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Assessment of Instructional Materials in English Language Teaching among Secondary Schools in Ede Educational Zone Area of Osun State, Nigeria

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Abstract

This study investigated the Assessment of instructional materials in English Language teaching and learning activities among secondary schools in Ede Educational Zone Area of Osun State, Nigeria. The research sought to determine the perceived importance of these materials among educators and identify the best practices for their pedagogical integration. Employing a descriptive survey research design, the study utilized a purposively selected sample of 20 English Language teachers. Data were collected using a self-designed questionnaire titled "The Impact of Instructional Material on Teaching of English Language in Secondary Schools." The findings revealed a unanimous consensus (100%) that instructional materials are vital for improving students' comprehension and long-term retention. Results further indicated that 90% of the respondents believe these tools simplify complex linguistic concepts and significantly enhance classroom interactivity. Regarding instructional delivery, 90% of teachers emphasized the necessity of explaining the relevance of materials prior to use, while 85% advocated for follow-up assessments to evaluate the effectiveness of the tools employed. The study concludes that while instructional materials are indispensable for effective language instruction, their success is largely dependent on systematic planning, regular usage, and alignment with lesson objectives. Based on these findings, the study recommends that school administrators prioritize the provision of diverse instructional resources and organize periodic training to update teachers on modern integration techniques.

Key words: Instructional Materials, Teaching, Learning, Students & Teachers

Introduction

In English language, we learn that man hardly lives alone all by himself. Through the learning of English language, we are expected to become sufficiently informed to tackle the problems and issues of words in our society. English language is a core subject at the primary and junior secondary school levels. English language like other school subjects, has its own stated objectives. These objectives specify the kinds of knowledge, skills, values and attitudes that could accrue to the learners through learning the subject. The main purpose of teaching this subject (English language) in our schools is to provide our young learners with the relevant knowledge to better understanding both their physical and social environments. Through English language, we also try to develop in them those skills and competences they would need to tackle the problems and issues of those languages and thereby live as more functional languages in the society. Eyisi et al (2023) stated that English Language occupies a unique position in the Nigerian educational system. It serves as the language of instruction from primary through tertiary levels and is the official language of communication in government, business and education. The teaching of English Language encompasses various components including grammar, composition, comprehension, literature, oral English and vocabulary development. According to Ntshauba, K. T. (2024), effective English Language teaching requires a multi-sensory approach where learners are exposed to diverse linguistic experiences through various instructional materials that cater to different learning styles. English Language is a compulsory subject that must be credited by students at the Senior School Certificate Examination (SSCE) level before gaining admission into any tertiary institution in Nigeria. The importance and complexity of this subject makes it necessary that relevant instructional materials should be used to teach it to learners. Instructional materials are resources or materials employed to facilitate effective teaching-learning process. They are used to provide the richest possible teaching-learning instruction between the teachers and learners by promoting effective communication processes. According to Schramm (2021),



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instructional materials are information carrying technologies that are used for instructional purposes with the hope of delivering educational information very quickly and very widely. Yakubu, S. A. (2020) described instructional materials as information carriers designed specially to fulfill objective in a teaching-learning situation. They are also used to transmit information, ideas and concepts to learners. Instructional materials include both visual and audiovisual aids which include pictures, flashcards, posters, charts, tape recorders, radio, video, television, computers, projectors and language laboratories among others. These materials serve as supplements to the normal processes of instruction and make abstract language concepts more concrete and comprehensible to learners. The influence of instructional materials in promoting students' academic performance and enhancing teaching and learning in educational development is indisputable. The teaching of English Language in Nigerian secondary schools needs to be properly handled, considering its status as both a subject and the medium of instruction in most schools. The materials used by teachers to teach and drive home their subject points at the secondary school level of our education system is incontrovertibly a paramount important issue in practical classroom interaction and successful transfer of knowledge from the teacher to the learners. The teaching of English Language without instructional materials may certainly result in poor academic achievement. Adetunji, A. R. (2023) reported that there were inadequate resources for teaching English Language in secondary schools in Osun State. They further stated that the available ones are not usually in good condition or are outdated. There is need therefore for improvisation and creative use of available resources. Okafor, U. M. (2024) defined instructional materials as materials that enhance or facilitate effectiveness in the teaching-learning process. They are resources that can be used by the learner whether done singly or in group, usually in an informal setting to make learning meaningful, interesting and immediate. These materials ensure that communication is effective in the classroom. For all subjects that are being taught in schools, there are specific materials for each subject. In teaching of English language there are peculiar instructional materials that are mainly for teaching of English language in our school."The following are the examples of instructional material which if used wisely will increase the effectiveness of classroom teaching which will further help the realization of the aims and objectives of social studies; Backboard, Maps, Globes, Charts, Diagrams, Graphs, Films, Television, Tape-recorder, Drawings and Cartoons, School Museums and Collections and so on.

