

## AN APPRAISAL OF THE AVAILABILITY AND USE OF INSTRUCTIONAL MATERIALS IN TEACHING MODERN AND NIGERIAN LANGUAGES (ENGLISH, IGBO AND YORUBA) IN LAGOS STATE JUNIOR SECONDARY SCHOOLS

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### **Abstract**

*This study looked at the appraisal of the availability and utilization of instructional materials for teaching of English and Nigerian indigenous languages (Igbo, Hausa, and Yoruba) in Nigeria junior secondary schools. The Scope of the research is Lagos State Junior secondary schools. Three Educational districts were used for the Study. The method adopted for the study was descriptive Survey. Two research instruments, teacher's Questionnaires and observation checklist schedule were used for data collection. The data collected were analyzed using descriptive and inferential statistics. Major findings of the study includes; inadequate instructional materials in teaching Nigerian and modern languages in Nigerian junior secondary schools, the available instructional materials were not adequately utilized as a result of inexperienced and ill-trained teachers. The study concluded that there would be appropriate use of instructional materials by modern and Nigerian languages teachers if the government and the stakeholders could provide fund for the needed materials, employ qualified teachers as well as encourage and sponsor on-the-job training of Modern and Nigerian languages teachers.*

**Keywords;** *Appraisal, instructional materials, availability, utilization*

## INTRODUCTION

Instructional materials are materials a teacher uses in his teaching towards encouraging active participation active perception, active thinking, active manipulation and acting on the parts of the learners, which enhances teaching and learning. Instructional materials can also be seen as device which presents a complete body of information and are largely self supporting rather than supplementary in teaching or learning process (Ike, 2000).

There are three main types of instructional materials:

1. The realia (real materials)
2. The concrete materials
3. The abstract materials

It is also important to note that when a child is taught using appropriate instructional materials, the child learns easily without much sweat. The teaching of modern and Nigerian languages with availability of instructional materials will help the teacher not only to teach well but also not to talk too much in the classroom. Effective use of appropriate instructional materials in teaching modern and Nigerian languages help the students retain what they learnt as well as retrieve it whenever the need arises. Teaching modern and Nigerian languages with appropriate instructional materials will arouse the interest of the learners in the languages they are learning especially a second language situation. One thing is to make the materials available and another for the materials to be effectively used. Teachers of modern and Nigerian languages should endeavour to use the available instructional materials in teaching the learners. In support of this, Okebukola (1999) agreed that instructional materials influence students learning and having a variety of materials available is not sufficient rather the teacher must arrange for their use by providing a clear overview in controlling the structure of skills to be learned from the materials.

When learners have access to instructional materials, learning is believed to have been sustained, a more, and permanent impression is created in the minds of the learners than when verbal instructions are given out to the learners. Therefore, language teachers should realize that verbal teaching alone cannot achieve successful learning in the language learners.

### Problem Statement/Justification

There has been an on-going debate on the availability and use of instructional materials in language teaching and teaching generally. Iwuala (2012) agreed that one of the problems of teaching effectiveness is lack of human and material resources. Despite all the efforts of researchers and some authors on the use and benefits of instructional materials in teaching, the problem of teaching without appropriate and adequate instructional materials continues. Consequence upon that, this study looks at the availability and use of appropriate instructional materials in teaching languages in Lagos state senior secondary schools.

### Objectives

The main objective of this study is to investigate:

- The availability and use of appropriate instructional materials in teaching Nigerian and modern languages.
- To determine the effect of instructional materials on students academic achievement.
- To determine the availability of instructional materials in teaching Nigerian languages
- To determine the teachers teaching style in using instructional materials in Nigerian and modern languages

### Research Questions

1. Are there availability of adequate and appropriate instructional Materials in teaching Nigerian and modern Languages in your school?
2. Do the Languages teachers make use of the available instructional materials in teaching the Language learners?
3. Is lack of availability and use of instructional materials by teachers one of the courses of languages students' forgetfulness?

### Hypotheses

The following are the hypotheses associated to this research work:

1. There is no significance difference between the availability of instructional materials and their effective use by the language teachers.
2. Unavailability of Instructional Materials has no effect on students' forgetfulness in languages.

