

## **USE OF INSTRUCTIONAL MEDIA AS DETERMINANT OF STUDENTS' ACHIEVEMENT AND ATTITUDE IN ENGLISH LANGUAGE**

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**ABSTRACT:** *This paper examined the use of instructional media as determinants of students' achievement and attitude towards English Language. Specifically, the purpose of the study was to find out whether the use of instructional media is a determinant of SS2 students achievement and attitude towards English language. Two research questions and two hypotheses guided the study. The study adopted the descriptive research design. The population comprised 1600 teachers and 2800 SS2 students in 217 public secondary schools in Ebonyi state. Through the simple random sampling technique a sample size of 540 respondents was selected for the study. The instrument for data collection were three structured questionnaires which dealt with instructional media, students achievement and students attitude to English language. Data were analyzed using descriptive statistics of frequency counts and percentages. Result of the findings showed the following: 1. There is a significant relationship between the use of instructional media and students achievement in English language. 2. There is a significant relationship between the use of instructional media and students' attitude towards English Language. Based on the findings, one of the recommendations was that the government should provide audio and audio-visual aids in all the schools in the federation for improved students achievement in English language and the development of positive attitude towards the subject.*

**KEYWORDS:** instructional media, students, achievement, attitude, English language

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### **INTRODUCTION**

The place of instructional materials in the teaching and learning of the English language is undoubtedly essential if there is going to be an improvement in students' achievement in school certificate examinations. They are indispensable in the teaching and learning process. In most Nigerian schools, modern instructional materials like language laboratories, computers, word processors and audio-visual aids are not provided because of their cost and personnel to run them. Not using these materials makes English language learning difficult and burdensome.

According to Opoku-Asare (2004), Instructional media refers to devices and materials employed in teaching and learning. It includes hardware like blackboards, radio, television, tape-recorders, videotapes and projectors, and software like transparencies, films, slides, teacher-made diagrams, real objects, cartoons, models, maps and photographs. Scanlan (2003) states that instructional media includes all the materials and physical means an instructor might use to implement

instruction and facilitate students' achievement instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, videotapes or films as well as modern materials and methods such as computers, DVD's, CD-ROM's, the internet and interactive video-conferencing. Nyame-Kwarteng (2006) also holds the view that instructional media are the various materials that appeal to the five senses seeing, hearing, touching, feeling and tasting which enhance teaching and learning. They affect different senses and act as an integral part of the teaching and learning process and also help to bring about meaningful experiences.

From these definitions, one may infer that the place of instructional media in the teaching and learning of English language is undoubtedly essential if there is going to be an improvement in students' achievement in school certificate examination. They are used in the best judgment of the teachers whenever it can facilitate learning or increase understanding of materials being presented. However, in most Nigerian schools, modern instructional materials like language laboratories, computers, word processors and videos are not available because of their cost and personnel to run them. Some of the instructional materials that can be used in teaching and learning English include teachers, the learners, resource persons, the tutorial and non-tutorial staff, visual aids, non-projected materials, pictorial materials, projected materials, aural materials (records and record players, tapes, language laboratories and radio) and audio-visual materials. Not using these materials make English language learning difficult and burdensome.

Onotere (2008) also observes that audio-visual teaching aids like the language laboratory, which is vital for effective teaching and learning of spoken English in schools is lacking. Unfortunately, most universities do not have a language laboratory talk less of secondary schools. Consequently, Ogiegbaen (2009) observes that secondary school teachers in Nigeria are not altering their instructional practices in spite of the coming of the new instructional technologies. Traditionally, teachers have depended on textbooks and the chalkboards as media for disseminating knowledge in the classroom. This means that without access to modern instructional media, students may be greatly disadvantaged in learning the target language. Instructional materials are ways and means of making the teaching and learning process easy, more meaningful and understandable. However, Onyeachu (2008) observes that these instructional materials are lacking in Nigerian secondary schools. As a result teachers take to teacher chalk and talk, as they have no visual or audio-visual materials, which the students can see, touch, and smell and hear in the process of teaching and learning. According to Amuseghan (2007:321), what obtains in the classroom English language teaching and learning process is frontal teaching characterized by:

- a. a heavy reliance on the textbook as the exclusive teaching/learning materials.
- b. reading aloud by the teacher followed by recitation and imitation reading round the class by the learners.
- c. very little respect accorded to the primacy of oracy in language teaching and learning.
- d. an undue rush to finish the textbooks as a sign of also covering the syllabus and (e) devotion of a considerable amount of time to practicing exam-type skill.

