

**CHALLENGES OF USING LANGUAGE INSTRUCTIONAL MATERIALS AT  
PRESCHOOL IN JIMMA CITY ADMINISTRATION**

**BY: SEGNI BEKELE**



**JIMMA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF PSYCHOLOGY**

**A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIORAL  
SCIENCES DEPARTMENT OF PSYCHOLOGY JIMMA UNIVERSITY IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF  
ARTS EARLY CHILDHOOD CARE AND EDUCATION**

**MAIN ADVISOR: DR. HABTAMU MEKONNEN (PHD)**

**CO-ADVISOR: MR. DEREJE MEKONNEN (MA)**

**JIMMA, ETHIOPIA**

**JULY; 2021**

## Approval Page

### **Challenges of using language Instructional Materials at preschool in Jimma City Administration**

This is to certify that the study prepared by Segni Bekele, entitled —The Challenges of using language instructional materials at preschools in Jimma City Administration and submitted in partial fulfillment of the requirements for the Degree of Master in Early Childhood Care and Education, complies with the regulations of the Jimma University and meets the accepted standards with respect to originality and quality.

By: Segni Bekele

Approved by:

**Main Advisor**

---

**Signature**

---

**Co-Advisor**

---

**Signature**

---

**Internal Examiner**

---

**Signature**

---

**External examiner**

---

**signature**

---

## Acknowledgement

I express my most genuine appreciation to all who contributed to the development of this study. First of all, I would like to heartfelt thank my study advisor Dr. Habtamu Mekonnen (PHD) and Mr. Dereje Mekonnen(MA) for their constructive suggestions and critical comments all over my research study. Of course, without their critical advice, this study wouldn't have taken its present shape.

I would also like to express my heartfelt thanks to all respondent preschool Teachers and school principals/Directors for all the information they provided me. Again, I would like to take this chance to express my most appreciation to Mettu University, Jimma University, instructors from the program of the Early Childhood Care and Education for their financial and moral support they rendered to me up to the end of this study.

Last but not least, my special thanks as to my beloved Friends and My Family for their moral, material and financial support.

## Table of Contents

Acknowledgement .....	ii
Abstract .....	vi
LIST OF TABLES .....	vii
LIST OF ABBREVIATIONS .....	viii
CHAPTER ONE .....	1
1. Introduction .....	1
1.1. Background of the study .....	1
1.2. Statement of the problem .....	4
1.3. Research question .....	5
1.4. Objective of the study .....	6
1.4.1. General objective .....	6
1.4.2. Specific Objectives .....	6
1.4. Significance of the study .....	6
1.5. Delimitation of the study .....	7
1.6. Limitations of the Study .....	7
1.7. Operational Definitions of basic terms .....	8
CHAPTER TWO: LITERATURE REVIEW .....	9
2.1. The Concept of Language Instructional Materials .....	9
2.2. The Nature of the Instructional Materials .....	12
2.3. Type of Instructional Materials .....	13
2.4. Use of language IM on ECCE: Global perspective .....	16
2.5. The Usefulness of Instructional Material in Language Teaching .....	17
2.6. Language in the Preschool Years .....	20
2.6.1. Interactional Precursors .....	21
2.6.2. Activity Settings .....	21

2.6.3.	Phonemic awareness .....	21
2.6.4.	Early literacy.....	22
2.7.	The Importance of Instructional Materials in Teaching Language.....	23
2.8.	Theoretical and conceptual framework Language Instructional Materials .....	25
2.9.	Enhancing children’s language development in preschool classrooms.....	27
2.10.	Facilitating language instructional materials in preschool.....	28
CHAPTER THREE: RESEARCH METHODOLOGY .....		30
3.1.	Introduction .....	30
3.2.	Research Design .....	30
3.3.	Study Area .....	30
3.4.	Target population.....	30
3.5.	Sampling size and Sampling Technique’s.....	31
3.6.	Research Instruments.....	31
3.6.1.	Questionnaire .....	31
3.6.2.	Observation Checklist.....	32
3.6.3.	Interview .....	32
3.7.	Validity .....	32
3.8.	Reliability of the instruments.....	33
3.9.	Sources of the Data.....	33
3.10.	Data Analysis.....	34
3.6.	Ethical Consideration.....	34
CHAPTER FOUR: RESULTS & DISCUSSIONS .....		35
4.	RESULTS.....	35
4.1.	Introduction .....	35
4.2.	Return Rate .....	35
4.2.1.	Demographic Characteristics of the teacher and school principal Respondents.....	36

4.3.	Types of language instructional materials .....	37
4.4.	Challenges facing teachers in using language instructional materials in preschool.....	39
4.5.	The practice of instructional materials usage that enhances language development of preschoolers.....	43
4.6.	Analysis of the Qualitative Data.....	45
CHAPTERFIVE: SUMMARYOFFINDINGS, CONCLUSION, AND RECOMMENDATION .....		48
5.	SUMMARY OF FINDINGS .....	48
5.1.	Introduction .....	48
5.1.1.	Summary of the study .....	48
5.1.2.	Findings of Each Research Questions.....	49
5.2.	Discussion.....	51
5.3.	Conclusion .....	54
5.4.	Recommendations of the study.....	55
5.5.	Implication for Further Research.....	56
REFERENCES .....		57
Appendix A: Challenges Facing Teachers in Using Language Instructional Materials in Preschools .....		67
Appendix B: the types of language instructional materials using in preschool. ....		71
Appendix “C”; Semi-Structured Interview Guiding Questions for School Principals .....		71
Appendix “D”; questionnaires Guiding Questions for School Principals and preschool teachers ..		74

## Abstract

*Instructional material is essential in well-organized lesson delivery because it enhances language skills of the learners. To rich preschool leaning environment which is filled with a variety of instructional materials tend to foster faster acquisition of requisite skills for sustained learning and development. The various types of language instructional materials that could be selected and utilized by teachers for effective practice teaching were discussed. The purpose of this study, therefore, was to identify the challenges teacher's faces in using language instructional materials at preschools and related factors. The target population comprised preschool teachers and school principals in Jimma City Administration. They were 19 preschools & school principals were selected for the study purposively. 38 preschool teachers were selected randomly. Questionnaires were used to collect data from preschool teachers while an observation checklist was used to assess the presence of instructional materials used for language development. A Semi-structured interview was used to collect data from the school principal's opinions and ideas. An Observation schedule was also used to scrutinize the preschools of instructional materials in the classroom and their effective use in language skills. The data was analyzed using descriptive statistics and qualitative techniques and presented in tables, percentages, mean and standard deviation. The study revealed that the use of instructional materials was minimal to enhance language skills. All of the respondents with none difference agreed on as very important in practice of instructional materials usage that enhances language development. Production of language instructional materials and capacity building of teachers needs a critical attention. The study also suggested for further research be carried out on the effect of instructional materials on ECCE.*

**Key words: preschool; challenges; language; instructional materials; preschool**

**LIST OF TABLES**

Table 3.1 Sample Size.....	31
Table 4.1 Characteristics of respondents .....	36
Table 4.2 Types of instructional materials.....	37
Table 4.3 The challenges face teachers in using instructional materials .....	40
Table 4.4 The practice of instructional materials usage in language development.....	44



## **LIST OF ABBREVIATIONS**

**IM:** Instructional Materials

**ECCE:** Early Childhood Care and Education

**NETP:** New Education and Training Policy of Ethiopia

**ECDE:** Early Childhood Development and Education

**ECD:** Early Childhood Development

**NACECE:** National Centre for Early Childhood Education

## CHAPTER ONE

### 1. Introduction

This chapter begins with the introduction of the background of the study, followed by statement of the problem, the objective of the study, significances of the study, and concludes with a definition of terms.

#### 1.1. Background of the study

The Early childhood stage is a critical and sensitive stage of life when rapid growth and development in intellectual, physical, language, emotional and social abilities come out (Obiweluozo & Melefa, 2014). Tiwari (2009) stated that the growth of mental abilities is at an astounding rate and a high proportion of learning takes place during this period. The early childhood years of life is very important in that events that take place leave indelible marks in the children's life (Kuhl, 2011).

Similarly, the findings of some recent studies imply the significance of experiences during the early years of life on later development (Schweinhart and Weikhart, 1996; Frede, 1995; Morrison, 2001; Eze & Onuigbo, 2008). The first five years are decisive for a child's holistic development and later life chances. All the information a child gains, language skills acquired, and habits formed at these early formative years of life frame the personality of an individual (Gandi, 2010). As a result, the early years are a special stage for early childhood learning. Globally, children have a right to education (United Nations Convention for Rights of Children (UNCRC, 2000).

According to Jomtien (1990) asserted World Conference and Dakar Conferences on Education for all (EFA) in 1990 underscored the importance of instructional resources in preschools' to improve children's learning. Santrock (2005) asserted that a language is a form of communication, whether spoken or written that is based on a scheme of symbols and It's consists of words used within a community and the rules for varying and combining them. Language is critical for children's development for the period of the early years of life.

According to Obanya (2001), instructional materials are didactic materials things which are supposed to make learning and teaching possible. While in views of Abdullahi (2003) the materials or tools locally made could make great improvement of a lesson if intelligently used. In the same views, Isola (2010) referred instructional materials objects, which assist the teacher to make a lesson much clearer to the student. In support of these views, Agina (2005), depicted those instructional materials as concrete objects which offer sound, visual, or both to the sense organs during teaching. Chomsky cited in Essa (2007) hypothesizes that children are born with a linguistic structure that makes it possible for them to acquire language as rapidly as they do throughout the preschool years. In essence, language is better and more rapidly learned in the early years of life than in later years.

According to Paro, Pianta, & Stuhlman (2004), Instructional quality is dynamic features of the classroom, including how teachers provide socio-emotional support to students, manage the classroom, and deliver instruction within the selected classroom. By some thoughts, instructional quality is the single most key factor that influences student achievement (Nye, Konstantopoulos, & Hedges, 2004; Rivkin, Hanushek, & Kain, 2000) and some experts contend that student achievement differences within high versus low-quality instructional environments link to about one year of academic achievement (Hanushek, 1992).

The Language Modeling and Literacy Focus scales, new additions to the class tool, were developed through suspicious analysis of the experimental and theoretical literature describing the types of teacher-child interaction that promote positive language and literacy development in preschoolers (Bunce, 1995; Dickinson & Sprague, 2002; Girolametto & Weitzman, 2002; Justice & Ezell, 2002; Smith & Dickinson, 1994). Instructional materials that are relevant and practical for students not only encourage them to think and act scientifically but also contribute to positive learning outcomes (Short, 2006).

In the New Education and Training Policy of Ethiopia (NETP), instructional materials are classified under what is called Education Support and educational facilities. This categorization though fails to satisfy all-inclusiveness and mutual exclusiveness in the categorization progress, because instructional materials are a part of education technology. In addition, the status given to instructional materials during this context very closely resembles the old model of the teaching-learning process (Amare, 1995: 1996).

In Ethiopia different researches are conducted on instructional language policy: motivated by politics or the educational needs of children (Alemu, & Tekleselassie, A. A. 2006), although in research on using language instructional materials at preschool in number work has been not studied. This can be attributed to the fact that instructional resources are not as widely used in the pre-schools as in the upper classes.

In preschool learning through interaction of language instructional materials is an important issue and preschool teachers are expected to use a variety of language instructional materials in all their lessons although but from the reviewed research outcomes there seemed to be challenges facing teachers in using language instructional materials. This is why this study sought to find out the challenges of using language instructional materials among pre-schools so those

recommendations can be given for use of appropriate strategies. It is anticipated that with time, possible solutions on provision of language instructional materials to pre-schools will be reached hence change the trend in pre-schools.

## **1.2. Statement of the problem**

Instructional materials are very essential the acquisition of impression and skills in pre-schools. Despite there were various challenges face by preschools particularly in the use of language instructional resources. The purpose of education at the preschool level is not so much a question of giving information to preschoolers to be memorized as of profoundly exciting their senses, arousing their curiosity, stimulating inquiry, and helping them to attain significant language development.

