ASSESSMENT OF AVAILABILITY AND UTILIZATION OF VISUAL MEDIA FOR TEACHING OF ENGLISH LANGUAGE IN UPPER BASIC SCHOOLS IN KOGI STATE, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY ZARIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN CURRICULUM AND INSTRUCTION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.

APRIL, 2023

DECLARATION

I declare that the research work in this dissertation entitled "**Assessment of Availability and Utilization of Visual Media for Teaching of English Language in Upper Basic Schools in Kogi State, Nigeria**" has been performed by me in the Department of Educational Foundations and Curriculum, Educational Administration and Planning Section, Faculty of Education Ahmadu Bello University Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Dissertation was previously presented for another degree or diploma at this or any other Institution.

_____ _____

Susan Yemisi, OWOEYE **DATE**

CERTIFICATION

This dissertation entitled "**Assessment of Availability and Utilization of Visual Media for Teaching of English Language in Upper Basic Schools in Kogi State, Nigeria**" by Susan Yemisi Owoeye meets the regulations governing the award of the degree of Master of philosophy in education (Curriculum and Instruction) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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Dean, School of Post Graduate Studies Signature/Date

DEDICATION

This research work is dedicated to my husband, Chief R.B Isaiah and my children, Clementina and Mercy Isaiah

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TABLE OF CONTENTS

Content		Page
COVER PAGE		i
TITLE PAGE		ii
DECLARATION		iii
CERTIFICATION		iv
DEDICATION		v
ACKNOWLEDGEMENTS		vi
TABLE OF CONTENTS		vii
LIST OF TABLES		xi
LIST OF FIGURES		xii
LIST OF APPENDICES		xiii
LIST OF ABBREVIATIONS		xiv
OPERATIONAL DEFINITION OF TERMS		xv
ABSTRACT		xvi
CHAPTER ONE: INTRODUCTION		
1.1	Background to the Study	1
1.2	Statement of the Problem	6
1.3	Objectives of the Study	8
1.4	Research Questions	9
1.5	Research Hypotheses	9
1.6	Significance of the Study	9
1.7	Scope of the Study	13

CHAPTER TWO: **REVIEW OF RELATED LITERATURE**

2.1 Introduction 14

2.2 Theoretical Framework 14

2.2.1 Context, Input, Process Product (CIPP) Theory 17

2.2.3 The Relationship between the Theories and the Study 26

2.3 Conceptual Framework 29

2.3.1 Concept of Teaching 29

2.3.2 Concept of Teacher 32

2.3.3 Concept of Media 32

2.3.4 Concept of Visual Media 36

2.4 History of Visual Media 41

2.4.1 Importance of Visual Media 43

2.4.2 Classification of Visual Media 51

2.4.3 Types of Visual Media 52

2.5 Relevance of Visual Media for Teaching of English Language in Upper basic Schools 59

2.6 Availability of Visual Media in the Teaching of English Language in Upper basic School. 63

2.7 Utilization of Visual Media in the Teaching of English Language in Upper basic Schools. 67

2.8 Overview of English Language 69

2.8.1 General Features of English Language 71

2.8.2 Students' Performances in English Language 73

2.9 Empirical Studies 74

2.10 Summary 88

CHAPTER THREE: **METHODOLOGY**

3.1 Introduction 91

3.2 Research Design 91

3.3 Population of the Study 91

3.4 Sample and Sampling Technique 92

3.5 Instrumentation 93

3.5.1 Validity of the Instrument 94

3.5.2 Pilot Study 94

3.5.3 Reliability of the Instrument 94

3.6 Procedure for Data Collection 95

3.7 Procedures for Data Analysis 95

CHAPTER FOUR: **DATA ANALYSIS, SUMMARY OF THE FINDINGS AND DISCUSSION**

4.1 Introduction 96

4.2 Data Analysis 96

4.2.2 Response to Research Questions 97

4,4 Hypotheses Testing 102

4.4 Summary of Findings 104

4.4 Discussion of Findings 105

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction 109

5.2 Summary 109

5.3 Conclusion 110

5.4 Recommendations 111

5.5 Suggestions for Further Studies 111

5.6 Contributions to Knowledge 112

REFERENCES 113

LIST OF TABLES

Table		Page
Table 1	Population Distribution of Students Teachers and Principals	91
Table 2:	Sample Size Distribution	93
Table 3:	Distribution of Respondents by Location	96
Table 4:	The mean and standard deviation scores of the respondents' views on the relevance of visual media in the teaching of English Language in Upper basic Schools in Kogi State	98
Table 5:	The mean and standard deviation scores of the respondents' views on how available the visual media used for the teaching of English Language in Upper basic Schools in Kogi State	99
Table 6:	The mean and standard deviation scores of the respondents' views on the level of visual media utilization in the teaching of English Language in Upper basic Schools in Kogi State.	101
Table 7:	Chi-square test on the relevance of visual media used in the teaching of English Language in Upper basic Schools Upper basic Schools in Kogi State	102
Table 8:	Chi-square test on the availability of Visual media used for teaching of English Language in Upper basic Schools in Kogi State, Nigeria	103
Table 9:	Chi-square test on the utilization of Visual media and teaching of English Language in Upper basic Schools in Kogi State, Nigeria	104p

LIST OF FIGURES

Figure 2.1	Schematic illustration of CIPP Model	18
Figure 2.2.	CIPP Model (Stufflebeam, 2002).	26
Figure 2.3	MTL Model (Stufflebeam, 2002)	35

LIST OF APPENDICES

Appendix A	Letter of Introduction	128
Appendix B	Request to Fill Questionnaire	137
Appendix C	Questionnaire	138
Appendix D	Result of the Cronbach Alpha Reliability test	141

LIST OF ABBREVIATIONS

2D: Two Dimensional Objects

AAUVIMQ: Association of Availability and Utilization of Visual Instrument Materials Questionnaires

ADHD: Attention Deficit Hyperactivity Disorder

CAI: Computer Assess Instructions

CD: Compact Disk

CIPP: Centers Input Process Product

CLT: Constructivist Learning Theory

EFL: English First Language

ICT: Information Communication Technology

LAN: Local Area Network

MM: Millimeter

NETC: National Education Technology Center

NGO: Non-Governmental Organization

NTI: National Teachers Institute

NUC: National University Commission

SMDC: Science Materials Development Centre

SPSS: Statistical Package of Social Science

UNDP: United National Development Programme

UNICEF: United Nations International Children Education Founds

WCIDA: World Class Instructional Design and Assessment

OPERATIONAL DEFINITION OF TERMS

Assessment - This refers to action or an instance of making a judgment about something: the act of appraisal. It is the action of making practical and effective use of something.

Availability - This refers to the presence of any form of visual media resources that are physically present in the upper basic school in the study area.

Awareness - This refers to the approach of getting acquainted or well informed with new ideas, skills or materials resources.

Utilization - This refers to manner in which the teacher employs the usage of the available visual resources in class room instruction.

Visual Media - Visual media refers to pictures, flash cards, drawings, or other visual materials used in the process of teaching and learning.

ABSTRACT

The study was carried out to assess the availability and utilization of visual media for teaching of English Language in upper basic schools in Kogi State, Nigeria. The study is guided by three (3) objectives which are to ascertain the relevance of visual media usage, determine the availability of visual media and assess the utilization of visual media resource available for teaching and learning English language in Upper Basic Schools in the study. The objectives of the study were transformed into three research questions and three hypotheses. Descriptive survey design was used for the study. The population of the study was 4,966 students which is made up of 2,618 male students and 2,348 female students. The sample size for the study was 351 respondents distributed using simple random technique. The instrument for the study was a closed-end questionnaire designed in four (4) likert scale or format in line with each research objectives. The pilot tested instrument achieved a reliability score of 0.729 approximate to 0.73 using Cronbach Alpha Reliability Coefficient. The finds of the study revealed that three is no significant different in the relevance of visual media usage in teaching English language with p-value 0.0647 P alpha 0.05. also, there is a significant difference in the availability of visual media usage in teaching English language (P-value = 0.003 < p-alpha 0.05) and there is a significant difference in the utilization of visual media in teaching English language (p-value = 0.002 < p – alpha 0.05). The study concludes that the visual media instructional tools available for teaching English language is underutilized thereby impacting significant effective teaching of the subject by teachers as well as learning by the students in the study area. The study recommends that the usage of available visual media for teaching and learning of English language should be made compulsory for the teacher so as to impact on learning and performance of the students in the study area positively. Also, regular training, and workshops should be conducted for the teachers in newer teaching techniques using visual media for teaching English language to keep them abreast with advances and improvement in the teaching of English language using visual media.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Learning is a complex process. According to Shergill (2012), learning can be defined as a change in disposition; a relatively permanent change in behavior over time and this is affected in part by experience, and can occur due to newly acquired skills, knowledge, perception, facts, principles, and new information at hand. In Nigeria, education is seen as the pivot of any meaningful development, be it social, economic, technological and political (Baba, 2017). In evidence to this, the Federal Republic of Nigeria (2013) cited the school as a socializing agent that is responsible for realizing the values, attitude and needs of the learners upon which the policy states the educational goals for Nigerians. These include; the inculcation of national consciousness and national unity; the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society among others. To attain this, proper curriculum implementation at all levels so secondary school education is needed owing to the fact that at this stage of education, proper curriculum implementation will help these young people to acquire a sense of loyalty, honesty, discipline, courage, dedication, respect, patriotism and hard work (Baba, 2017).

In view of all these, English language which remains the medium of instruction and communication in all Nigerian schools has suffered a lot of criticism from the public due to the growing failure rate in both internal and external examination, lack of qualified teachers, poor teaching methods, lack of mastery of subject matter, improper utilization

of resources in the course of lesson delivery among others (Adegboyeje, 2000). Situational analysis by Kogi State Ministry of Education 2014/2015 as reported by the chief examiner, shows that there has been a steady decline in the performance of students in all subjects. To achieve the goal of realizing high performance among English Language students, proper utilization of visual media in the teaching of English language is imperative. The study therefore is set to assess the availability and utilization of visual media in the teaching of English Language in upper basic schools in Kogi State. Secondary education in Kogi State, as it is in every other state, is sub-divided into the Upper basic and Senior Secondary schools. Learning can be enhanced by myriads of teaching and learning resources, as they help to stimulate, motivate as well as focus the learners' attention for a while during the instructional process. Therefore, teaching and learning resources are instructional materials and devices through which teaching and learning are facilitated in school (Sofowora and Egbedokun, 2010).

English language is an essential prerequisite for educational and career success. As an official language in Nigeria, English is used for all government spoken and written transactions and it is one of the languages by which information is stored and passed from one medium to another, this includes visual medium. Modern language laboratories are known by many names, such as, digital language laboratory, multimedia language laboratory, language media center and multimedia learning center. In a language laboratory, texts, images, audio and video can easily be integrated and teachers can alter materials to fit their requirements. Learners can record their own voice and play back the recording, interact with one another or the teacher and store results. Teachers can intervene and control the learners'

computers via the teacher's console, track off learners' work, self-access for independent learning which include access to resources outside class. The purpose of a language laboratory is to help students to actively participate in language learning exercises and get more practice than otherwise possible in a traditional classroom environment. Common components in a modern language laboratory includes:

- Computer with appropriate software for conducting language exercises,
- Headsets that block outside sounds and disturbances,
- Media player/recorder for listening to audio and recording speech,
- Local Area network (LAN) and in some cases, via separate audio cabling and
- Server computer or a separate storage device is often used to store lesson materials in a digital format.

With a language laboratory, all students in the class can speak simultaneously without distracting one another, regardless of the class size. Without a language laboratory, in a class of more than ten students, each student gets less than one minute of speaking practice. For students of the 21st century who like using technology all the time, to keep them motivated and actively participatory in class has become a challenging task for teachers. Using multimedia visual media in the English classroom has become imperative, if the students' interest, knowledge and proficiency in the English language are to be enhanced. Modern technologies offer possibilities to integrate the visual media into the language classrooms. The older generations remember the way they were taught foreign language from printed books, pictures, drawings, very few didactic films or regalia mainly to help students associate words to common objects and the objects themselves. It was good to teach concrete vocabulary

traditionally. However, when it reverted to more complex or subtle ones for the modern age, then there was a problem. In recent times, the teachers have at their disposal so many modern ways to teach a foreign language, so as to bring the real world into the classroom domain.

Visual media are types of designated teaching and learning materials that may be locally or commercially made. They appeal more often than not to the sense of seeing and can come in different forms. Examples of some of which include, but not limited to, wall charts, flashcards, calendars, illustrated pictures, pictorial materials and other two dimensional objects (also called 2D). They can also be inform of visual and sound as television, projector, and others which appeal to the sense of seeing and hearing. The Visual media are important teaching and learning materials that could be used to facilitate the teaching and learning of English Language. Printed texts alone are no longer attractive for the 'thumb generation'. By introducing various forms of communication into classrooms, such as illustrations, diagrams, drama, charts, mime, models, overhead projectors or multimedia presentations, students' learning and understanding have been greatly improved.

The use of visual media in the classroom makes the students more interested, and attentive to the topic presented as they are provided with a more meaningful context. Thus, they become more participatory and communicative. Teachers in turn have learnt how to be more creative by using visual media in class to make the teaching and learning process become interesting and enjoyable. Teachers now employ teaching strategies and aids that fit the students' expectations as well. The teachers should support the communicative interaction in class and both the modern technological means and didactical software can be of great help. In developing skills like speaking or writing, students can use a wide range of forms such as: tables,

graphs, charts, diagrams, photographs, and YouTube films to convey spoken or written messages through oral presentations on given topics by students, teachers enhance the speaking competence while the organization of ideas in a written form or making up dialogues for example, help them enhance writing. Simply viewing PowerPoint presentations do not only give the students the opportunity to acquire information visually transmitted by the teacher or fellow students, but also make students become more interested and involved in the activities in class. The language acquisition can be achieved by using meaningful visuals that would enable students in the learning of new vocabularies or structures. Today, teachers need- more than academic expertise (Sofowora and Egbedokun, 2010).

Sofowora and Egbedokun (2010) opine that, children learn in two ways: orally and visually. Many students, however, learn more rapidly when oral teaching is linked with something they can see, touch or handle. They further explain that a teacher cannot be certain that his or her verbal description will convey the correct impression especially if he or she finds it difficult to compare the things being described with those things the students are already familiar with. They suggest that such difficulty could be removed if mediated instructions are available. The teacher will find the use of visual media outstandingly relevant in inculcating and motivating language learning with reference to devices of hardware and software through which the learning process may be encouraged and carried on. Such devices include models and mockups, video-taped instructional packages, film strips instructional television, slides and transparencies, pictorial illustrations, graphic materials, maps and three-dimensional figures. They could also include radio vision and computers. Audio-Visual media and devices are

means of providing rich, concrete experience to learners instead of direct experiences. They are also supplementary to verbal experiences.

This is also supported by studies such as Yusuf (2012) that attribute poor academic performance of students in English Language to a result of inadequate instructional materials. It is expected that, the findings of this study will add to the existing knowledge and create a platform for educational planners to debate and find lasting solutions to the problems of availability and utilization of visual media in these schools in Kogi State and Nigeria in general.

1.2 Statement of the Problem

English Language is an essential prerequisite for educational and career success, being an official language in Nigeria. English is used for all government transactions both in speech and writing and it is one of the languages through which information is stored and passed from one medium to another at various level. Unfortunately, as important as English language is in secondary schools, the continuous decline in the performance in English Language by students in upper basic school levels in Kogi State, the poor teaching methods, the negative attitude of students towards the subject and teachers poor attitudes to the subject have been largely criticized for shifting interest and activity in students thereby limiting academic performance (Oluwaseyi, 2017). Although English language is one of the most important subjects in secondary school, the teaching and learning of English Language is marred by a number of problems that consequently lead to students' failure or poor performance in the English Language examinations. Some students tend to avoid

English Language during their studies due to the non-motivational aspects resulting from ineffective approaches or methods adopted by English Language teachers.

According to the Kogi State Ministry of Education, Chief Examiners report of 2014/2015, it is revealed that students have inadequate knowledge of English Language as a subject. This could be attributed to the poor handling of the subject, the unavailability and underutilization of instructional materials; imbalance of staff/student's ratio in a class; ineffective methods of evaluation used by the teachers; insufficient instructional resources. Similarly, the National Examination Council (NECO) Chief Examiners' report (2010-2015) indicates that, poor English Language skills is one of the major reasons for the poor performance of students in English Language. The absence of very important visual media such as projectors, motion pictures, pictorial illustrations, flashcard, pictorial and graphic aids, maps of various types and optical aids in our secondary schools in Kogi State have since caused concern for the parents, students and other stakeholders, as well as the general public (Adeboye, 2000).Since English language is used to teach most of the other subjects in secondary schools, there is no gainsaying that a poor English Language background could result to low performances and failures in the other subjects. Instructional materials, if properly used, allow for a flow and transition of ideal from the teacher to the students and likewise from the students to the teacher.

In spite the fact that visual media are the supportive input for any academic institution for teaching, learning and research, it is observed that various institutions' managements are not providing adequate visual media for their institutions (Flyner, 2002). Also, in some places

where these teaching aids are available, the teachers do not put them into maximum use. The reason for this attitude may be because teachers engage themselves in so many other activities, with the unfavorable desire and haste to cover the syllabus or scheme of work, instead of making their teaching more meaningful and imparting (Egbuna, 2010). Moreover, availability of these materials in schools can boost the morale of teachers to be able to use right teaching methodology, proper effective and efficient use of instructional resources to teach.

In the light of these, the research has the following problems to access on the availability and utilization of visual media for teaching and learning of English Language in Upper basic Schools in Kogi State. This study will therefore focus on finding out the levels of availability and proper utilization of visual media in the teaching of English Language in Kogi State, Nigeria. It is further, expected that the study will provide a framework for policy decision making, further research, add to the existing knowledge and create a platform for educational planners to see to the problem of availability and utilization of visual media in Kogi State and Nigeria in general.

1.3 Objectives of the Study

The objectives of the study are to:

1. Ascertain the relevance of visual media for the teaching of English Language in Upper basic Schools in Kogi State, Nigeria.
2. Determine the availability of visual media in the teaching of English Language in Upper basic Schools in Kogi State, Nigeria.

3. Investigate the utilization of visual media in the teaching of English Language in Upper basic Schools in Kogi State, Nigeria.

1.4 Research Questions

The following research questions have been formulated for the study:

1. What is the relevance of visual media used for the teaching of English Language in Upper basic Schools in Kogi State, Nigeria?
2. What is the extent of the availability of visual media used for the teaching of English Language in Upper basic Schools in Kogi State, Nigeria?
3. What are the levels of Visual media utilization in the teaching of English Language in Upper basic Schools in Kogi State, Nigeria?

1.5 Research Hypotheses

Based on the formulated research questions, the study set the following hypotheses to guide the study:

H_{01}: There is no significant difference in the relevance of visual media used for teaching of English Language in Upper basic Schools in Kogi State, Nigeria;

H_{02}: There is no significant difference in the availability of Visual media used and teaching of English Language in Upper basic Schools in Kogi State, Nigeria;

H_{03}: There is no significant difference in the utilization of Visual media resources for teaching of English Language in Upper basic Schools in Kogi State, Nigeria;

1.6 Significance of the Study

The findings of this study will improve the standard of English Language education thereby enhancing students' performances in English Language. This study will enlighten and assist

every stakeholder (policy makers, school administrators', teachers' government, curriculum experts, Parent Teachers Association and the students) in playing a vital role aimed at improving the standard of education through the provision of a conducive learning environment.

The result of this research will be of great assistance to the teachers as it will make them become aware of the need to use visual teaching aids during English Language lessons. Furthermore, the present study will encourage English teachers to acquire more skills, techniques and methods for the effective utilization of visual teaching aids in the teaching of English Language.

The findings is of great importance to the federal and state organization Ministry of Education in organizing seminar, conferences for provision and insistence on the use of Visual media in teaching English Language, and to also make further improvement on utilization of materials in teaching and learning of English Language.

The study will enable the governments to provide adequate facilities, equipment's and well-equipped English Language laboratories in schools which will go a long way to facilitate teaching and learning of the subject in schools. To the educational administrators, this study will serve as a guide for the design of appropriate in-service training programs to update teachers' skills on knowledge and use of visual media. It will serve as a reference material to other researchers who want to add to the suggested strategies and methodologies of teaching and learning of English language at secondary level. It is expected that this study will help in explaining the massive failure of students in WAEC and NECO examinations. It will further

serve as a morale booster to the students and encourage them towards active participation in class.

