

**DESIGNING ELT MATERIALS FOR TEACHING
ENGLISH: TEACHERS' PERCEPTIONS AND
PRACTICES**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Aditya Shekhar Joshi**

**Central Department of Education
University Campus
Tribhuvan University
Kirtipur, Kathmandu
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2015**

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 14/12/2014

.....

Aditya Shekhar Joshi

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Aditya Shekhar Joshi** has prepared this thesis entitled **Designing ELT Materials for Teaching English: Teachers' Perspectives and Practices** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 15/12/2014

.....

Mr. Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Dr. AnjanaBhattarai

.....

Reader and Head

Chairperson

Department of English Education

University Campus

T.U., Kirtipur, Kathmandu

Dr. Anju Giri

Professor

.....

Department of English Education

Member

University Campus

T.U., Kirtipur, Kathmandu

Mr. Bhesh Raj Pokhrel (Supervisor)

.....

Lecturer

Member

Department of English Education

University Campus

T.U., Kirtipur, Kathmandu

Date: 25/05/2014

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Anjana Bhattarai

.....

Reader and Head

(Chairperson)

Department of English Education

University Campus

T.U., Kirtipur

Dr. Chandreshwar Mishra

.....

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

University Campus T.U., Kirtipur

Mr. Bhesh Raj Pokhrel (Supervisor)

Lecturer

.....

Department of English Education

Member

University Campus

T.U. Kirtipur, Kathmandu

Date: 09/01/2015

DEDICATION

*Dedicated to my parents who have devoted their entire lives to make me what
I am today.*

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Aditya Shekhar Joshi

ABSTRACT

The thesis entitled "Designing ELT Materials for Teaching English: Teachers' Perceptions and Practices" was carried out to find out teachers perceptions for designing ELT materials and strength and weaknesses of using self designing ELT materials from teachers' perspective. The researcher used both primary and secondary sources of data. The sample of the study consisted of 10 secondary level English teachers. They were selected purposively.

Questionnaire and observation checklist were used as the tool for data collection. After completing the analysis of collected data, I found that English teachers had very good perceptions for designing English Language Teaching materials but due to some problems like; financial problem, lack of skill, lack of time, lack of necessary materials to design, afraid of constructing them poorly, they did not design and use ELT materials in teaching learning activity. In this study, the researcher found following strengths of teacher designed ELT materials: commercially cheaper, learner friendly, teacher friendly, easy to construct, natural and realistic. Similarly, the researcher found some weaknesses of teacher designed ELT materials: less attractive, less catchy, less durable.

The research is divided into five different chapters. The first chapter, 'Introduction' includes the background, statement of the problem, rationale, objectives, research questions, significance, and delimitation of the study. In the second chapter, I have tried to reflect the store house of the knowledge related to the present study by reviewing theoretical literature and empirical literature. On the basis of which conceptual framework was developed. The third chapter deals with the methodology used to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, data collection tools, data collection procedure, data analysis and interpretation procedure. Collected data have been presented, analyzed and interpreted in the fourth chapter. It deals with the teachers perceptions for designing ELT materials and strength and weaknesses of using teacher

designed ELT materials from teachers perspectives. The fifth chapter summarizes and concludes the whole study in the first two sections. Besides, some of the implications of the study in policy level, practice level and references and appendices have been presented to make the study authentic, reliable and valid in this chapter.

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LIST OF ABBREVIATIONS

Dr.	-	Doctor
e.g.	-	Exempli gratia (for example)
etc.	-	Etcetera
Edu.	-	Education
ELT	-	English Language Teaching
i.e.	-	id est (that is to say)
M.Ed.	-	Master's in Education
NELTA	-	Nepal English Language Teachers' Association
p.	-	Page
pp.	-	Pages
Prof.	-	Professor
T.U.	-	Tribhuvan University
No.	-	Number
OHP	-	Over Head Projector
CUP	-	Cambridge University Press

CHAPTER-ONE

INTRODUCTION

The present study entitled "Designing Teaching Materials for Teaching English: Teachers' Perceptions and Practices" is about teachers' perceptions for designing teaching materials. It is difficult to get commercial teaching materials and authentic teaching materials all around our country. Similarly, some ELT materials like word-cards, flash-cards, role-play card, etc. are not available commercially in the market. To use such types of materials teacher has to design himself. Likewise he has to collect some other materials like real objects, pictures etc. to make teaching and learning realistic. Thus, this study mainly focuses on whether English teacher's design teaching materials for classroom use or not.

This study consists of five chapters. The first chapter 'introduction' includes general background, statement of the problem, objectives of the study, research questions, significance of the study, etc. In the second chapter, review of related literature and conceptual framework are included. Similarly, in the third chapter, the methods and procedures of the study and other related components are included.

1.1. Background

English language has become a part of human life which is being taught and learnt as a foreign language in many countries like Nepal. English language teaching in Nepal started long ago and now it has occupied an important place in Nepalese education. Nepali statesmen like Prithvi Narayan Shah and Bhimsen Thapa tried their best not to let English flourish in Nepal. However, after the unification of Nepal, English slowly become widespread with different twists and directions, when Jung Bahadur Rana returned from Europe, he thought of new programmed, and one of them was educating his sons and grandsons in English. After two years of his arrival from Britain in 1951, he

arranged for two of the English teachers from Britain, to teach his brothers and nephews English on ground floor of Thapathali Durbar. Regarding the position of English in Nepali education system, Awasthi (2003) opines:

Firmly, English entered in Nepalese education in 1854 when the Prime Minister Jung Bahadur Rana opened Darwar High School in Kathmandu. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP) and still continues (p.22).

English, which was the language of rulers' and elites once, has now reached the mass from the urban location to schools in the hills. Teaching and learning English language has now occupied an important place in the Nepalese education system. Department of English and the Board of English studies made some remarkable efforts from 1962 onwards in improving the teaching of English in university. Similarly, some professional organizations like Nepal English Language Teachers' Association (NELTA) have been organizing annual conference every year when hundred of Nepali teachers and their counterpart from different part of the world meet and share their experience and pedagogies. Nepali writers have begun to write course books, literature and translate Nepali literature like stories, essays, and poems into English for wider relationship. Bhattarai (2005) mentions:

The crave for English language has grown so much that no within a span of three decades there are large number of publishing houses that produce material in English, they are prepared mostly by native (Nepali) writers and editors, there are different training institutes and their training centre, different teams of writers, translators, trainers, all promoting English, all engaged in ELT enterprise (p.1).

Nepal adopted different policies for English education at various stages of time. Now English has been introduced from grade one in government schools. In government schools, the children have to study one English subject and other subjects are in Nepali. Therefore, most of the children learning in the government schools are not being able to write read and speak nicely.

1.2 Statement of the Problem

Since the end of 1970's, there has been a movement to make learners rather than teachers the centre of teaching and learning process. According to this approach to teaching, learners are more important than teachers, materials, curriculum, methods and evaluation. Therefore, these all should be designed for learners and their needs. It is teachers' responsibility to check whether all of the elements of the learning process are working well for learners' to adopt them or not.

In other words, learners should be the centre of instruction and learning. The curriculum is a statement of the goal of learning. The role of teacher is to help learners to learn. The teacher has to follow the curriculum and provide, make, or choose teaching materials. They may adopt, supplement and elaborate on those materials, monitor the progress and needs of the students and finally evaluate the students.

