



**ENGLISH TEACHERS' ATTITUDE TOWARDS THE EXPECTED
UTILIZATION OF PERTINENT INSTRUCTIONAL MEDIA AT THE
ORDINARY LEVEL SCHOOL CLASSES: THE NIGERIAN POST
PRIMARY SCHOOL CLASS SITUATION**

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Abstract

This research work has been embarked upon by the researcher as a result of negligence by almost all of the Nigerian secondary school teachers, particularly those of some selected areas where the researcher had opportunity to reach, for not effectively making use of pertinent instructional media in their English lesson classrooms. The researcher applied relevant methodology with appropriate instrument via which the necessary data was gotten and which directly proved the findings that the secondary school English teachers in Nigeria do not have the materials and are not encouraged and trained to improvise. State ministries of education, universal basic education boards and federal ministry of education care not to provide such materials to the schools nor do they urge the secondary school principals to make sure that the English teachers improvise and make use of pertinent instructional media when teaching English language in their various classrooms. With the aid of the results realised, the researcher suggests that the authorities concern should provide modern instructional materials for teaching English to secondary schools in Nigeria and give training and encouragement to teachers in both urban and rural areas to improvise in the absence of governmental intervention on the task. The Federal Ministry of Education has to ensure provision of all types of instructional materials especially those meant for teaching language, and put compulsion in its utilization.

Keywords: *English language in Nigeria, English Language teachers, types of instructional materials, classifications of materials, instructional media for English lessons.*

Introduction

English language is spoken by more than seven hundred (700) million in the world. Most of the people of North America, Britain, New Zealand, and Australia speak English as the first language (L1). But other people from Africa, India and other parts of Asia speak it as the second language (L2). The language is spoken by more people than any other language in the world. English language brought up of some German dialects spoken by the Angle and Saxon tribes who conquered England about 1,520 years ago. It was then called *Old English*, having had a lot of dialects and sounded like German. It was after the Norman conquest of England in 1066 that another kind of English developed, known as *Middle English*, and emerged as a result of making use of French and Latin in churches and law courts by the Normans. The *Canterbury Tales*, the famous collection of stories by Geoffrey Chaucer was written in Middle English around 1300s. The only difference found between Middle English and Modern English is in some spelling of words (Dempsey, 1973).

From then to present the modern English has been endlessly developing all over the world by the competent and professional teachers who tirelessly innovate and improvise instructional materials for easy delivery of English lessons.

Sending away difficulties encountered in learning English language in our ordinary level school classes can only be done if the relevant materials are effectively and appropriately administered.

However, the history of formal language teaching dates back to the year 2000 B.C. when the Sumerian and Semitic were taught in schools in Babylon. In the year 303 B.C., the Greek language was taught by Greek teachers in Rome since the Greek was the only literary language of the period. When the Roman Empire emerged, speakers of other languages began to learn Latin and Greek up to the time when the Latin became the *lingua-franca* of the western world. This welcome development attracted the innovation of methods and materials for teaching of Latin.

The introduction and establishment of printing press in 1423 A.D. encouraged mass production of reading materials in Latin and Greek containing materials and methods for teaching the languages (Markey, 1965). In the second half of the sixteenth century, the English language began to get recognition as a literary language and was taught using the long-developed grammar translation method. Latin lost its position as the medium of instruction in European schools around 18th Century. By then the pure and grammatically constructed English language took up the position. In the middle of 19th Century, increased opportunities were emerged for practical communication among different Europeans in their colonies. This instantly created the need for a shift-in in the approach to language and language teaching methods and above all the materials to be used for the task. As a result of this effort, the direct method of language teaching was developed and adopted across Europe.

It was during the 2nd world war, that was around 1939-1945 the '*army method*' was developed in America. After some years, when the war was over, the army method was modified to suit peace time and renamed '*the audio-lingual method*' and the method stands as the most influential American born teaching method up to the early 1960s. Other methods and materials were developed and widely adopted (Richards and Rodgers, 1986).

Method

The methodology or design of the research work has been a survey, meant to finding out the teachers' attitude towards utilisation of pertinent instructional materials in the secondary school English lesson classes of Nigeria, with particular reference to some selected states of the country. The issue of survey with regard to its importance in finding out problems cannot be over emphasised as it assists in finding and solving the major issues militating against the progress of a particular phenomenon (Usadu, 1990).

English language in Nigeria as second language (L2)

English language in Nigeria is a second language that came into existence via a language contact situation, and whenever two languages meet, two cultures must also meet because the culture of the people is embedded in the language. Lot of activities led to implantation of English language in Nigeria such as the

boom in slave trade and the monopoly enjoyed by England along the West Coast of Africa set the stage for easy permeation and the use of English along the West coast and its land, including Nigeria. This contact situation between Portuguese, English and indigenous Nigerian languages, resulted in the birth of pidgin. In other words, slave trade activities enhanced not only the spread of English in Nigeria but the emergence of English Pidgin. The spread of English was also enhanced by the native indigenous interpreters, many of whom were trained abroad, and later served as professional interpreters to slave traders and ship captains, Ironically, the spread of English in Nigeria was also enhanced with the abolition of slave trade. Free slaves who had learnt some English returned to their original houses in West Africa and were able to introduce the language; and such places include Nigeria. Some of the free slaves had received formal education in English. Later on, many of the freed slaves were employed by the missionaries, trading companies and British colonial administrators either as messengers, interpreters, and clerks and even as teachers. Another important factor which made English get a strong foothold in Nigeria is that Southern Nigeria with its weak, tiny multi-nationalities or ethnic grouping were too receptive to foreign influence, unlike the Northern Nigeria which had large emirates and kingdoms with a dominant language and culture. With the amalgamation of Nigeria in 1914, the North had no option but to accept the apparent superiority of the Whiteman, together with the English language as its symbol.