Policy makers will be well equipped with a reliable and factual information which will serve as an input for effective law making, on issues relating to curriculum implementation, timely realized periods and the legal framework guiding its activities. It will provide an extensive knowledge of visual media to the school administrators to initiate, sustain and put in adequate use on underlying structures. It will afford other researchers the opportunity to look into grey areas not covered in the present study and seek ways of improving on them. They will use the information gathered from this study to further conduct research works which will improve the students' performance in English Language and will add knowledge to the existing literature. English Language teachers are major stakeholders in the school systems that also play an intermediate role to work harmoniously with the school in encouraging the students to use the instructional facilities. These could be to solve assignments, observe practical knowledge and in the acquisition of essential skills. The findings will be useful to English Language teachers who will improve their teaching strategies in order to enhance academic performance and arouse students' motivation towards learning English Language. It will place a great burden for the government to provide adequate funding for the school system and equip the inspectorate unit to carry out its functions effectively. The Ministry of Education officials will benefit from this study on issues relating to allocation of funds to these schools and the need to allocate more funds, having known the state of visual media in these schools. Similarly, the Ministry of Education officials will be equipped with reliable and factual information concerning the

state of visual media in the schools and the modalities to manage them and for planning purposes. The findings from this study will give the ministry of education an insight into English Language curriculum implementation for playing a sensitive role aimed at the provision of conducive learning environment and at improving the standard of education.

The Ministry of Education`s official will further benefit from the study by gaining knowledge of the state of visual teaching resources in these upper basic schools in Kogi State and this will serve as an input for effective law making, timely realized by visual media. Non-governmental Organizations will have reliable and factual knowledge of the state of visual teaching aids in these schools. It will give them the opportunity to play a vital role of providing more funds to enable these schools have more school instructional facilities. For religious bodies who are partners in education, the findings from this study avail them the opportunity to lay more emphasis on the moral and spiritual teachings that will enable the students and teachers make proper use of these visual media.

Curriculum Experts/planners will benefit from the study as it will give them the opportunity to have adequate knowledge of the state of visual media in these schools. It will place a burden on them to plan and develop curricula documents that will include and advocate strict adherence to the use of visual teaching resources in teaching English Language in upper basic schools.

English Language students will benefit by using the visual media such as libraries to solve assignments and observe practical communication and interaction in the acquisition of essential skills in their learning. The students will benefit from the study by having useful

information to enable them possess maintenance ability to properly utilize the visual media for meaningful educational attainment. The study will enhance students performance by affecting their interest in the subject and help them improve and acquire in their learning abilities in the concepts taught. It will boost the morale of teachers so as to use right teaching methodology, proper and effective efficient use of visual teaching resources to teach English Language.

1.7 Scope of the Study

This study assessed the availability and utilization of visual teaching resources for the teaching and learning of English Language in upper basic schools in Kogi State, Nigeria. The study was limited to upper basic school's English language students, (upper basic I - III), the principals and all the teachers in the twenty-one Local Government Areas of Kogi State. The study was limited to the availability of visual media resources as charts, pictures, models, flannel board, textbooks, flashcards, slides, black/white board, overhead projectors and others in the selected schools. It was also limited to the level of utilization of these visual media and the effectiveness on teaching and learning English Language.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The study assessed the availability and utilization of visual media resources in the teaching of English Language in upper basic schools in Kogi State, Nigeria. In this chapter, a review of related literature or contributions of some notable authors are reviewed under the following subheading: Theoretical framework, conceptual framework, concept of teaching, concept of teacher, concept of media, concept of visual media and concept of virtual library. Also, history of visual media, importance of visual media, classification of visual media and types visual Media. Finally, relevance of visual media for teaching of English Language in upper basic schools, availability of visual media in the teaching of English Language in upper basic school, utilization of visual media in the teaching of English Language in upper basic schools, overview of English Language, general features of English Language, students' performances in English Language, empirical studies and summary.

2.2 Theoretical Framework

Theory helps to clarify the basis of a concept in line with its objectives. It explains the main focus and direction of the concepts. The research is designed to investigate the availability and utilization of visual media in the teaching of English Language in upper basic schools in Kogi State, Nigeria. Educational psychologists and researchers have proposed many theories of learning to explain how individuals acquire, organize and deploy skills and knowledge. Several theories of learning were relevant to the study. However, Two sets of theories were

identified in this study. These set of theories were the work of Edward Lee Thorndike, and Context, Input, Process Product (CIPP) Theory

2.2.1 Thorndike theory

Thorndike propounded the theory of classical conditioning where the behavior becomes the reflex response to stimulus. As a behaviorist, learning is viewed by Thorndike in terms of establishing connection or bond between stimulus and responses. Learning can take place from a familiar and an unfamiliar situation. Thorndike maintained that a skill should be introduced when a learner is conscious of the need for such skill. McLeod (2007) explained that Thorndike worked on animals‟ behavior and learning process. He was interested in whether animals could learn tasks through observation and imitation. In order to test this, the father of educational psychology created puzzle boxes. Each box contained a cat and had a door that was pulled open by a weight attached to a string that ran over a pulley which was attached to the door. The spring attached to the door led to a lever or button inside the box. When the animal passed the bar or pulled the lever, the string attached to the door would cause the weight to lift and the door to open. The puzzle box was arranged so that the animal would be required to perform a certain response (pulling a lever or pushing a button).

Thorndike measured the amount of time it took them to escape. Once the animals had performed the desired response, they were allowed to escape and were also given food as reward. When hungry cats were put in the boxes, food was put on the other side. The cats wandered restlessly and meow to get to where the food was but they could not escape

because they could not perform the action except when the cats stepped on the switch on the floor accidentally and the door would open.

Thorndike wanted to see if cats could learn through observation and imitation. He had them observed other animals escaping from the boxes. He compared the times of those who got to observe others escaping with those who did not and he found that there was no difference in their rate of learning. Thorndike graphed the times it took for the animals in each trial to escape, resulting in a learning curve. The animals had difficulty escaping at first but eventually „caught on" and escaped faster and faster with each successive puzzle box trial until they eventually level. The quickened rate of escape resulted in the S- Shape of the learning curve also suggested that different species learned in the same way but at different speeds.

To Thorndike, learning is developed from the organism doing something. According to Tega (2007), the following observations were made by Thorndike; The cats behaved aimlessly on trial and error at the first attempt. Therefore, this study is making use of the laws of effect and exercise. In the law of exercise, the response to a situation may be strongly connected with the situation depending on the number of times it has been so connected and to the average strength and duration of the connection. The meaning of exercise is practice. Thorndike claimed that practice in itself did not make perfect but practice in circumstances that allowed the learner to be informed or given comments about his progress could be valuable in strengthening the Stimulus-Response (S-R) Links. Gandhi (2010) explained the law of exercise. The law means that drill or practice helps in increasing efficiency and

durability of learning. In Thorndike S-R Bond theory, the connections are strengthened with practice and the connections are weakened when practice is discontinued. Practice leads to maturity. This relevance of this theory is that students tend to learn better when they are been stimulated by objects that attract their attention. The learning of English can actually be effective if students are motivated through media equipment's and facilities.

2.2.2 Context, Input, Process Product (CIPP) Theory

The relevant models used for our analysis are: Context, Input, Process Product (CIPP) developed by Stuffledbeam (1971); and the Evaluation Model for Evaluating Vocational Education Programme in Nigeria by Okoro (2015).

Stufflebeam (1971) describes evaluation according to the CIPP model as a "process of delineating, obtaining and providing useful information for judging decision alternatives" In other words, CIPP is based on providing information for decisions (Stufflebeam, 1971). Moreover, Boulmetis and Dutwin (2015) named the CIPP model as the best decision-making model.

According to Eseryl (2002) categorization CIPP is considered a system-based model, while in Hew (2004) categorization CIPP is considered a macro model. Each of the four different types of evaluation that comprise CIPP has an important role to play in a larger whole, with the functions of each described by Stufflebeam (1971) as follows:

a. *Context evaluation* serves planning decisions by identifying unmet needs, unused opportunities and underlying problems that prevent the meeting of needs or the use of opportunities;

b. *Input evaluation* serves structuring decisions by projecting and analyzing alternative procedural designs;

c. *Process evaluation* serves implementing decisions by monitoring project operations;

d. *Product evaluation* serves recycling decisions by determining the degree to which objectives have been achieved and by determining the cause of the obtained results.

Schematic illustration of CIPP model



Fig. 1 CIPP Model (Stufflebeam, 2002).

The CIPP evaluation model being a comprehensive evaluation model covers all facets of the evaluation process. The Phi-kappa-Delta National Study Committee on evaluation chaired by Daniel L Stufflebeam, developed the CIPP model of curriculum evaluation. The model's

first installment was published by Stufflebeam in 1966; it stressed the need for process and product evaluation.

The second installment published in 1967 included context, input, process and product evaluations. It emphasized that goal-setting should be guided by context. It also emphasized that programme planning should be guided by input evaluation including assessment of alternative programme strategies.

The third installment (Stufflebeam, 1971) set the four types of evaluation within a system's improvement –oriented framework.

The model's fourth installment (Stufflebeam, 1972) showed how the model could and should be used for summative as well as formative evaluation.

The model's fifth installment illustrated by checklist breaks out product into impact, effectiveness, sustainability and transportability. This checklist's function is to provide timely evaluation reports that assist groups to plan, carryout, institutionalize and/or disseminate effective services to targeted beneficiaries. The checklist's other main function is to review and asses a programmes history and issue a summative evaluation report on its merit, worth and significance and the lessons learned.

To provide information needed by decision makers, Stufflebeam, (2002) model generated stages of programme operation which make up the ten components of the 5th installment.

1. ***Contractual agreement***: to guide the evaluator to know what is to be evaluated and for what purpose.

2. ***Context Evaluation***: assesses needs, assets and problems within a defined environment.
3. ***Input Evaluation***: assesses compelling strategies and the work plans and budgets of the selected approach.
4. ***Process Evaluation***: monitor, document and assess programme activities.
5. ***Impact Evaluation:*** assesses a programme's reach to the targeted audience.
6. ***Effectiveness Evaluation***: assesses the quality and significance of outcomes.
7. ***Sustainability Evaluation***: assess the extent to which a programme's contributions are successfully institutionalized and continued over time.
8. ***Transportability evaluation***: assesses the extent to which the programme has or could successfully adapt and applied elsewhere.
9. ***Meta Evaluation***: is an assessment of an evaluation's adherence to pertinent standards of sound evaluation.
10. ***Synthesis Report***: pull together evaluation findings to inform the full range of audience about what were attempt, done and accomplished, what lessons were learned and the bottom-line assessment of the programme.

The significant features of the 5th installment of the CIPP Stufflebeam (2002) are that the components:

- May be employed selectively and in different sequences; and
- May be used simultaneously depending on the needs of particular evaluation.

CIPP is an evaluation model based on decision-making. Since this study is aimed at to evaluating and making decisions on the teaching of English Language in senior secondary schools in Kogi State, hence the researcher adopted the model for the present study.

Model for Evaluating Vocational Education Programme in Nigeria

This model developed by Okoro (2015) has features similar to those contained in the CIPP model and the Kentucky Vocational Education Evaluation Model. In fact, both the Kentucky model and the Nigeria model are based on the CIPP concept that the primary purpose of evaluation is to provide information for the use of decision makers.

Kentucky Vocational Education Evaluation Model

Step 1 involves the specification of programme objectives. The establishment of objectives is important in the implementation of any educational programme and is equally important in the evaluation of any educational programme. Objectives determine what the overall purpose of a programme is and therefore provide a basis for the evaluation of the programme. Without clearly stated objectives it would be difficult to say with certainty if the educational programme is successful or not.

The specification of programme objectives is followed by the establishment of evaluative criteria. Evaluative criteria provide specific information for assessing programme effectiveness. They are usually derived from progamme objectives but they are more specific than objectives. They indicate how programme components are to be assessed and what level of performance is to be considered satisfactory.

Both objectives and evaluative criteria lead to input evaluation, process evaluation and product evaluation. These are similar to the input evaluation, process evaluation and product

evaluation of the CIPP evaluation model. Input evaluation may be thought of as evaluation of the components that are necessary for, or are utilized for the implementation of the programme. These components are the curriculum, classrooms and laboratories, teachers, equipment, tools, teaching materials and libraries. Process evaluation may be viewed as the evaluation of the teaching process, it is the use of the input components for the achievement of the objectives of the programme. Product evaluation is an evaluation of the products of the educational process, the graduates of the programme themselves. Are graduates of the programme everything we hoped they would be? This is a question that has to be answered by product evaluation.

Each of the three types of evaluation (Input, Process and Product) should be conducted following five steps:

1. Determine information needs
2. Collect data
3. Analyze data
4. Evaluate data
5. Prepare report.

Irrespective of the type of evaluation that is being carried out, it is necessary for the evaluator to determine before the actual collection of data is attempted what type of information is needed in order to carry out the evaluation properly. Having made that decision, data should be collected, analyzed by a suitable means and then evaluated. Evaluation involves making an assessment of the quality of the programme by examining and interpreting the data collected. Preparation of report is the final step and it is important

because evaluation reports have to be communicated to decision makers who are responsible for effecting any necessary changes in the programme.

A Model for Evaluating Vocational Teacher Education Programmes in Nigeria

The findings of an evaluation study embodied in a report may be favourable or unfavourable. If favourable or satisfactory it means that the programme is satisfying the objectives for which it was established and its implementation and operation should continue without modification. If however the operation of an educational programme is found to be unsatisfactory as a result of an unfavourable evaluation report, decision must be taken on what should be done to the programme to improve it. This is the recycling decision. Recycling decision may lead to a re-examination of both the objectives of the programme and the evaluative criteria. It could be that either or both of them were faulty to begin with.

Secondary School Evaluation Model

The National Policy on Education (2006) introduced For reaching changes in secondary school educational system. The primary purpose of these changes was to ensure that education serves as an instrument for bringing about "quick development of economic, political, sociological and human resources". The broad aims and objectives of the new policy were:

1. The inculcation of national consciousness and national unity;
2. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
3. The training of the mind in the understanding of the world around; and

4. The acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society.

Each level of education (primary, secondary, technical and higher education) has its own goals and specific objectives. The broad aims of secondary education according to Okoro (2015) are:

1. Preparation fur useful living within the society and
2. Preparation for higher education (National Policy on Education, Revised, 2016).

Each subject in the secondary school curricula is supposed to contribute in one way or another to the achievement of the objectives of the policy. If objectives are not being achieved or are un-achievable it could be that a substantial proportion of the huge sums of money being spent on education are being wasted. To justify new changes in education and the huge sums of money being spent on the importation of equipment and the staffing of schools there should be a system for monitoring the extent to which the broad and specific objectives of the programme are being achieved. The objectives themselves may even need to be re-examined to ensure that they are still relevant and reasonable taking into consideration the changing needs and resources of the nation. Even if the goals and objectives are still relevant and achievable evaluators might discover more economical methods of achieving them in these very lean times. The secondary school evaluation model is an attempt by the author to provide a general guide for evaluating individual subject areas at the school level. The programme offered by any secondary school in any subject area can

be assessed using the model presented in Figure 4. The following are the major steps in the evaluation model.

1. Determine and assess the philosophy behind the new secondary school system. If you do not know the philosophy or do not understand it there is no way you are going to be effective in evaluating the programme.
2. Determine how your subject relates to this philosophy. What role is your subject supposed to play in the attainment of the high ideals embodied in the philosophy?
3. Determine the goals and objectives to be achieved by your subject. These may be contained in the National Policy or derived from the philosophy.
4. Collect input data on enrolment, staff availability, facilities equipment and syllabus.
5. Evaluate data and determine whether staff, facilities and equipment are adequate to achieve intended objectives taking into consideration student enrolment and the scope of the syllabus.
6. If staff, facilities and equipment are adequate, continue to offer the subject.
7. If staffs, facilities or equipment are inadequate, recruit or train more staff, purchase new equipment or provide better facilities as necessary.
8. If resources are limited and deficiencies cannot be remedied, reduce number of students offering course or subject, or stop offering the subject entirely.
9. Determine if objectives of the new national policy are still being met. If the number of students taking a course have reduced or the course is no longer being offered it could be that the objectives of the new national policy are no longer being met.

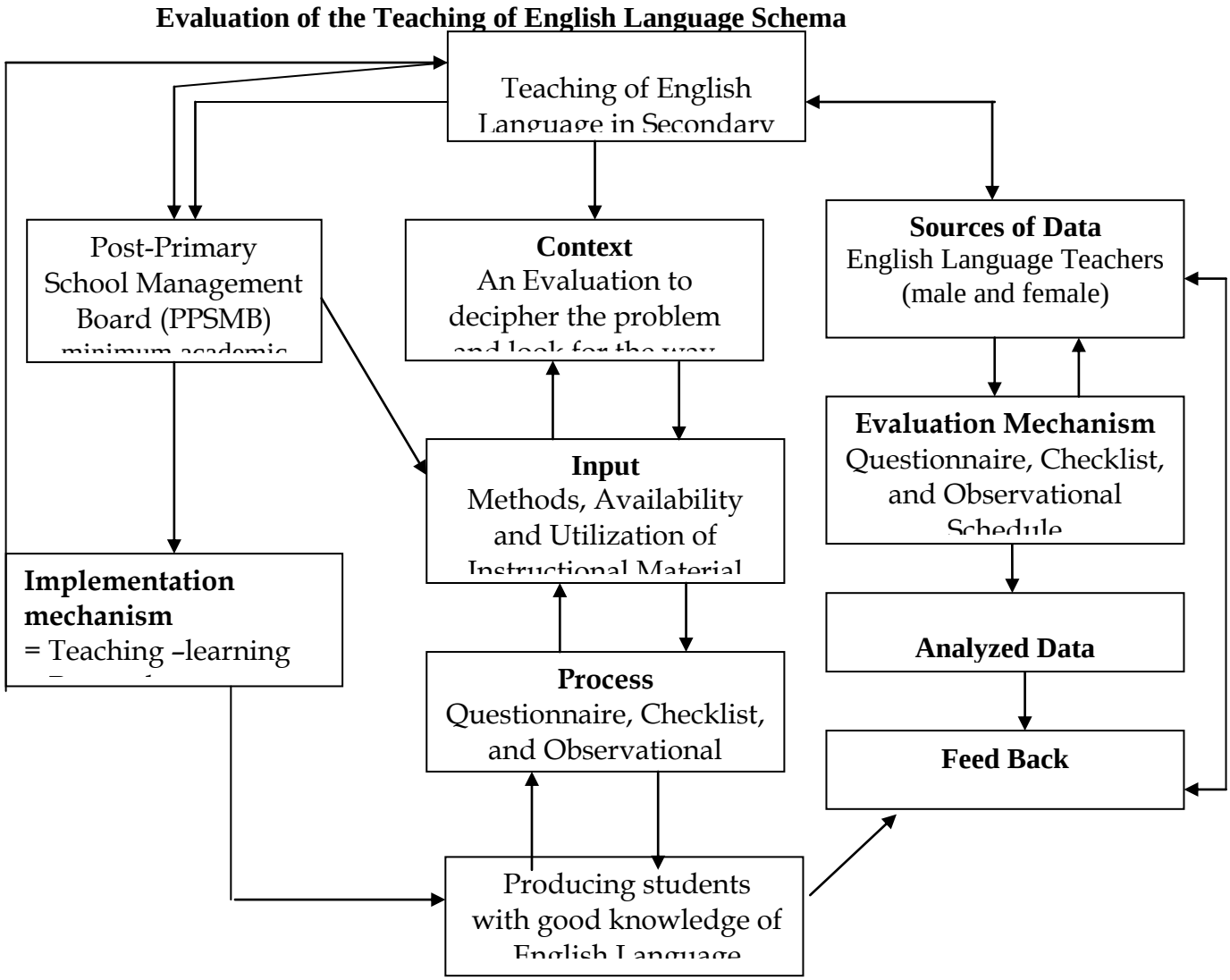


Fig 2.2. CIPP Model (Stufflebeam, 2002).

CIPP Model (Stufflebeam, 2002) Evaluate the availability and utilization of visual media for teaching of English Language in upper basic class, the Implementation mechanism and the feedback.

