

The Importance of Instructional Materials in Teaching English as a Second Language

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Abstract: *This study evaluates the use of instructional materials in teaching English language as a second language among secondary school students. In the study, the performance of students taught with instructional materials and gender influence in the use of teaching aids in English classroom were evaluated. This study made use of descriptive survey design. The population for the study covered all secondary school students in one district. A total number of 153 students of two public schools were sampled using simple random sampling technique. 2015 external examination objective test was adapted for data collection while descriptive statistics (mean and standard deviation) and inferential statistics of t-test were used for data analysis. Findings from this study revealed that the performance of the secondary school students not taught with the use of teaching materials was very poor. Findings also revealed that there was no significant difference in the performance of students in English language on the basis of gender and school type.*

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I. Introduction

One of the innovations in the educational system is the introduction of several new teaching strategies at different levels of education. English language is a study connected with all other subjects and all aspects of human life to enable people live a fulfilled, free interaction and achievement in life. It involves a study of people in relation to the social, academic, economic, cultural, physical and psychological lives. It has to do with all round development of human beings to enable them become useful citizens in the society. Kochhar (2012) saw Economics as a portion of the Social Sciences selected for instructional purposes applied to include anything pertinent to the immediate purpose of learning and adapted to the level of comprehension of the students. Therefore, the importance of instructional materials cannot be underestimated in developing students' skills in English as a second language. Since instructional materials are the devices developed to assist teachers in transmitting, organized knowledge and attitudes toward learners within an instructional situation (Nwachukwu, 2006). Instructional materials are essential and significant tools needed for teaching and learning in order to promote teachers' efficiency and improve students' performance.

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-Efebo, 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 behavioural change. Instructional materials are meant to improve the quality of education for effective academic performance of students in schools. The performance of the students on the intended learning outcomes provide the validation – loop on the success of the interaction and instruction.

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 make teaching effective as it enables learners to participate actively in classroom instruction. All these views suggest that the use of instructional materials can improved students' performance.

Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) also observe 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.

Problem Statement

The performance of students in English language especially in Senior Secondary Schools is not encouraging (Onileowo, 2016). It was observed that the poor performance of students in English language is unconnected with non-utilization of suitable instructional materials. Many teachers go to classes to teach subjects as liberal arts without any materials to assist the learners. No language laboratory, tape recorders among others to facilitate second language learning. Learning is facilitated when the learners make use of at least three of the sense organs namely: seeing, hearing and touching. Literature in pedagogy and instructional communication have explained and illustrated the effectiveness of instructional materials as a tool for improving students' performance in the learning of difficult concepts like language (Ibe-Bassey, 1991; Etim, 1998; Ikot, 2008).

Gender differences in students' performance in language have been a global concern and some researches have been undertaken in many parts of the globe in this respect. Although some researchers have found that there are no significant differences in male-female performance in English language at any level of education, most have identified gender differences (Atovigba, 2012). In fact, it has been the general belief in most parts of the country that male students tends to perform better compared to the female students in school subjects and non-academic activities.

Gender differences and the use of instructional materials have been reported in several studies. Gender is one of such factors to have considerable effects teacher's use of instructional materials and also on students' academic performances school subjects. However, studies concerning teachers' gender and the use of instructional materials have revealed that female teachers' use of audio, visual and audio-visual instructional materials was due to their limited access, skill, and interest. Arisi (1998) submitted that female teachers were found to use instructional materials more frequently than the male teachers in terms of the improvisation of instructional materials. Similarly, Markauskaite (2006) revealed significant difference between males and females in the use of instructional materials.

In making use of any instructional materials, such materials must be previewed, that is, having full knowledge of the material; prepare the environment where it will be used; prepare audience by means of making sure that the materials to be used will attract attention, arouse, motivate and provide the rationale that could be used in the beginning, middle or end. The effectiveness of utilizing appropriate instructional materials in teaching and learning of English language is not void of quality instructor (Ntasiobi, Francisca & Iheanyi, 2014).

Studies on learning theories and skill acquisition also emphasised on the use and effect of instructional materials on learners' cognitive domain as it revealed that a single approach or strategy cannot adequately explain the concept of how people learn, how materials should be used, how the various interactions affect learning and how best to organize the teaching and learning process (Nsa, 2012). The development of cognitive and psycho-productive competences in learners has a lot to do with the constructivist and the pragmatic theories. Constructivists' theory is based on the assumption that learners can learn to construct or develop knowledge as they attempt to make sense out of their experiences in the teaching learning situation. The constructivists maintained that the goals of instruction must be stated in such a way that they will help to develop learning and thinking and to focus on learners' active construction of knowledge-base and also to encourage active enquiry. This study is therefore concerned with how empirically the effects of visual and audio instructional materials on the performance of students in secondary schools.

