested resources found in the review of literature.

3.5.3 The Questionnaire

The questionnaire is a fast way of obtaining data as compared to others. Borg and Gall, (1989) stated that, questionnaires gave the researcher comprehensive data on a wide range of factors. Both open-ended and closed-ended items were used. Mouilly (1978) adds that, questionnaires allow greater uniformity in the way questions are asked, this ensures greater compatibility in the responses. The questionnaire sought the teachers' and the head of departments' views on selection and utilization of resources in their schools. The instruments were to also assist the researcher to get information on factors influencing selection of resources in schools, and the problems teachers of English experienced in the selection and

utilization of resources. The respondents were expected to give personal details like qualifications and number of years worked. They were also expected to give details on the factors that influence their selection of resources, the types of resources that they preferred and commonly use in the process of teaching, and consequently the problems they experience in the selection and utilization of instructional resources.

In developing the questionnaire, two broad categories of questions were considered, namely: structured and unstructured questions. Structured questions are usually accompanied by a list of all possible alternatives from which respondents select the answer that best describes their position. These questions were constructed addressing certain objectives and provide a variety of possible responses. They were used to gather teachers' views on selection and use of resources. Unstructured questions gave the respondent complete freedom of response. He/she can use his or her own words (Mugenda and Mugenda 1999). These kinds of questions exposed the respondents' attitudes and motivation towards the selection and usage of resources. It also exposed their interests and decisions.

3.5.4 Interview Schedule

An interview schedule is a set of questions used in a face to face encounter. Interview schedules were administered on the heads of department English/Language of the sample schools. The reason for using the interview schedule was that interviews provide in-depth data which is not possible to get using questionnaires. In addition, they enable the acquisition of data to meet the specific objectives; they are more flexible and usually yield high response rates. The interview schedule used in this research was semi-structured as this is more flexible. The interview was orally administered. This allowed for further probing. The

information gotten by the use of this instrument helped the researcher to get data on the criteria used by teachers of English in the selection of instructional resources and the factors that affect the selection of the resources.

3.6 Pilot Study

The researcher conducted a pilot study in which the instruments of the study were pre-tested before the main study. In pre-testing the research instruments, one secondary school in Nairobi was selected outside of the schools that were to be sampled for the main study. The procedure used in pre-testing the instruments was identical to the ones that were to be used during the actual study.

In piloting the researcher administered the instruments on one randomly selected school, one teacher of English language, and one class of Form 2 learners of English language. The school selected was mixed and it was also an average performing school. This ensured a representation of the schools to be sampled. The head of English department and the principal of the school were also interviewed. The purpose of the study was to-

- 1 Test the instruments to check whether there was enough coverage in terms of range of information required.
- 2 Check whether there were identifiable ambiguities in the wording of the questions in order to make improvements and rephrase vague questions.
- 3 Check for relevance of the questions in order to strike out irrelevant items.
- 4 Check for deficiencies in the questionnaire, for example, unclear directions, insufficient space to write responses, cluttered questions and wrong numbering.

3.6.1 Reliability

Reliability is concerned with the consistency of the actual measuring instrument or procedure. It is the extent to which an experiment, test, or any measuring procedure yields the same results on repeated trials. It is the degree to which an instrument measures the same way under the same conditions with similar subjects. The pilot study was used to estimate the reliability of the research instrument. The teachers gave their opinion about the instrument. This feedback was essential for the research.

3.6.2 Validity

Validity refers to the degree to which a study consistently reflects or assesses the specific concept that the researcher is attempting to measure. Through the pilot study the face and content validity of the instruments were tested. Expert opinion indicated whether the instruments were valid or not.

3.7 Data Collection Techniques

The researcher proceeded to the selected schools to establish rapport and seek permission from the principal of the schools to collect data from their respective schools. This visit gave the researcher a chance to talk to the English language teachers and to request them to allow her to observe them in class as well as to select the right time on the school time table when English was taught, in order to facilitate live classroom observation in Form 2. In case a teacher was not ready to be observed the researcher then made alternative arrangements.

On the second visit the researcher did actual classroom observation, questionnaires were administered on the teachers who had been selected to participate in the research. The questionnaires were collected after reasonable time, in cases where the teachers were unable

to complete answering the questionnaire on the same day arrangements were made on when to collect them. The checklists were administered by the researcher herself. The researcher indicated the available resources by ticking in the appropriate boxes in the checklist. The interview was administered on the heads of department and the principals by the researcher.

3.8 Data Analysis and Presentation

The data collected was analyzed using descriptive statistics, that is, frequencies and percentages, and measures of central tendencies. The data analysis process involved editing, organizing and summarizing the information obtained through questionnaires, observation schedules and interview into the kind of resources used in the classroom following the research objectives. The researcher brought out meaningful observations made during the study.

The data was presented using frequencies, tables and percentages which helped the researcher to note major findings and conclusions in the study. The researcher was also able to give suggestions and recommendations for future actions and research. Suggestions and contributions from various participants were used to draw conclusions from the findings of the study.

3.9 Ethical Considerations.

Permission was sought from the Ministry of Education (MoE). Thereafter the researcher made preliminary visits to the sampled secondary schools to explain the purpose of the study verbally and make the necessary arrangements for the administration of the research instruments and data collection.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The purpose of this study was to investigate the selection and use of instructional resources in English language teaching. This chapter presents the analysis, interpretation and discussion of the findings of the study. The findings are presented using descriptive statistics that include frequencies and percentages. Questions are analyzed according to corresponding objectives.

4.1 Schools Classified According to Performance

These schools were selected as per the target population in chapter three. The schools had been categorized as top, average and low performing schools. According to the schools surveyed 2 out of 9 (22.22%) of them are considered to be good performing schools, 5 out of 9 (55.55%) average performers, while 2 out of 9 (22.22%) of the institutions are underperformers.

4.2 Demographic Details of Teachers

4.2.1 Profile of English Teachers

This study sought to establish the profile of the English teachers in the sample schools. The study mainly targeted teachers of English language who handle the transitional form 2 class that marks the change from the lower high school classes to higher classes. The purpose was to obtain as much information as possible on the selection and utilization of instructional resources in teaching of the English language. Hence, the qualifications of these teachers were sought. The findings are presented in table 4.2.1 below:

Table 4.2.1 profile of teachers of English

Level of Education	Frequency	Percentage
B.Ed	11	61.11
Diploma	0	0
MA/PGDE	2	11.11
M.Ed./MA	5	27.78
BA/PGDE	0	0

N=18

The data above showed that the teachers handling the classes are well qualified. They have suitable professional training and as a result are capable of teaching English language to the learners. This was observed when 61.11% of the teachers interviewed had a Bachelor of education degree, 11.11% had MA/PGDE and 27.7% had MA/M.ED. This implies that the teachers are well qualified to handle the English language classes based on the qualifications that they had. The results show that the teachers are well equipped to handle the various classes. They are also capable of making informed choices on selection of instructional resources. The current education system lays great emphasis on teachers with high professional standards. These teachers are also expected to be creative and innovative in their teaching. The Principals who participated in the interview session had experience in their post ranging from a few months to 1 year for example 6 out of 9 (66.67%) of the respondents had been appointed in the year 2008 and before while 3 out of 9 (33.33%) were appointed in the year 2009 their service in the post was limited. Though it is known that before a Principal is appointed to his post he normally is given administrative duties as the Deputy Principal.

4.2.2 Size of classes handled by teachers

This study also sought to establish the sizes of the classes that these teachers handled. According to the responses on the questionnaires, teachers handled classes of between 40 to 60 students. The heads of department explained during the interview that this size of classes was as a result of the free primary education and the policy of making education more accessible to the children.

Table 4.2.2 Size of classes handled by the teachers

Size of class	Frequency	Percentage
40-50	2	11.11%
Over 50	16	88.88%
Total	18	100%

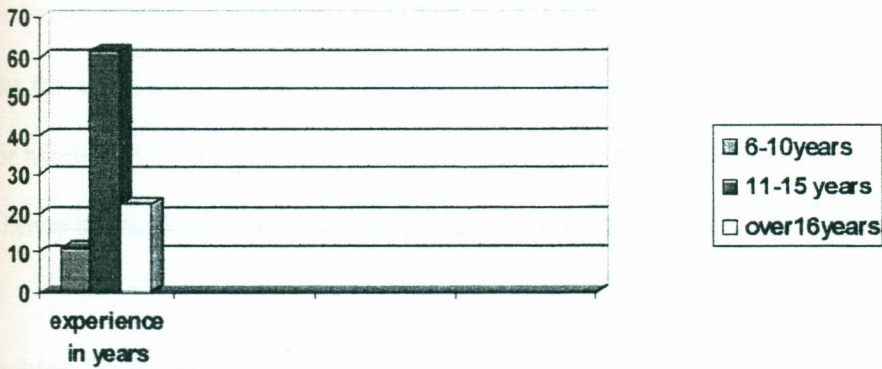
N=18

The size of the classes was found to be between 40 to 62 students. Most teachers handle classes of over 50, the percentage of the teachers handling these classes is 16 out of 18 (88.88%) while 2 out of 18 (11.11%) of teachers handle classes of between 40 to 50 students. Therefore 2 out of 18 (11.11%) of the teachers handle manageable classes. The rest manage classes that are large and quite challenging to the use of resources equitably. The average number of students per class for the respondent teachers was 55 students per class. This implies that the teacher- to- student ratio was barely manageable. The ratio could present a challenge to the teachers especially in the use of resources. Teachers are strained, hence unable to give individual attention to the learners. There were high possibilities that performance would be compromised in the face of this challenge.

4.2.3 Teaching Experience

The study further sought to find out the years of experience the teachers in the sample had with teaching English. It was found out that those teachers teaching form 2 classes were quite experienced. All the teachers sampled had taught for more than six years hence it could be deduced that they knew exactly what they were doing in the classroom. The findings in this regard are presented in figure 5.2.3 below.

Fig 5.2.3 Teachers' Experience



Based on the data presented in the chart above, this sample of teachers of English in the study had both adequate educational background and teaching experience. It was expected that these teachers would be able to use the resources at their disposal with ingenuity while interacting with learners. The graph shows that most teachers have taught for between 11 to 15 years.

The table below shows the level of teachers' experience in years.

Table 4.2.3 Teaching Experience

Teaching Experience	Frequency	%
6-10 years	2	11.11
11-15 years	11	61.11
Over 16 years	4	22.22
Totals	17	94.44

N=17

On the other hand teachers handling the form 2 classrooms had taught English language for a considerable number of years. Of the teachers who answered the questionnaires 11.11% had taught for between 6 to 10 years, 61.11% had taught for between 11 to 15 years and 22.22% had taught for more than 16 years. This is a clear indication that these had the experience crucial for handling the learners and available resources. One respondent did not answer this question hence the number of the total respondents being 17.

