

Selection of Instructional Materials for Efficiency in Teaching and Learning English Language

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ABSTRACT: The effectiveness of teaching a particular subject is attributed to a method the teacher adopted in delivering the lesson. The use of appropriate instructional materials in teaching English language makes the learner understand what the teacher taught better. This paper highlights the selection of instructional materials for efficiency in teaching and learning English language. In Nigeria, and other countries of the world, qualified and trained teacher use adequate instructional materials for efficiency in the classroom. Appropriate instructional materials are used in line with the topic of a lesson to enhance comprehension among learners. In view of this, the following areas; the emergence of the English language, usefulness of instructional materials in teaching English language, types and functions of instructional materials, challenges of using instructional materials were highlighted to indicate the relevance in teaching English and learning processes. Recommendations and conclusion were drawn after discussion of the points raised.

I. INTRODUCTION

Man learns through his senses. Some learn better by one or the other of the senses. To some, seeing is believing and to others, the senses of hearing, touch, smell and taste dominate in the acquisition of knowledge. For the intended learning to take place, the teacher must communicate effectively to the learner. The best way of helping pupils to learn is to bring them face to face with the world which education intends to introduce to them. This is done by using real things in real life situations. Where real life situations are not possible, the alternative is for the teacher to use representations real life situations. These are materials, devices and techniques that help the teacher to make realistic approach to his job. Whether real or substitute, these presentations have a common goal. They help the teacher to convey the intended message effectively and meaningfully to the learner so that the learner receives, understands, retains and applies the experiences gained to reach overall educational goal (Onwuka, 2011).

In Nigeria and other countries of the world, qualified and trained teachers have always been exposed to instructional technology, which emphasizes the importance of the use of instructional materials in the teaching/learning process. More often than not, these certified professionals are found guilty of ignoring, probably as a result of inadequacy of use or an erroneous belief that their use is not significant as it is stressed, they avoid utilization of instructional materials in their teaching/learning process with their students. This situation is further compounded by the fact that every year, more sophisticated instructional materials are being introduced for classroom teaching and learning. As a matter of fact, some of these instructional materials are very complex to use or manipulate e.g. computer.

Instructional materials play vital roles in the teaching of English Language in secondary schools. Bassey (2014), conclusively elucidates the fact that instructional materials play a central role in the process of lesson planning. When teachers plan, usually their first concern is with the instructional materials and resources they have available and accessible. But according to him, teachers do not have adequate knowledge about the selection of these instructional materials. Kalaiye (2010) cited that learners need as much English language instruments for chalkboard demonstration. He concluded that the present state of affairs where English language is mainly a chalkboard and chalk affair does not make for proper understanding of the subject. Studies have associated low utilization of materials with lack of adequate knowledge of instructional materials in addition to other factors, The ability of a teacher to select these materials, depends on a great extent on the training and ingenuity of the teacher concerned (Udo, 2008). It is on this backdrop that this study sort to examine the selection of instructional materials for effective teaching and learning of English language in secondary schools in Ohaukwu Local eminent Area of Ebonyi State.

Literature Review: Emergence of the English Language : English is a West Germanic language that was first spoken in early medieval England and is now a global lingua franca. Named after the Angles, one of the Germanic tribes that migrated to England, it ultimately derives its name from the Anglia (Angeln) peninsula in the Baltic Sea (Aarts and Haegeman, 2006). It is closely related to the Frisian languages, but its vocabulary has been significantly influenced by other Germanic languages, as well as by Latin and Romans languages, particularly French. English has developed over the course of more than 1,400 years (Aarts and Haegeman, 2006). The earliest forms of English, a set of Anglo-Frisian dialects brought to Great Britain by Anglo-Saxon settlers in the first century, are called Old English. Middle English began in the late 11th century with the Norman Conquest of England, and was a period in which the language was influenced by French. Early Modern English began in the late 15th century with reduction of the printing press to London and the King James Bible, and the start of the Great Vowel Shift. Through the worldwide influence of the British re, modern English spread around the world from the 17th to mid-20th centuries. Through all types of printed and electronic media, as well as the emergence of the United States as a global superpower, English has become the leading language of international discourse and the lingua franca in many regions and in professional contexts such as science, navigation and law (Abercrombie. Daniels & Peter, 2019).