Conceptual Perspectives of Instructional Materials

Instructional materials, also known as Teaching and Learning Materials (TLM), are a vital component of the teaching and learning process. When used well, they can support learning and aid a learner in concretizing a learning experience and make learning more exciting, interesting and interactive. Instructional Materials, also known as Teaching and Learning Materials are resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives and to facilitate the teaching and learning process. Broadly, the term refers to a spectrum of educational materials that teachers use in the classroom to achieve specific learning objectives. These include textbooks, multimedia components and other resources. The best instructional materials are aligned with all other elements in the course, including the learning objectives, assessments, and activities. Ideally, the teaching and learning materials will be tailored to the content in which they are being used, to the learners in whose class they are being used, and the teacher. Instructional materials can be classified by type; including audio, visual and audio-visual resources. Abdullahi, N. et al (2017) conceptualizes instructional materials as resources that teachers utilize to make their lessons explicit to learners, encompassing all forms of materials, equipment and people that teachers can use to facilitate effective teaching and promote meaningful learning experiences. This broad definition acknowledges that instructional materials extend beyond physical objects to include human resources and experiential opportunities that enhance the learning process. Chukwuebuka, I. S. (2017) described instructional materials as carriers of information and messages that are directed at learners with the intention of making the teaching-learning process interesting, meaningful and effective. This definition is particularly relevant to the African educational context, where resource constraints often necessitate creative and strategic deployment of available materials. Clegg, J., and Simpson, J. (2016). Furthermore, this analysis to language learning specifically, arguing that instructional materials for teaching English language in Africa should reflect African varieties of English language and incorporate African contexts, rather than exclusively presenting British or American English varieties and Western contexts. This perspective challenges the assumption that effective English language instruction requires exclusive focus on native speaker norms, advocating instead for approaches that acknowledge and value the multilingual realities of African learners. Koko, M., and Nkpolu-Oroworuko, P. H. (2016) offers a comprehensive definition that views instructional materials as anything that can be used to stimulate



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thoughts, feelings, concerns and ideas in the learner, thereby serving as intermediaries in the instructional process. This broad conceptualization acknowledges the diverse forms that instructional materials can take and their capacity to operate at multiple levels of human consciousness, engaging not only cognitive processes but also emotional and affective dimensions of learning.

Statement of the Problem

English language like other subjects has some peculiar materials that are purposeful in attainment of the certain objectives of the lesson. And these materials are of great value and are used by the teachers. Identifying the appropriate instructional materials to be used for certain topics is a crisis, which is caused by the unavailability of these materials. Some instructional materials are not used systematically because the levels of these materials must match the capacities of the learners of different abilities. There are some criteria to follow in selection of appropriate instructional materials which some subject teachers have neglected. Lack of knowledge of how to evaluate the materials used for teaching is another problem that reduces the effective purpose of using such instructional materials. It is on this note and desire of the researcher to find possible solutions to all above mentioned problems so that the effectiveness of the instructional material in teaching of English language will have positive implication. The act of teaching is fundamentally concerned with passing ideas, skills and attitudes from the teacher to the learner. In Nigeria, experience has shown that spoken words alone in the communication of language concepts are grossly ineffective and inefficient in producing desired learning outcomes. Every year, when the results of public examinations such as WAEC and NECO are released, there has always been a high rate of failure in English Language, particularly in comprehension, essay writing, and oral English components. The reason for this could be ascribed to the fact that there are aspects of English Language teaching that pose serious problems of comprehension to students. These aspects, such as phonetics, syntax, tense usage and idiomatic expressions, cannot be taught effectively without the use of relevant instructional materials to make the learning practical and meaningful.