Purpose of the study

The purpose of this study was to determine the effect of instructional materials on the performance of the Senior Secondary School Students in English language. Specifically, the study sought to:

1. determine the performance of students taught using visual instructional materials and those taught without the use of instructional materials
2. determine the difference in the performance of students taught using visual instructional materials and students taught without the use of instructional materials based on gender

Research Questions

Is there difference in the performance of students taught with the use of instructional materials and those taught without the use of instructional materials?

1. Is there difference in the performance of male and female students taught with instructional materials and when taught without instructional materials?

Research Hypotheses

Ho₁: There is no significant effect of instructional materials in the performance of students taught with the use of instructional materials and those taught without the use of instructional materials.

Ho₂: There is no significant effect of instructional materials in the performance of male and female students taught with instructional materials and when taught without instructional materials.

Significance of the Study

The findings of this study would be beneficial to curriculum planners, English language teachers, educators and students. The outcome of this study would enable curriculum planners to review the curriculum in line with the compulsion of the use of instructional materials for the classroom instruction. The idea of teachers doing the teaching without the integration of instructional materials would be reduced to the barest minimum and maximise teachers' effectiveness in the classroom. This study would also make students actively involved in the teaching and learning process as their attentions would be more attracted when taught with the instructional materials and as a result, improve and develop students' cognitive aspects of learning.

Text-book writers would find the result of this research beneficial by recommending appropriate teaching aids specifically for content in the course of writing text books. This study would also assist teachers in the selection of appropriate instructional materials in impacting the required knowledge to the students' in the area of cognitive, affective and psychomotor domain in order to achieve the desired educational goal.

Types of Instructional Materials

Instructional charts: A chart is a combination of pictorial, graphic, numerical materials which presents a clear visual summary. Edgar Dale defines charts as, "a visual symbol summarizing or comparing or contrasting or performing other helpful services in explaining subject matter". The main function of the chart is always to show relationships such as comparisons, relative amounts, developments, processes, classification and organization. A chart is a two dimensional object. They are flat visual materials which may represent diagrams or a combination of pictorial, graphic, numerical or verbal materials prepared to give a clear visual summary of vital processes, concepts or a set of relationships (Ibe-Bassey, 2000). Charts are used to present ideas and concepts which may be difficult to understand if presented using the verbal code only. Walter (1998) noted that the use of instructional charts in teaching improves the students' writing skill and stimulates creativity in the learners. Charts present an abstract rendition of reality because what is presented is shown as effective in the cognitive domain of learning. Okechukwu (1997) studied the impact of graphic materials on students' academic achievement in history using 925 students as the population size and 120 as sample size in an experimental study adopting 2 × 2 factorial arrangements. The findings of the study showed that students taught history using graphic materials such as charts and pictures performed better than their counterparts who were taught using lecture method without graphic materials. The benefits of using charts include the followings

1. Motivates the students
2. Shows continuity in the process
3. Shows relationships by means of facts, figures and statistics
4. Presents matter symbolically
5. Presents abstract ideas in visual form
6. Summarizes information
7. Shows the development of structures
8. Creates problems and stimulates thinking
9. Encourages utilization of other media of communication

Posters: A poster is a pictorial device designed to attract attention and communicate a story, a fact, an idea, or an image rapidly and clearly." Good's Dictionary of Education: A poster is a "placard, usually pictorial or decorative, utilizing an emotional appeal to convey a message aimed at reinforcing an attitude or urging a course of action". The poster can be defined as a graphic representation of some strong emotional appeal that is carried through a combination of graphic aids like pictures, cartoons lettering and other visual arts on a placard, aimed for conveying the specific message, teaching a particular thing, giving a general idea etc to exert a great influence on the observer. Posters are very useful in students' project work. The teacher can divide the class into groups and each group can decide what message their post is going to have. The completed posters, together with the students' other project work, such as reports and maps, can then be displayed around the school.

Flashcard: Flashcards are small cards with a picture or symbol on them used both in teaching and in development work. In the classroom, flashcards are commonly used to teach reading. A picture, for example, of an elephant may be drawn or stuck on a card and the word 'elephant' written underneath it. The students are encouraged to associate the pictures and the words through various 'look and say' activities and games, for example, Kim's game, Pairs, and so on. They are particularly useful for stimulating discussion in small groups, as well as for sharing information and reminding people of a recommended process with posters, research the local situation and pre-test them.