However political change of 1990 adopted open education policy in Nepal. As a result, education sector in Nepal achieved remarkable growth in the past two decades. Community schools in Nepal received considerable effort in their physical infrastructure and educational resources but schools faced several problems of quality like physical infrastructure, over crowded classroom, unmanaged teaching learning situation and so on. Consequently, the quality of education delivered is not found effective as shown by the result of SLC exam from last few years.

There may be so many causes behind this. One of the issues may be related to the pedagogy, like using of appropriate teaching materials in ELT classroom to make the classroom lively, motivated and understandable. Thus, it is necessary to study whether teachers design ELT materials for classroom use or not, to instruct the students with expected performance. Therefore, this study entitled "Designing Teaching Materials for Teaching English: Teachers' Perceptions and Practices" attempts to analyze the situation.

1.3 Rationale of the Study

Teaching materials are tremendously important in the ELT classroom, as they not only introduce real-life example, but also give students something tangible to use or see when teaching and learning language. Teaching materials can be anything aside from a textbook that provides examples of a concept or that gives students a platform on which to practice a concept. They also break up the monotony of relying strictly on textbooks and workbooks.

By the help of teaching materials, the teacher can make his class lively, change usual situation of the class, motivate his students, make his teaching realistic and make his teaching easily understandable to the students. Not only this, they also help the learners to remember the learnt things. For this, teacher can use three different types of materials;

-) Authentic materials
-) Commercially available materials and
-) Self-designed materials

Authentic materials are any materials, which have not been specially produced for the purpose of language teaching. Some of the sources of authentic materials are newspapers, magazine, television, internet, radio, tv commercials, interviews, audio lessons in internet, news items, weather forecasts, advertisements, statistical studies, debates, poems, brochures, receipts and so on. Similarly commercially available materials are those materials, which are

available in the market. Such materials may contain specific language since they are produced for overall students and they are costly as well. Besides this, it is not always possible for all language teachers to buy or collect such types of teaching materials because of different problems like financial problem, not being available in the local market where the school locates. Similarly, they may not meet the needs and interest of the targeted learners. In such case, best option is the teacher-designed ELT materials. In the context of Nepal, many schools are located in rural areas, far from central market, where neither we can get any sources of authentic ELT materials like newspaper, nor we can get any commercial materials to buy in the local market and Kanchanpur is no exception. Therefore, the teacher needs to continue designing his/her own materials spending time on finding, selecting, and designing it. Especially, if has a mixed ability students in classroom, the teacher has to adopt a method that will suit their needs to understand/comprehend the language. At this point of time, it is highly inevitable on the part of the teacher to design a suitable teaching material to make teaching interesting and appropriate based on the lesson to be taught.

As such the study entitled "Designing Teaching Materials for Teaching English: Teachers' Perceptions and Practices" is an attempt to explore the advantages of teacher designed ELT materials for classroom use.

1.4 Objectives of the Study

The objectives of the study were as follows:

-) To find out teachers' perceptions on designing teaching materials for ELT classes.
-) To find out strengths and weaknesses of using teacher designed ELT materials in teachers' perceptive.
-) To find out teachers' practices
-) To suggest some pedagogical implications of the study.

1.5 Research Questions

Research questions were prepared in order to understand the importance of using teacher-designed ELT materials for teaching English. This study was oriented to find out the answers of the following research questions:

1. What are the points of view of the English teachers for designing their own teaching materials?
2. What are the advantages and disadvantages for designing their own materials for classroom use from teachers' perspectives?

1.6 Significance of the Study

Different researches have been carried out upon the use of teaching materials in the Department of Education. Chapagain (1999), Dawadi (2000), Kheral (2007), Tiwari (2009), Shrestha (2010) and Mandal (2012) have carried out their research on the use of teaching materials and aids and their impact on teaching and learning of language. But none of the research has been carried on 'Teachers Perception for Designing Teaching Materials'. Of course self designed ELT materials are more fruitful than other types of teaching materials since self-designed ELT materials can cover learners' first language and culture, they are not expensive, up-to-date and can cover the context where teaching learning takes place. So I selected the topic 'Designing Teaching Materials for Teaching English: Teachers' Perceptions and Practices' for the research.

The findings of the study will be fruitful to the teachers and students who are directly and indirectly involved in teaching and learning of English language. They will know the advantages and disadvantage of designing and using English language teaching materials in teaching learning activity. Likewise, the findings will be equally useful for curriculum developers, textbook writers, and educationist. Moreover, the study will be useful source for those researchers who are interested in conducting research in the similar areas in future.

1.7 Delimitations of the Study

This study was limited to:

- I. Ten secondary level English teachers working in Kanchanpur district.
- II. Explore the perceptions of secondary level English teachers towards designing ELT materials.
- III. Likewise questionnaire and observation checklist were the tools for data collection.
- IV. The questionnaire contained only 27 closed-ended and 16 open-ended questions.
- V. It was the study of a month only.

1.8 Operational Definitions of the Key Terms

-) *Teaching Materials*- tools or items used to assist teaching
-) *ELTM*- English Language Teaching Materials
-) *Perceptions*- an idea, a belief or an image as a result of how English teachers see or understand something or somebody
-) *Homemade*- designed by teachers themselves
-) *Impact*- the powerful effect of something
-) *Language item*- list of language item to talk about in classroom
-) *Own materials*- materials designed by teacher themselves
-) *Published materials*- published for commercial purpose and available in market

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this chapter.

2.1 Review of Theoretical Literature

Over the years, English language has become one of our principle assets in getting global access. It is a means not only for international commerce, it has become increasingly essential for inter- state commerce and communication. Moreover, the latest and most advanced discoveries and inventions in science and technology are being made in the universities located in the USA and Britain where English language is the means of scientific discourse. Among the language spoken in the world, English has been recognized as a widely used language for global communication. It is the prestigious and standard language in the world. It is an international lingua franca and also used as an official language in the countries like India, Philippines, Singapore, South Africa, Ireland, New Zealand and so on. It is spoken as the mother tongue in the countries like Britain, America and Canada. It is one of the widely used languages.

To quote Rajagopalan (2004), "English belongs to everyone who speak it, but it is nobodies mother tongue" (as cited in Harmer, 2008, p.18). It is now used more often as a lingua franca than as native language. Today, it is widely studied as foreign language in the world. Harmer (2008) states:

English is also, of course, a mother tongue for many people in the world, though, as we shall use, such native speakers are increasingly out-numbered by people who have English as a second language or

third language and use it for international communication (p. 13).

English Language is available to us as a historical heritage in addition to our own language. We must make the best use of English to develop ourselves culturally and materially so that we could compete with the best in the world of the mind and matters. It is our window to the world. Behind this a number of factors which has ensured the widespread use of English language like; a colonial history of England, United state as a world economic power, major channel for information exchange, used widely in travel and tourism and English is a dominating language in popular culture. Besides this English is a noble language which possesses one of the finest literatures in the world. Similarly, some use it since it is more polite and catchier.

Though it is different in terms of its various system of pronunciation, spelling, Nepalese people have tremendous impact of English language. Nepalese need to use it for academic purpose, to establish diplomatic relationship with foreign countries, to run trade and business, for the development of advanced science and technologies and to mingle up with the world.

Similarly, language teaching generally involves teaching of both first and second or foreign languages. The purpose of teaching or learning a language is to enable the students to communicate in the target language. In the world of language teaching and learning many schools of thoughts have come and gone, so have language teaching method waxed and waned popularity.

Good language teaching in practice is a series of relative processes. It is only good if it is constantly adapted to particular students' need and situation. On the other hand, there are certain principles that underlie practices. The concrete activities in the actual teaching are an expression of certain generalisable principles, and it is in the interaction between principles and practices.