4.2.4 Teaching Workload

The teaching workload shows the level of engagement of any teacher. Hence, the study sought to establish the teaching load of the teachers in the study sample. The average total work load for the English language teachers who responded to the questionnaires was worked out to 24 lessons per week. This showed that time was not a constraint in the selection and use of instructional resources. The effectiveness of a teacher is dependent on how much work he has, for he has to prepare for each lesson to be taught. A teacher who has to prepare for many lessons in a day or week may not have sufficient time to prepare for his lessons. This will affect mostly the preparation of teaching resources.

4.2.5 Participation in K.I.E Panels

Participation in KIE subject panels provides teachers with exposure to the design of learning resources. This study sought to find out whether or not the teachers in the study sample participated in KIE subject panels. The study found that only 2 out of 18 (11.11%) of the respondent teachers were members of an English language panel at K.I.E while 16 out of 18 (88.88%) were not. This meant that they could not continuously boost their competencies in the subject through the interactions that came as a result of such memberships. None of the teachers who responded to the questionnaire had assisted or participated in the production of English language materials for students. This reflected negatively with regard to the teachers' ability to keep abreast with changes in the syllabus and developments in teaching the language. The teachers explained that they had never been invited to assist in production. This was an indication that teachers had no control over the materials they were given to teach. Teachers here were seen as mere implementers of the curriculum.

4.2.6 Seminar and Workshop Attendance Levels

The teachers sampled stated that seminar and workshop attendance was very important to the teaching of English language. Despite this awareness, only 7 (38.89%) out of 18 teachers surveyed had last attended a seminar in the year 2009; while 9 (50%) out of 18 had attended seminars in 2008. Two while 2 (11.11%) out of 18 had last attended a seminar in 2007 and earlier. In this category of teachers, there were those who could not remember when they last attended a seminar. Attendance of seminars allows the instructors to exchange ideas with counterparts from other schools, hence, raising their level of competence. This contributes to the improvement in the teaching of the subject to learners. Table 4.2.6 below shows teachers'

workshop and seminar attendance.

Table 4.2.6 Seminar and Workshop Attendance

Year of Seminar attendance	frequency	%
2009	7	38.89
2008	9	50
2007 and earlier	2	11.11

All 18 the respondents agreed with the need for seminars citing: the need to update teachers on syllabus changes, exchange ideas with other teachers, listen to and exchange ideas with resource persons and boost knowledge on available teaching resources. Teachers also noted that seminars are important in the teaching of skills like oral writing and speaking. Of the respondents, 38.89% of them stated that in the absence of seminars then the internet was a worthy substitute as the information could also be gotten on line. The workshops would also enable the teachers to be aware of the new trends in the teaching of English language and give them insight into the new ways of teaching English. They would also be aware of the new resources in the market and how to use them effectively in the classroom. This researcher found out that not all administrations supported going for workshops and seminars for teachers as this had financial implication for the institutions. The heads also considered the class time lost while teachers were away attending seminars.

All the respondents stated that the topics dealt with at the seminar were techniques of teaching. The emphasis on techniques could be attributed to the current changes in the English language syllabus. There was 100% agreement among all the respondents that

seminars and workshops were necessary. The reasons given for this were varied, the teachers felt that they needed to know the latest resources in the field of language teaching, they also needed to know how best to use the resources.

When the teachers were asked to assess their training on selection and utilization of resources, 2 (11.11%) out of 18 said that it was very adequate; 15 (83.33%) out of 18 thought that it was adequate while the remaining 1 (5.56%) out of 18 of the teachers did not answer this particular question.

Respondents further made several recommendations made to lecturers in teacher training colleges and universities. These included a) that the lecturers should be more in touch with the classroom environment, b) they should update the resources used for teaching teacher trainees. c) The lecturers should ensure that all trainees in the education department know how to use the computers; this is in consideration of the new technological developments.

4.3 The Selection Criteria for Instructional Resources

Determining the selection criteria for the instructional resources was a major objective of the study. The teachers surveyed used several criteria for the selection of instructional resources ranging from size of the class involved, nature of the topic as well as the time allocated for the lesson. It should be noted that time is currently a major factor in planning for lessons as there are no longer double lessons. Teachers indicated that they had to plan within the 40 minutes allocated for English language. The criteria used by the teachers in the study sample for selection is summarized in the table below:

Table 4.3 The Selection Criteria for Instructional Resources

Criteria for selection of resources	Frequently	Occasionally	Rarely
Lesson objective	100%	0	0
Nature of topic	88.89%	11.11%	0
Class size	100%	0	0
Time	83.33%	11.11%	0
Cost	38.88%	0	0
Availability	61.11%	38.88	0
Teachers guide	77.78%	16.67%	0
Sequence of materials	50%	50%	0
Methodology of instruction	33.33%	61.11%	0
Level of learners	50%	50%	0
Teacher's creativity	27.78%	61.11%	11.11%

N=18

All the 18 teachers surveyed indicated that they frequently considered the lesson objective in the selection of the instructional materials to use before an English lesson. The objectives of the lesson are crucial hence the selection of the right instructional resources to ensure that there is effective delivery of the ~~ideas~~ and concepts in a given topic. The score for teachers who frequently considered objectives was 18 in total, which is 100%. This is impressive and it was an indication that the teachers were well versed with their subject and knew the expectations of the lessons' outcome.

The nature of the topic was considered key in the selection of the resources to be used in the teaching of English. Among the teachers 16 out of 18 which translate to 88.89% indicated that they frequently took into consideration the nature of topic before selecting the appropriate instructional materials. Only 2 respondents of the 18 which is 11.11 % teachers out of 18 occasionally considered the topic when selecting instructional materials. In case of a class discussion on gender issues or child labour as the researcher observed during class observation the teacher chose relevant flat pictures. The pictures were of young girls doing several chores dressed in rags and looking malnourished. These pictures were used to develop the topic and make the whole concept of child labour real to the learners. The teacher in this instance was able to help the learners relate to the concept of child labor and its consequence on the quality of life thereon to the affected children. He made an abstract idea be real to the learners during an English language comprehension exercise.

All 18, that is, 100% of the respondents frequently considered the class size when selecting the learning materials. This is important as the materials selected should be available to all the learners without much strain in order to ensure that the learning is effective and uninterrupted. It was noted that teachers preferred to use the resources that were in abundance such as the course books where the students would either have their own copies or would be sharing at a ratio of 1:2 or at most 1:3.

The teachers could only select what was available in the school or the surrounding environment. As a result of this 61.11% of the respondents frequently considered the availability of the resources before applying them, while 6 (33.33%) out of 18 occasionally

did so. The teacher's guide has several suggestions on the resources which could be used and it was noted that 77.78% of respondents considered the teachers' guide frequently while 3 (16.67%) out of 18 did so occasionally. The teachers' guide provides procedures and information to the instructor that enable effective teaching of a given topic or concept in the English language. These resource suggestions found in the teachers guide have been made by experts and therefore it would be practical for all teachers to consider them seriously.

The linguistic level of the learners as well as their age are very important, as it would be a waste of time if the teacher chose a text whose difficulty index was too low or too high, the learners would simply lose interest in this material. Of the teachers who answered the questionnaire 50% of them frequently looked into the learner's level while selecting, the other 50% of the teachers occasionally considered this as criteria. The course book as earlier had been observed was designed by the Ministry of Education, the print materials that the teacher selects are developed by KIE. The class readers are bought by the learners or selected by teachers and the handouts are made by teachers themselves. The teachers frequently chose former literature set books as class reader in the form two classrooms.

Time is a factor in the selection of resources to be used in the language classroom. It was observed that 83.33% of the respondents weighed time when selecting resources frequently while 11.11% occasionally did consider time as a factor in selection of resources. Time is an important criterion as some of the resources consume a lot of time when used while others used less time. Thus based on the time allocation for the lesson, an English teacher would select a resource that best fits into the available time envelope.

At the same time, on the level of teacher's creativity only 5(27.78%) out of 18 frequently considered it, 61.11% did so occasionally and 2 (11.11 %) out of 18 rarely selected aids according to their creativity. It was observed that teachers who were relatively new to the field used more creativity in their selection and use of resources. They also did not shy away from the use of technologies as their answer indicated. The only teacher who used the internet was a teacher who belonged to the category of teachers who had taught for between 6-10 years.

The survey established the criteria for selecting reference reading materials in the sampled schools. The table gives a summary of the findings.

Table 4.3(a) The Criteria for Selecting Reference Reading Materials

Criteria	Frequency	Percentage
Linguistic level of difficulty	17	94.44
Readability counts	10	55.55
Themes of the text	17	94.44
Features of style	0	0
Cultural background of the text	2	11.11

N=18

Table 4.3(a) looks at the factors to consider in choosing reading materials for learners. The linguistic level of learners is very important and as was observed, 94.44% of the sample preferred to select reference texts on linguistic levels of difficulty. The percentage of respondents who looked at readability counts were 55.55% while 94.44% looked at themes of the text. The cultural background of the texts was considered by 11.11% of the respondents. It was strange that 0% the respondents considered features of style in their selection of resources. When a teacher was questioned about this, the teacher stated that at

this level what was considered most important were the themes and the readability counts of the books.

4.4 The Manner of Utilization of Resources

The researcher set out to find out the manner in which use the media available to them in their lessons. The observation schedule was used for this. The researcher observed different teachers interacting with resources and learners.

Table 4.4 The Manner of Utilization of Instructional Resources

Language Skill	Resource	Frequency	Percentage
Reading	Textbook,	9	100
	Flat pictures	1	11.11
	Posters	4	44.44
	DVD	1	11.11
Speaking	Textbook	9	100
	Teacher's guide	9	100
	Learners	9	100
	Radio cassette	3	33.33
	Teacher	9	100
	Chalkboard	9	100
Writing	Textbook	7	77.78
	Posters	1	11.11
Listening	Textbook	9	100
	Teacher	9	100
	Learners	9	100

N=9

The data above shows that, In 9 of the classrooms observed, the preferred resource for the four skills was the course book and other written material. During the lesson observations, it was noted 100% of the teachers used written resources during the lessons. This resource was most dominant especially in reading and writing skills. The other resources were subsidiary to the text material, 100% of the teachers used learners as resources during listening and speaking lessons. Learners were used as resources when they participated in story telling sessions during the lessons. This use of learners led to the use of different teaching methods by the teacher, such as discussion, debate and group work.

