



ENGLISH TEACHERS' EXPERIENCES IN THE UTILIZATION OF INSTRUCTIONAL MATERIALS: BASES FOR AN IN-SERVICE TRAINING

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ABSTRACT

This quantitative-qualitative study was conducted to find out the English teachers' experiences in the utilization of instructional materials as bases for an in-service training at the District of Lambunao West Cluster II for the SY 2024-2025. The results revealed that the printed instructional materials used by teachers were learning activity sheets, lesson plan, and modules while those for non-print were movies, slides, bulletin boards, and YouTube. The materials were used to enhance learners' comprehension, suit materials to learners' learning styles, and align with learning competencies. Their experiences included: creating engaging and effective experiences, motivating learners, and fostering effective teaching-learning process. The challenges they encountered were: learners feel disinterested, printing costs, and availability of internet connection. They managed their challenges by providing differentiated activities, limiting the number of copies, planning alternative options, providing optional activities, and seeking assistance and donations. An in-service training was proposed as a result of the study.

Keywords: *Experiences, Utilization, Instructional Materials, In-service Training*

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INTRODUCTION

Education is the process of gaining appropriate beliefs and attitudes, as well as information and skills, by one's experiences. It is one of the necessities a person should have for it empowers oneself, strengthens communities, and drives progress in all aspects of life.

Two components make up education, according to Charles and Coombs (2010), who divided them into inputs and outputs. He claimed that inputs are made up of material and teaching resources, whereas the goals and outcomes of the educational process are known as outputs. It is necessary to examine the ways in which one element influences the other to analyze and evaluate the educational system to further improve its performance.

Teaching all subjects in the curriculum must be taught using educational resources, which are educational inputs. Instructional resources are essential to the teaching-learning process. They raise the pupils' level of remembering. Since education has expanded so much in recent years, oral instruction alone cannot be the factor to effective pedagogy; instead, the teacher must employ teaching materials to add excitement to the educational process. Learning achievement can be enhanced with the usage of instructional materials. According to Slavin (2010), a thoughtful and creative use of visual aids in the classroom can help students become more engaged by providing them with something useful to see and do while also combating indifference and making up for the lack of books. Slavin (2010) proposed a list of practical visual tools, including diagrams, maps, film strips, models, and images, that are effective for teaching English.

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As an English Junior High School teacher in a public school, the researcher has also utilized various teaching resources to guide learners to achieve success in the teaching-learning process. Thus the researcher has observed that instructional materials have helped learners engage in and relate to the topics discussed. Also, they can gain a more profound comprehension of the language and can see how it is used in authentic contexts. These resources will help them bridge the gap between the classroom and the real world, hereby allowing them to build confidence in their language skills and understand the relevance of what they are learning.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, respondents of the study, data-gathering procedures, research instrument, and data analyses used in the study. The study's goal was to identify the teaching resources that schools use as the bases of in-service training for English teachers.

Research Method

The study's methodology for research was a mixed research method that makes use of in-depth interviews and checklist to gather data. It aimed at gaining a deeper understanding of the English teachers' experiences in the utilization of instructional materials as bases for an in-service training. This study utilized in-depth interviews with open-ended questions and observations described in words (Jamshed, 2014).

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Research Design

The study used a mixed method research design, combining qualitative and quantitative research techniques in one study, to give a more thorough understanding of the research issue.

For wider comprehension and corroboration, Creswell and Plano Clark (2018) defined mixed methods research design as "a type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, and inference strategies)."

On the other hand, O'Cathain, et al. (2010) expand the understanding of mixed methods research design by stating that it "involves collecting, analyzing, and interpreting qualitative and quantitative data in a single study or in a program of inquiry to understand a research problem more completely. It requires the integration of qualitative and quantitative data to provide a comprehensive and balanced understanding of the research problem". In summary, a mixed method research design blends quantitative and qualitative research techniques to offer a more thorough comprehension of the research issue. Various writers stress the integration, complementarity, and purposes of using multiple methods in a single study to achieve a holistic understanding of research phenomena.