When looking at language teaching methods over the years back, (Williams, 1990) we can now simply identify a lot of changes from one position to another. This is what is referred to as '*swing of the pendulum*' in the history of language teaching.

English language in Nigeria serves as the official language of instruction in the school system, also with which other academic disciplines are taught. For this priority given to the language, the researcher intends to emphasize over making use of suitable, relevant, or appropriate instructional materials in our secondary schools.

Instructional Media for English Lessons

A host of literatures have been written, viewed, and reviewed on similar issue, all in effort to effect a positive change that can simplify or ease the language

instruction in the secondary school classes. It is world widely observed especially in countries where English language is taught as a second language (12) that there exist in one way or the other, some difficulties blocking the effective flow of the teaching-learning process. Instructional objectives are usually clearly stated in the lesson plans but the development or presentation of lessons remains in handicapping condition due to the absence of effective utilization of instructional materials by English language teachers. Mastery of the subject matter matters a lot, though worthless when it comes to imparting knowledge to the learners whose behaviour wait for permanent change, that is receiving unforgettable phenomenon (knowledge). Applicability of different methods pays nothing, if not accompanied by appropriate instructional materials accurately relevant to the topic and methodology. Most of the psychologists' perceptions and researches as contemporary theories largely based on the acquisition of second languages (12) (Schnuff, 2010). By 'instruction' in this perspective is meant 'teaching' that is giving useful, interesting, meaningful, and important information to learners. But material denotes any physical thing like metal, wood, stone or plastic that has every quality or quantity, depending on the demand, to be used in making other things that can be manually or electronically applied to aid understanding a learning task. Therefore, instructional materials are seen as the materials used by a classroom teacher to ease the teaching and learning process. These materials refer to anything that carries information between a source and a receiver. They are the materials used to concretize learning. Instructional materials are print and non-print items that are rested to impact information to students in the educational process. Instructional materials play a very vital role in the teaching and learning process. It enhances the memory level of the students. At this time that education has spread wide and entirely, oral teaching cannot be the key to successful achievement of the target objectives, therefore the teacher has to use instructional materials to make teaching and learning process interesting and understandable. Abdullahi (2010) composes that "... instructional materials are tools locally made or imported that help to facilitate the teaching/learning process." The use of instructional materials can enhance the learning achievement. Cronbach (2009) states the important elements of behaviour that provides the base for learning theory situation which consists of all the objects,

persons and symbols in the learning environment. Experience in situation prepares a person to respond to similar situation in future. Use of instructional materials can appeal to the individual attention by creating interest goal that will help the learner achieve direct effort. Teacher's problem of motivation is essentially one of arranging situation with instructional materials in which the learner will see goals he wants to attain. The teaching aids, instructional media, teaching materials or instructional materials are described as all the resources a teacher uses to help him or her explaining or elucidating the topic or content of a particular subject to the learners so that they will be able to comprehend the topic. They are any device used by the teacher to give ardent meaning to some experiences (Brown, 2002). The instructional materials are seen as those materials used by the teacher meant to arouse interest, call attention, and enhance permanent learning of the learning task. They are the materials used by the teacher during instruction which aid the students' understanding of what is expected to learn within a lesson period. Resource materials or devices that to the senses of hearing and sighting in educational environment (Namchi, N. 1954). They can be human, machines or materials which can be used by a teacher to present a complete body of information in the teaching and learning process for a more effective instruction. Instructional materials are undoubtedly important resource materials that teachers can use when planning and carrying out instruction. However, it is incumbent upon the instructors to assess the status and needs of their students, the curriculum requirements, the sequential demands of the subject matter, and the fund available at the end. The decision about what to emphasize rests on the individual classroom teacher, who knows his students better than anyone else. He or she is in the best position to plan and provide instructional material that is suited to their needs. English teachers must be trained in preparing, constructing, and using instructional materials especially now that the domain of English for scientific and technical purposes becomes an integral component of the communication arts program (Florenda, 2012). The instructional materials of any kind when effectively employed aid to concretize the learning process and make it more permanent (Bello, 2006). They are described as anything the teacher uses from small stones, pieces of papers, small sticks, samples of leaf, maps, charts, projectors, radio, television and computers, including you as a teacher (Muhd, 1997). The materials

facilitate the transmission of ideas from the teacher to the students and likewise from the students to the teacher or from one group to another. They are the essential supplement of teaching which present a body of needed teaching-learning information. Also described or referred to all tools which can easily be used by a teacher to correct wrong impressions and to illustrate things that learners cannot forget easily (Ema and Dorcas, 2009). They are the materials (Asokhia, 2002) used in the classroom or workshops for instruction or demonstration purposes by the students and teachers. In other opinion, Bucher, (1970) opines that "Instructional materials are essential supplements of teaching which present a body of needed and learning information." All the views emphasise on the essentiality of the materials with regard to easing and simplifying the classroom instructional activities and at the same time ensuring fast understanding of the learning by the side of the students. Instructional materials should be conceived as a wide range of materials providing realistic image for enriching the educational processes. They are also described as those resources, devices, materials or equipment which enhance the teaching and learning process by helping the teacher more efficiently and enable the students to learn more easily (Awosika, 1983).

