

**THE USE OF INSTRUCTIONAL RESOURCE MATERIALS IN
THE TEACHING OF ENGLISH AS A SECOND LANGUAGE IN
KENYAN SECONDARY SCHOOLS; A CASE OF
UASIN GISHU DISTRICT**

BY

VICTORIA CHEPKEMOI KUTTO

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ELDORET

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ABSTRACT

This study investigated the use of instructional resource materials in the teaching of English in Kenya's public secondary schools; a case study of Uasin Gishu District.

The objectives of the study were: to identify the types of resource materials for ESL use; examine ways of obtaining resource materials; to investigate the distribution; establish factors affecting the use of resource materials in teaching ESL and finally make recommendations with regard to the improvement of the use of resource materials in ESL pedagogy.

The theories underlying this study were based on Hymes and Halliday's (1972) communicative language theory, Krashen's (1988) input hypothesis and Bloom's (1988) taxonomy of educational objectives. These theories gave that the use of instructional resource materials in teaching ESL is mandatory.

The study adopted a descriptive research design conducted using a general survey. The area of study was Uasin Gishu District in Rift Valley Province of Kenya. The study adopted a simple random sampling to select 30 schools by the use of computed random numbers, and stratified random sampling technique was used to get 10 schools for observation.

The data collected was presented descriptively. Tables of absolute numbers and percentages were used for some items in the questionnaire and observation schedule. Items whose results could not be tabulated were discussed and presented qualitatively. The results gave an insight into the prevailing inadequacies in the use of resource materials hence giving a basis for which conclusions and recommendations were made.

The study recommended that the use of resource material should be stressed through policies of Education. In addition, the study believes that standard teaching materials must be integrated in the syllabus for the purposes of uniformity.

It is hoped that these recommendations among others found in the thesis will assist language teachers and language programme developers to highlight the central role of resource materials in the pedagogical process.