English is the third most widespread native language in the world, after Standard Chinese and Spanish. It is the most widely learned second language and is either the official language or one of the official languages in almost 60 sovereign states. There are more people who have learned it as a second language than there are native speakers. English is the most commonly spoken language in the United Kingdom, the United States, Canada, Australia, Ireland and New Zealand, and it is widely spoken in some areas of the Caribbean, Africa and South Asia. It is co-official language of the United Nations, of the European Union and of many other world and regional international organisations. It is the most widely spoken Germanic language, accounting for at least 70% of speakers of this Indo-European branch. The vocabulary of English is vast, and counting exactly how many words English has is impossible (Abercrombie, Daniel and Peter, 2006).

Modern English Grammar Is The Result Of A Gradual Change From A Typical Indo-European Dependent Marking Pattern With A Rich Inflectional Morphology And Relatively Free Word Order, To A Mostly Analytic Pattern With Little Inflection, A Fairly Fixed Svo Word Order And A Complex Syntax. Modern English Relies More On Auxiliary Verbs And Word Order For The Expression Of Complex Tenses, Aspect And Mood, As Well As Passive Constructions, Interrogatives And Some Negation. Despite Noticeable Variation Among The Accents And Dialects Of English Used In Different Countries And Regions In Terms Of Phonetics And Phonology, And Sometimes Also Vocabulary, Grammar And Spelling English-Speakers From Around The World Are Able To Communicate With One Another With Relative Ease (Aitken, 2019).

Usefulness of Instructional Materials in Teaching English Language : Although teachers use different instructional materials to motivate learning by using textbooks, charts, models, graphics, real objects as well as improvised materials (Awotua-Efebo, 2011). The success of achieving what they are meant to achieve in an instructional situation depend on the suitability of the instructional materials, adequacy and effective utilization of the materials (Olaitan & Agusiobo, 1009). The effectiveness of instructional materials in promoting students' academic performance in teaching and learning is indisputable. It provides the much needed sensory experiences needed by the learners for an effective and meaningful behavioural change. Instructional materials are meant to improve the quality of education for effective academic performance of students in schools. The performances of the students on the intended learning outcomes provide the validation loop on the success of the interaction and instruction.

Omabe (2006), asserts that instructional materials are central in the teaching an learning of English language because they are used to compliment efficiency of a teacher, and effectiveness in lesson delivery. Esu, Enuokoha and Umoren (2014) affirmed that instructional materials facilitate learning of abstract concepts by helping to concretize ideas and stimulate learners' imagination. Moreover, instructional materials help to increase active participation in the learning process while saving teacher's energy, reducing the teacher centeredness in teaching. In the same vein, Mathew (2012) states that the use of instructional materials makes reaching effective as it enable learners to participate actively in classroom instruction. All these views suggest that the use of instructional materials can improve students' performance. Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) also observe that instructional materials help teachers to teach conveniently and to learn easily without stress. They assert that instructional

materials have direct contact with all the sense organs of the students. Kochhar (2012) supports this view by saying that, instructional materials are very significant learning and teaching tools. He adds that there is need for teachers to find necessary and relevant instructional materials to complement classroom interaction and textbooks in order to broaden and arouse students' interests in the subject.

II. TYPES AND FUNCTIONS OF INSTRUCTIONAL MATERIALS

Instructional charts: A chart is a combination of pictorial, graphic, numerical materials which presents a clear visual summary. Edgar Dale defines charts as, "a visual symbol summarizing or comparing or contrasting or performing other helpful services in explaining subject matter". The main function of the chart is always to show relationships such as comparisons, relative amounts, developments, processes, classification and organization. A chart is a two dimensional object. They are flat visual materials which may represent diagrams or a combination of pictorial, graphic, numerical or verbal materials prepared to i.ve a clear visual summary of vital processes, concepts or a set of relationships (Ibe-Bassey, 2010). Charts are used to present ideas and concepts which may be difficult to understand if presented using the verbal code only.