The pre-school curriculum has been faced by many challenges such as lack of instructional resources, the high enrollment of learners in classrooms which is seen in public preschools, which has made the teachers be overworked and in turn little attention given to learners leading to a decline in early literacy skills performance (Kimalel, 2019). Most of the preschools are located in non-attractive and unsafe places or are not appropriate for preschool education because the facilities were not in line with the development of language skills of young children. Language instructional materials are vital in helping learners acquire concepts and skills among pre-school children since it encourages learning by doing. The other challenge was perceived that student usually fail in examinations due to improper teaching methods and lack of essential teaching aids for instructional delivery (Olayinka B. 2016).

The research has been conducted in Ethiopia by Asgedom A. (1999) stated that the role of language instructional materials in the teaching preschool learning process is not usually properly understood. He showed that in his study strong deficiency in preparation provision and utilization of instructional materials. He identified that utilization of instructional materials had a lack of written guidelines for conducting teaching-learning activity and a lack of a guideline for preparing and using instructional materials. Additionally, the problem of conceptualization of the role of instructional materials is more vividly observable in what educational officials and teachers plan and do. These all do have a direct influence on the using language instructional materials as well as hinder the pace of language development of the children in preschools. In addition, many preschools' teachers do not use the language instructional material during teaching lessons and even the few that use instructional materials concentrate only on one type of instructional materials and ignore the others.

Consequently, pre-school education is a fundamental educational sub-sector that needs more effort and proper attention from every stakeholder. Investigating the practice and challenges would help to forward valuable suggestion and recommendations on the language instructional materials enablers for preschool program. As a result, in this study the researcher was tried to identify the challenges of using language instructional materials at preschool in Jimma town.

### **1.3. Research question**

1. What are the types of language instructional materials currently in use at preschool?
2. What challenges face teachers in using language instructional materials at preschool?

3. What is the practice of using instructional materials that enhance language development of preschoolers?

#### **1.4. Objective of the study**

##### **1.4.1. General objective**

The general objective of the study was to identify challenges of using language instructional materials at preschool in Jimma city administration.

##### **1.4.2. Specific Objectives**

1. To identify the types of language instructional materials currently in use at preschool.
2. To investigate challenge's face teachers in using language instructional materials at preschool.
3. To assess practice of instructional materials usage that enhances language development of preschoolers.

#### **1.4. Significance of the study**

This study proposes to shed light on the issue of professional and qualified language teachers' need to be able to use instructional materials appropriately. Investigating this issue is important for teachers currently working at schools, teachers and student who will take active roles in the preschool classes using language instructional materials. Additionally, it can be asserted that this study is significant in that there is not much research exploring the using language instructional material at preschool in Jimma town.

This study helps the teachers to use the result to explore and find out types of language instructional resources to use and the amount of time to give out learners to interact with

instructional resources. It may also add to the existing body of literature on using language instructional materials at preschool.

### **1.5. Delimitation of the study**

In order to make the research manageable and relevant, the study is delimited to Jimma town in terms of time frame and resource availability. The participants of study will be delimited to preschools teachers and school principals in Jimma city administration. This study will also be delimited only to government school and focuses on the challenges of using language instructional materials at preschool in Jimma city administration.

### **1.6. Limitations of the Study**

The study was overcome all possible limitations that may be there. They include the limited available time to carry out an exhaustive research. However, to overcome this, the researcher intends to carry out the research within the constituency so that all the schools are covered and a sample taken to cover for all the teachers in these schools. The possible limitation of finances will also be dealt with by taking a representative sample so that the costs and expenditure involved could be minimized. Questionnaires, as the collection instruments will be designed in such a way that the respondents are able to understand all the questions which will ensure that the limitation of non-response is addressed. additionally, the pandemic disease was the suffering and the challenges to collect an information from the respondents. Longitudinal effects were one limitation of the study. The time available to investigate the research problem was constrained by the due date of the study. More classroom observations would have provided more information but this was not possible because the research had to be done within a limited period. Further research needed to be done on the same problem but with adequate time.



### 1.7. Operational Definitions of basic terms

**Instructional Materials (IM):** also known as Teaching/Learning Materials are any collection of materials including animate and inanimate matters and human and non-human resources that a teacher may use in teaching and learning conditions to assist achieve desired learning objectives.

**Language instructional materials:** language instructional material refers to anything which is used by teachers or learners to facilitate the learning of a language.

**Pre-school:** organization where young children ages of 3-6 years are mold geared up to join primary school.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1. The Concept of Language Instructional Materials

Instructional materials are the teaching and learning aids used by teachers to make the content of what they present more vivid, interesting and pragmatic to learners. The study by Brown (2010) indicated that Instructional materials vary from simple and inexpensive ones, such as the chalkboard, flat pictures, text books, flash cards, counters, diagrams, worksheets, illustrations, and maps, to more complicated and expensive ones like the television, computers, movie projectors, slides and filmstrip projectors. Instructional materials are broadly grouped into two categories printed and non-printed materials (Brown, Oke& Brown, 2010).

According to World Bank (2007), instructional materials are gradients in learning and the intended curriculum cannot be implemented without them. Over the past years, the importance of adequate learning and teaching materials (including text books, teachers' guide and supplementary materials) to support educational development and quality upgrading has been recognized by governments among developing and developed countries.

According to Mollica (2009) the broad categories of printed materials that are being used in classrooms include books, and supplementary reading materials. These broad categories of instructional materials have implications on early learners' performance on prerequisite skills taught in an Early Childhood Education (ECE) classroom. A study by Ndalo & Okoth (2010) indicated that instructional materials are believed to offer variety of experiences to the lesson and thus keep monotony and boredom at bay. They, thus make learning interesting, they help shorten the explanations and make abstract concepts to be understood easily by the learners. Effective uses of instructional materials provide firsthand experience with the realities of the social and physical

environment and encourage active participation in the lesson. They also cater for individual learners' differences as they are able to appeal to several senses, for example, providing learners with sand paper flash cards of letters to touch along the strokes and feel how they are formed help develop their fine motor muscles.

Learning materials help in developing in the learners the power of observation, imagination and reasoning especially when using real objects as they manipulate and handle the resources. In order to make learning and teaching meaningful and interesting to pre-school learners, teachers should provide variety of instrumental materials such as picture books for age 2-4years; simple story books, phonetic reading books, for age 5-8years to develop different skills. To ensure that the learner remains active participant during learning process, a teacher should create a classroom library with relevant, adequate and variety of printed instructional materials considering learner's interest.

Scholars like Mutebi and Matova (1994) emphasized the implications of using instructional materials on teaching and learning and found that we learn and remember 10% of what we hear 40% of what we discuss with others and as high as 80% of what we practice directly. A study by Duke and Pearson (2002) in America on implications of printed instructional materials on literacy asserted that a print –rich environment is one in which students see their own writing, drawing and printed materials all around them through class-created stories on bulletin boards, environmental print, word walls, magazines and classroom library. In such environment, students come to recognize the value of many different types of writings. The text available to students for reading aloud, small group instruction, and independent reading are also important and should include texts from a range of genres in order to develop skilled readers.

Another study by Dodge, Laird and Loch man (2002) established that creating a library Centre in a classroom enables children to explore different types of stories and books, learn to listen for understanding, recognize written words and symbols begin watching words with printed text and then recognize printed words, sight words and high frequency words. In a study conducted in Mauritius, education is free at all levels, right from primary through the university level at one of the two public Universities. The Education structure consists of four cycles, ECD, primary, secondary and post-secondary.

The curriculum highlights this issue and the fact that teachers need to be made aware of the principles underpinning language acquisition so that they can make use of the language of the environment to facilitate learning (GRM, 2008). A study by Adwale (2011) done in Nigeria, noted that instructional materials help teachers to hold students' attention in the class. This is because it makes students believe in their teacher who teaches objectively as it will help students understand the mechanism of learning. Ani (2006) noted that instructional materials help students to improve in their learning procedure and develop their language skills. It also helps students' range of experiences to achieve their desired aim. Brown (1982) pointed out the vital roles of the teacher in the curriculum process, where it was noted that the curriculum can be a great success or a dismal failure depending on teachers and the instructional materials at the disposal of the teachers.

Several Nigerian educators have emphasized the importance of instructional materials in successful implementation of any curriculum (Okobia, 2011). Relevant and appropriate text books, visual materials like globes, charts, slides, maps and tapes are of paramount materials that supplement and consolidate what is read in text books and journals.

The aim of Early Childhood Development (ECD) in Uganda is to develop children's capabilities of the healthy physical growth and good social habits (MoES, 2007). Although ECD covers children in the age range of 0-8years, ECD Centers take up children from 0-5years (MoEST, 2008). Emphasis in ECD Centers is moral development, imagination, self-reliance, thinking power, appreciation of cultural backgrounds, customs, and language and communication skills in the mother tongue (National Curriculum Development Center, 2005).

The Ministry of Education manages preschool programmes through National Centre for Early Childhood Education (NACECE). The NACECE develops preschool curriculum and formulates policies related to early childhood programs. The policy recommends the use of language of the catchment area in ECD Centers and lower primary as a medium of instruction and children should learn using culturally-relevant instructional materials to help them appreciate their culture and promote a smooth transition from home to school. The implementation of language policy requires that the syllabus, textbooks and teachers' guides and other culturally-relevant materials be developed and delivered in schools for use before the implementation starts. UNESCO (2005) indicated that the use of mother tongue as a medium of instruction boosts children's confidence and academic performance.

## **2.2. The Nature of the Instructional Materials**

The ministry of National Education (2006) states that the instructional materials consist of knowledge, skills, and attitude that should be learned by the students in order to be able to achieve the competency standards. Through the instructional materials, the students can learn a basic competency well and systematically. The instructional materials are the information, tools, and texts that the teachers need to achieve the learning objectives stated in the competency standards and the basic competency. It also states that the objectives of the development of the instructional

materials are to help the teacher in conducting the instructional activities so that the teacher is able to achieve the learning objectives that have been established maximally. Therefore, the instructional materials should be relevant with the curriculum, the student's needs, and the student's characteristics. Good instructional materials offer various students activities that attract students to learn the materials well (Ogbondah, L. 2008).

### **2.3. Type of Instructional Materials**

According to Piagêt (1968) number work is a subject with abstract concepts. Some concepts are practical or concrete but most of them are abstract at the pre-school level. However, most concepts are concrete or they may be easily concretized by using real life examples and bring them closer to the learners. According to Margaret K. and Anne N. (2007) providing opportunities and material for children to classify, sort and group objects using various criteria like; color, shape, size, texture or use, help children to symbolize and use differed imitation and enhance their mental abilities. Piagêt (1968) asserted that learners actively construct their knowledge depending on the type of resources used; they see, hear or do in relation to what they know, learners to be exposed to different types of IM so that they can construct their knowledge better.

Piagêt (1968) further suggested that the type of instructional required in number work largely depends on the specific content area being covered and the age group being taught. Sometimes different age groups require different materials and the same happens for different content areas. Piagêt divided materials for preschool into four categories: The first one is materials that produce sound and pictures. For example, Television, Films and DVDs. (Audio-visual), followed by materials that produce sound, for example Radio, Radio Cassettes, CDS, Walkman and iPod (Audio), then materials that needs the sense of sight only. For example, flash card, cut-outs charts picture books, picture cuttings, magazines and calendars among others(Visuals) and

last materials that can be manipulated for example, blocks, stones, dolls, beads, a toy car, fruits, sticks among others (Concrete).

Kate (2002) postulated that learning of number work is a result of experience and active learner involvement the routine use of different types of instructional materials continues to be sensual because it helps learners to connect real things and events with their abstract representations. The ability to picture and do things in their minds would be enhanced by frequent reference to real world application.