How to use flashcards

To use flashcards in a classroom situation, such as learning to read show the picture and the word together. Ask students to look at the picture and say the word. After presenting a number of words with pictures that the students already know, ask for volunteers to come out and match pictures and words. When the students have learnt to read the words, you can divide them into teams and play reading games using the flashcards.

Slides

Among the various types of materials available still projection, slides and film strips are the foremost visual aids. They are of great value in teaching. Slide Projector is an optical aid to the process of teaching. It is used for projecting pictures from a transparent slide on a wall or screen. It helps in showing the magnified image of the slide. When the figure or illustration is very small and it is required that the whole class should see it clearly, a transparent slide of this small figure is prepared. The slide projector projects its erect image on the wall or screen by enlarging its dimension and making the vision more sharp and clear. If the slide or film strip is colored then it would be more attractive. The slide projector is useful for small as well as large groups.

Film Strips

It is an improvement upon slide projector. The device may be used as a slide projector or as a film strip projector. Instead of using different slide for different topics or more slides for one topic, one strip or piece of still film is prepared. Slides produced on films are called film strips. A film strip consists of a strip of cellulose acetate film 16mm or 35mm wide and length 2 to 5 feet. It usually consists of 40 to 100 separate pictures related to a particular subject, topic or theme. These pictures may be connected with series of drawings, photographs, diagrams or combination of these. Such strip or a piece of still film serves the same purpose as served by a number of slides. There is not much difference between a slide projector and a film strip projector. In a slide projector we use separate slide while in a film strip, a strip of film is exhibited. The film strip projector is a recent development and it is growing to be a more popular means of pictorial representation.

A filmstrip can either be of a single or double frame format (Ikot, 2008). Filmstrip can be used to teach skills, show relationships in order to convey knowledge, to affect attitude through individual and independent study groups or other tutorial groups viewing (Ibe Bassey, 1991). In a study to determine the effects of instructional materials utilization on performance of Junior Secondary Students' in Practical Agriculture in Ikot-Abasi Local Government Area, Ikot (2008) adopted a quasi-experimental design using the population of 1995 students and the intact class sample size of 225 students. The findings showed that there was significant difference between the performance of students taught with filmstrip and those taught without filmstrip.

Flipchart: A flipchart is a series of sheets of paper, fastened together at the top. When a sheet has been used, it can be 'flipped' over the top so that the next sheet can be used. A flipchart can be used in two ways: with blank sheets of paper or newsprint, which the teacher or trainer writes on during the session as a pre-prepared resource with pictures and or notes. To avoid having to write while speaking, you can prepare texts and drawings before the lesson or session. Each sheet of a flipchart should illustrate one message in a lecture, talk or training session. You should turn to the next sheet when moving on to the next point. This helps students and learners to understand and remember information. It also acts as an aid to you, reminding you of the structure of your lesson or presentation. Development workers find picture flipcharts particularly useful for illustrating important points. Explanatory or additional notes can be written on the back of the previous page to remind you of what you need to say or to provide information in case you are asked detailed questions. This is particularly helpful if a flipchart is to be mass produced and used by teachers and trainers who have not been involved in its design. If teachers are working with several small groups, you can give each group a blank sheet and a pen. After their discussions, the group can write their conclusions on the sheet. The conclusions of all the groups can then be displayed for everyone to see. Suggestions and ideas from students or trainees can be written blank sheets of a flipchart to enable them to see their ideas, for example in a planning workshop for teachers. The sheets can be taken away and used for future reference to draw up detailed plans or as notes for a written report.

Work Sheet: A worksheet lists questions or activities for students or trainees to work through. Pre-prepared worksheets can be used successfully with groups with differing abilities or language skills because each person

can work at their own pace. How to use worksheets Worksheets can be used for homework or a revision programme, or they can include further details to be studied for the next lesson. They can be photocopied, or copies can be made using a jelly copier or banda machine. In development work, worksheets can reinforce or remind trainees about a particular message or technique. Worksheets provide flexibility in the classroom as well as in the workshop, because they can be used individually, in pairs, or in small groups to facilitate teamwork skills.

Newsletter: A newsletter is an informal printed report, which is distributed to members of a particular group in order to share information. A newsletter can be useful to promote good public relations, offering evidence that the school, college or other organization is working hard to achieve its targets. To keep a record of newsletters you have made, punch holes in them and store them in a special file. Printing costs can be funded through selling advertising space or asking local businesses to sponsor a page. Careful budget control is necessary. Like pamphlets, newsletters are easier to produce if you know how to use and have access to a computer and a desktop publishing (DTP) programme.

