



Research Paper

The Dynamics of Instructional Materials and Language Teaching With Technological Advancement on Students' Performance in Ekiti State

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Abstract

The study investigated the dynamics of instructional materials and language teaching with technological advancement on students' performance in Ekiti State. Sequel to these, three research questions and two research hypotheses were raised and formulated for the study respectively. The study adopted a descriptive research design of survey type. The sample for the study consisted of 50 students selected across the 3 Senatorial districts in Ekiti State. Random sampling technique was used to select averagely 16 students each from 5 secondary schools in Ekiti State. The instrument used for data collection was a self-structured questionnaire designed to elicit questions from the respondents. Descriptive statistical tools of mean and standard deviation was used to answer the three) research questions raised for the study while Chi square of independent sample was used to test the two hypotheses formulated for the study at 0.05 level of significance. The study revealed that there was significant impact of problems associated with the use of instructional materials on secondary schools students in Ekiti State. Also, it was revealed that there was significant extent to which instructional materials impact students' academic performance in Language Education in secondary schools. Based on the findings, it was recommended amongst others that instructional materials should be incorporated into teaching all subjects at the secondary school level since it stimulate students to effectively learn and retain the concepts presented to them. Also, teachers should improvise instructional materials when not readily available.

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I. Introduction

In the modern world today, functional education provides the basic instrument for gainfulemployment, personality progress, economic prosperity, and development moral built up, andpositive interpersonal relationships; while lack of its signifies ignorance, underdevelopment,maladjustment, crime, poverty, frustration, among others. Effective language teaching may be unavoidable without functional instructional materials to enhance innovative production in modern fields suchas science and technology, among others Idris, 2008. Education is the focal point to a country genuinegrowth and development for every Nigerian child in whatever moral, mental, emotional, psychological and condition of health. The teachers, who are to implement the (U.B.E) curriculum, are also expected to use a wide range and quality instructional materials for effective and efficientteaching and learning classroom activities. What then is Instructional Material?

Instructional materials have been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective utilization during classroom teaching. Instructional materials here include all the tools that the teachers can use to make the learning more interesting and memorable.Instructional materials are essential tools in learning every subject in the school curriculum. Theyallow the students to interact with words, symbols and ideas in ways that develop their abilities inreading, listening, solving, viewing, thinking, speaking, writing, using media and technology.According to Faize and Dahan (2011) instructional materials are print and non-print items thatare designed to impact information to students in the educational process. Instructional materialsinclude items such as prints, textbooks, magazines, newspapers, slides, pictures, workbooks,electronic media, among others.

Technology works best when it is used as a tool to help solve problems. For instance, in-person immersion is a desirable way to speed up language training, since all activities must be completed using the English language. But it is simply not possible for most people to pick up and travel to a country that speaks the language you want. With technology, students can still benefit from immersion. Thanks to messaging and social networks from the next generation, remote students can access fluent speakers of the languages they study and deliver real language practice in conventional classrooms. Dynamic resources encourage a sense of unity and engaging learning experiences, enable students to take part in classes if they are convenient and eliminate barriers to space and time.

In recent times, much research attention has been focused on teaching in Nigerian Secondary Schools with a view to ascertaining the adequacy and appropriateness of the teachers' method of teaching and indeed the effectiveness of instruction. Investigation into the use of instructional technique in the teaching in Nigerian Secondary Schools seem to have focused mainly on teachers' frequency of the use of this technique and sparingly on the application of important variables influencing its effective use (Montfort, Brown and Pollock, 2009). The use of instructional materials technique as an innovative way of enhancing instructional practice can only be effectively implemented if the teachers possess the appropriate knowledge, skills and abilities related to its use in the classroom situation. Competence is learnt attitudes and aptitudes shown as capacities for controlling, actively struggling with and mastering life problems through the use of cognitive, social and scientific skills. Thus, as a learnt characteristic, the amount of it possessed by individuals can be measured and development through appropriate and constant involvements in activities.