The term teaching materials is referred to as anything a teacher uses as a medium of communication. It could be ready made or message across to learners. It is also described as a wide range of materials that provides image for enriching curricular contents and consequently enhancing the educational process. Skinner, B.F (1954) define teaching materials as "resources materials and devices that appeal to the senses of hearing and factual information and skills in less time". Advanced learners' dictionary defined teaching materials as "Materials or objects which assists the teacher to make their lesson simple more permanent in learning and send factual information and skills in less time".

Kinders (1959) defined teaching materials "could make certain subjects like science more colourful and highly motivating by allowing the students to see the invisible or allowing them to see the things that could not normally be seen by the human eyes such as the processes of decay growth and photosynthesis". Dubey, D.L (1980) defined teaching materials "allow students see the movement of a fast running animal which the students could view at a slower rate and with greater clarity". Kisko (1981) defined teaching materials "could

also allow students observe phenomena that might be hazardous to view directly such as the eruption of volcanoes”. These are all possible because of time lapse and high speed photography which permit the telescoping or explanation of a series of events. Teaching materials could make the subject matter clear to students of diverse background and varying abilities. Thus it fosters effective learning not only for the child who is not verbally gifted.

Instructional interactions between students and teachers are framed by the instructional materials that teachers are provided by their schools and districts. That instructional materials exercise their influence on learning directly as well as by influencing teachers’ instructional choices and behavior makes instructional materials all the more important. Ikerionwu (2000) noted that instructional materials are objects or devices which help the teacher to make learning meaningful to learners. This view has been corroborated with that of Bolick (2006), Killen (2003), and Jimoh (2009) who claim that instructional materials can enhance teaching-learning process. Instructional materials are print and non-print items that are rested to impact information to students in the educational process. Instructional materials include items such as: kits, textbooks, magazines, newspapers, pictures, recording videos etc. Instructional materials play a very important role in the teaching and learning process. It enhances the memory level of the students. At this time that education has spread wide and entirely, oral teaching cannot be the key to successful pedagogy; therefore, the teacher has to use instructional materials to make teaching and learning process interesting (NIC hulls, 2003; Raw 2006). According to Abdullahi (2010), instructional materials are tools locally made or imported that help to facilitate the teaching/learning process. Obanga (2005) view them as materials things which are used to composed ported that could make tremendous enhancement of intellectual use impact the instructional materials The use of instructional materials can enhance the learning achievement. Cronbach (2009) states the important elements of behaviour that provides the base for learning theory situation which consists of all the objects, persons and symbols in the learning environment. Experience in situation prepares a person to respond to similar situation in future. Use of instructional materials can appeal to the individual attention by creating interest goal that will help the learner achieve direct effort. Teacher’s problem of motivation is

essentially one of arranging situation with instructional materials in which the learner will see goals he wants to attain. Brown et al (2005) summarized the role of teaching aids as follows:

- It promotes meaningful communication and effective learning.
- They ensure better retention, thus making learning more permanent.
- They help to overcome the limited classroom by making the inaccessible accessible.
- They provide a common experience upon which late learning can be developed.
- They encourage participation especially if students are allowed to manipulate materials used.

Osuala (2010) in his own contribution said it does not only help to motivate and develop interest on the part of the student, but also help to bring about an enhanced respect for teachers' knowledge of the subject. Instructional materials are also described as concrete or both to the sense organs during teaching (Aginna-Obu, 2000). The nature of the learning and the wide range of student's abilities in the average classroom necessitate a high degree of teachers and experience in the method of presenting the subject matter. This has been truncated with the unavailability of instructional materials in schools. However, a common goal a teacher carries wherever he is, is to make lesson presentation vitally fresh, stimulating and testing for their students. This will help the teacher to individualize the learning method as well as the content and also working according to the student's need. This goal can be reached most effectively through the use of instructional materials.

The need to emphasize on the use and importance of instructional materials in any learning and teaching environment cannot be underestimated. For any learning to take place however, the teacher has to make use of these materials that would enable him to teach effectively. Equipment and other instructional materials to some extent determine the method the teacher uses in teaching plays. The method adopted could be demonstration, experimental, discussion etc. It is generally agreed by both teachers and school administrator that apart from the chalkboard and textbooks which are often available for the teacher to use, there are other materials that aid or are capable of complementing the

teacher's effort in teaching-learning process. Those materials are commonly called "instructional materials". One of the reasons why students in our secondary schools sometime find it difficult to comprehend immediately what is being taught by the teacher is the non-availability of instructional materials that can easily convey the message of the lesson to the learners. Orji (2000) asserts that teaching aid is "the guidance of learning activities" that "a teacher uses to motivate and arouse student's desire to learn" From the fore-going statement, it can be agreed that for effective learning to take place, a student need to be properly guided by the teacher by way of employing various method and means through which his teaching could be meaningful.

