

**RESEARCH ARTICLE**

**TEACHING LEARNING MATERIALS IN TEACHING LEARNING ENGLISH:  
AN OVERVIEW**

---

**Jenolin Bruna J.F**

Doctor of Medicine,

University of Northern Philippines, Ilocos sur-2700

---

**Abstract**

The manipulation of teaching materials to aid the learners to learn comfortably and effortlessly is one of the most significant basements of teaching and learning processes. The success of any teaching program depends on the design and implementation of appropriate teaching learning materials (TLMs) by the teachers during interactive lectures to illustrate and reinforce a skill or idea to the students. The use of teaching learning aids like video and audio materials fosters students' motivation and concentration in the process of learning through interaction and their style of learning also subsequently changes for better. Learning to use English in meaningful interactions helps them to address the necessities of their academic and professional contexts, like the ability to remember, understand, analyse, apply, evaluate and expand what is learned. Stimulating a need-based learning through the materials will ensure the students' adaptability in the global work culture. The purpose of this paper is to appraise the role of teaching learning materials in enhancing English language skills among students.

**Keywords:** Manipulation, Teaching Learning Materials, Teachers, Students, Interactive lectures

**Introduction**

Teaching is a noble profession that helps students learn to get engaged in meaningful communication, share knowledge, critically analyse any information, create or expand the ideas in a different context. The teaching-initiated learning is an appropriate kind of reinforcement of knowledge and information that may lead to change the learning behaviour of the students, provided their cognitive skills are stimulated <sup>[1]</sup>. Implementation of successful educational plan in learning language includes adequate support in terms of human teaching and learning resources which has become a pre-requisite for a healthy educational platform in this academic era <sup>[2]</sup>. Application of varied use of teaching learning materials paves the way for potential language learning efficacy among the students/learners/trainees. It could be better viewed, if

**RESEARCH ARTICLE**

English language teachers implement a myriad instructional material to help the language learners <sup>[3], [4]</sup>.

Teaching learning materials (TLMs), also known as instructional aids, broadly refers to a spectrum of educational materials that the teachers use in and out of the classroom to support specific learning objectives, as set out in lesson plans. They can be used to facilitate the process of learning a specific or multiple languages. They provide language exposure to students. They help learners to sustain their interest in the subject and facilitate their language learning to attain the learning objectives, in simple and easy ways. They bring novelty and freshness to thwart the rigidity, monotony and boredom inside the classroom.

TLMs provide a better strategy for student participation in learning and are time efficient for students to learn the four language skills of reading, writing, listening and speaking faster and easier. Appropriate exposure to resourceful teaching learning materials that address to integrate English language skills can improve students' academic and professional performance. English language interactions are now viewed as facilitative linguistic competence or resourcefulness for international and domestic communication. Students around the globe utilize English language skills to improve their efficacy in communication as a requisite for their future endurances <sup>[5], [6], [7]</sup>.

Extensive researches have explored the variety of teaching materials implemented in language classes. Students are young and sensible adults who have their own perceptions and preferences in accordance to their learning styles. And hence, learning a language with its pronunciation and its application in communication is encouraged when it is coupled with the use of teaching materials/aids that connects to the real world and possesses a positive effect on students' age, level of education, intellectual ability, social attitude and their level of emotional maturity <sup>[8]</sup>. Language learning process with suitable and apposite utilization of devised personnel teaching materials dictates the efficiency of educational system and competency of students' academic performance <sup>[9]</sup>.

**Need for teaching learning materials**

The focus of language education in the 21<sup>st</sup> century is not any more based on grammar, memorization and learning mechanically rather it is currently focused on the proper application of language and cultural knowledge as a step to connect and communicate with people across the globe <sup>[10]</sup>.

Teaching and learning materials are important resources for teachers' in this new academic era that specifies the goal of <sup>[11]</sup>;

RESEARCH ARTICLE

- i. improving students' knowledge and experience of the language,
- ii. reducing student reticence and lack of engagement,
- iii. encouraging more student class participation,
- iv. employing relevant interesting topics to be covered that will eventually make the students more active in the course of the learning process,
- v. increasing their confidence in English language and career development.

Figure 1 delineates some of the reasons to employ teaching learning materials by teachers/educators/trainers.



Figure 1. Reasons to employ teaching learning materials (TLMs)

English is a standard internationalized connecting language at the leading edge of scientific and technological development that is to be learnt for historical, political, social, cultural and economic reasons [12], [13]. Hence teaching of English language must be contemplated as technology oriented that satisfies both visual and auditory sense of the learning population in physical and psychological lives of students [14]. Learning of English language should be brief, clear and content oriented with specific emphasized statements that can bring the learners closer to learn from each other through reading the work of their peers and creating tasks by cooperative management [15]. The key to successful teaching learning materials is teachers adapting to classroom requirements and designing their own materials to exhilarate the language learning process to develop English proficiency among students [16].

