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A Literature Review of Research Articles Focused on Educational Materials

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Abstract: ***This review was initiated to identify the research method trends on selected articles. The articles were identified from keywords associated with instructional, educational, and teaching materials. The researchers gathered 100 articles that were published from year 2000-2020. The data were analysed based on the figure and tabular presentations of the articles and concepts identified. Results show that most studies are qualitative by nature. In addition, studies are predominantly published in Asia with many studies that had students as preferred participants.***

Keywords: Research Trends, Education, Instructional Materials

1. INTRODUCTION

The utilization of educational materials has proven to have a significant influence on the success of the teaching and learning process in general. Educational materials are essential instruments designed to assist teachers in helping students in learning the subject and performing the activities outlined in the curriculum. Instructional materials also enable the learners to collaborate ideas and interact with symbols and words to improve their reading, thinking, listening, writing, speaking, and problem-solving skills and competencies [1]. Moreover, educational materials supplement learners' conceptual and critical thinking as well as provide experiences that depict reality [2].

In language teaching and learning, several studies prove that instructional materials exceedingly facilitate language learning and allow the learners to be more attentive towards the target language [3]. Instructional materials encourage the efficiency of the teachers, which also develop and improve the performances of the students [4]. These are crucial in learning and teaching the English language as they are utilized to boost the teacher's efficiency and the effectiveness of the delivery of the lesson [5]. Furthermore, instructional materials

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promote active participation in the process of learning a language while saving the efforts and energy of the instructor [6].

Identified that in most EFL (English as Foreign Language) classrooms, course-books are most used instructional materials by foreign language teachers to teach all the components of the languages [7]. Visual instructional materials, on the other hand, play an important role in brightening up the classroom environment and providing more creativity, interest, and variety in language lessons [8]. In this context, the current study, with its findings and analysis, this seeks to determine what instructional materials are effective for language teaching and learning, especially in language instruction.

2. METHODOLOGY

Several procedures were taken into consideration to ensure the quality of this paper. This study aims to determine the effective instructional material utilized for teaching and learning a language, particularly in language instruction.

The researchers established the following criteria in selecting the articles. First, the time of publication of the articles is from year 2000 to 2022. Second, These presented papers are obtained from different online scholarly publication sources, including Google scholar, Academia, ScienceDirect, ResearchGate, JSTOR, ERIC, Informit, Cambridge, LearnTechLib, E-journals, e-spacio, Wiley Online Library, and Humanities Commons to further justify the objective of this review. However, most of the articles are acquired from the Google scholar in which has a flexible connectivity and simple yet a broad scope of searching capacity across large number of online scholarly published researches [9].

The collected data were categorized through a tabular presentation along with figures for visual representations. The use of tabulation and figures are suitable for listing the numeric data systematically, where the comparison and correlation of the results can be logically presented.

3. RESULTS AND DISCUSSION

a. Research Design Used

Results show that Qualitative method is the most preferred research design in various studies of effective instructional materials utilized for language teaching and learning. Table 1 shows the different research design methods used in the 100 gathered articles.

Research Design Used	Frequency	Percentage
Qualitative	37	37.00%
Quantitative	33	33.00%
Mixed	15	15.00%
Others (Not Specified)	15	15.00%
Total:	**100**	**100%**

Table 1. Types of Research Design Used

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Qualitative Method got the highest efficacy rate with 37% which signifies that it was the most preferred research design used among the 100 gathered articles. Followed by Quantitative Method that has 33% and 15% for Mixed Method which makes it the least used method among the articles. For other articles that did not specify what is their preferred research design method or which is best suited for their study it has 15 % of 100. There are 100% total research design method used in 100 selected articles.

Moreover, there are 37 articles that preferred using Qualitative method in the study of the effective instructional materials for language teaching and learning. [10] According to the study about the Qualitative Research in English Language and Learning, qualitative approach is particularly relevant to the discipline of language teaching and learning because learning a new language and teaching individuals require a dynamic engagement. Qualitative research properly seeks answers by examining various social settings and the groups or individuals who inhabit these settings [11].

With 33 articles that uses Quantitative Method in the study of the effective Instructional materials for language teaching and learning, a study which states about the 'Uses and Limitations of Quantitative Research in English Language Education' says that Quantitative research is very important in different variables of English language education. It is found that quantitative research uses scientific methods to uncover the knowledge that is highly objective and empirically verifiable in English Language Education [12].