Rolls-Royce North America uses HyperSTE software as an instructional material to ensure compliance of its technical publications with ASD Simplified Technical English. Rolls-Royce faced the challenge to standardize documentation in compliance with the Simplified Technical English specification ASD-STE100, to improve quality and readability of manuals, and to reduce cycle time. Tedopres developed a dictionary containing Rolls-Royce standardized terminology and trained Rolls-Royce technical writers and editors on the rules of autism spectrum disorder (ASD) Simplified Technical English and how to use the HyperSTE software. As part of the implementation process, Rolls-Royce availed and used the HyperSTE checker software to ensure that all manuals comply with ASD Simplified Technical English, including the use of standardized and consistent Rolls-Royce terminology. Implementing ASD Simplified Technical English and HyperSTE yielded the following results for Rolls-Royce: Compliance with ASD Simplified Technical English, a requirement for aerospace manuals; better quality and readability of manuals; reduced cycle time; better reusability of text; standardized terminology and style. The use of adequate instructional materials to provide varied learning activities for practice and drill need realistic guidelines for their application for classroom setting. Students will learn more easily and remember longer if they practice individually what they understand or have learned through prior classroom experiences. It is important for the teacher to provide a variety of interesting drill items and situations in which students can use the skill or knowledge in other phases of learning. For this reason, instructional materials

should be adequate and relevant to enhance teaching and learning (Florenda, 2012).

Types of instructional materials for teaching English language.

Kinder (1959) asserts that teaching aids can be classified into six groups. Ready or text materials e.g. motion pictures, film strips and slides. Drawn and printed graphic materials e.g. radio, recorder, television etc. Constructed materials e.g. maps, globes models etc. Regalia i.e. any object with three dimensions. It is widely accepted that all learning is based on perceiving the process by which the senses gain information from the environment. The higher processes of memory and concept formation cannot occur without prior perception of information which is influenced by past experiences. Researchers have found out that other conditions bring equal and more learning occurs when information is received simultaneously i.e. in two ways (vision and learning) rather than in a single modality. Thus learning is enhanced when materials are organized and the organization is evident to the students. It is in view of this that it is necessary gotten from the use of teaching materials.

Modern system of education faces a lot of problems especially when it comes to digestion of contents of the curriculum by the academic personnel in various institutions. In attempt to overcome the problem, the use of innovative learning system has come into existence. The innovative learning system has to do with organized combination and utilization of people, materials, equipment, facilities, and procedures in order to achieve the desired instructional objectives. Having originated or derived from communication revolution the teaching resources or instructional media are of different types as seen itemized hereunder:

- **Print Materials:** These include materials like books, handout, magazines, newspapers, pamphlets, journals, etc.
- **Visual materials:** The visual materials are those materials that are capable of visualization. Such materials include real objects, charts, photographs, slides and their likes.
- **Audio-visual materials:** As the name implies, these materials can be seen and heard. The materials are tapes, films, televisions, film strips, slides, and other multimedia.

- **Display (static) materials:** The examples of static materials include flannel graphs, flip charts, magnetic boards, chalk boards etc.
- **Electronic materials:** These are the materials that are electronically utilized. They are radio, computers, and other related multimedia (electronics).

Classification of instructional materials for teaching English language.

The teaching aids in teaching English as a second language are some illustrations of all what arouses a learner to be interested in the learning task and learn vividly. However instructional aids in teaching and learning in language can be classified into three. The three classifications are software, hard ware and miscellaneous. The software are those materials that include records, tapes, slides, films which carry information in picture form spoken and written form or a combination of two or more of them. The hard ware therefore refers to teaching equipment such as record players, recorders, projectors, computers, televisions, radio set, mobile handset phones and so on. Miscellaneous teaching materials include relevant books, chalk boards, white boards, periodicals, pictures, charts, etc. In his effort to classify instructional materials, Ukhoha (1996) categorizes them into two broad categories that is, print media and non-print media. The print media as name implies are the materials that are written by hand or electronically like textbooks, magazines, newspapers, flashcards, charts, pictures, maps and their equivalent. By non-print materials is meant real human or objects which has to do with low cost media such as local materials availably found even in remote areas or electronic media like computer programmes, overhead projectors, radios, television sets and so on and so forth. Another way of seeing instructional materials is by giving them a general definition of audio visual thereby having these six different classes:

1) Print Media

- Relevant textbooks
- Newspapers
- Magazines
- Student workbooks

2) Audio Media

- Tapes and cassettes (audio)

Radio broadcast
Compact disc (audio)

3) **Visual Media**

Display boards
Flash cards
Pictures
Charts
Maps
Slides

4) **Motion Pictures**

Video films
Animations
Television broadcast

5) **Audio-Visual Media**

Tape with slide presentation
Tape with flip charts
Tape with pictures
Tape with transparencies

6) **Models (Improved Materials)**

Those are the materials of materials which are usually innovated or improvised by either teachers or students to represent the expensive and other gigantic or oversize materials that cannot be taken into the classroom to aid instruction. Such materials are made of clay, sticks, wood, wool, plastics, papers and other related materials.

However, one has to recognise the importance of identification and classification of materials as the most essential step to be taken in the teaching-learning process of almost every subjects, but more especially, English language in particular. Classification ensures the attributes, suitability and relevance of instructional materials to the achievement of the desired objective of the teaching-learning situation.

Using of instructional materials for teaching grammar.

Grammar can be defined as a branch of language concerned with the rules and regulations guiding the structural arrangement of words to convey a meaningful

thought. It is used to make judgement as whether a particular expression is correct or incorrect. Grammaticality in this perspective specifically specifies that of English language. Sentences are by definition, grammatical (i. e. grammatically well formed). For present purposes, they may be regarded as well-formed word-strings (i.e. sequences) of word-forms, such that, for example;

(1) *This morning he got up late*

and

(2) *He got up late this morning*

The above structures are by definition different sentences of English.

From a theoretical, more general, and more traditional point of view, sentences may be defined as classes of strings of word-forms, each member of the class having the same syntactic structure. This definition would allow, but not oblige us to treat (1) and (2) as being, not different sentences, but alternative versions of the same sentence.