Ohia & Adeosun (2002) aver that it is not uncommon among teachers to get into the class and ask the students to open to page... of ... text and rely entirely on the text throughout the duration of the lesson. Thus, there is an over-reliance on the English language textbooks. This makes the lesson boring and uninteresting and so many learners have negative attitude towards the English language giving birth to poor achievement in the subject. Ajayi (2002) also attributes the unabated problem of poor achievement in English among secondary school students to the seeming absence of enriching instructional materials in the schools. Amuseghan (2007) enumerates such enrichment materials or activities to include supplementary textbooks and other instructional materials such as tape recorders, video tapes, cameras, pictures, charts, diagrams, discussions, debates, excursions, radio, resource persons, newspapers, maps, globes, projectors, films etc. Unfortunately, Ahmed & Ahmed (2005) observe that many classrooms continue to be dominated by a single medium and this is usually the printed textbooks. This dominance prevents teachers from reaching all students when there are other media readily available that are more suitable for communicating particular kinds of learning materials. They maintain that the use of instructional media allow the growth of specific learning abilities and enhance intellectual skills and motor skills. The use of charts and models enables the teacher to present and illustrate many physical phenomena and issues easily and at the same time, allows him to focus attention on the characteristics of objects. However, Maduekwe & Ikonta (2006) observe that instructional materials are scarcely available. What is obtained are archival materials. Moreover, most teachers whose training predated the recent emphasis on information computer technology are not even competent to operate the few available ones. The Education Sector Analysis (2002) reports that at a time when developments in educational technology have made computers, internet facilities, video recorders, the radio and television and overhead projectors necessary tools for adequate instruction in schools, public schools in Nigeria have nothing but the ancient blackboard to work with. In most state-owned schools across the country the teachers are faced with the onerous task of molding bricks without straws. Abiola & Henry (2012) avers that the utilization of the language laboratory for teaching oral English as a means of enhancing the learners' performance is important. He linked the poor oral competence and academic achievement of learners to the scarce nature of language laboratory in secondary schools.

Instructional materials make teaching and learning practical and meaningful. They help to concretize the learning process and offer the learners and their teachers a good opportunity to relate theoretical knowledge to practical experience in the class. The use of instructional materials in the teaching and learning of the English language is a prerequisite to promoting students' interest. This is because verbal instruction, which seems to be the easiest form of instructional delivery system besides real experience is always very abstract. But with the use of instructional media learners' interest can be aroused, maintained and stimulated to promote their imaginative power. However, Ololube (2006) observes that some teachers in Nigerian secondary schools find it very difficult to effectively tally their Information and Communication Technology (ICT) instructional materials such as computers, audio visual aids, slides, video clips, electronic white boards and electronic conferencing materials and so on, to the goals of their instructional objectives. Based on these views, one may infer that instructional materials are ways and means of making the teaching and learning process easy, more meaningful and understandable.

Some of the most widely used instructional media for teaching English include the following print media: textbooks, periodicals, encyclopedia, newspapers, magazines, file records, minutes and so on. They also include pictures, posters, flashcards and graphic materials. Amuseghan (2007:329) emphasizing the importance of newspapers and magazines as enrichment supplementary materials to textbooks opines that they can be used to teach essay and letter writing, reading comprehension lexis and structure, vocabulary development and above all communicative skills. These enrichment materials will expose learners to intensive reading of letters to the editor, interviews, feature articles, editorial comments and new stories. They provide real life situations of acquiring and using English as a communication tool effectively.