2.2.3 The Relationship between the Theories and the Study

The above theories and the present study have a relationship since the modern technologies such as computers, slides, projectors and interactive whiteboards and teachers have

increased possibilities of integrating visual media into lessons. No matter which teaching method one chooses to use, visual media will make a difference. Students no longer want dull, boring and “non-participatory” presentations when the teacher is speaking and the students just take notes which the learning and Context, Input, Process Product (CIPP) Theory analysed. They want active participation in the teaching process. The teacher becomes an actor and the students are invited to participate in the play staged in class. Starting with simple gestures and pantomimes to pictures, photographs and slides, all are used "to make the activities more motivating and meaningful for the students".

Thomas and Keinders, (2010), also Mannan, (2005), agreed to the fact that the use of visuals 'help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and also enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Moriarty (2014) proposed a possible explanation for the above, by claiming that, it is specific to human beings to develop their visual language skills before the verbal language development" offering a possible explanation for "the need for pictorial information rather than textual among young students "as he explained.

Paivio and Clark (2015), on the other hand, postulated that, "cognitive growth is stimulated by the balance between verbal and visual experiences in the early stages of learning”. Arif and Hashim, (2009), proved that, "pictures gained better attention than words", and stated that, "pictures become the main clue in interpreting the meaning of the words". Experts and teachers alike, agree that visuals heighten the readers' interest, curiosity and motivation.

Many of the language teachers and instructors believe that the use of visuals can enhance English language teaching and that the real world brought into the classroom can make learning more meaningful and more interesting.

Bamford, (2018), opined that teachers should take into consideration the fact that visual literacy is the best way "to obtain information, construct knowledge and build successful educational outcomes". He went further to assert that, this is "due to the increase of the number of images in the world" and defined visual literacy as, "the ability to construct meaning from visual images". Whether one agrees or not, "visual images are becoming the predominant form of communication across a range of learning and teaching resources." Visual media can make a lesson more attractive and many experts agree that they help both the teachers and students in the teaching-learning process. Evans and Green, (2006), in their studies, found out that more than "two dozen different image schemas and several image schema transformations" appear regularly in people's "everyday thinking, reasoning and imagination".

The teachers should integrate the media-based materials if they want students to learn effectively and as Brinton (2001) pointed out, "use media materials when variety is called for, when they expedite your teaching task and serve as a source input, and/or when they help you to individualize instruction and appeal to the variety of cognitive styles in your classroom. But above all, use media to involve students more integrally in the learning process and to facilitate language learning by making it a more authentic, meaningful process."

2.3 Conceptual Framework

Visual media are teaching materials and equipment, that comprise; models, television programmes, motion pictures, slides, projectors, pictorial illustration, pictorial aids and graphic aids, maps of various types, optical aids, visual rooms, virtual library. Lack of proper leadership as well as lack of management and maintenance of these infrastructural facilities has no doubt contributed to the shortage of instructional facilities in Nigerian schools (Dare, 2010), The role of the education sector to the nation's economy can never be over emphasized, hence the need to make provision of qualitative man power and acquisition of knowledge skills and values. Achieving the above in the 21st century has been difficult due to the poor state of visual media which are not available, poorly managed, not properly used, out of use, aged and not conducive for teaching and learning process *(Bullock, 2007).*

Visual media are needed both in quantity and quality in these schools in order to enhance students' performance. The West African Examination Council (WAEC) on research titled, "The effects of school environment on the performance of students in secondary schools" noted that the environment has positive influence on the performance of students (Atiku, 2010).

2.3.1 Concept of Teaching

Teaching is an abstract art. As a teacher one must enter the mind of one's student with the intent to engage. A teacher must engage one's student in the process of absorbing, understanding, applying, and then retaining new knowledge. It is said that it takes the

average human 21 days to create a new, repetitive behavior. It takes 30 days to make the habit part of one's everyday life (Adelman, 2017).

In games of physical sports the mind and the body must come together to take the knowledge given by a teacher to a new level. Not only does the basketball student have to incorporate their cerebral cortex but also their body in the learning of new concepts to master the game. The athlete must transcend the mind to bring to the court physical performance (Staff, 2019). In regular classroom settings, students learn concepts and facts that they may never use in their day to day living. Special techniques are required to teach and impact into students the knowledge required to excel academically.

According to Adelman (2017), when creating lesson plan on how to teach students in the classroom, these basic concepts should be kept in mind.

1. Begin teaching by using clear language: Make sure that you explain basic concepts of subject. Do not assume that all students have pre-knowledge of whatever you want to teach. Teach what you want to be known in your classroom.
2. Break concepts down into basic components: Do not teach many topics in the same day. Separate your concepts. Create a curriculum where you build on knowledge day by day. Use only words and visual aides to explain the concepts. Do not bring the physical side of the concept into the lecture.
3. Allow for your students to ask questions and to take notes: Sometimes students are not taught to incorporate things like literature and note taking only in their bid to pass exams, but it is important for their development. Students are intelligent and

should view themselves as using their brains while learning. Reading books on your topics and concepts is also a good idea for the development of your students.

4. Watch videos of examples of the concepts that you are teaching.
5. Encourage students to read their books daily.
6. There are many ways to introduce new topics to your students: If you make interaction part of your teaching, it will encourage the students not only to be eloquent, but also make them develop interest in your teaching. This will enhance their academic performance.
7. Give constructive criticism in a kind, gentle way. Entertain relevant questions in the classroom and encourage your students to study harder.

Teaching has developed from an all-comer's vocation over the years and has become a reputable profession for the bright brain. There is no education, in the real sense of it, without teaching. Brown (2017) cites Nathan 1964) as espousing this view in the assertion that "to satisfy the practical demands of education, theories of learning must "be stood on their head" so as to yield theories of teaching. This view of the inter-relationship between learning and teaching led Brown (2017) to define teaching as "…guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning." Teaching involves the transfer of knowledge, skills, competencies, worthwhile habit/behavior from a person skilled in these or trained for such purposes to person(s) interested in such outcomes.

2.3.2 Concept of Teacher

Teaching is an art carried out by someone called a teacher. A teacher or school teacher is a person who provides education for students(children) and students (adults). The role of a teacher is often formal and ongoing, and it is carried out in a school or in other places of formal education (Green, 2018). In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching and special teaching subjects. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development (Martin, 2018).

Teachers may provide instructions on literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills. A teacher who facilitates education for an individual may also be described as a personal tutor, or, largely historically, a governess. In some countries, formal education can take place through home schooling. Informal learning may be assisted by a teacher occupying a transient or ongoing role, such as a family member, or by anyone with knowledge or skills in the wider community setting (Simon, 2012). Religious and spiritual teachers, such as gurus, mullahs, rabbis, pastors/youth pastors and lamas, may teach religious texts such as the Quran, the Torah or the Bible.

2.3.3 Concept of Media

According to Pruett, (2010) a medium is a ‘channel of communication’ - a means through which people send and receive information. The printed word, for example, is a medium;

when we read a newspaper or magazine, something is communicated to us in some way. Similarly, electronic forms of communication -television, telephones, film and such like - are media (the plural of medium). Mass means 'many' and what we are interested in here is how and why different forms of media are used to transmit to – and be received by – large numbers of people (the audience).

Mass media, therefore, refer to channels of communication that involve transmitting information in some way, shape or form to large numbers of people (although the question of exactly how many a "large number" has to be to qualify as a "mass" is something that's generally left undefined - it's one of those things that we know when we see it...).

Media and information communication technology are used interchange- ably to connote use of internet; today, many forms of mass communications rely on electronics. However, the first important event in mass communication was movable type and the printing press, which was originally, operated by hand (Paxson, 2010). According to Viswanathan (2019) telecommunication networks may be categorized according to their coverage of geographical areas which have distinct telecommunication requirements. Towns and cities have high subscriber densities and relatively heavy traffic per subscriber. They are characterized by many local exchanges and short distances between exchanges as well as subscribers. Networks which are designed taking these factors into account are known as urban or metropolitan network. Rural areas are characterized by low subscriber densities, widely dispersed subscribers, lighter traffic per subscriber, just one or two local exchanges usually far apart, long distances between subscribers and exchanges, and less conducive environmental conditions and inadequate infrastructural facilities (Pavlik and Shawn, 2020).

This is in contrast to traditional media which operates under a mono-logic transmission model (one source too many recipients); like a newspaper that conveys a wide range of correspondence identified with an assortment of subjects like legislative issues, current undertakings, stimulation, money, stocks, and so forth. Aside from this, it additionally incorporates themes which are in lighter vein like kid's shows, crosswords, Sudoku, motion picture surveys, book audits, confounds, crosswords, and so on. This dazzles the creative mind and interests of peruses from all age gatherings including juvenile (Cliff, Nicole, and Charles, 2016) Information communication technology is growing speedily and fast, its effectiveness and efficiency in management, science, economics, social lives and as well as spiritual formation as the subject matter concerns.

Teaching leads to a certain levelof learning. Influenced learning is a product of the interplay of several factors that involve the teacher, teaching strategies, the lesson objectives, content and mode of delivery with the aid of appropriate media, instructional media or teaching materials for learners to achieve in an influenced positive experience, the expected learning outcomes. Influenced learning by students, therefore is a product of how the teacher makes use of media to aid the students to conceptualize, conceive and retain what they have learnt. The inputs in this process are the learners, the teachers and the learning process which involves the learning materials which are books, media, instructional media and others. This study sought to establish and describe the kind of experience that takes place in students as regards the teachers' use of instructional media in teaching and learning English Language. Generally, teaching, learning, instructional media and influenced learning are inter- related and inter-dependent. Teaching effectively may lead to learning; however, teaching that leads to

enhanced learning calls for use of intermediary factors found in Instructional Media (Cliff, Nicole, and Charles, 2016).

In this study, the independent variable is the influence of media. This variable is what was selected by the researcher to determine their effect, influence on teaching and learning of the English language, the dependent variable. The intervening variables were the types of media and uses of media that result to influence students' learning of English Language, which was the dependent variable. Students' learning of the English language as the dependent variable was the outcome factor which was observed or measured to determine the effect of the independent variable and the intervening variables, as the factors that would appear, be enhanced or varied as the researcher observed the variance in the independent variable. Teaching and learning of the English language require among other things careful choice, selection and use of instructional media. The use of such aids is what led to influenced teaching and learning and the interrelationship can be addressed from various perspectives.

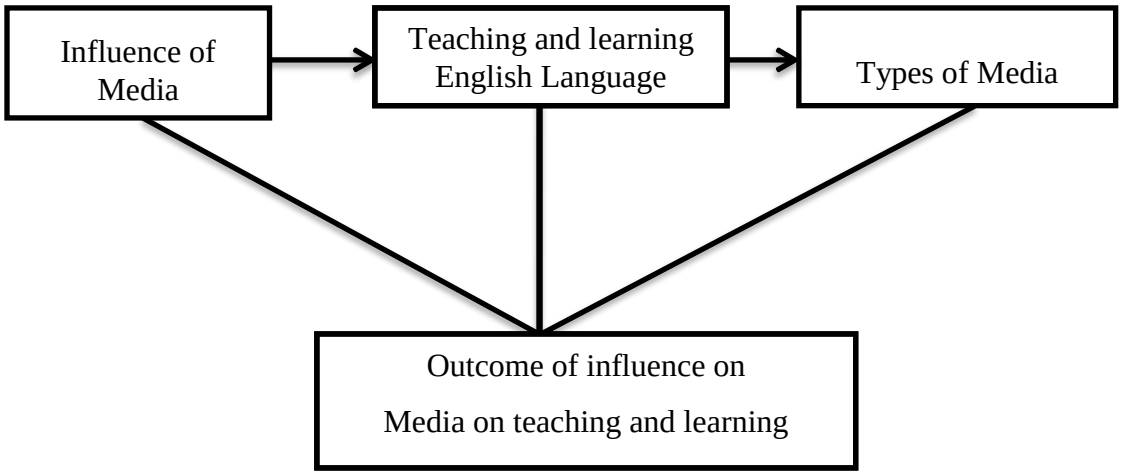


Fig 2.3 MTL Model (Stufflebeam, 2002).

Conceptual framework on influence of media on teaching and learning English language and the outcome of influence of media for teaching and learning, the researcher therefore considered and designed the conceptual framework based on the diagram above explaining howthey effectively relate in the variables andconcepts of thestudy.

2.3.4 Concept of Visual Media

Visual media are also called Instructional Material. "Visual" means that which is found by seeing. So all, such aids which endeavor to make the knowledge clear to us through our sense of sight are called "Visual aids" or Instructional Material. All these learning materials make the learning situations as real as possible and give us firsthand knowledge through the organs of sight. Therefore, any device which can be used to make the learning experience more concrete and effective, more realistic and dynamic can be considered visual material. People learn through their sense organs. Senses are the ways of knowledge. All the sense organs help us in understanding the environment. Most of the knowledge, which we acquire from the school, comes through our ears and eyes.

According to Paivio (1990), images and words have different cognitive presentations; therefore, the brain uses separate memory systems for different types of information. He further stated that, verbal memory is rotated to language system, while image memory includes graphics and tastes. Paivio furthermore indicated that, verbal information is acquired from sensory memory to visual processors. The question here is, to what extent has the secondary school subject teachers improved on improvised visual learning resources for the achievement of quality education? This study will help to elucidate this issue. Paivio’s

dual-coding theory was appropriate when referring to the retrieval of information from memory systems. This theory claimed that memory is set up as a network with different paths, verbal and images that lead to the same information. He inferred that, the more path ways learners use to remember information, the clearer learners can recall that information later on.

Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take active parts in video teaching presentations. Before starting the presentation, the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing, the students answer the questions orally, or may take notes while viewing. For more detailed comprehension, students are provided a cue sheet or viewing guides to watch and listen to for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account so as to adopt the technique according to their levels (Nwagbo and Obiekwe, 2010). Freeze framing means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses. The teacher freezes the picture when he or she wants to teach words and expressions regarding mood and emotions, to ask questions about a particular scene or to call students' attention to some points. By freezing the scene, the students can be asked what is going to happen next. They are speculated on what will happen in the next act. Freeze framing is excellent for speculation.

This activity also fires the imagination of the students by leading them in predicting and deducing further information about the characters (Omatseyi, 2007).

As video is an audiovisual medium, the sound and the vision are separate components. Silent viewing arouses student interests, stimulates thought and develops skills of anticipation. In silent viewing, the video segment is played with the sound effusing only the picture. This activity can also be a prediction technique when students are watching video for the first time. One way of doing this is to play the video segment without the sound and tell students to observe the behavior of the characters and to use their power of deduction. Students then press the pause button at intervals to stop the picture on the screen and get students to guess what is happening and what the characters might be saying the teacher can also ask students what had happened up to that point. Finally, video segment is replayed with the sound on so that learners can compare their impressions with what actually happened in the video. This activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue without seeing the action. Through this activity the students predict or reconstruct what has happened visually depending only what they hear (Pruett, 2010).

When there are some difficult language points in the video unit, close repetition can be a necessary step to communicative production exercises. A scene on video is replayed with certain pauses for repetition either individually or in chorus. When students have a clear understanding of the presentation, they are asked to act out the scene using as much of the

original version as they can remember. When students become confident with role playing and are sure of vocabulary and language structures, more creative activity can be introduced in which they are asked to improvise the scene to fit their views of the situation and the characters they are playing. Role-play involves students as active participants. As each student plays the assigned role, s/he becomes more and more involved. This activity also helps students to better understanding their own behavior and to be more able to respond in a positive way to various human relationships. In other words, role playing is a good communicative activity and true preparation for real-life situations. It gives chance to the students to apply what they are learning.

After students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge. Students will benefit from experimenting in English, even though it is challenging and mistakes are made. If it seems a bit difficult to perform, guidance, help and reassurance may be needed. This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the students to complete a scene from the video by dubbing (Slavin, 2007).

In his own contributions, Auta (2012) was of the opinion that, school visual media are those things of education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. These audio Visual media are therefore related directly to school curriculum. The effectiveness of the

school programs are expressed with the presence or availability of good school sites, well designed buildings with a good space, proper classroom design as well as functional school building with a wide array of teaching aids. A well-designed functional school building with a wide array of teaching aids thereby provides effective delivery of the schools' curriculum and imparts positively on the students` academic performance (Auta, 2012).

Anzaku (2011) further stated that visual media include materials and equipment alike, that materials are considered to be system, or body of content of potential value when put to work, while equipment or instructions, often referred to as hardware, components, are the means of presenting such content. Eze (2013), also stated that the human being learns more easily and faster by audio-visual processes than by verbal explanations alone. His ability to arrive at abstract concept through perceptual experience is however a phenomenon not clearly explained and perhaps not explicable.

Furthermore, Oketunji (2000) stressed that, visual media, when effectively used, have these advantages. They lessen major weakness of verbalism; humanize and vitalize subject matter; provide interesting approach to new topics and give initial correct impressions; manage time in learning; supply concrete materials needed; and stimulate the initiative of the students. Swank (2011) stressing the effectiveness of visual media in leaning, estimated that about 40% of our concepts are based upon visual experience, 25% upon auditory, 17% on tactile, 15% upon miscellaneous organic sensation and 3% upon taste smell. With the above assertion, it becomes clearer why visual media are important in the teaching and

learning processes. This is because they bring the different senses contributions together to get 100% clarity.

2.4 History of Visual Media

Looking back at the use of visual media, one finds evidence of reliance upon visual media since the beginnings of history. Cave wall drawings, Babylonian maps (on clay tablets), Egyptian pictographs, medieval art works, Renaissance woodcuts, and early illustrated books show the importance of the visual medium throughout recorded history. In this country, centres for visual media grew up early in the century, at first in museums, then in schools. But it is only within the memory of librarians today, except for highly specialized collections, such as maps that library began assuming responsibility for visual media, and it was not until after World War II that public libraries started to seriously build up visual collections.

A Dutch humanist, theologian and writer, Desiderious Erasmus (1466-1536) discouraged memorization as a technique of learning and advocated that children should learn through the aid of pictures or other visuals. John Amos Comenius (1592-1670) prepared a book known as Orbis Sensuluiumpictus (picture of sensual world) which contained about 150 pictures on aspects of everyday life. The book is considered to be the first illustrated text book for childhood education. This book gained wide publicity and was used in childhood education centres all over the world. Jean Jacques Rousseau (1712-1778) and other educators stressed the need for pictures and other play materials. Rousseau condemned the use of words by teachers and he stressed “things”. He pleaded that the teaching process

must be directed to the learner's natural curiosity. Pestalozzi (1756-1827) put Rousseau's theory into action in his object method. He based instruction on sense perception (Calton and David, 2000). The "visual education" was used as early as 1926 by Nelson Green, Agun and Imogie (2000). Calton and David (2000) identified four revolutions in education: education from home to school, written words as tools of education, invention of printing and use of books and lastly, the fourth revolution in the use of electronic media, i.e., radio, television, tape recorder and computer in education. In Nigeria, before the coming of western education to the country, elderly men recorded their debts on the walls of their houses, using charcoal and chalk. Concrete objects were used for counting, adding and subtracting. Wooden gong, town criers etc were used as means of communication.

Educational technology became pronounced in the country when teaching materials called apparatus were being emphasized in the school system (Kimbler, 1997). According to Ike (2003), as early as 1930, the student - teachers were encouraged to improvise and use apparatus during their teaching practice. In the 1960s the term ''apparatus" was replaced with the terms "audio-visual media", "instructional materials" and "educational media". People began to use audio visual media when electronic devices were introduced into the educational system. In 1960, the Federal Ministry of Education established audio-visual centres in different part of the country such as Kaduna, Zaria, Ilorin, Calabar and others. University of Nigeria, Nsukka has the curriculum development and instructional materials center.

Motion pictures were being made for educational purposes in the early part of the century, and by 1920 there were over two dozen state universities with film services. The development of 10 mm(millimeter). safety film in the early 1930's, the standardization and simplification of equipment for school use, the impetus given by World War II (when speeded-up methods of teaching fighting men and industrial workers were urgently needed), and the surveys by G. McDonald, Patricia Cory, and others all contributed to the widespread library use of this medium. Now we have educational film indexes, catalog cards prepared by the government with the cooperation of the motion picture industry, a number of professional associations and journals concerned with educational films, film workshops, film circuits, and libraries with their own collections which are now serving millions of people, specialized uses of films (such as the U.S. Office of Education's captioned films for the deaf), and even archival collections of films. Students learn when they are motivated and are curious about something. Traditional verbal instructions can be boring and stressful for students. However, use of audio-visual provides intrinsic motivation to students by peaking their curiosity and stimulating their interests in the subjects (Nwagbo and Obiekwe, 2010).