Regarding this, Brown (1994) mentions "The application of theoretical findings and positions, they may be thought of as theory in practice. There has

been variety of such applications, some in total philosophical opposition to other" (p.14).

As above definition for effective language teaching the teacher has to work with principles and practices: converting principles into concrete teaching activities, use the concrete activities into teaching learning process. Billows (1961) opines:

The teachers' first and most urgent task is to give his pupils the opportunities to hear words used, to hear them sounds and the patterns of sounds to form in their mind and make durable impressions that stands for something when they are reputed. Similarly the teacher should give his pupils the opportunity to use the sounds themselves to explore the situation they are in with these new tools of perception (p.5).

Moreover, language teaching means not only teaching the learners but let them provide the time to participate for language use and helping them to learn. Regarding language teaching, Emily, Bruce & Marsha (2008) claimed, "Real language teaching is teaching kids how to learn"(p.3). For him the teacher helps to learn the learners. He is a facilitator and guide for learners. Supporting this James, Richard & Fred (1961) opines:

Teachers who realize that learning is an active process know that we learn through the process of doing thoughtfully. They ask their students to read, recite and listen. They involve them in discussion or debates in various topics and ask them to make speeches (p.14).

Besides this, the function of teacher is to informing the learners of the objectives, presenting stimuli, increasing the learners' attention, helping the learners to recall what he/she has previously learned, providing condition to

evoke performance, promoting and guiding the learning process. Teaching language is very challenging profession. Only a few people can teach successfully because teacher needs many qualities for successful teaching. In fact, for effective language teaching, the instructor or teacher has to plan the content of all activity, he has to set the time limit and set them in the context of language use. For successful teaching the teacher should perform many roles to face challenges raised while teaching. Effective teaching takes place only when the teacher tells, explains, demonstrates, and inspires students toward learning. There are certain principles for language teaching, they are:-

-) preparation of content
-) selecting teaching method
-) Students (their level and interest)
-) planning of lessons and pedagogies
-) orientation
-) good relationship with students
-) guiding the students to learn.

In addition, out of the teaching learning activities the teacher engages in many different kinds of activities during the class day. But the work of teacher is not over inside the school when the children are dismissed at the close of the school time. There remain professional relations, public relations, coaching and teaching, preparation of lessons, preparation of the teaching materials, planning the lessons, developing the testing methods, to be update with the modern teaching methods, recreation and rest to be fitted into a busy day. For this Gould and Yoakam (1947) opines:

For most schools will ask the teacher to remain at times for programme, and other types of out of class teaching activities. The teacher who closes his classroom door by five o'clock is fortunate. In addition many teachers find it necessary to study in the evening in preparation for the

work of the next day. Much of the work done in the planning in instruction must be carried on in teachers out of school time (p.104).

Thus, the work of teacher is not over inside the school when the children are dismissed at the close of the school time. There remain professional relations, public relations, coaching and teaching, developing the testing methods, to be update with the modern teaching methods, recreation and take rest into a busy day.

2.1.1 ELT Materials in Language Teaching Classroom

Principles and general suggestions may not be enough in all teaching learning programme. While teaching a language the teacher in the classroom has to try and make up natural stimuli and pupils' imagination. Unless the teacher does not realize the necessity of the natural stimuli and pupils' imagination he is likely to leave them behind and not caring learners in the classroom. Regarding this, Billows (1961) opines:

Most of unsuccessful language learning is due to failure of Imagination: 'failure of teachers imagination' to realize that words alone may Suffis to carry the pupils over into the imaginary situations he is trying to bring him into and 'failure of learners' imagination' to create or picture the situation in his mind that the words are intended to built for him. Most teachers see the need for making use of visual aids in one form or another to help the pupils for imaginative experience (pp. 128-129).

In above opinion, Billows concentrates on the imagination, to picture the situation for using language teaching and learning activities. Such types of teachers' and learners' imagination help us to makeup natural stimuli and create

the real situation for language use. To quote Mc Garth (2002) for teaching materials:

In broad sense, materials could include real objects (such as a pencil, a chair, or a bag) and representations (such as a drawing or photograph of a person, house or scene). Materials of these kind can of course, be exploited effectively for language learning and advice on their use can be found in books that deal specially with the use of visual aids (as cited in Sharma, 2012, p.39).

In addition, we can say that teaching materials can be belonging to anything which can be presented in the classroom to clarify the lesson and enable the learning more concrete, effective, interesting and meaningful. Similarly, To quote Heaton (1979): "Teaching aids and materials are used to help the teacher to clarify, interpret, explain and map the concept of subject matter better to the students. These are designed to help teacher to save time, effort and to arouse interest on the part of the students (as cited in Rai 1998, p.39).

Moreover, they help students to focus their attention of objects, action, events, and situation. They can brighten up the classroom and bring more verities of interest into classroom. Besides this they shorten the teaching time too. The purpose of language learning is not only passing the examination or pleasing to the teachers or guardians. It should be felt as a real motive for mastering a new tool that satisfies the learners own interests and enabling them to social interaction.

Thus for creating appropriate context in teaching and learning, teaching materials generate motivation among the students by involving their senses and make the students understand the taught lesson better and practice well for day-to-day use. Teaching materials in teaching learning process give special

emphasis to boosting the confidence and enhancing the skill of the participants in making various teaching aids and using them effectively in actual classroom teaching. It also adds variety by providing an alternative to classroom too.

Because of all these reasons it can be stated that teaching materials have immense role in teaching and learning programme. From different sources like textbooks, video tapes, and pictures to the internet, teachers rely heavily on a diverse range of material to support their teaching. However, despite the current rich array of English language teaching material commercially available, many teachers continue to produce their own material for classroom use. Indeed, most teachers spend considerable time finding, selecting, evaluating, adapting and making materials to see in their teaching. Teachers have to be very selective in choosing their ELT materials. Besides keeping in mind that their materials should help their students to master the language, teachers also have to ensure that the materials are interesting and proper because teaching materials should fill the gap between the course content and context of society. For this Finocchiaro (1817) opines:

Where no books are available or if teacher feels that those available are inappropriate for his students, he can prepare, alone or working with a committee of teachers, short selections or dialogues to be used for intensive or extensive reading as teaching materials. Beside this they can be designed to help and give practice in specific concepts or language items (p.377).

The teaching materials importantly contribute to language teaching serving a variety of purposes. They give students first hand information by bringing near the distant object. Similarly they are useful for arousing learners' interest, and motivate learners. Cobun (1968) indicated the importance of learning with an involvement of senses which indicates the importance of teaching materials

and aids in teaching and learning process (as cited in Sharma and Phyak (2006, p.299). The figure is as follows;

<u>Source</u>	<u>Learning (%)</u>
Taste	1
Touch	1.5
Smell	3.5
Hearing	11
Sight	83

From above figure, we can point out that teaching materials are the best tool for making our lesson learnable, effective and interesting, Sharma and Phyak (2006) have listed following importance of teaching materials and aids (pp.299-300).

- I. Teaching materials can brighten up the class and bring more variety and interest into the language lesson.
- II. They can help to provide the situation which light up the meaning of utterance used.
- III. Teaching materials in particular can help the teacher to improve his/her own English to prepare more effective lesson.
- IV. They stimulate children to speak as well as read and write.
- V. Teaching aids and materials make the drill and practice more realistic and effective so that learning becomes learnable and meaningful.
- VI. They reduce the teacher talking time and increase the student talking time.
- VII. Even the abstract ideas of sound, temperature, motion, speed, size, mass, depth, color, and time can be taught with visual aids.
- VIII. Teaching aids help the teacher meet individual differences- some are ear oriented, some can be helped through visual demonstration, while others learn better by doing.