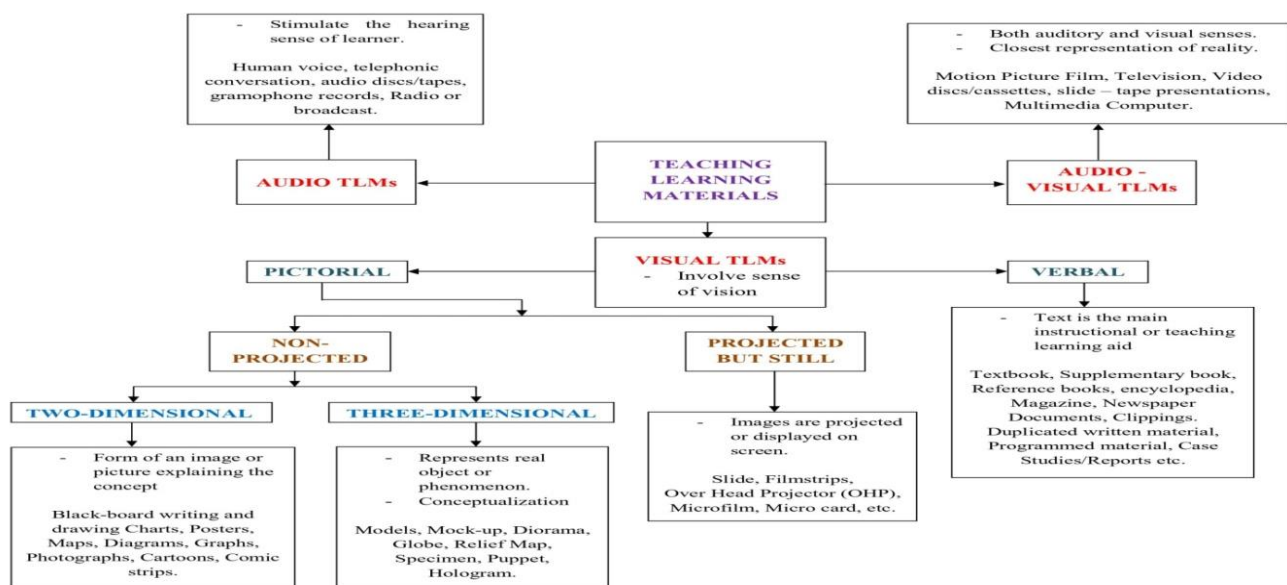
RESEARCH ARTICLE

Types of teaching learning materials

Textbooks are cost effective input and are the most important basic teaching materials that is predominantly textual with some images and focal point base for organizing learning activities [17]. They are often prescribed by the schools as curricular material written in factual or informative style with no interactivity to the learners. Textbooks written in conversational style with activities and well-illustrated pictures act as interesting individualized learning materials and serve as basis for self-study to the advanced learners as well as beginners.

Almost all of the students are surrounded by auditory, visual and audio-visual representative materials owing in particular media such as television and/or internet making it difficult to imagine the educational process without the utilization of various teaching and learning resources in this era of academics [18]. Selection of resourceful teaching learning materials must be exceptional as every student is special and unique with different styles of learning, physical and psychological qualities, interests, intellectual ability and social skills [19]. It can be said that audio-visual materials help students learn from other’s first-hand experience or vicarious experience [20].