2.4.1 Importance of Visual Media

The importance of Visual media in teaching and learning of English language cannot be over emphasize:

Gopal (2010) stressed that Visual media help the teacher to overcome physical difficulties of presenting subject matter. That is to say, with Visual media, the barrier of communication and distance is broken. The culture and climatic conditions of other countries can be brought into the classroom with the aid of slides, films, filmstrips and

projectors. This is important because, according to Dike (2013) "once the phenomenon is visualized, the picture and knowledge becomes very clear and permanent". Agreeing to this assertion, a 20th century Chinese philosopher stated that "one picture is worth a thousand words". Natoli (2011) once again added that "Visual media are rich opportunities for students to develop communication skill while actively engaged in solving meaningful problems". In other words, students certainly like it more and learn better if they are engaged in important and appealing activities. For example, involving students in bulletin board display will enhance their choice of colour and aid their understanding of the concept in question or when they join the teacher in dramatization of an event or a process.

According to Katherine (2009) "learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions to the provided materials". During the process of learning, the teacher has to provide the learning situation to satisfy the natural reaction of the learner and this is through the use of instructional aids. The attention of the learner is caught and his interest is also won and he is ready to learn. Fawcett Hills (2014) also contributing on the role of Visual media in stimulating interest stated that "A friendly, accepting group climate is important in any learning situations, especially those materials that require students to reveal their ignorance and confront their fellow students". When there is a climate of acceptance for learning, then learning is stimulated.

Mcnaught (2007) also observed that Visual media are very useful teaching and instructional as well as promotional aids. He further stressed that where consistency of presentation is desirable, audio-Visual media are useful. They provide experiences not easily secured in

other ways and hence contribute to the depth and variety of learning. Audio-visual resources can play a major role in making learning permanent, Gopal (2010) stressed that "visual methods do seem to facilitate the acquisition, the retention and the recall of lessons learned, because, they seem to evoke the maximum response of the whole organism to the situations in which learning is done. And perceptual materials readily associate themselves with the unique experiential background of each individual.

Natoli (2011) stressed that Visual media are important in the teaching and learning processes because "Having seen something, most people remember, for whatever that thing was, it conjures up an image at a mere mention and can be talked about freely. Dike (2013) also explained that students forget because of lack of interest and opportunities to use the knowledge they have gained later on. Audio-visual resources can therefore contribute to the clarity of information presented by allowing students to visualize what is learned. Thus, the saying:

What I hear, I forget

What I see, I remember

What I do, I know

Though every child can take benefit while using Visual media for learning. But it is especially beneficial for those students:

Having Language Disorder

Autism Spectrum Disorder

Down syndrome

Those who have Learning Disabilities

Student who have English as a secondary Language

Those having Oppositional Defiant Disorder

Personality Development Delay

Have the problem of Hearing Impairment

Have the symptoms of attention deficit hyperactivity disorder (ADHD)?

According to Oyesola (2014) the essence of real-life experience in English Language as attested to English Language teacher time and again, but more often than not, today the practicing English Language teachers only pay more lip service to this goal. Mere verbalization takes preponderance over visual illustrations. As a supplement to mere talk, the organization of learning and seeing is enhanced through the timely and appropriate utilization of Visual media.

He further said that the fundamental importance of Visual media and techniques in English language are manifold. It enables the student to:

1) Visualize the phenomena with which English Language deals;
2) Learn the kind of facts about these phenomena that are of agricultural value;
3) Analyze the facts from an English Language point of view;
4) Develop English Language generalization and
5) Apply generalization from the field of English Language to direct experiences and the interpretation of world agricultural events.

The mental stimulation and three dimensional images of the Visual media is important for the generality of the class and the immense learning value of these Visual media for students with learning and practical problems cannot be overlooked.

However, Oyesola (2014) further stated that Visual media are valuable instructional tools for English language subjects that can help make learning more effective and interesting. The Visual media facilitate learning through the stimulation of the senses. To be effective, Visual media should be used to achieve a definite purpose and they should be well constructed to gain the students' attention and sustain interest. For effective use of Visual media in teaching English Language students therefore, the following must be borne in mind:

1) Always the Visual media must be placed or held where all students can see it clearly
2) The English Language teachers should identify point of difficulty and possible areas of misunderstanding before the Visual media are introduced.
3) The teacher should give students a chance to study the Visual media before discussing them.
4) He should direct the attention of his students to parts of the Visual media and so encourage them to real observation and discussion of the aids.
5) The English language teacher should not display the Visual media at the beginning of lesson unless the Visual media is to be used immediately, that is, only induce the aids as and when are relevant to the part of the lesson.
6) The teacher should not keep the Visual media until the end of the lesson to be introduced as a reward for good behavior.
7) They frequently, it is undesirable to introduce a fully completed Visual media to the class. It is often better to introduce an outline on to which the agricultural science teacher adds information (perhaps supplied by the class) during the lesson. The

students understand diagrams of a digestive or reproductive system of plants and animals better as a result of observing the way it is built up.

Furthermore, according to Oladipo (2008) he asserted that Visual media are important tools for enriching, visualizing, simplifying, transporting and accelerating the teaching and learning processes; thus enhance students' academic performance. He further noted that, effective instructions with Visual media in the classroom require careful planning teachers. This implies that English language teacher should take time to apply special knowledge and skill with respect to selecting, improvising and using different kinds of Visual media in teaching English Language students.

Vivian (2010), states some of the reasons for using Visual media in teaching English Language as follows:

1. A good visual material can supplement spoken or written words as stated by the Chinese proverb "What I heard, I forget, what I see, I remember, what I do, I understand".
2. Visual media can bring teaching to a real life experience in a ways which words cannot.
3. Using Visual media such as picture, model and diagrams can immediately bring reality, whereby word can only describe objects and places.
4. Using Visual media in teaching English language can simplify and clarify what is complex and difficult to explain in words.

5. Visual media have a motivational value for them to develop the interest and sustain attention of the students.
6. Visual media can also promote retention in students as we stated by Chinese proverb that says what I hear I forget what I see I remember, what I do understand.
7. Using Visual media in teaching English language save time and energy by the teacher, as what will be explained in some minutes (15 mins.) will be possible in less time.

Therefore, Visual media are only supposed to help in teaching English language in senior secondary schools, but not to be substitutes for teaching the subject, rather, it should be used to supplement oral explanation and description. Umaru (2011) stated that English Language involves a lot of simple test and practical activities which the students must involve in, at the senior secondary school level, to acquire necessary skills and exercises. This can only be achieved with the aids of Visual media.

Ogundele (2010) considered Visual media as one essentials part of teaching methods which help the English Language teachers to explain the subject matter or concept to the learners, thus promoting student's academics' performance. The production and improvement of these visual materials is the responsibilities of the English Language teachers in improving or producing them. He further stated that Visual media are normally used during English language instruction to enhance proper or effective learning and encourage retention. They

reduce the work load of the English language teacher in the classroom, reinforce and add clarity to learning.

Da Sousa, (2017) said visual material aids teacher's competence and effectiveness of instruction and classroom control. It makes the learning environment more attractive, appreciable, conducive, bearable and realistic. The learners' attention and interest are better controlled and sustained. Section ten (10) in the NFR (2009) stated the objectives of learning materials:

i. Enhance teaching and improve the competence of teachers;
ii. Make learning more meaningful for students and
iii. Develop and promote the effective use of innovative materials in schools.

In the same line Bamford (2018) outlined the reasons for the importance of using Visual media in teaching and learning process in our educational system. They aid learning as they engage all the senses of seeing, hearing and touching. They direct teaching to its goals, make lesson become interesting arousing students' interest and motivation to learn.

Since most people are visual learners, it's important to go beyond "spoken words" when educating students. Students are also more likely to learn material if they're exposed to it in a variety of ways. Kang, (2004) observes that," they are designed to help the learner, bringing the prior knowledge to a conscious level in the form of an organizational structure. They help enhancing comprehension and learning, as well as eliciting, explaining and communicating information. "In his opinion, the advantages provided by visual organizers are as follows:

1. They allow users to develop a holistic understanding that words cannot convey.
2. They provide users with tools to make thought and organization processes visible.
3. They clarify complex concepts into a simple, meaningful display
4. They assist users in processing and restructuring ideas and information and
5. They promote recall and retention of learning through synthesis and analysis.

He considers that these advantages are "especially important in Language Instruction because the language deficiencies of the learners are compensated by the visuals". Kang (2004), also reported that Visual media possess the quality of influencing the psychological, motivational and structural position of the learners in English language. Attention and motivating orderliness in the classroom; lesson presentation; recall and remembering; guidance active participation and response; feedback, assessment of performance and evaluation are influence by the use of Visual media.

2.4.2 Classification of Visual Media

According to Aina and Olutade (2006), the chief visual tools which can be used by the teacher may be classified as follows: Pictorial and Graphic Aids Chalkboard Textbooks Illustrations Charts Pictures (a) Drawing: Reproductions, Photographic and Maps of various types. Optical Aids: Episcope; Diacopes (a) Standard Lantern, (b) Sub-standard slide projector, (c) Strip projector (d) Micro-slide projector. Examples of Visual media are Chart, Black and white board, Maps, Pictures, Models, Text-books, Slide projector, non-audible film Transparency, Flash-cards, Print materials etc.

2.4.3 Types of Visual Media

There are different ways of classifying Visual media. As listed by Ashaver and Igyuwe (2013) together with the necessary related equipment for putting them to work in the classroom, Visual media include the following:

Study prints and pictorial illustrations

Graphic materials such as maps, graphs, cartoons, diagrams and charts.

According to Aina and Olutade (2006), the chief visual tools which can be used by the teacher may be classified as follows:

Pictorial and Graphic aids includes; Chalkboard, Textbooks, illustrations, Charts Pictures, Flashcards.

(a) Drawing

(b) Reproductions

(c) Photographic

Maps of various types

Diagrams, Picture language (Isotype, etc)

Equipment used for audiovisual presentations

Television

LCD...projectors

Film projectors

Slide projectors

Opaque projectors (episcopes and epidiascopes)

Overhead projectors

Optical Aids

Episcope

Diacopes

(a) Standard Lantern

(b) Sub-standard slide projector

(c) Strip projector

(d) Micro-slide projector

(e) Film projector

(f) Slide projector

(g) Overhead Projector

16mm Cinematograph

(a) Silent,

(b) Sound

Specimens

(a) Actual objects

(b) Facsimiles or reproductions Models

(a) Reduced

(b) Enlarged

(c) Sectional

(d) Working, included real objects e.g. school visits

The direct experience

The contrived experience or "Mock-up"

Dike (1993) grouped visual resources to include models, real objects, three dimensional displays, the chalkboard, bulletin board, adhesives, graphs, diagrams, charts, maps, cartons, posters and pictures and projected forms like transparencies, slides, filmstrips and films. Audio-visual combinations e.g. sound film and filmstrips, slides-tape decks, television programmes, videotapes and dramatization, others such as educational programmes/games, programmed instructions, demonstration and field trips. From the above we can see that Visual aid Resources are divided into visual and a combination of audio and visual resources and others which are class with audio-visual resources which can either be in a projected or non-projected form (Kuhl, 2012).

According to Aina and Olutade (2006), the chief visual tools which can be used by the teacher may be classified as follows:

Pictorial and graphic resources include;

I. **resources centers:** Resources centers refers to a mace or space where the students and teachers may find information and resource materials not available in the classroom. Among these may be toys, map and references or library materials, instructional equipment, real object or specimen and artifacts, some major resources centers of educational value to English Studies is the library, the immediate environment, language laboratory.

II. **Maps:** The study drawing and interpreting of maps are activities essential in the teaching English Language Studies. Maps indicate economic and physical features, location of maces, political boundaries, cultural limitation, occupational zones etc.

The teachers should therefore, expose their students to the use of maps so that correct interpretations can be given to the maps used during teaching and learning of English Language. Other resources which are not listed above could include newspaper and models.

III. **Cartoon:** This is a graphic material: It is a pictorial representation of a person's idea or situation: It is designed to influence public opinion to inform and to entertain. A good cartoon is built on simple idea. Most cartoons explore satire, or mockery, humour and laughter. Certainly, the obvious characters of most cartoons can be specified quite easily i.e. minimum details, familiar symbols or characters, stereotypes that are quickly recognized and understood. Many times, they acquaint their viewers with the hard realities and naked truths and then work as a source of behaviour modification and opinion builder. It is a good attention capture device and a source of motivation to the learner in the process of teaching and learning.

IV. **Globes:** A globe may be defined as a model or three dimensional representative of the surface of the earth very small scale. By virture of its shape and information communicated, it is capable of meeting out some specific person as follows. Maps, being the flattered representation of the earth surface, may provide a distorted view of the thing represented by them.

- With the help of globe, it is easy for the teacher to make students understand that the shape of the earth is not flattened but spherical.

- A globe mounted on proper stand can provide the idea that earth is not still but it moves around the sun while rotating on its own axis. This helps students understand the phenomenon of day and night seasons.
- A globe help students to understand the fact that water occupy more space on earth than land.

V. Poster: Poster can be defined as a graphic representation of some strong emotional appeal or propaganda carried out through the combination of graphic materials like pictures, cartoons, lettering and other acts on a placard, primary intended to catch and hold the attention of the viewers and then forcefully conveying and implanting in the mind of learners a special fact, idea or message. We can see poster pasted on the walls, advertising board and public places displayed in the newspaper and magazines for commercial, social and political propaganda either directly or indirectly. We can draw valuable educational advantage through effective means of catching and holding the attention of the learners, maintaining their interest in the teaching and learning process leaving a permanent impression in their mind.

Poster can be specially used at the time of introducing a lesson by the teacher in the class for attracting and motivating the students for learning a specific purpose or topic.

VI. Model: The term model stands for replica, imitation or copy of a thing, act or process. As a three dimensional aid, model with a suitable change in size, complexity, timing, safety and the cost factor for carrying out the desired instructional purpose. Models, can be solid, hollow or any, just show the outlines for

demonstrating the external features of the real things. There are situations in which the knowledge of the facts and processes related to the real things can neither be properly given to the learners through two-dimensional graphic resources like picture and charts nor one can utilize the actual specimen. In such situation, it is the use of the models that proves effectiveness for the desired teaching and learning.

There may also arise certain situations in which one may feel difficult in using the real objects for gaining the desired learning experience on account of their undue largeness or smallness. In such situation, the use of the models provides valuable help during teaching facts, ideas and processes of the Flashcards: as a visual resources, it can be very effectively used in the teaching of almost all themes and topics related to various subject of the school curriculum. One can use flashcards for the learning and teaching of various

VII. Textbooks: Are among the most visual resources readily available for use in the classroom for the teaching of English Language curriculum hence, the heavy reliance on textbooks especially in the developed countries. They are, of course, another traditional instrument of instruction. In its most rigid form, a textbook represents a series of lessons which demands the teachers' initiatives. Mangal, (2015) gave some assumptions for rational textbook selection in English Language Studies to include source of subject, content, students primary source for learning and tool for translation of curriculum into local teaching programme.

VIII. Real objects: this category of visual media resource is available in the teaching of English Language Studies as it remained the actual or real object for use by subject

teachers in classroom. They are sometimes called realia and have powerful impact on students' interests and motivate them to learn. These things bring the real outer world into the classroom. Real objects are valuable in teaching topics that are related to justification by presenting the real resources during teaching and learning in the classroom.

Slides cum film strip projector

Slides overhead projector

Slides opaque projector.

- Slides ad film strip projector is the type of projector that is helpful I projecting slides as well as filmstrips on the screen and thus making it possible to view in a enlarge form, the graphics like pictures, cartoon, posters that are related to the subject in English Language.

- Overhead projector: Having similar optical element represents a lot of improvement over magic lantern, slides and film projector, it can be utilized to project and display all types of objects, whether transparent or opaque, on the screen. Hence, it proves to be more useful on and effective in comparison to other types of projectors. Any material whether transparent or non-transparent, related to instruction can be properly projected with the help of this projector.

- Slides: this is individually projectable pieces of 33mm film usually mounted in cart board frames. We can also have audio tape slide which is self of slide accompanied with an audiotape recording. Some signal is available to project the next slide.

IX. Blackboard: represents the oldest and most commonly used teaching resources. It can be used for the display of visual materials in the classroom during teaching and learning.

Blackboard can be used as a source of motivation for arousing interest of the learners during lesson. Blackboard can be helpful for teachers during lesson for putting up some sketches and diagrams to arouse the curiosity of the students at the introductory stage of the lesson.

Picture: Among the visual media resources, the most common and convenient resources are pictures, these can be used properly in the teaching of almost all the areas ad aspects of the subjects of the school curriculum. When students are provided with pictures of the historical personalities, they gain more knowledge about their dresses, personality, traits and historical deeds. Teachers needs to be careful to see that a picture, should be utilized to serve only, a single specific purpose at a time rather than being aimed to illustrate or covey many things or ideas during teaching

2.5 Relevance of Visual Media for Teaching of English Language in Upper basic Schools

The need for adequate facilities and materials in Kogi State schools for effective teaching and learning of English Language cannot be overemphasized. Teachers could be available, but without enough facilities and materials, the effort would be useless. Visual media have borne several nomenclatures from the colonial concepts of apparatus to teaching aids, teaching aid to educational media, educational media to instructional technology, instructional technology to curriculum materials, and curriculum materials to its modern

nomenclature-instructional materials. Each of these conceptional stages depicts the scope of its usage and application in the classroom.

But according to Eya (2015), the general acceptable nomenclature by professionals of education is the term “Instructional materials.”Visual media are indispensable in the teaching and learning process at all levels of educational system. They are referred to as a veritable channel through which instructions can be impacted in the classroom. Koffar (2019) identified these visual media to include audio-visual material of various types, pictures, or charts, books, radio, television, type writing machine, computer, chalkboard, and projectors. Okorie (2019) defined visual media as that branch of pedagogy which treats the production, selection and utilization of visual media that do not depend solely on printed words but instructional technologies employing both materials and devices used in learning situation to supplement the written or spoken word with transmission of knowledge, attitude, and ideas. Offorma (2017) see visual media as materials that facilitate teaching and learning activities and consequently the attainment of lesson objective. Hence one can rightly say that instructional materials are those items which the teacher uses in teaching in order to make his teaching and illustrations real and meaningful. In fact, anything a teacher uses to achieve instructional objectives. As tedious as teaching secondary school students is, one must have to admit that its effectiveness compulsorily requires the use of instructional materials. This is because these materials help to bring about variety which arouses and maintains the interest of the students/learners.

Visual media can also be seen as instructional media. This simply refers to some of the devices which both teachers and learners can use to enhance the quality of instruction

(Offoefuna, 2019) used it to refer to all those materials that the teacher needs to incorporate in the teaching- learning experience. These materials include all forms of information carriers that can be used to promote and encourage effective teaching- learning exercise.

An effective and efficient teacher always strives as much as possible to understand his/ her learners, the subject, all the tested approaches, methods, techniques and materials before making choice of any instructional materials. These factors enable him/ her to interact, facilitate and consolidate the teaching procedures. In support of the above idea, Lawal (2014) affirmed that both instructional aim and approaches occupy the highest level of idealization as they cover a long term of attainment and implementation respectively. This implies that a teacher must first of all understand the broad and specific objectives of his teaching, what to be taught (subject), component of curriculum, approaches and methods, instructional materials to be used in his teaching because these factors form the basis with which to accomplish the predetermined goals of primary education

Visual media can be referred to as those materials that appeal to the senses. These senses are sight, smell, taste, touch and hearing. During the instructional process, students employ one or more of these senses while learning. Also, some learn better by seeing, touching, tasting and others by hearing and smelling. These include visual aids, audio- visual aids, and audio aids (Ene, 2014). The relevance of instructional materials in realizing the objective of secondary schools cannot be overemphasized. Their management for instructional purposes depends on what the teacher or instructor makes of them. According to Onyejiemezi (2018) visual media do not achieve any of the attribute values on their own; rather their usefulness depends on what the teacher makes of them. For example, if a social studies teacher does not

have the knowledge and manipulative skills of using any of the materials relating to the subject, the learner (students) will definitely find it difficult to understand the concept from him.