Teachers used the resources according to the different skills they were teaching. The resources were used to practice as well as learn new concepts. Learners were often asked to read during comprehension and study skill lessons. The reading was often followed by other techniques like discussion or debates. Learners also used text books to do their grammar assignment. The chalkboard dominated all the lessons. The teacher used it to introduce the lessons as well as for conclusion of the lessons.

The resources used were well exposed to the learners. There were sufficient text-books for the learners to use on a ratio of 1:2. This means that all learners were in contact with the print resources. The learners seemed to have been well prepared to use the instructional resources. They were made aware of the lessons objectives at the beginning of the lessons, all the learners sat in an organized, all facing the board with the resources in front of them.

4.5 Resources Utilized in the Teaching of English

4.5.1 Print Resources

The researcher was interested in finding out the type of text books used in teaching of English. The study found out that there is a list of text books that is published by KIE. This is a list of language and literary books that has been vetted by KIE and is considered suitable for learners at various levels of education and age. The books below are from different publishers and schools are allowed to select any for their use. As noted in the table below there are books which seem to be favoured by several schools and they have been selected as the schools course books. The findings are presented in the table below.

Table 4.5 Course Books Used In Schools

Text book	Frequency	%
❖ New Integrated Eng. Bk 2, Jomo Kenyatta foundation ❖ Teacher's guide	16	88.89%
❖ Excelling in English. Bk 2 KLB ❖ Teacher's guide	16	88.89%
❖ Explore English. Bk 2. Longman Kenya ltd. ❖ Teacher's guide	0	0%
❖ New Horizons in English. Bk 2. EAEP ❖ Teacher's guide	0	0%
❖ Headstart Secondary English. Bk 2. Oxford University Press. ❖ Teacher's guide	17	100%
❖ Advancing in English. Bk2. Longhorn Kenya ltd ❖ Teacher's guide.	14	77.78%

N=18

The teachers have a variety of print resources. Hence they have to rely on their qualifications and knowledge in the selection of the right text for a particular topic. New Integrated English by Jomo Kenyatta Foundation was used by 88.89% the same percentage applied to use of Excelling in English. None of the schools sampled used Explore English and New Horizons English as a class text though these two books were present in few quantities and used as reference materials. On average, each course book in class is shared by about 2 students. This indicates that there is no strain on the resources available which can compromise the quality of education in the country and ability of teachers to teach students effectively. Teacher showed a strong preference for the use of the text book. Since it was noted that the course books' table of content is in line with the syllabus the teachers found it the easiest and fastest aid for lesson preparation. As much as the teachers are expected to use the text books they should be aware that they are not inherently interactive as other aids. Below is a summary of print media materials used by teachers.

Table 4.5.1 Print Resources

Materials	Very often		Often		Rarely		Total %
	Frequency	%	Frequency	%	Frequency	%	
Course books	17	100	0	0	0	0	100
Newspapers magazines	15	88.89	2	11.11	0	0	100
Former literature set books	2	11.11	11	61.11	5	27.78	100

N=17

Among all the teachers who completed this section 100% of them frequently used course book as instructional materials which indicates their popularity amongst the instructors of English, The Course Books are: New Integrated English Book 2, the teachers guide for New Integrated English Book 2, Excelling in English book 2 and its teachers guide, Explore English Book 2 and its teachers guide, New Horizons in English Book 2 and its teachers guide, Headstart Secondary English Book 2 and the teachers guide and finally Advancing in English book 2 and the teachers guide).

Newspapers and magazines are often used by 88.88% of the respondents while only 11.11% of respondents said that they rarely used these as instructional materials. Former literature set- books were used by 11.11% very often, 61.11% often and 27.78% of respondents and rarely used them as class readers. This indicates that there are quite a large number of print materials that are not being utilized. It was noted by the researcher that schools buy newspapers which eventually are taken to the libraries and bookstores. These are availed to teachers and students who want to use them. As there are only 11.11% who use this resource very often it can be surmised that the resource is under-utilized.

4.5.2 Non Print Materials

The checklist indicated that the schools were endowed with resources in various degrees. There were those that were standard in all the institutions such as the blackboards, the television, the radio, posters and displays. But as much as all these resources were available they were not being used as was expected by the researcher. It was observed that 33.33% of the schools sampled had film projectors and 66.67% of the schools had video recorders, CD,

DVD and DVD players. All the schools sampled recorded a 100% availability of computers, television, radio, audio tape, displays realia and materials collected from the environment. Only 11.11% of the schools had the internet. The following is a summary of the resources available in the schools sampled.

Table 4.5.2 Non Print Materials

Resource	Available		Not available	
	Frequency	%	Frequency	%
Films and projector	3	33.33%	6	66.67%
Overhead projectors	2	22.22%	0	0
Video recorder	6	66.67%	3	33.33%
CD, DVDs, and DVD player	6	66.67%	3	33.33%
Comp	9	100%	0	0
Internet	1	11.11%	0	0
Television	9	100%	0	0
Radio	9	100%	0	0
Audio tape	9	100%	0	0
Chalk board	9	100%	0	0
Displays	9	100%	0	0
Realia	9	100%	0	0
Pictures	9	100%	0	0
Materials collected from the environment	9	100%	0	0

N=9

The study observed that the resources were available in most of the schools. The response rate did not vary so much as the schools were endowed with resources the only difference was the quantity of the resources available. All schools observed had audio tapes, pictures, displays, realia, materials collected from the environment, the chalk board, radio, and television. This has been achieved through the use of free secondary education funds. The researcher though noted that most schools had only one television set and radio yet some of these schools were four streamed. This is an indication that although the resources are available they may not be sufficient as the number of students far outweigh the resources available. The observer noted that at least one of the schools observed had the internet. All teachers were aware that these resources were available for their use and they knew how to use most of them.

The table below gives a summary of the utilization of the resources found in the above table. It is noted that though the schools have all these resources their usage varied a lot. Teachers had their preferred resources and they planned their lessons with these resources in mind. The teachers chose easy to use resources such as the displays and the pictures as well as the chalkboard. The chalkboard in this case was used in all instances during the lesson. Teachers used it in the introduction, the lesson development stage and the conclusion stage. The film projector, the overhead projector and the video recorder were not used by any teacher. A teacher stated that these three resources were mostly preferred by the science department. As a result of this perception by teachers of English language, it was noted that there was no interdepartmental teaching.

Table 5.3.2 (a). The Use of Non-Print Resources.

Resource	Frequency of use	Percentage
Films and projector	0	0
Overhead projectors	0	0
Video recorder	0	0
CD, DVDs, and DVD player	7	44.44
Comp	3	16.67
Internet	1	5.55
Television	5	27.78
Radio	4	22.22
Audio tape	9	50
Chalk board	17	94.44
Displays	17	94.44
Realia	14	77.78
Pictures	10	55.55
Materials collected from the environment	2	11.11

N=18

Resources were used in various degrees. Though there were film projectors the researcher noted 0% usage in this area, this is in contrast to the chalkboard and displays where there was 94.44% utilization. The DVD, CD and DVD player was used by 44.44% of the teachers sampled while 16.67% of the teachers used computer for teaching despite the resource being 100% available in all schools sampled. This disparity in usage and availability could be due

to the fact that teachers are not very competent in the usage of this facility. 5.56% of the sample used the internet for teaching. This percentage is very low considering the fact that the world is fast changing and more and more people are embracing this new technology. This trend though could be changing as more teachers are going for computer literacy courses. (Education Weekly July 2010) The internet assures a wide array of information hence it gives learners an easy access to assigned information. The teachers noted that the internet encourages and helps to develop reading skills. Among some of the teachers there was reservation in the use of technology especially the internet since they saw it as a source of indiscipline among learners who may be tempted to visit sites which are unsuitable for children.

Television is used by 27.78% of the respondents despite the fact that it is present in 100% of the schools observed, the radio is used by 22.22% and pictures are used by 55.55%. All these resources are readily available and yet they are not being utilized. The researcher noted that some teachers were not interested in using the non print materials at all, despite these instructional resources being available in school. This fact could not be explained in any other way except for there being apathy among the teachers. These teachers cited time being a factor but then it is known that a well prepared teacher can use the forty minutes available very effectively to teach. All that the teacher needs is prior arrangement for the lesson. Furthermore before the lesson time was set by the ministry of education experts view was considered and it was found out the learners could not concentrate effectively for more than 40 minutes.

Non-print materials were used by 88.89 % of the teachers who responded to the questions, while 11.11% of the respondents did not use non-print materials as instructional materials. The non-print materials used included: CDs', DVDs', radio and video. On the utilization of non-print materials, according to the head of English department interview schedule 11.11 % of the respondents considered them well utilized, 11.11% not utilized at all while 77.78% considered them less utilized. Day schools cited time as a factor as their time with students is limited. The researcher felt that time in this case was overestimated. Learners are supposed to work within the given time and so a teacher has to learn to operate within the school hours.

The reasons given for the low utilization include: insufficiency of the materials and the fact that majority of the instructors only utilize them for revision purposes. In addition some teachers claimed that the resources were limited hence leading to overuse of the course books. What this researcher noted was that, teachers rarely used their creativity in the selection and use of resources.

4.5.3 Community Resources

Community resources are important to the overall education of a student and that is why this study went out to find whether teachers utilize these resources while teaching English language in form 2. The community resource persons come with different technical language and vocabulary necessary for the students' development in communication skills and writing skills.

Below is a summary showing use of community resources in the form 2 English language

classroom.

Table 4.5.3 The Use of Community Resources.

Community resource	Frequency	Percentage
Invited resource persons	9	50
Did not invite resource persons	9	50
Used school trips	16	88.89
Did not use school trips	2	11.11

Among the teachers sampled 9 out of 18 (50%) reported inviting resources persons from the community while 50% did not. On the use of school trips as a resource 16 out of 18 which translates to 88.89 % of the respondents did utilize school trips while only 2 out of the 18 (11.11%) teachers did not use trips while teaching form 2 English.

Some of the challenges that teachers faced in the invitation of resource people and organization of field trips include: the inadequacy of funds and lack of transportation which hampered movement. The teachers also noted that student indiscipline acted as a deterrent to the use of resource persons. This researcher observed that some teachers are not conversant with the varied resources that are at their disposal, this is because, a respondent stated that one reason for not inviting resource persons was due to their unavailability. This is not possible as resource persons are available all over; furthermore Nairobi area is hugely endowed with people of all professions. There are instances where students were expected to pay for trips out of their own pockets and this was challenging as some students could not afford the required amount.

It can be deduced that places and activities of educational value were poorly used. The place visited by the highest number of classes was the Kenya National Theatre. The teachers rarely utilized trips to the nearby centres, such as the markets although they are cheap, easily accessible and students can walk to the various sites. They did not also visit the local geographical sites or historical sites which are freely available within their environment. These trips could be ideal for practicing descriptive writing and other forms of functional writing skills, whereby a learner can be asked to write a thank you note to the curator or their tour guide after a trip to the museum or the market place.

