

Investigation into availability of instructional materials in teaching and learning of English Language in Kano State

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I. INTRODUCTION

The use of instructional materials when teaching English language in secondary education is a matter of great concern in the Nigerian schools. The need for adequate instructional materials in Kano State secondary schools for effective teaching and learning cannot be overemphasized. Teachers could be available, but without enough facilities and materials, the effort would be useless. Instructional materials have borne several nomenclatures from the colonial concepts of apparatus to teaching aids, teaching aid to educational media, educational media to instructional technology, instructional technology to curriculum materials, and curriculum materials to its modern nomenclature-instructional materials. Each of these conceptual stages depicts the scope of its usage and application in the classroom. But according to Eya (2005), the general acceptable nomenclature by professionals of education is the term "Instructional materials." Instructional materials are indispensable in the teaching and learning process at all levels of educational system. They are referred to as a veritable channel through which instructions can be impacted in the classroom. Koffar (2018) identified these instructional materials to include audio-visual material of various types, pictures, or charts, books, radio, television, type writing machine, computer, chalkboard, and projectors. Okorie (2016) defined instructional material as that branch of pedagogy which treats the production, selection and utilization of instructional materials that do not depend solely on printed words but instructional technologies employing both materials and devices used in learning situation to supplement the written or spoken word with transmission of knowledge, attitude, and ideas. Offorma (2008) sees instructional materials as materials that facilitate

teaching and learning activities and consequently, the attainment of lesson objective. Hence, one can rightly say that instructional materials are those items which the teacher uses in teaching in order to make his teaching and illustrations real and meaningful. In fact, anything a teacher uses to achieve instructional objectives. Instructional materials can also be seen as instructional media. This simply refers to some of the devices which both teachers and learners can use to enhance the quality of instruction (Offoefuna, 1999) used it to refer to all those materials that the teacher needs to incorporate in the teaching- learning experience. These materials include all forms of information carriers that can be used to promote and encourage effective teaching- learning exercise.

Instructional materials can be referred to as those materials that appeal to the learners' senses. These senses are sight, smell, taste, touch and hearing. During instructional process, learners employ one or more of these senses while learning. Also some learn better by seeing, touching, tasting and others by hearing and smelling. These include visual aids, audio- visual aids, and audio aids (Ene, 2004). The relevance of instructional materials in realizing the objective of secondary schools cannot be overemphasized. Their management for instructional purposes depends on what the teacher or instructor who makes them. This implies, according to Onyejiemezi (2009), that instructional materials do not achieve any of the attribute values on their own; rather their usefulness depends on what the teacher makes of them. For example, if an English teacher does not have the knowledge and manipulative skills of using any of the materials relating to the subject, the learner (student) will definitely find it difficult to understand the concept. Kindle (1983) asserts that learners comprehend and retain more of what they are taught when adequate

and appropriate instructional materials are employed. Learners are said to remember ninety nine percent (99%) of what they hear, (Omeiza, 2003), says that, the more a child has seen and heard, the more he wants to see and hear. For this reason, experience intelligence is not only something one is born with, it is also learned. Most pupils and teachers may not travel to some part of the world throughout their life time but they can learn about it through films, pictures, maps etc. Thus through the skillful learning process, one can bring the whole world to the classroom thereby making abstract things become a reality. If these assertions are correct and if instructional materials play an important role in making teaching and learning effective in secondary schools, then it is inevitable for teaching since that level of education covers the wide range of people who are more delicate and complex to handle, as compared to the tertiary levels of education. Instructional materials deny itself one specific classification. The list of the materials are inexhaustible, its limit is the teacher's level of resourcefulness, creativity and imagination. Instructional materials have been classified in different categories by different scholars.