The strategy a teacher uses could be considered as one of the factors that contribute to students' poor academic achievement in English language. A professional teacher no matter how well trained cannot achieve much if he lacks instructional materials and a suitable learning environment to translate his competence into reality. Hence a teacher's mastery of the rudiments of teaching English language might not be fully achieved without the use of appropriate instructional media and effective strategy. One may argue that most schools do not have access to modern instructional gadgets such as computers, internet, projectors, language laboratories, and even where these are available most schools do not have electricity to facilitate their use. This is where the professionalism of a teacher comes to play. He is expected to source and provide materials locally. According to Okobia (2011) the purpose of instructional materials is to promote efficiency of education by improving the quality of teaching and learning. Incorporating these tools and materials present, support and reinforce teaching. According to Udo (2012) factors that influence students' achievement at the senior secondary school include teachers' qualification, quantity of instruction and attitude, social environment factors, teaching learning resources, school and teacher characteristics, student, community, classroom context, teacher perceptions, quantity of instruction, teacher student relationship, assessing and evaluating students, managing students and students participation in learning, (Anderson in Udo, 2012). However, these instructional materials are lacking in Nigerian secondary schools. As a result teachers take to chalk and talk, as they have no visual or audiovisual materials. Modern instructional media include audio and video tapes, language laboratories, programmed texts, flash cards, computers, magazines and newspaper cut outs which make learning more meaningful for the learners. Hence Abioye (2010) states that the development of instructional materials is germane to the success of any educational system and where they are not available, they result into serious problems. He further observes that the shortage of infrastructure and facilities are experienced at all levels of the Nigerian educational system where library facilities, books, classrooms, classroom furniture, workshops and language laboratories are virtually non-existent. Where some of these are available, they lack competent qualified manpower to operate them. Consequently, Obanya (2002) states that what obtains in the English language classroom teaching and learning process is frontal teaching characterized by a heavy reliance on the textbook as the exclusive teaching learning materials; reading aloud by the teacher followed by recitation and imitation reading round the class by learners; He also observes that very little respect is accorded to the importance of speech in language teaching and learning, an undue rush to finish the textbook, a sign of also "covering the syllabus"; and devotion of a considerable amount of time to practicing examination type skill. Amuseghan (2007) avers that there is no best way of learning, and learners learn best when different learning methods and

strategies are used. These instructional materials include supplementary textbooks, tape-recorder, video tapes, camera, pictures, charts, diagrams, discussions, debates, excursions, radio, resource persons, newspapers, magazines, projectors and films are used in teaching English. Unfortunately, these are not feasible in rural areas and even in some urban settings.

The learners' attitude is acknowledged as one of the most important factors that impact on learning language. According to Fakeye (2010), one major reason why students fail English language woefully in the yearly school certificate examination is the poor attitude of some English language teachers to work and students' lack of enthusiasm and interest in the subject. According to him, students' attitude to the language is one of the personal variables that affect the learning of English language. Therefore, developing favourable attitude as a means of enhancing achievement in the learning of English language in the students is of utmost importance. The attitude of the learner towards the language learning matters a lot, if the learner is going to gain the mastery of the subject for a better achievement. According to Adebisi (2006), attitudes are positive or negative feelings an individual holds about objects or ideas. The achievement of any learner will to a great extent depend on his attitude towards the learning materials. Gardner & Lambert (1972) observe that success in mastering a second language depends not so much on intellectual capacity or language aptitude as on learner's attitude towards the particular language. According to them, attitude could help the language learning process by changing students' orientation towards particular linguistic cultural groups and thereby modify their motivation to learn that language. It is therefore imperative that a positive attitude towards English language accounts for success in learning it. Richard & Schmidt (2010:314) defines language attitude as:

the attitudes which speakers of different languages or language varieties have toward each other's language or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance and social status. Attitudes towards a language may also show how people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information, which is useful in language teaching and language planning.

According to Gardner (1985) attitudes are components of motivation in language learning and motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language. Furthermore he holds that the motivation to learn a foreign language is determined by basic predispositions and personality characteristics such as the learners attitude towards foreign people in general and the target group and the language in particular, are motives for learning and generalized attitude. Nia & Abbaspour (2010) observe that learners attitude towards foreign language learning and success in learning a foreign language are highly related. They state that there are a number of interrelated factors playing important roles in students success in learning English; namely: textbooks, teachers, learning environment and learners attitude towards English as a foreign language. Learners attitudes towards the target language play a key role in enhancing and motivating them to learn that language and thus in turn affect their performance too, (Gardner, 1985). He further observes that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of

the individual's beliefs or opinions about the referent. Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal. Visser (2008) points out that attitude is considered as an essential factor influencing language performance.