Generally, technology enabled learning environments promote more consistent student interaction and give students access to peers and teachers around the globe and worldwide. The study conducted by Solanki & Shyamlee (2012) revealed that such technology increases student engagement and focus, as it enables students to communicate with one another in the realistic processes of language learning. The usage and positive effect in classrooms of multimedia technology on the learning process is associated with the evolving productivity of the teacher role.

Almost 60% of Nigerian school classroom are overcrowded and 55% of children learn little from teacher due to non-availability of instructional materials. The few schools (35%) with instructional are noticed to be irrelevant and out dated (Alega, 2017). According to Joseph (2019), 52% of schools in most state have classrooms with not enough space for displaying instructional material even where they are over able. Since good teaching among other factors play significant role in enhancing performance, this study attempted to investigate the dynamics of instructional materials and language teaching with technological advancement on students' performance in Ekiti state

Research Questions

The following research questions were raised to guide the study;

1. What are the problem associated with the use of instructional materials among secondary schools students in Ekiti State?
2. What are the extent to which instructional materials impact students' academic performance in Language Education in secondary schools?
3. Is there any principles and guidelines for the selection and uses of instructional materials among secondary school students?

Research Hypotheses

The following hypotheses were formulated for the study;

1. There is no significant impact of problems associated with the use of instructional materials on secondary schools students in Ekiti State.
2. There is no significant extent to which instructional materials impact students' academic performance in Language Education in secondary schools.

II. Literature Review

Instructional Materials

Instructional materials play a very important role in the teaching-learning process the availabilities of textbook, appropriate chalkboard, learning kits, teaching guide, science guide, audio-visual aids, overhead projector, among others are the important instructional materials (Altun, 2015). However many facilities are missing in approximately almost all secondary schools in the state. According to Raw (2013) the first instructional material is the textbook. Various definitions to textbook emphasize the role of textbook as tool for learning. Textbook is the nucleus to all the learning activities related to a particular curriculum. Textbook plays a vital role in imparting knowledge to the students in the third world countries.

Altun (2015) further said that, the next instructional materials are the chalkboards. The chalkboard is the teaching aid that teachers frequently used; particularly during the lectures and discussions. There are different kinds such as, blackboard, maker board, write board, felt board and magic board. The teachers use it in classrooms to write the important words, statement, to draw diagrams, figures and maps. Other prominent instructional material include; learning kits. This is usually study kit; it is a box containing a variety of visual aids artistically assembled and displayed pertaining to a single topic (Medayese, 2010).

According to Raw (2013), teaching guide as an aid or material is a booklet provided to teachers. It provides guidance to teachers about the matters regarding teaching learning process completely. Raw (2013) also said that Audio-visual aids are the teaching aids use for the teaching learning process. It assists in the teaching-learning processes. The use of audio visual aids. It can be used to encourage teaching and learning activities. It can also help to reduce the rate of forgetting example of this, include maps, graph, and diagrams among others.

Computer is also used as an instructional materials and it serves as tool for learning. Faize and Dahan (2011) mentioned that map and chart are generally used during lecture and discussions about the relationships of things; like colour clothes, among others. Another is the overhead projector. It is a device that projects the small transparencies into large view on the board. Through overhead projector, the students are able to read, look, react and understand the text, graph, picture or anything written or drawn on the transparencies. According to Usman (2011) overhead projectors are becoming common and popular, and are widely used in normal teaching-learning processes; for example in seminars, workshops, among others. The lists of instructional materials are inexhaustible in line with the teacher's level of creativity and resourcefulness.

Integrating Technology in the Classroom

Technology is a process, method, or knowledge used to carry out a task. On this definition, we define technology as a learning task or instructional objective using technical processes, methods, or knowledge within the context of this study. For instance, the learner can complete a speech task by describing an object's characteristics in the target language and by using a digital voice recorder to record their speech to play it to their teacher later on (Merriam-Webster Dictionary, 2019).

Using classroom technology encourages English students to promote their success in English. In addition to the traditional methodologies, technology offers many learning opportunities. Teachers therefore have many resources and materials for their lessons. Cutter also explains the increase in engagement in technology. Students are motivated more while they are working on computers and use modern devices than they are working with textbooks (Cutter, 2015).