Furthermore, pursuing a Chinese proverb ‘a picture is better than thousand words’ we could conclude the role of teaching aids and materials pervade equally well over all skills and aspects of language teaching and learning such as listening, speaking, reading, writing, vocabulary, grammar and pronunciation as a whole. Teaching materials bear an important role the teaching in developing different aspects and skills of teaching and learning. Wright (1976) has mentioned following six different areas and skills that teaching materials can bear important role (pp. 2, 14, 31, 38, 48).

1. Role of teaching materials in listening activities
2. Role of teaching materials in speaking activities
3. Role of teaching materials in reading activities
4. Role of teaching materials in writing activities
5. Role of teaching materials in the teaching of vocabulary
6. Role of teaching materials in the teaching of grammar

Thus, teaching materials can serve important role for developing four skills of learners; listening, reading, writing and speaking. On the other hand teaching materials have equally important role for teaching vocabulary and grammar. We can describe the roles teaching materials in detail as follows:

2.1.1.1. Role of Teaching Materials in Listening Exercises

- i) To motivate the students who want to find out more by listening.
- ii) To make them feel that what they are listening to relates to real people and a real way of life.
- iii) To provide them with a clue to the meaning of the text in detail.
- iv) To provide them with a clue to the meaning of gist of the text.
- v) To provide them with materials by which they can indicate non-verbally that they have understood.
- vi) To provide them with a graphic analysis of the sound features of the spoken language, for example, by diagrams of intonation patterns.

2.1.1.2. Teaching Materials in Speaking Activities

- i) To motivate the students who want to speak.
- ii) To create context within which their speech will have meaning.
- iii) To provide them with information to use in speech, including objects, actions, events, relationships.
- iv) To provide them with non-verbal cues for manipulation work.
- v) To provide non-verbal prompts to dialogue reproduction or to dialogue invention.

2.1.1.3. Teaching Materials in Reading Activities

- i) To motivate the students who want to read.
- ii) To make them feel that what they are reading and the way they are reading, it relates to the way in which written text is used in real life.
- iii) To provide a clue to the meaning of detail, either introducing them to the meaning for the first time or reminding them of it.
- iv) To provide a clue to the gist of the passage or text, either introducing it to them for the first time or reminding them of a theme previously met.
- v) To provide some extra information over and above that given in the text, perhaps to make the general experience more interesting by compensate for the limitation of the language.
- vi) To provide them with material by which they may indicate non-verbally that they have understood.

2.1.1.4. Teaching Materials in Writing Activities

- i) To motivate the students.
- ii) To create a context within which their written text will have meaning.
- iii) To provide the students with information to refer to, including objects, actions, events and relationships.
- iv) To provide non-verbal clues for manipulation practice and write composition.

2.1.1.5. Teaching Materials in Teaching Vocabulary

- i) To draw the attention of students towards the words or phrases those are to be presented.
- ii) To clarify the meaning of the words or phrases presenting sensible context.
- iii) To provide students non-verbal clues to the use of the given words/phrases meaningfully.
- iv) To assist the students to memorize the words/phrases by visualizing with the context.

2.1.1.6. Teaching Materials in Teaching Grammar

- i) To clarify the meaning of grammatical points for the pupils and to draw their attention to the precise form of the language involved.
- ii) For the diagrammatic analysis of the text.
- iii) In the making of general statement with the given grammatical structure.
- iv) To assist students with their practice of the use of grammatical points.

Thus, we can say teaching materials help the teacher to get specific object of lesson. They are an immense part of teaching and learning process and should not be ignored. Some teaching materials can be constructed at home while other can be collected from authentic sources or brought from market.

2.1.2 Classification of the ELT Materials

In order to make teaching-learning activities more entertaining, effective, interesting and successful various kinds of materials can be used. They can be audio devices or visual devices or audio visual devices. According to Stevick (1957), "Teaching aid or material is anything audible or visible or both which helps students learn the language more quickly and more accurately (as cited in Sharma & Phyak 2006, p.300).

However, teaching materials are indispensable in effective teaching, they are not basic needs for any educational programme but secondary or optional ones.

Among them chalk-board, flannel-boards, magnet-boards, plastic-boards, pocket-charts, models, realia, cork- boards, flash-cards, picture-cards, match-stick figures, songs and games etc. are the teaching materials widely used in the field of language teaching. Different scholars have classified teaching materials on the basis of different criteria and dimension.

Ei-Araby (1974) included the following types of teaching materials (as cited in Sharma, 2006, p.265.)

i. Display devices:-

Chalkboard, Flannel board, Magnet board, Plastic board, Pocket charts etc.

ii. Visual Materials:-

Realia, Pictures, Models, Flash cards, Picture cards, Wall Posters, Magazine cutouts, matchstick figures, OHP, newspaper cutouts, etc.

iii. Supplementary materials:-

Games, puzzles, cassettes, songs, rhyme, etc.

We can classify ELT materials on the basis of different criteria and dimension.

Ei- Araby has divided ELT materials under display, visual and supplementary materials. Likewise, Aggrawal divides ELT materials as (1996, p.16):

i) Audio materials: language laboratories, radio, tape recorder, recordings etc.

ii) Visual materials: bulletin board, chalk boards, charts, drawings, exhibits, film strips, flash cards, flip books, etc.

iii) Audio-visual materials: Demonstration, films, printed materials with recorded sound, study strips, television, videos, etc.

2.1.3 Designing Teachers' Own ELT Materials

However, despite the current rich array of English language teaching material commercially available, many teachers continue to select and produce their own teaching material for classroom use. Indeed, most teachers spend

considerable time finding, selecting, evaluating, adapting and making teaching materials to use in their teaching. Teaching materials are designed by various goals like: to present content, to practice content, to facilitate communication between learners and to enable learners to practice content without the teachers' help in their various forms. Similarly these are designed according to the purpose of language teaching. Regarding this Richards & Rodgers (2001) opines:

Some teaching materials are designed to replace the teacher, so that learning can take place independently. Some teaching materials dictate various instructional patterns in the classroom; other inhibit classroom interaction; still others are non committal about interaction between learners and learners and teacher and learners (p.29).

So, teaching materials defines the goal of language learning, learning in terms of speaking, reading, listening or writing skills. They also define the day to day learning objects that collectively constitute the goal of syllabus.

Though they can be obtained easily out of in-house produced teaching materials they may have too many drawbacks to use in the classroom. Published teaching materials may contain specific language and they are produced for overall students. Similarly they are costly. But on the other hand in-house produced teaching materials are designed according to the specific groups considering related context and learners' interest.

For Block (1991) "In- house teaching material production allows the inclusion of context familiar to the learners" (as cited by David Gardner & Miller, 1999, P.105). Supporting this, Gardner and Miller has further added "Specially produced teaching materials are often enhanced by the inclusion of extracts from authentic sources (e.g. newspapers, subject specialist's text books). There are copyright implications to doing this but it is worth pursuing" (p.105).

All learners are different individually and they approach learning in different way. Diversity of approaches cannot meet in commercially available teaching materials. In such case ELT materials which are specially produced can meet the requirement of specific culture, learners and these can be designed for students with special and limited abilities as well. Similarly, teacher produced ELT materials allows a large number of small pieces of work with variety with cheaper in price , short and can easily manageable. There are many strength points and drawbacks of teacher designed ELT materials.