The neglect over the use of visual media in secondary schools for effective implementation of English language programme is highly grievous because the approach used for conveying what is taught to the students also matters. In secondary schools, the strategy and visual media used for teaching are extremely important. Kindle (2013) asserted that learners comprehend and retain more of what they are taught when adequate and appropriate instructional materials are employed. Learners are said to remember ninety nine percent (99%) of what they hear (Omeiza, 2013). The more a child has seen and heard, the more he wants to see and hear". Experience beget experience intelligence is not only something one is born with; it is also learned. Most students and teachers may not travel to some other part of the world throughout their life time but the can learn about its through films, pictures, maps. Thus, through the skillful learning process, one can bring the whole world to the classroom thereby making abstract things to come into reality.

Adelabi, (2010) classified visual media as, audio-media, visual media and audio- visual media. He defined audio media as teaching and learning devices that mostly appeal to the sense of hearing. Examples are public address system, tape recorder, talking drum. According to him, visual media are teaching and learning devices that mostly appeal to the sense of seeing only, which can be further divided into projected and non-projected visuals, examples are films slides (projected) and postures, realia, globes and pictures (non-projected). He referred to those instructional materials which provide the learners with the

opportunity of seeing and equally learning at same time as audio-visual. Examples are educational television, videos and film (Umo, 2015).

Ukoha, (2019) sees visual media as educational media. He divided them into two broad categories; printed and non-printed media. The printed media include all educational information carriers printed on paper such as textbooks, reference books, workbooks, handouts, journals, among others, while the second group is the non-printed media. This group is further sub-divided into low-cost media and electronic media. The low cost media include wall charts, slip charts, models, diagrams posters, pictures, sketches and graphic.

Electronic media; according to Ukoha further divided into software and hardware materials. Software's include computer programmes, 16mm and 8mm films, slides, microfilms and transparencies, video films, audio cassettes. The hardware materials include overhead projectors, opaque projector, slide projectors, camera, computer sets, radio, cassettes recorders, microfilm recorder, television set, transparency maker and radio cassettes. Visual media can be referred to as teaching aids (Ene, 2014) defines teaching aids as the totality of material and real life objects employed in the instructional process. He maintained that visual media usually exist in form of real life objects, improvise or look alike materials (Ene, 2014).

2.6 Availability of Visual Media in the Teaching of English Language in Upper basic School.

Visual media availability is the most and compulsory task teachers, teaching-practice teachers and instructors undertake during the study of education technology. This activity provides the student-teachers as well as the instructors an opportunity to test out their ideas,

and suggestions presented in different text-books and equally apply what they are learning to a concrete instructional problem.

In third world countries such as Nigeria, production of visual media is found to be a very stressful, frustrating and arduous task. Instructional material producers encounter numerous problems in the course of producing it. Some of these problems are identified as; high cost of procuring needed materials for use in production, low production skills possessed by teachers, problem of storage and maintenance, low capacity of the already existing ones. There are several stages that are involved in the production of instructional materials. Eya, (2019**)** identified four basic stages in visual media production to include; choice stage, statement of objectives stage, prototype and final production stage.

In the same vein, Ughamadu (2018) stated six guidelines for the production of educational media as; selection of specific instructional objectives, identification of the characteristics of the learners, selection of the content of the information which the media will convey, selection of medial for the presentation of the information, estimation of the cost or financial implications, and taking account of essential rules. Production of instructional materials by teachers requires a lot of skills that will enhance and equally guide them in the production process. Considering these skills, to involve; lettering skills, illustrating skills, manipulating skills and mounting and /or photography skills if it is still and motion aids. This disposition maintained equally that producers of instructional material have to access the quality of their products before choosing and utilizing it in the instructional producers.

In this regard Ali (2015) remarked that it is very important that teachers knows the characteristics of a good quality visual media before choosing them for use in teaching. Just

because the visual media are there commercially, produced in neat and nice package or because they are recommended for instruction may not necessarily mean that they are good or that their use would enable the learner attain the objective of interaction. Ali (2015) opined that visual media produced for teaching and learning process may be said to be ideal or good if it meets the following conditions:

1. cognitive content coverage and structure
2. Languages of instructional materials are clearly understood void of colloquial vocabulary jargons.
3. visuals content materials are often interspersed with illustrations
4. Include reviews, drills, activities and assignments.
5. there are inter-diplomacy approach in coverage of content
6. A good instructional material should be one relevant to the content of the subject, curriculum, and its objectives.
7. The last but not the least is readability. That is, its content must be readily readable and understandable at the level of the learner for whom the material (especially books) is meant for. Consequently, good instructional materials should be appropriate, free of bias, up-to-date, easily obtainable and should not be too expensive.

Eya (2015), stipulated the guidelines for quality assessment of Visual media to include; ensure that the product is appropriate to the age of the learner and that it is simple in presenting just the essential details, ensure that it is clear in illustrations, ensure that the size is adequate, ensure that the materials are durable, readily improvised, which is often by

teacher and occasionally the learners, by publishers and visual media development centers/industries such as National Education Technology Centers (NETC) and the Science Material Development Centers (SMDC) located in Enugu, Awka, Akure, Lagos (Ali, 2015).

The improvisation of visual media is generally recognized as important skill which every secondary school teacher in Nigeria and indeed in other developing countries must acquire if they are to function effectively in classroom. This is because schools in the developing countries are generally poorly equipped in terms of availability and adequacy of teaching-learning materials, especially students' textbooks, audio-materials, audio-visual and visual materials. A recent nation-wide survey on "condition of teaching the four core subjects" conducted by the National Teachers Institutes (NTI) Kaduna in April 2006, revealed that most secondary schools lack instructional materials such as textbooks, maps, charts, computers, and laboratory equipment. Also the majority of teachers have failed to demonstrate the requisite skills for improvisation and use of instructional materials.

Omotunde (2019) suggested improvisation of teaching aids by teachers to make the aids available in the school. The Federal Republic of Nigeria (2014) in its National Policy on Education stated that 'teachers will be required to participate more in the production and assessment of education materials which the teacher will use in the classroom situation". The essence of producing instructional materials is to facilitate the teaching process and if science as well as art subjects can be learned properly, it must be experienced. Hence improvisation of some, if not all the materials from locally available materials will, to a greater extent help to provide enough learning materials. Nevertheless, it has been discovered that the difficulties encountered by secondary school teachers in purchasing and improvising visual media have

called insignificant changes in the behaviour and attitude of these teachers towards this vitals practice (Federal Republic of Nigeria, 2014).

2.7 Utilization of Visual Media in the Teaching of English Language in Upper basic Schools.

Asiegbu (2015) stressing on the problems of effective utilization of visual media said that in our present educational system, untrained teachers are employed to teach in our secondary schools, colleges and of course tertiary institution. As a result of insufficient training, many teachers do not recognize the potentials of many simple teaching materials available at a very little cost let alone how to use them. In addition to this, Aburime (2020) stated that lack of knowledge and technique in the production of instructional aids; and the type of teaching method adopted by teachers in secondary schools during classroom teaching are the major problems that hinder the production of teaching materials in school. This is supported by Fafunwa (2014) who lamented that the ugly situation of unavailability of visual media in primary and secondary schools was as a result of lack of fund and shortage of experts.

Olarewaju (2019) equally observes that the inadequacy of funding science teaching is acute, especially this time that the country is struggling to get out of the quagmire of economic recession. The cost of science equipment and other teaching materials are very high. Nigeria is seemingly a poor country and many primary and secondary schools are without laboratories. Hence, for science teachers and art teachers to use their meager salary in buying science and teaching materials is quite impossible.

In view of this, Balogun (2018) noted that improvisation when applied to science teaching is often used synonymously with local production of science equipment. He opined that both concepts have to do with provision of relatively cheaper alternatives to imported science equipment. This is supported by Bomide (2015) who saw improvisation as the act of using materials or equipment obtainable from local environment or designs by either the teacher or with the help of local personnel to enhance instruction. Instructional materials, whether improvised locally or foreign have common usefulness of concretizing the teaching and learning experiences.

However, teachers ought to know the procedures for designing alternative instructional materials with which they can help their learners to visualize whatever topic they want to teach. Again, if instructional materials are to be improvised, emphasis should be laid on using cheap and locally available materials. A classroom teacher must be conversant with types, characteristics, and advantages of instructional materials before he could improvise. Some science equipment that could be improvised are transparent plastic cups as beakers and conical flask, empty milk-cans to serve as germinated seed can, plastic jerry cans and pots for stacking solution in place of reagent bottles.

At times most schools heads (administrators) and classroom teachers pose ignorance of some possible sources of visual media and even their existence. As a result of this, the National Teachers Institute (NTI) in her manual for retaining secondary school teachers discussed a detailed source of visual media for effective secondary school teaching. These sources of i visual media include; collection of items from the immediate locality of schools, production process by teachers and learners. Distribution of instructional materials to

schools by government and non-government organization (NGOs), such as United Nations International Children's Education Fund (UNICEF), Donations from several sources such as philanthropists and public sprinted people within the school community, town unions, old students Association, Parent Teachers Associations, Board of Governors and other similar bodies; distribution of productions by students in tertiary institution and creation of resource center. A resource centre is a place where varieties of teaching-learning materials exist for use by teachers, learners, and other interested persons within a school or an area. Resource center can be created by institutions, a local or state government, and an individual or non-government organization.

The modern society is in a continuous flux which led to changes in our educational systems. Hence the need for inculcating visual media into teaching learning process in order to enhance learning both in primary and secondary schools. Edger (2016) maintains that the need for innovative materials in schools was due to great quest for education to meet up with the changes in the society. Notwithstanding, some teachers instead of understanding visual media as tools for making teaching and learning process more effective, easier and enjoyable, see visual media as instrument for decoration and not as tools to be used in teaching or that they are only meant for teaching practice student teachers of various categories (Edger, 2016).

2.8 Overview of English Language

When the English came to Britain, some of them were already literate in runic writing, but it was a highly specialized craft, the skill of rune masters. These Germanic invaders had little need to write, but on the few occasions when they did, they used twenty-four runes, derived

from their relatives on the continent, to which they added six new letters. These runes were early associated with pagan mysteries the word rune means ‘secret.’ They were angular letters originally cut or scratched in wood and used mainly for inscriptions, charms, and the like (Enesi & Yusuf, 2011). The order of the runic symbols is quite different from that of the Roman alphabet. As modified by the English, the first group of letters consists of characters corresponding to f, u, p, o, r, c, g, and w. The English runic alphabet is sometimes called futhorc from the first six of these. Despite the differences in the order of the runes, their close similarities to both Greek and Latin letters make it obvious that they are derived partly from the Roman alphabet, with which the Germanic peoples were certainly familiar, or from some other early Italic alphabet akin to the Roman (Pruett, 2010).

In the early Middle Ages, various script styles, the “national hands” developed in lands that had been provinces of the Roman Empire. But Latin writing, as well as the Latin tongue, had all but disappeared in the Roman colony of Britannia, which the Romans had to abandon even before the arrival of the English. With their conversion to Christianity, the English adopted the Roman alphabet (though they continued to use runes for special purposes). The missionaries from Rome who spread the gospel among the heathen Anglo-Saxons must have used an Italian style of writing. Yet old English manuscripts are in a script called the insular hand, which was an Irish modification of the Roman alphabet. The Irish, who had been converted to Christianity before the English came to Britain, taught their new neighbors how to write in their style. A development of the insular hand is still used in writing Irish Gaelic. The English Language Acquisition Program or English as a Second Language is designed to develop English proficiency in students who are limited

English proficient. Students who speak a language other than English must be assessed annually during the designated assessment window with the World Class Instructional Design and Assessment (WIDA).

The history of English since 1800 has been a story of expansion in geography, in speakers, and in the purposes for which English is used. Geographically, English was spread around the world, first by British colonization and empire-building, and more recently by American activities in world affairs. Enesi and Yusuf (2011) has proposed three circles of English: an inner circle of native speakers in countries where English is the primary language, an outer circle of second-language speakers in countries where English has wide use alongside native official languages, and an expanding circle of foreign-language speakers in countries where English has no official standing but is used for ever-increasing special purposes.

2.8.1 General Features of English Language

English is the official or co-official language of 45 countries most spoken language in the world (spoken by about a third of the world population). About 380 million native speakers, 350 million second language speakers, the total number of people speaking English in the world is about of 1.5 - 2 billion Umerah and Yusuf (2011). English is effectively the unofficial international language of the world. English is a Germanic language. It belongs to the Indo-European family of languages; West Germanic branch; Low German sub-branch (very closely related to Dutch, Flemish, Euxemburgian, Frisian) (also has close ties to German, Danish, Swedish, Norwegian). Largest vocabulary of any language: estimates of the number of words vary.

The Oxford English Dictionary (Second Edition) numbers about 171, 476 current words, 47, 156 obsolete terms and an additional 9, 500 derived words. So, the total number of distinct words is about 228,132. That number grows to over 600,000 when all senses of all words tire considered. Finally, if all jargon, technical and scientific vocabularies are added, the number approaches nearly 1.5 million words the vocabulary of an average American speaker includes about 10,000 words, though he/she uses only 10% of those on a regular basis; a college graduate has a vocabulary of about 20,000-30,000 words English is a stressed language (a specific syllable in each word is pronounced more loudly than the others); tendency to stress the first syllable of a word, such as, common, evident English is an analytic language: uses function words (prepositions, articles, auxiliaries, conjunctions) and depends on word order to signify grammatical relationships (Pruett, 2010).

Orusengha (2018) noted that the objective of English language teaching is to train our people who possess sufficient skills and knowledge of the target language for their need. This led to the teaching of English for specific or special purposes and the proliferation for course and materials designed to teach English for Science, Medicine, Agriculture, Engineering, Tourism and so on.

Orusengha (2018) cited that English language appears indispensable to modern living and our children must be given maximum encouragement and opportunity to learn it effectively in schools. He further established that the fact that success in the languages is the key to decent employment. Admission to post primary institutions, including universities, depended on one’s performances in English which is the medium of

instruction from elementary school to the higher schools. The importance of education cannot be over stressed, education is regarded as having paramount importance, basically because of its ability to aid in improving the quality of life and in the progress of the society in general. It has also been seen as a good way to narrow the existing, gap between the members of the society who are from the affluent line and those who are suffering from poverty.

Different governments and international actors are encouraging many children, including those from the poorest countries, to attend school to be assured of having future ahead of them. These actors provide assistance, including financial aid and other educational resources. Many countries are demonstrating their active initiatives in the current time to be assured that education is being provided to all citizens, in recognition of that fact that it can be influential in the achievement of national progress. The Federal government designs a Universal Basic Education Plan, along with the commitment to provide the necessary resources which are needed to implement the education plan and the presence of transparency and accountability in its implementation Salihu and Harvi (2015).

2.8.2 Students' Performances in English Language

The problem of students' performance in English Language has been a much-discussed educational issue since the early 80's when it became a compulsory subject and lingua franca in Nigeria. Such discussions have consistently centered round instructional strategies used in teaching the subject. When similar situations of underperformance were experienced in English Language in Nigeria, new instructional methods were employed

such as mastery learning, peer tutoring, computer-assisted instruction, simulation games and brainstorming. Efforts made through research to discover the causes of the persistent failure in English Language revealed among others, that secondary school English Language teachers mainly adopt the lecture method in the teaching and learning of English Language (Udoh, 2008).

Studies like that of Efe (2015) have pointed out that despite the more than thirty-year existence of learning style theories (detailing how people learn), most teachers still dispense information using conventional lecture method without regard to students' learning abilities. This teaching method is theoretical and teacher-directed, instead of being constructive or activity-based method. Research has shown that students do not enter the classroom as a "blank slate". Learners construct knowledge by making connections between new information and their existing conceptual network. Efe (2015) notes that "learning is an active process of knowledge construction, the making of connections between existing network of knowledge". However, most of the emphasis is on the teacher, his teaching methods and materials. Studies on under performance of students in secondary school subjects found inefficient teaching methods by school teachers as a major factor for the underperformance of students.

2.9 Empirical Studies

Enekwe, Mogboh, and Osuji, (2021) carried out a study on the challenges and possible solution to the utilization of audio-visual materials in teaching social studies in upper basic schools in Udi education zone, Enugu state, Nigeria. The specific of objectives were to

identify the challenges in utilizing audio- visual materials in teaching Social Studies and ascertain the possible solutions to the challenges of utilizing audio- visual materials in teaching social studies. The researcher used descriptive survey research design for the study, while the study area was Udi Education Zone, Enugu State. The population for this study comprises all teachers of Social Studies in the fifty-four (54) public secondary schools in Udi Education Zone of Enugu State. The population of teachers of Social Studies is ninety-four (94); 28 male teachers and 66 female teachers. The entire population was utilized as the sample for the study. Data obtained were collated and subjected to descriptive statistics (for research questions) and inferential statistics (for hypotheses). The research questions were analyzed using frequency, percentages, mean and standard deviation. The hypotheses were also analyzed using independent sample t-test. Data were presented in tables. The results of the study revealed that there is a significant difference in the mean response of male and female teachers on the degree of challenges encountered in the utilization of audio-visual materials in the teaching of social studies and that there is a significant difference between the mean ratings with respect to the possible solutions. The researchers among other things recommended that adequate Funds should be provided by the state and federal Ministries of Education for the purchase of more audio-visual materials. The teachers should also be supervised for proper and effective use of audio-visual materials and that creative and resourceful teachers should improvise equipment and materials to improve learning. Students should also be involved in the improvisation and use of audio-visual materials as they learn more from what they do. The present study is different from past studies in the area of geographical location where the research takes

place, the past study was conducted in Udi Education Zone, Enugu State while this present study was conducted in Kogi State, Nigeria. the past research is different in the area of research variable, sample population and recommendations. The present research is similar to the past research in the area of visual media, upper basic schools, descriptive survey design, and the use of questionnaires.

Ismail and Mannir (2016) carried out a study on the availability and use of visual teaching and learning materials in teaching Geography in Manjibir Education Zone, Kano' the study was aimed at finding out if there are adequate visual teaching and learning materials and if these materials have been effectively and judiciously utilized by the teachers to teach geography. The population of the study covers all secondary schools in Minjibir Education Zone where a sample of 36 geography teachers both male and female out of the 37 geography teachers in the Zone was drawn. Questionnaire was used for the data collection. The data gathered shows that Visual media were inadequate for the effective teaching of geography in Minjibir Education Zone and the few available Visual media have not been effectively and judiciously utilized to teach geography. certain recommendations that important Visual media like barometer, thermometer, rain gauge, wind vane, computers, projectors and others geography laboratory must be provided for the effective teaching and learning of geography and the government must ensure that seminars and workshops are organised for geography teachers. The present study is different from past study in the area of geographical location where the research takes place, research variable, sample population and recommendations. The present research is similar to the past research in the area of visual media, descriptive survey design, availability and conclusion.

Ogunsemi (2016) conducted a study to investigate the use of Instructional Materials for Effective teaching of English Language in Oyo state secondary schools. The role of instructional material in the teaching of English language was explored. The study employed a descriptive survey research design, four research questions and two null hypotheses to guide the study. A research questionnaire was developed and administered to secondary school teachers and students in Oyo west local government area of Oyo state. The data collected was analysed with respect to each research questions using mean scores and standard deviation with the aid of statistical package (SPSS 20) and the t-test statistics was employed in testing the null hypothesis for the study. It is predicted that there is low level of utilization of instructional materials in the schools and this affect the teaching of English language. Implications of the results and recommendations was discussed. The past research was conducted in Oyo State, Nigeria while the present research was conducted in Kogi State, Nigeria, also the past research look at the use instructional materials in teaching English language while the present research study availability and utilization of visual media. On the similarity, the present and the past research used data collected to analysed with respect to each research questions using mean scores and standard deviation with the aid of statistical package (SPSS 20) and the t-test statistics were employed in testing the null hypothesis for both studies.