Internet usage increases the motivation of students. The use of film in education helps students to understand and develop their knowledge with enthusiasm. Students can use technology in their learning processes via computer and the internet to learn effectively. It helps students develop their higher level of thinking skills when they are learning with technology. In conclusion, it is very important to draw the attention of learners to English languages, the true combination of the multimedia and teaching methodology (Arifah, 2014).

Two different perspectives on how technology can be integrated in a classroom were described. First, with the cognitive approach, students have the opportunity to maximize their language exposure and build their own individual knowledge in a meaningful setting. The text reconstruction software and multimedia simulation software are examples of these types of technologies. Multimedia simulation software enables learners to enter computerized micro-words in a meaningful audio-visual context, with a focus on language and culture. The best of these programs allows students to control and interact much so that their linguistic input can better be manipulated. Secondly, the social approach underlines the social dimension of language learning, where linguistic learning is seen as a socialization process. In that context students need to be able to practice real-life skills by genuine social interactions. This can be done through authentic tasks and projects in collaboration with students (Warschauer & Meskill 2020).

III. Methodology

The study employed descriptive research design of survey type. The sample for the study consisted of 50 students selected across the 3 Senatorial districts in Ekiti State. Random sampling technique was used to select averagely 16 students each from 5 secondary schools in Ekiti State. The instrument used for data collection was a self-structured questionnaire designed to elicit questions from the respondents. It was made of a 4 point Likert scale rating. Face and content validity of the instrument was ascertained by experts in Language Education. The research questions raised for the study were analyzed using descriptive analysis of simple percentage, mean and Standard Deviation while the hypotheses formulated for the study were tested using Chi Square of independent sample.

IV. Results and Discussion

Research Question 1:

What are the problem associated with the use of instructional materials among secondary schools students in Ekiti State?

Table 1: Response to the problem associated with the use of instructional materials among secondary schools students in Ekiti State.

S/N	ITEM	Response (%)	Response (%)	Response (%)	Response (%)	Mean	SD
1.	How frequent do your teachers use the instructional materials	N: 4 (8.0)	S: 24 (48.0)	O: 15 (30.0)	A: 7 (14.0)	2.50	.505
2.	Do you receive any rewards and encouragement from students when you use instructional materials	N: 31 (62.0)	S: 13 (24.0)	O: 5 (10.0)	A: 1 (2.0)	2.50	.839
3.	Do instructional materials use by your teachers during teaching confused you	SA: 1 (2.0)	A: 22 (44.0)	D: 22 (44.0)	SD: 5 (10.0)	1.52	.762
4.	Some teachers used materials found within the community as instructional materials	N: 6 (12.0)	S: 29 (58.0)	O: 13 (26.0)	A: 2 (4.0)	2.62	.697
5.	The first instructional material is -----	Chalkboard: 18 (36.0)	Radio: 3 (6.0)	Textbook: 27 (64.0)	Computer: 2 (4.0)	2.22	.708
6.	Instructional materials commonly used by your teacher is ----	Textbook: 45 (90.0)	Cane: 2 (4.0)	Leaf: 1 (2.0)	All the above: 2 (4.0)	2.14	1.03

Key: N = Never, S = Sometimes, O = Often, A = Always

NI = Not important at all, NV = Not very important, PI = Pretty important, VI = Very important

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Table 1 showed the mean and standard deviation of items 1 to 6 regarding the responses to the problem associated with the use of instructional materials among secondary schools students in Ekiti State. The table showed the mean scores ranging from 1.52 – 2.62 and standard deviation values (.505 – 1.03). Analysis of statement revealed that most of the respondents (48.0%) and (30.0%) held that teachers sometimes and often use the instructional materials respectively.

It was also observed from the table that most the respondents (62.0%) indicated that they never receive any rewards and encouragement from students when they use instructional materials while (44.0%) and (44.0%) respectively held that instructional materials use by their teachers during teaching confused them. It was further revealed that most of the respondents (58.0%) held that some teachers sometimes used materials found within the community as instructional materials.

