

## **The use Instructional Materials and Teaching Techniques on the Performance of English subject in secondary schools of Rwamagana district: Rwanda**

**By FELICIEN NGIRABAKUNZI**

**UNIVERSITY OF LAY ADVENTISTS OF KIGALI**

**Corresponding author: Email: [felicius2020@gmail.com](mailto:felicius2020@gmail.com)**

### **Abstract**

There is a general belief that for any subject to be taught in Rwanda or any other country, the subject teacher should employ audio – visual materials to supplement his verbal presentation and deploy relevant teaching techniques. A number of approaches and initiatives to learning English subject in public secondary schools in Rwanda have been taken and various programs such as instructional materials distributed across the country and continuous teachers' trainings have been provided. Despite the latter programs introduced the performance in English subject is not yet satisfactory and yet the students are still plagued with poor results and low achievement in annual and national examinations (REB, Report 2012).

The specific objectives of the study were to assess the use of instructional materials and teaching techniques, to determine the level of English language performance in secondary schools and to find out the relationship between the use of instructional materials and teaching techniques on the performance of English subject.

The study adopted descriptive research design using both quantitative and qualitative approaches. The study was also based on correlation design to determine the relationship between independent and dependent variables. The total sample size of the study was 222 respondents selected from students, English teachers and schools officials.

Findings showed that there was no significant relationship between instructional materials used and academic performance ( $r = 0.083$  and  $p = 0.244$ ). There has been also no significant relationship between teaching techniques used and academic performance ( $r = 0.082$  and  $p = 0.249$ ). Therefore, the null hypothesis was accepted and this means the there was no significant relationship between instructional materials and teaching techniques and academic performance.

**Key Words:** Instructional materials, teaching techniques, Performance, English Language.