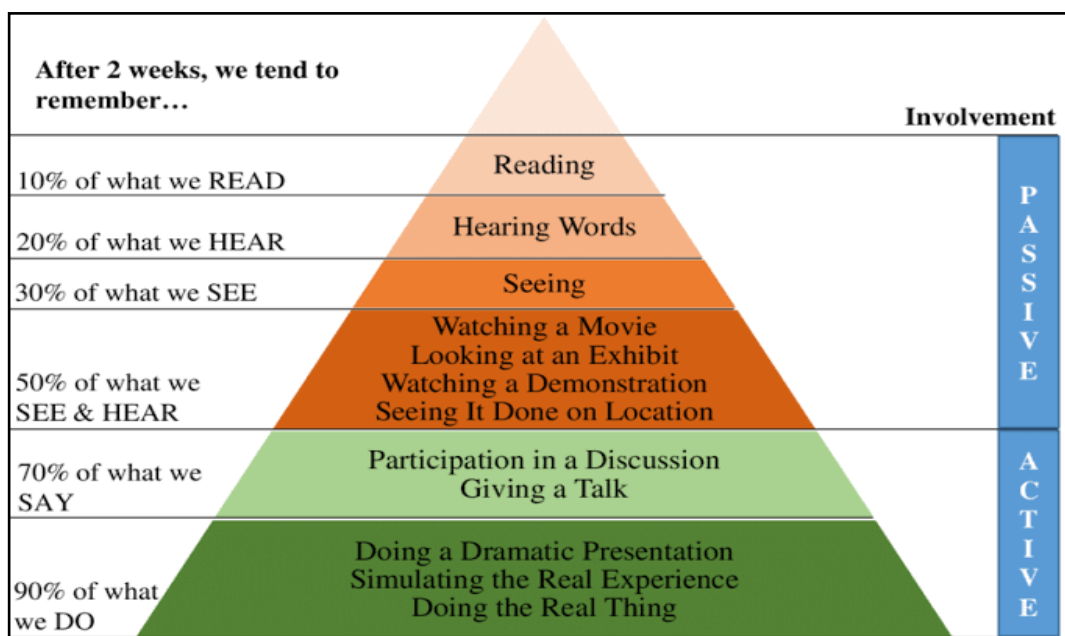
Figure 2 demonstrates the various types of TLMs used by teachers for effective teaching and learning process [21], [22].



**RESEARCH ARTICLE**

**Figure 2. Schematic representation of the types of TLMs.**

The organizing principle of cone [20] is the progression from most concrete (direct) experience at the bottom of the cone to most abstract (indirect) at the top (Figure 3). The least effective method is the use of verbal/ textual symbols like reading or listening to spoken words and the most effective method is the involvement of direct, purposeful and concrete learning experiences. As action learning results in upto 90% retention, teachers should strive to make classroom teaching nearest to direct learning encounter methods.



\*source: researchgate.net

**Figure 3. The Cone of Learning**

English language teaching among students has two stages as follows [23];

- i. Pertinent selection of language samples and cognitive content, arrangement and construction of functional activities or exercises for learners.
- ii. Target the actual classroom procedure which enables the learners/trainees to benefit from the material.

TLMs are used by teachers or educators to aid clear explanation on subject content and construct understandable subject matter during teaching and learning processes [24]. The advantages of TLMs in English language are that they are cheaper to produce, helps in teaching larger number of students at a time, attracts learners or trainees rapidly and encourage them to

RESEARCH ARTICLE

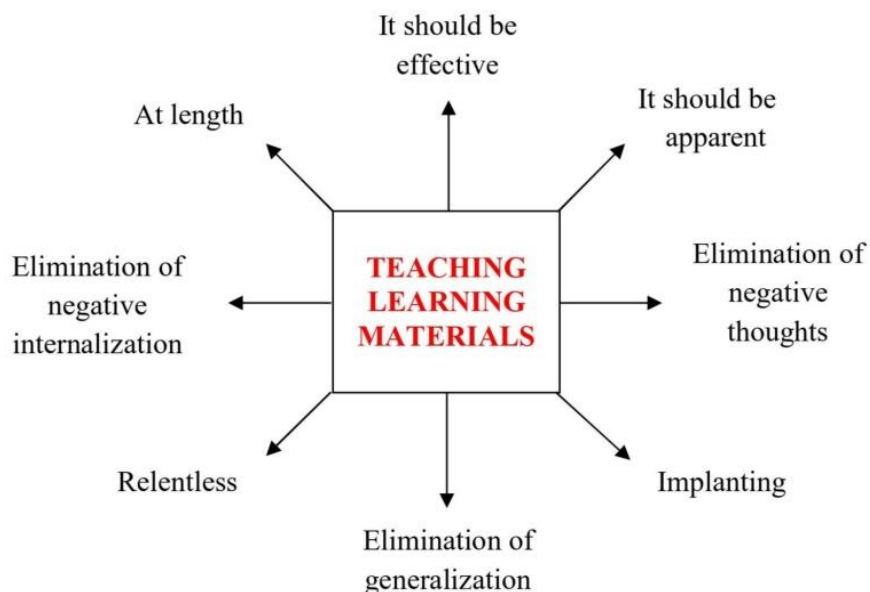
pay attention in learning prose, poetry or grammar effectively [25]. Memory retention power through effective teaching and learning activities over visual objects enables students to procure better skills and retain knowledge [26].

Apart from building more attractive and interesting educational processes, the purpose of teaching learning materials plays a vital role in encouraging active English learning competencies, development of different skills and adoption of desirables values to cut short the learning time and improve the learning outcome and attitudes among the students.