Research Question

1. What impact do instructional materials have on the teaching of English language?
2. What constitutes the correct usage of instructional materials in teaching English language?

Methodology

The research design employed for this study was a descriptive research type utilizing survey method. Descriptive research design connotes describing event(s) exactly as they appear without the manipulation of external researchers. The target population for this study was all the English language teachers and students in government owned schools in Osun State. A stratified sampling technique was employed in selecting schools in Ede Zone Area of Osun State. Specifically, 100 samples were proportionally selected in government owned secondary schools in Ede Zone Area of Osun States. The total number of English language teachers selected for this study is 20, while 80 students were selected from the schools. The instrument used for data collection in this study was a researcher-designed questionnaire with Likert response modes of Strongly Agree (S.A), Agree (A), Disagree (D) and Strongly Disagree (S.D). Items were selected based on their relevance to "Impacts of instructional material on the teaching and learning of English Language in secondary schools in Osun State". The questionnaire contained items for each of the variables. It is structured in a clear and simple language as this enables the respondents to provide relevant answers to the questionnaire based on their personal feelings. The instrument contained three major sections, section A, B and C. Section A asked information about demographic characteristics and Biodata information of the teacher's including age, gender, teaching experience and area of specialization and so on. Section B contains questions related to the impact of instructional materials on the teaching and learning of English language in the secondary schools in Osun State. The response mode for this section was the Likerts response modes of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Section C sought to find out if the instructional material used in the teaching and learning of English Language are available or not. The response modes for availability is to tick out the available ones from the list provided. The questionnaire was administered to the students as well as the English language teachers during the school hours. The researcher collected the questionnaire on completion the same day. The copies of the completed questionnaire were collected from the respondents immediately, coded and analyzed.



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Presentation of Results

Research question 1: What impact do instructional materials have on the teaching of English language?

Number of Respondent (Teacher): 20

	SA	A	U	D	SD
Helps to breakdown difficult English concepts for learners	10	8	-	1	1
Improve students' comprehension and retention	14	6	-	-	-
Create a more engaging and interactive English classroom	12	8	-	1	1

SA-Strongly Agree. **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Teachers saw instructional materials as very important for teaching English. All 20 teachers agreed that these instructional materials improve students' understanding and help them remember what they learn better. 18 teachers (90%) said instructional materials make classrooms more interesting and interactive. The same number (90%) also said instructional materials help make difficult English concepts easier for students to understand. These results show that teachers believe instructional materials are very helpful for making learning better and keeping students engaged.

Research question 2: What constitutes the correct usage of instructional materials in teaching English language?

Number of Respondent (Teacher): 20

	SA	A	U	D	SD
Instructional materials must be used regularly and not only occasionally to enhance learning	8	8	-	2	2
Briefing of the relationship between the instructional materials and the lesson to be taught	10	8	-	1	1
Practical assessment on each student based on what was taught with the instructional materials	8	9	-	1	2

SA-Strongly Agree. **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Teachers identified several important practices for using instructional materials properly. 18 teachers (90%) said it is important to explain how the instructional materials relate to the lesson before using them. 16 teachers (80%) agreed that instructional materials should be used regularly, not just occasionally. 17 teachers (85%) said teachers should assess students based on what was taught using the instructional materials to know if they were effective. This shows that teachers know instructional materials work best when they are used with proper planning and follow-up.