### Significance of the Study

- The findings of the study will provide basis for the availability and use of instructional materials in teaching Nigerian and modern languages.
- It will help in effective language teaching and learning in Lagos State Junior Secondary schools.
- It will bring out the benefits of the availability and use of appropriate instructional materials in teaching generally to the State and Federal Governments.
- It will avail the Nigerian and modern languages teachers to have better opportunities on how to use instructional materials.

### **Theoretical Framework**

This study adopts the Stufflebeam's (2000) input evaluation model which is housed by the CIPP Evaluation model. This input evaluation provides required information to judge the available human and material resources and make effective use of them to attain the curriculum objectives of a given level of education. Data collected during the evaluation help in choosing the best resources and strategies (Sule, 2002). In this study, the input variables are the modern and Nigerian indigenous language teachers' qualifications and experiences as well as the availability and adequacy and effective use of instructional materials.

### **Literature Review**

Many literatures have been written about instructional materials and their usages in various subjects, (UNESCO, 1985). Our research is about using instructional materials effectively in teaching modern and Nigerian languages (English, Igbo and Yoruba) in Junior Secondary Schools in Lagos State.

Relevant literature to the study will be reviewed under the following headings:

- Concept of instrumental material
- Types of instructional material
- Importance of Instructional material
- Roles of instructional material
- Availability of instructional material and
- Problems of instructional materials.

### **Concept of Instructional Materials**

Instructional materials refer to those alternative channels of communication, which a classroom teacher can use to concretize a concept during teaching and learning process. Traditionally, classroom teachers have relied heavily on the 'talk-chalk method during their teaching. But recently, instructional materials help to provide variations in the ways in which messages are sent across. In using instructional materials teachers and students do not only extend the range of sense organs we use but also extend the range of materials used for conveying the same message through the same organ. For instance, in teaching a topic a teacher can manipulate real objects or use their stimulators. Instructional materials therefore constitute the media of exchange through which a message transaction is facilitated between a source and a receiver. In addition to extending the range of materials that can be used to convey the same instructional message to learners instructional materials also facilitate the 'process' nature of communication. In this passage, the process nature of communication implies that both the source and the receiver of a message are actively involved in a communication encounter. In fact, it means that both the receiver and the source share and exchange ideas, feelings in any communication (Tyler, 2017, Dike 2006).

Instructional materials, also known as teaching/learning materials (TLM), are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. Instructional materials may aid a student in concretizing a learning experience so as to make learning more exciting, interesting and interactive. They are tools used in instructional activities, which include active learning and assessment. The term encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives.

### **Importance of instructional materials**

1. The essence of producing instructional materials is to facilitate the teaching learning process. The essence is not to use such instructional materials as objects of decoration in our classroom or as objects to be presented during award-winning national exhibitions on improved instructional materials. If the essence of producing instructional materials is to use such materials to facilitate teaching learning, it therefore seems logical that the best approach to adopt in any production exercise is to predict out production on research findings on how individuals learn. Besides, there are for instance, many factors that affect attention of human beings. There are also ideas about how we perceive objects. Hence, for a classroom teacher, who wants to produce instructional materials, his production has to be on sound principles.
2. While presenting various learning theories, one has to be sure that a classroom teacher is guided by expert ideas during his production and utilization of instructional materials.
3. They supply a concrete basis for conception thinking and reduce meaningless work responses for pupils as it makes learning more permanent.
4. Instructional materials have a high degree of interest for the learner; for they offer a reality of experience, which stimulates self-activity on the part of pupils.
5. Instructional materials develop a continuity of thought, this is especially true of motion pictures, as they provide experiences not, easily obtained through other materials and contribute to the efficiency, department and variety of learning.

Therefore, the use of instructional materials in teaching/learning process exposes the learner to primary experiences and this enriches learning.

### Types of Instructional Materials

Invariably, I have observed that before a teacher can design or produce an instructional material, he has to know what these instructional materials are, their advantage and disadvantage, characteristics and limitations etc. Therefore, some types of instructional materials could be outlined as thus- Graphic materials, Three-dimensional materials, still pictures, still projected pictures, motion pictures and Audio materials (NAPTEA, 2003 as quoted by Dom-Anyanwu, 2016) etc.

