

Towards the Utilization of Instructional Media for Effective Teaching and Learning of English in Kenya

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Abstract

Although English language is a compulsory subject in the Kenyan school curriculum, its teaching faces enhancement challenges. English language has been allotted more time for effective teaching and learning, this is however, not reflected in students' performance results in many public secondary schools in Kenya. In assessing the cause of this poor performance, teachers are said to have absconded their duties. Most teachers in public schools are said to absent themselves from school, while those who attend classes do not carry out their responsibilities when teaching. Moreover, since the introduction of free primary education in 2002, the number of pupils joining schools increased tremendously. This has seen an increased number of primary level graduates transit to secondary schools whereas the number of teachers remained the same. The huge numbers of students in classes has posed a great challenge to effective teaching and instruction and to the use of teaching resources available. In many instances, teachers have reverted to using only the traditional methods of teaching and instruction. Thus, this paper assesses the place and role of instructional media in enhancing teaching and learning of English language subject in Kenya. The paper urges for a renewed emphasis towards the use of Instructional Media by teachers and stakeholders. The paper proposes for a mandatory use of instructional media while teaching to enhance learning English language subject in Kenya.

Keywords: Instructional media, Language teaching, instructional objectives, performance

1.0 Introduction

English language is one of the two official languages in Kenya. Its official status is safeguarded by the Constitution of Kenya 2010 Chapter 2 Article 7 Sub-article 2. Kiswahili is the second official language. English language is used in all forms of all official communication, records and transactions. The language is important due of its international status, having over time, gained the status of a world language (Llurda, 2004). With this status, English language has also become a medium of inter-cultural communication globally. It is the language of all Commonwealth countries.

In Kenya, English language is used in all formal institutions. It is used in government and private offices and parliament. It is the medium of instruction in institutions of learning that is, in schools, colleges and universities (KIE, 2002). All subjects except Kiswahili are taught by use of English language. English is a core subject in the Kenyan secondary school curriculum (KIE, 2002). The language as a subject in the Kenyan school curriculum is taught right from the formative classes like the early child education level right through to the highest level in schools, mid-level colleges and universities.

The teaching and learning of English language however, as noted by students' performance in schools, has been characterized by low grades at school level and in national examinations. This is manifested through the steady decline of grades in the Kenya Certificate Secondary Education English examinations in the past years (Muindi, 2012). This is believed to be caused by a number of factors and needs like attitude, teaching and learning resources with likely over-reliance on the teacher-centered methodology¹. This situation poses a big challenge on the development of not only English language but the attainment of the national goals of education, namely: fostering national unity, promoting national development, individual development among others. Effective delivery of content by use of appropriate strategies and resources is of great concern and is worth laying emphasis on. Teaching without using Instructional Media (henceforth, IM) to enhance learning negatively affects students' learning. This negative effect is reflected in students' performance in exams.

Reasonable practical involvement of learners in their lessons by their teachers through the use of IM, specifically in English language lessons should be provided to aid in internalizing of concepts taught i.e. develop given speaking, listening, reading and studying skills and form right attitudes to English language subject thereby boosting its performance in schools. Students require concrete experiences to retain more knowledge and skills hence learn more effectively. The concrete experiences involve the use of IM to facilitate learning, acquisition, retention and application of abstract symbols (Newby, et. al, 2000). When IM is incorporated in lessons, it aids students in effective learning by easily acquiring, retaining and applying what they are taught by

¹ en.wikipedia.org/wiki/Traditional_e

their teachers.

Lack of IM for teaching English language during a lesson or its inadequate provision poses a great learning challenge to the learner. Substantial access to these resources contributes to the teachers' and learners' competence in making use of them which remains an exception given the challenges related to access and availability to both students and teachers in schools (Schofield, et.al, 1998). Thus, availability and effective use of these resources for teaching and learning English language means pairing the resources with an instructional approach that is different from the traditional one where more information is needed on the nature and extent of teachers' experience in use of these technologies (Rosen and Weil, 1999). However, it has been noted that although there are proposals for types, variety and use of IM as guided by the syllabus, there is a lot of inconsistency in their use and that very few teachers use them with excuses (Kimui, 1990). This state has seen many excuses put forth. The excuses are quite varied.