**Selection of teaching learning materials (TLMs)**

Teaching learning material should be on par with the needs of the curriculum at the level of learning, student centred and less time consuming to attain learning outcome.

Figure 4 depicts the selection of teaching learning materials that is to be implemented by the trainer in achieving language competency among the trainees.



**Figure 4. Selection of teaching learning materials (TLMs)**

**Role of teachers**

Teachers and their speech have remained the foremost effective, attractive and important teaching aid inside a classroom and outside it in the past and present decades. Humans remember 10% of what they have read, 50% of what they have seen and heard and above 70% of what they have heard, seen and done. The role of teachers in the development of

**RESEARCH ARTICLE**

curriculum learning modality is based on planning, organization, leading and controlling that seem to be a sugar-coated pill for the learners <sup>[27]</sup>.

A teacher must possess task analysis, perform the identification of teaching objectives and engage in writing learning objectives to maintain his/her efficiency in teaching the students by the selected method of teaching learning materials <sup>[28]</sup>. The best way for the teachers to make use of their manipulative skills is, to improvise their learning concrete resourcefulness to achieve the lesson supplements and substitutes or replaces the standard ones that it allows the students or trainees to participate in the teacher-student resource-oriented construction of productive learning materials <sup>[19], [29]</sup>.

English teaching professionals can make the class interactive by involving the students in lesson-oriented activities, evidence-based tasks, variety of exercises and audio-video materials in their classrooms. Quality of teaching can improve the students to become eminent with high communicative competencies for academic and professional excellence. As a model, narrator, singer, presenter, dancer, friend and role player, the teacher can hearten the students to enjoy and engage themselves actively in the learning process. This will support the students to be alert and learn efficiently.

TLMs improve students' ideation and practical language skills that the students use them in oral and written communication effectively. With the use of learning materials, English vocabulary can be constructed in a way that understanding is made simple and discerning for students to learn. Teachers/educators/trainers must overcome technophobes in developing and applying new technologies and propose new strategies to ameliorate their self-efficacy in English language teaching. Therefore, development and appropriate execution of teaching learning aids like video and audio materials foster better concentration, interaction and motivation in students' style of learning.

Hence, teachers must be well equipped with the methods of teaching materials in order to make students remember the learned lessons and carry it as a sign of excellence throughout their lifetime experience. Designing and adapting the materials online or from other external sources regularly will gradually develop teachers' confidence in creating their own materials.

**Conclusion**

Adequacy of TLMs refers to satisfactory or acceptable quality and quantities of material resources, physical facilities and human resources. Integration of instructional teaching and learning materials must be maximised to increase their effectiveness in the classroom. Successful utilization of material resources in education stimulates and motivates students'



**RESEARCH ARTICLE**

cognitive learning, acquisition of skills, knowledge and development of self-confidence and self-actualization that bring about fruitful learning outcomes. With the rapid development of technology, and the use of multimedia, English teaching could further expand with no boundaries across the world. Acquiring English strengthens gaining, obtaining, imitating and experiencing a meaningful interaction among the peer groups that language competence builds up for better academic and professional growth.

**Acknowledgment**

Thoughtful thanks to author's parents Dr. D.B. Jabaraj and Dr. T. Felix kala for their unconditional bond of love, care and encouragement to accomplish the article. Sincere thanks to Dr. M. Chandrasena Rajeswaran for her guidance in presenting this article. Above all, Almighty God, without whom, everything would not have been possible.

**References**

- Adeogun, A. A (2001). *The Principal and the Financial Management of Public Secondary Schools in Osun state*. Journal of education system and Development. 5(1), pp.1-10
- Crawford, L. & Tindal, G. (2006). *Policy and Practice: Knowledge and Beliefs of Education Professionals Related to the Inclusion of Students with Disabilities in a State Assessment*. Remedial and Special Education, 27, 208-217.
- Boles, S. R. (2011). *Using Technology in the Classroom*. Science Scope, 34(9):39.
- Harsono, Y. M. (2007). *Developing Learning Materials for Specific Purposes*. Teflin Journal, 18(2), 169-179. Retrieved from: <http://journal.teflin.org/index.php/journal/article/viewFile/113/108>.
- William Grabe., Fredrika L. Stoller (2002). *Teaching and Researching Reading. Applied linguistics and Action series*. Volume 1. DOI:10.1016/s0346-251X(03)00041-1
- Katane, Irena (2006). *Teacher Competence and Further Education as Priorities for Sustainable Development of Rural School in Latvia*. Journal of Teacher Education and Training. 2006:41-59.
- Gupta, Kavita (2007). *A Practical Guide for Need Assessment*. San Francisco: John Wiley & Sons. Inc. 1999. ISBN: 0787988642, 9780787988647
- Zhao, Y. (2013). *Recent Developments in Technology and Language Learning: Literature Review and Meta-analysis*. CALICO Journal, 21(1), 7-27.
- Claxton, G. (2011). *What's the Point of School*, *dysTalk*. Retrieved from: <http://www.dystalk.com/talks/49-whats-the-point-of-school>