Ur suggested four stages for designing ELT materials for classroom use (2005, p.192-193). They are:

- i) **Preparation:** While designing teaching materials at first we have to choose language point for which we want to make task for our learner. If we want to make work cards, we have to prepare cards, we may need colored pens and we may use magazine pictures, scissors and glue.
- ii) **First draft:** Than we need to make a sample work card, preferably for a class.
- iii) **Feedback:** If we are working in a group, it is better to exchange our resulting teaching materials and discuss for feedback.
- iv) **Second draft:** Finally we have to make new one implementing ideas we received from feedback.

Further, he mentioned some guidelines for teacher-made ELT materials.

According to Ur worksheets should (2005, p.193):

-) be neat, clean, with neat writings, different components well spaced,
-) begin with short and clear instruction, usually including an example,
-) be clear and attractive to look at,
-) be clearly do-able by learners on their own, (optionally) include a self check facility.

2.1.3.1 Strengths of Teacher Designed ELT Materials

There are several strengths and weaknesses of teacher designed ELT materials. The main point is that disadvantages of course book and commercial materials can become advantages of teacher produced ELT materials.

Gardner and Miller (1999) have listed five strengths of teacher designed teaching materials. They are: individual needs, personalization, up-to-date, manageability and cost (p.106).

- a) **Individual needs:** Individual needs is one of the strengths of teacher designed teaching materials. In classroom each learner has individual difference. All learners approach learning in different ways, and modern language teaching methodology emphasis on the individual needs of the learner. In that case teacher produced teaching materials can cover the learners' first language and cultures. Hence, such teaching materials provide the opportunity to select the text and activities at exactly the right level for particular learners, to ensure appropriate challenges and level of success.
- b) **Personalization:** Personalization is another strength point of teacher designed teaching materials. Taking account of learners' interest and individual learning style of students is helpful to increase the motivation and engagement in learning. So while designing ELT materials of own, there is greater choice, freedom and scope for spontaneity.
- c) **Up-to-date:** Teacher produced teaching material are up-to-date. They can respond to local and international events with up-to- date, relevant and high interest topics and tasks.
- d) **Manageability:** Manageability is another advantage of in-house produced teaching materials. In another words individual pieces of teaching material can be short and thus, they can be easily managed in teaching and learning activity.

- e) **Cost:** In some circumstances teacher designed teaching materials may be cheaper than purchasing published ELT materials. In this perspective cost is another strength point of teacher designed teaching materials.

Moreover, contextualization can be one more strength point of teacher designed teaching materials.

) **Contextualization:** An important advantage of teacher produced ELT material is Contextualization. Commercially available teaching materials are produced for worldwide market and not aimed at any specific group of learners, any particular cultural and educational context. So for many teachers, designing own teaching materials helps teacher to concentrate on their particular learning environment and to overcome the take of fit of the course book. Similarly designing own teaching materials can enable them to best use of resources available in their teaching context.

2.1.3.2 Weaknesses of Teacher Designed ELT Materials

There are a number of weaknesses of teacher designed teaching materials. Gardner and Miller (1999) have listed three drawbacks of teacher designed ELT materials: Time, Quality and quantity (p.105).

- a) **Quality:** Quality is one of the weaknesses of teacher designed ELT materials. They may lack of some features related to quality like; containing error, being poorly constructed, lack quality in layout, printing and being less durable. A further problem may be a lack of clear instruction about how to make effective use of those materials.
- b) **Time:** Another weakness of teacher-made teaching materials is time. For many teachers, it is simply not viable to design them. In such situation designing teaching materials can be very time consuming.

c) **Quantity:** It is important to set goals for productions of teaching materials. This may however; limit the amount and important item can be loosed. In addition, important element being left out or inadequately covered because of lack of the experience. So quantity is next drawbacks of teacher designed ELT materials.

Similarly, organization can be taken as one more drawback of teacher designed teaching materials.

) **Organization:** Teacher designed ELT materials may lack overall coherence and a clear progression without focusing organizing principle. This may be confusing for the learners. Similarly because of lack of storage of materials teacher produced materials may be difficult to locate for ongoing use, or may end up damaged or part missing.

2.1.3.3 Factors to be Considered While Designing ELT Materials

Designing teaching materials is not easy job. Teaching materials should be designed according to the purpose of its use. So, while designing them we should remember which part of lesson we are going to use it. Regarding this James, Richards & fred (1959) opine:

According to the purpose of the class each items of materials should be focused for its possible contribution. These should be selected and designed as they can make most effective contribution during each stage of teaching learning sequence. For example some teaching materials may be especially valuable for motivating learners in the early stage of the topic and some may be for ending stage (p.39).

Further, James, Richard & Fred (1959) mentioned five stages for using teaching materials for its various purposes (p.40). They have been discussed as follows;

i. ELT Materials in the introductory stage:

In the introductory stage, teaching materials are used to promote learners to raise questions concerning the subject matter and activity, stimulate interest of learner, and satisfy curiosity. The teaching materials may range from a series of pictures, news items from the local newspaper to motion pictures, flash cards, picture cards, an elaborate display, or a field trip experience.

ii. ELT Materials in the development stage:

Teaching materials in the development stage are somewhat different in character, for they are intended to supply needed information. They may contain library resources, encyclopedia, pamphlet as well as books and current literature if appropriated. Similarly interviews with the resource person recorded on tape or reported in notebooks, motion pictures, photography, educational recordings, historical events, word cards, structure cards etc can be selected as teaching materials in this stage

iii. ELT Materials in the organizational stage:

During the organizational stage, the most useful ELT materials are generally those which students make or use to assist in summarizing their findings. Slide materials, charts, diagrams, and reports are some of the ELT materials which can be used in this stage.

iv. ELT Materials in the summarizing stage:

In this stage, ELT materials are used to emphasize the totality of experiences and information in all preceding stages. For example a motion picture may be reshown as one of the best device for the unification of the ideas. Similarly teaching materials involving displays, notes and writings can be used in this stage.

v. ELT Materials in the evaluating stage:

In this stage, teaching materials are selected to evaluate the learners. For this stage, completion, true-false items, multiple choice, matching, and rearrangements items, problem solving items can be used as evaluating teaching materials.

In nut shell, ELT materials can be used variously as their purposes in the same lesson. Sometimes they can be used to motivate learners, for warming up, to give additional information and sometimes, they can be used to summarize the lesson, to evaluate the learners, etc. Some teaching materials are designed for all learners at the same time some are designed to address special learners. So teacher should be careful while designing and collecting them for classroom use. Following can be some factors which should be considered while designing teaching materials:

- a. **Learners:** The first and most important factors the teacher has to consider while designing ELT materials is Learners. To make them relevant , interesting, motivating and to meet learners' individual needs, the teacher must know the learners well, i.e. knowledge about learners experiences (life or educational), their first language and level of literacy in it, creativity, aspiration , their purpose of learning, culture, etc.
- b. **Curriculum and context:** The curriculum and context is also important factor to mention while designing ELT materials. We have to design these types of material according to the curriculum, objectives of the curriculum, and the context, where teaching learning takes place.
- c. **Resources and facilities available to the teacher:** Resources and facilities available to the teacher is also one of the considerable factors while designing ELT materials. Teacher must be realistic about what

they can achieve in terms of material designing and production within the limitation of available resources and facilities.

- d. **Personal confidence and competence:** It is another factor that will determine teachers' willingness to embark on ELT material development. There is influenced by the teachers level of teaching experienced his or her perceived creativity or artistic skill.