What is the difference between a grammatical and an ungrammatical string of words? The answer is simple, but of itself non illuminating. An ungrammatical string of words is one in the formation of which the grammatical rules of the language-system are not respected: this statement covers not only sentences, but also phrases: e.g. **morning this*, **late got up* are ungrammatical (hence the asterisk: of. 2.6). Let us see what it implies, and -no less important -what it does not imply as far as sentences are concerned, it does not of course imply a normative or prescriptive attitude towards language, but purely concerned with the immanent rules which, in default of any linguistically irrelevant inhibiting or distorting factors, native speakers of a language unconsciously apply. Nor does it imply any very direct connection between grammaticality and probability of occurrence. Finally, it does not imply any identification of grammaticality with meaningfulness: on the other hand, it allows that there may be a close and essential connection between at least some part of the grammaticality of sentences and the meaningfulness of actual or potential utterances (Lyons, 1981).

Using of instructional materials for teaching reading.

Teaching a foreign language is a great hard work. But the difficulty will nearly always bring success, especially if a teacher persistently exerts himself to make his students do the expected work (Gurrey, 1955). Some of the burden of teaching a L2 can be carried by a textbook. The English reader as it is usually

called the English course is being guided through the materials that are language in print or their equivalent. The teacher however is expected to transform that silent, inactive array of printed symbols (recorded language) into living speech. He has to make all those words, phrases and sentences in the book (material) play a useful part in some real situations. To realise that, the English teacher will need to use all his abilities of voice, mind and actions. The reading class should be one in which students will develop useful reading skills. As in the development of any other skill, guided practice is always expected over an extended period of time in very important (Markstein & Hirasawa, 1977).

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. This research focuses on the second of these aspects. Here, we review pedagogical techniques that second language teachers can use to reach learners who are already literate in at least one other language and are learning how to read in a second (or third) language.

Having increasingly become aware of the importance of preparing students for reading, there is the need to create or establish reader awareness of preconceptions and expectations as an essential element in the reading process. There are many ways of working into the reading depending upon the goals of the lesson and the needs of the students in general which gave birth to the suggested activities by linguists. One of the suggested types of awareness has under it:

Content predictions

Illustration and title clues (instructions) using only illustrative materials (photographs, maps, graphs) and the title or text discussed in group as (a)what you think the subject is (b)what the picture tells you about (c)how you feel about the subject taking care to examine in detail, your past experience or knowledge of the subject.

Content expectation

What do you expect this article to say? List some ideas in form of questions so that the teacher can confirm or change your expectations as the text is being read.

Point of view

How do you think the writer feels about the topic or subject? What view do you expect that the student present and why? It is quite natural for people to feel hesitant about hazarding these guesses at first. Care has to be taken to establish an environment of freedom where there is no penalty of being wrong.

The other type also goes with the developing awareness of word connotation and word tone. It can be both useful and challenging to focus on activities of another type. These activities usually introduced with a word-phrase association. We choose a very general, comprehensive word or phrase.

More so, Berardo (2006:46) claims that authentic texts have been defined as “...real-life texts, not written for pedagogic purposes”. They are therefore written for native speakers and contain “real” language (Wallace, 1992). They are “...materials that have been produced to fulfil some social purpose in the language community” uttered Peacock (1997). In contrast to non-authentic texts that is especially designed for language learning purposes, the language in no authentic texts is artificial and unvaried, concentrating on something that has to be taught and often containing a series of “*false-text indicators*” that include:

1. *Perfectly formed sentences (all the time);*
2. *A question using a grammatical structure, gets a full answer;*
3. *Repetition of structures;*
4. *Very often does not “read” well.*

The artificial nature of the language and structures used, make them very unlike anything that the learner will encounter in the real world and very often they do not reflect how the language is really used. They are useful for teaching structures but are not very good for improving reading skills (for the simple fact that they read unnaturally). They can be useful for preparing the learner for the eventual reading of “real” texts. If authentic texts have been written not for language learning purposes but for completely different ones, where do they come from and how are they selected?

Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. When choosing materials from the various sources, it is therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary

texts with the emphasis being on what is being said and not necessarily on the literary form or stylistics.

Day and Bamford (2002) observe that there are top ten principles for teaching extensive reading as the following:

1. The text must be well written within the learner's reading competence in the foreign language. For example, in helping beginning readers, texts should be selected to be within their reading comfort zone. More than one or two unknown words per page might make the text too difficult for overall reading. Intermediate learners might use the rule of hand-no more than five difficult words per page. In line with this, (Hu and Nation, 2000) suggest that learners must know at least 98% of the words in a fiction text for an unassisted understanding.

2. A variety of reading material on a wide range of topics must be available.

To awaken or encourage a desire to read, the text made available should ideally be as varied as the learners who read them and purposes for which they want to read.

3. Learners choose what they want to read.

The principle of freedom of choice means that learners can select text as they do in their own language, that is, they can choose text they expect to understand, to enjoy, or to learn from.

4. Learners read as much as possible

The most critical element in learning to read is the amount of time spent actually in reading. There is no upper limit to the amount of reading that can be done. Teachers should give students opportunity or incentive to read, read, and read some more.

5. The purpose of reading is usually related to pleasure, informative, and general understanding. Learners should be encouraged to read for the same kinds of reasons and in the same ways as the general population of first language readers.

6. Reading in its own reward.

The learner's experience of reading the text is at the centre of the extensive reading experience, just as it is in reading in everyday life.