4.5.4 Other Resources Used

The following reference materials were available for use in schools. There are various types of print resources that a school is expected to have. These resources can be used by both the teachers and the students to enhance teaching and learning.

Table 4.5.4 Reference Materials Used By Teachers and Students.

Reference material	Available for teachers only	Available to teachers and student	Not Available %
English syllabus	100%	66.67%	0
Dictionaries	100%	100%	0
Encyclopedia	55.56%	44.44%	0
Magazines	0	100%	0
Newspapers	0	100%	0
Class Readers	0	100%	0
Pamphlets	33.33%	22.22%	44.44
Handouts	22.22%	100%	0

These reference materials are bought by the schools or the students, although some are

resources mostly from the British Council libraries and other similar organizations. The English course syllabus is available and used by the teachers 18 out of 18 (100%) of the cases while it is available to teachers and students 12 out of 18 (66.67%). This should not be the case as all students should be aware of their course outline and where they have reached in the syllabus.

The dictionaries available for teachers only, students are expected to bring their own. This researcher was informed by the heads of departments in all the schools that learners are supposed to report to school in Form 1 with a dictionary and a story book. It should be noted that there was 100% availability to both teachers and students on these two resources. It was found that schools buy newspapers daily and these were taken to the libraries or a central place where students could access them easily. The newspapers were mostly kept in the libraries or in the bookstores. The availability of the newspapers indicated that learners could easily access current information and they could also read their favourite magazines like *Zuqqa*. Only 4 out of 18 (44.44%) of the applicants stated that they did not have access to pamphlets.

4.5.5 Use of Instructional Resources in Different English Language Skills

The syllabus has divided the course into various skills namely: listening, speaking, reading and writing. This study tried to find out in which skill the teachers often used aids.

The table below shows the frequency of usage.

Table 4.5.5 Use of Resources in Different Language Skills

Skill	Frequency	Percentage
Reading	17	94.44
Listening	17	94.44
Speaking	10	55.55
Writing	9	50

The resources used here are both print and non-print resources as well as community resources. In speaking skills 55.55% of the teachers use resources compared to reading and listening skills where 94.44% of the teachers use resources. Teachers used resources in writing skills 50% of the time. There is a possibility that these two language skills, that is speaking and writing, are undervalued by the teachers or else the teachers do not know how to creatively apply resources in these two skills.

On the issue on whether learners are involved in selection, preparation and use of resources 55.56% of the respondents answered in the affirmative. These teachers had observed that giving the learners a chance to do this created motivation among the learners. The students were also more outspoken. The teaching process was more effective as the learners were more receptive. The syllabus was available to all the respondents and was utilized. The schemes of work were prepared by the teachers. But no teacher was observed using the lesson plan in teaching, neither, was it presented in any of the lessons observed.

4.6 Constraints in Selection and Use of Instructional Resources

The different respondents have identified some of the constraints that they face which include: lack of a well stocked library, lack of clear policy on the invitation of resource persons, financial challenges, indiscipline among the learners and the size of the classrooms.

- 1) It was observed that among the schools visited 44.44% of them did not have access to a library thus impeding the learning process on the hand 55.56% of respondents had a library in their schools. Only 22.22% of the respondents had access to the Kenya National Library services to supplement their school library while 83.33% did not have access to the National Library. It was also observed that in a number of schools where there were no libraries; books were kept in the bookstores and language teachers acted as librarians yet this is not part of their job description. Students had no access to the libraries once the teachers left the school compound.
- 2) Trips and access to external resource persons was impeded by the lack of a clear policy by schools. Financial constraints were also a concern of most of the schools. The teachers, the head of department, and the principals all agreed that this was a major challenge in the department and the school as a whole. As result trips were constantly rescheduled or cancelled.
- 3) The size of the class was also cited as a challenge as it did increase the amount of marking for teachers as well as make sharing of instructional resources difficult among the students. As much as the teachers their best to fulfil their professional duties Teachers' Service Commission did not give them enough support. TSC does not replace teachers who have retired, died, or resigned promptly.

- 4) Lack of funds was a major challenge to the purchase of learning materials as 61.11% of respondents relied on the government free secondary education fund with 38.89% relied on internal sources of funds that is school fees to purchase the necessary instructional materials. The principals stated that the government should send free secondary education funds on time. This will enable them to budget well; they will also restock their resources in time.
- 5) The lack of ample time to utilize some resources has been identified as an impediment to full utilization of many of the available resources. Some resources require a lot of time for their use and effectiveness. For example films took a lot of time and teachers can only manage to use film segments. Resource persons also required a lot of time since some of them were not able to finish their presentations within the stipulated lesson times. Therefore, this required the teachers to borrow several lessons in order to use one.
- 6) Kenya Institute of Education's main task is to develop instructional materials for use in the classrooms. KIE also reviews other books in the market and recommends them. The problem is that they do not effectively disseminate the information on available material. There is constant delay of information. Teachers have to call or visit KIE in order to get desired information. The number of these resources is limited and not equal to the number of students in the schools.

The Way in Which the Resources Help Teachers to Achieve the Objectives.

was observed during lessons the students were visibly excited and curious when the resources were brought to the classrooms and exposed to them. Learners were also quite active when they had, for example, a picture in front of them. This is an indicator that resources help learners in critical thinking analysis and comprehension. The resources available by the teacher was helpful in drawing out shy and introverted students, as each student had a picture in front of her and she had to say something to describe the picture. These resources enrich and support the curricula. They also take into account the students' varied interests, abilities, learning styles and levels of maturity.

All the classes observed used a course book during the lesson, although the course book was not effective in involving all the learners, it was not 100% effective. Some of the learners appeared slightly passive as not all the learners got a chance to read hence it was easier for the shy ones to get lost among the assertive and most vocal learners. The print text by its nature does not encourage interactions and for it to be interactive then it has to be combined with other resources. When technology is integrated with the course it has been observed by Teaching Today: technology integration strategies (2010) there is increased motivation among the students as well as improved communication. Technology also facilitates higher order thinking; furthermore it helps learners build valuable skills that the students will use in college and the workplace. Finally, it expands the students' understanding.

During observation 11.11% of the schools observed used debate as a resource. The learners were divided into two groups and asked to debate on a topic which had been pre-assigned to them. The effect of this was a very lively classroom. The learners were able to present

various sides of a controversial issue; as a result of this students have an opportunity to develop under guidance skills in critical thinking, analysis and in making informed decisions in their daily lives.

4.8 DISCUSSION OF FINDINGS

Highly skilled teachers are the key to improving student achievement. This is according to Alexander and Fuller (2005). The government has ensured that the schools in the province under study have adequate teachers who are well qualified as seen in the results of the research. The teachers' characteristics in relation to content knowledge and years of experience show that teachers are well qualified and experienced to handle the classes. During the classroom observation, it was noted that most teachers demonstrated an adequate understanding of content. In addition, the teachers were able to convey this knowledge to learners with the help of resources quite effortlessly. This study noted that at a workload of 23.5% a teacher was able to manage his or her work well. However, there was concern that workshop and seminar attendance was very minimal and that some respondents could not remember when they last attended one.

The use of most instructional materials except for the chalkboard and the print material is not standardized. It is more individualized per school and per teacher. For example 94.44% of the teachers used displays and 50% used the radio. All the teachers sampled stated that they use print materials as a matter of fact 100% of the teachers used the course book and a variety of the print reference materials. However, there are schools where a number of teachers indicated that though the resources were available for them to use they did not use

them. Consequently, the resources were used only for entertainment. Examples of the resources mostly used for entertainment is the television and the radio. The computers were applied most in the computer classes.

The teachers cited time as a major constraint in their usage of the resources. The researcher may wish to argue that the time set out for each lesson is sufficient. This is considering the age of the learners and their ability to concentrate for only a certain period of time. The learners cannot sit and watch a television program or a video cassette for more than thirty minutes; they will lose concentration and the viewing will be passive. For example when a teacher decides to use audio tapes for teaching style such as metaphor and simile in poetry, should the lesson be longer than 40 minutes the learners will lose concentration and their minds will wander off. They might be involved in mild mischief. This argument is in agreement with K-12School Services policy which states television is supposed to do the following: spark interest in a new subject, demonstrate something or concept you cannot show in any other way. It enriches content as well as helping learners to practice new skills. It can also be used to review a lesson. A research carried out by Teachers College at Columbia University to examine the impact of instructional television found out that those who used instructional television scored higher on writing assignments. They applied more varied and creative approaches to problem solving. These students were also more active in classroom discussions, they were more focused, and they remembered more. In summary these students were more motivated.

This study found out that the most used course books were New Integrated English book 2

and Excelling in English book 2. The rest of the course books are for reference. It was also observed that though the world is fast changing the country has not done enough to integrate technology in the classrooms the way other countries in the west have done. For example, no school was observed with a computer available for each student, a television set and a radio for each class. Since these resources are limited integration therefore will be a challenge to the teachers.

All the schools have television, radio, chalkboard, audio tapes, displays and computers. A major difference was the observed quantity of the available resources. Regarding the use of the internet teachers rarely used the internet either for teaching or for reference during the preparation stage. This in contrast to the results of a web discussion in 2009 by Qinones and Low, (2009), they discussed resources available in the teachers' domain. They noted that more students and teachers use the internet resources to quickly find relevant information. Also teachers and students were quite interested in media. It can therefore be concluded that the sampled teachers were not aware of the value of some of the resources, especially the internet, in the English language lessons. Some of them did not know how to integrate such technology within the lessons. Earlier it had been noted in this text that Erickson and Curl (1972) had noted that the standard of judging the competence of a teacher is the inventiveness of their classroom use of media. According to the current changes in education around the world it would be surmised that the teachers who are not ready to be creative in their use of resources can be described as ineffective teachers. Technology is an agent of change; the internet is one such innovation. It affects the way people communicate and do business; the internet is poised to do a paradigm shift in the way people learn. Consequently,

a major change may be coming in the way educational materials are designed, developed and delivered to those who wish to learn.

In the selection of materials for learners the teachers considered the contribution the resources made towards the achievement of objectives. For example, if the objective of a lesson was that at the end of a lesson the learner should be able to write a condolence note, the teacher will use a resource which will introduce the right vocabulary and format. The aesthetic value of the resources, the nature of the topic, class size, time and cost were also important. The level of the learner was also frequently looked at. As was observed and also stated by the head of English department teachers were aware of the resources available in schools and they selected the resources that they felt would serve the lessons objectives. They considered time as a major factor in selection. The course book was the core instructional material for learning and it was supplemented by other resources. The current course books have a section for suggested resources but as was observed the teachers did not always follow the suggestions offered. Dale (1955) had stated that when evaluating a resource for use in the classroom the teacher should ask himself/herself how the resource augmented the verbal and visual (if any) symbols supplied in the text book. The resources selected have to work in harmony or else learning will be ineffective. As observed the teachers achieved this objective. The criteria for selection of resources used by the teachers was almost uniform as 100% of the teachers considered the lesson's objectives and the class size. Only 27.78% of the teachers used their creativity.