On the other hand, Mixed Method which has 15 research articles about the effective instructional materials utilized for language teaching and learning, Mixed-methods systematic reviews are explained as designed to produce direct relevance to policy makers and practitioners. Mixed Method Research aims to bridge the poles of positivism and constructivism [13]. In a study of Mixed Method Research in language teaching and learning, Mixed Method Research certainly pose other challenges to language teaching and learning researchers [14]. One such challenge discussed concerns the level of theorizing and conceptualizing of the research problem so that different layers and various dimensions of the issue in question can be studied and integrated by means of an MMR framework.

b. Place of publication

Table 4 shows the number of articles in respect to the location and year of publication. Out of 100, 84 (84%) of the articles were published in Asia with 3 articles published in the years 2005-2008, 17 articles in years 2009-2013, 20 articles in years 2014-2017, and 44 articles were published in the years 2018-2022. Followed by North America with a total of 3 (3%) articles and Europe with the same totality. The remaining 10 articles were from online journals, therefore, unspecified.

Table 2. Number and percentage of the articles per site of publication

Site of Publication	2005-2008	2009-2013	2014-2017	2018-2022	Total	Percentage
Asia	3	17	20	44	84	84.00%
North America	0	1	2	0	3	03.00%
Europe	0	0	2	1	3	03.00%
Unspecified	0	0	5	2	3	10.00%

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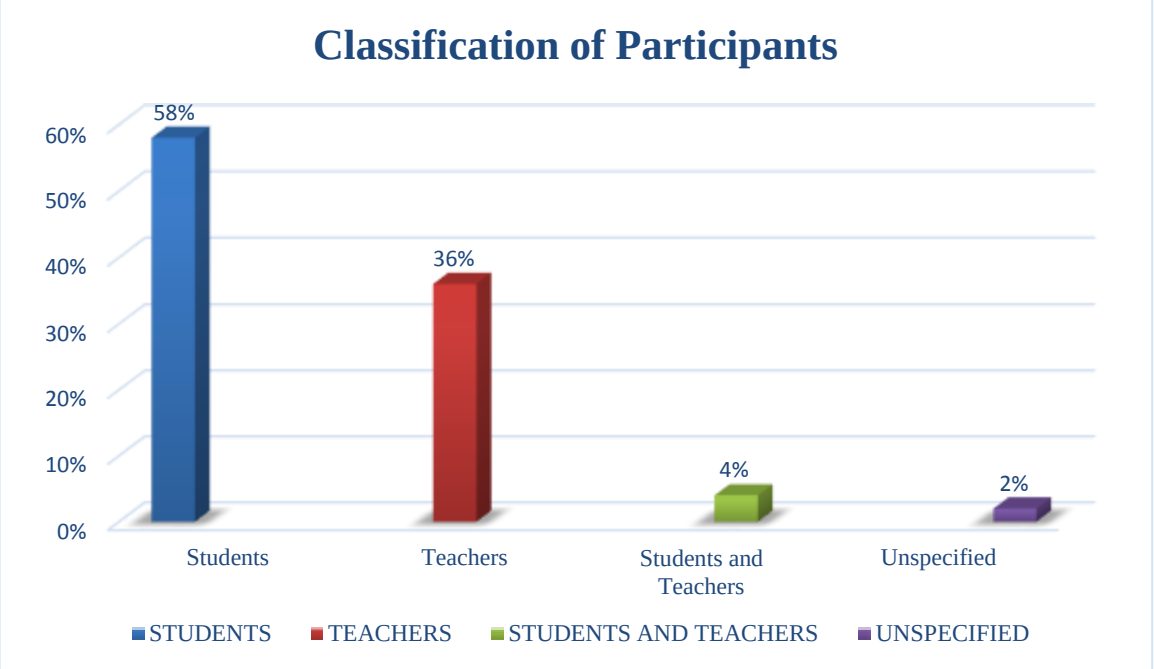
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Another observation based on table 2 is that only 6 specified articles belong to Non-Asian countries, which indicate that only a few studies are produced by countries outside of Asia. This is due to roles foreign languages play in education; particularly the English language in Asian context and one of it is recognizing the relevance of NNS (Non-Native Speakers) communicative experiences using the English language in this globalized world [15].

c. Classification of identified participants.

Identifying the participants of a study is vital in the success of a research. The articles verified their results by the information provided by the participants from 58 articles that identified students as their participants, 36 articles that identified teachers as their participants, 4 articles that identified both students and teachers as their participants and 2 articles did not specify their participants. These are the time where language is taught, and instructional materials plays an important role to effective teaching.

Figure 1. Classification and quantity of the identified participants.



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4. CONCLUSION

The use of resources to help students learn effectively is one of the most important foundations of teaching and learning activities and processes. As such, research is demanded to ensure progress in the field. This study was able to uncover the research methodology trends in the field of modern and traditional instructional materials. It was found out that research designs in the field are diverse. Furthermore, most articles were published in Asia with most participants being students.

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