Wajnryb has mentioned six criteria for designing ELT materials (1992, p.47).

-) ELT Materials should be expressed in language that has some currency outside the classroom.
-) They should treat the world and reality as the learners know them to be.
-) They should contain intrinsic interest for the effective side of the learner.
-) There should be a basis for agreement allowing the learner to make choices.
-) They should allow learners to engage in meaningful interaction with one another.
-) The contribution of the ELT materials to the learners' sense of safety or security in the learning context is necessary.

Hence, we can say that while the teacher is preparing teaching materials he/she must think that they should be suitable to make the objectives specified.

Similarly teaching materials must possess some properties such as clarity, appropriateness etc. From above opinions of different scholars we can list out following features for good teaching materials;

-) ELT materials must be suitable to the objectives specified.
-) They are to be simple to construct and use.
-) They must be familiar with the concept of the learners.
-) They must be up-to-date and cheap.
-) They should be made from the local resources if possible.

-) They are to be accurate and appropriate to convey the meanings intended.
-) They should be harmonized with the cognitive level and psychological aspect of the learners.
-) They should be clear to understand or they should not be ambiguous.
-) They should be easily portable moveable and usable.
-) If possible they must be durable and reusable.
-) They are expected to arouse interests in the learners.
-) They are to be entertaining for the learners.
-) They must be visible from any corner of the classroom.
-) They must at least facilitate teaching – learning process.
-) They are to be clearly meaningful and purpose.

2.2 Review of Empirical Literature

Many researches have been carried out upon the 'Use of English Language Teaching Materials and its effect.'

Chapagain (1999) carried out a research entitled 'Use of Teaching Materials and its Impact in the English Language Learning'. His purpose of study was to find out the impact of teaching materials. To fulfill this objective, he selected the sixth grade students of public school. He carried out an experimental research and collected data by using test. By his research, he found that teaching materials are effective and reliable supplement in teaching English and they have high positive impact in learning the English language.

Similarly, Kharel (2007) carried out a research entitled 'Use of Teaching Materials in Teaching Listening Skill.' His purpose of study was to find out practicalities of the use of listening materials in the secondary level. To fulfill this objective he selected teachers and students of secondary level of five schools. He conducted survey research in Surkhet district by using observation and questionnaire as data collection tools and he found that recorded materials

are used more in rural school than urban school. Materials like cassettes are most useful materials to deal with listening test however, students prefer teacher's voice than other materials like cassettes, videos. Similarly, from his research he found that they are used as exam oriented rather than skill oriented and only for textbook exercise.

Likewise, Tiwari (2009) carried out a research entitled 'Use of Teaching Aids in English Language Classroom'. His purpose of study was to find out current tendency towards language teaching aids in the case of primary English teachers. To fulfill this objective he selected 40 English teachers of Tanhun district and conducted survey research by using questionnaire as data collection tools. From his research he found out that teaching materials are essential for second language teaching. But due to lack of training, technical knowledge and idea to use of teaching aids and other factors like economic condition, due to carelessness of administration they neglect using teaching aids in real classroom. Similarly, some teachers assume that using ELT materials is entirely unfeasible because of lack of time. While some teacher use them.

Similarly, Dawadi (2010) carried out a research entitled 'Effectiveness of Visual Materials in Reading Comprehension.' His purpose of study was to find out the effectiveness of visual materials in reading comprehension. To fulfill this objective he selected sixty tenth grade students of Gorkha district. He carried out action research. He collected data by using test. From his research, he found that visual materials are more effective than without using visual materials and they are useful for learners to make better progress in reading comprehension.

In the same way, Shrestha (2010) carried out research entitled 'Effectiveness of Teaching Materials in Developing Writing Skill.' Her objective was to find out the effectiveness of extra supplementary teaching materials in writing skill. To fulfill the objective she selected the students of grade nine. She carried out an experimental research by using test as data collection tools. From her research

she found that use of extra supplementary teaching materials have positive impact in developing writing skill.

Similarly, Mandal (2012) carried out research entitled 'Teachers' Views on the Use of Authentic Materials in Teaching English.' His objective was to identify and analyze the use of authentic materials by teachers of English. To fulfill the objective, he selected 40 lower secondary level English teachers working in Saptari district. He conducted survey research and collected data by using survey questionnaire and observation checklist. The overall findings of the study showed that 55% teachers from lower secondary school used authentic materials in their classroom as teaching materials and it develops language proficiency of the learners. Similarly, authentic materials enhance the learning capacity of the students.

Different researches have been carried out upon the use of teaching materials in the Department of Education English. Chapagain (1999) carried out a research on the 'Use of Teaching Materials and Its Impact on ELT.' Dawadi (2000) carried out a research on 'Effectiveness of Visual Materials.' Kharel (2007) carried out a research on the 'Use of Teaching Materials in Listening Skill.' Tiwari (2009) carried out a research on the 'Use of Teaching Aids in ELT Classroom.' Shrestha (2010) carried out a research on 'Effectiveness of Teaching Materials in Writing Skill.' Similarly, Mandal (2012) carried out a research on 'Teachers Views on the Use of Authentic Materials.'

Thus, all the researches mentioned above, mainly focus on the use of teaching materials and aids and their impact in teaching and learning of language. But none of the research has been carried on 'Teacher Designed ELT Materials' and 'Teachers' Perception for Designing Teaching Materials'. This study focused on whether English teachers design teaching materials for classroom use or not. So, this study is different from other studies related to teaching materials and aids. Thus, I selected the topic 'Designing Teaching Materials for Teaching English: Teachers' Perceptions and Practices' for the research.

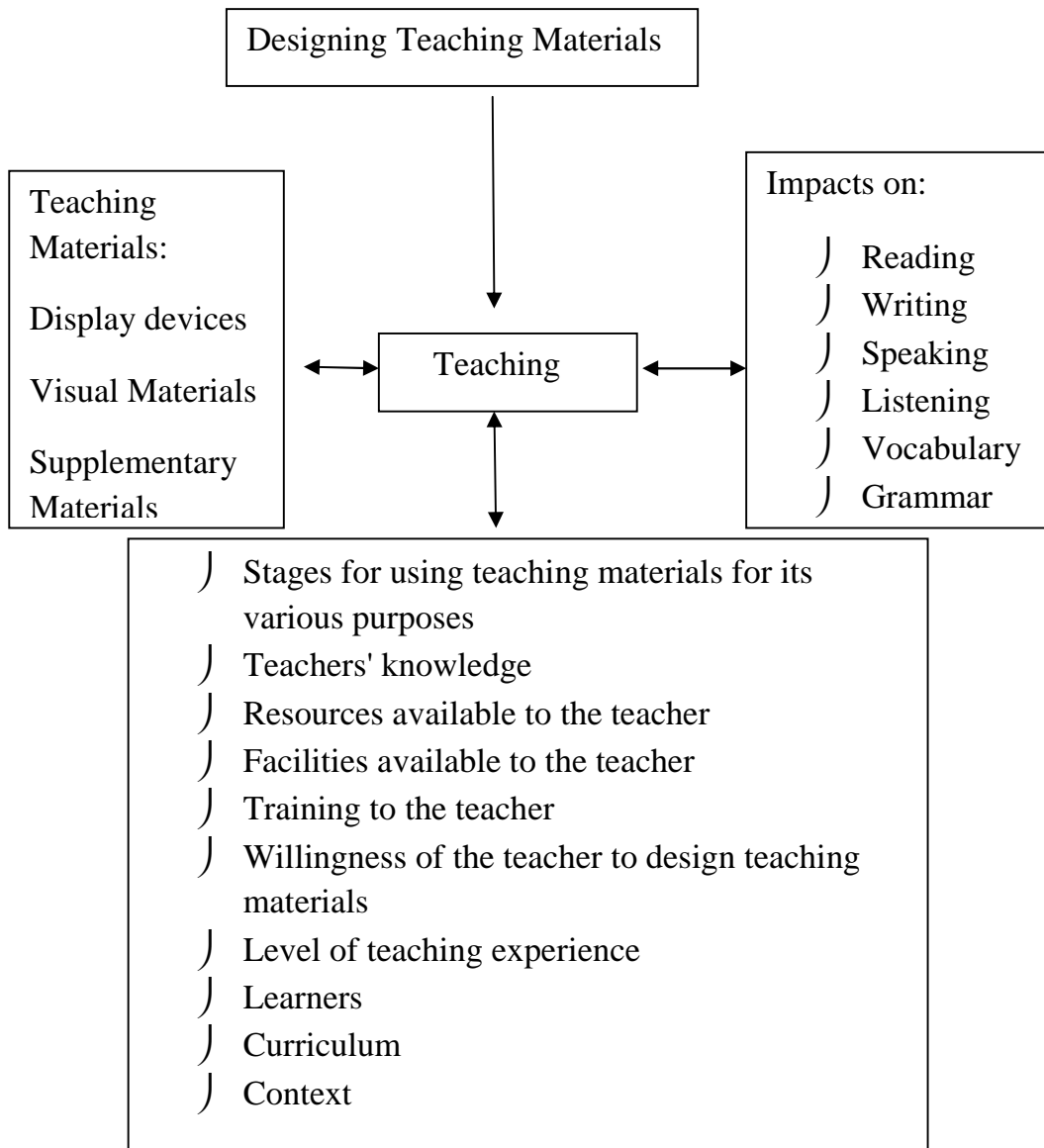
2.3 Implications of the Review for the Study