Invariably, researcher has observed that before a teacher can design or produce an instructional material, he has to know what these instructional materials are, their advantages and disadvantages, characteristics and limitations, etc. Therefore, some types of instructional materials could be outlined as thus-graphic materials, three-dimensional materials, still pictures, still projected pictures, motion pictures and Audio materials (Ogoda, 2019)

**Graphic Materials:** This represent these charts, graphic, posters and diagrams, cartoons, comics, maps and globes which we draw on a cardboard paper or on a piece of cloth and present to our learners to help them visualize what we have been laboring so hard o explain verbally. Graphic materials belong to the finally of two- dimensional material and proportional relationships that may exist among variables in a phenomenon. Graphic materials are used to compress information, to focus and captivate attention, to vary stimuli presented and as an aid to recall. Graphic materials when properly produced can help in attaining all processes in the information processing model of learning as well as serve as avenue for applying principles from other learning theories (Williams, 2004).

**Three - Dimensional Materials:** They are different from charts and graphs which are illustration of two- dimensional materials because of the incorporation of a third element- department. Thus, whereas graphs and charts embrace the width and height of a visualized object, a three-dimensional embraces this third element department, a feature that makes the three-dimensional material a replica of the real thing. Different types of three-dimensional materials exist, namely: Models and mock-ups, realia, specimen, kits and dioramas-which is the creation of a scene in an event (Mkpa, 1987).

**Still Pictures:** This refers to flat opaque pictures which we take during festivals or when we are commemorating an event. Like graphic materials, still pictures belong to the group of two -dimensional materials (Tyler and Ralph, 1986).

**Still projected pictures:** Still projected pictures are a class of instructional materials which our learners may not be familiar with. Therefore, in order to assist them to better, understand what is meant by still projected pictures is the negative format. Still projected pictures can be projected with a projector. A major characteristic is still projected pictures is that the images are projected one frame at a time. This is a major difference between still projected pictures and motion pictures. This characteristic enables a still projected picture to stay for as long as a learner wants it on a screen (NAPTEA, 2008).

**Motion pictures:** Motion pictures are distinct from the other types of pictures because of the speed at which they are projected. It is this speed of projection that intact gives the impression of motion. Motion pictures range from the 8 mm standard format to 8 mm supper and finally to the 16 mm format. Sound films use either a magnetic tape or optical sound track for sound



recording. If a film is sound, only one edge bears the sprocket holes while the other edge bears the sound components (Gbamanja, 1990).

**Audio Materials:** This is a class name for tape recordings and discs. A disc or record as it is popularly called here is a round and flat acetate containing grooves, which produces sound vibrations through the action of a needled. Discs usually come in different sizes and play at different speeds (Ogoda, 2019).

#### **2.4. Use of language IM on ECCE: Global perspective**

According to Feshbach (2006), the M.O.E and the culture in England and Israel employ preschool supervisors, construct class rooms and equip classrooms with a variety of IM. In addition, each pre-school teacher is provided with a budget for the purchase of IM. Groodland (2009) reports that some parts of USA adopted the Montessori method while others used college laboratory preschools. One common feature about the two was the need for abundant IM. Cass (2007) conducted a research with 400 preschool teachers in London on their role in schools to provide the child with a live day where he can be living, learning and growing all the time. From the pre-school teacher's responses, they all agreed that the children benefit, greatly from the active methods found in the child centered teaching methods. Teachers responded that children have the opportunity to develop at their own rate, gain confidence independence and prepared for all round development.

Usuala (2006) under took a study entitled, Education Technology in Africa. In his study, he reiterated the effectiveness of IM in preschool in Africa, for instance containers, straws and kites. He also expressed the recognition of the importance of these instructional aids by a number

of African countries. This led to the establishment of educational technology centers in a number of African countries.

Allen and Hart (2009) states that besides using touching materials the teacher must ensure that variety of the same are available in class for effective teaching and learning. They say that the materials and equipment presented in early childhood setting should be chosen to provide many and varied opportunities for learners to practice and master familiar skills through a variety of materials. Hainich (2010) further support the subject by saying that the primary function of visual aids as a communication device is to serve as more concrete referent to meaning than spoken or written word. They therefore conclude that visual aid is more clearly and easily understood than verbal messages. Pre-school handbook (2008) defines teaching/learning aids as available means or assets which contain required information for the learner. They spell out the functions of instructional resources in a preschool child as, Stimulation of children to preserve and develop their cultural heritage and promotion of explanatory and discovery skills among preschool children. They also play the role of facilitation of self-expression and creativity through experimenting with materials and promotion of self-discovery and identification of special gifts and talents. More so, they assist in meeting socio-emotional needs on children and making learning more exciting. Equally, they enhance visual and auditory perception through manipulation of various learning skills. Ayot (2006) in their advice to teachers, observed that the teaching resources are used to increase learning, to generate more interest and to create a situation where the learners would fully engage in classroom activities.

## **2.5. The Usefulness of Instructional Material in Language Teaching**

Although teachers use different instructional materials to motivate learning by using textbooks, charts, models, graphics, real objects as well as improvised materials (Awotua, 2001).

The success of achieving what they are met to achieve in an instructional situation depend on the suitability of the instructional materials, adequacy and effective utilization of the materials (Olaitan & Agusiobo, 1994). The effectiveness of instructional materials in promoting students' academic performance in teaching and learning is indisputable. It provides the much-needed sensory experiences needed by the learners for an effective and meaningful behavioral change.

Omabe (2006) asserts that instructional materials are central in the teaching and learning of English language because they are used to compliment efficiency of a teacher, and effectiveness in lesson delivery. Esu, Enuokoha and Umoren (2004) affirmed that instructional materials facilitate learning of abstract concepts by helping to concretize ideas and stimulate learners' imagination. Moreover, instructional materials help to increase active participation in the learning process while saving teacher's energy, reducing the teacher centeredness in teaching. In the same vein, Mathew (2012) states that the use of instructional materials makes teaching effective as it enables learners to participate actively in classroom instruction. All these views suggest that the use of instructional materials can improve students' performance.

Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) also observed that instructional materials help teachers to teach conveniently and the learners to learn easily without stress. They assert that instructional materials have direct contact with all the sense organs of the students. Kochhar (2012) supports this view by saying that, instructional materials are very significant learning and teaching tools. He adds that there is need for teachers to find necessary and relevant instructional materials to complement classroom interaction and textbooks in order to broaden and arouse students' interests in the subject. Social-interactionist theories of language development have informed the design of classroom interventions to accelerate language growth in typical and at-risk children

(Whitehurst & Lonigan, 1998; Vasilyeva, 2006). These theorists view language acquisition as a psychobiological process to which “frequent, relatively well-tuned affectively positive verbal interactions” are critical for supporting language growth in early childhood (Chapman, 2000, p.43).

Bates, Dale, & Thal, (1995) Stated that language development as a factor and a necessary foundation in early childhood education implies that language is crucial to young children’s development, that is, adequate development of language skills in children will enhance their learning processes. It is an essential key for the foundations of life-long learning. Essentially, the early childhood period is the language acquisition period when the child is working at acquiring efficiency in the first language and trying to use it to express his/her perception of the world. At this stage, the child is trying his/her hand on using language as a new tool. It is the major vehicle for socialization into culture which the child is also just learning (Maduewesi, 1999).

Certain aspects of learning can only be acquired effectively during the first seven years of life. For language in particular, the ability to learn it has been found to be important predictor of reading ability so, research has shown that before the age of seven, a child has a phenomenal ability to learn language. From the age of eight years, the child’s ability to learn language is equal to that of an adult. It is, therefore, very wise to exploit the wonderful opportunity that is presented only once in every child’s life and only for a short space of time. After this period, an individual may become too old to learn language (Mandela, 2011). Supporting this, Owens cited in Essa (2007), states that children who do not learn language in early childhood have a much more difficult time later, just as learning a second language later in life is not nearly as easy as acquiring it in the early years. In the same view, Anieke (2009) opines that language is best learnt at the stage of infancy

and in interactive situations where children naturally learn to communicate various experiences in the language.

## **2.6. Language in the Preschool Years**

It has become increasingly apparent that literacy is a complex social practice, deeply rooted in ways of interacting and using language, which takes multiple forms and varies depending on the traditions and needs of particular speech communities (Gee, 1992). Further, patterns of oral language use are developed extensively during the preschool years, and lay the foundation for later literacy (Heath, 1983). In others research have been hypothesized (Dickinson & Smith, 1994) that the oral language skills of primary importance to these later school literacy tasks are decontextualized language skills, that is, language that conveys information distinct from context, and that children need in order to understand and discuss concepts that are abstract.

In preschool classrooms decontextualized language is exemplified in talk such as explanations, personal narratives, and pretends play where children must verbally move beyond the immediate conversational context to create and re-create events, analyze experiences, and share opinions and ideas. Such discourse involves a relatively extended development of topics, and relies heavily on explicit linguistic devices (e.g., syntax, lexicon, carefully constructed chains of reference).

Decontextualized language skills have been found to be related to measures of emergent literacy at the end of kindergarten (Dickinson & Tabors, 1992), and to the development of literacy in the early elementary school years (Weber, 1990).

### **2.6.1. Interactional Precursors**

By examining teacher-child interchanges at the level of the single utterance, we hope to identify types of interaction that encourage or support the development of decontextualized language skills. At the preschool level, we anticipate that such skills will be most evident in discussions of past, future, or imaginary actions (such as in personal narratives or pretend play), or through explanations of behavior or events (Dickinson, Cote, & Smith, 1993).

### **2.6.2. Activity Settings**

A related concern of this study is to determine whether situational factors that influence the nature of children's language environments can be identified in preschool classrooms. Previous descriptive studies of language use in preschools have provided portraits of teacher-child interactions, and what emerges is a fairly bleak picture of the extent to which adults and children engage in extended discussions leading to the communication of novel or complex information (Dickinson & Smith, 1991). However, this work does suggest that certain activity settings within preschool classrooms may function as maximally supportive contexts for literacy-related oral language development. These are: (a) group times when books are read and discussed, and (b) occasions when adults are stationary and children are free to interact with them (e.g., during some portions of free play time, during small-group times, and at meals when teachers are present).

### **2.6.3. Phonemic awareness**

Awareness of the phonemic structure of language has long been considered an important precursor to early reading. The argument articulated by Mattingly (1972; revised, 1984) is that, in order to learn to read, children need to segment words into phonemes so they can pair phonemes

with graphemes. Considerable evidence has supported the contention that phonemic awareness is related to reading development. Liberman, and Carter (1974) found that children had great difficulty with phonemic segmentation until near the end of first grade. Rhyming tasks also tap children's sensitivity to phonemic structure and five-year-old's' ability to recognize and produce rhymes has been found to correlate with later reading achievement (Jusczyk, 1977).

Despite the correlational evidence and the conceptual support for the claim that language awareness is required for learning to read, a causal relationship has not been demonstrated. For example, Bachman (1983) studied early spontaneous readers and found they were no more advanced in the ability to attend to the sound structure of words than nonreaders of the same age. In a radical departure from the position that phonemic segmentation skill is prerequisite to reading, Ehri (1984) has argued that awareness results from learning to read and she argues that print provides a concrete representation of sound, making it easier to reflect upon language.

#### **2.6.4. Early literacy**

The theoretical assumption that rich language experiences during the preschool years play an important role in ensuring that children are able to read with comprehension when they reach middle school (Snow & Dickinson, 1991). This hypothesis is supported by the findings of other researchers that children's language and literacy skills in kindergarten are strongly related to later academic success (Snow et al. 1991). To capture the rich details of home and classroom life, we audio taped conversations in both classrooms and homes and interviewed mothers and teachers about their experiences with the children (Dickinson & Tabors 2001). The language skills needed to build the foundation of reading and writing fall into different clusters (Snow & Dickinson 1991).

## **2.7. The Importance of Instructional Materials in Teaching Language**

The importance of instructional materials in teaching and learning cannot be underestimated. It is a fact that teaching, which is admittedly a long and hard process, is primarily composed of five components: students, teachers, instructional materials, teaching methods, and evaluation (Kitao & Kitao, 1997). A lot has been written to show the indispensable role of materials in curricular implementation.