Availability and utilization of IM is thus the focus of this paper. Hence, how these resources should be viewed by teachers, how their impact should be understood, and how teachers should alter their instructional practices in order to use them effectively is the main concern of this study (Kerr, 1996; NCATE, 1996; Haymore, et.al, 1997). The first part of this paper is the introduction, while the second part deals with the concept of IM and the role of IM in enhancing teaching and learning. The theoretical inclinations are provided within this section. The third section addresses the use of IM in teaching and learning and finally part four is the conclusion.

2.0 Literature Review

2.1 Definition and Classification of Instructional Media

The term 'media' defined as the plural of 'medium', is the way of communicating information or ideas. Media can therefore be used by teachers to communicate instructional information or ideas to students in the most effective way for enhanced learning. Media also refers to any kind of format used to convey information¹. The format can be visual or auditory, a channel of conveying sensory messages to the recipient who is the learner and this makes learning more concrete in the skills or concepts the learners acquire from what they perceive visually and hear making their learning real and not just abstract. Instructional media therefore, refers to the kind of media used in teaching to aid in learners' easier understanding according to the set objectives.

Media may imply a complex integration of people, machines ideas, procedures and management. They have variously been called audio-visual aids, tools for instruction, teaching aids, or instructional technology. Media are carriers of information between the source and receiver, and when the message is intended to change behavior, they are considered as instructional media (Kinyanjui, 1997). IM encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, hand-outs, charts, slides, overheads, realia, and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing (Dick, et. al, 2001). However, if these media are not put in use, teaching may not have an enhanced effect on the learning of students.

These materials can be categorized as;

- i. Unprocessed materials like wood and stone,
- ii. Projected media comprising: motion and still pictures, slides and film strips, opaque projectors,
- iii. Non-projected media comprising: boards, displays and exhibitions, graphic materials and three dimensional objects.

Projected media are audio, visual or both. These projected media include different types that include films, Over-head projectors (OHPs), power point, audio cassettes, video, television, slides and reel films. Non-projected media include graphics i.e. drawings, charts, maps and pictures. Pictures can be used to generate ideas for writing (Ministry of Education, 2002). These, together with others like boards or black walls which are a resource depending on whether and how teachers utilize them, models and prints for example text books. The teachers' use of a wide range of these media enhances learning needs.

2.2 The role of Media in enhancing Teaching and Learning

Technologies have advanced over the years, and so have teaching methods. From the one-to-one oral teaching style of the early agrarian age in the pre-writing and pre-printing cultures to the apprenticeship system and one-to-many lectures of the pre-industrial ages that heralded the writing and print cultures, teaching was predominantly oral². The development of printing however set the stage for a literary-based mode of teaching which emphasized on the preservation of knowledge and promoting abstract and analytical thought.

Since IM has been used in teaching and learning for a long time, educationists advise its use to

¹ www.w3.org/TR/REC-CSS2/media.html (accessed on 20/06/2014)

² The Standard, Wednesday, September 8, 2010

stimulate the learning environment. IM enhances and facilitates learning, which leads to faster and enjoyable learning (Patel and Mukwa, 1993). This kind of learning is preferred by students as compared to the traditional methods (Unwin, 1978) in which all knowledge is a preserve of the teacher and learners are passive recipients of that knowledge. When IM is integrated into the learning process, greater learning is accomplished in less time (Smith and Nagel, 1972). They further observe that instructional media is very effective in the teaching and learning process by providing concrete experiences, increasing retention, developing continuity of thought and providing variety in learning.