Abdul Aziz and Abdul Razak, (2016), carried out research to examine the perception of students towards the use of visual teaching aids by History teachers and the level of understanding of the concept of history among students. The study was conducted in three secondary schools located in PasirPuteh, Kelantan, Malaysia. The study employed

questionnaires to enable researchers to collect massive data with the total of 192 students comprising of 85 male students and 107 female students. Data were analyzed using descriptive and inferential statistics to identify the percentage, mean, t-test, and correlation. Therefore, the results of this study illustrated that there is no difference in students' perceptions towards the use of visual teaching aids by History teachers based on genders, the perceptions of students on the use of electronic and non- electronic visual teaching aids by History teachers is positive, and there exists a significant difference in understanding the concept of History among genders, and there is no relationship between students' perception on the use of visual teaching aids by History teachers with the understanding of the concept of History among students. The past research was conducted in Pasir Puteh, Kelantan, Malaysia also the past research was conducted a research on visual teaching aids by History teachers while the present research conducted a research on visual media for teaching English Language in Upper basic Schools in Kogi State Nigeria, the past research used 192 as the total respondent while the present research used 351 as a total respondents. on the similarity, the past research used questionnaire to collect data from the respondents while the present research also used questionnaire to collect data from the respondent, also, the past research used male and female as part of his respondent while the present research also used male and female as part of her respondent.

Kaswa, (2015), conducted a study on the effect of visual learning aids on students' academic performance in public secondary schools: a case of Magu district secondary schools, Tanzania. This study thought to establish effect of visual learning aids on student's academic performance in public secondary schools of Magu District. The study used a

sample size of 102 people. The study examined the performance of four schools of Magu in the 2013 and 2014 National Form Four Examinations in which two schools used visual learning aids and two schools didn't using. The study inquired also about the kind of aids used and their quality. The study also examined the factors that made some schools use the aids and the barriers in other schools, and lastly, the study inquired about other barriers that inhibited performance in public secondary schools in the district. Questionnaires, documentary reviews and cross-examination interviews were used to collect data. The outcomes were that Magu and Kitumba Secondary Schools which used learning aids had better results for the consecutive years of 2013 and 2014 in which 21.56% and 40.74% (Magu) and23.77% and 45.7% of Kitumba Secondary School got division one to three while for Kandawe Secondary School only 11.30% and 22.41% and for Itumbili it was 13.06% and 29.73% students respectively who got division one to three. District wise, Magu and Kitumba Secondary Schools held the position of 8th and 7th and Ktumba held 10th and 3rd positions in the two years. Kandawe held 16th and 17th and Itumbili held 10th and 14th positions out of 19 schools in the same years. It was further found that schools used learning aids which were in poor state, the greatest barrier being inadequate budget allocations. The past research is conducted in Tanzania while the present research is conducted in Kogi State, Nigeria, also the past research looked at visual aid and academic performance while the present research study access availability and utilization of visual media. On the similarity, the present research used questionnaire to collect data why the past research also used questionnaire to collect data and the past research used visual media as a variable why the present research also used visual media as part of the variable.

Gusmaizal, (2015) conducted a study at West Sumatera, aimed at describing the use of visual media in English classes of State Islamic Secondary School 1 Malang. This study was a descriptive study. There were observation sheet, questioners, and interview guide used in this study. He found that first the English teachers at State Islamic Secondary School 1 Malang use visual media in their instructional process. Second, the English teachers use flash cards, charts, pictures, and real objects because they were easily available. Third, those visual media used by the English teachers as means for attracting the students' attentions, giving the students spirit to ask questions, and helping the teachers explain the materials. In the same vein, he discovered that all the students have positive attitudes towards the use of visual media in the instructional process because they can understand the materials better and were not bored during the instructional process. Furthermore, he found that, in terms of operating the visual media, the English teacher use the visual media by demonstrating and drawing. Sixth, all the English teachers have made the visual media by themselves. lastly, he opined that sometimes the English teachers have problems or difficulties in providing and making the visual media. The past study is conducted in West Sumatera and the past study used observation sheet, questioners, and interview guide for the study. In area of similarity the past study used descriptive study, questionnaire, and media visual material on the study which the present study also used.

Ghulam, (2015), in Pakistan found in their research on Impact of Visual media in Enhancing the Learning Process Case Research: District Dera Ghazi Khan. The research explore the teachers opinions on the use of Visual media (e.g., pictures, animation videos, projectors and films) as a motivational tool in enhancing students' attention in reading

literary texts. The closed ended questionnaire was used to collect the required data. The targeted population for the research was the staffs and students of the public and private educational institutions of District Dera Ghazi Khan. In this research the primary data was used for gathering information. The collected data was analyzed through the SPSS software and also data was represented in the percentage distribution of pie, line, and bar graphs. The analysis of the data indicated that the majority of the teachers and students had positive perceptions of the use of Visual media. The past research was conducted in District Dera Ghazi Khan while the present study was conducted in Kogi State, Nigeria, also the past study used only teachers as the respondent while the present study used student and teachers as the respondent. On the similarity, past study conducted research on visual media while the present researcher also conducted research on visual medial, the past researcher used questionnaire to collect data while the recent researcher also used questionnaire to collect data from the respondents. Lastly, the past researcher used descriptive survey research method while the present researcher also used descriptive survey research method.

Oladejo (2015) investigated the effect of using standardized and improvised instructional materials on Academic Achievement of Secondary School Physics Students in Oyo State, Nigeria. The research design used was quasi-experimental of the pretest – posttest non-randomized control group. Purposive sampling was used to obtain a sample of three co-educational secondary schools. Each school provided one S.S. III class for the study. Two instruments were used for the study, the Physics Achievement Test (PAT) to measure students' achievement and Teachers Instructional Guide (TIG) to train the teachers in the experimental groups. The instrument was pilot tested to ascertain reliability. The reliability

coefficient was 0.76. Three hypotheses were formulated and tested at 0.05 level of significance. Data were analysed using ANOVA and ANCOVA. Findings revealed that there was a significant difference in the achievement of students taught using standard instructional materials, those taught with improvised instructional material and those in the conventional instruction. Thus, the students taught with improvised instructional materials obtained the highest achievement score at posttest (F=74.94), followed by those with standard instructional materials (F=63.07), while the control group scored the lowest (F=39.89). Also, there was no significant effect of gender on students' achievement in Physics although, females did better than males. Finally, there was no significant interaction effect of treatment and gender on student achievement in Physics. Thus, Physics teachers need to be resourceful in instructional materials selection, planning and utilization so as to reduce the cost of production and maintenance of instructional materials. The researchers conclude that the utilization of improvised instructional materials promote and enhance effective teaching-learning process, thus, Physics teachers should be encouraged to use them in secondary education programmes.

Yunus, (2015) in their study to investigate the teachers' perceptions on the use of Visual media (e.g., animation videos, pictures, films and projectors) as a motivational tool in enhancing students' interest in reading literary texts. The mixed-method approach was used to collect the required data. Therefore, 52 English teachers from seven national secondary schools in Kapit, Sarawak, Malaysia were selected. Five of the respondents were also randomly selected for the interview. The analysis of the data indicated that the majority of the teachers had positive perceptions of the use of Visual media. The use of Visual media

enable the teachers to engage their students closely with the literary texts despite of being able to facilitate students of different English proficiency level in reading the texts with interest. This aspect is vital as literature helps to generate students' creative and critical thinking skills. Although the teachers had positive attitudes towards the use of Visual media, the study suggests that it will be more interesting and precise if it includes students' perceptions as well. The past study was different from the present study because the past study was conducted in Kapit, Sarawak, Malaysia while the present study was conducted in Kogi State, Nigeria. The pas study used mixed-method approach to collect the required data while the present study used self structured questionnaire to collect data from the respondent and the past study used only teacher as the respondent while present study used principal, teacher and students as the respondent. On the similarity of the study the past study conducted a research on visual media as a variable while the present study also conducted a research on visual media, also the past researcher used secondary schools as the respondent while the past research also used secondary schools as a respondents.

Augustine, (2013) examined the challenges facing the teaching of English language in secondary schools in Aniocha South Local Government Area of Delta State, Nigeria. The purpose of the research was to determine the basic factors that can be attributed to poor usage of the language by school leavers and graduates. The methodology of the study was the use of questionnaire to elicit response from English teachers. The questions contained in the questionnaire covered areas of perceived difficulties in the teaching and learning of English, the motivation of teachers, availability and use of teaching resources, training of teachers and exposure to modern teaching methods. Findings from the study showed that the

problem of poor usage of English was a combination of various factors which included problem of indiscipline among students, teachers' inadequacy to teach effectively, inadequate coverage of course contents, etc. Recommendations are made.

Ozobi (2013) also carried out research study titled "Approaches and methods for foreign language teaching as secondary school in Okene LGA, Kogi State". The target population was seventeen (17) secondary schools out of which ten (10) secondary schools were selected as the samples by simple randomization. The instrument use in collecting the data was questionnaire. Four (4) null hypotheses were stated which were tested using correlation Coefficient test statistics at 1.00 level of significance. All the four (4) hull hypotheses were rejected. The result showed that about seventy (70) percent of the respondents made use of the methods or approaches effectively which had positive impact on students of Okene LGA of Kogi State.

Vivian (2010) conducted a research on assessment of secondary school teachers' use of teaching aids. This study was undertaken to survey the use of audiovisual media in teaching and learning in some selected secondary schools in Oredo local Government Area, Edo State, Nigeria. The study employed a descriptive survey method. Her sample consists of 200 teachers from the selected secondary schools. A questionnaire was used to collect data. Her finding was on the issue of access to audio-Visual media in various schools, the results generally showed that textbooks (82%), articulated skeleton (77%), video (70%) and specimens (68%) were all available and adequate. The study also showed that power point, internet and technical support were lacking in the respondents various schools. Her findings also showed that teacher's expertise and lack of knowledge to evaluate the use and role of

audio-Visual media in teaching are two prominent factors hindering teachers' readiness and confidence in using audio-Visual media. Recommendations were therefore made to the appropriate authorities to provide and maintain audio-Visual media in teaching and learning. The past research was conducted in Oredo local Government Area, Edo State, Nigeria while the present research was conducted in Kogi State, Nigeria. The past study employed a descriptive survey method while the present study employed survey research method also. The sample size of the past research consisted of 200 teachers from the selected secondary schools while the sample size of the present study consisted of 351 respondents. The past research used questionnaire to collect data while the present research also used questionnaire to collect data from the respondent. The past research used audio-Visual media as part of the variable while the present research also used audio-Visual media as part of the variable.

Ramirez (2012) conducted a study on Usage of Multimedia Visual media in the English Language Classroom: A Case Study at Margarita Salas Secondary School (Majadahonda, Mexico).The aim of the research was to clarify the reasons why teachers (particularly at Margarita Salas high school) use them infrequently and to prove that Visual media should be integrated in the language classroom due to the positive effects they have on students. In order to check the general situation in the teaching center, different questionnaires were handed to teachers and students from 1st year of ESO to 1st year of post-compulsory education. After this, a set of sessions were designed for a 2nd year of ESO group, composed by 27 students. The outcomes were measured with qualitative and quantitative methods. The results showed that teachers do not use Visual media as an integral part of the everyday lesson due to timing issues, and students are not satisfied with this situation. The data

collected from the 2nd year of ESO students involved in the project showed that they have experienced the beneficial aspects of the Visual media. Due to these results, it can be concluded that using multimedia visuals as tools in the language classroom is highly beneficial for students and enhanced the learning process. The study recommended that visual teaching aids should be included in the lessons. The past research is different from the present research, the past research was conducted in Majadahonda, Mexico while the present research was conducted in Kogi state, Nigeria and the past research used quantitative methods while the present research used survey research method. On the similarity the two researches of the study, the past researcher conducted a research on visual media while this present researcher conducted research on visual media as part it variable also the past research used self structured questionnaire while the present research also used self structural questionnaire to collect data from the respondents.

Fayaz (2011) conducted a study titled "Effect of the availability and use of audio-Visual media on academic performance of students in Punjab, Pakistan. Population of the study comprised all secondary school teachers and students in Punjab. A total of 28 schools, then, 20 students and 10 teachers from each school were randomly selected as the sample of the study. Researcher- constructed questionnaire was used to collect data. Survey was the research design. The study identified that there was a great deficiency in the availability and use of audio-Visual media. The perceived benefits of audio-Visual media according to the researcher include: reducing the level of abstraction involved in teaching (89%), overcoming the language barrier between teachers and students (84%), making a lasting impression in the minds of learners (80%), providing firsthand experience to the learners (79%), supplying

a concrete basis for conceptual thinking (77%), maintaining discipline in class (75%). His findings showed that the challenges facing utilization of audio-Visual media in Nigerian schools are lack of trained teachers (90%); poor funding (88%); lack of maintenance of audio-Visual media (84%); time constraint (80%); inability to improvise audio Visual media (79%); language difficulty (75%). The study concluded that the less availability, misallocation and the deficiency in the use of audio-Visual media lead to wastage of resources, the less effectiveness of audio Visual media and lower academic performance. It was concluded that maintenance, repair and immediate replacement of damaged educational media should be encouraged, and that educational resource centres that produce, store and distribute audiovisual media should be established at local government levels to enable schools within the area to benefit from the services of these centres. The past research was conducted in Punjab, Pakistan while the present research was conducted in Kogi State, Nigeria. Also the past research used students and teachers as the respondents while the present research used students, teachers and principals as the respondent on the similarity, the past research used survey research method while the present research used survey research method also, the past research used - constructed questionnaire to collect data while present research also used - constructed questionnaire to collect data. Finally, the past research conducted a research on visual media as part of research variable while the present research also used visual media as part of research variable.

Alfaki, (2008) investigated the use of Visual teaching Aids for Stimulating EFL (English as a first Language) Classroom Interaction: Teachers' Perspective in Sudan. The study used the descriptive analytical method. The data were collected by means of a questionnaire from

(50) EFL teachers of secondary level schools, then analyzed with the statistical package of social science program (SPSS).As the result of analyses, it is found that: Using visual teaching aids in EFL classes helps students to understand new vocabulary and difficult concepts, using traditional methods exposes learners to the boredom during teaching process, students need to be motivated through teaching aids, teaching aids save lesson time, Visual media resources are cheap and available , using Visual media increases EFL learners interaction and motivation, Visual media develops learners' language skills, understanding the function of visual increases learners interaction and facilitates the teaching process, using teaching aids through effective classroom management support the teaching and learning process just as using Visual media can help make a lesson more authentic. The present study was different from the past study in study area, the past study was conducted in Sudan while the present study was conducted in Kogi State Nigeria, the present study used sample size of 351 why the past study used 50 as a sample size. On similarity, the past study adopted the descriptive analytical method, the data were collected by means of a questionnaire, secondary level schools were used as the respondent, then analyzed with the statistical package of social science program (SPSS) which the present study also adopt the same statistical package.

2.10 Summary

The study provides background to the study with a clear explanation of all the variables of the research as well as the statement to the problem, objectives of the study were clearly started. Theoretical framework, conceptual framework, concept of teaching, concept of teacher, concept of media and concept of visual media. Also, history of visual media,

importance of visual media, classification of visual media and types visual Media. Finally, relevance of visual media for teaching of English Language in upper basic schools, availability of visual media in the teaching of English Language in upper basic school, utilization of visual media in the teaching of English Language in upper basic schools, overview of English Language, general features of English Language, students' performances in English Language, empirical studies and summary.

It is clear that Visual media are important tools for teaching learning process. It helps the teacher to present the lesson effectively and students learn and retain the concepts better and for longer duration. Use of Visual media improves students' critical and analytical thinking. It helps to remove abstract concepts through visual presentation. However, improper and unplanned use of these aids can have negative effects on the learning outcome. Therefore, teachers should be well trained through in-service training to maximize the benefits of using these aids. The curriculum should be designed such that there are options to activity-based learning through Visual media. In addition, government should fund resources to purchase Visual media in schools.

Although, several studies have been conducted on the use, utilization and benefits of visual teaching resources in schools, but studies on the availability and utilization of visual teaching resources in teaching English language in upper basic schools in Kogi State is scanty. Therefore, the present study will help fill the knowledge gap. Similarly, the study reviewed, criticize, analyzed the empirical studies conducted by other researchers which are

related to this present study and the gap expected to be filled by the end of this study, finally the summary of review of related literature was provided.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presented; research design, population of the study, sample and sampling technique, instrumentation, validity, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

Descriptive survey design was used for this study. The descriptive survey designs are mainly concerned with describing events as they are, without any manipulation being involved. This design is used for studies which aim at collecting data and describing in a systematic manner, the characteristic features or facts about a given population (Nworgu, 2006). This design was successfully used by Vivian (2010) in her study on assessment of secondary school teacher's use of teaching aids in Oredo local government area of Edo State, Nigeria. This design was used for the study on availability and utilization of audio-Visual media among nurse educators in Schools of Nursing in Anambra State.

3.3 Population of the Study

The total population for this study was 4,966, comprises of 2618 male students, 2348 female students, 81 English language teachers and 26 principals. The population for this study comprised public Upper basic Schools in the 21 Local Government area across the 7 Educational Zones and across the 3 senatorial zones in Kogi State Nigeria.

Table 1 Population Distribution of Students Teachers and Principals

S/N	Educational Zone	Name of Schools	Students		Teachers	Principals
			Male	Female		
1	Kogi East	GSS Idah	80	65	4	1
2		GSS Dekina	75	70	6	1
3		GSS Onyedega	65	54	3	1
4		GSS Egunme	67	61	2	1
5		GSS Akpanya	39	45	3	1
6		GDSS Itobe	70	76	5	1
7		GSS Aloma	81	78	4	1
8		GSS Okpo	90	75	2	1
9		GSS Ogugu	67	70	3	1
10		GSS Iyano	101	81	4	1
11	Kogi Central	GSS Okene	107	115	2	1
12		GSS Ajaokuta	130	114	3	1
13		GSS Ogori-Mangogo	190	140	4	1
14		GSS Agassa	187	135	2	1
15		GSS Kuroko	100	91	3	1
16		GSS Oboroke	200	191	3	1
17		GSS Adokutu	67	59	3	1
18		GSS Ogaminana	69	49	2	1
19	Kogi West	GSSIluke	111	89	3	1
20		GSS Lokoja	130	147	4	1
21		GSS Ogidi	145	101	3	1
22		GDSS Egbe	104	100	4	1
23		LGSS Otu-Egunbe	70	95	2	1
24		GSSS Isanlu	75	80	3	1
25		GSSS AiyetoroGbede	94	79	2	1
26		GSS Isanlu	104	88	2	1
		Total	2618	2348	81	26
		Total population = 4,966				

Kogi State Ministry of Education (2019/2020)

3.4 Sample and Sampling Technique

The total sample size for this study was 351. This sample size is drawn based on the recommendations of Krejcie and Morgan (1970), for a population that has 4,500 and above, a sample size of 351 is appropriate for the study. To arrive at the above stated sample size, multi-stage sampling procedure was used as follows: Simple random sampling technique

was used to select 3 schools from each of the 3 senatorial zones of the State, the same sampling technique was used to select the participating students, while purposive sampling technique was used to select the English language teachers. The sample size was allotted based on the population of each school under consideration.

Table 2: Sample Size Distribution

		Students		Teachers	Principals	
Educational Zone	No. of Schools	Male	Female			
Kogi East	GSS Idah	16	13	1	1	
	GSS Dekina	15	14	1	1	
	GSS Aloma	16	16	1	1	
Kogi Central	GSS Okene	20	22	1	1	
	GSS Ogaminana	15	10	1	1	
	GSS Ajaokuta	25	22	2	1	
Kogi West	GSS Iluke	21	19	1	1	
	GSS Lokoja	25	28	2	1	
	LGSS Otu-Egunbe	14	20	1	1	
	Total	167	164	11	9	=351

3.5 Instrumentation

The instrument used for data collection for this study was a structured questionnaire designed by the researcher and named Assessment of the Availability and Utilization of visual Instructional Materials Questionnaire (AAUVIMQ). According to Baker (2006), questionnaires are widely used by educators to obtain facts about past, present and anticipated events, conditions and practices, and to make enquiries concerning attitudes and opinions. The questionnaire was designed to match the research questions. Section 'A' contains demographic data (Bio-data) of the respondents such as, gender, age, years of teaching experience, status, and academic qualification. Section 'B' consists of structured

questions which the respondents are expected to respond to, for this study. The questionnaires have a total of 30 items meant for both students and teachers, this is because the researcher wanted to get the actual number of Visual media used in teaching the students, there were many categories of options or responses to each question in the questionnaires.

3.5.1 Validity of the Instrument

The questionnaire was submitted to the researchers' supervisors for validation. The researcher's two supervisors are experts in the field of curriculum in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. This was to ensure its ability to measure what it was expected to measure. The corrections from the vetting assisted the researcher ascertain its content validity and the extent to which the instrument would measure what it was purported to measure.