7. Reading speed is usually faster than slower.

When learners are reading material that is well written within their linguistic ability, for personal interest, and for general rather than academic purposes, it is an incentive to reading fluency.

8. Reading is individual and silent

Together with freedom to choose reading material, individual silent reading can be instrumental in students discovering how foreign language reading fits in to their lives.

9. Teachers orient and guide their students

Teachers can explain that reading extensively leads not only to gain in reading proficiency but also to overall gains in language learning. The methodology of extensive reading can be introduced, beginning with choice: students' choosing what to read is an essential part of the approach. Teachers can reassure students that a general, less than 100%, understanding of what they read is appropriate for most reading purposes. It can be emphasized that there will be no test after reading. Instead, teachers are interested in the student's own personal experience of what was read -- for example, was it enjoyable or interesting, and why?

10. The teacher is a role model of reader

"Reading is caught, not taught". Teachers need to realize how much influence they have on their students. Students do not just learn the subject matter the teachers teach them; they learn their teachers. Teachers' attitude, more than technical expertise, is what they will recall when they leave the school. In short, effective extensive reading teachers are themselves readers, teaching by example the attitudes and behaviours of a reader.

Rohimand (2009), who studied research finding of the Program for International Student Assessment (PISA) of Indonesian students' reading comprehension achievement found that despite approximately 12 years of studying English, their reading comprehension achievement is generally low. Indonesia is in the 51st position among 57 countries on the five continents. In reading, over 50 percent of students surveyed in Indonesia performed at level 1 - the lowest out of five - or below.

Level 1 represents those students who have serious difficulties in using reading as a tool to advance and extend their knowledge and skills in other areas.

Level 5 indicates those students who are able to manage information that is presented in unfamiliar texts, show detailed understanding of complex texts,

and infer information which is relevant to the task, and critically evaluate and build hypotheses with the capacity to draw on specialized knowledge and concepts that may be contrary to expectations. The lowest results were scored in Albania, Indonesia, and Peru. The same problem with Nigeria and almost all other countries whose citizens learn and speak English as a second language (L2).

The artificial nature of the language and structures used, make them very unlike anything that the learner will encounter in the real world and very often they do not reflect how the language is really used. They are useful for teaching structures but are not very good for improving reading skills (for the simple fact that they read unnaturally). They can be useful for preparing the learner for the eventual reading of “real” texts. If authentic texts have been written not for language learning purposes but for completely different ones, where do they come from and how are they selected. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. When choosing materials from the various sources, it is therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary texts with the emphasis being on what is being said and not necessarily on the literary form or stylistics. The teaching of English emphasizes the four basic language skills and one of the basic language skills is reading. Reading is an interactive process that goes on between the readers and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader should use their knowledge, skills, and strategies to determine meaning the text conveys. Indeed, the teaching of reading is not an easy task.

Using of instructional materials for teaching writing.

It is world-widely agreed that language existed before writing. So as long as 25,000 up to 30,000 years BP, humans were only painting pictures on cave walls not minding the pictures to tell a story or represent some type of shrine, ritual exercise or any other related spiritualities. As time went on, the advent of writing embarked upon. It however coincided with the transition from hunter-gatherer societies more permanent agrarian encampments when it became necessary to

count one's property that is his or her animals, parcels of land, or measures of some farm benefits. It was also done when transferring such properties to an individual or from one settlement to another. Incised counting tokens were used about more than 9,000 years ago in the Neolithic Fertile Crescent. Below are the examples of the counting tokens of the olden days:

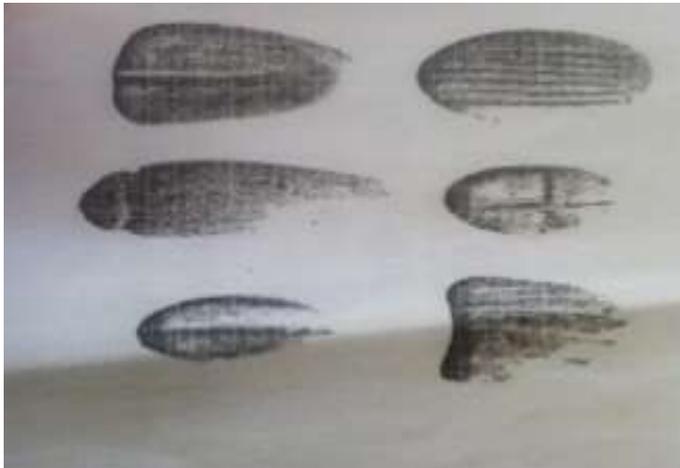


Figure 1. Counting token
Source: Excavations of Uruk, Mesopotamia.

The token gradually began around 4100 to 3800 BC to become the symbols usually inscribed in clay to represent a record of a number of lands or properties, and that was exactly when the written

language began developing. Of the earliest examples one was found in the excavations of Uruk in Mesopotamia at a level representing the time of the crystallization of the Sumerian culture as seen below:

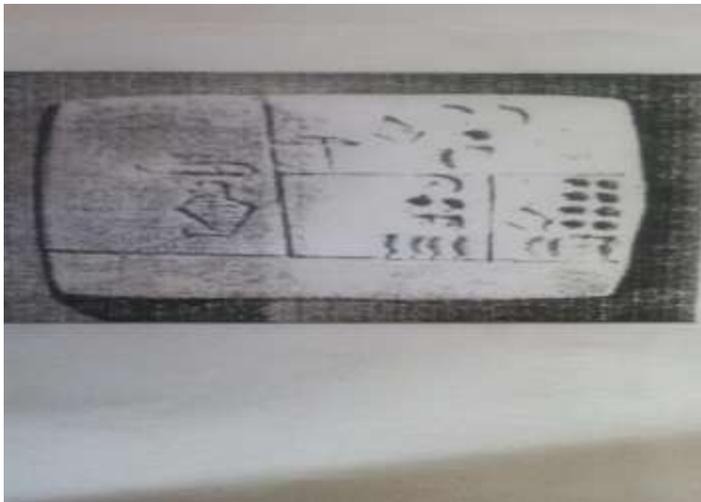


Figure 2. Inscriptions on clay as a record

Source: Excavations of Uruk, Mesopotamia.