Communication between the teacher and the learner is improved by learners' motivation when IM are used in class. Motivation, which in this case is the degree of desire to learn new things, to put in more time to study and to find out more about what is being taught and to cooperate with the teacher in order to gain knowledge from his/her experience, depends largely on what teachers do to arouse and maintain interest in their students (Ayot and Patel, 1987). Learners learn better when they are motivated. It is not motivation for learning as such which is important to teaching but motivation for learning a particular aspect (Cook, 1991). Cook further states that the choice of teaching materials should correspond to the motivation of the students.

The concept of motivation is concerned with the question, 'why does an organism behave as it does?' When an individual is motivated, first, the individual displays some goal-oriented activity, and second, that person expends some effort (Gardner, 1985). Media, especially of the audio-visual kind increases the degree of interest in the subject matter of the lesson. Learning is generated by two absolutely fundamental factors. First, the need for the learner to be actively engaged and secondly, the need for the learner's appropriate activity to be reinforced by being rewarded immediately. Motivation in a learning environment in terms of the teacher's self-presentation and use of teaching aids go a long way in enabling learners learn effectively.

Teachers should be innovative enough and ready to venture out to experiment so as to improve teaching and enhance learning (Aggarwal, 2009). Visual methods in teaching and learning create longer lasting experiences and relate readily to other sensory experiences. Many studies suggest the effectiveness of visual aids as being more over those of the lecture method, with respect to what amount the pupils can remember, the depth of understanding that results and the enjoyment experienced (Farrant, 1964). Further, studies have stressed the importance of incorporating various senses in the learning process (Douglas, 1964).

Learning through the five senses is distributed as follows; learners retain: 1% of what they learn through taste, 1.5% of what they touch, 3.5% of what they smell, 11% of what they hear (unless impaired) and, 83% of what they see unless they are visually impaired (Douglas, 1964). This large percentage attached to learning by seeing justifies the need for use of IM in teaching and learning for effective instruction.

IM that employ the visual stimulus arouse interest, sustains interest and defines facts and information easily and precisely thus giving meaning to words. This in turn, helps learners to remember as it stimulates their imagination. Visuals are instruments for teachers to aid learning, they add realism and attractiveness to the learning experience (Patel and Mukwa, 1993). Visuals like video are an integral part in modern teaching, due to their technological nature, because they bring about a sense of reality, enlarge experience and broaden the outlook of learners.

The use of radio, tape recorders, film and projectors in teaching appeals to the eye because they attract attention and sustain interest by illustrating relationships like similarities and contrasts of activities in a way that conveys messages better than words could do. Such aids in teaching are closer to real life situations. They provide immediate feedback to learners on their performance and help to save teaching time because they speed up the learning process better than lengthy descriptions if words were to be used. Students who are not able to be stimulated by other techniques can indeed be stimulated by film, charts, recorded tapes and other instructional material.

Other instructional media like audio-visuals do not substitute the teacher but should be carefully integrated into lessons and constantly evaluated to beef up the learning process. The robot for example, as a teaching assistant in South Korea has been reported to prepare children for the 'fast approaching robotic future'. Writing for Cable News Network (CNN) on the invasion of the classrooms by educational robots, Susannah Palk says the South Korean government's evaluation has shown that "the educational robot system indeed helps increase students' interest and self-motivation in studying English and improves their English skills."¹ However, robots help pupils practice only scripted conversations and these pupils could be at loss if they veer off the script. They therefore need the constant presence of a technical operator or teacher as a facilitator. Instructional materials are interesting and flexible as they bring real life information to class about remote things or activities (Wittich, *et. al*, 1962). This enables what has been learnt to be transferable to other situations and be applied in different conditions (Copper, 1969).

Ellington *et al* (1995) have concurred that the following results can be realized if instructional materials are

¹ <http://edition.cnn.com/2010/TECH/innovation/10/22/south.korea.robot.teachers/> (accessed 15/6/2014)

carefully selected and used.