Cartoon: A cartoon is a simple picture of an amusing situation; sometimes it is a satirical comment on a serious or topical issue. A strip cartoon is a sequence of framed drawings, which tell a story. Both types are to be found in newspapers, magazines and leaflets. In development situations a cartoon is a method of conveying a specific message. How to use cartoons Cartoon pictures can enable people to discuss sensitive issues and so are useful for teaching and training. Listening skills in the language class can be extended and developed using cartoon strips. You can read out a description of something, which needs to be drawn in sequence, each part in a separate frame. Ask the students to listen carefully, while you read the piece two or three times. Then ask them to draw what they have heard. You could provide a template with a number of ready drawn frames for them to fill in. You could do this with two separate groups and ask the students to discuss what they see in the picture. You can then evaluate how well they have understood the piece you read. Cartoon strips can be used to teach sequencing and ordering to students. Find, or draw, a cartoon strip with between three and eight separate frames. Cut out each frame and rearrange them so that they are in the wrong order. Stick them down in the new order and make one copy for each group. Ask them to cut each frame out and put them in the correct order. Before you do this, show the students an example on the chalkboard of pictures in the wrong order and ask them to put them in the correct sequence. The above exercise can also be used in a workshop or training session, using a topic related to the subject of the workshop or session. As it encourages discussion and team decision-making, it can be introduced as an ice-breaker. The less obvious the order, the more interactive the process will be as each group may suggest different answers. This creates an opportunity for each group to explain their answers and defend their position.

Yusuf (1998) said that one can classify learning materials in several ways. For instance, one can distinguish between auditory, visual and reading materials. However, for the purpose of classification, learning materials for teaching can be classified as follows:

- i. Printed and reference materials: Textbooks, newspapers, magazines, government documents, teachers' guide, duplicated materials, journals, hand book, bulletins, pictures, work books, pamphlets, leaflets.
- ii. Graphic materials: Graphs, charts, diagrams, maps, globes.
- iii. Display materials: Chalkboard, bulletin boards, flat pictures, magnet boards and flannel board.
- iv. Projected materials – television, video tape, overhead projector, slides and slide projector and transparencies.
- v. Audio and other visual materials: Radio, model, computer, tape recording etc.
- vi. Community resources: Zoos, Agricultural extension service centres, market place, parks, industrial establishments.

The Importance of Instructional Materials in Teaching Language

The importance of instructional materials in teaching and learning cannot be underestimated. 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. In his own perspective, 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. 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. 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 that 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, government and philanthropists 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 skilful teachers should improvise necessary instructional materials to promote academic standard in Nigerian schools.

II. Data Analysis Techniques

The demographic characteristics of the participants were described with the use of percentage. Analysis of Covariance (ANCOVA) was used to test the hypotheses postulated for this study at 0.05 level of significance. All research questions were hypothesised and these were tested with the use of Analysis of Covariance (ANCOVA).

Table 1: Demographic Data of the Respondents

Gender	Frequency	Percentage
Male	71	49%
Female	82	51%
Total	153	100%
Groups	Frequency	Percentage
Experimental Group	84	52%
Control Group	69	48%
Total	153	100%

Table 1 shows that out of 153(100%) students sampled for this study, 71(49%) of the respondents were male students while 82(51%) were female students. Also, 84(52%) of the respondents formed the experimental group while 69(48%) formed control group.

Hypotheses Testing

Hypothesis One: There is no significant difference in the performance of students taught with the use of visual instructional materials and those taught without the use of instructional materials

Table 2: Analysis of Covariance Results of the Difference in the Performance of Students Taught with the Use of Visual Instructional Materials and Those Taught without the Use of Instructional Materials

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	541.017 ^a	2	270.508	57.392	.000
Intercept	1746.207	1	1746.207	370.484	.000
Pre-Test	122.973	1	122.973	26.091	.000
Treatment	340.687	1	340.687	72.282	.000
Error	706.996	150	4.713		
Total	38582.000	153			
Corrected Total	1248.013	152			

a. R Squared = .434 (Adjusted R Squared = .426)

*Significant at $p < 0.05$

The result in Table 2 reveals that the F-value of 72.282 is obtained with a p-value of 0.000 computed at 0.05 alpha level. Since p-value (0.00) is less than alpha level (0.05), the null hypothesis one is rejected and thus, there is a statistically significant difference in the performance of students taught with visual instructional materials and those taught without the use of instructional materials ($F_{(1, 150)} = 72.282, p < 0.05$). The Multiple Comparison Analysis is depicted in Table 4 to show where the difference lies (i.e. the effect of the treatment on students' performance)