(1) **Graphic materials**:- This represent charts, graphic, posters, diagrams, cartoons, comics, maps and globes which we draw on a cardboard paper or on a piece of cloth and present to our learners to help them visualize what we have been labouring so hard o explain verbally. Graphic materials belong to the finally of two-dimensional material and proportional relationships that may exist among variables in a phenomenon. Graphic materials are used to compress information, to focus and captivate attention, to vary stimuli presented and as an aid to recall. Graphic materials when properly produced can help in attaining all processes in the information processing model of learning as well as serve as avenue for applying principles from other learning theories.

(2) **Three-Dimensional Materials**:- They are different from charts and graphs which are illustration of two- dimensional materials because of the incorporation of a third element- department. Thus, whereas graphs and charts embrace the width and height of a visualized object, a three-dimensional embraces this third element department, a feature that makes the three- dimensional material a replica of the real thing. Different types of three-dimensional materials exist, namely: Models and mock-ups, realia, specimen, kits and dioramas-which is the creation of a scene in an event.

(3) **Still pictures**:- This refers to flat opaque pictures which we take during festivals or when we are commemorating an event. They also refer to pictures we find in journals and magazines. They are called still pictures because in admiring them, we hold them in our hands or place them on a surface, which is we do not view them with the aid of projector, as is the case with motion pictures or still projected pictures. Like graphic materials, still pictures belong to the group of two -dimensional materials.

(4) **Still projected pictures**:- Still projected pictures is a class of instructional materials which our learners may not be familiar with. Therefore in order to assist then to better understand what is meant by still projected pictures, is the negative format. Still projected pictures can be projected with a projector. The projector has powerful electronic bulbs, which throw light on to the image on the negative, and image is finally projected onto a screen or wall. Therefore, when dealing with still projected pictures, one is automatically dealing with a whole range of materials (such as slides, overhead transparency, filmstrip etc) whose image are imprinted in a negative/film and which has to be projected using different types of projector. A major characteristics is still projected pictures is that the images are projected one frame at a time. This is a major difference between still projected pictures and motion pictures. This characteristic enables a still projected picture to stay for as long as a learner wants it on a screen.

(5) **Motion pictures**:- Motion pictures are distinct from the other types of pictures because of the speed at which they are projected. It is this speed of projection that infact gives the impression of motion. Motion pictures range from the 8mm standard format to 8 mm supper and finally to the 16 mm format. The width of the film thus constitutes a basic for classifying them. Motion pictures films have sprocket holes along both edges or along only one edge. The presence of sprocket holes facilitates projection. Motion pictures can be projected at 16 or 24fps (frame per second.) They can be silent or accompanied with sound. Sound films use either a magnetic tape or optical sound track for sound recording. If a film is sound, only one edge bears the sprocket holes while the other edge bears the sound components.

(6) **Audio Materials**:- This is a class name for tape recordings and discs. A disc or record as it is popularly called here is a round and flat acetate containing grooves, which produces sound vibrations through the action of a needle. Discs usually come in different sizes and play at different speeds.

### Methodology

#### The Design of the Study

The study adopted the descriptive survey Design. In the words of Cohen and Marion (1999), survey design opinion is to gather data at a particular point in time with the intention of describing the nature of existing condition, identifying standard against which existing condition can be compared and determined the relationships that will exist between specific events.

Survey design gathers relatively limited data from a relatively large number of courses in order to gather information about variables. It attempts to measure what exists without questioning why it exists (Ary and Rasa Vesh, 1999).

Descriptive survey design helps in revealing answer to question concerning the study. In this case, it helps in revealing answers to questions concerning the availability and use of instructional materials in Nigerian and modern languages.

#### Population of the Study

The population of the study includes all the Nigerian and modern languages teachers in Lagos State junior secondary schools.