On the other hand, achievement in a target language relies not only on intellectual capacity but also on the learner's attitudes towards language learning, (Abidin, Pour-Mohammadi & Alzwari, 2012). According to Tella, Indoshi & Othion (2010) negative attitude towards English is the most affective and psychological factors that result into students' poor performance in English among the secondary school students. According to Gardner & Maclintyre (1993), the quality of teachers, instructional aids, curricula and the like clearly have an effect on what is learned and students' attitudes towards the learning experience. They explain attitude as one of the variables of motivation that refers to affective reaction towards the language-learning situation which could involve attitude towards the language teacher, the class, the textbook, the language laboratory etc. Hence, Gardner (1985) hypothesizes that second language learners with positive attitudes toward the target culture and the people, will learn the target language more effectively than those who do not have such positive attitudes. Adelabu (1998:52) reports that three reasons explain the negative attitude to the learning of English language by secondary school students:

- a. Most students hate the English language because of poor results recorded yearly in school certificate examinations.
- b. Teachers do not often engender positive attitude because they use bad methods to teach the subject.
- c. The teachers do not have a thorough grasp of the instructional content and procedure.

Thus, serious consideration ought to be given to the issue of learners' attitude, as they seem to be the pre-requisite for the successful acquisition of a second language. According to Ellis (1994), the learners' attitude towards the target language informs the determination with which the learner can tackle challenges in the target language. He argues that the learners' attitudes have an impact on the level of second language proficiency achieved by individual learners and are themselves influenced by this success. Thus, learners with positive attitudes who experience success will have these attitudes reinforced while those with negative attitudes may be strengthened by lack of success.

### **Statement of the Problem**

In Nigeria, over the years most secondary schools have recorded massive failure in the English language exam organized by the West African Examination Council (WAEC) annually. The sad truth of many schools in Ebonyi State is that many classes are overcrowded, registering up to 50 students in a class. Most of the school buildings are dilapidated and learning facilities are far from being adequate. With these large class sizes, one wonders the frequency at which teachers apply the use of instructional materials that facilitate learning. Against this backdrop, this study was set up to assess problems associated with students' poor achievement in English language. The researcher is worried whether students' poor achievement and negative attitude towards English language are actually due to non-use or infrequency in the use of modern instructional media.

### **Purpose of the Study:**

The main purpose of the study was to examine the use of instructional media as a determinant of student's achievement in English language. Specifically, the study sought to find out whether

1. Use of instructional media affect student;s achievement in English Language.
2. Use of instructional media affect the attitude of students towards English language.

### **Research Questions:**

1. How does the use of instructional media affect student's achievement in English Language.
2. How does the use instructional media affect student's attitude towards English Language.

### **Hypotheses:**

The hypotheses will be tested at 0.05 level of significance.

H<sub>0</sub>1: There is no significant relationship between the use of instructional media and students achievement in English Language.

H<sub>0</sub>2: There is no significant relationship between the use of instructional media and students attitude towards the English language.

## **METHODOLOGY**

The co-relational research design was adopted for the study. The study focused on whether the use of instructional media determines student's achievement and attitude towards the English Language. The study was carried out in all the secondary schools in Ebonyi state, Nigeria. The population comprised all the 1600 English language teachers and 2800 SS2 students in the 217 public secondary schools in Ebonyi state. A sample size of 260 teachers and 280 respondents selected through the simple random sampling technique was used for the study. The main instrument for data collection were three structured types of questionnaire. The copies of the questionnaire solicited responses on

- i.) The use of instructional media
- ii.) Students attitude towards English language and
- iii.) English language achievement test.

The items in the questionnaire were derived from literature based on the research questions.

Reliability of the instrument: The 35 item instrument on use of instructional media was trial tested on 30 respondents. Data collected were used to compute the reliability index using the split half statistics. A reliability co-efficient of 0.89 was obtained signifying that the instrument was reliability. The 20 item achievement test yielded a reliability co-efficient of 0.78. Method of data analysis: Data collected were analyzed based on information obtained from correctly computed questionnaire. Data were analyzed using descriptive statistics of frequency counts and percentages for the research questions. Statistical tools of mean, standard deviation and simple percentages were used in analyzing data on instructional media while multiple regression and ANOVA were used to determine levels of relationship between the variables of study.

**Research Question 3**

How does the use of instructional media affect students' achievement in English language?