Teachers tried to utilize community resources and it was noted that 50% of them used

resource persons, although, their main challenges in the use of these resources were financial constraints. It was discovered during this interview that these people have to be paid for their services. The same constraints were noted in the use of trips as an educational aid. Since English language goes across the curriculum different resource persons with diverse professions and views would be ideal for the learners. They are enabled to interact with different views and their ability at problem solving is enhanced as they are able to see the world from different viewpoints. According to North Marion School board in the United States of America (USA) District15 (2010) it stated that one goal of education is to prepare learners to participate fully and constructively in a democratic society in which there exists several opinions. Education should encourage the use of resource persons representing various sectors. It is important that learners develop an understanding of divergent ideas. It is also essential that they develop judgment and capability to discern fact from opinion and to weigh arguments.

The resources were used in all the skills that is: reading, writing, speaking, and listening as well as in grammar. The resources used during the teaching of these skills were the text books, pictures, posters, chalkboard and the learners. Dale (1955) had observed that direct experience allows learners to use all senses, verbal symbols involve only hearing. The more sensory channels possible in interacting with resources the better the chance that many learners can learn from the resources availed to them. It can then be said that the teachers should consider the use of several resources within a lesson to create meaningful learning.

It was also noted that teachers preferred to use readily available resource and were not overly concerned with the preparation of own resources for their language lessons. They stated that

they did not have enough time to do this. However, this researcher had noted that most formal teachers prepared resources. This could be confirmed by the presence of these materials in the store rooms and the departmental offices.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the summary, recommendations and conclusions of the study findings are made. The purpose of this study was to investigate the factors affecting selection and use of resources in the teaching of English language. The research questions in this study as seen in chapter one were answered with the analysis of the data collected. Borg and Gall,(1989) stated that the fundamental purpose of educational research is to develop new knowledge about educational phenomena. Specifically, the purpose of educational research is to develop our confidence regarding particular knowledge claims on educational phenomena by confirming whether they are true or false. Having collected and analyzed the data for the study, it was found necessary to give a summary of the findings, conclusions recommendations and suggestions for further.

5.1 Summary

This section gives a summary of findings of the study. The research addressed five objectives and each has been discussed below.

5.1.1 The Kind of Resources Used in the Teaching of English Language

Schools have a variety of resources and the teachers make use of several of them. However it was noted that the material mostly used was the print material. This was observed to be true in 100% of the cases. The reason for this being that, print materials were easily accessible to

the teachers. One did not need too much preparation time to prepare for the lesson. The syllabus and the schemes of work were prepared by the teachers but no teacher actually used the lesson plan in teaching as was observed during the lesson. During the oral interview with the heads of English department it was observed that the teachers rarely prepared the lesson plans. These documents were only prepared when there were visits by the Quality Assurance officers.

The study noted that the text book was overused by teachers in spite of the fact that the teacher's guide has suggestions on the various resources which the teacher could use, these were ignored. The most commonly used texts were: Headstart Secondary English book 2 Published by Oxford University Press; Excelling in English Book 2 and its Teacher's guide published by Kenya Literature Bureau. New Integrated English book 2 and its Teacher's guide from Jomo Kenyatta Foundation publishers. This shows that the teachers have taken the texts as the Bible of the English classroom. Subsequently, this research finding concurs with Goldstein (1978) had also stated that according to several estimates 75% of student's classroom time and 90% of homework time is spent with the textbook. Sherry (2007) also emphasizes the importance of this resource when she observed that the impact of the text book on the quality of educational outcomes cannot be underestimated. The text book gives the content of the materials to be studied in a course. As much as the textbook is important it should be used together with other resources or else this over use could lead to lack of creativity in the classroom.

Non-print materials were also used by the schools, though no school was actually observed using the aids. However, there was an attempt at the use of learners as models in the

classroom for descriptive writing. The learners were asked to use descriptive words and phrases to describe the model. This was noted to be very animated and really drew the students out into a participatory mood. The use of learners was a very effective means of using resources, as the learners bring with them wealth of experiences from home and the community, this finding is in agreement with Bailey, Duff and Nunan (1996) who emphasise the use of learners as resources in the classroom, due to the learners' different experiences they were able to describe the same model very differently. The teacher used his own learner as a classroom resource.

The lesson observation schedule showed that most of the materials were mainly used in the introduction and development of the lessons. The main resource used during the introduction was the text book and the chalk board. The resources were available to all students and most of the learners could see the board without straining. Consequently, all learners were exposed to the resources.

This study noted that all the schools had most print resources and the non print resources; this has been facilitated by the disbursement of free secondary education funds to schools. The main challenge to the use of resources was found to be the teacher. Despite there being a variety of resources teachers did not use them wholly. Several principals and heads of English departments stated that non print materials were rarely used for English language teaching although these items were available. The heads of English department stated that they were mostly used for entertainment for example the television and the radio were mainly used for entertainment purposes. The computer, the internet and other computer software

packages were used by the computer class and not by the English language class.

5.1.2 The Criteria Used by Teachers of English in the Selection of Existing Instructional Resources

The teachers who were sampled indicated that they frequently considered the lesson objective in the selection of the instructional materials to use before an English lesson. Two authors, (Gerlach and Ely, 1971) had stated that the appropriateness, level of sophistication, cost, availability and the technical quality are the factors to look for in selection of instructional resources. The objectives of the lesson are crucial hence the selection of the right instructional resources to ensure that there is effective delivery of the ideas and concepts in a given topic. The nature of the topic and the availability of the resources was also a major consideration in the teachers' choice. Class size, time and cost were also considered occasionally. It was noted that the teachers' guides gave a guide on possible resources a teacher could use. These resources were within a teacher's reach and none expected teachers to make use of expensive or hard to acquire aids. Methodology and the level of learners were considered occasionally. Although teachers who responded to the questionnaire stated that they frequently used their own creativity in making their selection of resources no observations were made during the classroom observation to confirm this information. No teacher was observed using creatively selected resource or using a unique resource. Creativity is an important aspect in the selection and use of resources. Before the teacher walks into a classroom with a particular resource he has to have plans on how to turn that resource into a satisfying resource for both himself and the learners. He has to make the use of the resource meaningful to the learners.

5.1.3 To Establish the Manner in Which Teachers of English Synchronize Available Instructional Resources in Various English Language Topics and Skills

As was observed, the resources are selected and used according to the lesson's objectives, the topic and the cost as well as class size. The skills to be taught were also considered. The resources are used according to the skills to be taught and the techniques chosen by the teacher for a particular lesson. The English course syllabus is available and used by the teachers 100% of the times while it is available to teachers and students 66.67% of the times. The syllabus helps teachers in their lesson preparation; especially as it gives guidelines on the lesson's objectives. The Dictionaries are available for teachers, while students are expected to bring their own. This study found out that learners are supposed to report to school in Form 1 with a dictionary and a story book. These were used during the lessons. The story book was for extensive reading purposes. At times the books were donated to the school libraries.

The teachers also followed the suggestions for the kinds of resources to be used in each topic and skill offered in the teachers' guides. The resources are used quite often at the introduction of a topic and in the conclusion. It was noted that each student was in close proximity to a course book and so they could follow the on-going lesson without any distractions. The scheme of work is used to guide the teacher on the content to be taught during a particular lesson, it also has suggestions on the kind of resources that could be used during a particular lesson. This study found out that the chalkboard was the preferred resource for introduction of the topic followed by the text book.

5.1.4 The Problems Teachers of English Experience in the Selection and Use of Instructional Resources

- a) The lack of a library was a major impediment to the use of resources in some schools. The students were unable to acquire the books they needed during their free time such that they had to wait for official working hours for the teachers in-charge or the book-store attendants to open the book stores
- b) It was also observed that in a number of schools, the books available were out dated editions as a result of this, students were not motivated to use them. This was further confirmed by the presence of a thick layer of dust on them in some schools.
- c) Trips and access to external resource persons were impeded by the lack of a clear policy by schools. Financial constraints were also a factor and students were at times requested to contribute for educational trips. Due to the economic standards of some learners, this meant that they missed the chance to go on these trips.
- d) The size of the class was also cited as a challenge as it did increase the amount of marking for teachers as well as make sharing of books difficult among the students. The ratio of student to the non print material was quite high. In some school there was only one television set to the whole school population, which is 1:760 or even more.
- e) Financial constraints affected the purchase of learning materials. Schools cited this as a major concern in addition to transport problems. The Kenya Institute of Education provides educational material to schools at a fee. Schools can only acquire what they can afford. The main material collected from the organization by all respondents was audios and video tapes. Some schools had no money to buy CD and DVDs.

f) The lack of ample time to utilize some resources has been identified as an impediment to full utilization of many of the available resources. Some resources require a lot of time in order to use them effectively. Especially in regard to the use of non-print material which requires adequate time for preparation. The number of these resources is also limited and not equal to the number of students in the schools for example a four streamed school with only one television set working.

g) Lack of regular training on the use of instructional technology is an impediment to effective selection and use of instructional resources. The teachers feel that that the training they received in colleges is insufficient due to the ever changing technology. For this reason most teachers shied away from using resources technology in the classroom.

5.1.5 The Extent to Which the Selected Instructional Resources Help Teachers to Achieve the Instructional Objectives

The teachers all concurred that the resources help them to achieve the lessons objectives by providing the content, creating an atmosphere of learning. They stated that the resources create interest in learning and that when resources are available the learners generally are motivated to learn. It was observed that it is generally easier to teach a class that has resources than to teach one which does not have resources.

During the study it was observed that the difficulty of teachers having students engage in a particular activity in the classroom depended on the cost, time and complexity of implementing the activity. The more an activity required expenses and efforts on the part of schools or teachers the less likely teachers would practice it. For example it was more taxing and expensive to use the computer as compared to preparing for and using the radio or the

audio and video cassettes.

5.2 Implication of Findings

This study found out that the course books and the chalkboard were grossly overused by teachers in the teaching of English language. This is an indication that either the teachers are too busy or too lazy to include other resources in their lesson preparation. The above findings combined with related literature provide very useful information on what can be done to improve and facilitate effective instructional resources selection and utilization.

