

**EXPLORING THE USE OF INSTRUCTIONAL MATERIALS IN TEACHING
GRAMMAR AT LOWER SECONDARY AT LYAMA SEED SECONDARY SCHOOL IN
BUDAKA DISRICT**

BY

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DECLARATION

I **MUTESI SALAMA** declare to the best of my knowledge that this research proposal is my original work and has never been submitted before for an academic ward grant of any institution. However, other peoples work has been quoted in this proposal in review of literature but this has been duly referenced.

RESEARCHER: MUTESI SALAMA

SIGNATURE.....

DATE: 3RD JANUARY 2022

ENDORSEMENT BY THE SUPERVISOR

This research proposal has been prepared under my supervision upon appointed by Busitema University.

SUPERVISOR: Ms. NAKAZINGA RACHEAL

Signaturedate.....

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ABSTRACT

The general objective of this study is to explore how teachers use instructional materials in teaching grammar in seed secondary schools in Budaka district. Teaching grammar in the English language usually requires continuous use of instructional materials. Instructional materials are any item or element which a teacher uses to deliver the best teaching experience. Instructional materials allow the students to interact with words and ideas in ways that develop their abilities in reading, listening, viewing, thinking, speaking, and writing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They also give room for acquisition of skills and knowledge and development of self-confidence and self-actualization. However, many teachers of language in seed schools do not make appropriate and adequate use of the available and necessary instructional materials to teach grammar.

CHAPTER ONE

INTRODUCTIONS

Instructional materials are support materials used by teachers in the classroom to enhance learning process (Abudullah,2010, Agun and Okunratifu,1972). Instructional materials help teachers to close the gap and hone the reading comprehension skills of their students. for example, using comic books assist in helping students comprehend text, instructional Materials also give room for acquisition of skills and knowledge and development of self-confidence and self-actualization, they enable both the teachers and students to participate actively and effectively in the classroom, students begin to confidently use new words because they have fully understood and are aware of its meaning among others thus improving on their grammar.

Teachers in Uganda lack the necessary instructional materials and where the resources are available, the teachers hardly make proper use of these resources (MOES,2015, UNEB,2015).

Chang (2009) was of the opinion that the use of instructional materials would make discovered facts glued firmly to the memory of students. Slavin (2010) also added that a well-planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse students' interests by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. He advocated the use of pictures which help students in grounding their thoughts and feelings. He said that pictures are used as alternatives to real objects where it is impossible to show students the real objects and they do serve effectively in imagined activities.

Ofune, (2001) states that teaching in secondary schools can only be effective through use of some instructional materials that guide the teacher in explaining topics to students effectively and effectively and efficiently.

Nabel (1995) studied perception of learning grammar among the Japanese students learning in American universities and found that Japanese students considered direct grammar instruction was not necessary for successful language teaching. They were satisfied with the communicative instruction

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Brooks, J.G., and M.G. Brooks. 1993. In Search of Understanding: The Case for Constructivist Classrooms. Alexandria, Va: Association for Supervision and Curriculum Development. Explain the relationship between your research and the qualitative approach.