Table 6: Percentage Results on how the use of Instructional Media affect Students Achievement in the English Language

S/N	ITEMS	Number Used	Percentage Used	Number Unused	Percentage Unused
1.	Chalkboard	402	74.37	138	25.63
2.	English workbook	378	69.93	162	30.07
3.	English textbook	400	74.00	140	26.00
4.	Dictionaries	406	75.11	146	24.89
5.	Posters	269	49.76	271	50.24
6.	Audio tapes	48	8.88	492	91.12
7.	Video tapes	4	0.74	536	99.26
8.	Language laboratories	4	0.74	536	99.26
9.	Computer	12	2.22	528	97.78
10.	Internet	9	1.66	531	98.34
11.	Programmed texts	11	2.04	529	97.96
12.	Posters	67	12.39	473	87.67
13.	Flash card	190	35.15	350	64.85
14.	Pictures cards	293	54.21	247	45.79
15.	Posters	284	52.21	246	47.46
16.	Magazines	138	25.53	402	74.47
17.	Newspapers	175	32.37	365	67.63
18.	Newsletter	44	8.14	496	91.86
19.	Paintings	46	8.51	494	91.49
20.	Photographs	16	2.96	524	97.04
21.	Cartoons	19	3.51	521	96.49
22.	Libraries	24	4.44	516	95.56
23.	Projected aids	25	4.63	515	95.37
24.	White board	66	12.21	474	87.79
25.	Bulletin board	72	13.32	468	86.68
26.	Model	74	13.69	466	86.31
27.	Printed materials	45	8.33	495	91.67
28.	Pictorial illustrations	5	0.93	535	99.07
29.	Broadcast	4	0.74	536	99.26
30.	Television broadcast	2	0.37	538	99.63
31.	Community Resources	11	2.04	529	97.96
32.	Real objects	8	1.48	432	98.52
34.	Multi-media presentation	1	0.18	539	99.82
35.	Worksheet	25	4.62	515	95.38

From the results in table 6, teachers were found to be using only six (6) instructional items, while twenty nine were found not being used. Instructional materials preferred by teachers include



textbooks, dictionaries, workbooks, posters and the chalkboard. However, the correlation coefficient of instructional media use as a determinant of achievement showed that there is a positive correlation between them as shown on table 7 below.

Table 7: Correlation Coefficient between Instructional Media and Achievement

	<b>Achievement</b>	<b>Media Used</b>
Achievement	1.0000 (540)	0.7331 (35)
Media used	0.7331 (35)	1.0000 (35)

#### 4.6 Research Question 6

**How does the use of instructional media affect the attitude of students' towards English language?**

Table 12: Percentage Results on how the use of Instructional Media affect Students' Attitude towards English Language

S/N	ITEMS	Number Used	Percentage Used	Number Unused	Percentage Unused
1.	Chalkboard	402	74.37	138	25.63
2.	English workbook	378	69.93	162	30.07
3.	English textbook	400	74.00	140	26.00
4.	Dictionaries	406	75.11	146	24.89
5.	Posters	269	49.76	271	50.24
6.	Audio tapes	48	8.88	492	91.12
7.	Video tapes	4	0.74	536	99.26
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11.	Programmed texts	11	2.04	529	97.96
12.	Posters	67	12.39	473	87.67
13.	Flash card	190	35.15	350	64.85
14.	Pictures cards	293	54.21	247	45.79
15.	Posters	284	52.21	246	47.46
16.	Magazines	138	25.53	402	74.47
17.	Newspapers	175	32.37	365	67.63
18.	Newsletter	44	8.14	496	91.86
19.	Paintings	46	8.51	494	91.49
20.	Photographs	16	2.96	524	97.04
21.	Cartoons	19	3.51	521	96.49
22.	Libraries	24	4.44	516	95.56
23.	Projected aids	25	4.63	515	95.37
24.	White board	66	12.21	474	87.79

25.	Bulletin board	72	13.32	468	86.68
26.	Model	74	13.69	466	86.31
27.	Printed materials	45	8.33	495	91.67
28.	Pictorial illustrations	5	0.93	535	99.07
29.	Broadcast	4	0.74	536	99.26
30.	Television broadcast	2	0.37	538	99.63
31.	Community Resources	11	2.04	529	97.96
32.	Real objects	8	1.48	432	98.52
33.	Films	4	0.74	536	99.26
34.	Multi-media presentation	1	0.18	539	99.82
35.	Worksheet	25	4.62	515	95.38

The results in table 12 reveal that six (6) instructional media were used while twenty nine (29) were not in use.

A correlation index from table 13 shows that there is a positive relationship between instructional media use and students' attitude in the teaching and learning of English language.