### **Sample and Sampling Technique**

The sample for the study was drawn from 3 Educational Districts in Lagos State thus:

ED V: - Agboju

ED VI. – Oshodi ISOLO, and

ED IV: - Agege

Ten (10) schools each were selected from each Education District through purposive Sampling Technique making a total of 30 schools.

Three Nigerian and modern languages teachers were also purposively selected from each of the 30 schools. Making a total of 120 teachers for that study.

### **Instruments for Data Collection**

Data collection include teachers questionnaire (TQ) and Checklist on Teachers' Lesson Notes (CTLN).

#### **Teachers Questionnaire (TQ)**

This instrument was adopted from Owolabo (2005) and structured to suit the present study. It was meant to find out the Nigerian languages (Igbo, Hausa and Yoruba) and the modern language (English) teachers perception of instructional materials, the availability and use of the instructional materials in the teaching of the Nigerian and modern languages in junior secondary schools in Lagos State, which was based on the following:

- (a) Personal data of the teachers such as sex, age, teaching experience, location of school and professional qualification.
- (b) Adequate and appropriate instructional materials.
- (c) Availability of the appropriate instructional materials. The teachers were expected to show how available the instruments are for the different contents in Nigerian languages and modern languages.

The instrument was validated by six Nigerian languages and modern language specialists. And the necessary modifications were made to improve the content validity of the instrument. To ensure the consistency of the instrument, the reliability of the instrument was determined using Split-half method. Using the Pearson Product Moment Correlation statistic tool, the reliability was established at 0.80. In scoring the instrument, frequency count was used to establish the extent of availability of the instructional materials.

Frequency count of the classroom activities as it concerns the use of the available instructional materials were obtained through the checklist on the teachers lesson notes.

#### **Observational Checklist on Teachers' Lesson Note**

This is an attempt to observe the English and Nigerian languages teachers in the classroom. The concern of this is the interaction between the teachers and the learners in the classroom as it concerns the use of available instructional materials in their teaching. In support of this instrument, Best and Kahn in Dom-Anyanwu (2016) agree that direct observation as a data gathering device makes an important contribution to descriptive research. And that teachers' teaching characteristics are best obtained through direct examination by researchers. The reliability of this instrument was established by the researcher's personal observation of English and Nigerian languages (Igbo Hausa and Yoruba) teachers in the classroom activities. This was done three times within three weeks interval. The researcher spent 40 minutes in observing each lesson. The reliability was computed by test-retest method. A correlated coefficient value of 0.82 was provided using frequency count which was converted to percentage. In scoring this instrument, the researchers recorded frequency percentage used by each individual teacher. The performance of each individual teacher was computed by finding the average of the frequency scores of the three different observations.

#### **Administration of Instrument**

The instruments for Data Collection were administered by the researchers themselves. The researchers distributed the questionnaires to the respondents and urged them to complete and return immediately. Many of the respondents returned the completed questionnaires as instructed while some did not. 80% of the completed questionnaires were returned.

On the Issue of the observational checklist, the researchers collected the time table of the subjects in each of the schools studied. The observations were carried out only during the usual lesson period. All the English and Nigerian languages teachers sampled for the study were observed in the classroom.

#### **Method of Data Analysis**

The data collected from the instruments were analysed with descriptive and inferential statistics.

### **DATA ANALYSIS**

#### **RESEARCH QUESTION 1**

From the above, it was observed that 90% of the respondents agreed that they use of instructional materials is very evidence in the teaching of Nigerian and modern languages while only 10% respondents agreed that they do not use instructional materials for teaching of languages. Therefore, we can conclude that language teachers make use of the available instructional materials in the teaching of Nigerian and Modern Language.