3.5.2 Pilot Study

A pilot study was carried out with the total of twenty (20) respondents from government upper basic School, Egbe. The school was not part of the schools used for the study. The purpose of this pilot study was to determine the reliability coefficient of the research instrument, its difficulty level and also to determine whether the instrument is free from ambiguity as well as to know whether the instrument has power to discriminate over results.

3.5.3 Reliability of the Instrument

The data obtained from the pilot study were statistically analyzed for the purpose of reliability. Cronbach Alpha reliability coefficient was used to test the questionnaire. This

reliability coefficient was considered adequate for the internal consistencies of the instrument. The result of Cronbach Alpha reliability coefficient was 0.729. This was a confirmation of test of reliability which according to Spiegel (1992) that an instrument is considered reliable if it's reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirmed the instruments used for this study were highly reliable.

3.6 Procedure for Data Collection

The researcher collected an introductory letter from the office of the head of department, educational foundations and curriculum, faculty of education, Ahmadu Bello University, Zaria to the respective school heads. The questionnaire was administered on the respondents in their respective schools by the researcher with the aid of two research assistants. The research assistants were trained for 2 days on the modalities for administering the questionnaire. The respondents were briefed on what is expected of them and given free hand to respondent; the field work was carried out in the period of 4 weeks of the 2018/2019 academicals session.

3.7 Procedures for Data Analysis

The data obtained from the study was analysed using both descriptive and inferential statistical tools. Mean score and standard deviation were used to analyse the research questions, while the hypotheses were tested using chi-square at 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS, SUMMARY OF THE FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the data collected and analyzed using the Statistical Package for Social Science (SPSS) version 21. Mean and Standard Deviation were used at descriptive level to answer the research questions and Chi-Square (X^2) was used at inferential level to test the hypotheses at 0.05 level of significance, so as to allow the researcher make judgment.

4.2 Data Analysis

The researcher in a bid to get a good return of the instrument administered 351 copies of instrument issued out to the respondents and all the 351 questionnaires were successfully retrieve and valid for analysis.

4.3 Demographic Data

The demographic variables of respondents were analysed under their respective subheadings and presented in tables 3 as follow:

Table 3: Distribution of Respondents

S/No	Item	Variable	Frequency	Percentage (%)
	Location	Kogi East	97	28
		Kogi Central	120	34.
		Kogi West	134	38
		Total	351	100
	Educational Qualification	B.Ed	168	48
		M.Ed	69	20
		Others	114	32
		Total	351	100
	Teaching Experience	Less than 5 years	136	38
		6 – 10 years	126	36
		11 – 15 years	55	16
		16 years and above	34	10
		Total	351	100

From Table 3, the result shows that 97 of the respondents representing 28% were drawn from Kogi East, 120 of the respondents representing 34% were from Kogi Central and 134 of the respondents representing 38% were from Kogi West. Also found in the table is the educational qualification of the respondents. From the table it shows that 816 (48%) of the respondents are B.Ed holders, 69 (20%) of the respondents have M.Ed. while the remaining 114 (32%) had other educational qualification. Finally, the indicates the teaching experience of respondents. The result shows that 136 respondents representing 38% has less than 5 years working experience, 126 (36%) of the sample population had 6 – 10 years experience on teaching. Those that has 11 – 15 years working experience are being represented by 16% while 34(10%) of the sample respondents has 16 years and above working experience.

4.2.2 Response to Research Questions

The research questions raised in the study were analyzed using mean and standard deviation. The questions and the analysis were presented as follows:

Research Question one: What is the relevance of visual media in the teaching of English Language in Upper basic Schools in Kogi State?

The research question one was analyzed using mean and standard deviation as shown in table 4.

Table 4: The mean and standard deviation scores of the respondents' views on the relevance of visual media in the teaching of English Language in Upper basic Schools in Kogi State

S/N	Relevance of Visual Media	SA	A	D	SD	Mean	Std. Dev.
1	Visual material play important role in tec aching process	148	143	44	16	2.93	1.138
2	The use of Visual media help teachers during teaching process	158	140	40	13	3.08	1.079
3	The use of Visual media provides easy ways to teach difficult concepts	118	208	15	10	2.63	.833
4	The use of Visual media provides depth and variety of teaching methods	138	169	20	24	3.08	1.134
5	The use of Visual media save teachers time	172	129	22	28	3.20	.912
6	The use of Visual media provide more information during teaching	195	116	16	24	3.03	.941
7	The use of Visual media make teaching process more meaningful	174	115	23	39	3.16	.972
8	The use of Visual media provide firsthand knowledge to students	186	128	12	25	3.34	.853
9	Use of Visual media bring change in classroom environment	142	119	56	34	3.04	1.128
10	Visual media make classroom activities long lasting	196	119	23	13	1.74	1.018
	Cumulative Mean					**2.923**	**1.001**

(Decision Mean = 2.50)

In terms of the relevance of visual media in the teaching of English Language in Upper basic Schools, the respondents all agreed that the visual media play an important role in the process of teaching and learning of English Language. They agreed that the use of visual media help teachers during teaching process, provides easy ways to teach difficult concepts, provides depth and variety of teaching methods, save teachers time, provide more information during teaching, make teaching process more meaningful, provide firsthand knowledge to students and bring change in classroom environment the classroom, also majority of the respondents did not agreed that visual media make classroom activities long

lasting for the, shows the cumulative mean of 2.923 which is greater than the decision mean of 2.5 and the standard deviation of 1.001. This indicate that visual media is relevant in the teaching of English language in Upper basic Schools in the above area of study

Research Question two: How available are the visual media used for the teaching of English Language in Upper basic Schools in Kogi State?

The research question two was analyzed using mean and standard deviation, as shown in table 5.

Table 5: The mean and standard deviation scores of the respondents' views on how available the visual media used for the teaching of English Language in Upper basic Schools in Kogi State.

S/N	Availability of Visual Media	SA	A	D	SD	Mean	Std. Dev.
1	Visual media are easily available in the classroom	20	40	100	191	1.88	.750
2	The visual resources are made accessible to both staff and students	10	50	142	149	2.06	.942
3	The visual media are adequate for teaching process in my school	9	31	146	164	2.56	.183
4	Poor funding has greatly hindered the regular use of audio-visual resources in my school	21	19	102	148	3.06	.163
5	The introduction of visual resources has significantly affected the teaching and learning process in my school	11	19	141	180	1.12	.758
6	Some visual media such as (video camera, chart, picture and TV) are always used by my teacher while teaching	10	6	160	175	2.58	.819
7	Teachers in my school usually make use of audio equipment such as radio, tape recorder, smart board, computers and CDs to teach	7	10	139	195	1.93	.929
8	Graphic materials like models, sculpture, lettering aids, plastic, cutting tools are constantly used by my teacher to teach	2	3	167	179	3.48	.883
9	Teachers in my school make use of computer with internet facility when teaching	22	50	146	133	2.33	.680
10	The following facilities, graphic studio, computer room, storage room, photographic dark rooms are available in my school	22	13	170	146	2.39	.136
	Cumulative Mean					**2.34**	**0.624**

In terms of the availability of visual media used for the teaching of English Language the respondents were of the view that Visual media are no easily available in the classroom. They also disagreed that visual resources are made accessible to both staff and students, they agreed that visual media are adequate for teaching process in my school, also in an opinion that Poor funding has greatly hindered the regular use of audio-visual resources in my school. They also disagreed that introduction of visual resources has significantly affected the teaching and learning process in my school, they also agreed that Some visual media such as (video camera, chart, picture and TV) are always used by my teacher while teaching. They did not agree that school teacher usually make use of audio equipment such as radio, tape recorder, smart board, computers and CDs to teach, the are all in support that Graphic materials like models, sculpture, lettering aids, plastic, cutting tools are constantly used by my teacher to teach. the respondents did not agree that school teacher make use of computer with internet facility when teaching They also disagreed that graphic studio, computer room, storage room, photographic dark rooms are available in their school. the cumulative mean is 2.34 which was less than the decision mean of 2.50 with a standard deviation of 0.624. This observation implies that visual media for teaching of English language was not adequately available in Upper basic Schools in Kogi state

Research Question three: What are the levels of visual media utilization in the teaching of English Language in Upper basic Schools in Kogi State?

The research question three was analyzed using mean and standard deviation as shown in table 6

Table 6: The mean and standard deviation scores of the respondents' views on the level of visual media utilization in the teaching of English Language in Upper basic Schools in Kogi State.

S/N	Utilization of Visual Media	SA	A	D	SD	Mean	Std. Dev.
1	Some visual media such as (video camera, chart, picture and TV) are always used by my teacher while teaching	25	35	116	175	2.69	.864
2	Students take interest when teacher makes use of Visual media	108	102	70	71	1.53	.779
3	Students participate actively as compared to conventional teaching	70	96	81	103	1.63	.958
4	Teachers in my school usually make use of audio equipment such as radio, tape recorder, smart board, computers and CDs to teach	18	2	150	181	2.38	.913
5	Students have difficulty to understanding the use of visual media	21	29	121	180	1.52	.988
6	Visual media provide different things in simple ways for understanding.	135	99	57	60	2.05	1.147
7	Visual media play an important role in students' learning	165	78	60	48	2.09	.849
8	The use of visual media motivates the students towards learning	169	66	63	53	1.56	1.271
9	The use of Visual media provides help to students in different assignments	153	55	71	72	2.69	1.087
10	Teachers in my school make use of computer with internet facility when teaching	46	29	144	132	2.82	1.014
	Cumulative Mean					**2.096**	**0.987**

(Decision Mean = 2.50)

In terms of the availability of the level of visual media utilization in the teaching of English Language the respondents were of the view that visual media such as (video camera, chart, picture and TV) are always used by my teacher while teaching. They disagreed that Students take interest when teacher makes use of Visual media, Students participate actively as compared to conventional teaching, Teachers in their school usually make use of audio equipment such as radio, tape recorder, smart board, computers and CDs to teach, Students

have difficulty to understanding the use of visual media, Visual media provide different things in simple ways for understanding, the use of visual media motivates the students towards learning. The respondents all agreed that use of Visual media provides help to students in different assignments and Teachers in their school make use of computer with internet facility when teaching. cumulative mean scores is 2.0.9 which was less than the decision mean of 2.50 with a standard deviation of 0.987 This observation implies that Upper basic Schools did not make adequate use of visual media resources for teaching English Language in Kogi state

4,4 Hypotheses Testing

The hypotheses formulated on availability and utilization of visual teaching aids in the teaching of English Language in upper basic schools were tested for statistical significance. The tests were conducted as follows:

Hypothesis One: There is no significant difference in the relevance of visual media used in the teaching of English Language in Upper basic Schools in Kogi State, Nigeria. The summary of the data collected and analysed in respect of null hypothesis one is presented in table 7.

Table 7: Chi-square test on the relevance of visual media used in the teaching of English Language in Upper basic Schools Upper basic Schools in Kogi State

N	Mean	Std. Dev	$\chi 2$ cal	α	P-value	Df	$\chi 2$ crit	Decision
351	2.923	1.001	29.471	0.05	0.064	349	35.451	Retained

The analysis in table 7 shows the relevance of visual media used in the teaching of English Language in Upper basic Schools in Kogi State, Nigeria. The result reveals that x^2 cal (29.471) is less than the $\chi 2$ cal crit. (35.451) at 349 degree of freedom with p-value of 0.064 which is higher than the alpha value of 0.05 level of significance. Therefore, the null hypothesis one which states that there is no significant difference in the relevance of visual media used in the teaching of English Language in Upper basic Schools in Kogi State is retained. This means that visual media were not significantly relevant for the teaching of English Language in Upper basic Schools in Kogi State.

Hypothesis Two: There is no significant difference in the availability of Visual media used for teaching of English Language in Upper basic Schools in Kogi State, Nigeria; The summary of the data collected and analysed in respect of null hypothesis one is presented in table 8.

Table 8: Chi-square test on the availability of Visual media used for teaching of English Language in Upper basic Schools in Kogi State, Nigeria

N	Mean	Std. Dev	$\chi 2$	α	P-value	Df	$\chi 2$	Decision
351	2.340	0.624	35.456	0.05	0.003	349	22.452	Rejected

The analysis in table 8, shows the difference in the availability of Visual media used for teaching of English Language in Upper basic Schools in Kogi State. The result reveals that $\chi 2$ cal (35.456) is greater than the X^2 crit. (22.452) at 349 degree of freedom with p-value of 0.003which is less than the alpha value of 0.05 level of significance. Therefore, the null hypothesis two which states that there is no significant difference in the availability of Visual media used for teaching of English Language in Upper basic Schools in Kogi State is

rejected. This means that visual media were significantly available for the teaching of English Language in Upper basic Schools in Kogi State.

Hypothesis Three: There is no significant difference in the utilization of Visual media and teaching of English Language in Upper basic Schools in Kogi State, Nigeria;

The summary of the data collected and analysed in respect of null hypothesis one is presented in table 9

Table 9: Chi-square test on the utilization of Visual media and teaching of English Language in Upper basic Schools in Kogi State, Nigeria

N	Mean	Std. Dev	$\chi 2$ cal	α	P-value	Df	$\chi 2$ crit	Decision
351	2.096	0.987	43.361	0.05	0.002	349	26.432	Rejected

The analysis in table 9, shows the difference in the availability of Visual media used for teaching of English Language in Upper basic Schools in Kogi State. The result reveals that $\chi 2$ cal (43.361) is greater than the $\chi 2$ crit. (26.432) at 349 degree of freedom with p-value of 0.002 which is less than the alpha value of 0.05 level of significance. Therefore, the null hypothesis three which states that there is no significant difference in the utilization of Visual media and teaching of English Language in Upper basic Schools in Kogi State is rejected. This means that there was adequate utilization of visual media for the teaching of English Language in Upper basic Schools in Kogi State.

4.4 Summary of Findings

The following are the findings of this research:

1. visual media were relevant in the teaching of English language in Upper basic Schools in Kogi state and the difference in the relevance of visual media used in the

teaching of English Language in Upper basic Schools was not statistically significant (p-value 0.064 > α = 0.05)

2. visual media for teaching of English language was not adequately available in Upper basic Schools in Kogi state and the difference in the availability of visual media in the teaching of English Language in Upper basic Schools was statistically significant (p-value 0.003 < α 0.05).

3. Upper basic Schools did not make adequate use of visual media resources for teaching English Language in Kogi state and the difference in the utilization of visual media in the teaching of English Language in Upper basic Schools was statistically significant (p-value 0.002 < α = 0.05)

4.4 Discussion of Findings

The present study assessed availability and utilization of visual media for the teaching of English Language in Upper basic Schools in Kogi State. The following are the findings from the research questions answered and null hypotheses tested.

Findings one was tested for the differences in the opinions of teachers based on relevance of visual media available in the teaching of English Language in Upper basic Schools in Kogi State, Nigeria. The result revealed that visual media were not significantly relevant for the teaching of English Language in Upper basic Schools in Kogi State. This is because of cumulative mean of 2.923 which is greater than the decision mean of 2.5 and the standard deviation of 1.001. The hypothesis also reveals that x^2 cal (29.471) is less than the $\chi 2$ cal crit. (35.451) at 349 degree of freedom with p-value of 0.064 which is higher than the alpha value of 0.05 level of significance. Therefore, the null hypothesis one which states that

there is no significant difference in the relevance of visual media used in the teaching of English Language in Upper basic Schools in Kogi State is retained. The finding on research agrees with Okobia (2011), who conducted research on "Availability, Utilization and Relevance of audio media Materials and Resources in the Implementation of Social Studies in Junior Secondary Schools in Edo State". The results showed that there was relevant in availability audio media materials used in teaching of Social Studies in Junior Secondary Schools. The study also revealed that most relevant audio media materials and resources were not available in the schools for the teaching of Social Studies. The most available instructional materials were tape recorder, audio recorder, textbooks and chalkboards. This finding is also in line with that of Ebeniza and Oluchi (2011) on Availability and relevance of ICT in Teaching and Learning of English Language in Secondary Schools in Okigwe Educational Zone, Imo State, Nigeria. The findings revealed that the ICT facilities found in the schools were very few, except for hand-sets. Equally Richard, Mathew and Ugbe, (2011), in a research, Assessing Undergraduate Students Accessibility to and Utilization of Internet Services in Cross Rivers University of Technology Multi Campus System, found out that, the schools had no efficient internet services for the students to learn from. Though there are some internet facilities in some libraries, but they were not functional due to a reason or the other. In contrast to this finding, Muideen, (2011), in a study, An Assessment of Students usage, availability and relevance of ICT Facilities in secondary schools concluded that there was no relevance in availability of electronic resources in the schools ICT centers.

Findings two was tested for difference in the availability of Visual media used for teaching of English Language in Upper basic Schools in Kogi State, Nigeria. The findings showed the cumulative mean is 2.34 which was less than the decision mean of 2.50 with a standard deviation of 0.624. The result of the hypothesis also reveals that χ2 cal (35.456) is greater than the X^2 crit. (22.452) at 349 degree of freedom with p-value of 0.003which is less than the alpha value of 0.05 level of significance. Therefore, the null hypothesis two which states that there is no significant difference in the availability of Visual media used for teaching of English Language in Upper basic Schools in Kogi State is rejected. This means that visual media were significantly available for the teaching of English Language in Upper basic Schools in Kogi State. This finding corroborates the findings of Okobia (2011), who conducted research on "Availability and Teachers" Use of Instructional Materials and Resources in the Implementation of Social Studies in Junior Secondary Schools in Edo State". The results showed that instructional materials and resources available were grossly inadequate. The study also revealed that most instructional materials and resources were not available in the schools for the teaching of Social Studies. The most available instructional materials were textbooks and chalkboards. This finding is also in line with that of Ebeniza and Oluchi (2011) on Availability of ICT in Teaching and Learning of English Language in Secondary Schools in Okigwe Educational Zone, Imo State, Nigeria. The findings revealed that the ICT facilities found in the schools were very few, except for hand-sets.

Findings three was tested for significant difference in the utilization of Visual media and teaching of English Language in Upper basic Schools in Kogi State, Nigeria. The result of the test revealed the cumulative mean scores is 2.0.9 which was less than the decision

mean of 2.50 with a standard deviation of 0.987. the test of hypothesis also reveals that $\chi 2$ cal (43.361) is greater than the $\chi 2$ crit. (26.432) at 349 degree of freedom with p-value of 0.002 which is less than the alpha value of 0.05 level of significance. Therefore, the null hypothesis three which states that there is no significant difference in the utilization of Visual media and teaching of English Language in Upper basic Schools in Kogi State is rejected. This means that there was adequate utilization of visual media for the teaching of English Language in Upper basic Schools in Kogi State. The finding agrees with Duru and Ozoji (2011) who reported that computer teachers in secondary schools do not utilize computer hardware and internet applications in lessons; that teachers lack the required skills to operate these resources; secondary schools lack the necessary infrastructures required for utilization of the resources and applications. In the same vein Oladipo (2001), asserted that instructional materials are important tools for enriching, visualizing, simplifying, transmitting and accelerating the teaching and learning processes, thus enhance students‟ academic performance in secondary schools. He further said that, effective instruction with instructional materials in the classroom requires careful planning by the teacher.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on summary of the research, conclusion on the basis of the findings of the research. Furthermore, some recommendations are put forward based on the finding of the study.

5.2 Summary

This study focused on the assessment of the availability and utilization of visual media for teaching of English Language in Upper basic Schools in Kogi State, Nigeria. Three objectives were stated, these were to ascertain the level of relevance of visual media for the teaching of English language in Upper basic Schools in Kogi State, Nigeria; determine the availability of visual media in the teaching of English language in Upper basic Schools in Kogi State, Nigeria; investigate the utilization of visual media in the teaching of English language in Upper basic Schools in Kogi State, Nigeria. Three research questions and three hypotheses were formulated in line with the objectives.

Relevant literature was reviewed in chapter two which includes: conceptual framework, concept of instructional faculties, concept of visual media, types of visual media, an overview of visual media, benefits of visual teaching aids, history of Visual media, concept of academic performance, concept of English Language, concept of students' performance in English Language, theoretical framework, relationship between theories and the study instructional facilities, empirical studies and summary.