Table 13: Correlation between Media use and Attitude

	<b>Attitude</b>	<b>Media Used</b>
Attitude	1.0000 (540)	0.8126 (35)
Media used	0.8126 (35)	1.0000 (35)

### Hypothesis 3

**H<sub>03</sub>: There is no significant relationship between the use of instructional media and students' achievement in English language.**

Table 16: X<sup>2</sup> Results of Significance of how the use of Instructional Media affect Students Achievement based on Gender

Variable	Used	Unused	Total
<b>Male</b>	<b>13436 (14740.36)</b>	<b>16674 (15740.87)</b>	<b>30110</b>
<b>Female</b>	<b>10387 (9082.63)</b>	<b>8766 (9699.12)</b>	<b>18553</b>
<b>Total</b>	<b>23823</b>	<b>25440</b>	<b>48,663</b>

**X<sup>2</sup> cal = 447.83; df = 1; X<sup>2</sup> crit = 3.841**

Decision: Reject H<sub>0</sub> if X<sup>2</sup> cal > X<sup>2</sup> crit  
Accept H<sub>0</sub> if X<sup>2</sup> cal < X<sup>2</sup> crit

Since X<sup>2</sup> cal is greater than X<sup>2</sup> crit i.e. 447.83 > 3.841, hence H<sub>03</sub> is rejected implying that there is a significant effect of the use of instructional media in determining students' achievement in English language.

**Hypothesis 6**

**Ho<sub>6</sub>: There is no significant relationship between the use of instructional media and students' attitude towards English language.**

Table 19: X<sup>2</sup> Results of Significance on the use of Instructional Media as it affects Students Attitude based on Gender

Variable	Used	Unused	Total
<b>Male</b>	<b>16348 (17882.99)</b>	<b>11,672 (10135.00)</b>	<b>28018</b>
<b>Female</b>	<b>20034 (18487.00)</b>	<b>8946 (10482.99)</b>	<b>28980</b>
<b>Total</b>	<b>36380</b>	<b>20618</b>	<b>56998</b>

**X<sup>2</sup> cal = 906.72; df = 1; X<sup>2</sup> crit = 3.841**

Since X<sup>2</sup> cal > X<sup>2</sup> crit (i.e. 906.72 > 3.841), Ho<sub>6</sub> which states that the use of instructional media does not significantly determine the attitude of students towards English language is rejected implying that there is a significant effect of instructional media in determining students' attitude towards the English language.

Research question 3: How does the use of instructional media affect students' achievement in English language?

Result in table 6 showed that teachers used only six instructional media while 29 items were unused. However, a correlation coefficient between instructional media and students' achievement as shown in table 7 further lends credence to the fact that there is a positive correlation between them. Hence with a correlation coefficient of 0.73, the null hypothesis is rejected while the alternative is accepted that there is a significant relationship between the use of instructional media and students' achievement.

The findings of this study agrees with that of Fakeye (2010) & Yusuf and Afolabi (2010) that the performance of students' exposed to computer assisted instruction were better than those exposed to the conventional classroom teaching. Secondly, their findings also revealed that the level of knowledge of ICT possessed by English language teachers was poor and as such they rarely use ICT in English language instruction. This is also corroborated by Adelabu (2012), that there is a significant relationship between teachers' instructional materials and students' academic performance. The findings of this study also show that teachers' do not use instructional materials to teach English language, giving rise to mass failure in the subject. This agrees with Uzoegwu (2000) who asserts that the use of instructional materials are indispensable in the teaching and learning of English language but in most schools, they are not available and in some of the few schools where they are, they are not used. This study has revealed that most secondary school teachers in Ebonyi state use textbooks, chalkboards, dictionaries, workbooks and posters in teaching English language while modern media such as computers, magazines and newspapers, audio and videotapes, flash cards and other modern technologies are not used. This agrees with the findings of Obanya (2002), Onyeachu (2008) and Ogiegbaen (2009) that secondary school teachers are not altering their instructional practices in spite of the coming of the new instructional technologies. Traditionally teachers have depended on textbooks and the chalkboards as media of teaching.