English teachers have to be trained in making, constructing or Improvising and utilizing instructional materials especially in these modern days that the

domain of English for scientific and technical purposes becomes an integral component of the communication arts programs. Educational resources are

normally used to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing. There are three basic types of instructional materials: concrete objects, including objects from the world of nature; representations of concrete objects and phenomena; and descriptions of such objects and phenomena by means of the signs, words, and sentences of natural and artificial languages.

The first type of instructional materials includes such objects and phenomena as minerals, rocks, raw materials, semi-finished and finished manufactured articles, and plant and animal specimens. Included among these materials are reagents and apparatus for producing chemical and other reactions and for demonstrating and studying such reactions during laboratory sessions.

The second type of educational materials, that of representations of actual objects and phenomena, includes three-dimensional materials (castings, globes, and experimental models), two-dimensional materials (charts, pictures, photographs, maps, diagrams, and drawings), and audio-visual materials (motion pictures, film clips, filmstrips, slide sequences, transparencies, records and tape recordings, and radio and television broadcasts). Audio-visual materials, including the resources of films, radio, and television, help acquaint students with the achievements of modern science, technology, industry, and culture and with phenomena that are inaccessible to direct observation.

The third type of instructional materials, that of written descriptions, includes scientific, scholarly, reference, and methodological teaching aids, as well as textbooks, books of problems and exercises, books for recording scientific observations, laboratory manuals, manuals for production and training, and programmed textbooks.

Another type of instructional materials is technological instructional media. Among these are equipment for the transmission and assimilation of information recorded on film or on phonograph recordings: film projectors, tape recorders, phonographs, and television sets (Shapo, 2010).

Using of instructional materials for teaching oral English.

Language systems are to a very considerable extent, independent of the medium in which they are manifest, the natural or primary medium of human language is sound. That is exactly what makes the study of sound more central important

in language and linguistics than studying of writing, of gestures, or of any other language medium whether actual or potential (Lyons 1981).

During the past fifty years, the popularity of oral language instruction in the English for Language Development (ELD) classroom has varied widely in response to theoretical pendulum swings. Past methodologies, such as the Audio-lingual Method and the Direct Approach in the seventies, and the Natural Approach and Total Physical Response in the eighties and nineties strongly advocated listening and speaking. However, when the focus of instruction has been on explicit grammar structure, oral language has either shared the stage at the beginning of instruction with reading and writing or has taken a back seat in its role of importance. The current surge in the popularity of oral language instruction emphasizes *academic* oral language, sometimes referred to as “oracy”. This language is comprehensively more structured and oriented towards grammatical correctness than informal oral language, and therefore it forms a perfect bridge between oracy and literacy. Hall (1995) states that “most people who learn to communicate fluently in a language which is not their L1 do so by spending a lot of time in situations where they have to use the language for some real communicative purpose.” Allen (1959) opines that “It cannot teach much about the spoken language apart from offering a guide to pronunciation.”

Ideally, language-teaching materials should provide situations that demand the same; situations where learners need to interact with each other regularly in a manner that reflects the type of interactions they will engage in outside the classroom. Hall outlines three conditions he believes are necessary to stimulate real communication: these are the need to “have something we want to communicate”, “someone to communicate with”, and, perhaps most importantly, “some interest in the outcome of the communication”. Nunan (1988) refers to this as the “learning by doing philosophy”, and suggests procedures such as information gap and information transfer activities, which can be used to ensure that interaction is necessary. The phonic medium can be studied from the three basic points of view which include the articulatory, the acoustic, and the auditory. The articulatory phonetics however, investigates and classifies speech-sounds in terms of the way they are produced by the speech organs, but acoustic phonetics investigates and classifies the speech organs in

terms of the physical properties of the sound waves that are created by the activity of the speech organs and travel through the air from the speaker to the hearer, while the auditory phonetics investigates and classifies the speech organs in terms of the way speech organs are perceived and identified by the hearer's ear and brain (Lyons, 1981).

Using of instructional materials for teaching literature.