Adewale (2015) classified instructional material as, audio-media, visual media and audio-visual media. He defined audio media as teaching and learning devices that mostly appeal to the sense of hearing. Examples are public address systems, tape recorders, talking drum. According to him, visual media are teaching and learning devices that mostly appeal to the sense of seeing only, which can be further divided into projected and non-projected visuals, examples are films slides (projected) and posters, regalia, globes and pictures (non-projected). He referred to those instructional materials which provide the learners with the opportunity of seeing and equally learning at same time as audio-visual. Examples are educational televisions, videos and films. Umo (2015), did an elaborate classification and description of instructional materials and classified into six groups, viz: Visual materials – these are materials which appeal to the sense of seeing only, examples are pictures, diagrams, flannel boards, chalkboard, building, graphs, charts made by teacher himself. Audio- materials – these refer to those materials that appeal to the sense of hearing, examples are tape recorders, cassette cartridges, radio, dices, language labs, and such like. Audio-visual materials – these are those materials that appeal to the sense of hearing and seeing. These produce both sound and visuals. Examples include, televisions, motion pictures with sound, slide and

film strip projectors with sound accompaniment. Software- these include graphic materials, printed materials, slides, films and strips, overhead transparencies, cassette tape. Hard wares- These are the devices used in presenting materials. For example, boards, chalkboards, tape recorders, projectors, and video recorders. While a video tape is a material the video recorder is equipped with. Projected materials: include those materials which require projected viewing. There are two types, transparent and non-transparent (opaque) projections. Examples of non-projected materials are books, models, mock-ups graphic materials, bulletins chalkboards, simulation. Another way through which teachers can effect interaction in English language lessons is by conveying the meaning of new language items through explanations, giving examples of sentences, demonstrations and by using a variety of teaching aids like pictures and real objects. Teachers should allow students to ask questions and the use of instructional are expected to be used by the teachers in during response. Sometimes students are not taught by the teachers to make use of instructional materials and note taking only in their bid to pass exams, but it is important for their development. Students are intelligent and should view themselves as using their brains while learning how to use instructional materials in teaching English. There are many ways to introduce new topics to students. Using of instructional materials is one of them and it makes interaction part of teaching, it will encourage the students to not only eloquent, but also make them develop interest in teaching and learning English. This will enhance their academic performance, give constructive criticism in a kind, gentle way and entertain relevant questions in the classroom and encourage students to study harder. In this regard Ali (2005) remarked that it is very important that teachers, especially of English know the characteristics of the good quality instructional materials before choosing them for use in teaching. This is either because the instructional materials incur a commercial cost, produced in neat and nice package or because they are recommended for instruction that may not necessarily mean that they are good or that their use would enable the learner attain the objectives of interaction. Omotunde (2003) suggested improvisation of teaching aids by teachers to make the aids available in the school. The Federal Republic of Nigeria (2004), in its National Policy on Education stated that “teachers will be required to participate more in the production and assessment of education materials which the teacher will use in the classroom

situation". The essence of producing instructional materials is to facilitate the teaching process and if English can be learned properly, it must be practiced. Hence improvisation of some, if not all the materials from locally available materials will, to a greater extent help to provide concrete learning. Nevertheless, it has been discovered that the difficulties encountered by secondary school teachers in purchasing and improvising instructional materials have caused significant changes in the behavior and attitude of these teachers towards the teaching of especially English as second language. Asiegbu (2000), while stressing on the problems of effecting the utilization of instructional materials said that in our present educational system, untrained teachers are employed to teach in our secondary schools, colleges and of course tertiary institution. As a result, many teachers do not recognize the potential of the teaching materials at a very little cost talkless of how to use them. In addition to this, Aburime (2005) stated that lack of knowledge and techniques in the production of instructional aids; and the type of teaching method adopted by teachers in secondary schools during classroom teaching are the major problems that hinder the production of teaching materials in schools. This is supported by Fafunwa(1994) who lamented that the ugly situation of unavailability of instructional materials in primary and secondary schools was as a result of lack of funds and shortage of experts. In view of this, Balogun (2015) noted that improvisation when applied to English teaching is often used synonymously with local production of English approaches. He opined that both concepts have to do with provision of relatively cheaper alternatives to improvised language materials. This is supported by Bomide(1985) who saw improvisation as the act of using materials or equipment obtainable from local environment or designs by either the teacher or with the help of local personnel to enhance instruction. Instructional materials, whether improvised locally or foreign has one common usefulness of concretizing the teaching and learning experiences. Consequently, teachers ought to know the procedures for designing alternative instructional materials with which they can help their learners to visualize whatever topic they want to teach. Again, if instructional materials are to be improvised, emphasis should be laid on using cheap and locally available materials. A teacher of English must be conversant with the types, characteristics, and advantages of instructional materials before he / she makes them. The modern society is in a continuous flux which led to changes in our

