

THE IMPACT OF INSTRUCTIONAL MATERIALS ON THE TEACHING OF ENGLISH LANGUAGE IN SECONDARY SCHOOLS IN OSUN STATE

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Abstract

The use of instructional materials constitutes a vital component of effective teaching and learning, particularly in language education, where comprehension, retention, and practical application are essential. Instructional materials facilitate clearer understanding of concepts, stimulate learners' interest, and enhance long-term retention of knowledge. This study examined the Impact of Instructional Materials on the Teaching of the English Language in Secondary Schools in Osun State. The study adopted a quasi-experimental pretest–post-test control group design. Sixty (60) students were randomly assigned to experimental and control groups. The experimental group was taught selected English Language topics using instructional materials, while the control group was taught the same topics using the conventional teaching method. Students' learning outcomes were measured using a standardized English Language Achievement Test administered as a pretest and post-test. Data were analysed using mean, standard deviation, and t-test. Findings revealed that students exposed to instructional materials had a higher mean post-test score ($\bar{x} = 68.67$) than those taught with the conventional method ($\bar{x} = 54.0$). The t-test result further showed a t value of -6.301 at a calculated p level of 0.00, which is less than the working p level of 0.05. The interpretation of this result is that there is a significant difference in the learning outcomes of students exposed to instructional materials and those not exposed to instructional materials in the English language. The study concludes that instructional materials are effective tools for enhancing students' understanding and achievement in the English Language. It is therefore recommended that English Language teachers should be encouraged and supported to integrate appropriate instructional materials into classroom instruction to promote effective teaching and learning.

Keywords: *Instructional materials, English Language, students' achievement, conventional teaching method.*

Introduction

In the English language, we learn that man hardly lives alone, all by himself. Through the learning of the English language, we are expected to become sufficiently informed to tackle the problems and issues of words in our society. The English language is a core subject at the primary and junior secondary school levels. The 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 understand both their physical and social environments. Through the English language, we also try to develop in them those skills and competencies they would need to tackle the problems and issues of those languages and thereby live as more functional languages in society. Eyisi et al (2023) stated that the 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 the 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. The 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 make it necessary that relevant instructional materials be used to teach it to learners. Instructional materials are resources or materials employed to facilitate the 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.

Yakubu, S. A. (2020) described instructional materials as information carriers designed specially to fulfil objectives 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 the 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 are incontrovertibly a paramount important issue in practical classroom interaction and successful transfer of knowledge from the teacher to the learners. The teaching of the English Language without instructional materials may certainly result in poor academic achievement. Adetunji, A. R. (2023) reported that there were inadequate resources for teaching the 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 a 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 groups, 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 the English language, there are peculiar instructional materials that are mainly for teaching the English language in our school.”The following are 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: Backboards, Maps, Globes, Charts, Diagrams, Graphs, Films, Television, Tape-recorders, 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 to the teacher. Instructional materials can be classified by type, including audio, visual, and audio-visual resources.

Abdullahi Nasiru et al (2017) conceptualize 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). Further, this analysis focuses on 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) offer a comprehensive definition that views instructional materials as anything that can be used to stimulate 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

The English language, like other subjects, has some peculiar materials that are purposeful in the attainment of certain objectives of the lesson. These materials are of great value and are rarely used by the teachers. 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 the 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. The impact of instructional materials in enhancing English language teaching in secondary schools in Osun state, Nigeria, remains uncertain. While conventional instructional content delivery has been the norm, the impact of specific instructional materials on the students' learning outcomes in the English language has not been adequately explored. Hence, the need to investigate the effect of using targeted instructional materials on the teaching and learning of the English language in secondary schools in Osun state, comparing outcomes with those taught using conventional instructional content delivery.

Research Question

What is the mean difference between the learning outcomes of students exposed to the relevant instructional materials and those that were taught using conventional instructional content delivery?

Hypothesis

HO₁: There is no significant main effect of treatment on students' learning outcomes in English language concepts.

Methodology

The study used a pretest, posttest, control group quasi-experimental research design because the independent variable was manipulated on the dependent variable. The subject was not randomly assigned to groups in this study because the classes were already established. One intact class constituted the experimental group while the other was the control group.

The two groups were first pre- tested using the same instrument. Then the experimental group was exposed to the treatment, and finally both groups were post-tested using the same test that was used for pre-test before the lesson as a new test, but in a re – arranged form.

Population of the Study

The target population for this study was students in government-owned public secondary schools in Osun State.

Sampling Techniques

A stratified sampling technique was employed in selecting schools in the Ede Zone Area of Osun State. Specifically, 60 students were proportionally selected from two government-owned secondary schools in the Ede Zone Area of Osun State.

Research Instrument

The following were the instruments used for the study

- (a) English Education Achievement Test (EEAT)

This instrument was developed and validated with a reliability coefficient of 0.85. The level of comprehension of the students was tested on the following topics:

- Phonetics
- Syntax
- Tense usage
- Idiomatic Expression

The test contains 20 multiple-choice objective test items. It has two sections;

- (a) Contains demographic information such as the name of the school, the student's name, class, gender, and age
- (b) Contains the constructed test items
- (c) The options for the questions range from A to D.

Two marks were awarded for each correct option, and zero for each wrong option, and the total score was 40 marks. The questions covered the six levels of cognitive domain, that is, knowledge, comprehension, application, analysis, synthesis, and evaluation.

- (b) English Education Instructional Materials (EEIM)

The instructional materials used for this study were **researcher-designed learning aids** developed to teach selected English Language topics, namely: Phonetics, Syntax, Tense usage, and Idiomatic Expression. The materials were categorized into **visual, audio, and audiovisual instructional aides** to enhance students' understanding, retention, and participation during lessons. The instructional materials were validated by experts in English Language and Educational Technology to ensure content relevance, clarity, and suitability for secondary school students.

