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**RESEARCH AND INNOVATION: OUR SOURCE OF SECURITY
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AVAILABILITY AND ADEQUATE USE OF INSTRUCTIONAL MEDIA IN EFFECTING MULTILINGUAL EDUCATION IN NIGERIAN SCHOOLS

¹Olaide B. Alabi and ²Solomon O. Makinde

¹Dept. of Science and Technology, Education, Lagos State University Ojo, Nigeria

²Dept. of Language, Arts and Social Science Education, Lagos State University Ojo, Nigeria

ABSTRACT

There are many languages in the Nigerian school curriculum. The official languages are English and French while three indigenous languages: Yoruba Hausa and Igbo are compulsory subjects in the national curriculum at certain level of Education in Nigeria. Consequently, this study investigated the availability and adequate use of some instructional media in primary schools' teaching and learning. The researchers adopted randomization procedure and using selected pupils from ten primary schools including fifty teachers. A set of questionnaire were administered to participants to complete. Data collected were analysed using descriptive statistics of means scores and percentage. Findings indicate that primary school pupils are not exposed to multilingual education through the media of audio -tape, radio and television. However almost all the schools visited made use of simple instructional materials for their teaching. It is suggested that, in addition to the modified lecture method, primary school teachers should promote multilingual education with the use of media of audiotape combined with visuals.

INTRODUCTION

Education at the primary level faces many challenges, part of which is teaching strategies and techniques. Research conducted on different methods or teaching approaches, especially on the primary school pupils attest to this assertion. Instruction with Audio Tape and Television/Video exact the power to enhance primary school learning in Nigeria. Learning is knowledge acquired, skills designed to groom personality. Obviously the modified lecture method or traditional method is no more satisfactory for learners in this century, the deficiency of this method has contributed negatively to the learning outcomes in the past. Education worldwide experience many changes in the last century but none of them is as profound as the effect of ICT in the arrival of New Training Technologies. The presence of the colonial masters in Nigeria led to the advent of English Language, which was made compulsory for students. Students were to master and use it as a means of communication; missionaries also use it to train the new converts in churches and schools. This is so to enable them read the Bible, Bible literatures and understands basic church doctrines. (Areemo in Egbonwon, 2008, Liverpool 2002)

The status apportioned English language by the missionaries and colonial masters had led to the derogation of Nigerian languages to the background. It is important to point out here that these Europeans failed to realize that English language is a second language (L₂) to Nigerian students and that Nigeria is located in a region where the neighbouring countries speak the French language, and understanding the language of her neighbours would foster mutual relationship among them. Not only this, Nigeria is a multi-ethnic nation, cordial relationship would exist among the peoples if they should understand themselves better. Nigeria has over 500 ethnic groups with different languages and dialects. In addition, Nigeria is bordered by Niger and Chad in the north, Cameroon in the east and Republic of Benin in the west, these three countries are French speaking. (Makinde 2007). For Nigerian children to have effective interaction among themselves and their neighbouring countries the knowledge of language of communication is very essential, therefore, Nigerian students should be exposed to multi lingual languages at their tender age. To buttress this point further, from the Biblical account it was recorded that at the Tower of Babel because of unity of language children of men came together to build a tower that was so reach the heavens. In essence the more different groups of people understand themselves the better they are and the more united they would be. The fact here is that there are many languages in Nigeria's educational curriculum, though the official languages are English and French language. It is obvious that French Language is gathering momentum to be recognised as the second official language of communication among some elites, Yoruba, Hausa and Igbo remain the most recognised in the national curriculum and a student must pass at least one of them at SS.3 level (N.P.E, 2004). This fact and analysis point to the fact that Nigerian educational system gives room for multilingualism.

INSTRUCTIONAL MEDIA IN PRIMARY SCHOOLS

Primary school education which children cater for within the age bracket of ages 6-11 is fraught with problems such as retention and recall. From general characteristic behaviour, it is observed that language is an important aspect of child development, which includes the ability to communicate, go on errands, and express their feelings through their language of communication. Therefore, since language is a crucial factor in teaching and learning, the mode of teaching the subject must not be taken with levity. The use of educational media can not be over emphasized. In order to increase the interest of primary school pupils to learning in a multi lingua environment, the involvement of instructional media in instruction is inevitable. Medium (plural media) is a means of communicating information e.g newspaper, television, radio; (Geddes and Grosset, 2000); medium (plural media) is a method or ways of expressing (Gillard, 2006) also medium (plural media) is a way of communicating information to people, the medium of radio/television.., it is something used for a particular purpose. (Hornby, 2010). In summary, media are those devices, man, machines and materials used to effect meaningful instruction. Educational media are channels through which messages, information, ideas and knowledge are conveyed or disseminated (Adewoyin, 1996); they are tools or instruments through which stimuli can be passed and obtained.