Teachers use instructional resources when they are available and all other factors are favourable. The teachers also develop their own resources. It was noted that most teachers were involved in teacher development activities like going back to school or attending seminars

All teachers are trained on use of instructional resources yet their use of these resources is not consistent. It was also noted that most teachers have taught for more than 10 years, that is, 83.33% have taught for 11 years and more. As much as experience is good it can be counter-productive. This is because when teachers stay for too long in the field without going for training and development courses they become resistant to change and they tend to believe that what they know is the best. The language teachers' inconsistency in the use of media can be attributed to teachers being too comfortable in their current positions or lack of regular training. It could also be as a result of some teachers feeling that resources are time consuming.

5.3 Conclusions

Instructional resources enrich and support the curriculum. They take into account students' varied interests, abilities, learning styles and maturity levels. Furthermore they stimulate growth in factual knowledge, enhance the enjoyment of reading, helps in literary appreciation, they also help to develop aesthetic values and create societal standards. The following are the conclusions made by this study presented according to the research objectives:

The kind of resources used in the teaching of English language

There is a list of text books published by different publishing houses and recommended by KIE through the ministry of education. The most preferred among these course books are:

- Headstart Secondary English. Bk 2.Oxford University Press.
- Teacher's guide
- Advancing in English. Bk2.Longhorn Kenya ltd
- Teacher's guide.
- New integrated Bk2. Jomo Kenyatta Foundation
- Teacher's guide

The non-print materials that the schools have are as follows: computers, television, CD, DVD and DVD players, radio, chalk board, displays and pictures. All these instructional resources are used by teachers in varied degrees. Younger teachers who have taught for between 6years and 15years are the ones who tried to use educational technologies, like the computers, the internet, the CD, DVD and the DVD players in the teaching-learning process. There are a variety of resources available in schools for the teachers' selection. It is

imperative for the teachers use their knowledge and skills as well as creativity and innovativeness to decide on which resources to use for a particular skill or topic. The resources as noted supplement the teachers' efforts to teach and these items have a high potential to promote instruction if properly utilized.

The criteria used by teachers of English language in the selection of existing instructional resources

Teachers frequently used lesson's objectives, the nature of the topic, class size, time and the teacher's guide as factors to help them in their selection of instructional resources. Occasionally, they considered sequence of materials and the level of learners to guide them in their selections. The linguistic level of difficulty and the themes of the texts were quite often used by teachers in selection of reading materials. It was however noted that teachers rarely used their creativity in the selection and use of instructional resources. This is surprising because English language by nature is very creative. It is also a second language to the Kenyan student. For the language to be fully appreciated it is paramount for it to be presented in an interesting and creative manner.

In addition, teachers rarely considered readability counts and the background of the texts. These two are important factors in that when learners are faced with very easy to read texts or texts based in regions they are not familiar with, for example Northern Europe, they are not able to appreciate and they might end up feeling alienated from the text. A learner from Kenya given a text from East Europe may not be able to connect with the character.

The manner in which teachers of English language synchronize the available instructional resources, in various English language topics and skills

The textbook and other print material was predominantly used during the teaching-learning of the four skills. The teachers tried to use this resource in combination with other resources during speaking and reading skills.

The problems teachers of English language experience in the selection and use of instructional resources

Teachers of English language experienced the following challenges in selection and use of instructional resources:

- ❖ Among the schools observed 44.44% of them did not have libraries. Teachers acted as librarians in these schools and books were kept in the bookstores. Students could not access the books at their convenience.
- ❖ Trips and access to resources persons were impeded by lack of clear policy. Student indiscipline also affected the use of the instructional resources.
- ❖ Lack of financial resources.
- ❖ The size of the classes was a challenge because it increased marking load for teachers it also caused a strain in the use of instructional resources especially educational technology materials.
- ❖ Lack of time to use instructional resources effectively.

The extent to which the selected instructional resources help teachers to achieve the instructional objectives

The use of resources in the classroom elicited a marked show of interest in the topic of discussion. Students were motivated and the shy ones were able to participate actively in the teaching-learning process. Teachers effectively selected resources which lead to different teaching styles. Debates and class discussions present various sides of controversial issues so that students have an opportunity to develop under the guidance of the teachers. The debates and discussions help students to develop skills in critical analysis and in making informed judgment in their daily lives. This debate was made possible by the use of instructional resources in the lesson process.

When teachers are educated on the need for use of diverse resources and not just the use of the print material and the chalk board, the learners would become more interested and animated during the lesson. Diversity of instructional material was noted to be very important. A research carried out by Teachers college of Columbia University in the USA to examine the impact of instructional television found out that those students who used instructional television and video scored higher on writing assignments. They used more figurative language and applied more and varied approaches to problem solving. The students were also more active in classroom discussion and were highly motivated.

5.4 Recommendations

Teacher development: Instructional tools by themselves cannot develop a range of classroom activities, unless they are effectively used in classrooms by qualified human resources. Improving teachers' knowledge and skills is essential in enhancing the quality of instructional services. This calls for the development of teachers so that they can be able to cope with the changes in the environment and the education system. Precisely, teachers need to be taken for further training, in the form of in-service courses, workshops and seminars. There is need for regular in service training for all teachers in the usage of instructional resources and the importance of the resource. Sharing experiences will improve the quality of teaching English language in secondary schools. They will also become aware of the technological changes in education and how these changes affect the teaching of English language.

More language workshops should be organized and the education office should ensure that each school sends at least two teachers for the workshops and seminars. The topics to be handled during the seminars should be diverse but all concentrating on English language teaching.

The current recommended workload for language teachers is not stated as some teachers have as many as 28 lessons a week. There is need for this issue to be addressed to allow teachers time for adequate preparation of lessons. They will also be more creative.

Selection of resources: Teachers should use the rich informal knowledge and understanding that children bring to the classroom from their own environment. The students can be very

good ethnographers as classes in the province are heterogeneous by the nature. The children come from diverse communities and socio-economic background.

The Government through the Ministry of Education should disburse funds in time in order for the schools to buy their resources in time. KIE should make regular review of their teaching learning materials.

Use of resources: Schools can create web pages where learners and tutors can interact. Students can send questions electronically to the instructor which enables them to express a doubt or a misconception that they may have been afraid to express. The answers can be transmitted in the same manner and the answer relayed to the class members if necessary.

More time should be allocated to the teaching to the teaching of English language, so that the teachers do not feel constricted in their selection and use of resources. Alternatively there should be at least two double lessons for English language.

The government in conjunction with the schools and the parents should build and equip the libraries in order to create space for quiet reading. Libraries can also be used as a resource room to keep other teaching aid. Schools do not have to build expensive libraries; they can also use local materials for construction of shelves in the libraries. Organizations and institutions such as British American Library Services, and Kenya National Library Services donate books to schools upon written request by the schools. Jomo Kenyatta Foundation also makes donation to schools on the payment of a small fee.

There should be research conducted on how to Africanize the resources used for teaching language. For example, instead of using cartoons like Cinderella and Snow White to teach listening and speaking skills we can have Tinga Tinga tales created in Africa for African children. Learners will be able to relate better with the themes and the characters.

The Ministry of Education is currently campaigning for more access to education. It should not do this at the expense of quality of education. The resources are insufficient and the classes are too large for comfortable teaching.

This study has found out that teachers select instructional resources according to suggestions by authorities. They select and use materials that enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils. The findings answered the study questions of the study.

5.4 Suggestions for Further Research

While conducting this study the researcher noted several gaps that could be filled. She suggested the following areas for further study:

- 1 Examine the relationship between teaching techniques and school performance
- 2 The impact of changing technology on pedagogy in Kenya.
- 3 A correlation study between academic performance in English language and use of instructional resources.

BIBLIOGRAPHY

- Ayot, H. O. (1984) *Language for Learning: A Methodology for English Language in secondary schools*. Nairobi: Macmillan Publishers.
- Anderson, L.W. (1989) *The Effective Teacher Study Guide and Reading*. Massachusetts: Random House Inc.
- Anderson, D.C. (2002) *effects of instructional material and learning style Preferences on test performance.a case of undergraduate nursing Nursing students*.<http://digital.comm.dn/edu>
- Armsey, J.W. (1973) *An Inquiry into the Use of Instructional Technology*. New York: The Ford Foundation.
- ARA Sage Management Consultants (1975) *Cost of Financing of Teaching and Learning Materials* .Nairobi. MOE/World bank
- Bell, J (1993) *Doing Your Research Project*. Buckingham: Open University Press.
- Bailey, M.K. and Nunan, D. (1996) *Voices from the Language Classroom*. Cambridge: Cambridge University Press.
- Blease, D. (1986) *Evaluating Educational Software*. Kent: Croom Helm Ltd.
- Borg and Gall(1983) *Education Research: an Introduction*.Longman: New York
- Bwire, A.M. (2007) *Learner Competencies and Listening Comprehension in Selected Secondary Schools in Kenya. Proficiency in English* Unpublished Ph.D Thesis. Nairobi: Kenyatta University.
- Celce-Murcia, M. And Mackintosh (Ed) (1979) *Teaching of English as a Second or Foreign Language* .Newbury: Horse Publishers
- Dale, E. (1955) *Audio-Visual Methods in Teaching*. New York: Dryden Press
- Ellis R and Tomlison, R. (1980) *Teaching Secondary English: A Guide to the Teaching of English as a Second Language*. Harlow England: Longman Ltd.

Fullan, M. and Joyce, R. (1990) *Changing School Culture through Staff Development*. Alexandria: Association for Supervision and Curriculum Development.

Gathumbi, A. W. (1995) *Verbal Discourse Events in a Bilingual Formal Setting: Instructional Procedures in ESL Classrooms in Kenya Secondary Schools*. Unpublished PH.D Thesis. Reading UK: University of Reading.

Gacegoh, J. N. (1990) *A Study of the Utilization of Learning Resources in The Teaching of Christian Religious Education in Secondary Schools of Embu in Kenya*. Unpublished MED thesis. Nairobi: Kenyatta University.

Gerlach, V. S. and Elly, D. P. (1971) *Teaching and Media. A Systematic Approach*. New Jersey. Prentice Hall Inc.

Giroux, H. A. (1988) *Teachers as Intellectuals*. Granby: Bergin and Garvey.

Groenewegen, T.(ed) (2008) *Benchmarks for English language Education*. Nairobi: Phoenix Publishers.

Hawes, H. (1978) *Planning the Primary School Curriculum in Developing Countries*. Paris. UNESCO International Institute for Educational Planning.

Haycraft, J. (1978) *An Introduction to English Language Teaching*. London: Longman.

Hayman, R. T. (1970) *Ways of Teaching*. New York: J. B. Lippincott Company.