Participants of the Study

The study's participants were chosen using a technique known as "purposive sampling" (Kelly, 2010). It is employed to find and choose instances that will make efficient use of the little research resources available and to choose respondents who are most likely to provide

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pertinent and helpful information. The participants in this study were the selected ten (10)

English teachers in the District of Lambunao West Cluster II.

Research Instrument

A researcher-made schedule for in-depth interviews served as the study's research tool. It contained relevant questions about the types of instructional materials used by the teachers in their classes, how they used it, the challenges they encountered in the use of instructional materials and their management of challenges encountered in using them. Moreover, the researcher provided a checklist for the participants to determine the common instructional materials they used.

The researcher-made instrument duly validated by a panel of experts was encoded, printed, and distributed personally by the researcher to the ten selected English teachers.

Validity of the Research Instrument

The drafts of the researcher-made interview and checklist were submitted to the researcher's adviser for corrections and suggestions. The expert panel examined them for face-and-content validation. The panel of jurors included those with expertise in English, research, and scientific writing.

Data Gathering Procedures

In gathering data, the researcher followed the necessary procedures. The in-depth interview guide and checklist prepared by the researcher were checked by the adviser and validated by a set of validators in English and research.

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After the instrument was validated, a letter asking for approval to carry out the study was submitted and signed by the Dean of PHINMA Graduate School, the thesis adviser, and the researcher.

Then, letters asking to conduct the study were submitted to the principal's office of selected schools in Lambunao, Iloilo. They were assured by the researcher that ethical standards would be observed and the data gathered held confidential.

Once permission was granted, the researcher contacted the participants and scheduled an appointment with each of them, ensuring that the interview would be done at their most convenient time. They were made aware that their involvement in the study was entirely voluntary and that they could change their minds at any time or opt out. They were assured that all the information provided would be kept confidential. The consent of each participant was sought and was encouraged to participate by answering the interview questions as honestly as possible.

Upon the start of the interview, greetings were shared with friendly gestures to establish trust and rapport with the participants. The objective of the study was explained. They were asked to respond to a series of questions regarding their personal information and data after giving their consent to take part in the study. To protect their identities, the participants were given pseudonyms.

The participants were asked to narrate their utilization of instructional materials following the guide questions and checklist prepared. The set of questions was carefully

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phrased for them to understand the intent of the interview. The interviews ended with the assurance that their responses would be held confidential.

Data Analyses

The responses gathered were analyzed using both qualitative and quantitative data.

For quantitative data, the researcher used frequency count, percentage, and rank.

Frequency count refers to the number of times an attribute or a category occurs in a set of data (Creswell, 2014).

Percentage expresses a value for a variable in relation to a whole population as a fraction of one hundred (Australian Bureau of Statistics, 2013). This was used to find out the percentage of participants in a particular group who chose or identified the print and non-print instructional materials they used in their classes.

Ranking was used in order to determine the main out of the ten (10) print materials and ten (10) non-print materials used by the participants as they got the highest frequency and percentage.

For qualitative data, the researcher used thematic analyses.

The process of finding themes or patterns in qualitative data is known as thematic analysis. The goal of thematic analysis, according to Maquire and Delahaunt (2017), is to find themes—that is, significant or intriguing patterns in the data—and utilize them to address the research or make a statement about the problem.

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RESULTS AND DISCUSSIONS

This study aimed at determining the English teachers' experiences in the utilization of instructional materials as bases for an in-service training.

The participants in the study were the selected 10 English teachers from the Schools District of Lambunao West Cluster II for the schoolyear 2024-2025.

The research method used in the study was mixed research method using researcher-made interview guide and checklist to gather data. These tools were subjected to validity test by a panel of expert jurors in the field of English and research. For the checklist, frequency and rank were used to identify the common print and non-print instructional materials used by the English teachers in their classes. Thematic analysis was used to analyze and interpret the qualitative data responses gathered. A proposed in-service training was formulated as a result of the study.