Instructional materials make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give room for acquisition of skills and knowledge and development of self-confidence and self-actualization. Ibeneme (2000) observed that teaching aids are important for practical and demonstration in the class situation by students and teachers. Ikerionwu (2000) saw instructional materials as devices that assist the teacher to present a lesson to the learners in a logical manner.

Fadeiye (2005) saw instructional materials as visual and audio-visual aids, concrete or non-concrete, used by teachers to improve the quality of teaching and learning activities. Agina-Obu (2005) submitted that instructional materials of all kinds appeal to the sense organs during teaching and learning. Isola (2010) also described instructional materials as objects or devices that assist the teachers to present their lessons logically and sequentially to the learners. Abdu-Raheem (2011) asserted that non availability and inadequacy of instructional materials are major causes of ineffectiveness of the school system and poor performance of students in schools.

According to Abolade (2009), the advantages of instructional materials are that they are cheaper to produce, useful in teaching large number of students at a time, encourage learners to pay proper attention and enhance their interest. Isola (2010) also described instructional materials



as objects or devices that assist the teachers to present their lessons logically and sequentially to the learners. Oluwagbohunmi and Abdu-Raheem (2014) acknowledged that instructional materials are such used by teachers to aid explanations and make learning of subject matter understandable to students during teaching learning process.

Kochhar (2012) supported those instructional materials are very significant learning and teaching tools. He suggested the needs for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students' interests in the subject. Afolabi and Adeleke (2010) identified non-availability, inadequacy and non-utilization of learning materials as a result of teacher's poor knowledge as factors responsible for the use of lecture method. They recommended that both the students, teachers, parents, Parents/Teacher Association and government should be involved in improvising instructional materials for the teaching and learning in schools.

Therefore, Ogbondah (2008) advocated for of teachers' resourcefulness and also encouraged them to search for necessary instructional materials through local means to supplement or replace the standard ones. Oso (2011) also agreed that the best way for teachers to make use of their manipulative skills is to improvise so as to achieve their lesson objectives at least to a reasonable extent.

Jekayinfa (2012) also identified the importance of instructional materials as making learning concrete and real, substitutes one thing for another, allows the students to participate in the production of materials, economical and more teacher-student resource oriented. Abdu-Raheem (2014) submitted that improvisation of locally made teaching aids could assist to improve quality of graduates turn out from schools and standard of education generally. Abdu-Raheem and

Oluwagbohunmi (2015) also corroborated the idea that resourceful and skillful teachers should improvise necessary instructional materials to promote academic standard in Nigerian schools.

## **2.8. Theoretical and conceptual framework Language Instructional Materials**

Piaget (2009) states that merely using IM instructional materials does not guarantee effective teaching, to make teaching and participation effective, the IM must be appropriately selected and used. ECCE teachers must, therefore become familiar with the types of IM if greater value is to be derived from their use. He further states that the primary function of IM as a communication device is to serve as a more concrete reference to meaning than spoken or written word.

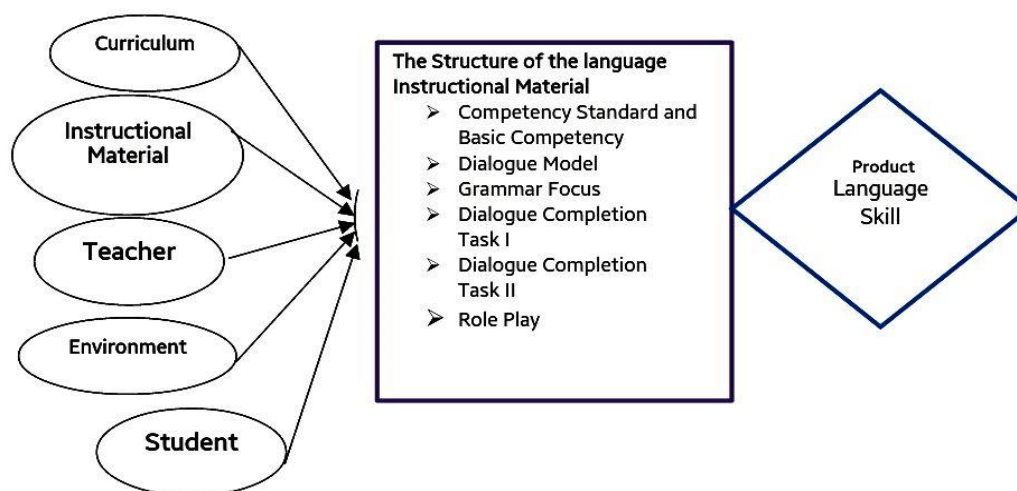
According to Mwangi (2010), in the teaching learning process, IM serves functions of enhancing retention which makes learning more permanent. Equally, they stimulate and sustain interest in learning by providing firsthand experience with the realities of the physical and social environment.

According to Phyllis (2011), instructional materials possess some inherent advantages that make them unique in teaching. For one thing, they provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to want to learn more and more. Bolick (2003) pointed to a good relationship between effective teachings and using of instructional materials. He argued that “. . . while some educators have been fascinated by the potential of instructional materials to enhance teaching and learning, teachers lagged behind in using instructional materials during teaching and learning. It then shows that, if there must be an effective teaching learning activity, utilization of instructional materials will be necessary Kibe (2011).

Joof (2005) explained that, “the concept of teaching aids has gone through several evolutionary stages from the simple aids, instructional technology, and media to communication and educational technology”. This however, tells us that instructional materials are not just objects or equipment’s used during teaching learning process but there those objects improvised by the teacher to make conceptual abstraction more concrete and practical to the learners. Instructional materials are the relevant materials utilized by a teacher during instructional process for the purpose of making the contents of the instructions more practical and less vague Chuba (2000).

Ajayi (2006) opined that, “without the teacher who is knowledgeable, instructional materials cannot create change and progress, the only time it begins to make impact is when the teacher begins to make use of it and allows it to take over its values”. This portrays the professional attributes of the teacher and general knowledge or his creativity selecting, develop and use instructional materials effectively Esther (2009). Teaching and Learning Materials design, production and their use facilitate the teaching and learning outcomes. However, the success of using IM to meet the teaching objectives demands, effective use and communication skills of the teacher to satisfy instructional delivery. Implementation of the model of instructional materials is able to enhance students’ speaking skills of learners (Sutiyono, A. 2014).

The following is the conceptual framework to using of the language instructional material that enhancing language skill at preschools.



**Figure 1:** Model of using language instructional materials

## 2.9. Enhancing children's language development in preschool classrooms

When acquiring a language, children need contextual and linguistic supports (scaffolding structures), which have been shown to be crucial to facilitate children's development (C.F García, 2009). The concept of scaffolding was first set out by Bruner (1986), who was a follower of Vygotsky (1978). Within the context of second language acquisition children's language development is scaffold by the teacher, to cater for their individual needs. Scaffolding can include different mediation strategies such as the use of body language, contextualization, verbalization of actions, and repetition of words and routines (Palviainen et al., 2016). Children will acquire language through mediation with adults and also with their peers (Vygotsky, 1978). Young children benefit from structured and interactionally modified input and output practices that support the co-construction of knowledge. Therefore, children learn most if they work and play with effective material that is adapted to the state of a child's current linguistic knowledge and builds upon and supports their existing linguistic knowledge and skills. A child's second language

learning can also be successful if it is embedded in a context which promotes positive attitudes towards the home language.

### **2.10. Facilitating language instructional materials in preschool**

(Mason, 2004) Declare that, “teaching equipment and materials have changed over the years, not only to facilitate teacher but also to address the instructional needs of student and topic. The locally available instructional materials can be made up of different objects such as printed, musical instruments and counting games that facilitate the teacher for successful delivery of lesson with student tune. So those instructional materials are said to be things the teacher uses in the classroom while teaching in order to delivery of course activities to learners. However, instructional materials cannot address all the teaching-learning problems but it can go far away in solving the problem, simply because, they are additional items which can influence the reality of teaching learning activities. Likewise, (Pallvi Pandit, 2016) says that “traditional educational institution that drives forward whilst looking out the rear-view mirror will, sooner or later, run into a brick wall” which implies the meaning that it is too late to change the educational system as practical as it could be to achieve modern demand so that student will learn more.

Although, similar type of study was done on qualitative and quantitative study examined language and literacy supports in early childhood classrooms (Polk, k. 2013). In this research using language IM improvements, into preschool relates with children were more likely to a participation in preschool and had better involvement in learning records but were less likely to be KG class had dramatically better results on year-end examinations.

Based on this premise, the current study is will be to explore challenges of using language instructional materials at preschool in Jimma town. These will contribute to both theory and empirical evidence for necessary policy framework to enhance quality of learning in preschools.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Introduction**

These chapters present the procedures which were employed to carrying out the study. The chapter was organized in the following sub-headings: research design, location of the study, target population, sampling techniques and sample size, research instruments, data collection procedures, data analysis techniques, and ethical considerations.

### **3.2. Research Design**

This study was used mixed method design to explore the challenges preschools face to use language instructional materials (IM). While the descriptive design was used to obtain information concerning the current status of usage of language instructional materials and their challenges, the qualitative was used to substantiate the quantitative information and to further explore the challenges. Then results of the finding were presented triangulating the qualitative and the quantitative data.

### **3.3. Study Area**

This study was conducted at Jimma city administration in Jimma zone. Jimma zone is one of the zones in Oromia Regional states, found in the south west Ethiopia. Jimma city administration is far away 356 KM from Finfinne capital city of the country.

### **3.4. Target population**

Accordingly, the target populations for this study were school principals and teachers of the preschool in Jimma city administration. The target population is the entire group of persons or elements that have at least one thing in common a researcher is interested; the larger group from which the sample is taken, the group about which the researcher wishes to draw conclusions. The

target populations for this study consist of 12 school principal and 42 preschool teachers in Jimma city administration.

### 3.5. Sampling size and Sampling Technique's

All preschools in Jimma town with their respective teachers and principals were taken part in the study. Due to manageability of the population size, sampling was not needed, and all were included in the study. Accordingly, 12 school principals, and 42 preschool teachers were taken from 12 schools and included in the study, see summary of population below in Table 1.

**Table 1: Size of population and Sample size**

Target Population	Population	Sample size
Preschools	12	12
Teachers	42	42
School principals	12	12

### 3.6. Research Instruments

The study used questionnaires, semi-structured interview, and Classroom Observation checklist to gather the necessary information.

#### 3.6.1. Questionnaire

In this study one of the research instruments was the questionnaire for the teachers. Teachers were used as a source of information on the challenges face teachers in using language instructional materials at preschool. The teacher answered questions regarding information on independent valuables involves availability and adequacy of language instructional materials, the continuous professional development, preschool centers, the commitment and awareness of teachers use language instructional materials and government attention was also captured in the questionnaire. The questionnaire used to obtain the data from preschools in Jimma city



administration was organized in three parts. The first parts included personal information of the respondents which include sex, age, educational level, job position and working experience. The second part of the questionnaire was employed with typical form of fixed response rating by using scale that entail the respondents to indicate their degree of agreement or disagreement with set of statements dealing with the abovementioned issues. The items in the questionnaire were intended to be rated on a four-point Likert scale types (strongly agree (4), agree (3), disagree (2) and strongly disagree (1)). Respondents were asked to make tick (✓) mark on the space to illustrate their level of agreement with every statement. The third part of questionnaire was formulated as an open-ended form so as to capture respondents' views and opinion on the practice and the challenges faced in using language instructional materials at preschool and their suggestions.

### **3.6.2. Observation Checklist**

The use of classroom observation schedule as an instrument was to permit for more objectivity within the study. It had been used as a back-up for the responses given by teachers within the questionnaires and was used to evaluate teachers on the particular using of language instructional materials during their lessons and to search out any difficulties experienced by teachers in using language instructional materials.

### **3.6.3. Interview**

To assess the general picture interviews were conducted with principals of the schools to obtain their views, opinions, and expectations on the issues identified.