<http://Psychology.about.Com/Od/Researchmethods/F/Reliability>.
03/12/08

<http://writing.colstate.edu/guides/research/relval/validity> 03/12/08

<http://www.constructivist.model.htm> 09/04/09 Constructivist model for learning.

<http://alaugab.com/abuanas/defition.educationaltechnology./htm./11/08/09>

<http://www.Selectinsmats.Pdf>. Educational technology. Instructional material.
30/09/2009

<http://www.Google.Co.Ke/Search> Instructional technology 16/09/09

Bothum, D.G. Instructional Technology in the Classroom at the University of Oregon.

<http://www.socialresearchmethods.net/kb/reotypes.php.1/11/08>

<http://images.library.vivc.edu/project/tdc> Selection and Utilization of resource

Bennet, N. and Trofenenko, B. Digital Primary Source Material in the Classrooms. Champaign University Of Illinois

<http://www.guidelines.org> For Selection of Materials in English language (2008) National Council of Teachers of English. Illinois.

<http://www.selectionmat.org> Selection of Instructional Materials Westport 23/09/09 Public Schools Board Of Education Policy Manual.

<http://www.scet.org/education/k12/resources/classroom-tv-cfm> using tv in the classroom.08/09/09

<http://en.wikipedia.org/wiki/validity> 03/12/09

http://en.wikipedia.org/wiki/validity_statistics.03/12/09

<http://en.wikipedia.org/wiki/constructivismlearningtheory>.20/06/2010

<http://starfsfolk.khi.is/solrunb/selmed.htm> 19/6/2010

<http://www.springerlink.com/index/gyselink.htm>23/7/2010

<http://policy.osba.org/n/marion/IICBBDI.PDF> 23/7/2010

<http://www.fwps.org/inforpolicies/2000/2311p.htm> instructional materials selection 23/7/2010

http://en.wikibooks.org/wiki/ict-education-definition_of_terms. 17/05/2011

<http://www.jobdescription.net/educ/english-as-a-second-language-teacher>.23/05/2011

<http://www.kenyaschoolmagazine.com/images/345.htm> 30/5/2011

Johnson M, E.J. (1995) *Understanding Communication in Second Language Classrooms*. Cambridge: Cambridge University Press.

Kemp, J. E. and Dayton D.K. (1985) *Planning And Producing Audio Visual Materials*. Cambridge: Harper and Row Publishers.

Kimui V. W. (1988) *A Study of the Availability and Use of the Learning and Teaching Resources in Primary Teachers Colleges in Kenya*. Unpublished Ph.D Thesis. Nairobi: Kenyatta University.

- Kyriacou , C. (1995)*Essential Teaching Skills*. Cheltenham: Basil Stanley Thornes .
- Lee, W. R. (1975) *Simple Audio–Visual Aids to foreign language teaching* London : Oxford University Press.
- Magoma, C.W. (2000) *Teacher Related Factors which influence the Implementation of Integrated English Teaching in Secondary Schools: Case study of Ibacho Division, Kisii Central District*. Unpublished MED Thesis .Nairobi: Kenyatta University .
- Maundu, J.N (1988)*Family Background and Student Achievement ,(In Kenya Journal of Education) Vol. 4 NI 1988* Nairobi: Bureau of Educational Research. Kenyatta University.
- Moore, (1988) *Computers in Schools* . Hull: University Of Hull.
- Mugenda, O. and Mugenda A. (1999) *Research Methods : Qualitative and Quantitative Approaches*. Nairobi : Africa Centre for Technology Studies
- Muthwi, M. Ed (2000) *Language Policy and Practices in Education in Kenya and Uganda*. Nairobi: Phoenix Publishers
- Muthwi, M.J. and Kioko A.N. (Eds) (2003) *New Language Bearings In Africa*. Cleveland :Prentice Hall Inc.
- Mwangi , I. M(2004).*Selection and Utilization of Instructional Resources by Teachers of English in Selected Secondary in Murang 'a District Kenya*. Unpublished MED Thesis. Nairobi: Kenyatta University
- Ndavi, C. (1982). *The Relationship between Schools, Teachers of English Language, Course books in Kenya Secondary Schools* . Unpublished MED Thesis . Nairobi: Kenyatta University.
- Njiri, C. (2000) *A Survey for Resources for Teaching and Learning Kiswahili in Kiambaa Kiambu District*. Unpublished MED Thesis. Nairobi. Kenyatta University.
- Njoroge, C.W.(2000)*Factors Affecting Availability, Acquisition and Utilization of Resources in the Teaching of English in Selected Kenyan Secondary Schools*. Unpublished MED Thesis. Nairobi: Kenyatta University
- Nsubuga, E.H.K. (2000) *Fundamentals of Educational Research*. Kampala: MK Publishers.
- Nyakwara, B. (2007) *A Comparative Study of Pre-School and Lower Primary School Teacher 's Computer Technology Usage in Teaching in Nairobi Province Kenya*. Unpublished PhD thesis .Nairobi: Kenyatta University.

- Ogoma, m (1987) *A Survey of Resources Used for Teaching Social Studies in Primary School*. Unpublished MED Thesis. Nairobi: Kenyatta University.
- Okumbe, J.A. (2001) *Human Resource Management: An Educational Perspective*. Nairobi: Educational Development and Research Bureau
- Oliver, R. (2007) *The Role of ICT In Higher Education for The 21st Century: ICT as a Change Agent for Education*. Perth Western Australia: Edith Cowan University.
- Petty, J G. and Asiachi, A.J. (1992). *Curriculum Development for Schools*. Nairobi: Educational Research for Schools and Publications . (ERAP)
- Petty G. (1993) *Teaching Today* London U.K. Nelson Thornes
- Republic of Kenya. (1964) *Kenya Education Commission Report*. (Ominde Report) Nairobi: Government Printer.
- Republic of Kenya. (1976) *Report of the National Committee on Educational Republic of Kenya. Objectives and Policies*. (The Gacathi Report). Nairobi: Government Printer.
- Republic of Kenya (1999) *Report on the Commission of Inquiry into the Education System of Kenya. Totally Integrated Quality Education and Training*. (Koech Report) Nairobi: Government Press.
- Rowntree, D. (1974) *Educational Technology in Curriculum Development* London: L Harper And Row Publishers
- Rivers, W. (1968) *Teaching Foreign Language Skills*. Chicago: Chicago Press.
- Romiszowski, A.J. (1986) *Developing Audio Instructional Materials*. London: KoganPage.
- Romiszowski A.J. (1984) *Producing instructional Systems*. London: Kogan Page.
- Rosenberg, D. (2000) *Books for Schools, Improving Access to Supplementary Reading Materials in Africa*. London. Working Group on Books and Learning and Materials
- Russel, H.B. (1995) *Research Methods in Anthropology*. Walnut Creek: Altanira Press.
- Sereti, J.R. (1993) *Teaching Methodology for Large Classes. English Across the Curriculum in Difficult Circumstances. Proceedings of the Conference on English Across The Curriculum .The Key Context*. Nairobi: British Council
- Skehan P (1998) *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.

- Starr,L.(2001)*Same Time This Year* (on-line)www.education world.com/a-tech/tech-05/html
- Stevick, E.W(1982) *Teaching and Learning Languages*. Cambridge: Cambridge University press.
- The Standard, Wed, May18(2011) *The Computer Delusion*.
- Wendt,P.R. (1978)*Audio-Visual Instruction* . London. Oxford :University Press.
- Wilkins, D.A. (1974).*Second Language Learning and Teaching*. London: Edward. Arnold Ltd
- Wringe, C. (1989) *The Effective Teaching of Modern Languages*. London: Longman.
- William, R. (1985) *Personally Speaking: Teaching Language for Use*. Oxford: Oxford University Press.
- Wittich, W.And Shuller, C.F. (1973) *Instructional Technology. It's Nature and Use 5th Edition*. New York: Harper and Row Publishers.
- Wolfolk (1993) *Educational Psychology*. Oxford: Allyn & Bascon.
- Young,J.(2002) *The 24 Hour Professor. The Chronicles of Higher Education.*(On-line)

APPENDICES

APPENDIX A

Questionnaire for Teachers of English

The purpose of this questionnaire is to seek information on factors that affect selection and utilization of resources in the teaching of English. Your honesty and cooperation will go a long way in helping the researcher accomplish the goal of this study. This will help us all to improve the teaching of English in Kenya.

You don't have to write down your name but if you do your identity will remain confidential. The information you give will be treated with utmost confidentiality and it's for research purposes only. The researcher will personally collect the completed questionnaire. Write your answers by either ticking (✓) in the brackets /boxes or by writing down your responses in the spaces provided where necessary.

Thank you in advance for your cooperation.

Section 1: Teacher characteristics

1. School.....

Date:.....class size.....

(a) Classes taught.....

(b) Type of school: National () Provincial () District ()

(c) What is your highest professional qualification?

S1 B. Ed.

Diploma M.ED/MA

ATS BA/PGDDE

MA/PGDE

Other..... Specify.....

2. Indicate your teaching experience in years.

Less than one year

1-5 years

6-10 years

11-15 years

Over 16 years

3. What is your teaching workload per week?

English lessons.....

Other subject's Total workload

4. Are you a member of the English language subject panel at KIE?

Yes

No

5. a) Have you at any one time assisted in the production of any teaching materials at the KIE which are used in schools.

Yes

No

b).Explain

.....

6. a) When was the last time you attended a seminar or workshop in the teaching of English language?.....

b) What topics did the seminar deal with? Tick the appropriate choice.

Techniques of teaching

Use of resources

Other

7. In your opinion, is there need for seminars/workshops on selection and utilization of resources

Yes

No

8. Give reasons for your answer.

.....

9. Assess your training on selection and utilization of teaching resources in college or university.

Very adequate

Adequate

Inadequate

Unnecessary

10. What recommendation would you make to tutors/lecturers in colleges/universities concerning training in production and utilization of resources?

.....
.....
.....

SECTION II**A. Print Media**

Below is a list of books recommended by the Ministry of Education for use in the teaching of English. Indicate the ones available and used by your class. Tick where appropriate

	Text book	Available	Shared			Not available
			between			
1.	❖ New Integrated Eng. Bk 2, Jomo Kenyatta foundation ❖ Teacher's guide					
2.	❖ Excelling in English . Bk 2 KLB ❖ Teacher's guide					
3.	❖ Explore English. Bk 2. Longman Kenya ltd. ❖ Teacher's guide					
4.	❖ New Horizons in English. Bk 2. EAEP ❖ Teacher's guide					
5.	❖ Headstart Secondary English. Bk 2. Oxford University Press. ❖ Teacher's guide					
6.	❖ Advancing in English. Bk2.Longhorn Kenya ltd ❖ Teacher's guide.					