Literature is almost part of our everyday life and we all take it as granted. The laymen bother not to understand the essentialities of literature in the society or what important roles it plays in his personal life as an individual. This complacent attitude is responsible for the success of the advocates of technological development in under cutting the value traditionally attached to literature and other related subjects of study especially that of arts. All the writers write with purpose, they create their stories, poems, or plays with the intention to use the literary media to influence one's thought. Most of the talented literary writers succeed in manipulating language and other literary devices in convincing us to adopt the way of his seeing things. English literature is hundreds of years old and continues to be one of the most popular courses of study in high schools and universities around the world. English literature is the study of literature written in English language. The writers of English literature however do not have to be from England but can be from all over the world. It includes some of history's most famous writers like James Joyce (Ireland), William Shakespeare (England), Mark Twain (United States), Arthur Conan Doyle (Scotland), Dylan Thomas (Wales), Vladimir Nabokov (Russia) and the rest. English literature dates back more than five centuries. It actually represents writers not only from different parts of the world and time periods, but it covers every major genre and style of writings well. Teaching literature cannot be effectively and successfully done without making use of relevant materials. Student learning occurs primarily through interactions with people (teachers and peers) and instructional materials (textbooks, workbooks, instructional software, web-based content, homework, projects, quizzes, and tests). The contexts within which these interactions occur are surely important. The effectiveness of teachers, the behavior of peers, and the instructional materials with which students have the opportunity to interact are affected by layers of

influences that range from circumstances in the home, to leadership in the school, to the international macro-economy and everything in between. But students do not engage in instructional interactions with the governance mechanism for their school or with state standards or with a school district's evaluation system for teachers or with collective bargaining agreements or with the leadership qualities of their school principal—they learn by engaging in cognitive processes that are triggered and shaped by interactions with people and instructional materials (Mathew and Grover, 2012). Language teaching through literature is based on the principle that literary works of art can give students intellectual pleasure. It should be revived in English language teaching in Japan because it has the power to motivate students to learn a language they might not learn otherwise, literature is readily available and applicable to a wide range of learners, and this method is gaining support in the profession in other parts of the world. Poetry is a good starting place because the language is more concise, pure, abstract, and beautiful than in prose. Poems are easily memorized and will encourage students to use and consider the language in unfamiliar ways, and teach beautiful turns of phrase not available in any other text especially if the materials used are pictorial or the thematic aspects are so much familiar to the students. Christina Rossetti's "Who Has Seen the Wind?" William Wordsworth's "Lucy Gray; or Solitude," P. B. Shelley's "Ode to the West Wind," and Ted Hughes' "Wind" provide a common theme that can be examined through direct instruction or left to the students to discover and examine. Short stories with various themes are also appropriate instructional materials because they are in prose that is close to everyday usage, are of a suitable length, can acquaint students with a variety of themes, and provide models of a variety of language styles. Ernest Hemingway's "Indian Camp," Erskine Caldwell's "The Visitor," and Virginia Woolf's "The Legacy" are examples of works that can be used well for this purpose. The position of drama in schools has developed considerably over the past thirty years. Originally, there was an assumption that drama was to do with analysis of texts or training students as performers for the school play (Bolton, 1984). However, practicing drama teachers might contest this assumption. On this subject of what practicing teachers believe about their work. Pajares (1992) argues that teachers' beliefs are legitimate data for enquiry and should inform educational practice. In order for this to happen, clear

definitions are required for concepts and understanding as beliefs help people with identification and socialization processes and it is sometimes difficult to distinguish between beliefs and knowledge. "...respects, feelings, moods, and subjective evaluations based on personal preferences seem to operate more or less independently of other forms of cognition typically associated with language systems." (Nespor, 1992) and *Episodic Sfruciure*, beliefs associated with well-remembered events. "...belief systems often include affective feelings and evaluations, vivid memories of personal experiences, and assumptions about the existence of entities and alternative worlds, all of which are simply not open to outside evaluation of critical examination in the same sense that the components of knowledge systems are." (Nespor, 1992).

Conclusion

The teacher is part of a vital, expanding profession however, which both reflects the attitudes of society and guides those of future generations (Ballard, 1976). Mastering a subject matter by a teacher has not qualified him professional if he is not competent enough to produce, improvise, select, and illustratively utilize some instructional materials in order to ease understanding a learning task by the students. That is exactly what injected the researcher to go round the selected schools with the mind of making research so as to find out why the English teachers have developed the negative attitude of not utilizing pertinent instructional materials during English lessons in their various schools.

In this regard however, after providing the background information of the study, the researcher reviewed related literature by which a number of scholars have been quoted and paraphrased particularly on the instructional materials used in teaching-learning of English language. The scholars seriously emphasized on the importance of the materials and their tremendous contribution in the successful and effective process of imparting permanent knowledge in the hearts of the students. This has opened a door for the researcher to also reemphasize on its utilization in all the secondary schools of Nigeria.

Having had a hundred per cent assurance through the findings that the secondary school English language teachers have such a Luke-worm attitude of not being in their classrooms with instructional materials during English lessons, the researcher did itemize some recommendations in order to ease or

simplify English lessons and also to ensure a hitch-free and accommodative English classroom atmosphere.

Recommendation

To recommend is simply meant to advise or suggest something as a course of action. The recommendatory statements are not only restricted to the teachers alone being the target destination. The federal and state ministries of education and the entire principals of the secondary schools of Nigeria in general are also advised to comply with.

Itemized hereunder in brevity are some recommendations on the results of the research work realized so far:

- ✓ The secondary school students of Nigeria should always be taught with instructional materials during English lessons.
- ✓ English classrooms have to be made conducive and accommodative by providing relevant materials.
- ✓ State ministries of education in their budget are strongly advised to set aside some certain amount for instructional materials.
- ✓ Language laboratories are in normal circumstance not found in our secondary schools but tape recorders must be provided in the schools for teaching oral English.
- ✓ Computers, televisions, video tapes, films, and projectors are the modern instructional materials that are supposed to be provided in schools by either the school authority or the government.
- ✓ The principals of secondary schools should introduce a kind of seminar or workshop to be locally organized particularly on how to produce some instructional materials with local and unwanted materials.

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