It was also revealed that (64.0%) of the respondents indicated that the first instructional materials they came across was textbook while (36.0%) indicated chalkboard. Lastly, it was held virtually by all the respondents (90.0%) that instructional materials commonly used by their teachers was textbook.

Summarily, Table 1 showed the responses to the problem associated with the use of instructional materials among secondary schools students in Ekiti State. It was revealed that teachers sometimes use instructional materials most times without encouragement from their students due to the fact that they were most times sourced from the community. The first and commonly used instructional material was indicated to be textbooks.

Research Question 2

What are the extent to which instructional materials impact students' academic performance in Language Education in secondary schools?

Table 2: Response to the extent to which instructional materials impact students' academic performance in Language Education in secondary schools.

S/N	ITEM	Response (%)	Response (%)	Response (%)	Response (%)	Mean	SD
1.	Is the usage of instructional materials very important in class	NI: 3 (6.0)	NV: 12 (24.0)	PI: 20 (40.0)	VI: 15 (30.0)	2.44	1.146
2.	It is not only instructional materials that influences students' academic	SA: 16 (32.0)	A: 18 (36.0)	D: 9 (18.0)	SD: 7 (14.0)	2.08	.853

	performance in class						
3.	Instructional materials enable students to make use of their eyes, ear and hand	SA: 11 (22.0)	A: 29 (58.0)	D: 5 (10.0)	SD: 5 (10.0)	2.06	.890
4.	Instructional materials help students to recall and remember things easily	N: 16 (32.0)	S: 17 (34.0)	O: 15 (30.0)	A: 2 (4.0)	1.32	.513
5.	Students taught with instructional materials performed significantly better than those taught without instructional materials	SA: 35 (70.0)	A: 14 (28.0)	D: 1 (2.0)	SD: 0 (0.0)	1.52	.886
6.	The use of instructional materials generally improved students' understanding of concepts and led to high academic performance	SA: 33 (66.0)	A: 12 (24.0)	D: 1 (2.0)	SD: 4 (8.0)	2.06	.956
7.	The use of instructional materials enhances cognitive ability of students towards learning	N: 17 (34.0)	S: 28 (56.0)	O: 3 (6.0)	A: 2 (4.0)	2.02	1.078

Key: *N = Never, S = Sometimes, O = Often, A = Always*

NI = Not important at all, NV = Not very important, PI = Pretty important, VI = Very important

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

Table 2 showed the mean and standard deviation of items 1 to 7 regarding the responses to the extent to which instructional materials impact students' academic performance in Language Education in secondary schools. The table showed the mean scores ranging from 1.32 – 2.44 and standard deviation values (.513 – 1.146). Analysis of statement revealed that most of the respondents (40.0%) and (30.0%) held that using instructional materials in class is pretty important and very important respectively.

It was also observed from the table that most the respondents (68.0%) indicated that it is not only instructional materials that influences students' academic performance in class while (80.0%) held that instructional materials enable students to make use of their eyes, ear and hand. It was further revealed that most of the respondents (32.0%) and (34.0%) never and sometimes believe that instructional materials help students to recall and remember things easily respectively.

It was however revealed that virtually all the respondents (98.0.0%) indicated that students taught with instructional materials performed significantly better than those taught without instructional materials while (90.0%) of the respondents indicated that the use of instructional materials generally improved students' understanding of concepts and led to high academic performance. Lastly, it was held by (56.0%) of the respondents the use of instructional materials enhances cognitive ability of students towards learning.

Summarily, Table 2 showed the responses to the extent to which instructional materials impact students' academic performance in Language Education in secondary schools. It was revealed that the usage of instructional materials in class is very important even though it's not the only motivating factor that influences students' academic performance in class but it enable students to make use of their eyes, ear and hand, and that it help students to recall and remember things easily. It equally aids students' academic performance significantly and generally improved students' understanding of concepts and led to high academic performance, as well as enhances cognitive ability of students towards learning.