Out of six different studies reviewed, one was conducted regarding the use of authentic teaching materials and other researches were regarding the use of teaching aids and materials for teaching English in the Department of English Education. These studies were some extent related too my study. In order to conduct those researches some of them have used survey research design and some have used action research design. Similarly, they have used test, observation checklist and questionnaire as a tool for data collection.

Therefore, after reviewing those research works, I got a lot of ideas regarding research design, data collecting tools, processes of survey research design and the use of teaching materials, which was really helpful for me to apply such terms in this study. To be specific, reviewing the research work of Tiwari (2009) I got ideas about survey research, research design and to develop questionnaire for the study. Similarly from Mandal (2012), I got ideas regarding survey research design, developing data collection tools like questionnaire and observation checklist. Similarly, regarding to the use of ELT materials, their importance in teaching learning activities, I got a lot of ideas from all the research works which have been reviewed in this study like; Chapagain (1999), Dawadi (2000), Kharel (2007), Tiwari (2009), Shrestha (2010), Mandal (2012). In order to conduct these researches Tiwari (2009) have used survey research design and I followed the same i.e. survey research design. Likewise the reviewed research work, Mandal (2012), I used questionnaire and observation checklist as a tool for collecting data. Though they have conducted study on the use of teaching materials and aid to find out effectiveness of such ELT materials in language teaching, but none of the researches have been carried out specially on the topics like ‘Teacher Designed ELT Materials’ and ‘Teachers’ perception on designing ELT materials’. Thus, my research ‘Designing ELT Materials for Teaching English: Teachers’ Perceptions and Practices’ differs from the other researches carried out in the same field.

2.2 Conceptual Framework

The study on "Designing Teaching Materials for Teaching English: Teachers' Perceptions and Practices" was based on the following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the above mentioned objectives:

3.1 Design of the Study

To find out the Teachers' perception for designing ELT materials I followed quantitative research design in general and the survey research design in particular. In this type of research the researcher visits in a large number of populations in order to find out the public opinion on certain issues, to assess certain educational programme. An educational survey involved the collection of data from the associates (students, teachers and other concerns) and its analysis to eliminate the problems related to education.

According to Nunan (1992, p.140)," The main purpose of a survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time." It is used to study large and small population or universe by selecting and studying sample chosen from the population.

In nutshell, survey research is conducted to eliminate important educational issues and data are collected from the population. Than those answers which are given by the sample are thought that whole group has given same type of information. It means, researchers generalize the result obtained from the sample to the whole population.

Research is a systematic process of investigating. We cannot conduct research haphazardly. In order to carried out a research the researcher has to pass through a series of systematic steps. For this different scholars have suggested the survey research procedure differently in their own style.

Cohen, Manion, and Morrison, (2010, p. 209) have suggested the following fourteen-step procedure of survey research.

1. Define the objectives
2. Decide the kind of survey required (e.g. longitudinal, cross sectional, cohort study, etc.)
3. Formulate research question or hypothesis (the null hypothesis and alternative hypothesis)
4. Decide the issue on which to focus
5. Decide the information that is needed to address the issues.
6. Decide the sampling required.
7. Decide the instrumentation
8. Generate the data collection instruments
9. Decide how the data will be collected
10. Pilot the instruments and refine them
11. Train the interviewers(if appropriate)
12. Collect the data
13. Analyze the data
14. Report the results

3.2 Sampling Procedures

For this study, the selection of schools was done through purposive non-random sampling procedure. At first 10 schools were selected and one teacher from each school was selected as sample through purposive non-random sampling procedure. The sample of this study were the secondary level English teachers working in Kanchanpur district. The total sample size consisted of 10 English teachers from 10 different government-aided schools. Four classes of each teacher were observed.

3.3 Data Collection Tools

This is a type of survey research. It is mainly carried out to find out peoples attitude, opinions and the specified behavior on certain issue, phenomena, events, or situations. For this research I used questionnaire and observation checklist as the basic tool for data collection. The items in questionnaire were related to English language teachers' perception towards designing ELT materials. Similarly the items in observation checklist were related to the teachers' practices in the classroom. It means in observation checklist the items were related to find out whether they used teaching materials in classroom or not, if they used what kinds of teaching materials they used.

3.4 Data Collection Procedure

I collected data from the primary sources by administering questionnaire and observing the class using observation checklist. For this propose, I followed the following steps.

-) At first I went to the selected schools, built rapport with stake-holders and explain them the purpose of the study.
-) After this I consulted the English language teachers, explaining the purpose of the research and request them to allow for class observation.
-) Then, I observed four classes of each teachers using observation checklist.
-) On the completion of the fourth class observation I requested them to respond the questionnaire and distribute the questionnaire.
-) Finally, I collected the questionnaire thanking the informants and analyzed the data obtained from the questionnaire and observation checklist.

3.5 Data analysis and Interpretation Procedure

Quantitative data have been analyzed and interpreted by applying quantitative analysis procedure throughout the study. I analyzed and interpreted the collected data in three sections. In the first and second section I analyzed and interpreted closed ended questionnaire and open ended questionnaire. In third section I analyzed and interpreted classroom observation checklist and they have been presented and displayed in different tabular and graphical forms.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter is concerned with the presentation, analysis and interpretation of data collected from the primary sources to fulfill the set of objectives. The data has been analyzed descriptively and prescriptively. The primary sources of data were ten secondary level English teachers working in Kanchanpur district. I used questionnaire and observation checklist to collect the data. Both open ended and closed ended questions were included in the questionnaire. Therefore, the analysis and interpretation of data has been done under the following headings.

