

A Survey of the use of Instructional Media in Teaching Oral Literature in Secondary Schools in Bungoma South Sub-County, Kenya

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Abstract- Use of instructional media in teaching and learning is of paramount importance. The purpose of this study was to find out the different types of instructional media that teachers use to teach oral literature in secondary schools in Bungoma South Sub-County. The main objective was to find out teachers' use of instructional media during oral literature lessons and students' response when they are taught using media. The study was based on Piaget's Theory of cognitive development which stresses that children through their experiences in the environment develop mental constructs. These stimulate their thinking and knowledge acquisition. Using purposive and simple random sampling techniques, a sample of 242 respondents was selected to participate in this study. Data was collected using self-developed questionnaires, classroom observation and interview schedule and analysed using frequencies and percentages. The study established that there are different types of media in schools but teachers mostly used textbooks and chalkboard. During lessons taught using media students were found to be motivated, active and interested in the lesson proceedings. Hence this study recommends that teachers should be encouraged to plan lessons that incorporate media and teach using different types of media in order to make learning more meaningful and interesting to students.

Index Terms- Instructional media, Oral literature

I. INTRODUCTION

Instructional media refers to any physical device which a teacher can use to clarify an idea arouse interest and enrich learners' imagination during a lesson ,(Wasiche,2006). They include resources like radio , television, computers , writing board pictures, maps, chats, resource places and people ,models ,books, dioramas, newspapers and films/shides. Patel and Mukwa (1993) say that instructional media are an inseparable element of teaching and learning process. They help the teacher to achieve the laid down objectives in a lesson.

The use of instructional media in education dates back to the days of Plato the Greek Scholar. Brown (1986) explains that ancient scholars believed in the effectiveness of visual illustrations which were used as teaching aids to enhance the learning experience. Tucker(1986) quotes a Chinese proverb which says:

"A thousand hearings are not as good as one seeing!"(Tucker 1986:24).

The ancient Chinese believed that what is heard is easily forgotten but what is seen can be easily remembered. When instructional media are combined with other methods of teaching they translate the learning experience into new forms making it interesting and memorable . Joyce (1992) agrees with this view when she says that careful design of learning conditions can increase its probability and make the entire process more sure ,predictable and efficient.

Krashen in his theory of second language learning says the role of the classroom teacher should be to create a situation that encourages a low filter which includes motivation, self-confidence and low level of anxiety.This can be done by use of different types of media (Krashen, 1985).According to Christenson(1989) ,students learn more when the school and class environment is supportive .He argues that if teachers use instructional resources and techniques , students' achievement and interest can be increased . It motivates them to actively participate in lesson proceedings and yearn to learn more . Romiszowski (1988) holds the view that instructional media can help the learners to remember what they have learnt and also perform other functions . For example media like drawings , pictures and maps can be used to represent real objects .Later , this learners can explain the concept , draw or read since they can visualize what they are being asked about .

Edge (1996) says:

"Using instructional media relating to the lives of students is not only good for the learning process, it also brings variety and freshness for the teacher " Edge, (1996:48) He adds that students can use their background , personal knowledge and creativity to produce learning materials. Doing this keeps them interested in learning process.

Oral literature refers to the collection of creative works of mankind expressed in the oral medium (Miruka 2003). It is also the study of creative works of merit with a view to understanding the cultural and philosophical foundation of people, appreciate history that is handed down through oral traditions and as a way of appreciating and creating more African arts.

Oral literature is also taught in secondary schools and is a component of English, a subject which is taught and examined in KCSE and is compulsory for all students in Kenya ,(KIE 2002).It is therefore imperative that teachers create a positive and supportive environment in class by using different types of instructional media in order to realize the benefits of oral literature.Farrant(1992)says,

“I see and understand “ in support of the use of instructional media in the teaching and learning process . Dahma and Bhatnagar (1992) in their research on the importance of the five senses in learning process found out that ability to learn and recall information is much higher in seeing .Therefore if teaching canbe accompanied with visual objects then much can be remembered. When using instructional media all senses can be involved which would keep the students alert and active.

This study was therefore set to find out:

- i).Which instructional media teachers use when teaching oral literature.
- ii).Students’ response when instructional media is used during lessons.

II. RESEARCH DESIGN AND METHODOLOGY

The study was a survey where information about use of instructional media in teaching oral literature was collected by use of questionnaire, observation and interview schedule. Target population comprised of forty-two (42) secondary schools in Bungoma South Sub-County, Kenya. The study sample comprised of two hundred and forty-two (242) respondents who were selected through purposive, stratified and simple random sampling techniques.The research used self-developed questionnaire with closed questions, classroom observation and interview schedule for teachers with open ended questions. Research instruments covered issues related to availability of instructional media, its use in the classroom and how students

responded when media was used in their lessons. Validity of the instruments was ascertained by specialists from the Department of Curriculum Instruction and Educational Media, Moi University, Kenya and a pilot study which was done in two schools in the neighboring Bumula Sub-County. Data was collected from the sampled schools by the researcher .Several visits were made to the schools for familiarization with the authorities, teachers and students who were selected to take part in the study .Questionnaire was then administered ,lesson observations done and interview held with teachers who had filled the questionnaire. Data collected was then coded and analysed basing on frequency counts then converted to percentages.