Discussion of Findings

The findings of this study clearly indicate that instructional materials play a significant role in the effective teaching and learning of English Language in secondary schools. The demographic data showed that the English Language teachers involved in the study were professionally qualified and experienced, with most possessing Bachelor of Education (B.Ed.) and Bachelor of Arts (B.A.) degrees, as well as over ten years of teaching experience. This suggests that the respondents were competent to provide reliable information on instructional material utilization and its impact. According to Friday Mbon et al (2019), the effectiveness of instructional delivery depends not only on teacher competence but also on the availability and appropriate use of instructional materials. With regard to the types of instructional materials used, the study revealed that teachers make use of instructional materials such as textbooks, workbooks, charts, flashcards, diagrams, videos, slides and e-learning applications. This finding aligns with the views of Ikahobomeh, O. I., and Mohammed, A. (2023), who emphasized that instructional materials make lessons more concrete and help learners understand abstract concepts. The acceptance of digital tools by teachers further supports Murphy, V. A. (2014). assertion that effective English Language teaching requires a multi-sensory approach that caters to different learning styles. The findings on sources of instructional materials revealed that schools and online platforms are the major sources through which teachers obtain instructional materials, while government agencies play a moderate role and non-governmental organizations contribute minimally. This supports earlier findings by Akinsolu, A. O. (2017), who reported inadequate and poorly maintained instructional resources in secondary schools in Osun State. Furthermore, the study found that instructional materials have a strong positive impact on the teaching of English Language. Teachers overwhelmingly agreed that instructional materials help break down difficult English concepts, improve students' comprehension and retention, and create a more engaging and interactive classroom environment. This finding is consistent with Amos, P. (2019), who noted that instructional materials arouse learners' interest, promote participation and improve understanding. It also supports Bruner's (1966)



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theory, which emphasizes that learning is more effective when verbal instruction is combined with visual and practical experiences. The study also revealed that the effectiveness of instructional materials depends largely on their correct usage. Teachers agreed that instructional materials should be used regularly, properly explained and linked directly to lesson objectives, with follow-up assessment to evaluate students' understanding. This finding corroborates the views of Mupa, P., and Chinooneka, T. I. (2015), who stressed that even the best instructional materials are ineffective if not properly applied by the teacher. Therefore, the study confirms that instructional materials are not merely teaching aids but essential tools whose impact depends on thoughtful planning and effective utilization.

Recommendations

Based on the findings of this study, the following recommendations are made to enhance the quality of English Language instruction:

1. **Increased Government and NGO Involvement:** The Ministry of Education and relevant government agencies should move beyond a "moderate" role by providing consistent funding and modern instructional kits to secondary schools. Similarly, NGOs should be encouraged to partner with schools to bridge the resource gap.
2. **Establishment of Digital Resource Centers:** Given the heavy reliance on online platforms, schools should be equipped with functional e-libraries and high-speed internet access. This will facilitate easier access to e-learning applications and multimedia slides for both teachers and students.
3. **Continuous Professional Development (CPD):** Workshops and seminars should be organized specifically focusing on the *pedagogical application* of instructional materials. Training should move beyond "how to use" a tool to "how to align" it with specific curriculum objectives and student assessment.
4. **Encouragement of Locally Improved Materials:** To mitigate the inadequacy of imported or expensive resources, English teachers should be trained in the "Instructional Improvisation" technique creating low-cost, high-impact visual aids from locally available materials.
5. **Standardization of Material Usage in Lesson Planning:** School administrators should ensure that lesson observations and vetting processes prioritize the integration of instructional materials. It should be mandatory for lesson notes to clearly state how specific materials will be used to break down abstract English concepts.

Conclusion

The study concludes that instructional materials are indispensable tools in the teaching and learning of English Language in secondary schools. While the presence of highly qualified and experienced teachers provides a strong foundation for academic excellence, their effectiveness is significantly amplified when supported by diverse instructional resources. The findings highlight a positive transition from traditional tools like textbooks and charts toward digital and e-learning applications, reflecting a modern, multi-sensory approach to language acquisition. However, a critical gap exists in the external support system; while schools and online platforms are primary sources of materials, government and non-governmental contributions remain insufficient. Furthermore, the study underscores that the mere presence of these materials does not guarantee success. Their impact is fundamentally tied to the teacher's ability to integrate them purposefully into lesson objectives and maintain a regular, interactive flow. Ultimately, for English Language instruction to be truly effective and engaging, there must be a synergy between teacher competence, resource availability, and pedagogical precision.

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