**Table 1:**

LESSON PREPARATION	VERY EVIDENT	EVIDENCE	MINIMAL EVIDENT	NOT EVIDENT	TOTAL
1	90	20	10	0	120
2	55	60	5	0	120
3	70	35	15	0	120
4	55	38	27	0	120
<b>TOTAL</b>	<b>270</b>	<b>153</b>	<b>57</b>	<b>0</b>	<b>480</b>
<b>PERCENTAGE %</b>	<b>56</b>	<b>32</b>	<b>12</b>	<b>0</b>	<b>100</b>

**RESEARCH QUESTION II**

**Table 2:**

LESSON PREPARATION	VERY EVIDENT	EVIDENCE	MINIMAL EVIDENT	NOT EVIDENT	TOTAL
1	42	42	30	6	120
2	48	24	48	0	120
3	60	24	24	12	120
4	42	36	42	0	120
5	54	24	36	6	120
6	36	30	54	0	120
<b>TOTAL</b>	<b>282</b>	<b>180</b>	<b>234</b>	<b>24</b>	<b>720</b>
<b>PERCENTAGE %</b>	<b>39</b>	<b>25</b>	<b>33</b>	<b>3</b>	<b>100</b>

From the above, it was observed that 64% of the respondents affirmed that there are adequate and appropriate instructional materials for the teaching of Nigerian and modern languages in the schools while 36% of the respondents informed that there are no adequate and appropriate instructional materials for the teaching of Nigerian and modern languages. In conclusion, the research shows that there are adequate and appropriate instructional materials in the teaching of Nigerian and modern Languages.

ITEMS	AVAILABILITY, ADEQUACY AND LEVEL OF USE				TOTAL
	AVAILABLE/ ALWAYS USED	NOT AVAILABLE/ NOT ALWAYS	ADEQUATE/ OFTEN USED	NOT ADEQUATE/ RARELY	
1	96	6	15	3	120
2	51	27	24	18	120
3	51	6	51	12	120
4	63	12	33	12	120
5	57	15	36	12	120
6	57	27	24	12	120
7	60	24	27	9	120
8	51	45	9	15	120
9	57	45	6	12	120
10	60	36	9	15	120
11	69	27	15	9	120
12	45	33	36	6	120
13	87	15	15	3	120
14	78	18	18	6	120
15	84	6	21	9	120
16	84	0	27	9	120
17	84	3	24	9	120
<b>TOTAL</b>	<b>1134</b>	<b>345</b>	<b>390</b>	<b>171</b>	<b>2040</b>
<b>%</b>	<b>56</b>	<b>17</b>	<b>19</b>	<b>8</b>	<b>100</b>

**RESEARCH HYPOTHESIS**

From the above, it was observed that 56% respondents agreed that there are available instructional materials and always in use; 17% respondents indicated that there no available instructional materials, hence not always in use; 19% respondents agreed that there are adequate instructional materials which are often in use while only 8% respondents indicates that there not adequate instructional materials, hence are rarely used. Conclusively, we can infer that there is significance difference between the availability of instructional materials and their effective use by the language teachers.

**SUMMARY OF FINDINGS**

**Research Question I:** do the Languages teachers make use of the available instructional materials in teaching the Language learners?

From the research, it was observed that 90% of the respondents agreed that they use of instructional materials is very evidence in the teaching of Nigerian and modern languages while only 10% respondents agreed that they do not use instructional materials for teaching of languages. Therefore, we can conclude that language teachers make use of the available instructional materials in the teaching of Nigerian and Modern Language.

**Research Question II:** are there availability of adequate and appropriate instructional Materials in teaching Nigerian and modern Languages in your school?

From the research, 64% of the respondents agreed that there are adequate and appropriate instructional materials for the teaching of Nigerian and modern languages in the schools while 36% of the respondents informed that there are no adequate and appropriate instructional materials for the teaching of Nigerian and modern languages. We can therefore conclude that there are adequate and appropriate instructional materials in the teaching of Nigerian and modern Languages.

**Research Hypothesis:** there is no significance difference between the availability of instructional materials and their effective use by the language teachers.

From the above, it was observed that 56% respondents agreed that there are available instructional materials and always in use; 17% respondents indicated that there no available instructional materials, hence not always in use; 19% respondents agreed that there are adequate instructional materials which are often in use while only 8% respondents indicates that there not adequate instructional materials, hence are rarely used.

Therefore, we can deduce that 56% and 19% of the respondents agreed that there are available, adequate instructional materials and are always in use for the teaching of Nigerian and modern Languages, hence availability of instructional materials determine its effective usage in the teaching of Nigerian and modern languages. Conclusively, we can infer that there is significance difference between the availability of instructional materials and their effective use by the language teachers.