- Learning is retained longer than that acquired by purely verbal teaching;
- Learners acquire various skills like reading, sentence construction, chart making among others;
- Greater benefits can be achieved from the use of multimedia approach when all the resources are involved in teaching and learning.
- Motivates the learners by capturing their attention and stimulates interest in the subjects being taught.

2.3 Criteria for Selection and Use of Instructional Media

Instructional media should be selected on the basis of how they enhance learning. This selection should be on the basis of their contribution to achieving the set lesson objectives according to the learners' level and ability. Selection is based on how well media performs the intended task. Some authorities suggest the following criteria in the selection on instructional media be adopted, (Twoli, et. al, 2007):

- i. Select the best available material to realize a goal or lesson objective.
- ii. The material should make the learning situation more realistic and concrete.
- iii. The material should be appropriate for the age, intelligence, interests and experience of the learners.
- iv. The material should make learning easier and quicker.
- v. The material should present information in an interesting manner.
- vi. It should supply a concrete basis for conceptual thinking.
- vii. Materials should stimulate critical thinking of students.
- viii. The resource should provide for integration of subject matter.
- ix. The material should be physically or visually attractive in real colour and neatness.
- x. The material should present up to date information on the topic.
- xi. This material should be worth the time, expense and effort involved in its use.
- xii. The lesson should be content driven and not media driven.

Instructional media should be dictated by the learning objectives and not by the notion that, 'now we have them, how can they be used'. Rather, it should be that, 'with this goal in mind, which available material can I use?'

There is no single medium that is superior to another in any sense (Smith and Nagel, 1972), but rather its superiority is based on what contribution it provides to learning in a specific situation and if it achieves the intended objective. Developing effective teaching application of instructional media needs time and effort and this makes the teacher's work quite demanding. Due to this, teachers become reluctant in trying out new and unfamiliar methods in teaching (Brown and Thornton, 1971) and this may eventually affect the rate of their students' learning. To many it's easier to continue doing some things as always and leave experimentation to others.

Technology will bring about changes that are frequently resisted by teachers in the educational field due to fear of being replaced by upcoming instructional media and the automation of education with consequential loss of personal relationship between teachers and students' fear. It should be noted however, that once selected and in use, IM do not replace instructors (Twoli, et. al, 2007). IM by themselves may not affect students and their learning unless made appropriate to meet the objective, presentation and to elicit favorable responses by students. IM are not designed to be a substitute for the effective teacher's role but to supplement their capabilities and make unique contributions.

2.4 Related Theories to the Use of Instructional Media in Teaching

2.4.1 The Component Display Theory

The Component Display Theory (CDT) developed by Merrill David (1983) argues that instruction or teaching is more effective to the extent that it contains all primary and secondary forms, that a complete lesson consists of objectives followed by some combination of rules, examples for practice, feedback and teaching aids i.e. instructional materials. This theory classifies learning along two dimensions: one, content (facts, concepts, procedures, principles) and two: performance (remembering, using, and generalities).

CDT outlines four primary presentation forms:

- i. Rules, which involve the expository presentation in teaching by a teacher, of the generality of a concept being introduced to students.
- ii. Examples, which are the expository presentation of instances in the objectives as inherent with the concept presented by the teacher.
- iii. Recall, on the part of the student that focuses on the inquisitory generality as prompted by the utilized instructional media.
- iv. Practice of inquisitory instance or of a particular example.

Presentation forms may employ intervening strategies by use of IM to complement the teacher's presentation of content through the audio, expository and visual presentation so as to aid recall and enhance learning through practice.

This theory indicates that instruction is more effective to the extent that it contains all the necessary primary and secondary forms. Thus a complete lesson consists of objectives followed by some combination of rules, examples, recall, practice, and feedback, all enhanced by use of IM and mnemonics appropriate to the subject matter and learning task.