Research Question 3

Is there any principles and guidelines for the selection and uses of instructional materials among secondary school students?

Table 3: Response to the principles and guidelines for the selection and uses of instructional materials among secondary school students

S/N	ITEM	Response (%)	Response (%)	Response (%)	Response (%)	Mean	SD
1.	Having discussions with students in terms with instructional materials is important in determining their performance in class	NI: 14 (28.0)	NV: 12 (24.0)	PI: 12 (24.0)	VI: 12 (24.0)	2.10	.953
2.	Instructional materials help in representing concrete facts	SA: 16 (32.0)	A: 20 (40.0)	D: 9 (18.0)	SD: 5 (10.0)	1.98	.769
3.	Instructional materials simplified and saves time in teaching	SA: 21 (42.0)	A: 14 (28.0)	D: 8 (16.0)	SD: 7 (14.0)	1.80	.728
4.	Instructional materials create a mental picture in the	SA: 15 (30.0)	A: 20 (40.0)	D: 10 (20.0)	SD: 5 (10.0)	1.80	.756

	students						
5.	Teachers' competences and professional knowledge should be critical that can guide the use of community resources	N: 13 (26.0)	S: 27 (54.0)	O: 8 (16.0)	A: 2 (4.0)	2.50	.863
6.	Instructional materials provides guidance to teachers about the matters regarding teaching learning process completely	AT: 18 (36.0)	MT: 26 (52.0)	S: 4 (8.0)	N: 2 (4.0)	2.26	1.006
7.	Is computer also used as an instructional materials and does it serve as tool for learning	AT: 8 (16.0)	MT: 13 (26.0)	S: 25 (50.0)	N: 4 (8.0)	1.20	.670

Key: N = Never, S = Sometimes, O = Often, A = Always

NI = Not important at all, NV = Not very important, PI = Pretty important, VI = Very important

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

AT= All the time, MT = Most of the time, S = Sometimes, N = Never

Table 3 showed the mean and standard deviation of items 1 to 7 regarding the responses to the principles and guidelines for the selection and uses of instructional materials among secondary school students. The table showed the mean scores ranging from 1.20 – 2.50 and standard deviation values (.670 – 1.006). Analysis of statement revealed that most of the respondents (52.0%) held that having discussions with students in terms with instructional materials is not necessarily important in determining their performance in class while the remaining (48.0%) held affirmative view.

It was also observed from the table that most the respondents (72.0%) indicated that instructional materials help in representing concrete facts while (70.0%) held that instructional materials simplified and saves time in teaching. It was further revealed that most of the respondents (70.0%) believed that instructional materials create a mental picture in the students. However, (80.0%) of the respondents believed that sometimes, teachers' competences and professional knowledge should be critical that can guide the use of community resources and that instructional materials provides guidance to teachers about the matters regarding teaching learning process completely all most of the time as observed by (88.0%) of the respondents. Lastly, it was held by (58.0%) of the respondents that never or perhaps sometimes has computer been used as an instructional materials and that it does not serve as tool for learning.

Summarily, Table 3 showed the responses to the principles and guidelines for the selection and uses of instructional materials among secondary school students. It was revealed that having discussions with students in terms with instructional materials is not important in determining their performance in class and that instructional materials help in representing concrete facts, simplified and saves time in teaching, create a mental picture in the students and provides guidance to teachers about the matters regarding teaching learning process completely. Also, teachers' competences and professional knowledge should sometimes be critical consideration that can guide the use of community resources.

Hypotheses Testing

Hypothesis 1:

There is no significant impact of problems associated with the use of instructional materials on secondary schools students in Ekiti State.

Tables 4: Chi-Square Test analysis of impact of problems associated with the use of instructional materials on secondary schools students in Ekiti State

Chi-Square Tests						
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	24.023 ^a	9	.004	.045		
Likelihood Ratio	25.660	9	.002	.001		
Fisher's Exact Test	24.847			.000		
Linear-by-Linear Association	2.249 ^b	1	.134	.150	.089	.038
N of Valid Cases	50					

a. 12 cells (75.0%) have expected count less than 5. The minimum expected count is .04.

b. The standardized statistic is 1.500.