Walter (2008) noted that the use of instructional charts in teaching improves the students' writing skill and stimulates creativity in the learners. Charts present represent abstract rendition of reality because what is presented is shown as effective in the cognitive domain of learning.

Importance of Using Chart in Learning

- Shows relationships by means of facts, figures and statistics
- Presents matter symbolically
- Presents abstract ideas in visual form
- Summarizes information
- Shows the development of structures
- Creates problems and stimulates thinking
- Encourages utilization of other media of communication

Posters: A poster is a pictorial device designed to attract attention and communicate a story, a fact, an idea, or an image rapidly and clearly. Good's Dictionary of Education: A poster is a "placard, usually pictorial or decorative, utilizing an emotional appeal to convey a message aimed at reinforcing an attitude or urging a course of action. The poster can be defined as a graphic representation of some strong emotional appeal that is carried through a combination of graphic aids like pictures, cartoons lettering and other visual arts on a placard, aimed for conveying the specific message, teaching a particular thing, giving a general idea etc to exert a great influence on the observer. Posters are very useful in students' projectwork.

The teacher can divide the class into groups and each group can decide what message their post is going to have. The completed posters, together with the students' other project work, such as reports and maps, can then be displayed around the school.

Flashcard: Flashcards are small cards with a picture or symbol on them used both in teaching and in development work. In the classroom, flashcards are commonly-used to teach reading. A picture, for example, of an elephant may be drawn or stuck on a card and the word 'elephant' written underneath it. The students are encouraged to associate the pictures and the words through various "look and say" activities and games, for example, Kim's game, Pairs, and so on. They are particularly useful for stimulating discussion in small groups, as well as for sharing information and reminding people of a recommended process with posters, research the local situation and pre-test them.

Slides: Among the various types of materials available still projection, slides and film strips are the foremost visual aids. They are of great value in teaching. Slide Projector is an optical aid to the process of teaching. It is used for projecting pictures from a transparent slide on a wall or screen. It helps in showing the magnified image of the slide. When the figure or illustration is very small and it is required that the whole class should see it clearly, a transparent slid of this small figure is prepared. The slide projector projects its erect image on the well or screen by enlarging its dimension and making the vision more sharp and clear. If he slide or film strip is colored then it would be more attractive. The slide projector is useful for small as well as large groups.

Film Strips: It is an improvement upon slide projector. The device may be used as a slide projector or as a film strip projector. Instead of using different slide for Different topics or more slides for one topic, one strip or piece of still film is prepared. Slides produced on films are called film strips. A film strip consists of a strip of cellulose acetate film 16mm or 35mm wide and length 2 to 5 feet. It usually consists of 40 to 100 separate pictures related to a particular subject, topic or theme. These pictures may be connected with series of drawings, photographs, diagrams or combination of these. Such strip or a piece of still film serves the same purpose as served by a number of slides. There is not much difference between a slide projector and a film strip projector. In a slide projector we use separate slide while in a film strip, a strip of film is exhibited. The film strip projector is a recent development and it is growing to be a more popular means of pictorial representation.

Flipchart: A flipchart is a series of sheets of paper, fastened together at the top. When a sheet has been used, it can be 'flipped' over the top so that the next sheet can be used. A flipchart can be used in two ways: with blank sheets of paper or newsprint, which the teacher or trainer writes on during the session as a prepared resource with pictures and or notes.

Work Sheet: A worksheet lists questions or activities for students or trainees to work through. Prepared worksheets can be used successfully with groups with differing abilities or language skills because each person can work at their own pace.

Newsletter: A newsletter is an informal printed report, which is distributed to members of a particular group in order to share information. A newsletter can be useful to promote good public relations, offering evidence that the school, college or other organization is working hard to achieve its targets. To keep a record of newsletters you have made, punch holes in them and store them in a special file. Printing costs can be funded through selling advertising space or asking local Businesses to sponsor a page. Careful budget control is necessary. Like pamphlets, newsletters are easier to produce if you know how to use and have access to a computer and a desktop publishing (DTP) programme.

Cartoon: A cartoon is a simple picture of an amusing situation; sometimes it is a satirical comment on a serious or topical issue. A strip cartoon is a sequence of framed drawings, which tell a story. Both types are to be found in newspapers, magazines and leaflets. In development situations a cartoon is a method of conveying a specific message. How to use cartoons Cartoon pictures can enable people to discuss sensitive issues and so are useful for teaching and training.