### **Discussion, Conclusion and Recommendation**

The major concern of this study was to appraise the availability and use of instructional materials in teaching English, Igbo and Yoruba in Lagos State Junior secondary schools in order to find out exactly how the teachers are using the available instructional materials as well as how available the instructional materials are.

#### **Availability and use of the Instructional Materials**

The results of the study revealed that many resource materials for the teaching of the languages of study especially the Nigerian languages are not adequately available while some are not available at all. This confirms the view of some of the scholars contend that the instructional materials for the teaching of Nigerian languages are not available (Emenyonu, 2006 and Iwuala, 2004).

All the schools used for the study indicated lack of language laboratory in their schools, confirming the observation of Okebukola, 1998) and Emenyonu (2003) that one of the problems of curriculum implementation in Nigerian schools is lack of language laboratory.

On the issue of the utility of the available instructional materials, it was observed that some of the language teachers do not know how and when to use the available instructional materials. Some do not use material at all in their teaching. This is as a result of in-experience and poor qualifications. Most of the teachers are ill-trained in the subjects they are teaching especially the indigenous Nigerian languages. Some of the teachers are teaching the languages because they are the indigenes of the tribes that has the language and as such, claimed to teach the languages in the absence of qualified teachers in that those languages. While some of the teachers did not study the languages in the institution of higher learning. This supports the view of Dom-Anyanwu (2016) that some Nigerian languages teachers in Nigerian junior secondary schools are not qualified and some are ill-trained.

#### **Educational Implications of the Study**

The result of this study has a great implementation for lack of Instructional materials in teaching modern language (English) and Nigerian indigenous languages (Igbo, Hausa and Yoruba).

Resource materials are one of the important curriculum development in junior secondary schools in Nigeria, which can be referred to as curriculum materials, Instructional materials, educational materials, teaching and learning aids (Dom-Anyanwu, 2016). The significance of Instructional materials in the teaching and learning process can not be overemphasized. This is because, it helps to bridge the gap between reality and the abstract. Unavailability and poor use of the available materials for the teaching of English and Nigerian indigenous languages adversely affect the learning of those languages in our junior secondary schools. Most of the learners of these languages only came across the languages in schools. As a result, teaching them with adequate and appropriate instructional materials would be a great advantage to them.

### Conclusion

The study was carried out by appraising the availability and use of instructional materials in teaching modern and Nigerian indigenous languages junior secondary schools in Lagos State. The main aim is to find out if there were adequate Instructional materials and how the available materials are being used by the teachers of these languages. The result of the study revealed some good percentage of resource availability though some percentage showed lack of Instructional materials in some schools. The result also revealed that there are experienced teachers who know how to use the available instructional materials while some teachers do not use Instructional materials in their teaching because of in-experience.

Major challenges of the study is lack of adequate and appropriate instructional materials such as language laboratory, lack of qualified Nigerian languages teachers and available of ill-trained teachers in Nigerian languages classrooms.

### Contribution to Knowledge

This study will help the effective teaching and learning of English and Nigerian indigenous languages as it concerns the availability and use of the available resources in teaching and learning. It will also help in monitoring and assessing the teachers periodically by the officials of Educational Districts as well as the State Ministry of Education. It will help in employing well qualified teachers for the teaching of the languages generally in our secondary schools. Finally, the study will promote the teaching and learning of English and Nigerian indigenous languages in Nigerian schools.

### Recommendations

- Qualified Nigerian languages teachers should be employed to teach the Nigerian languages in Lagos State junior secondary schools.
- The federal government, state government and the school management should try and provide adequate appropriate instructional materials for the teaching of English, Igbo, Hausa and Yoruba in the junior secondary schools in Lagos State.
- The monitoring unit of the State Ministry of Education and Education District offices in Lagos State must ensure periodical assessment of teaching and learning process in schools. This will go a long way in reducing the bottlenecks of teaching and learning of these languages in our schools as it concerns the availability and use of the Instructional materials.

### Suggestion for Further Study

The findings of this study should be revalidated by replicating the study using more States of the country.

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