The result of the analysis in table 4 showed the impact of problems associated with the use of instructional materials on secondary schools students in Ekiti State. The chi-square test revealed that calculated

$\chi^2(.004)$ was less than the significant level at the 0.05. Also, the point probability of getting exactly the test statistic observed was .038. This implies that there is a significant impact of problems associated with the use of instructional materials on secondary schools students in Ekiti State. Hence, the null hypothesis was not upheld.

Hypothesis 2:

There is no significant extent to which instructional materials impact students' academic performance in Language Education in secondary schools.

Tables 5: Chi-Square Test analysis of extent to which instructional materials impact students' academic performance in Language Education in secondary schools

Chi-Square Tests	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	4.897 ^a	6	.003	.402		
Likelihood Ratio	6.226	6	.000	.327		
Fisher's Exact Test	7.242			.506		
Linear-by-Linear Association	1.090 ^b	1	.017	.356	.195	.084
N of Valid Cases	50					

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .02.
 b. The standardized statistic is -1.044.

The result of the analysis in table 5 showed the extent to which instructional materials impact students' academic performance in Language Education in secondary schools. The chi-square test revealed that calculated $\chi^2(.003)$ was less than the significant level at the 0.05. Also, the point probability of getting exactly the test statistic observed was .084. This implies that there is a significant extent to which instructional materials impact students' academic performance in Language Education in secondary schools. Hence, the null hypothesis was not upheld.

V. Discussion of Findings

In this study, three research questions were raised to guide the study, and two hypotheses were formulated for the study. The research questions were answered descriptively using simple frequency count, percentage, mean and standard deviation while the research hypotheses were analyzed inferentially using Chi-Square Test of independent sample.

The descriptive analysis of the study revealed that teachers sometimes use instructional materials most times without encouragement from their students due to the fact that they were most times sourced from the community. The first and commonly used instructional material was indicated to be textbooks.

It was also revealed that the usage of instructional materials in class is very important even though it's not the only motivating factor that influences students' academic performance in class but it enable students to make use of their eyes, ear and hand, and that it help students to recall and remember things easily. It equally aids students' academic performance significantly and generally improved students' understanding of concepts and led to high academic performance, as well as enhances cognitive ability of students towards learning.

Furthermore, it was shown that having discussions with students in terms with instructional materials is not important in determining their performance in class and that instructional materials help in representing concrete facts, simplified and saves time in teaching, create a mental picture in the students and provides guidance to teachers about the matters regarding teaching learning process completely. Also, teachers' competences and professional knowledge should sometimes be critical consideration that can guide the use of community resources.

The inferential analysis of the study revealed that there was significant impact of problems associated with the use of instructional materials on secondary schools students in Ekiti State. This implies that instructional materials must be carefully planned, selected, organized, refined, and used, as posited by Faize and Dahan (2011).

Lastly, there was significant extent to which instructional materials impact students' academic performance in Language Education in secondary schools. This finding corroborated the position of Clark (2014) who opined that the learning value of any visual will depend on three interactive factors which are: the features of the visual; the content and goal of the lesson; characteristics of the learners.

VI. Conclusion and Recommendations

The study has been able to establish the nature of the relationships that existed between the dynamics of instructional materials and language teaching with technological advancement on students' performance in Ekiti State. The study concluded that there are plethora of challenges associated with the use of instructional

materials among secondary school students, however, they are being used to a reasonable extent in order to improve students' academic performance in Language Education and that there are certain principles and guidelines for the selection and uses of instructional materials among secondary school students. Based on the findings from this study, it is recommended that;

Instructional materials should be incorporated into teaching all subjects at the secondary school level since it stimulate students to effectively learn and retain the concepts presented to them. Also, teachers should improvise instructional materials when not readily available, and that teachers should be trained and retrained on the use and benefits of instructional pedagogy in teaching and learning in senior secondary school.

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