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Survey of Commonly Used Instructional Materials in the Teaching and Learning of the English Language

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Abstract: ***The instructional materials utilized by teachers in the teaching and learning of English in selected junior secondary schools in Rivers State's Ogba/Egbema/Ndoni Local Government Area are the focus of this research. Five research questions were utilized to drive the study. The research employed 120 of the 1,230 comments obtained from junior high school pupils. Twenty-five research questionnaires (25) were produced from the study questions and assessed using a four-point Likert scale. A 2.5-point benchmark was employed as a criteria for agreement. A judgment and suggestions were produced based on the information below. Teachers are supposed to search out visual teaching aids that appeal to students' senses, grab their attention, inspire engagement, make learning more meaningful, and satisfy academic standards. Teachers should work in a situation that is favorable to their achievement.***

Keywords: English Language, Instructional Material, Teacher, Teaching and Learning.

1. INTRODUCTION

Students must be exposed to some type of simulation when learning at any level. In Business Studies, Adekunle (2010) defined teaching resources as "everything that might support the instructor in enhancing teaching and learning." When kids are given the opportunity to study through more than one sense, they learn more quickly and easily. Because they drive learners to learn more, the utilization of instructional materials gives the instructor a fascinating and engaging platform for imparting knowledge. In addition, the instructor gets help with physical problems that might have made it difficult for him to effectively teach a certain subject.

The use of instructional materials has become popular in modern teaching-learning situations because several experts and scholars believe that teaching will be improved if teaching aids or audio-visual aids are used, and that students will learn better if they are exposed to using teaching materials, no matter how prototypical they may be. The four senses of sight,

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hearing, touching, and feeling should be addressed in the educational materials that are given out.

Teachers have the capacity to enrich and improve their instruction due to the acknowledged value of teaching aids in the educational process and the availability of various instructional materials (Sutiyomo, 2014). Every piece of educational material utilized in the classroom is an aid. Teaching tools include chalkboards, books, maps, slides, current photographs, radios, tape recorders, posters, charts, display boards, and television. Learning may also be made more enjoyable if textbooks and other resources were available in the library, allowing students to practice on their own after being instructed, either in a group or individually. The way you pronounce things on the phone determines the mental picture you convey (Uyanga, 2009). Due to a severe lack of teaching resources, most students don't learn how to use the practical skills they need when they leave school.

Generally, instructional tools or resources facilitate enhanced learning of the information delivered. The educational materials are more likely to be accepted and beneficial if the following beliefs are true: Learning occurs more commonly in a class when there are:

Active participation of students in the educational process

Individual learning goals are established.

Demonstration, practice, and feedback are all possible.

Evaluation of learning on an ongoing basis;

Assistance to students and educators

They emphasize the relevance of English-language teaching tools and resources.

Instructional aids help teachers and students get and keep the attention of their students during the teaching and learning process.

Visual, audio, and audio-visual tools help spread facts, information, and data quickly and accurately to a large group of people with little effort.

Visual Memory Stimulator: Visual instruments help people learn, and audio instruments help people think more critically and be more creative.

In a similar vein, Aremu (2019) provides a list of instructional resource roles:

It helps you save time.

2. It makes learning tangible and long-term.

3. It boosts the learner's interest.

4. It directs the learners' attention.

5. It gives legitimacy to the principles that are given in class.

It improves the teacher-student relationship, and

7. It allows for meaningful classroom interaction.

There are other languages that are more common than English in the world, but English is one of them. It is important because it is used all over the world. It has become a global language over time (Llurda, 2014). In 2014, Llurda wrote a book. As a result, it has also become a way for all Commonwealth governments to communicate with people from all over the world because of this. The teaching and studying of English as a subject has been marked by low grades at the school level and in national exams, as shown by students' mean scores in schools. There are a lot of things that could be to blame for this, such as how you act, how you teach and learn, and how much you use the teacher-centered method. Over the years, English language skills have been below average across the country.