The following are the findings of the study:

The type of instructional materials used by English teachers in terms of print were textbooks, learning activity sheets/worksheets, workbooks, reference books, journals, magazines/pamphlets, lesson plan, modules, flash cards, charts, and activity cards. The non-print instructional materials included movies/videos, slides, film strips, bulletin boards/chalkboard, models/actual objects, overhead projectors, computer-assisted instruction (CAI), Canva App, Podcasts, Google, and YouTube.

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The commonly used instructional materials by teachers in terms of print were learning activity sheets/worksheets, lesson plan, and modules while those for the non-print were movies/videos.

As to how the teachers used instructional materials used in their classes, the themes generated from the responses were: enhance learners' comprehension, suit materials to learners' learning styles, and align with learning competencies.

In terms of the teachers' experiences in the use of instructional materials, the themes generated from the responses were: creating engaging and effective learning experiences, stimulating and motivating learners to actively participate in class, and fostering effective teaching-learning process.

With regard to the challenges encountered by the English teachers in the utilization of materials, the generated themes were: learners feel bored and not interested, printing cost associated with purchasing/reproducing printed materials, problems with internet connection, and availability of non-printed instructional materials.

As to how teachers managed the challenges they encountered in utilizing of instructional material, the themes drawn were: providing differentiated activities, limiting the number of copies to reproduce, planning alternative options, providing optional activities, and seeking assistance and donations from stakeholders.

Based on the findings, the following insights were drawn:

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Instructional materials play a crucial role in the teaching-learning process as they are the tools and resources that support and enhance the delivery of instruction, thereby making the learning experience more effective and engaging to students.

The importance of instructional materials, whether print or non-print, cannot be understated in terms of supporting teachers' effectiveness as they serve as valuable tools for teachers in enhancing learners' comprehension, addressing different learning needs, and fostering a deeper understanding of the subject matter.

The use of instructional materials for training and teaching inevitably leads to challenges. However, they have no detrimental effects on the teachers because they have taken these problems as inspiration to manage their classes in a more inventive and creative way. Teachers rely extensively on social media and technology to discover potential issues in the classroom and find solutions by using social media applications and internet browsing to get beyond these obstacles.

The internet and the web are also rich sources of materials for instruction that teachers can utilize effectively in their classes. In this age of information and technology where advances currently happen globally, teachers are potent users of these technologies to enrich their experiences and cope with challenges that they encounter in their day-to-day dealing with learners, their co-teachers, all the people they come in contact with, including the stakeholders of the school where they are teaching.

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Teachers need to utilize and upgrade their skills through in-service trainings to develop new skills and instructional methods thus adapt to new situations and challenges in education world.

Instructional materials are indispensable tools and assume a significant role in the teaching-learning process. They serve as the teachers' main resources to back-up knowledge and build a better foundation in teaching. They are the weapon that teachers use to make both ends meet in the learning process and to fill the gaps for learning to happen.

CONCLUSION

Based on the insights gained from the study, the following recommendations are hereby advanced:

Teachers should be given support and training in using both print and non-print instructional materials for them to effectively apply them in the teaching-learning process.

School administrators should support teachers in procuring a variety of instructional materials for their classrooms. This may involve allocating funds for the purchase of textbooks, workbooks, and other print materials as well as investing in technology and resources for non-print materials.

School heads and Learning Resource coordinators should make sure that the needs of teachers in terms of instructional materials are addressed.

Parents should play a vital role in supporting the use of instructional materials by providing feedbacks on the effectiveness of the materials used in the classroom. They should

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also contribute to fundraising efforts to support the purchase of instructional materials that benefit their children's learning.

During in-service training for teachers, facilitators should include pedagogical strategies for effectively integrating instructional materials into English teaching. This may involve workshops on creating lesson plans that leverage diverse materials to cater to varied learning styles and to ensure alignment with curriculum goals. It should emphasize the importance of selecting materials that engage students and foster effective teaching learning process.

Future researchers, may conduct similar studies using different tools and variables that may help educators determine the value of these materials in future curricular changes/revisions.

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