## **3.7. Validity**

Validity of the instruments was established by availing the research instruments to peers and a panel of experts from the Department of Psychology who helped to establish its validity, a

way of ensuring that the questionnaire, semi-structured interview and observation checklist included adequate and representative set of items which contain the variables under investigation. The panel ensured that the items adequately represented concepts that shielded all relevant issues which were under study as per recommendations by Mugenda and Mugenda (2008).

### **3.8. Reliability of the instruments**

Mugenda and Mugenda (1999) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after frequented trials. An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time. This research study involved administering the same scale or measure to the same group of respondents at two separate times. This was after a time interval of one week. A pilot study was conducted on 38 preschool teachers and 12 school principals before the commencement of the study picked. The instruments were administered to the respondents and re-administered to the same respondents after one week. This was in line with (Shuttleworth, 2009), who stated that the instrument should be administered at two different times and then the correlation between the two sets of scores computed. The comments made by the respondents during piloting exercise were used to improve the research instruments since inappropriate questions and items were removed.

### **3.9. Sources of the Data**

For the aim of this study primary data were used. The primary sources of data were collected from respondents through questionnaires and interview. The respondents of primary sources of data were school principals and teachers who would be involved in the study.

### **3.10. Data Analysis**

Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 20 while qualitative data was analyzed with narration technique was used. Narrative Analysis, for working with data culled from interviews, and observations. The quantitative data was analyzed descriptively, just form of frequency distribution tables, Percentages, mean and standard deviation. Descriptive statistics were applied to analyze the data were collected by questionnaires from teachers to identify the challenges faces in using language instructional materials at preschool, the ratings given by respondents were analyzed. Consequently, the data were interpreted using the theoretical framework of the study to arrive at meaningful conclusions.

Qualitative analysis was used to analyze the views school principals gave on the challenges in using language instructional materials at preschools. The analyzed data were presented in form of tables where applicable. Discussions were then done from the data obtained from both quantitative and qualitative analysis which led to the drawing of conclusions and recommendations.

### **3.6. Ethical Consideration**

The investigation was conducted in an ethical way. To ensure the trustworthiness of the study, each effort was taken to ensure the validity and reliability of data gathering procedures. The study was taken into account of the subsequent ethical considerations: informed permission, voluntary participation, precise information and confidentially.

## CHAPTER FOUR: RESULTS & DISCUSSIONS

### 4. RESULTS

#### 4.1. Introduction

This chapter focuses on the presentation of the research data based on the objectives of the study. The presentation was explained by the use of questionnaires, semi-structured interview, and observation checklist. The analysis was organized under the following themes.

Types of language instructional materials used, the challenges teacher's faces in using language instructional materials at preschool and therefore the practice of using instructional materials that enhance language development of preschoolers.

#### 4.2. Return Rate

Out of the total 42 teachers, 38 of them filled the questionnaire and responded. 12 school principals of preschools were all take part in the study. This study involved out of 42 teachers 38 were filled and send back and 12 school principals from 12 pre-schools. Their demographic characteristics are discussed as presented in tables that follow.

<b>Study Population</b>	<b>Total of participants</b>	<b>Total respondents (Response rate)</b>
Preschool teachers	42	38
School principals	12	12

### 4.2.1. Demographic Characteristics of the teacher and school principal

#### Respondents

The teachers' and school principals' demographic characteristics were considered in terms of their school, age, educational level, current job. A total number of respondents were 38 preschool teachers, 4 were excluded from the analysis because of incomplete data and non-response and 12 school principals. It was presented in tables and discussed as follows.

Table 4.1: Demographic Characteristics teachers and school principals

Variables		Preschool Teachers and school principals			
		Teachers		School principal	
		N	(%)	N (%)	100
Age	21-30	35	92.11%		100%
	31-40	3	7.89%	8	75%
	Above 41			3	25%
Educational level	Certificate holder	11	28.9%		
	BED	18	47.3%		
	Diploma	7	18.4%		
	Degree	2	5.26%	12	100%
	Other				
Sex	Male	-		11	91.6%
	Female	38	100%	1	8.4%
Current job	Teacher	38	100%		100%
	Director / school principal			12	100%
	Educational expert				
	Facilitator				
	Other				

As shown above in table 4.2 the respondent's characteristics involved 38 teachers and 12 school principals were participated from Jimma city administration. Regarding to the preschool teachers' respondents summarized accordingly. From above table majority of preschool teachers were taken from Jimma community school by 20(52.6%) while the other preschools were having one preschool teacher. The age range of the respondents 35(92.11%) are between 21-30 age and the others were between 31-40 age (n= 3; 7.89%). All preschool teachers were female (n = 38; 100%), and certificate holders (n = 11; 28.9%) followed by BED (n = 18; 47.3%), diploma (N=7; 18.4%) and degree were existing (N=2; 5.2%). In addition, the school principals (n=8; 75%) age range was from age 31-40 and (n=3; 25%) of respondents age range were above 41. The majority of school principal were male (n=11; 91.6%) and one female. All school principal were Degree holders. The sampled preschools in Jimma city administration were mentioned in above the table by their frequency and percentage.

### **4.3. Types of language instructional materials**

The research question for this theme sought to search out the types of language instructional materials used to enhance language skills of learners in preschools. The researcher used the data from the questionnaires and observation checklist to seek out the types of language instructional materials in preschools. The data were collected from respondent's shows below in Table 4.2 and it's discussed.

**Table 4.2: Types of language instructional materials using in teaching preschools by teachers**

Types of language instructional materials using in preschools		4	3	2	1	Mean	SD	Std. Error of Mean
		<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>			
Concrete	Text books, Hand-outs, Pictures	22(57.9%)	16(42.1%)			.58	.0500	.081
Visual	models, charts photographs, paintings, drawings, cartoons, prints, designs, ... etc.	6(15.8%)	18(47.4%)	14(36.8%)		.79	.704	0.114
Audio	Radio cassettes, Radio	-	-		38(100%)	.00	.000	0.000
Audio-Visual	video and T.V Slides, DVDs, Audio tape	-	-		38(100%)	.00	.000	0.000

**Key: 1-Not-used, 2- Rarely used, 3- used, 4-highly- used**

As shown above in table 4.2 majority 22(57.9%) of respondents were highly used the concrete instructional materials like textbooks, handouts, and pictures while, 16(42.1%) of respondents rated as they used concrete language instructional materials. A concrete instructional material allows students to explore their ideas, deep understanding of concepts and exploration with objects. 6(15.8%) of respondents indicated that highly used visual Language IM and 18(47.4%) of respondents indicated that used visual Instructional materials at preschools. About 14(36.8%) respondents rarely used visual instructional materials like models, charts, Photographs, paintings, drawings, cartoons, prints and designs. The visuals like, the charts and pictures were hanged where learners can easily see them.

The Finding identified that all respondents 38(100%) of the study indicated that they weren't used audio and audio-visual like radio, radio cassettes, video and T.V Slides, DVDs &

audio tapes. Those preschools had not involved audio and audio-visuals types of language IM to enhance language skills of students however vitality of IM is much needed at this stage for preschoolers. As stated by Jane (2016), when learners get actively involved in the instructional materials deeper learning and understanding usually results. All preschools had not even single audio materials in class and audio-visuals in their classroom in spite of the fact that, language instructional materials are essential for children's learning as they assist learners in acquiring language skills and ideas. In line with Morrison (2007) insisted that instructional Materials encourage active involvement instead of the more passive process of looking.

The study revealed that preschools teachers tended to mainly using conventional instructional materials which are mainly provided by schools. These finding are in line with Muganda and Mugenda (1999) who suggested that forms of instructional materials have effect on children's performance. Preschools that don't have adequate types of language instructional materials tend to enhances language skills.

#### **4.4. Challenges facing teachers in using language instructional materials in preschool**

The second research objective of the study was identifying challenges facing teachers in using language instructional materials at preschool in Jimma city administration. The study therefore examined the aspects of teachers faced challenges in using language IM in their preschool. Teachers too were asked to indicate whether they face challenges in using language instructional materials at preschools. In terms of the challenges faces teachers in using language instructional materials at preschools the study established that 100% (N: 38) felt teaching in language instructional materials is just too challenging. This confirms the unchanging undeniable fact that many scholars have stated over time that when instructional materials are integrated into the learning process, greater learning is accomplished in less time (Smith & Nagel, 1972). Teachers



therefore, must always evaluate their teaching methods and procedures for effectiveness and establish whether the instructional materials they use enhance language skills their students' learning.

This study geared toward establishing the challenges facing teachers in using language instructional materials in preschools. As shown in the table above, all of the respondents within all preschools without any difference 38(100%) respondents indicated that they faced challenges. They were then asked to point their level of agreement with different suggested statements on possible challenges. The findings were summarized in Table 4.4.

Table 4.4 Challenges facing teachers when using language instructional materials at preschools

- |                           |                        |
|---------------------------|------------------------|
| <b>1. Strong Disagree</b> | <b>3. Agree</b>        |
| <b>2. Disagree</b>        | <b>4. Strong Agree</b> |

Statements	SA	A	DA	SDA	Mean	Standard mn. error
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)		
Inadequacy of language instructional materials in preschool such as textbooks, Pictures and charts, models	32(84.2%)	6(15.8%)	-	-	3.84	0.060
lack of continuous professional development and training skills to helping preschool learners	24(63.2%)	14(36.8%)	-	-	3.63	0.079
Lack of awareness on using language instructional materials	-	27(71.1%)	11(28.9%)	-	2.71	0.75
Unsuitable(unfit) Preschool centers to implementing language instructional materials	14(36.8%)	15(39.5%)	9(23.7%)	-	3.13	0.126

lack of motivation or interest	3(7.9%)	35 (92.1%)	-	-	3.08	0.044
Lack of co-ordination to work together	5(13.2%)	33(86.8%)	-	-	2.87	0.056
Lack of commitment to use language instructional materials	-	21(55.3%)	17(44.7%)	-	2.55	0.82
Large class size	16(42.1%)	22(57.9%)	-	-	3.42	0.81
Lack of government attention and support hence they are unable to procure the required IM for preschool	7(18.4%)	31(81.6%)	-	-	3.18	0.064
Lack of changing the instructional method in using IM to enhance language skills	-	36(94.7%)	2(5.3%)	-	2.95	0.037
Lack of awareness to use various language instructional materials	-	33(86.8%)	5(13.2%)	-	2.87	0.056
Teachers negative attitude towards the use of language instructional materials	-	-	-	38 (100%)	1.00	0.000

This section deals with Challenges faces teachers in using language instructional materials at preschools. From these findings, the key challenges facing teachers in using language instructional materials in teaching preschools were;

I) In adequacy of language instructional materials as strongly agreed by 32(84.2%) of the respondents and 6(15.8%) of respondents agreed faced this challenge. This coincides with Reys (1999) who discovered that schools with adequate instructional materials tend to perform better than those without. Inadequacy of teaching and learning resources contributes to poor performance

in preschool (Eshiwani, 1993). In order this inadequacy of language instructional materials affect children's language skills of learners at preschools.

**II)** Lack of continuous professional development and training skills as strongly agreed by 24(63.2%) of the respondents and 14(36.8%) of respondents agreed. This was evidenced by the fact that 12 respondents were untrained. Lack of those skills deny any teacher the knowledge required in imparting learners on the way to handle instructional materials during delivery lesson for learner. The consistent with Hamre, Bridges and Fuller (2003), asserted that focusing on improving teachers' classroom practice and quality has a direct impact on child outcomes.

**III)** Lack of awareness to use various language instructional materials agreed by 27(71.1%) of the respondents and that they others were disagreed by 11(28.9%). **IV)** Unsuitable (unfit) Preschool centers to implementing language instructional materials as strongly agreed by 14(36.8%), they others were agreed by 15(39.5%) and additionally some of them were disagreed by 9(23.7%) of the respondents. The compound set aside for preschool centers are very small compared to the number of learners enrolled per class annually. For instance, while experiencing moving air by the use of IM; learners don't get enough space to run in order for the instructional materials to be blown by the moving air. Fonseca and Conboy (2006) speculated that the physical conditions of schools facilitate or inhibit construction of a culture of success.

