International
Journal of Recent Research and Applied Studies

ISSN: 2349 - 4891

(Multidisciplinary Open Access Refereed e-Journal)

LANGUAGE LEARNING MATERIALS: THE NEUST – SAN ISIDRO CAMPUS STUDENTS' FEEDBACK

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Abstract

Language learning materials support the students' learning of the second language. This study aimed to determine the Nueva Ecija University of Science and Technology-San Isidro Campus (NEUST-SIC) students' feedback about the learning materials used by their teachers. Participants of this study were fifty-five junior high school students enrolled during the SY 2016-2017. The researcher employed the descriptive method to determine the students' feedback about their language teachers' different language learning materials used in the classroom. The data analysis used Frequencies and Weighted Mean. The study's findings revealed that respondents strongly agree (Mean 3.31) that the reference materials provide information about English culture. The data also revealed that the respondents agree that the lessons are comprehensively discussed and easy to understand (Mean 2.82). Also, the respondents agree that the topics are relevant and useful (Mean 2.94), help improve their macro skills (Mean 2.98), and they experience using English in real-life scenarios (Mean 3.18). They also agree that their language learning materials improve their English grammar knowledge (Mean 3.09) and describe real-life situations where possible (Mean 3.09). Lastly, the respondents agree that their teachers use authentic materials for more effective learning (Mean 3.18). Based on the findings, it was concluded that the language learning materials utilized by language teachers in NEUST-SIC adhere to the principles of language learning materials development. Teachers execute the lessons using different teaching methods that help develop students' macro skills.

1. INTRODUCTION

Every subject in the school curriculum requires the use of instructional resources. They give students the opportunity to connect with words, symbols, and ideas in ways that help them develop their skills in reading, listening, problem solving, viewing, thinking, speaking, writing, and using media and technology. The utilization of instructional technologies influences students' lesson acquisition and improves class performance (Baylor & Ritchie, 2002).According to Faize and Dahan (2011), instructional materials include print and non-print products that are intended to impact students' learning during the educational process. Prints, textbooks, magazines, newspapers, slides, photos, workbooks, and electronic media are examples of instructional resources. These educational materials bring learning to life by encouraging students to learn. The use of instructional resources in the classroom has the ability to contribute the instructor in clearly explaining new concepts, resulting in improved student knowledge of the concepts being taught. They are, however, not ends in themselves, but rather means to an end (Kadzera, 2006).

Language teaching and learning become more effective and successful with the use of effective instructional materials. Teachers follow the different principles in the selection of learning materials to make learning enjoyable and fun, especially in language class.

Tomlinson (2011) stated the different basic principles of second language acquisition relevant to the development of materials for teaching of language. Among these are "materials should have an impact". Materials should make learners feel at ease, should assist learners in developing confidence, topics should be viewed as relevant and valuable by learners. Also, materials should require and promote learner self-investment, and must be ready to acquire the points being taught. He also added that materials should expose learners to language in authentic use, and learners' attention should be brought to linguistic elements of the input. Moreover, materials should provide possibilities for learners to employ target language to achieve communication process, and should take into account that learners differ in learning style, as well as the learners' affective attitudes. Language learning materials should also allow for a silent time at the start of instruction, and maximize learning potential by stimulating intellectual, aesthetic, and emotional participation that activates both the right and left brain. Lastly, materials should not rely too heavily on controlled practice, and should include opportunities for result feedback, particularly input on the effectiveness of language use rather than language accuracy.

In view of the foregoing, this study was carried out to determine the students' feedbacks regarding the language learning materials used by their teachers during the school year 2017-2018.

Objective of the Study

This study aims to determine the students' feedback regarding the different language learning materials utilized by their second language teachers, during the school year 2016-2017.

2. METHODOLOGY

The researcher employed the descriptive method to determine the students' feedback about the different language learning materials used by their language teachers. A descriptive method focuses on the present situation (what is) and provides essential knowledge about objects and persons' nature (Calmorin, 2016).

Survey questionnaires were employed to determine the students' feedback regarding the learning materials used by their language teachers. A self-made survey questionnaire based on Tomlinson's (2011) basic principles of second language acquisition relevant to the development of materials for teaching of language, was utilized in the study, applying the 4-point Likert scale. The participants of this study were fifty-five junior high school students enrolled at Nueva Ecija University of Science and Technology, San Isidro Campus (NEUST-SIC). The data analysis used frequencies, and mean.

3. RESULTS AND DISCUSSION

Table 1

Summary of the Mean Scores of the Respondents' Feedback on the Language Learning Materials Utilized by their Language Teachers

Questions	Mean	Verbal Interpretation
The lessons are discussed comprehensively and easy to understand because of illustrations and pictures.	2.82	Agree
The topics are relevant and useful.	2.94	Agree
The topics help improve my four macro skills	2.98	Agree
I experience to use English in real life scenario	3.18	Agree
Reference materials provide various activities	3.31	Strongly Agree
Reference materials/books improve my English grammar knowledge	3.09	Agree
Books describe real life situations where possible	3.15	Agree
The teachers use authentic materials for more effective learning	3.18	Agree

Legend:

Weighted Mean Verbal Interpretation

1.00 -	1.75	Poor
1.76 -	2.50	Good
2.60 -	3.25	Very Good
3.26 –	4.00	Excellent

Table 1 summarizes the mean scores of the respondents' feedback on the language learning materials utilized by their Language teachers. The data revealed that the respondents strongly agree (Mean 3.31) that the reference materials provide information about English culture. This implies that the materials adhere to the principle that "Materials should consider that learners' learning styles differ." This means that the materials offer a variety of activities and support all learning styles, such as visual learners, auditory learners, kinesthetic learners, experiential learners, analytic learners, global learners, dependent learners, and independent learners. This result is in consonance with the study of Seven & Engin about the importance and effect of using aid materials in foreign language teaching. The respondents agreed that the language teaching materials improve the success in language learning processes. So, it was concluded that using language teaching materials makes the language teaching activities like games. Respondents agree that they enjoy the class when there are activities, especially when they turn into a game. These are some natural processes for all the students that they enjoy while learning. The more they use supporting language teaching materials during the learning activities and processes, the more they become successful.

Moreover, the data revealed that the respondents agree that the lessons are discussed comprehensively and are easy to understand (Mean 2.82). Also, the respondents agree that the topics are relevant and useful (Mean 2.94), help improve their macro skills (Mean 2.98), and they experience using English in real-life scenarios (Mean 3.18). They also agree that their language learning materials improve their English grammar knowledge (Mean 3.09) and describe real-life situations where possible (Mean 3.09). Lastly, the respondents agree that their teachers use authentic materials for more effective learning (Mean 3.18). These findings imply that the language learning materials adhere to the standards and principles stated by Tomlinson (2011) and conform to the Seven & Engin study findings, which found that respondents support the idea of easily remembering the content knowledge after the lesson with the help of materials. Using supportive resources to teach a second language also stimulates students to learn better and be more attentive to learning activities, which boosts exam achievement. As a result, individuals can learn a foreign language quickly and readily. Furthermore, they expect the materials to be used frequently in teaching and learning processes.

Conclusion

Language learning materials play a significant role in the teaching and learning process. Students find it more enjoyable and motivating when the learning materials provide various activities and use the English language in real-life situations. The findings of this study reveal that the language learning materials utilized by language teachers in NEUST-SIC adhere to the principles of language learning materials development. Teachers execute the lessons using different teaching methods that help develop students' communication skills and macro skills.

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