Listening skills in the language class can be extended and developed using cartoon strips. Yusuf (2008) maintains that one can classify learning materials in several ways. For instance, one can distinguish between auditory, visual and reading materials. However, for the purpose of classification, learning materials for teaching can be classified as follows:

- ❖ **Printed and reference materials:** Textbooks, newspapers, magazines, government documents, teachers' guide, duplicated materials, journals, hand book, bulletins, pictures, work books, pamphlets, leaflets.
- ❖ **Graphic materials:** Graphs, charts, diagrams, maps, globes.
- ❖ **Display materials:** Chalkboard, bulletin boards, flat pictures, magnet boards and flannel board
- ❖ **Projected materials:** television, video tape, overhead projector, slides and slide projector and transparencies.
- ❖ **Audio and other visual materials:** Radio, model, computer, tape recording etc.
- ❖ **Community resources:** Zoos, Agricultural extension service centres, market place, parks, industrial establishments.

Challenges of selecting appropriate instructional materials in teaching language : The importance of instructional materials in teaching and learning cannot be underestimated. A lot has been written to show the indispensable role of materials in curricular implementation. Instructional materials make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give room for acquisition of skills and knowledge and development of self-confidence and self-actualization. Ibeneme (2010) observed that teaching aids are important for practical and demonstration in the class situation by students and teachers. Ikerionwu (2010) sees instructional materials as devices that assist the teacher to present a lesson to the learners in a logical manner. In his own perspective, Fadeyiye (2005) sees instructional materials as visual and audio-visual aids, concrete or non concrete, used by teachers to

improve the quality of teaching and learning activities. Afolabi and Adeleke (2010), identified non-availability, inadequacy and non-utilization of learning materials as a result of teacher's poor knowledge as factors responsible for the use of lecture method. They recommended that both the students, teachers, parents, Parents/Teacher Association, government and philanthropists should be involved in improvising instructional materials for the teaching and learning in schools. Therefore, Ogbondah (2008) advocated for of teachers" resourcefulness and also encouraged them to search for necessary instructional materials through local means to supplement or replace the standard ones. Oso (2011), also agreed that the best way for teachers to make use of their manipulative skills is to improvise so as to achieve their lesson objectives at least to a reasonable extent. Jekayinfa (2012), also identifies the importance of instructional materials as making learning concrete and real, substitutes one thing for another, allows the students to participate in the production of materials, economical and more teacher-student resource oriented. Abdu-Raheem (2014), submits that improvisation of locally made teaching aids could assist to improve quality of graduates turn out from schools and standard of education generally. Abdu-Raheem and Oluwagbohunmi (2015) also corroborated the idea that resourceful and skilful teachers should improvise necessary instructional materials to promote academic standard in Nigerian schools.

III. CONCLUSION

English is the third most widespread native language in the world, after Standard Chinese and Spanish. It is the most widely learned second language and is either the official language or one of the official languages in almost 60 sovereign states. There are more people who have learned it as a second language than there are native speakers. Also, instructional materials are central in the fetching and learning of English language because they are used to compliment efficiency of a teacher, and effectiveness in lesson delivery. Esu, Erukoha and Umoren (2014) affirmed that instructional materials facilitate learning of abstract concepts by helping to concretize ideas and stimulate learners" imagination; Moreover, instructional materials help to increase active participation in the learning process while saving teacher's energy, reducing the teacher centeredness in teaching.

Recommendations: Based on the discussions, the researcher makes the following recommendations:

1. Teachers should always try their best to make use of available visual instructional materials where necessary to make their lessons more interesting
2. Teachers are encouraged to search for necessary visual instructional materials that can appeal to the senses of learners, arouse their interest, encourage their participation, make learning more meaningful and promote academic standard.
3. School principals should provide teachers with enabling environment for the use of available instructional material to give room for participatory studentship and make learning more meaningful.
4. Government should supply teaching aids and finance schools to improvise unavailable and inadequate instructional materials to make teaching and learning easier, practical, appealing and enjoyable.

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