**V)** Lack of motivation or interest strongly agreed by 3(7.9%) of the respondents and most of them were agreed by 35 (92.1%). Preschool Teachers are offering very low salary these doesn't commensurate with the teachers' workload so they need lack of motivation or interest. This leads to lack of morale in explaining fully while assisting learners during participation in preschool. **VI)**

Lack of co-ordination to work together strongly agreed by 5(13.2%) and 33(86.8%) of the respondents were agreed.

VII) Lack of commitment to use language IM at preschools agreed by 21(55.3%) of the respondents and also the others were disagreed by 17(44.7%). Those teachers serve in preschools were less committed due to government paying low salary so that they were haven't job satisfaction in preschools.

IX) Large Class size agreed by 16(42.1%) and 22(57.9%) of the respondents were agreed the challenge. In Wasiche (2006), large class size is affect teaching techniques. Keeping students actively engaged in a large class and helping them achieve better in language skills at preschools.

X) Lack of government attention and support hence they're unable to procure the required IM for preschool strongly agreed by 7(18.4%) and they others respondents were agreed by 31(81.6%). Xi) Lack of changing the instructional method in using IM to enhance language skills agreed by 36(94.7%) of the respondents and some of respondents disagreed by 2(5.3%).

Lack of awareness to use various language instructional materials agreed by 33(86.8%) and 5(13.2%) of the respondents were disagreed. All of the respondents were disagreed that teacher's negative attitude towards the use of language instructional materials were a challenge to their utilization.

#### **4.5. The practice of instructional materials usage that enhances language development of preschoolers**

The third objective of the study was assessing the practice of instructional materials usage that enhances language development of preschoolers.

**Table 4.5 Suggestions given to cope with improvisation problems (n=50)**

The suggestions were collected from all respondents involved both school principal and preschool teachers through an open-ended and close ended question within the questionnaire, the respondents were asked to allow suggested solutions to problems. The ideas were mentioned below within the Table 4. 5. And this objective was congruent by different literatures.

<b>Statements</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mean</b>
	N (%)	N (%)	N (%)	
<b>Improvisation involves sourcing, selection and deployment of relevant IM.</b>	50(100%)	-	-	.00
<b>MOE should supply the IM</b>	50(100%)	-	-	.00
<b>Teachers should Prepare IM from local resources like a different language IM</b>	50(100%)	-	-	.00
<b>Teacher continuous professional development &amp; Appropriate training</b>	50(100%)	-	-	.00

*Note: 1-not important, 2-Important, 3- very important*

As shown within the table above, all of the respondents altogether preschools with none difference 50(100%) respondents indicated that agreed on as very important in practice of instructional materials usage that enhances language development and therefore the possible solutions for the above challenges face teachers in using language IM at preschools in Jimma City administration. Language IM should implicate that Improvisation involves sourcing, selection and

deployment of relevant IM of the respondents expressing opinion it could solve the matter, the Ministry of Education should supply schools with the resources. Prepare IM from local resources sort of a different models, cartoons and etc. Finally, the respondents were indicated that teacher's continuous professional development & Appropriate training as vital.

These findings are totally counterpart within the literature. Results from revealed that the authors perceived all the ways suggested for enhancing language development of children in preschools as effective strategies for enhancing the linguistic abilities of children in preschools. This finding is in consonance with Azikiwe's (2007) stated that teachers should be a model for the child's language, speaking clearly and properly. Hilderbrand (1976), giving further support to the findings of this work, states that the teacher should establish a comfortable/enabling environment and order language IM that stimulates children to speak freely with everyone. Also, Essa (2007) opines that everyone the children should be encouraged to participate included in language skills activities which will stimulate their interest in language development.

So far, the depiction that's painted of the optimally successful language learner is one in all vigorous, sociable children equipped with early attention in language development. A language skill for all children is a crucial key to their holistic development in life. This foregrounds the requirement for teachers to effective support them to create enduring foundations during this regard.

#### **4.6. Analysis of the Qualitative Data**

For the purpose of increasing the comprehensiveness and the consistency of the data the researcher tried to triangulate the data through collecting relevant information from different sources using different data collection tools. Hence, the qualitative data collected through semi-

structured interview and observation checklist were analyzed under three major themes, such as practices types of language instructional materials currently in use at preschool, challenges face in using language instructional materials at preschool and assess practice of instructional materials usage that enhances language development of preschoolers within the study area.

According to themes of the study the researcher asked about the type's language instructional materials at preschools from school principals through semi-structured interview and open-ended question asked the preschool teachers. All most all school principals and preschool teachers were responded that since the preschools used only concrete and visual Language instructional materials in and outside of the classroom. The researcher has been observed the preschools weren't still using audio and audio-visual instructional materials however this IM are very essential for preschooler so it's raised as limitation and challenges in preschools. The inadequacies of the language IM take place for different challenges.

Many issues were summarized regarding the challenges in using language instructional materials at preschool in the study areas. Large class sizes and inadequacy of instructional materials have an effect on distribution of language instructional materials. The teacher-student ratio of 1:45 as observed through the observation was a threat to delivery of adequate language IM in education. The minister of education propose at the time of the study was 1:40 in classroom. If the Teachers and learners are not equivalent with large classes are not able to meet the needs of all learners with regard to provision of individualized attention.

As the researcher interviewed most of preschools teachers, they were within the lack continuous professional development and training skills to prepare and develop select and organize teaching and learning materials in order to enhance language skills. Though Schools can

facilitate their attendance of in-service training or the teachers can sponsor themselves and attend courses to advance their profession. This enhances continuous exposure to new ideas and approaches to teaching. It is also a challenge to insufficiency of Language IM and improvisation relevant learning materials from the environment. Additionally all most all school principal indicated their response that lack of government attention and responsible body to facilitate the preschool centers this problems which related with the financial constraints even the allocated budget isn't fair distributed to resolve such challenges, lack of commitment teachers for the reason that they haven't job satisfaction, lack of awareness of using various language instructional materials particularly all preschool using none of audio and audio-visual instructional materials (radio, radio cassette, TV Program) to enhances their language skills. Findings from among the school principals and teachers indicated that all of them 50 agreed with the statement. This reveals that language instructional materials were challenging in all the preschools centers. This negatively affects the using language instructional materials at preschools education in Jimma city Administration.

The other theme of study is the practice of instructional materials usage that enhances language development of preschoolers. Accordingly, the participants were offered their suggestions. They responded that the government should give attention in all dimensions included teacher professional development and increase their salary, prepare the facilities for preschool education or facilitate instructional materials, create and improve the teacher's awareness in order to select, prepare and utilize instructional materials from local resources. They should have to give values for the basic education/ early childhood care and education to contribute for all aspects development of preschoolers. By doing this can improve language instructional materials at preschools in Jimma City Administration.



## **CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION**

### **5. SUMMARY OF FINDINGS**

#### **5.1. Introduction**

This chapter summarizes the finding of the study, presents a conclusion and recommendations for further research conducted in 12 pre-schools in Jimma city Administration. Below follows a summary of major findings of research questions that were formulated to guide the study.

##### **5.1.1. Summary of the study**

The study was aimed at identifying the challenges of using language instructional materials at preschool in Jimma city administration. The study adopted the mixed method design to identify the challenges of using language instructional materials at preschool. The data was collected using questionnaires from preschool teachers was used by the researcher to assess the presence of types of language instructional materials in 12 pre-schools and further observed how children interact with different types of instructional materials in preschools. Additionally, the researcher was collected data from teachers and school principals by questionnaires and Semi-Structured Interviews to identify challenges faces by teachers in using language instructional materials at preschool. Finally, the researcher was used document analysis to assess the practice of instructional materials usage that enhances language development of preschoolers.

The participants were 38 preschool teachers and 12 school principals in public preschool from 12 preschools in Jimma city administration. The questionnaire and semi-structured interview were administered to pre-school teachers and school principals while observation was administered by the researcher. The data was collected and analyzed in tables, frequencies, percentages, mean and standard deviation.

### **5.1.2. Findings of Each Research Questions**

#### **A. Types of instructional resources**

The researcher found out that different types of language instructional materials were essential to enhance language skills. From Table 4.2, the researcher found out that out of the four types of language instructional materials; most preschools had concrete above average while visuals were average. The study found that the majority 22(57.9%) of respondents were highly used concrete instructional materials like textbooks, handouts, and pictures and 18(47.4%) of respondents indicated that used visual instructional materials like models, charts, photographs, paintings, drawings, cartoons, prints, and designs. Most of the concrete and visuals were locally available which were attainable in class to enhance performance. Almost all schools' audio and audio visual were not used in all preschools. Additionally, all of the respondents 38(100%) indicated that they were not used audio and audiovisual like radio, radio cassettes, video, and T.V Slides, videotapes, DVDs, audiotapes, audio CDs. Those pre-schools had not even single audio materials in class. The researcher has concluded that the preschool still there is too challenging to use Language instructional materials and a lack of these types of language instructional materials to enhance language skills at preschool in Jimma City Administration.

#### **B. Challenges facing teachers in using language instructional materials in preschools**

The factors that challenged teachers in using language instructional materials in teaching preschools were; Inadequacy of language instructional materials as strongly agreed by 84.2% of the respondents, lack of continuous professional development and training skills as strongly agreed by 63.2% of the respondents. Continuous professional development is necessary for teachers because they update teachers on new teaching techniques and promote activities that lead to

improvement in overall classroom interactions. Additionally, the findings depicted that unsuitable (unfit) Preschool centers utilizing language instructional materials as strongly agreed by 36.8% of the respondents. Lack of motivation or interest teachers and Lack of coordination to work together respondents strongly agreed by 3(7.9%) and 5(13.2%) of the respondents respectively. Lack of commitment to use language IM at preschools agreed by 21(55.3%) of the respondents and the others were disagreed by 17(44.7%). Those teachers who serve in preschools were less committed because of the government paying low salary so they were haven't job satisfaction in preschools.

Many preschools the problems of Large Class size agreed by 16(42.1%) and 22(57.9%) of the respondents have agreed to the challenge. Lack of government attention and support hence they are unable to procure the required instructional materials for preschool strongly agreed by 7(18.4%) and the others respondents were agreed by 31(81.6%). Lack of changing the instructional method in using instructional materials to enhance language skills agreed by 36(94.7%) of the respondents and some of the respondents disagreed by 2(5.3%). Lack of awareness to use various language instructional materials agreed by 33(86.8%) and 5(13.2%) of the respondents have disagreed. All respondents have disagreed that teachers' negative attitudes towards the use of language instructional materials was a challenge to their utilization.

### **C. The third objective of the study was assessing the practice of instructional materials usage that enhances language development of preschoolers**

The suggestions were collected from all respondents involved both school principal and preschool teachers through an open-ended and close ended question within the questionnaire, the respondents were asked to allow suggested solutions to problems. As shown within the table 4.5. above, all of the respondents altogether preschools with none difference 50(100%) respondents indicated that agreed on as very important in practice of instructional materials usage that enhances

language development and therefore the possible solutions for the above challenges face teachers in using language instructional materials at preschools in Jimma City administration. Language instructional materials should implicate that improvisation involves sourcing, selection and deployment of relevant instructional materials of the respondents expressing opinion it could solve the matter, the Ministry of Education should supply schools with the resources. Prepare IM from local resources sort of a different models, cartoons and etc. Finally, the respondents were indicated that teacher's continuous professional development & Appropriate training as vital.

## **5.2. Discussion**

The findings were presented as per the objectives of the study at preschools in Jimma city Administration. Regarding the extent of using different types of language instructional materials in pre-schools, the study found that visual language instructional resources such as models, pictures and charts were used to a highly while the concrete ones like chalkboard, and text books were used to a highly used in teaching language skills. The researcher was thus inquisitive about checking out if there were any challenges within the use of language instructional materials; the Preschools teachers should be more creative and innovative in sourcing locally available instructional materials for instruction. According to Tomlinson (2011) stated that ideally instructional materials at all levels should provide frequent exposure to authentic input which is rich and materials should also contribute learner interaction with the input instead of just passive reaction of it.