2.4.2 The Cognitive Load Theory

The Cognitive Load Theory (CLT) by John Sweller (2005) states that the ability to learn and the mental capacity of a learner is limited to the learners' age and mental ability and that learners may receive overwhelming information in terms of too much content and complex concepts, and when the instructional materials are not properly utilized, this will result in over-load where students are provided with more content than they can learn or handle. This impairs the schema of the planned lesson objectives for acquisition, resulting in a lower performance or less learning on the part of the student (Sweller, 1988). CLT suggests that learning happens best under conditions that are aligned with human cognitive architecture or mental structures, pictures and images that learners build from what they learn through visual and auditory perception with the aid of IM. Learning is limited in the number of elements it can contain simultaneously, unless enhanced by use of IM. CLT helps in understanding the combination of elements, as the cognitive structures that make up an individual's knowledge base (Sweller, 1988).

From an instructional perspective, information contained in instructional material must first be processed by a working memory. For schema of objective acquisition to occur, instruction should be designed to reduce working memory load through effective use of IM. CLT is concerned with techniques for reducing working memory load in order to facilitate enhanced learning associated with schema acquisition. When teachers use instructional material, they intentionally choose a means of presenting information (Flaming and Levie, 1993). Thus, instructional strategies may vary depending on content but may range from organizational strategies; sequencing, cues, feedback, orienting or question techniques, and this should involve different types of media which should result in enhanced learning.

This theory best applies in the area of instructional media use. For instance, if a text is essential for intelligibility, placing it on a diagram, print or video screen will reduce the problem associated with searching for relations between the text and its meaning and this will enhance learning when the selected medium aids the learners' understanding of the concept being presented.

3.0 Instructional media in teaching and learning

African countries are endowed with a rich heritage which has for a long time been used as means of educating children from generation to generation. This includes use of genres of Oral Literature namely: songs, games, dances, narratives and parables, art and entrepreneurship (Kinyanjui, 1997; Wamalwa and Oluoch, 2013). Through these, children were educated on their environment, imparted with skills for work and art and inculcated values. However, the advent of Western Education saw the colonialists set in a new mode of education (Mutua and Namaswa, 1992). Literacy introduced by missionaries and associated with modernization was adopted and attention drawn to formal education. This formal education was introduced, packed with preferred and planned content along with methods of teaching.

Kenya has in the recent past renewed its quest to provide quality education by providing teaching and learning resources in learning institutions since 2003 (Ministry of Education, 2007), in response to several commissions of education reports which documented the need for learning institutions to acquire, maintain and use suitable instructional material to improve the quality and relevance of education (Kamunge, 1988). Methods in teaching and learning are ever changing as curriculum and learning attitudes do. New strategies and techniques have come up hence the educational technological advancements witnessed like the use of computer in the Computer Assisted Language Learning also referred to as CALL (Davies and Elder, 2008). These advances in technology provide devices and techniques for bringing the best, most relevant and wide range of experiences for students.

Due to modern technology, teaching and learning process has undergone a great revolution. This has made education more readily available leading to the improvement of its quality due to enhanced interest, comprehension, retention and concreteness. Teaching has advanced from the traditional verbal instruction and requires knowledge on the use of applicable media and even most recently the introduction of the use of robots

in South Korea¹.

3.1 Teaching language skills with selected Instructional Media

The English language teacher should be exposed to many ways of presenting skills, instructions and content. Instructional media is an added advantage to facilitate this. It helps the teacher to present concepts in more concrete approaches. Projected media can be used to present content that is difficult to explain or show verbally. Such media as video can be an excellent way of providing immediate feedback since it employs sensory receptors that compound the learning experience.

Non projected media like printed material and static visuals are good for reinforcement, feedback and self-evaluation. IM that are auditory like radio and recorded programs give external and internal stimuli and aid in presentation of content. This is particularly good for teaching listening skills. Odera (2006), writing on the use of school radio program in schools in Kenya, noted that radio technology is viewed by teachers as a useful tool for teaching and learning languages like English, French, German and Kiswahili at all levels of education. Language programmes on radio help to increase the students' mastery of vocabulary and pronunciation as students learn to imitate the radio presenters. The use of radio lessons motivates the learners, if they are used in such a way as to stimulate learning (Bates, 1984). Broadcast lessons help simplify language teaching process and make it perfect. Odera (op-cit) adds that broadcasts help provide opportunity to provide stimulating and rehearsing communicative situations to be encountered outside the language classroom. Therefore, there is need to emphasize the use of instructional media in teaching the English language in order to compound the different language skills like speaking, listening, writing and reading. Moreover, language teaching is concerned with development of not only skills but also attitudes and values.