RESEARCH ARTICLE

- Eaton, S. E. (2010). *Global trends in language learning in the twenty-first century*. Calgary, Canada: Onate Press. ISBN: 978-0-9733594-6-6
- Ryan Baker., Duc Minh Do., Sam Mailand (2015). *The Use of Technology to Enhance English Language (ESL) Teaching*. DOI: 10.22158/fet.v2n3p168
- David Graddol (2000). *The Future of English? A Guide to Forecasting the Popularity of the English language in the 21<sup>st</sup> century*. Page 2. Retrieved from: [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)
- Solanki D. Shyamlee1 (2012). *Use of Technology in English Language Teaching and Learning: An Analysis*. International Conference on Language, Medias and Culture IPEDR vol.33. Corpus ID: 15284096
- Alabere RabiatAjoke(2017). *The Importance of Instructional Materials in Teaching English as a Second Language*. International Journal of Humanities and Social Science Invention ISSN (Online): 2319 – 7722, www.ijhssi.org ||Volume 6 Issue 9|| PP.36-44
- Keser, H., Uzumboylu, H., Ozdamli, F (2012). *The Trends in Technology Supported by Collaborative Learning Studied in 21<sup>st</sup> Century*. World Journal on Educational Technology, 3(2), 103-119.
- Parvin, R. H., Salam, S. F. (2015). *The Effectiveness of Using Technology in English Language Classrooms in Government Primary Schools in Bangladesh*. FIRE: Forum for International Research in Education, 2(1). Retrieved from: <http://preserve.lehigh.edu/fire/vol2/iss1/5>
- Department For International Development (DFID) (2007). *Annual report 2007*. ISBN- 978012945195
- American Council on the Teaching of Foreign Languages (ACTFL) (2013). *Role of Technology in Language Learning*. Retrieved from <http://www.actfl.org/news/position-statements/role-technology-language-learning>.
- Reints, A. J. C. (2002). *A Framework for Assessing the Quality of Learning Materials. In: New Educational Media and Textbooks*. Stockholm: Stockholm Institute of Education Press, 2002.
- Dale, E (1969). *Audiovisual methods in teaching (3<sup>rd</sup> ed.)*. New York: Dryden Press.
- Jekayinfa, A.A. (2012). *Fundamentals of Instructional Methods*. Ilorin, Kwara State, Olives Production Ltd.
- Reena Mittal (2015) *Use of Technology in English Language Teaching: Is it Helping Students and Teachers?*The Asian Conference on Arts & Humanities 2015 Official Conference Proceedings. The International Academic Forum. Retrieved from: [www.iafor.org](http://www.iafor.org)

**RESEARCH ARTICLE**

- Moon, Jayne. (2003). *Children learn English*: McMillan-Heinemann English Language Teaching. ISBN13: 9781405080026
- Abdu-Raheem, B.O., Oluwagbohunmi, M.F. (2015). *Pre-service Teachers' Problems of Improvisation of Instructional Materials in Social Studies in Ekiti State University*. Journal of Education and Practice, 6(3), 160-163.
- Abolade, A.O. (2009). Basic criteria for selecting and using learning and instructional materials. In I.O. Abimbola & A.O. Abolade (Eds.), *Fundamental principles and practice of instruction*, Department of Science Education, Ilorin. pp 497-504.
- Esu, A.E.O., Enufoha, O.I.T., Umoh, G. U. (2016). *Curriculum Development in Nigeria for Colleges and Universities*. Owerri: Whyte and Whyte Publishers. Retrieved from: <https://www.researchgate.net/publication/322358275>
- Jack C. Richards (2017). *Curriculum Development in Language Teaching (2<sup>nd</sup> edition)*. The nature of Curriculum – p.3. Volume 33 NO 2. Retrieved from: [www.professorjackrichards.com](http://www.professorjackrichards.com)
- Ivor K. Davies., James Hartley (2006). *Programmed learning & Educational Technology: Journal of the Association for Programmes Learning*. ISSN: 0033-0396. DOI: 10.1080/0033039780150305
- Ogbondah, L. (2008). *An Appraisal of Instructional Materials Used to Educate Migrant Fishermen's Children in Rivers State, Nigeria*. International Journal of Scientific Research in Education, 1(1), 13-25.