As indicated in the findings the role of instructional materials in teaching and learning language cannot be underestimated. Also, pedagogically, therefore, it seems logical to suggest that teachers can facilitate learning by allowing the 'judicious' use of learners' language (Hall & Cook, 2012). Preschool's teachers are expected to use models, pictures and charts to a very large

extent because they are concrete representations of abstract concepts found in language development. A student enhances their language skills better when they see and even manipulate real objects.

From the findings of the study, it was evident that preschools teachers faced challenges that hindered them from fully using language instructional materials. Moreover, the findings indicated that there was serious lack of language instructional materials in the preschools. Adding to this there are also lack of teacher continuous professional development and Unsuitable (unfit) Preschool centers to implementing language instructional materials. Inadequacy of language instructional materials as strongly agreed by 84.2% of the respondent's, lack of continuous professional development and training skills as strongly agreed by 63.2% of the respondents. Continuous professional development is necessary for teachers because they update teachers on new teaching techniques and promote activities that lead to improvement in overall classroom interactions.

Furthermore, the findings depicted that unsuitable (unfit) Preschool centers to implementing language instructional materials as strongly agreed by 36.8% of the respondents. Lack of motivation or interest teachers and Lack of co-ordination to work together respondents strongly agreed by 3(7.9%) and 5(13.2%) of the respondents respectively. All respondents were disagreed that teacher's negative attitude towards the use of language instructional materials were a challenge to their utilization.

In general, with existence of daunting challenges the language IM was characterized by lack of facilitated places, Lack of changing the instructional method, large class size, Absence of responsible bodies to sustain IM and Lack of enough compounds for the preschool centers. Additionally, the lack of proper leadership; lack of monitoring, evaluation and support; lack of

educational facilities and resources; unfavorable learning environments; gap of awareness; motivational and commitment related problems in the main implementers of the language IM, it possible to say that the Language IM was poorly implemented in preschools and simply what is there is its name.

The third objective of the study summarized on the practice of instructional materials usage that enhances language development of preschoolers. Results from revealed that the authors perceived all the ways suggested for enhancing language development of children in preschools as effective strategies for enhancing the linguistic abilities of children in preschools. According to Tomlinson (2011) stated that instructional materials should offer more learning time, more experience of the language, more variety of experience of the language, more individual support, and more feedback.

As result of this based on the findings a researcher looks into general guidelines for the usage IM to enhance language skills in preschools. This below listed guidelines are the standard that taken from various literatures. They should be mobilizing educational resources and other instructional materials from regional education bureau and other stakeholders.

The teacher should establish a comfortable/enabling environment and order language instructional materials that stimulates children to talk freely with everyone. Language instructional materials should be designed, produced, selected, or used as resources to attain specific instructional objectives. Instructional materials should be utilized in the content of a variety of teaching strategies at preschools. Government should ease those relevant facilities are made available especially instructional materials for children's language development. Preschool teachers should embrace the use of language instructional materials to enhance student's language skills.

### 5.3. Conclusion

From the findings of the study, it was concluded that teachers faced challenges in using language instructional materials in designing activities to enhance language skills in preschools in Jimma city Administration. All preschools were used only concrete and visual language instructional materials in and outside of the classroom. These challenges included: Inadequacy of language instructional materials in preschool such as textbooks, Pictures, and charts, models; lack of continuous professional development and training skills to helping preschool learner; Lack of awareness on using language instructional materials; Unsuitable(unfit) Preschool centers to implementing language instructional materials; lack of motivation or interest; Lack of co-ordination to work together; Lack of commitment to use language instructional materials; Large class size; Lack of government attention and support hence they are unable to procure the required IM for preschool; Lack of awareness to use various language instructional materials; and Lack of changing the instructional method in using IM to enhance language skills

Inadequacy of language instructional materials, for example, concrete IM (even if in some of preschool's textbooks were challenge in their utilization in that teacher made to work with what is available. The teachers are expected to give assignments after every lesson and in a situation where textbooks are inadequate, the teacher either writes the work on the chalkboard or the students are made to share the few that are available. The teachers are encouraged to use improvised language instructional materials and not over-rely on school administrations for the provision of all learning materials.

Most of the teachers were professionally trained but there was low attending professional development and training. Continuous professional developments are important because they update teachers on new teaching techniques and promote activities that lead to improvement in

overall classroom interactions. Teachers' who do not attend Continuous professional developments have a challenge especially in improvisation, selection and use of appropriate language instructional materials. During Continuous professional developments and teacher's trainings are also taught how to motivate their learners and help them to develop language skills.

Large classes' sizes were a challenge to the management of practical learning activities in preschools classrooms. In a practical activity, a teacher is expected to put students in groups, give instructions on how the activity is to be carried out and then go round checking and guiding students.

Language Instructional Materials are essential if learning has to be effective. A variety and adequate language instructional materials such as concrete, Visuals, Audio, and Audio-Visuals play an important role in enhancing language skills within well-organized classrooms. They should be arranged attractively and orderly for learners to easily access them and for time management, they should be made available a variety. The language instructional materials arouse children's curiosity and motivate them in learning. However, the researcher established through the data that most of these language instructional resources in preschools were lacking which may be a factor that had contributed to children's low performance in language skills. The preschool teachers & children should be encouraged to collect locally available materials and organize them in their classroom.

#### **5.4. Recommendations of the study**

In the light of the result of this research work, the following recommendations are preferred. Concerning the challenges facing teachers in using languages instructional materials in designing activities for enhances language skills and the study recommended the following.



- Preschool teachers should hold creativeness and the use of language instructional materials in teaching and learning.
- Schools should look into the quality of language instructional materials, availability and the condition of the facilities.
- The government should be encouraging the teachers like promotions to be provided to teachers who attend continuous professional development or education
- The government should set up a monitoring unit to monitor and facilitate the use of instructional materials by every teacher while teaching.

### **5.5. Implication for Further Research**

Taking the limitations and delimitations of the study, the research makes the following suggestions for further research.

- I. Further research on the effect of government budget allocation on Preschool/Early Childhood Care and Education centers.
- II. Further study on the effects of audio-visuals on children's language skills in pre-schools.
- III. Further research to on the effect of instructional materials on preschools/ Early Childhood Education.

## REFERENCES

- Abdu-Raheem (2014). Improvisation of instructional materials for teaching and learning in secondary schools as predictor of high academic standard. *Nigerian Journal of Social Studies*, 2(1), 131-143.
- Achola, Gudo, & Odongo (2016). Implications of instructional materials on oral skills among early childhood learners in central zone, Kisumu County, Kenya. *International J. Educ. Pol., Res. Rev*, 3(2), 20-28.
- Agina-Obu, (2005). The relevance of instructional materials in teaching and learning. In I. Robert-Okah& K.C. Uzoeshi (Eds.), *Theories and practice of teaching*, Port Harcourt: Harey publication
- Amadioha, (2009). The importance of instructional materials in our schools an overview. *New Era Research Journal of Human, Educational and Sustainable Development*, 2(3), 4-9.
- Ani EO (2006). *The Impact of Instructional Materials on Students Performance*. Owerri. Alvan Publishers
- Adewale (2011). Competency Level of Nigerian Primary 4 Pupils in Life Skills Achievement Test. *International Journal of Primary, Elementary and Early Years Education*. 39 (3):221-232.
- Allen and Hart, (2008). *The Early Years Arrangement for learning* Pretence Hall N.J.
- Awiotua-Efebo (1995). *Effective teaching; principles and practice*. Harcourt: Heinemann publishers

- Bachman, J. (1983). The role of psycholinguistic skills in reading acquisition: A look at early readers. *Reading Research Quarterly*, 18, 466-479.
- Brown and Brown (2010). *Curriculum and Instruction*. Ibadan. Macmillan Publisher  
Nigerian education
- Brown, McNeil, & Glenberg, (2009). Using concreteness in education: Real problems, potential solutions. *Child Development Perspectives*, 3(3), 160-164.
- Bruner, J. (1986). *Actual Minds, Possible Worlds*. Cambridge, MA: Harvard University Press
- Cresswell, J. W. (2009). *Research Design, Qualitative, Quantitative and Mixed Approaches*. (3rd Ed.). California: Sage Publication Inc.
- Dickinson, D.K. (1991). Teacher stance and child talk in preschool settings. In A. McCabe & C. Peterson (Eds.), *New directions in discourse development* (pp. 255-351). Hillsdale, NJ: Erlbaum.
- Dickinson, & Smith (1993). Learning vocabulary in preschool: Social and discourse contexts affecting vocabulary growth. In C. Daiute (Ed.), *The development of literacy through social interaction* (pp. 67-78). San Francisco: Jossey Bass.
- Dodge KA, Laird R, Lochman JE (2002). Multidimensional latent- construct analysis of children social information processing patterns; correlations with aggressive behavior problems. *Psychosocial assessment*. 14: 60-73.

- Duke NK, Pearson P (2002). *Effective Practices for Practices for Developing Reading Comprehension*. (3rded). Newark, De International. International Reading Association
- Ehri, L. C. (1979). Linguistic insight: Threshold of reading acquisition. In T. G. Waller & G. E. MacKinnon (Eds.), *Reading research: Advances in theory and practice* Vol. 1. New York: Academic Press.
- Esu, A.E.O., Erukoha, O.I.T., & Umorem, G. U. (2004). *Curriculum development in Nigeria for colleges and universities*. Owerri: Whyte and Whyte Publishers.
- Gbamanja, SPT (1990). *Essentials of curriculum and instruction theory and practice*. 1st Edition, 1990
- Gee, J.P. (1992). *The social mind: Language, ideology, and social practice*. New York: Bergin & Garvey.
- García, O. (2009). *Bilingual Education in the 21st Century: A Global Perspective*. Malden, MA and Oxford: Basil/Blackwell.
- Ibeneme, O.T. (2000). Provision and utilization of instructional equipment for teaching and learning science and technology. *Issues in Educational Journal*, 1, 139-144.
- Ikerionwu, (2000). Importance of aids and resources in classroom teaching. In Oyeneyin (Ed.), *Perspective of classroom teaching*. Abuja: Martmonic Investment Ltd.
- Jomtien EFA. [www.unesco.org/education/efa](http://www.unesco.org/education/efa)

Kitao, K., & Kitao, (1997). Selecting and developing teaching materials. Retrieved from <http://iteslj.org/Articles/Kitao-Materials.html>

Kochhar, S. K. (2012). *The Teaching of Social Studies*. New Delhi, India. Sterling Publishers Private Limited.

Kuhl, P. K. (2011). Early language learning and literacy: neuroscience implications for education. *Mind, Brain, and Education*, 5(3), 128-142.

Gleitman, L. R., & Rozin, P. (1977). The structure and acquisition of reading, I: Relations between orthographies and the structure of language. In A. S. Reber & D. L. Scarborough (Eds.), *Toward a psychology of reading*. Hillsdale, NJ: Erlbaum.

Government of the Republic of Mauritius (GRM) (2008). *Comprehensive Approaches in Early Childhood Education: The Mauritian Experience*. 48th Session of the International Conference on Education held in Geneva. 25th – 28th November, 2008.

Hamre, B., Bridges, M., & Fuller, (2003). Early care and education staff preparation, quality, and child development. *Unpublished manuscript*.

Hall, & Cook (2012). Own-language use in language teaching and learning: state of the art. *Language teaching*, 45(3), 271-308.

Isola, (2010). *Effect of standardized and improvised instructional materials on students' academic Achievement in secondary school physics*. Unpublished M. Ed. project, Department of Social Sciences, Faculty of Education, University of Ibadan, Ibadan

Lieberman, & Carter, (1974). Explicit syllable and phoneme segmentation in the young child. *Journal of Experimental Child Psychology*, 18, 201-212.