The study methodology centered on research design, population of the study, sampling and sampling techniques, instrumentation, pilot study, Validity of the instrument, reliability of the instrument, methods of data collection and methods of data analysis. In addition, research questions were answered using frequency and weighted mean. While the postulated hypotheses were tested using chi square statistics at 0.05 level of significance. Major finding was identified, conclusion drawn and recommendation made.

5.3 Conclusion

Inconclusion, the students undertook an assessment of availability, and utilization of visual media resources in the teaching of English language in Upper basic Schools in Kogi state, Nigeria. From the findings, it was found that there are no adequate supply of the various visual media resources that can be used in the teaching of English language in Upper basic Schools within the areas of study. The few available materials are not effectively utilized in the actual process of teaching in the schools based on the respondents' view; there is also the problem of unawareness of the relevant visual media resources by both teachers and students. From the findings, it was discovered that, there are no adequate supplies of the various visual media resources that can be used in the teaching of English Language in secondary schools within the area of study. These few available media resources available in good condition are not effectively utilized in the actual process of teaching in the schools. There is also the problem of awareness of the relevant visual media resources by both teachers and students. For instance, some students are not aware of the existence of some media resources but some teachers are aware of them in some secondary schools.

5.4 Recommendations

Based on the research findings and conclusion, from the analysis of the data collected for this study and the result of the test hypotheses, the following recommendations were made:

1. Schools administrators should be encouraged to promote the use of visual media resources in view of their relevance in teaching of English Language. This can be done during visits to schools or pep talk at conferences or seminars, workshop, for teachers to fully utilize visual media resources for effective teaching and learning of English Language in Upper basic Schools.
2. Government and other stakeholders should make concerted meaningful efforts in the provision of visual media for the teaching of English Language in Upper basic Schools in Kogi state.
3. There is the need for an enabling policy to improve awareness level of both teachers and students on the use of visual media resources in teaching and learning of English Language in Upper basic Schools in Kogi state.

5.5 Suggestions for Further Studies

It is widely accepted that the society in which we live in is dynamic, so also is the curriculum. The world is going global and digitalized with the advent of Information Communication Technology (ICT). Therefore, similar studies could be carried out as to include:

1. Assessment of the use of Computer Assisted Instruction (CAI) in the implementation of English Language curriculum in Senior Secondary Schools.

2. Assessment of the availability and utilization of visual media for the teaching of English Language in Senior Secondary Schools in Kogi State.

5.6 Contributions to Knowledge

The study has contributed to knowledge through the following:

1. Revealed the relevance of visual media in the teaching and learning of English Language in Upper basic Schools in Kogi State.
2. Revealed that the availability of visual media makes learning more attractive to the learners and aid the teaching of English Language in Upper basic Schools in Kogi State.
3. Revealed that the utilization of visual media makes learning and teaching to be interesting and aid in the teaching of English Language in Upper basic Schools in Kogi State.

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.

APPENDIX A

LETTER OF INTRODUCTION

FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

Vice Chancellor: Professor Kabiru Bala, B.Sc. (Hons) Building, M.Sc, (Bldg. Serv), MBA, Ph.D (Const. Mgt.) (ABU), FNIOB, MAPM, MCABE, C. Bldg E, MICIArb
Head of Department: Dr. Abdullahi Aliyu Dada, B.Ed. M.Ed, Ph.D (ABU)

Our Ref: D/EFC/SMG/06 Date: 13/12/2021

THE PRINCIPAL
GOVERNMENT SECONDARY
SCHOOL IDAH LGA
KOGI STATE

Dear Sir,

LETTER OF INTRODUCTION

The bearer, OWOEYE SUSAN YEMISI, with Registration Number P18EDF6 8187 is a Student in this Department. He /She is carrying out research, being part of requirement for graduation, in _____. He/She needs certain information in your Organization. Kindly allow him/her have access to information in your Organization. The information obtained will be used for research purpose only. The topic of his/her research is:

ASSESSMENT OF AVAILABILITY AND UTILIZATION OF VISUAL MEDIA FOR TEACHING OF ENGLISH LANGUAGE IN UNITY BASIC SCHOOLS IN KOGI STATE

Thanks in anticipation of your kind response.

Yours faithfully,

21/12/22

Dr. A.D. Aliyu
Head of Department

Head of Department
Dept. of Educational Foundations Curriculum & I.C.T. A.B.U. Zaria

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

Vice Chancellor: Professor Kabiru Bala, B.Sc. (Hons) Building, M.Sc. (Bldg. Serv), MBA, Ph.D (Const. Mgt.) (ABU), FNIOB, MAPM, MCABE, C. BHg E, MICIArb
Head of Department: Dr. Abdullahi Aliyu Dada, B.Ed. M.Ed, Ph.D (ABU)

Our Ref: D/EFC/SMG/06

Date: 21/12/2021

The Principal
Government Day Secondary
School Aloma
Ofu LGA / Kogi East

Dear Sir,

LETTER OF INTRODUCTION

The bearer, OWOEYE SUSAN YEMISI, with Registration Number 18EDSE 8187, is a Student in this Department. He /She is carrying out research, being part of requirement for graduation, in _____. He/She needs certain information in your Organization. Kindly allow him/her have access to information in your Organization. The information obtained will be used for research purpose only. The topic of his/her research is:

ASSESSMENT OF AVAILABILITY AND UTILIZATION OF VISUAL MEDIA FOR TEACHING OF ENGLISH LANGUAGE IN UPPER BASIC SCHOOLS IN KOGI STATE

Thanks in anticipation of your kind response.

Yours faithfully,

21/12/22

Dr. A.D. Aliyu
Head of Department

Head of Department
Dept. of Educational Foundations & Curriculum
A.B.U., Zaria

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

Vice Chancellor: Professor Kabiru Bala, B.Sc. (Hons) Building, M.Sc, (Bldg. Serv), MBA, Ph.D (Const. Mgt.) (ABU), FNIOB, MAPM, MCABE, C. Bldg E, MICIArb
Head of Department: Dr. Abdullahi Aliyu Dada, B.Ed. M.Ed, Ph.D (ABU)

Our Ref: D/EFC/SMG/06

Date: 17/12/2021

THE PRINCIPAL
GOVERNMENT DAY SECONDARY
SCHOOL DEKINA LGA
KOGI EAST

Dear Sir,

LETTER OF INTRODUCTION

The bearer, ONOEMJE SUSAN JEMILA, with Registration Number P/SEDFE 8187, is a Student in this Department. He /She is carrying out research, being part of requirement for graduation, in _____. He/She needs certain information in your Organization. Kindly allow him/her have access to information in your Organization. The information obtained will be used for research purpose only. The topic of his/her research is:

ASSESSMENT OF AVAILABILITY AND UTILIZATION OF VISUAL MEDIA FOR TEACHING OF ENGLISH LANGUAGE IN UPPER BASIC SCHOOLS IN KOGI STATE

Thanks in anticipation of your kind response.

Yours faithfully,

21/12/22

Dr. A.D. Aliyu
Head of Department

Head of Department
Dept. of Education Foundations & Curriculum
A.B.U. Zaria

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

Vice Chancellor: Professor Kabiru Bala, B.Sc. (Hons) Building, M.Sc, (Bldg. Serv), MBA, Ph.D (Const. Mgt.) (ABU), FNIOB, MAPM, MCABE, C. Bldg E, MICIArb
Head of Department: Dr. Abdullahi Aliyu Dada, B.Ed. M.Ed, Ph.D (ABU)

Our Ref: D/EFC/SMG/06

Date: 13/12/2021

THE PRINCIPAL
GOVERNMENT SECONDARY
SCHOOL OKENE
(KOGI CENTRAL)

Dear Sir,

LETTER OF INTRODUCTION

The bearer, ONOEME SUSAN JEMILA, with Registration Number 2018/246 8187, is a Student in this Department. He /She is carrying out research, being part of requirement for graduation, in _____. He/She needs certain information in your Organization. Kindly allow him/her have access to information in your Organization. The information obtained will be used for research purpose only. The topic of his/her research is:

ASSESSMENT OF AVAILABILITY AND UTILIZATION OF VISUAL MEDIA FOR TEACHING OF ENGLISH LANGUAGE IN UPPER BASIC SCHOOLS IN KOGI STATE

Thanks in anticipation of your kind response.

Yours faithfully,

2/12/22

Dr. A.D. Aliyu
Head of Department

Head of Department
Dept. of Educational Foundations & Curriculum
A.B.U. Zaria

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

Vice Chancellor: Professor Kabiru Bala, B.Sc. (Hons) Building, M.Sc, (Bldg. Serv), MBA, Ph.D (Const. Mgt.) (ABU), FNIOB, MAPM, MCABE, C. Bldg E, MICIArb
Head of Department: Dr. Abdullahi Aliyu Dada, B.Ed. M.Ed, Ph.D (ABU)

Our Ref: D/EFC/SMG/06

Date: 20/12/2021

THE PRINCIPAL
GOVERNMENT SECONDARY
SCHOOL ASAOKUTA
KOGI CENTRAL

Dear Sir,

LETTER OF INTRODUCTION

The bearer, ONOEMIE SUSAN JEMILA, with Registration Number 18EDFE 8187, is a Student in this Department. He /She is carrying out research, being part of requirement for graduation, in _____. He/She needs certain information in your Organization. Kindly allow him/her have access to information in your Organization. The information obtained will be used for research purpose only. The topic of his/her research is:

ASSESSMENT OF AVAILABILITY AND UTILIZATION OF VISUAL MEDIA FOR TEACHING OF ENGLISH LANGUAGE IN UPPER BASIC SCHOOLS IN KOGI STATE

Thanks in anticipation of your kind response.

Yours faithfully,

21/12/22

Dr. A.D. Aliyu
Head of Department

Head of Department
Dept. of Educational Foundations & Curriculum
A.B.U. Zaria

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

Vice Chancellor: Professor Kabiru Bala, B.Sc. (Hons) Building, M.Sc. (Bldg. Serv), MBA, Ph.D (Const. Mgt.) (ABU), FNIOB, MAPM, MCABE, C. Bldg E, MICEArb
Head of Department: Dr. Abdullahi Aliyu Dada, B.Ed. M.Ed, Ph.D (ABU)

Our Ref: D/EFC/SMG/06

Date: 13/12/2021

THE PRINCIPAL
GOVERNMENT SECONDARY SCHOOL
ADAVI LGA (Kogi Central)
OGAMINANA

Dear Sir,

LETTER OF INTRODUCTION

The bearer, OWOEYE SUSAN YEMISI, with Registration Number PGEDSE 8187, is a Student in this Department. He /She is carrying out research, being part of requirement for graduation, in _____. He/She needs certain information in your Organization. Kindly allow him/her have access to information in your Organization. The information obtained will be used for research purpose only. The topic of his/her research is:

ASSESSMENT OF AVAILABILITY AND UTILIZATION OF VISUAL MEDIA FOR TEACHING OF ENGLISH LANGUAGE IN UPPER BASIC SCHOOLS IN KOGI STATE

Thanks in anticipation of your kind response.

Yours faithfully,

2/12/22

Dr. A.D. Aliyu
Head of Department

Head of Department
Dept. of Educational Foundations, Curriculum & L.S.
A.B.U. Zaria

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

Vice Chancellor: Professor Kabiru Bala, B.Sc. (Hons) Building, M.Sc. (Bldg. Serv), MBA, Ph.D (Const. Mgt.) (ABU), FNSOB, MAPM, MCABE, C. Bldg E, MICIArb
Head of Department: Dr. Abdullahi Aliyu Dada, B.Ed. M.Ed, Ph.D (ABU)

Our Ref: D/EFC/SMG/06

Date: 10/12/2021

THE PRINCIPAL
GOVERNMENT SECONDARY
SCHOOL ILUJE-BUNU
KOGI - WEST

Dear Sir,

LETTER OF INTRODUCTION

The bearer, OWOEYE SUSAN YEMISI, with Registration Number P19EDEC 8187, is a Student in this Department. He /She is carrying out research, being part of requirement for graduation, in _____. He/She needs certain information in your Organization. Kindly allow him/her have access to information in your Organization. The information obtained will be used for research purpose only. The topic of his/her research is:

ASSESSMENT OF AVAILABILITY AND UTILIZATION OF VISUAL MEDIA FOR TEACHING OF ENGLISH LANGUAGE IN UPPER BASIC SCHOOLS IN KOGI STATE

Thanks in anticipation of your kind response.

Yours faithfully,

2/12/22

Dr. A.D. Aliyu
Head of Department

Head of Department
Dept. of Education Foundations
Curriculum & Teaching
A.B.U. Zaria

FACULTY OF EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

Vice Chancellor: Professor Kabiru Bala, B.Sc. (Hons) Building, M.Sc, (Bldg. Serv), MBA, Ph.D (Const. Mgt.) (ABU), FNIOB, MAPM, MCABE, C. Bldg E, MICIArb
Head of Department: Dr. Abdullahi Aliyu Dada, B.Ed. M.Ed, Ph.D (ABU)

Our Ref: D/EFC/SMG/06

Date: 9/12/2021

THE PRINCIPAL
LOCAL GOVERNMENT SECONDARY
SCHOOL OTU - EGUNU
UMMARU (KOGI WEST)

Dear Sir,

LETTER OF INTRODUCTION

The bearer, OLUOEYE SUSAN YEMISI, with Registration Number P19ED/F6 8187, is a Student in this Department. He /She is carrying out research, being part of requirement for graduation, in _____. He/She needs certain information in your Organization. Kindly allow him/her have access to information in your Organization. The information obtained will be used for research purpose only. The topic of his/her research is:

ASSESSMENT OF AVAILABILITY AND UTILIZATION OF VISUAL MEDIA FOR TEACHING OF ENGLISH LANGUAGE IN UMMARU BASIC SCHOOLS IN KOGI STATE

Thanks in anticipation of your kind response.

Yours faithfully,

2/12/22

Dr. A.D. Aliyu
Head of Department

Head of Department
Dept. of Education Curriculum
A.B.U. Zaria

DEPARTMENT OF EDUCATION FOUNDATIONS & CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Instrument Validation Form

Dear Sir/Ma,

The candidate is a postgraduate student of Education Foundation and Curriculum Department, Ahmadu Bello University, Zaria. He/she is hereby humbly requesting your assistance in validating this research instrument. Please, grant the candidate all the necessary assistance. Thank you.

Head of Department (signature, Date & Stamp)

Student's Surname: OYALOYE Other names: TEMITOPE SUSAN

Registration Number: 81871 Programme:

Title of the Instrument: ASSESSMENT OF AVAILABILITY AND UTILIZATION OF VISUAL MEDIA FOR THE TEACHING OF ENG. LANGUAGE IN JUNIOR SECONDARY SCHOOLS IN KOGI STATE

Please Comment on the following:

1. Appropriateness of the instrument for the research work: Satisfactory
2. Clarity and simplicity of the language used: The language is Clear and well understood
3. Suitability of the instrument for the level of respondents: Suitable
4. The extent in which items cover the topic it meant to cover: Adequately
5. Is the instrument properly structured in line with objectives and research questions? It is properly structured
6. Others (Grammatical errors, spelling errors and others) Generally Good
7. General comment on the instrument

1

Suggestion(s) for improving the quality of the instrument

1. The Instrument Should be administer properly.
2. Through the use of Research Assistance
3. Retrieve the Instrument at a spot to avoid lost of the Instrument.
4.

ATTESTATION SECTION

I hereby testify that the above named students brought his/her instrument for validation

Name of Attester: Dr. A.A Dada

Designation: Supervisor

Name and Address of Institution: ABU Zaria

Phone No.: 08023[illegible] E-mail:

8/12/21

Signature and Date

Thank You

APPENDIX B

REQUEST TO FILL QUESTIONNAIRE

ASSESSMENT OF AVAILABILITY AND UTILIZATION OF VISUAL MEDIA FOR THE TEACHING OF ENGLISH LANGUAGE IN UPPER BASIC SCHOOLS IN KOGI STATE, NIGERIA

Dear Respondents,

REQUEST TO FILL QUESTIONNAIRE

I am a postgraduate student in the above-mentioned institution currently conducting a research on the topic ―Assessment of availability and utilization of audio-visual media for the teaching of English Language in Upper basic Schools in Kogi state, Nigeria.

I implore you to go through the following questions and tick the appropriate options provided.

You are assured that your responses will be treated with utmost confidentiality and would be used only for the purpose of this research.

Thank you for your cooperation.

Yours Sincerely

OWOEYE, Yemisi Susan
Researcher

APPENDIX C

QUESTIONNAIRE

Section A: Teacher Personal Information

Please tick (√) in the appropriate box

1. **Distribution of Respondents by Location:** (a) Kogi East ( ) (b) Kogi Central ( ) (c) Kogi West ( ).
2. **Teaching Qualification:** (a) B.ed ( ) (b) M.Ed ( ) (c) Others ( )
3. **Teaching Experience:** (a) less than 5 year ( ) (b) 6-10 years ( ) (c) 11-15 years ( ) (d) 16 years above ( )

SECTION B

Please tick (√) the appropriate column that suits your assessment.

S/N	Relevance of Visual media	SA	A	D	SD
1	Visual materials play important role in teaching process				
2	The use of visual media help teachers during teaching process				
3	The use of visual media provides easy ways to teach a difficult concept				
4	The use of visual media provide depth and variety of teaching methods				
5	The use of visual media save teachers time				
6	The use of visual media provide more information during teaching				
7	The use of visual media make teaching process more meaningful				
8	The use of visual media provide firsthand knowledge to students				
9	Use of visual media bring change in classroom environment				
10	Visual media make classroom activities long lasting				

	Availability of Visual media	**SA**	**A**	**D**	**SD**
11	Visual media are easily available in the classroom				
12	The visual resources are made accessible to both staff and students				
13	The visual media are adequate for teaching process in my school				
14	Poor funding has greatly hindered the regular use of audio-visual resources in my school				
15	The introduction of visual resources have significantly affected the teaching and learning process in my school				
16	Some visual media such as (video camera, chart, picture and TV) are always used by my teacher while teaching				
17	Teachers in my school usually make use of audio equipment such as radio, tape recorder, smart board, computers and CDs to teach				
18	Graphic materials like models, sculpture, lettering aids, plastic, cutting tools are constantly used by my teacher to teach				
19	Teachers in my schools make use of computer with internet facility when teaching				
20	The following facilities, graphic studio, computer room, storage room, photographic dark rooms are available in my school				

	Utilization of Visual media	**SA**	**A**	**D**	**SD**
21	Students understand more effectively with the use of visual media.				
22	Students take interest when teacher make use of visual media.				
23	Students participate actively as compare to conventional teaching.				
24	The use of visual media makes learning effective.				
25	Students feel are less interested understand with visual media.				
26	Visual media provide different things in simple way to understand.				
27	Visual media play an important role in students learning				
28	The use of visual media motivates the students towards learning.				
29	The use of visual media provide help to students in different assignments.				
30	Teachers guide their students to use visual media properly.				

APPENDIX D

Result of the Cronbach Alpha Reliability test

Reliability

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.780	.760	30

Item Statistics

	Mean	Std. Deviation	N
ques 1	3.2500	.80322	20
ques 2	2.5938	1.10306	20
ques 3	2.7500	.95038	20
ques 4	2.6250	1.12880	20
ques 5	2.9375	1.01401	20
ques 6	2.8438	1.08090	20
ques 7	2.6563	1.00352	20
ques 8	2.6875	1.11984	20
ques 9	2.4375	1.21649	20
ques 10	2.7813	.90641	20
ques 11	2.5313	1.01550	20
ques 12	2.7500	1.01600	20

ques 13	2.4375	1.07576	20
ques 14	3.0313	.96668	20
ques 15	2.4063	1.01153	20
ques 16	2.9375	1.01401	20
ques 17	2.5000	1.07763	20
ques 18	2.9063	1.02735	20
ques 19	2.5313	1.07716	20
ques 20	2.8125	.93109	20
ques 21	2.8750	.97551	20
ques 22	2.7813	.97499	20
ques 23	2.5625	1.07576	20
ques 24	2.5625	1.18967	20
ques 25	2.3750	1.09985	20
ques 26	2.3438	1.00352	20
ques 27	3.0000	1.01600	20

ques 28	2.5625	1.01401	20
ques 29	2.7750	1.07012	20
ques 30	2.5025	1.01401	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.490	2.344	3.411	.906	1.387	.053	30
Inter-Item Correlations	.030	-.474	.611	1.085	-1.289	.039	30