Key

Bk book

KLB Kenya Literature Bureau

EAEP East Africa Educational Publishers.

12) How often do you make use of the following

(a) Course books? very often Rarely Often
Not at all

(b) Newspapers, magazines and pamphlets?
Very often Rarely
Often Not at all

13) How often do you make use of former literature set books as class readers for library Lessons?

Very often Rarely
Often Not at all

14) What criteria do you use for selecting reading reference materials for your classrooms?
(Tick most appropriate)

- Linguistic level of difficulty
- Readability counts
- Themes of the text
- Features of style
- Cultural background of the text

16. Identify the non-print materials that you use in your school for teaching English language

.....
.....

17. Describe the utilization of non-print resources in your schools.

Well utilized less utilized Not utilized

Explain.....
.....
.....

18. Of the above resources in your school which one is the least utilized?

.....
.....

SECTION III**COMMUNITY RESOURCES**

19 Do you invite persons from outside or from within the school to talk to students on matters pertaining to the study of English language?

Yes () No ()

20. Do you take students out for educational trips?

Yes () No ()

21. What challenges do you face when organizing for trips or inviting resource persons to help in the teaching of English language?

.....

.....

.....

C. TEACHER'S VIEW ON SELECTION AND UTILIZATION OF RESOURCES

22. In your view, what factors hinder effective use of learning resources in your school?

.....

.....

23 In which language skills is there the greatest use of resources in the classroom?

Listening ()

Reading ()

Speaking ()

Writing ()

24. Do you involve your learners in selection, preparation and utilization of resources?

Yes ()

No ()

b. If the answer to (a) is yes, how does this impact on the learning and teaching process?

.....

.....

25. What criteria do you use in the selection of instructional resources? Indicate appropriate answer with a tick.

Criteria considered	Frequently	Occasionally	Rarely
<ul style="list-style-type: none"> •Lesson objectives •Nature of topics •Class size •Time •Cost •Availability •Teachers guide •Sequence of materials •Methodology instruction •Level of learners •Teacher's creativity 			
Totals			

Thank you

APPENDIX B

CLASSROOM OBSERVATION SCHEDULE

Name of school:.....

Form:..... Date.....

Topic.....

1 Does the teacher have a lesson plan in class? Yes () No ()

(a) Does he / she have a scheme of work? Yes () No ()

b) Were the resources mentioned in the schemes of work used during the Lesson?

Yes [] No []

c). If the answer is Yes, which resources are they?

.....

2. List text books that were used during the lesson.

.....

3. Is there Systematic use of the chalkboard by the teacher?

Yes () No ()

4. The resources are well exposed to the class.

Yes () No ()

How adequately are learners prepared for use of resources in the following areas?

		Well prepared	Not well Prepared
1.	Ensuring that the resources to be used are ready at hand and in working order		
2.	Organization of seating arrangement		
3.	Making the learners aware of the lessons' objective.		
4.	Directing learners on how to use the resources.		

APPENDIX C**CHECKLIST**

Below is a list of resources which may be used in the teaching of English language in secondary schools. Indicate by ticking in the appropriate column the instructional resources available in the school. In the last column indicate manner of usage of the resource.

Resource material	Available	Not available	Manner of use
Films and film projectors			
Overhead projectors			
Video recorder and tapes			
CD. DVD. CD & DVD player			
Computer			
Internet			
Television			
Radio			
Audio tape recorder			
Chalkboard			
Bulletin boards			
Displays			
Realia			
Pictures			
Materials collected from environment			

2 Are the following reference materials available for use in schools?

Reference material	Available for teachers only	Available to teachers and student	Not Available
English syllabus			
Dictionaries			
Encyclopedias			
Magazines			
Newspapers			
Class Readers			
Pamphlets			
Handouts			

APPENDIX D

INTERVIEW SCHEDULE FOR HEADS OF ENGLISH DEPARTMENT

- 1. Name of school.....
- 2. Highest level of education
- 3. Professional qualifications.....
- 4. Date of promotion to present post.....
- 5. What is the average size of the classes in your school?

Less than 30 [] 40-50 []
 30-40 [] 50 and above []

- 6. Do you have enough textbooks for both teachers and students of English language?
 Yes [] No []

b.) A list of those available.

 ...

- 7. Does the size of the class affect in any way teaching and use of resources?
 Yes [] No []

Explain.....

- 8. Do you have a well stocked library for teachers as well as students of English language?
 Yes [] No []

b) Is it well utilized?.....

- 9. Is your school a member of Kenya National library services (KNLS)?
 Yes [] No []

If yes what kind of resources do you borrow from
 KNLS.....

Do teachers use non-print materials in their classes for teaching?

Yes [] No []

What factors contribute to the answers given above?.....

.....

11. Please comment on the willingness of teachers to prepare and use resources in the Teaching of English.

.....
.....
.....

12. What resources are lacking in your school that would enhance the teaching of English.

.....
.....
.....

13. How often do you get resources from KIE? (Kenya Institute of Education).

Often [] Rarely []

14. Name resources collected from KIE from 2006 to the present time.

.....
.....

15. To what extent do the teachers take the use of resources seriously in your school?.....

.....
.....

16. Do the teachers go out of their way to make resources available to learners?

.....
.....

...

APPENDIX E

INTERVIEW SCHEDULE FOR PRINCIPALS OF SECONDARY SCHOOLS

1. Name of school.....
2. Professional qualification:.....
3. Date of promotion to present post:.....
4. How long have you been in the present position:.....

Information about Teachers

5. According to the curriculum based establishment, does your school have enough teachers to carry out their duties effectively?
6. In the event of transfers or natural attrition does your school get suitable replacement from Teacher's Service Commission (TSC)?
7. Do the Teachers of English prepare schemes of work, notes and lesson plans?
8. Do teachers prepare and use resources for teaching English?
9. Does your school have enough resources for teaching English?
10. What resources are lacking that would enhance the teaching of English?
11. What are the major sources of funds for purchasing of resources?
12. What is the school's policy towards invitation of guest speakers?
13. What problems does your school face in the use of school trips as a resource?
14. What recommendations would you make to policy makers concerning availability and utilization of resources in the teaching of English in secondary schools?

APPENDIX F**LIST OF PUBLIC SECONDARY SCHOOLS IN NAIROBI PROVINCE**

1) PARKLANDS ARYA GIRLS HIGH SCHOOL	GD
2) HURUMA GIRLS SECONDARY	GD
3) MUSLIM GIRLS SCHOOL NAIROBI.	GD
4) MOI NAIROBI GIRLS SCHOOL	GB
5) NAIROBI SCHOOL	BD
6) NGARA GIRLS HIGH SCHOOL	GD
7) OUR LADY OF MERCY SECONDARY SCHOOL	GD
8) PANGANI GIRLS SCHOOL	GB
9) PRECIOUS BLOOD SECONDARY SCHOOL	GB
10) ST. TERESA'S GIRLS SECONDARY SCHOOL	GD
11) BURUBURU GIRLS SECONDARY SCHOOL	GD
12) UPPER HILL SCHOOL	BB
13) MOI FORCES ACADEMY	MD
14) PARKLANDS SECONDARY SCHOOL	BD
15) OFAFA JERICHO HIGH SCHOOL	MD
16) AQUINAS HIGH SCHOOL	BD/BB
17) DAGORETTI HIGH SCHOOL	BB
18) JAMHURI HIGH SCHOOL	BD
19) EASTLEIGH HIGH SCHOOL	BD
20) HIGHWAY SECONDARY SCHOOL	BD
21) PARKLANDS SECONDARY SCHOOL	BD
22) PUMWANI SECONDARY SCHOOL	BB
23) THE AGA KHAN HIGH SCHOOL	MD
24) MUTU-INI HIGH SCHOOL	MD
25) LANG'ATA HIGH SCHOOL	MD

26) KANGEMI HIGH SCHOOL	MD
27) KAMITI SECONDARY SCHOOL	MD
28) HOSPITAL HILL SECONDARY	MB
29) NILE ROAD SECONDARY	GD
30) NEMBU SECONDARY SCHOOL	GB
31) RUARAKA SECONDARY SCHOOL	MD
32) OUR LADY OF FATIMA SECONDARY	MD
33) UHURU SECONDARY	MD
34) KAMUKUNJI SECONDARY	MD
35) RUTHIMITI SECONDARY	GD
36) DANDORA SECONDARY SCHOOL	MD
37) KAYOLE SECONDARY SCHOOL	MD
38) MAINA WANJIGI SECONDARY	GD
39) KABETE APPROVED SCHOOL	MB
40) EMBAKASI GIRLS	GB
41) HOSPITAL HILL SCHOOL	MD
42) KAHAWA GARISSON SECONDARY	GB
43) JOGOO ROAD SECONDARY	MD
44) OUR LADY OF MERCY SHAURI MOYO SECONDARY	GB
45) C. G. H. U. SECONDARY	MD
46) HIGHRIDGE SECONDARY	MD
47) LAVINGTON SECONDARY	MD
48) MAKONGENI SECONDARY	MD

49) STAREHE GIRLS	GB
50) KAREN C SECONDARY	MD
51) BABA DOGO SECONDARY	MD
52) OLYMPIC SECONDARY	MD
53) DAGORRETI MIXED SECONDARY	MD
54) DR. MWENJE SECONDARY	MD
55) MUHURI MUCHIRI SECONDARY	BB
56) RUTHIMITU SECONDARY	MD
57) ST. GEORGE'S SECONDARY	GB
58) NAIROBI MILIMANI SECONDARY	BD
59) STATE HOUSE GIRLS	GB
60) NAIROBI SCHOOL	BB
61) KENYA HIGH SCHOOL	GB
62) LENANA SCHOOL	BB

KEY

BB	BOYS BOARDING
GB	GIRLS BOARDING
BD	BOYS DAY
GD	GIRLS DAY

APPENDIX F**BUDGET**

ACTIVITY	COST KSH/=
Proposal development, literature review and transport	1 6,000
Typing, printing and photocopying proposal	6000
Piloting: transport	600
Data collection and analysis	8000
Typing and printing	4600
Contingencies	2400
Research permit	600
TOTAL	38200

WORK PLAN		
ACTIVITY	DURATION	PERIOD
Proposal writing	5 months	Sept2008 - Jan 2009
Proposal defense, Piloting research instruments	1 week	MARCH
Data collection	1 week	March
Data coding and analysis	1 month	May
Research report writing	2 months	May - June
Submission of first draft	1 month	July
Correction and submission thesis	1 month	August
Defense , correction of thesis	1 week	September
Binding final copies	1 week	September
Submission of thesis		October

Find a location on a map of Nairobi, KE :



Photography based in the Nairobi area, Nairobi Province, Kenya (KE)