educational systems. Hence the need for inculcating instructional materials into teaching learning process in order to enhance learning both in primary and secondary schools. Edger (2016) maintains that the need for innovative materials in schools is due to great quest for the teachers of English in the education system to meet the changes in the society. Notwithstanding some teachers instead of understanding instructional materials as tools for making teaching and learning process more effective, easier and enjoyable, see instructional materials as an instrument for decoration and not as tools to be used in teaching or that they are only meant for teaching practice by student teachers of various categories. Instructional materials can be referred to as teaching aids. (Ene 2004) defines teaching aids as the totality of material and real life objects employed in the instructional process. He maintained that instructional materials usually exist in form of real life objects, improvise or look alike materials. He grouped them into three main types, these are: Visual aids; examples, charts, maps, pictures, objects and other improvised materials Audio aids; these stimulates the sense of hearing only in learning, example are radios and cassette radios.

II. STATEMENT OF THE PROBLEM

The result analysis of West African Examinations Council (WAEC) 2019 and National Examination Council (NECO) 2019 according to the Registrars of the two examination bodies WAEC, Olu (2019) and NECO, Abubakar (2019) showed that 55.41% of students across the federation passed English at credit level which is the basic requirement for admission into any higher institution of learning while Kano States Directorate of Planning, Research and Statistics revealed that 39.01% passed at credit level. Researcher is of the view that if this failure persists for three consecutive years in the future, the Kano States educational system may collapse totally because the use of instructional materials to teach English language have not been taking into consideration which may be the major reason why students fail their examinations. A number of researchers have worked on ways to enhance students' performance in Kano States but all effort proved abortive. Also, the governments several occasions created extra mural classes for senior secondary school students to be taught as to enhance students' academic performance in English Language but yet the condition remains the same. Since the goals of nation building is to produce students who pass their examinations in order to contribute their quota towards the business

of building the nation, the status of teaching and learning as important subject such English in secondary schools should be given priority attention. It therefore, becomes necessary that the teaching of English language in senior secondary schools in Kano State should be evaluated. Evaluation can help to reveal the critical elements in the quality of teaching of the language in the selected area. The study is conducted to find out whether there is availability of instructional materials in teaching of English with the aim of improving teaching and learning of English Language among secondary school students in Kano State.

Research Objective

1. To find out the extent to which English Language teachers use instructional materials to teach English Language..

Research Question

1. What is the extent to which English Language teachers use instructional materials to teach English Language?

III. RESEARCH METHODOLOGY

Population is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. The population of the study comprises 120 teachers of English language, 26 head teachers and 140 students totaling to 286 respondents. This study will describe the impact of use of instructional materials in teaching English in some selected secondary schools in Kano State. It

is considered because the design focuses on the collection, analysis and interpretation of information on the teaching of English language using instructional materials with the view of making value judgment. According to Marks and Coleman (1989), a descriptive design study is the one which attempts to assess the worth of an event or situation with the sole purpose of making a judgment about it. Random sampling was used to select the respondents. The researcher selected respondents randomly from the selected population. The questionnaire was used to ease the respondents' role of filling the questions. The researcher developed a questionnaire called Teaching of English language Questionnaire (TELQ), which was used to collect data. Before the instrument was used, it was given to four experts for face validation. One of the experts was from Measurement and Evaluation (Education), and the remaining two of them from the Department of Humanities, particularly English language, all in the University of Nigeria, Al-Qalam University, Katsina. For reliability of the instruments, a trial test was carried out to assess the reliability of the instruments. 30 copies of the questionnaire were distributed on a sample of 30 teachers who teach the English language in the various secondary schools in Katsina Metropolis, Katsina, Katsina State. The researcher administered the instrument once and the data were collected and analyzed using Cronbach Alpha. The internal consistency reliability coefficient was found to be 0.791.