Table 3: Pairwise Comparisons Analysis Showing the Effect of the Treatment on Students' Performance

Treatment	Adjusted Mean	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
Experimental (I)	16.990 ^a	3.036 ^a	.357	.000	2.331	3.742
Control (J)	13.954 ^a	-3.036 ^a	.357	.000	-3.742	-2.331
Grand Mean = 15.472						

* the mean difference is significant at 0.05 level

b. Adjustment for Multiple Comparisons: Bonferroni

As shown in Table 3, students in the experimental group that were taught with visual instructional materials had higher adjusted mean score of 16.990 than those in the control group that had no access to instructional materials with an adjusted mean score of 13.954. This implies that students taught with visual instructional materials perform better than those taught without instructional materials.

Hypothesis Two: There is no significant difference in the performance of male and female students taught with visual instructional materials and those taught without instructional materials

Table 4: Analysis of Covariance Statistics of the Difference in the Performance of Male and Female Students Taught with Visual Instructional Materials and Those Taught without Instructional Materials

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	584.562 ^a	4	146.141	32.600	.000
Intercept	1552.025	1	1552.025	346.220	.000
Pre-Test	134.734	1	134.734	30.056	.000
Treatment	375.163	1	375.163	83.690	.000
Gender	6.743	1	6.743	1.297	.108
Treatment * Gender	9.719	1	9.719	2.168	.143
Error	663.451	148	4.483		
Total	38548.025	153			
Corrected Total	1248.013	152			

a. R Squared = .468 (Adjusted R Squared = .454)

*Insignificant at $p > 0.05$

The result in Table 4 reveals that the F-value of 1.297 is obtained with a p-value of 0.108 computed at 0.05 alpha level. Since p-value (0.108) is greater than alpha level (0.05), the null hypothesis two is retained and thus, there is no statistically significant difference in the performance of male and female students taught with visual instructional materials and those taught without instructional materials ($F_{(1, 148)} = 1.297, p > 0.05$).

Summary of Findings

Findings obtained from this study are summarised in the followings;

1. There is a statistically significant difference in the performance of students taught with the use of visual instructional materials and those taught without the use of instructional materials ($F_{(1, 150)} = 72.282, p < 0.05$). Students in the experimental group that were taught with visual instructional materials performed better than those in the control group that were taught without instructional materials.
2. There is no statistically significant difference in the performance of male and female students taught with visual instructional materials and those taught without instructional materials ($F_{(1, 148)} = 1.297, p > 0.05$).

III. Discussion

The findings from this study revealed that there is a statistically significant difference in the performance of students taught with the use of visual instructional materials and those taught without the use of instructional materials. Students in the experimental group performed better than students in the control group in their achievement test. This implies that visual instructional materials have positive effect in students' academic achievement. The study corroborates the findings of Esu, Erukoha and Umoren (2004) found that teaching aids are indispensable to the effective teaching and learning activities and successful instructional delivery in

schools. Hence, memory retention power of visual object i.e. instructional materials in the teaching and learning processes enables students retain knowledge and acquire better skills.

Results obtained from this study also showed that there is no significant effect of gender on students' achievement since no statistically significant difference was found in the performance of male and female students taught with visual instructional materials and those taught without instructional materials. The findings is contrary to Okoye (2009) which revealed there was a significant effects of gender on students' academic performance However, the study is in line with the opinion of Oladejo, Olosunde, Ojebisi and Isola (2011) and Muodumogu and Yisa (2013) who found that gender has no significant effects on the academic achievement of students in Physics.

IV. Conclusion

From the findings of this study, it is important that teachers of English language should endeavour to apply the use of instructional materials in their teachings at all levels of education for better achievement.

Recommendations

1. Teachers should always try their best to make use of available visual instructional materials where necessary to make their lessons more interesting
2. Teachers are encouraged to search for necessary visual instructional materials that can appeal to the senses of learners, arouse their interest, encourage their participation, make learning more meaningful and promote academic standard.
3. School principals should provide teachers with enabling environment for the use of available instructional material to give room for participatory studentship and make learning more meaningful.
4. Government should supply teaching aids and finance schools to improvise unavailable and inadequate instructional materials to make teaching and learning easier, practical, appealing and enjoyable.

Suggestion

Further study on instruction material can be carried out in all areas of disciplines at all levels of education and more variables can be added to enhance the generalization of the findings. Further study can be carried out on how to improvise and use instructional materials for teaching and learning.

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