IM can also be illustrated as techniques of teaching subject matter in micro teaching (Farrant, 1964) where, if a teacher uses a lecture, he can also demonstrate using video. Video stimulates learning. Tape recorders are good in presenting speaking skills. Computers and cyber media offer many tools for teaching and learning—from the ubiquitous courseware management systems, teleconferencing systems to newer technologies like blogs, wikis and podcasting. The internet offers seemingly unlimited potential to encourage learning. The Web can be a valuable research tool, helping students' access resources in other institutions or nations, and letting them learn about other cultures. Moreover, computers combine almost all aspects of oral and literary cultures and provide a way for students to learn in an individualized setting.

Visuals, like charts, pictures, diagrams, cartoons, slides and transparencies convey messages that are hard for words. These can be hung on boards or walls to be viewed over a long period of time long after the lesson is over. Visuals evoke emotional responses that promote desired attitudes. Visual aids are intended to increase the learners' concentration and retention. Research has shown that a learner retains 80% of what they hear and see but only 50% of what they hear (Gathumbi, et. al, 2008). The chalkboard may be the most frequently used and readily available resource in schools. It is in fact supposed to be available in every classroom. Chalkboard use if skilfully utilized, will aid a lot in presenting information in diagrammatic presentations. The board lends itself well to working on formulas, solving problems, drawing graphs, and diagramming sentences. We write on the board at about the same speed with which we comprehend information, so using a chalkboard helps set an effective pace for learning

Audio tapes provide audio effects and music, stimuli that motivates hence enhances learning on the part of the learner. Teachers may also use written or recorded scripts on slides or films to explain in detail various forms of language. Moreover, educational radio programs can also be taped with the purposes of supplementing classroom teaching by the help of trained technicians in the absence of teachers. Lessons can be recorded then revisited later as a form of revision. This when well planned and carried out objectively, will enhance learning.

The Teaching machine—an electronic teaching machine (Ayot and Patel, 1987), in earlier times, was a popular device in some developed countries. During its time, unlike other audio-visual aids of the time, it provided a response when the student wrote or spoke into it. The machine was used for the following purposes:

- individualized instruction,
- presentation of programme content in steps,
- providing a means by which the student may respond to the programme,
- providing the student with immediate information of some kind concerning his/her response that acts as a reinforcement,
- presenting the frames of the programme individually.

Trends in technology now however, point much more towards computer technology ranging between the use individualized computer self-tutorial programs to more public ones using computer projectors like those of

¹ <http://edition.cnn.com/2010/TECH/innovation/10/22/south.korea.robot.teachers/> (accessed 15/6/2014)

power point.

3.2 Using IM to teach English in schools

The effectiveness of visual aids has been found to be higher than that of the lecture method. Visual aids enhance the amount of content the pupils remember. They provide an enhanced understanding of concepts presented apart from the enjoyment experienced when visual aids are utilized (Farrant, 1964). The role of these materials in teaching and learning has neither changed nor ceased. Where these vital resources are not used optimally, students may not achieve substantial skills in what they learn.

Instructional media are an integral part of English language teaching. Visual aids have been used to enhance learning successfully and teachers are taught and encouraged to utilize instructional media when teaching. They can therefore exploit current techniques at their disposal.

Initially, while in training, teachers had far less practical experience of technology and communication (Unwin, 1969). They were predominantly trained theoretically in the traditional method. However, new trends point towards the use instructional media that livens up learning and prepares trainees more effectively for the teaching task.