Bringing television or video and audio tape to classroom environment is not a new development but in Nigeria, it is a step towards bringing technology to teaching which would eventually make learning more interesting. When teaching and learning are going on what should be uppermost in the mind of any instructor is the rate at which students comprehend and retain the content of the subject or information given to them. This assertion is supported by Onifade (2002) when he notes that the development of information telecommunication technologies training of education operators is very important.

There are different types of media but the focus in this study is on the use of television or video and visuals combined with audio tape in teaching in multilingual environment especially in Nigerian primary schools. Teaching and learning process in primary school can be enriched by the use of television or video as well as audiotape because of the range of information that these media could disseminate to learners at ease. Television and visuals combined with audiotape are essential in educational broadcast because ICT has influenced all facets of human endeavour. At the global level, communication technologies have been regarded as technologies which include media employed in training audio, video data or multi media. Not only that, ICT consists of hardware and software materials, through the invention of ICT different media were developed for collection, storage, transmission and presentation of information. All these could be employed in the classroom to augment teaching and learning. (World Bank, 2003)

PURPOSE OF STUDY

The study aimed at surveying the primary schools that used media and other visuals to improve instruction. The investigators intended to find out if the utilization of visuals combined with audiotape, video or television instruction may be good for effective instruction in primary education to supplement the traditional or modified lecture method in a multilingual environment/classroom.

To this end, two research questions were answered in this study.

1. To what extent are instructional media available in teaching of primary school students?
2. How adequate are the instructional media used by the teachers in teaching lessons in classroom?

PROCEDURE

The study adopted questionnaire to collect the necessary data, the questionnaire were of six sections. The first segment enquired into demographic information and available materials all pertaining to the teachers and schools under study.

Section 2 probed into the type of reading schedule of schools understudy, section three sought information on the kind of instructional materials learners were exposed to, the fourth section requested to know the type of available instructional visual materials that teachers adopted for instruction and the rate of use. Section five collected data on the effectiveness of instruction teachers presented to students on video or television and tape record and section six looked at the level of students' participation and interactivities in the process of instruction, it also sought to know if the students were given opportunity to use materials like clay, paper mache to mould instructional materials. Using Crombach Alpha Statistical formula, the reliability of the instrument was established at .87

The research adopted the randomization procedure to survey ten primary schools and enquired to know the type of instructional materials they used for instruction for 6-12 years old pupils. Fifty primary school teachers (five from each school) with at least two years experience were drawn from ten schools selected as samples. The ten schools were randomly selected from the Education Office, Lagos State.

Each of the selected schools was visited at the appointed time. The researchers explained the purpose of the study of head-teachers or proprietors. With the help of the head-teachers, some class teachers were contacted and the researcher interacted with them, the questionnaire items were given to them to respond to and classes were observed to check the available instructional materials and utilization. In the enquiry, teachers pointed out how it was possible for them to use video and audio tape combined with visuals in reading to embellish their instruction. After the collection of data, they were analyzed using descriptive statistics of mean scores and percentages.

DATA ANALYSIS

In answering research question one which states that "to what extent are instructional media available in teaching of primary school students?" the analysis is given in Table 1 below:

Table 1: Available Expected Instructional Materials in Primary School Class Room

School	A	B	C	D	E	F	G	H	I	J	EX	X	%
Instructional material													
Photograph	1	1	1	1	1	1	1	1	1	1	50	10	100.00
Flannel board	1	1	1	1	1	1	1	1	1	1	50	10	100.00
Still Picture	1	1	1	1	1	1	1	1	1	1	50	10	100.00
Realia	1	1	1	1	1	1	1	1	1	1	50	10	100.00
Chalkboard	1	1	1	1	1	1	1	1	1	1	50	10	100.00
Radio			X	X	1	1	X	X	X	X	20	4	20.00
Video	X	X	X	X	X	X	X	X	X	X	0	5	5.00
Tape Recorder	1	1	X	X	1	1	X	X	1	1	30	6	60

N = 50

Still pictures were purchased for learners where necessary.

Pupils were familiar with video and tape because their parents possessed them at home. Teachers sometimes brought their personal audio tapes to embellish their teaching in the classroom.