Visual Instructional Materials

The visual instructional materials consisted of **printed and chart-based learning aids** designed to present concepts clearly and concretely.

Components:

- Wall charts
- Flash cards
- Illustrated posters
- Whiteboard illustrations

Instructional Use:

The teacher displayed charts and flashcards during lessons while explaining each concept and guiding students to identify examples from the visuals.

Audio Instructional Materials

The audio instructional materials consisted of **recorded voice lessons** prepared by the researcher and played using a speaker.

Components:

- Audio recordings (MP3 format)
- Portable speaker or classroom audio system

Instructional Use:

Students listened to the recordings while following along with their notebooks. The teacher paused the audio intermittently to ask oral questions and allow students to repeat examples aloud.

Audio-Visual Instructional Materials

The audio-visual instructional materials combined **sound, text, and images** to create an interactive learning experience.

Components:

- PowerPoint slides
- Short animated videos
- Projector or smart board
- Laptop computer

Instructional Use

The teacher projected the slides and videos while explaining the concepts. Students were encouraged to observe, listen, and respond to questions based on the audio-visual content.

Procedure of data collection

The research was carried out for a period of twelve weeks: three weeks for pre- test, six weeks for treatment, and three weeks for post-test.

As a pretest-posttest control group quasi-experimental study, the equivalence of the experimental and control groups was determined by their cumulative scores in English Language. The scores were obtained from the English language instrument test in the schools involved in this study.

Result Analysis

Table 1: The scores of the respondents in their continuous assessment tests in school.

S/N	Experimental group	Control group
1	88	71
2	72	82
3	71	79
4	90	77
5	77	81
6	80	80
7	73	83
8	72	79
9	75	75
10	81	81
11	65	56
12	62	61
13	59	55
14	55	64
15	51	52
16	52	60
17	62	63
18	65	65
19	60	60
20	67	63
21	14	20
22	26	43
23	29	40
24	33	32
25	31	37
26	18	32
27	20	29
28	19	35
29	22	32
30	35	24

The scores were subjected to a t-test to find out whether there was a significant difference between the scores of the experimental group and the control group. A non-significant difference between the scores of the two groups is indicative of the equivalence of the two groups, which qualifies the groups for use in the experimental study.

Table 2 presents the t-test analysis of the cumulative scores of the experimental and control groups in the school tests. The t-test was carried out at a 0.05 level of significance. The result of the t-test analysis shows a t value of -1.897 at a calculated p level of 0.68. Therefore, the calculated p level of 0.68 is greater than the working p value of 0.05. As a rule, when the calculated p-value is greater than the working p-level, as it is in this case, it means there is no significant difference between the two sets of scores for which a t-test is being carried out, and vice versa.

Table 2: t-test analysis of the cumulative scores of the experimental and control groups in the school test.

Variables	No. of Cases	Mean score	Standard deviation	Df	T	Sig (2 -tailed, i.e., p value)
Experimental Group	30	54.13	23.33			
Control Group	30	54.03	20.00	29	-1.897	.068

We can therefore conclude that the experimental and control groups are equivalent. Hence, they were fit to be used for the experimental study.

Hypothesis:

There is no significant difference in the learning outcomes of students exposed to instructional materials and those not exposed to instructional materials in English language topics.

The t-test analysis of the results obtained for this hypothesis is presented on table 3.

Table 3: t-test analysis of the post-test scores of students exposed to instructional materials and those not exposed to instructional materials in learning outcomes in English language topics.

Variables	No. of Cases	Mean score	Standard deviation	Df	t	Sig (2 -tailed i.e., p)
Experimental Group	30	68.67	15.365			
Control Group	30	54.0	18.773	29	-6.301	0.00

From Table 3, a t value of -6.301 was obtained at a calculated p level of 0.00, which is less than the working p level of 0.05. The interpretation of this result is that there is a significant difference in the performance of students exposed to instructional materials and those not exposed to instructional materials in learning outcomes in English language topics. The hypothesis is therefore rejected. Students exposed to relevant instructional materials when learning the English language performed significantly better in the post-test English language test than those not exposed to the materials.

This provides an answer to research question 1, which is on the learning outcomes of students exposed to the relevant instructional materials and those that were taught using conventional instructional content delivery.

The impact of relevant instructional materials on the learning outcomes of students in the English language is positive. This means that when students are exposed to instructional materials, their performance improves significantly.

Discussion

This study confirmed that instructional materials have a significant impact on students' learning outcomes in basic technology. Instructional materials are more effective than verbal explanation. These findings are consistent with recent research that highlights the importance of instructional materials in improving student performance in English language learning. For instance, *Yusuf and Jinjiri (2024)* found that students taught English language using instructional materials in a junior secondary school in Yobe State performed significantly better in post-test scores compared to those taught without such materials, indicating a positive relationship between instructional materials and academic performance (pre-test vs. post-test) in English language learning contexts.

Similarly, *Odiyani (2025)* reported that the use of instructional materials positively influenced students' performance in English language among secondary schools in Okene, Kogi State, concluding that adequate instructional resources enhance understanding and support academic achievement. These findings align with the **quasi-experimental nature of the current study**, where mean difference and t-test results show that treatment (use of instructional materials) had a significant main impact on student achievement.

Furthermore, the **significant main effect of the treatment** underscores that instructional materials contributed meaningfully to posttest achievement independent of prior ability (pretest scores). This corroborates the body of research emphasizing that when English language teachers integrate appropriate instructional resources into their pedagogical practice, students' academic performance improves significantly. (*Yusuf and Jinjiri 2024*)

RECOMMENDATIONS

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

- **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.
- **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.
- **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.

- **Encouragement of Locally Improvised 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.
- **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 the 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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