IV. PRESENTATION OF RESULT

Research Question: What are the instructional materials available for the teaching of English language in secondary schools in the state?

Table 1: Available of instructional materials for the teaching of English language

S/N	Items	Available	Not Available	Total Percentage score
1	Charts	56%	44%	100%
2	Flash cards	51%	49%	100%
3	Television	5%	95%	100%
4	Radio cassette	20%	80%	100%
5	Tape recorder	0%	100%	100%
6	Pictures	71%	29%	100%
7	Documentary films	0%	100%	100%
8	Tapes	0%	100%	100%
9	Film projectors	0%	100%	100%
10	Smart board	15%	85%	100%
11	Video recorder	0%	100%	100%
12	Computers	25%	75%	100%

13	Language laboratory	2%	98%	100%
14	Textbooks	95%	5%	100%

Table one shows the responses of the respondents on the instructional materials available for the teaching of English language in secondary schools in the state with the aid of a questionnaire checklist. It was deduced from the table that 56% of the teachers indicated that charts were available for teaching English language in their schools, while 44% of the teachers indicated that charts were not available for teaching the subject in their schools. 51% of the teachers showed that flash cards were available for teaching English language in their schools, while 49% indicated that flash cards were not available for teaching English language in their schools. 71% of the teachers showed that pictures were available for teaching English language in their schools, while 29% of the teachers insisted that pictures were not used in teaching English language in their school. 95% of the teachers indicated that textbooks were available for teaching English language in their schools, while 5% of the teachers indicated that textbooks were not available for teaching English language in their schools. 100% of the teachers proved that blackboard are available for teaching English language in their schools. 5% of the teachers indicated that they used television while 95% did not use television. Radios are used on small scale of 20% with 80% not used, 15% of the teacher indicated that smart boards are used while 85% strongly disregarded the idea. Also, 25% of the respondents showed that they used computers while 75% declined use of computers. 98% refuted the use of language laboratory use while 2% showed that language laboratories are not used. However, 100% never used tape recorders, documentary films, tapes, film projectors, video recorder for teaching English language in their schools. The finding is in contrast Ene, (2004) proposal that instructional materials can be referred to as those materials that appeal to the learners' senses. These senses are sight, smell, taste, touch and hearing. During instructional process, learners employ one or more of these senses while learning. Also some learn better by seeing, touching, tasting and others by hearing and smelling. These include visual aids, audio-visual aids, and audio aids. The relevance of instructional materials in realizing the objective of secondary schools cannot be overemphasized. Their management for instructional purposes depends on what the teacher or instructor who makes them. This implies, according to Onyejiemezi (2009), that instructional materials do not achieve any of the attribute values

on their own; rather their usefulness depends on what the teacher makes of them. For example, if an English teacher does not have the knowledge and manipulative skills of using any of the materials relating to the subject, the learner (student) will definitely find it difficult to understand the concept. These findings are in agreement with Ndubisi (2016), that modern teaching of the materials were not utilized by English language teachers in lesson delivery. Furthermore, the cause of non-utilization was due to teachers' lack of knowledge on the utilization of such materials

V. CONCLUSION

Some instructional materials are utilized to a high extent for the teaching of English language in secondary schools in the state. Such instructional materials were: charts, flash cards, pictures, textbooks, and blackboard. Also, some instructional materials were utilized to a less extent for the teaching of English language in secondary schools in the state. These instructional materials were: television, radio cassette, tape recorder, documentary films, tapes, film projectors, video, video recorder, computers and language laboratory.

Recommendations

1. Variety of instructional materials should be made available in the teaching and learning of English language in secondary schools in Kano State by the government.
2. There should be maximum utilization of instructional materials in teaching of English language in secondary schools in Tarauni local government though in –service education and training of teachers.

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