English language teachers are taught to use a variety of teaching tactics while instructing their pupils. They have the power to use acceptable teaching techniques and resources in

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conjunction with the material they provide to their pupils at their discretion. Teachers have a wide range of tools, equipment, and materials from which to choose for English language learning and teaching (Kimemia, 2011). Dictionaries, class readers, wall charts, chalkboards, charts, and the use of the library are among the equipment and resources available. However, without the appropriate use of instructional resources by skilled and competent specialists, student English language learning may not go as expected. Students must be given as many opportunities as possible to understand what they are taught, which is only achievable if the information imparted during training is readily absorbed in light of accessible resources. Effective content distribution requires a comprehensive approach that makes use of all available strategies and resources. This is a huge effort that needs special consideration (Dick & Carey, 2001). The findings of this research indicate that teaching without the use of instructional tools may have a detrimental influence on students' learning. Students should be able to participate in reasonable and practical ways when teachers use instructional materials in their lessons to help students learn language concepts, improve their speaking, listening, reading, and study skills, and improve their performance in the Ogba/Egbema/Ndoni Local Government Area. Students need to be able to do things in order to remember what they've learned and be able to learn more effectively. Activities use educational resources to help students learn, remember, and use abstract symbols. (Adewolo, 2015). In their study, scholars have shown that visual aids are more effective than lecture techniques over time. When students are taught using visual aids such as charts and films, they retain more information, have a better understanding of the subjects covered, and have a more pleasurable experience (Farrant, 2004). The importance of such resources in teaching and learning has not diminished (Kochhar, 2012). If these vital resources are not fully used, pupils' learning may be jeopardized. In view of the difficulties associated with access and availability in schools, this research revealed that extensive access to resources leads to teachers' and students' proficiency in their usage (Schofield & Davidson, 2008). As a consequence, the availability and effective use of resources for teaching and learning the English language necessitated the pairing of resources with an instructional technique. This was in contrast to the traditional method, which needed additional information on the kind and level of skill of teachers with these technologies. As a result, this study looked into how teachers thought these resources (Isola, 2016) worked, how they thought they worked, and how they changed their teaching strategies so they could use them effectively. The goal of this study was to find out if and how often teachers used resources to help students learn English, as well as if they used instructional aids to help students learn English. (Ofoegbu, 2018). Additionally, the purpose of this research was to conduct a survey of instructional media used in English language education and to assess teachers' perspectives on instructional media use in the English language classroom.

2. METHODS

The study used a survey research methodology. According to Obeka (2020), a survey design depicts a condition or phenomenon in its natural state. Omoku was chosen as the study area, and the population consisted of 1,230 respondents who were junior secondary school students from Rivers State's Ogba/Egbema/Ndoni Local Government Area. The researchers used a proportionate random sampling method to do their work. The study surveyed 120 individuals who fit the study's demographic. The research collected data from respondents

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using a questionnaire termed "instructional materials for teaching and learning the English language (IMTLELQ)."
The instrument consists of 25 questions and is graded on a four-point scale: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD) (SD). The tools were administered directly to the study participants by the researchers. This implies that the researchers personally delivered the instruments to the respondents and that 120 (120) of the instruments were deemed complete and eligible for future investigation. On the basis of this data, mean scores were determined. Mean scores and standard deviation were used to look at the data that respondents gave to the study in order to answer its questions. In this case, a mean score of 2.5 was used as the standard to judge. In the end, things with a mean score of 2.5 or above were accepted, while those with a mean score of 2.49 or less were thrown out.

3. RESULTS

Research Question 1:To what degree do instructors include instructional resources into their English language teaching and learning? This research topic was addressed using data from test items 1-5. This information is summarized in Table 1 below;

Table 1 – The amount of instructional materials used in the teaching and learning of the English Language.

S/N	Test Items	SA	A	D	SD	Total	X	Decision
1.	For practical lessons, teachers employ instructional materials.	304	84	36	28	452	3.0	Agreed
2.	Teachers use instructional resources to teach a lesson in a logical way.	284	96	54	21	455	3.0	Agreed
3.	During an interactive session, teachers employ teaching materials.	252	132	44	21	449	3.0	Agreed
4.	Teachers assess students' abilities via the use of instructional materials.	280	153	22	18	473	3.2	Agreed
5.	Teachers employ instructional resources to help students develop logical thinking skills.	260	105	58	21	444	3.0	Agreed
	TOTAL	**1380**	**570**	**214**	**109**	**2273**	**15.2**	**Accepted**

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	Mean Score $\bar{x}$						**3.0**	**Accepted**

Source: Field Survey (2021)

The study yielded a (means score) of 3.0, which is larger than the 2.5 mean score on the four-point likert scale. This means that teachers in Junior Secondary Schools in the Ogba/Egbema/Ndoni Local Government Area use instructional materials when they teach and learn English Language there.

Research Question 2: To what degree do instructors utilize charts to facilitate efficient English language teaching and learning?

Table 2 shows the mean answers to the instrument's test questions 6-10 about how teachers use charts to help students learn and teach English.Table 2 – Effective use of charts in teaching and learning of English Language. A good way to teach and learn English Language is to use charts effectively.