Jekayinfa (2012). *Fundamentals of instructional methods*. Ilorin, Kwara State, Olives Production Ltd.

Juaczyk, (1977). Rhymes and reasons. Some aspects of the child's appreciation of poetic form. *Developmental Psychology*, 12, 599-607.

Kimalel, b. c. (2019). *Influence of Instructional Resources on Children's Early Literacy Performance in Public Pre-Schools in kanduyi sub-county, bungoma county, kenya*

Kayili, G., & Ari, R. (2011). Examination of the Effects of the Montessori Method on Preschool Children's Readiness to Primary Education. *Educational Sciences: Theory and Practice*, 11(4), 2104-2109.

Kochhar, (2012). *The Teaching of Social Studies*. New Delhi, India. Sterling Publishers Private Limited

Margaret. N. Kabiru, Anne W. Njenga (2007) *child Development*. Focus publishers LTD. Nairobi Kenya.

Ministry of Education and Sports (2007). *The Education Pre-Primary, Primary & Post Primary Act*. Entebbe. UPPC

Mollica A (1979). *Print and Non-Print Materials: Adapting for Classroom Use*. The ACTFL Foreign Language Education Series, Vol. 10.

Morrison, G. S. (2007). *Early childhood education today*. Kevin M. Davis.

- Mugenda A, and Mugenda B. (1999) *Research Methods Qualitative and Quantitative approaches*. Acts Press Nairobi Kenya.
- NAPTEA (2008) "Educational Toys and Games in Nigerian Nursery Schools". *Journal of Childhood and Primary Education*, 5(1 July pp. 50-57, Abuja: NAPTEA publication.
- National Curriculum Development Center (NCDC) (2005). *Learning Framework for Early Childhood Development*. Kampala. Ministry of Education & Sports
- Ogbondah, L. (2008). An appraisal of instructional materials used to educate migrant fishermen's children in Rivers State, Nigeria. *International Journal of Scientific Research in Education*, 1(1), 13-25.
- Okobia EO (2011). Availability and Teachers' Use of Instructional Materials and Resources in the Implementation of Social Studies in Junior Secondary Schools in Edo State, Nigeria. *Review of European Studies*. 3 (2):90-97.
- Olumorin, Yusuf, A., Ajidagba, U. A., & Jekayinfa, (2010). Development of Instructional materials from local resources for art-based courses. *Asian Journal of Information Technology*, 9(2), 107-110.
- Oluwagbohunmi, & Abdu-Raheem, B.O. (2014). Sandwich undergraduates' problem of improvisation of instructional materials in social studies: The case of Ekiti State University. *Journal of International Academic Research for Multidisciplinary*, 1(12), 824-831.

- Omabe, (2006). Instructional materials for social studies education in Nigeria. Abakaliki: Willy Rose and Apple seed publishers.
- Olaitan S.O. & Aguisiobo ON (1994). Teaching of clothing and Textile. New York John Wiley and Sons Publishers
- Palviainen, Å., Protassova, E., Mård-Miettinen, K. & Schwartz, M. (2016). Two languages in the air: a cross-cultural comparison of preschool teachers' reflections on their flexible bilingual practices, *International Journal of Bilingual Education and Bilingualism*, 19(6), 614- 30.
- Polk, K. (2013). Language and literacy support in early childhood classrooms: comparing ratings of teachers and observers.
- Snow, C.E. (1983). Literacy and language: Relationships during the preschool years. *Harvard Educational Review*, 53, 165-189.
- Sutiyono, A. (2014, May). The Model of the Development of Instructional Material for Enhancing Students' English-Speaking Skills at Elementary Schools in Bandar Lampung. In *International Conference on Education and Language (ICEL)* (Vol. 1).
- Tizard, B., & Hughes, M. (1984). *Young children learning*. Cambridge, MA: Harvard University Press.
- UNESCO (2014). EFA Global Monitoring Report 2013/4; Teaching and learning achieving Quality for all. Paris. UNESCO.



Uzuegbu, Mbadiwe, & Anulobi, (2013). Availability and utilization of instructional materials in teaching and learning of library education in tertiary institutions in Abia State. *Wudpecker Journal of Educational Research*, 2(8), 111-120.

Vygotsky, (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Wertz, F. J. (2011). *Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry*. Guilford Press

Williams, N (1991). The case study approach in social research. *1991). A case for case study*, 27-79.

**APPENDIX: LETTER OF INTRODUCTION TO THE SCHOOL PRINCIPAL**

TO WHOM IT MAY CONCERN

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL.

I am a Master of Early Childhood Care & Education (ECCE) student at Jimma University. I am required to submit as part of my assessment a research thesis report on “Challenges in using language instructional Materials at preschool in Jimma city administration. To achieve this, your school has been selected to participate in this study. The information gathered will be used purely for academic purposes. The findings of the study will be of benefit to all preschool teachers and students and will be available for reference at the university.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

---

Segni Bekele

Ref.No/ቁጥር.Psyc 345/03/2023

ቀን: 5/8/2023

ከሳይኮሎጂ ት/ክፍል

ጅማ ዩኒቨርሲቲ

ለሚመለከተው ሁሉ

ጉዳዩ :- ትብብርን ስለመጠየቅ ይሆናል።

በጅማ ዩኒቨርሲቲ በትምህርትና ስነ ባህሪ ኮሌጅ ትምህርትና ስልጠና ከሚሰጡት ት/ክፍሎች የሳይኮሎጂ ትምህርት ክፍል አንዱ ነው። የዚህ ትምህርት ክፍል ተማሪዎች በክፍሉ ውስጥ በንድፈ ሀሳብ የሚማሩትን ትምህርት ከተግባር ስልጠና እንዲሁም ጥናት እና ምርምር ጋር እንዲያገናኙት፤ ይህም የሚማሩትን ትምህርት የበለጠ እንዲጨብጡት ስለሚያገዝ ለተግባር ሥራ እና ለጥናትና ምርምር ወደህብረተሰቡ በመሄድ በተለያዩ ማህበራዊ ጉዳዮች ላይ ይሰራሉ እንዲሁም ጥናት ያደርጋሉ። ለዚህ ደግሞ የእርስዎ ትብብር ወሳኝ ነው።

በመሆኑም የዚህ ትምህርት ክፍል የሁለተኛ ድግሪ ተማሪዎች የሆነው/ችው/ ተማሪ -----  
(-----  
-----  
-----)

በሚል ርዕስ ጥናትና ምርምር ስራ ለማካሄድ መረጃ ለማግኘት ወደርሶ ቢሮ ስለሚመጡ በእናንተ በኩል አስፈላጊውን ትብብር እና እገዛ እንዲያደርጉልን እንጠይቃለን። ለሚደረገው ትብብር እና እገዛም ከወዲሁ የላቀ ምስጋናችንን እናቀርባለን።



ከሰላምታ ጋር

Aschalew Terefe

Head, Department of Psychology

## **Appendix A: Challenges Facing Teachers in Using Language Instructional Materials in Preschools**

This questionnaire seeks information on the challenges faces teachers' in using language instructional materials in preschool and possible solutions to the challenges. Please spare some time to fill this questionnaire to the best of your knowledge using either a tick or filling the spaces where appropriate. Respond to all the questions as honestly and accurately as possible in the information you give will be treated confidentially and will only be used for research purposes.

### **Instructions**

- Please indicate the appropriate answer(s) by use of a tick in the provided boxes. Where appropriate, fill the spaces provided with your response.

### **GENERAL INFORMATION**

#### **Level of school**

1. National \_\_\_\_\_
2. Number of students per class \_\_\_\_\_

#### **1. Your academic qualification**

- a. Certificate
- b. (Bed)
- c. Diploma
- d. Degree
- e. Any other (specify) \_\_\_\_\_

2. What is your teaching experience in years?

a) Below 1  b) 1-4

c) 5-8  d. 8 and above

### Challenges Facing Teachers in Using Language Instructional Materials in Preschools

1. Do you face challenges in using language instructional materials for teaching language? Yes  No

2. The following are some challenges in using language instructional materials in preschool. Please indicate the extent of their effect in relation to the situation in your school?

1. Strong Disagree

3. Agree

2. Disagree

4. Strong Agree

Statements	1	2	3	4
Inadequacy of language instructional materials in preschool such as textbooks, Pictures and charts, models				
lack of continuous professional development and training skills to helping preschool learners				
Unsuitable(unfit) Preschool centers to implementing language instructional materials				
lack of motivation or interest				
Lack of co-ordination to work together				

Lack of commitment to use language instructional materials				
Large class size				
Lack of government attention and support hence they are unable to procure the required IM for preschool				
Lack of changing the instructional method in using instructional materials to enhance language skills				
Lack of awareness to use various language instructional materials				
Teachers negative attitude towards the use of language instructional materials				

3. In your own view state other challenges in the general use language Instructional materials in teaching and learning in your preschool.

---



---



---

4. In your opinion, does the use of these language instructional materials enhance the language skills of the students?

Yes [ ]    No [ ]

5. If your answer is 'Yes', explain in which way?

(I).....

(ii).....

(iii).....

### Appendix B: the types of language instructional materials using in preschool.

These questionnaires distributed for preschool teachers and observational checklist. The following the types of language instructional materials in your preschool. Please indicate the usage of language IM relation to the place in your school.

1. Highly used

3. Rarely used

2. Used

4. Not used

Types of language Instructional materials using in preschools		1	2	3	4
Concrete	Text books, Hand-outs, Pictures				
Visual	models, charts photographs, paintings, drawings, cartoons, prints, designs, ... etc.				
Audio	Radio cassettes, Radio				
Audio-Visual	video and T.V Slides, DVDs, and Audio tape				

### Appendix “C”; Semi-Structured Interview Guiding Questions for School Principals

**Direction:** The main purpose of this interview is to collect information regarding preschool teacher’s knowledge, attitude, practice and challenges of using language instructional materials at preschool in Jimma city administration. It also aims to assess the current practice and challenges regarding using language instructional materials at preschool in Jimma city administration.

You are selected for the interview because the researcher believed that, the information you provide will help to enrich this study. Hence, you are kindly requested to provide the information needed objectively and honestly. It is assured that the collected information will be kept confidential and used for this research purpose only.



1. Please, give your personal information

Age: 20-25 [ ] 26-30[ ] 31-40[ ]

Gender: Male [ ] Female [ ]

Educational level: certificate [ ] BED [ ] Diploma [ ] Degree [ ] other [ ]

Experience: Below >1 [ ] 1-2 yrs [ ] 3-4yrs [ ] Above 5 yrs [ ]

2. How do you think the current preschool teachers' using language instructional materials at preschool? Why and how?

.....  
.....  
.....

3. What are the types of instructional materials preschool teachers' uses to enhance language skills of learners? How?

.....  
.....  
.....

4. What roles do you think preschool teachers should perform to use language instructional materials?

.....  
.....  
.....

5. What do you think are the major challenges of using language instructional material at preschool? Why and how?

.....  
.....  
.....

6. What are the main causes for these challenges to affect it using language instructional materials at preschool?

.....  
.....  
.....  
.....

7. Are there any consequences through affected Using of language instructional materials at preschool?

- A) If no, how?
- B) If yes, how?

.....  
.....  
.....

**Appendix “D”; questionnaires Guiding Questions for School Principals and preschool teachers**

Many possible solutions should be resulted in very important, important and not important practice of instructional materials usage that enhances language development of preschoolers. Among these some of the following statements are listed below. Please mark (√) to indicate your answer that seems to be the main recommendations for practice of instructional materials usage that enhances language development of preschoolers in your preschool. The practice of instructional materials usage that enhances language development of preschoolers

*Note: 1-not important, 2-Important, 3- very important*

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>
Improvisation involves sourcing, selection and deployment of relevant IM.			
MOE should supply the IM			
Prepare IM from local resources like a different model			
Teacher continuous professional development & Appropriate training			

What do you think practice of instructional materials usage that enhances language development of preschoolers? \_\_\_\_\_

---



---