Teachers of English language should use modern computer projection, power point as some lessons may require. The use of instructional media in teaching is necessary for better mastery of content. Instructional media should be used to reflect what they are doing by providing feedback of their skills for personal proficiency (Volker, et. al, 1989). Students should be given opportunity to portray their ideas, skills and game activities on visuals, so that they benefit more. This will make them more creative and be able to polish and accurately correct what they do.

3.3 Classroom Language Learning

Classroom language learning is characterized by a greater range of settings, participants (teachers and learners), topics and purposes. The classroom provides rich and diverse learning experiences which should be effectively enhanced by objectively intended instructional media (Ellis, 1992). Use of various forms of instructional media and technology in teaching, whether new or old, can have a profound impact on student learning. When done well, using a variety of media will enliven a class, encourage student participation, and help students grasp difficult concepts. When used poorly, these same tools can obscure instructional objectives and make students confused, anxious and frustrated. Formal language learning provides some kind of studial activity through reading, listening and speaking among other learning activities on the part of learner. This are the activities learners engage in while learning English language.

Acquisition of knowledge has a bearing on the immediate objectives and future aims as set by the teacher and the learner. The learner achieves a new level of skills to meet future learning situations that will determine other situations (Patel and Mukwa, 1993). The entire learning process therefore is an inter-relationship of the various components of learning which are: cognitive, psychomotor and affective domains which make it up. These contribute immensely to the three types of the learning experiences as identified by some scholars (Patel and Mukwa, 1993). Viz;

- (i) Direct learning experiences
- (ii) Indirect or observed learning experiences, and
- (iii) Symbolic learning experiences

Direct experiences engage the learner actively in a learning situation by performing the learning tasks like pronouncing certain words as given by the teacher, and reading a given passage aloud to improve the reading skills. Indirect experiences are based on observation of a task as performed by somebody else. This can for example be the learner's observation of the activity going on and understanding the process by viewing a general presentation of the idea. Lastly, symbolic experiences are gained by using word or picture symbols as a means of acquiring information. This can be through the use of words or pictorial symbols to represent certain facts or information as presented in given diagrams. The symbolic experiences may involve interpreting information in diagrams using given keys.

4.0 Conclusion

The discussion in this article shows that the instructional media element is very integral to the teaching and learning process. The use of instructional media enhances learning. However, many teachers have for a long time been using traditional methods of teaching that do not incorporate the use of IM. Consequently, many language lessons have not sparred the interest and motivation required for optimal acquisition of skills and knowledge. This in effect has impacted negatively on students' performance. Dwindling performance is probably indication of a problem at the teaching and learning stage for students. Other factors such as lack of and not using teaching and learning resources cause students to learn shallowly (Tboli, et. al, 2007), translating into low grades at the

school level and national exams to due to lack of an enhanced learning experience. Teachers of English subject should be trained to employ all possible mechanisms to teach their students. They should use appropriate methods and resources alongside the content they deliver to their students.

Teachers need to make informed choices to select from numerous types of resources, equipment and materials at their disposal for English language learning and teaching. These equipment and materials, both of electronic, audio and visual forms however, unless used effectively by trained and qualified personnel as expected may not enhance student learning in English language. Students should be granted maximum opportunity to understand what they are being taught, which is only possible if content given is clearly understood within the available context and with proper utilization of the existing resources. Teachers of English need to plan for and select instructional media prior to their lessons so as to enable them to teach effectively. They should objectively plan for, and utilize the IM available during lessons so as to achieve effective learning on the part of their learners (Newby, *et. al*, 2000).

This paper proposes a renewed emphasis towards the use of IM by teachers and stakeholders. In view of this, educational authorities need to work on modalities for mandatory use of instructional media while teaching to enhance learning English language subject in Kenya. However, for the realization of this proposal, more field based research is needed so as to have the necessary data that will guarantee availability of information that is necessary for sustainable supervision of teachers' use of instructional media in enhancing students learning of English language in Kenya.

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