S/N	Test Items	SA	A	D	SD	Total	X	Decision
6.	Teachers use chart for guiding students creative skill	288	102	36	29	455	3.0	Agreed
7.	Teachers use chart in presenting idea and concept logically	320	135	20	15	490	3.3	Agreed
8.	Teachers use chart to show relationship between facts, figure and stability	304	108	36	20	468	3.2	Agreed
9.	Teachers use chart to show continuity in a process of teaching	252	153	28	22	455	3.0	Agreed
10.	Teachers use chart to summarize information or a subject matter	296	147	18	18	479	3.2	Agreed
	TOTAL	**1460**	**645**	**138**	**104**	**2347**	**15.6**	
	Mean Score $\bar{x}$						**3.0**	**Accepted**

Source: Field Survey (2021)

People who took part in the study got a (means score) of 3.3, which is more than the 2.5 mean score on the 4-point likert scale. This means that teachers use the human voice well when they teach and learn English.

Research Question 3:To what degree is human voice used effectively in English language teaching and learning?

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To address this study issue, data were gathered using test items 11-15 of the instrument. The resulting data are summarized in Table 3 below;

Table 3 – Human voices can be used to teach and learn English Language, and they can be used as instructional materials.

S/N	Test Items	SA	A	D	SD	Total	X	Decision
11.	Teachers use human voice to effectively communicate to student's concepts in teaching	324	129	32	10	495	3.3	Agreed
12.	Teachers use human voice to communicate to students on how to read	256	165	38	12	471	3.1	Agreed
13.	Teachers use human voice to communicate to students on how to develop their listening skill	292	114	46	16	498	3.3	Agreed
14.	Teachers use human voice to provide students with technical tools of word pronunciation and accent	340	135	10	15	500	3.3	Agreed
15.	Teachers use human voice to coach students on various language blunders and grammatical errors	352	153	8	7	520	3.4	Agreed
	TOTAL	**1564**	**696**	**134**	**60**	**2454**	**16.4**	
	Mean Score $\bar{x}$						**3.3**	**Accepted**

Source: Field Survey (2021)

Research Question 4: To what degree are wall slides used successfully in English language teaching and learning?
Test items 16-20 were utilized to address the research question. Table 4 shows the information obtained from them.;

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Table 4 – Effective use of wall slides in teaching and learning of English Language.

S/N	Test Items	SA	A	D	SD	Total	X	Decision
16.	Teachers use wall slides for projecting pictures from transparent slides	268	144	38	16	466	3.1	Agreed
17.	Teachers use wall slides to show magnificent image for better viewing	400	90	26	7	523	3.4	Agreed
18.	Teachers use wall slides to present subject topics logically for better understanding	372	114	38	9	533	3.5	Agreed
19.	Teachers use wall slides in teaching various skills	312	111	38	16	467	3.1	Agreed
20.	Teachers use wall slides or projector for a large class	416	93	18	6	533	3.5	Agreed
	TOTAL	**1768**	**555**	**158**	**54**	**2522**	**16.6**	
	Mean Score $\bar{x}$						**3.3**	**Accepted**

Source: Field Survey (2021)

A mean score () of 3.3 was calculated based on the aforementioned data. This is higher than the 4-point likert scale's typical score of 2.5. This implies that instructors may efficiently utilize wall slides in the classroom to teach and learn English.

Research Question 5:To what extent is the flash card used to teach and learn English more quickly and efficiently?
Test-items 21-25 were used to answer this question. They are shown in table 5.

Table 5 – Effective use of flash card in teaching and learning of English Language.

S/N	Test Items	SA	A	D	SD	Total	X	Decision
21.	Teachers use flash card to present pictures and symbols to students	316	129	34	11	490	3.3	Agreed
22.	Teachers use flash card to associate pictures and word together	264	165	22	15	466	3.1	Agreed
23.	Teachers use flash card to stimulate discussion and words	348	126	16	13	503	3.3	Agreed

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	together							
24.	Teachers use flash card to aid memorization by way of repetition	280	132	42	15	460	3.1	Agreed
25.	Teacher use flash card in teaching the students English language	388	102	22	8	520	3.5	Agreed
	TOTAL	**1596**	**654**	**136**	**62**	**2448**	**16.3**	
	Mean Score $\bar{x}$						**3.3**	**Accepted**

Source: Field Survey (2021)

There was a 3.3 (means score) in the study, which is more than the 2.5 mean score on the 4-point likert scale. This means that teachers use flash cards in the classroom to teach and learn English.

