

Instructional Media Use in Enhancing Students' Learning of the English Language in Bungoma North District's Secondary Schools in Bungoma County, Kenya

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Abstract

This paper summarizes the findings of this qualitative research with regard to teachers of the English language using instructional media to enhance students' learning of English language in Bungoma North district. The study further sought to describe the availability, frequency use of instructional media in the secondary schools in Bungoma North District of Bungoma County and the relationship between the materials' use and learning. Based on John Sweller's Cognitive Load Theory, this study employed the descriptive survey design that sought to establish the instructional media type and their distribution in various secondary schools. The use of such results was used to establish the relationship between the instructional material and learning of English language. Questionnaires and checklist were used as the research instruments. The target population was the 30 secondary schools, 9505 students, 30 teachers and 30 library personnel. From this population a sample of 10 schools, 10 teachers and 10 library personnel were selected and used. The findings showed that not all schools had adequate Instructional Media; and that Instructional Media were not entirely used by teachers in teaching. Inferential results showed a positive relationship of $r = 0.547$ between Instructional material and enhancement of learning English; and $r = 0.502$ between use of Charts and students' learning of English language. Practical suggestions and recommendations to teachers of the English language, teachers' trainers as well as curriculum and material developers have been suggested. This is expected to address the perennial poor performance in English in Bungoma North district and generally, in Kenyan secondary schools.

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