The findings of this study also corroborates those of Megawatti (2010), Aloba (2010) & Aduwa-Ogiegbaen (2010) that there is still a heavy dominance of textbooks, dictionaries, chalkboards, workbooks and posters, and students do not have access to modern instructional media in the English language instruction in secondary schools. This study also corroborates the findings of Obakhume (2007), Jaiyeoba & Attanda (2011) & Okobia (2011) that teaching through technology based learning environment enhance achievement levels of students. It also agrees with the findings of Torruan & Abur (2013) that Nigerian schools are yet to adopt information and communication technology driven instructional aids for teaching and learning English language. It also agrees with the findings of Aruselvi (2011) whose study showed that instructional media played a significant role in the teaching and learning of the English language. This study also agrees with the findings of Guarco-Nelson, Buabeng & Osayo (2012) that students taught with audio-visual aids instruction performed better than those taught with the traditional teachers-talk-chalk method. This study also corroborates the findings of Oladejo, Olasunde, Ojebisi & Isola (2011) that there is a significant difference in the achievement of students taught using standard instructional materials.

Respondents of the instrument on the use of instructional media showed that only six items were used by teachers in English language instruction in Ebonyi state. These are the chalkboard, English workbook, dictionaries, English textbooks, posters and flash cards. Respondents agreed that they do not use modern instructional media such as computer assisted language instruction, internet, language laboratories, audio tapes, video tapes, projected aids, and programmed as these facilities were not available in their schools. Even where they are available the schools do not have electricity or access to the internet. Hence, there is total negligence for important instructional media such as the newspapers, newsletters, paintings, photographs, cartoons, picture cards, models, etc. Most of the secondary schools do not have a well-equipped library while none has a language laboratory.

Research question 6: There is no significant relationship between the use of instructional media and students' attitude towards the English language?

Table 12 shows percentage results on the use of instructional media as it affects students' attitude towards English language. Result revealed that teachers used only 6 instructional media while 29 were not in use. A correlation index in table 13, shows that there is a positive relationship between instructional media and students' attitude towards English language.

To test the null hypothesis, table 19 shows  $X^2$  results on the use of instructional media as it affects students' attitude towards English language based on gender since  $X^2$  calculated value is greater than  $X^2$  critical (i.e.  $906.72 > 3.841$ ). The null hypothesis is rejected depicting that there is a significant relationship between the use of instructional media and students' attitude towards English language.

The findings corroborate with the findings of Tella, Indoshi & Othion (2010) that most secondary school teachers' do not use instructional media to enhance their lessons. It also agrees with the studies of Onasanya & Omesewo (2011) that there is a significant difference between students taught with standardized instructional materials and those taught with improvised instructional

materials. It also corroborates with the findings of Abiola & Henry (2012) that Computer Assisted Language Learning (CALL) help students' learn better and more independently. It also gives them the ability to have more control of their learning thereby creating a positive attitude.

It is interesting to note that the findings of this study are corroborated by the theoretical frameworks of the study as provided by Maslow (1954) and Gardner's socio-educational model (1982). Both theories stresses the importance of motivating student's through the provision of a suitable learning environment, skilled teachers' who can apply different instructional materials to concretize the learning activities as a means of making students perform better academically and develop a more positive attitude to English language. This is summarized in the words of Gardner & Maclintyre (1993) that the quality of teachers', instructional aids, curricula and the like clearly have an effect on what is learned and students' attitude towards the learning experience.

## CONCLUSION

This study has shown that with the advent of networking multimedia computing and the internet, language teachers should utilize computers in the English language instruction. Using multimedia technology in English language instruction helps students to retain and remember what they had learnt as those media appeal to the five sensory organs

### Recommendations:

1. The government and stakeholders in the education system should give more attention to massive supply of diverse instructional media/aids to all the schools in the federation and supervisors should be assigned to different schools to ensure that teachers are closely monitored to use appropriate instructional aid for each topic taught in order to improve students' achievement towards English language.
2. Audio and audio-video aids should be made available in schools, to help the learners understand the English language lessons. Similarly, teachers' should be able to improvise supplementary texts such as newspapers and magazines for English language lessons since instructional materials help to motivate and improve students' attitude towards the English language.
3. Considering the central role of attitude in English language learning, both the government and parents should endeavour to create conducive learning environment in schools for students to develop a more positive attitude to the subject.
5. English language teachers should endeavour to upgrade their skills to make them more competent in the delivery of their jobs. They should also evolve effective and more innovative strategies for teaching the subject so as to develop positive attitude towards the subject amongst the students.

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