4. DISCUSSION

The mean answer to question 1 was 3.0, which means that instructors use instructional materials when teaching and learning English. In (Dick, 2015), he said that during teaching and learning, all instructional materials appeal to the senses. This finding is in line with Dick's idea. In addition, (Isola ,2016) said that instructional materials are things or technologies that help teachers give their lessons to students in a logical and sequential way. (Oluwagbohunmi and Abdu-Raheem ,2014) found that teachers use instructional materials to help them explain concepts and make subject matter more clear to students during the teaching and learning process. (Abdu-Raheem 2011) says that the lack of and inadequacy of teaching resources play a big role in the ineffectiveness of the educational system and the poor performance of students outside of school. As (Afolabi, 2010) points out, instructional materials can be cheaper to make, can be used to teach a lot of students at once, and encourage students to pay attention and learn more. In addition, (Isola, 2016) said that instructional materials are things or technologies that help teachers give their lessons to students in a logical and sequential way. During the teaching and learning process, instructors use instructional materials to help them explain concepts and make subject matter more clear to students**.**
The calculated results of study question 2 revealed instructors' use of charts for efficient English language teaching and learning. The chart demonstrates that instructors do employ instructional resources while teaching and studying the English language. That's in line with the findings of (Tety, 20016), who said that using instructional charts in the classroom improves students' writing skills and inspires their creativity. This is similar to what happened. Charts show reality in an abstract way because what they show has been shown to help people learn in the cognitive area of learning. The main purpose of a chart is to show connections like comparisons, relative quantities, changes, processes, categorization, and organization. A chart is a two-dimensional way to show data.(Esu, 2018). It's possible to make flat visual elements that look like diagrams, but they can also be made up of pictures,

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numbers, or words. They show a quick visual overview of important processes, ideas, or a set of connections (Ibe-Bassey, 2010).

The conclusion of study question 3 was presented as an example of how teachers utilize their voices successfully in order to teach and learn the English language. In 2016, (Barson and Debski) said that human voices can't keep up with the growing class size and the wide range of lessons students are learning as they depend on them, so they turn to computers and other technology as a way to teach them instead. The language lab has had a big impact on the field of communication. Scientific and technological progress has caused us to live in a world that is more than one language and more than one culture. This world is quickly shrinking to the size of a hamlet. The language lab is there to help people learn how to speak better with the help of technology. To learn a language, it's not just for one language. It can be used to quickly and effectively teach many different languages at the same time. To learn the sounds and rhythms of a language, one must listen to the best examples of that language being used (Richards, 2011).

According to the analysis of research question 4, wall slides or projectors are effective aids for teaching and learning the English language. These findings reflect prior studies suggesting that, among the different types of materials available, the most frequently utilized visual aids are still projectors, slides, and film stripes. They are quite advantageous in the classroom (Quadri, 2013). A slide projector is a visual tool used throughout the instructional process. It is used to project pictures from a transparent slide onto a wall or screen. It aids in the presentation of the slide's larger image. When the figure or illustration is small and correctly prepared, the slide projector enlarges and sharpens the image on the wall or screen. The slide or film strip would be more attractive if it were colored. Slide projectors are beneficial for both small and large groups.

According to the analysis of study question 5, flash cards are an excellent tool for teaching and learning the English language. This corroborates an earlier assertion by Jekayinfa (2012) that one of the primary advantages of flash card-based training is that it can be carried practically anywhere and reviewed anytime desired. Students often cite vocabulary as the primary impediment to second language acquisition as they lack the Additionally, they think that a lack of vocabulary knowledge impairs their reading and listening comprehension, resulting in communication difficulties. Most foreign language professors would concur that the majority of students have no specific method for acquiring vocabulary; they just record the new words and their definitions in a notebook. They have no idea how to easily learn a language. The purpose of this research is to address the difficulties associated with vocabulary acquisition and to provide a strategy for doing so via the use of flashcards.

(Erbey, Mclauglin, Derby, & Everson, 2011) examined the impact of employing flash cards in conjunction with a reading racetrack to teach primary kids with learning difficulties letter sounds, sight words, and arithmetic skills. The goal of this research was to compare the effects of reading racetrack training versus flashcard-based instruction on phonics, sight words, and addition facts instruction. The outcome indicates that some pupils were more successful than others.

5. COCLUSION

As a result of the results of this research, it is critical that English language instructors strive to include instructional resources in their classroom instruction at all levels of education in

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order to improve student accomplishment. The study's findings show that instructional materials help immediate learners learn new words. Both men and women did better in the class that used instructional materials and flashcard-based teaching than in the class that didn't use these things.

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