In answering research question two, the analysis is given in Table s 2 and 3 below:

Table 2: Utilization of Instructional Media to teach

School	A	B	C	D	E	F	G	H	I	J	EX	X	%
Teaching with Video/Telly	X	X	X	X	X	1	X	X	X	X	50	1	5.00
Teaching with radio instruction	1	1	X	X	1	1	X	X	X	X	20	4	40.00
Utilizing audio tape for instruction	1	1	X	X	1	1	X	X	1	1	30	6	60.00

Table 3: Rate of Utilization of Instructional Media

The rate of utilization		Television/Video	Radio	Audio Tape
School	A	0	Yes	No
"	B	0	Yes	No
"	C	0	No	Yes
"	D	0	No	Yes
"	E	-0	Yes	No
"	F	-0	Yes	No
"	G	-0	No	Yes
"	H	-0	No	Yes
"	I	-0	No	Yes
"	J	-0	No	Yes

The rate at which the instruction and materials were used could not be ascertained since most schools do not provide these media and it was discovered that the instructors voluntarily brought their personal tape recorders when they saw the need to do that.

DISCUSSION

Most primary school teachers in the school surveyed were not ignorant of the impact of teaching with media methods. They were always prepared to utilize 'what they could lay their hands on. In some schools, though provisions were made for video and tape recorders in some schools but they were sparingly used for instruction. This is at variance with the findings of Gear Houghbelk and Yngue Mord Kvelle (2007) who observed that curricular texts in Norway less involved teachers who are just guide to learning because most learning activities are computer based programme and do it yourself/individualized radio or media based tools. It is evident that the current innovation in instructional strategies is ICT based which is replacing traditional pedagogy.

Also in few schools apart from video and tape recorders there were other forms of instructional materials such as posters, bulletin boards which were made available for students.

Sixty percent of the schools used English language while forty percent of the schools combined Yoruba and English Languages as media of communication. Twenty five percent of the study population used French combined with Yoruba and English to teach the primary school children.

The reading schedule of each school was highly impressive, it is more or less uniform in all schools, teachers were concerned about reading habit of the students, it was discovered that over a year ago students were compelled to wait behind after school hours to read their books. It is important to point out here that no amount of teaching will make students exhibit high level of performance except they are made to form good reading habit.

In addition, findings reveal that teachers were of the opinion that they would teach better if the media of television/video and Audio tape would be provided for them and that they would aid their instruction greatly. This finding supports that of Egbonwon (2006), a research conducted on the utilization of video tape instructional materials in the teaching and learning of English language phonology in tertiary institutions when he came out with the fact that the sequence of the programme can be watched again and again. It could be run on a slow motion at half speed with or without sound and that it may be possible to stop at a particular programme and freeze the picture in order to pay special attention to it. The learner concentrates on the language in detail and interprets what has been said, repeats and produces the reply and so on.

Findings on the level of students' participation and interactivities in the process of instruction at the upper classes of primary schools reveal that students enjoyed using clay to represent expression in different languages. This is in support of the report of Alabi (2006) which states that the display and usage of visuals as instrument of instruction do not encourage imitation and does not kill creativity in learners; rather it increases learners understanding by relating visual experiences to real life situation and encourages creativity.

Finally, the teachers in the schools where telly /video and audio tape were made available stated that instruction through these media is highly commendable and students' performance is very encouraging. That teaching through this media opens up opportunity for students to learn how to pronounce words correctly and students learn to imitate perfectly. It has been observed that video and television are audiovisual materials, which present language more elaborately than any other instructional materials as they combine both pictures and sign sequentially as in real life situations. With this kind of experience learners are exposed into the lives and experiences of others which could be useful in enhancing vocabulary development, grammar presentation or review and basic language skills in listening, speaking, reading and writing in a cross-cultural setting. (Makinde 2008, Offorma 2007)

RECOMMENDATION AND CONCLUSION

The study discussed the extent to which teachers can go in using media in teaching and learning. The study was able to point out that the use of telly/video and audio tape will go a long way to assisting teachers in teaching multi- lingual lesson in primary schools without stress. The use of audio tape would assist the students to be familiar with sounds of voices from different ethnic groups, it make it easier for students to differentiate French words from English words.

With the use of telly or video, students could easily perceive through visual representation certain letters in local and foreign languages and it will make them understand what they stand for. Briefly, the utilization of telly or video tape audio too will always create opportunities for students of multi-lingual to learn without tears, it also gives room for independent learning and constant repetition until the key words are mastered.

Proprietors, government and stake -holders should make it a matter of priority to provide modern training technologies to train children multiple of languages in primary school, this is a good avenue that could be explored to foster unity in the country. Voluntary organizations or association should visit primary schools and donate new training technologies to schools. Functional televisions, video recorders, and audio tapes should be made available in all primary schools.

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way in helping teachers to do effective teaching in any language area. Parent Teachers Association (PTA) could donate technology classrooms to make the teaching of languages easier.

If awards and commendations are given to teachers it would serve as impetus to make them put in their best to prepare lessons using video telly or audio tape for instruction.

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