III. RESULTS AND DISCUSSION

The main objective of this study was to find out teachers use of instructional media in teaching oral literature. From the study it was evident that there were different types of media in schools examples being writing boards, books, dioramas, models , films , charts , maps , pictures ,television , radio, laptops , computers and newspapers. The teachers admitted that sometimes they invited resource persons or organized field trips to museums and historic sites for purposes of learning.

When asked about instructional media they used when teaching oral literature, teachers gave responses as shown in table 4.1

Table 4.1 Instructional media used to teach oral literature.

Media	YES		NO	
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
Radio	4	57.1	3	42.9
Television	2	28.6	5	71.4
Pictures	3	42.9	4	57.1
Maps	3	42.9	4	57.1
Charts	2	82.6	5	71.4
Resource people/place	6	85.7	1	14.3
Films/slides	1	14.3	6	85.7
Models	3	42.9	4	57.1
Newspapers	3	42.9	4	57.1
Books	7	100.0	0	0.0
Dioramas	1	14.3	6	85.7
Writing boards	7	100.0	0	0.0
Field trips	7	100.0	0	0.0
Dramatization	3	42.9	4	57.1

From the table it can be concluded that media are available in schools. Most teachers use media to teach oral literature .However from the observation schedule the researcher found out that most teachers did not incooperate media in their lessons as they had indicated in the

questionnaire. All sampled teachers used textbooks and writing board most of the time. A few used drawings, newspapers, field trips and dramatization.

The researcher also used classroom observation to find out students' participation during lessons that incorporated media. The responses are shown in table 4.2

Table 4.2 students' participation during lessons

Students' Participation	Very active (%)	Active (%)	Not active (%)	Total (%)
Asking questions in class	0.0	20	80	100
Answering questions in class	25.5	58.2	16.3	100
Students using relevant media	0.0	14.6	85.4	100

The statistics in table 4.2 reveal that without use of a variety of instructional media in teaching oral literature, 80% of the students were not actively involved in asking questions in class. Only 20% of the students actively asked questions. On answering questions 25.5% were very active to answer questions while 58.2% were active to answer questions during the lesson while 16.3% were not active to answer questions. This meant that without instructional media the students were just passive in class. Commeryas and Inyega (2007) say that the enabling environment to practice lacks in most of oral literature classes.

It was further revealed that a large number of students, 85.4% were unable to make use of relevant media. They did not look at any charts pictures or draw diagrams. Their attention was on their teacher and what he/she wrote on the writing board. It can therefore be concluded that participation of students during lessons that lack instructional media is low. Curren and Rossel (2006) observed rightly that students in classes where participation was encouraged were more likely to prepare for lessons, attend classes and excel in performance. Since this was not the case in lessons that were observed in this study, perhaps this could explain the low participation of students in this case.

On students response when instructional media is used during oral literature lessons the findings show that such lessons were enjoyable. From the students' questionnaire, it was concluded that some teachers used varied instructional media during oral literature lessons while others only used text books and the chalkboard. This left the students passive throughout the lessons. All the sampled students agreed that they enjoyed lessons that incorporated instructional media. They felt motivated, their interest was sustained and they were able to recall the concepts taught. The teachers' questionnaire also revealed that students enjoyed lessons taught using media. They remained alert, and actively participated asking and answering questions during such lessons.

Results from the classroom observation schedule on students' participation during lessons that did not incorporate media showed low participation. They did not ask or answer questions since all their attention was on the teacher who explained facts at length and occasionally wrote on the chalkboard.

IV. SUMMARY

There is a wide variety of instructional media that can be used to teach oral literature in schools. Despite this, only the chalkboard and textbooks were mostly used by the teacher's. In some schools in the rural areas newspapers were not easily available so the

teachers did not use them. In the same vein, some schools did not have electricity so none of the media that required electricity like television, radio, and computer were used to teach.

Most teachers understood and agreed that media was very important during lessons delivery but only used media sometimes. From the observation schedule it was also evident that media was not used in most lessons. This could be as a result of the broad English syllabus in secondary schools, a heavy workload for teachers or unwillingness on the part of the teacher to prepare or use media, a process which perhaps they view as time consuming. Some school administrators only bought textbooks and did not avail other types of media because of scarcity of funds. The exam oriented system of education also made the teachers to concentrate on how to make students pass exams and not refine their methods of teaching which can include use of media to motivate students.

The interview schedule also revealed that training which some teachers received on using instructional media was not adequate. It was more theoretical so they found it hard to practically use media to teach. In fact they mostly used lecture method, books and chalkboard which were the norm during their training days. On the part of students lessons that incorporated media were very enjoyable memorable and made the facts real. They mostly looked forward to such lessons.

V. CONCLUSION

Instructional media should be used as an integral part of teaching and learning in order to achieve the highest level of understanding within the context of subject matter and relationships. According to Patel and Mukwa (1993) integrating media in teaching and learning motivates learners and facilitates their understanding of various disciplines and topics. Since there are varied types of media in schools, teachers should be encouraged to use them during instruction. This will help break monotony of teacher explanations and involve the student actively

Since students enjoy and actively participate during lessons that incorporate media, teachers should strive to vary media use. Students should be given a chance to see, touch, manipulate and internalize concepts in various subjects by use of media. This will enhance their mastery of content, knowledge and interest in different aspects of learning. For the teachers frequent in-service courses, workshops and seminars should be mounted to encourage them to use different types of media during their lessons.

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