4.1 Results

The aim of this study was to find out whether the secondary level English teachers design English language teaching materials for classroom use or not. The main findings of the study were:

- a) Out of 10, every informant replied that ELT materials are inevitable part of teaching learning activity, they design and use them and highlighted their importance in teaching learning activities but during classroom observation (forty classes of ten teachers were observed), ELTM were not used in 62.5% classes. They had very good perception for designing and using ELTM but due to some factors like; financial problem, lack of skills, they did not design and use them in their practice.
- b) Majority of teachers (i.e.60% out of 10) design ELT materials sometimes, some teachers (i.e. 30% out of 10) design frequently and a fewer number of them (i.e. 10% out of 10) design ELTM regularly.
- c) It was found that majority of the teachers (i.e. 60% out of 10) agreed that ELTM slowdown speed of teaching learning activity.
- d) Out of 10, almost all the teachers (i.e.90%) agreed that self designed ELT materials contextualize teaching content. Similarly out of 10, 90% teachers

agreed that teacher designed ELT materials are cheaper. Majority of teachers (i.e. 70% out of 10) agreed that self designed ELTM meet individual needs, out of ten, 70% teachers agreed with personalization as an advantage of self designed ELTM. Similarly, majority of the teachers (i.e. 60%) agreed that up-to-date is an advantage of self designed ELTM.

- e) It was found that out of 10, majority of the teachers (i.e. 70%), agreed that designing ELT materials is time consuming and 70% teachers agreed that possibility of being constructed poorly as disadvantage of teacher designed ELTM.
- f) Majority of the teachers (i.e. 50% out of 10) disagreed that teacher designed ELT materials have lack of quality in layout. Similarly, out of ten, 50% teachers agreed that teacher designed ELTM may contain error and some of the teachers (i.e.30% out of 10) agreed that teacher designed ELTM are not organized well in terms of coherence and cohesion.
- g) A few numbers of teachers (i.e. 30% out of 10) pointed that they are not provided training for designing and using the teaching materials. Some of them (i.e. 30% out of 10) have obtained the training twice or thrice and 40% teachers out of 10, have obtained training only once. In aggregate they need training for designing and using ELTM since they need technical idea and very good skill for designing ELTM.
- h) Although, most of the teachers (i.e. 90% out of 10), replied that the support of head teacher and administration was encouraging for designing and using the ELTM, they were not getting financial support to buy some necessary materials to design or they were not getting any necessary materials as well from administration.
- i) For teaching language items (i.e. poetry, passage, vocabulary, grammar etc. mentioned in the course of grade 10) and teaching language skills (i.e. speaking, reading, writing, listening) teachers use both type of ELTM; other type of ELTM and teacher designed ELTM.
- j) For teaching reading exercises out of ten, majority of the teachers (i.e. 60%) use newspaper cutouts, 50% teachers use pictures as ELT materials. Some

- of the teachers (i.e.30% out of 10) use charts, flash cards, and a few number of teachers (i.e. 20% out of ten) use words cards, sentence cards and maps as ELTM in teaching learning activity.
- k) It was found that most of the teachers (i.e.90% out of 10) have replied that they use cassette player for teaching listening exercises. Similarly some of them (i.e. 20% out of 10) use charts, words cards, teachers' guide, and radio as ELTM. But in classroom observation out of 10 teachers, some of them (i.e. 40% teachers) only used cassette player and majority number of teachers (i.e.60% out of 10), used teachers' voice, reading the text given in the teachers' guide as ELTM.
- l) For teaching speaking exercise majority of the teachers (i.e. 70% out of 10) use picture and drawing and out of 10, some teachers (i.e. 30%) teachers use discourse chain, piece of dialogue, real object and word cards as ELTM.
- m) I found that for teaching writing exercises out of 10, majority of the teachers (i.e. 50%) use charts. Out of 10, some teachers (i.e.30%) use notes, sample writings and only 20% teachers use newspaper cutouts, blank sheet and pictures as ELTM.
- n) It was found that for teaching poetry, majority of the teachers (i.e. 50% out of 10) use word cards, pictures related to the poem and cassette player as ELTM. Similarly some of the teachers (i.e. 20% out of 10) use flash cards and text book as ELTM.
- o) For teaching dialogue out of 10 teachers, cassette player was used by the majority of teacher (i.e.60% teachers). Similarly out of 10, some teachers (i.e. 40%) use role play cards, 20% teachers use textbook and a fewer number of the teachers (i.e. 10%) use picture, sentence card and charts as ELTM.
- p) For teaching grammar, out of 10, 40% teachers use structure cards and flash cards as ELTM. Similarly out of 10, 30% teachers use charts and only 20% use sentence cards, pictures and drawings.

- q) Out of 10, majority of the teachers (i.e. 70%) use word cards, some of the teachers (i.e. 40%) use realia and 30% teachers use pictures, flash cards, sentence cards as ELTM in teaching vocabulary.
- r) For teaching learning activity, out of 10, majority of the teachers (i.e. 60%) design charts and pictures, 50% teachers design words cards. Likewise out of 10, some of the teachers (i.e. 40%) design drawings, 30% teachers design flash cards, 20% teachers design realias, sentence cards, pocket charts, diagram and role play cards. Similarly a fewer number of the teachers (i.e. 10% out of 10) design maps, notes, and pictures. Moreover, some commonly used and necessary ELT materials like flash cards, charts, pictures which were used and designed by themselves but the teacher were not so much aware about the right size, well maintenance, putting them in right place and appropriate place for keeping them for future use.
- s) English teachers used tape recorder which they found inevitable for the development of listening skill and partially for speaking ability. For this the tape recorders were found in all the schools but majority of the teachers (i.e. 60% out of 10) couldn't use it since the cassette player was under maintenance. They just read the text from teachers' guide in place of cassette player and teach listening exercises.
- t) The study showed that sometimes teachers take their classes without any preparation assuming that they can teach without preparing as a result they could not design and collect ELTM for classroom use. In such case teachers use textbook itself and teachers' guide as ELTM. Though some of the head teachers were aware and familiar about the value of designing and using ELTM showed readiness and commitment to provide necessary materials to the teachers but the teachers themselves were not conscious towards designing ELTM because of their laziness or they were losing their time in chatting with the staff while in leisure at school.
- u) It was found that majority of the teachers (i.e. 60% out of 10), do not design ELTM assuming that it is time consuming. Similarly out of 10, 60% teachers don't design them due to financial problem. A fewer number of

teachers (i.e. 20% out of 10) do not design ELTM because of various reasons like; not being attractive and catchy materials, lack of place to keep safe and due to lack of skills. Teachers who have been designing and using them had not kept them safely. They just use it for once and forget it. School administration and head teacher also do not care for filing them to keep safely.

- v) Regarding problems for using self designed ELTM majority of the teachers (i.e.40% out of 10) think that it is difficult to use them in large classroom. Similarly, some teachers (i.e. 30% out of 10) think that using self designed ELTM in classroom is time consuming and they don't have appropriate space to display. Out of 10, a fewer number of teachers (i.e. 20%) think that students feel difficulty to understand, not well equipped classroom and 10% teachers think that while teaching language item by using teacher designed ELTM students do not co-operate are problems for using self designed ELTM.

Similarly while using them in classroom teachers were found facing with some other problems like; it is difficult to use right item in right time because of the integrated course and electricity problem in the classroom. Moreover, most of the schools in kanchanpur district did not possess separate and well managed libraries due to their financial problems. Computers were not used to teach English language. They were just used for administrative purpose. Internet facility was not available to collect necessary ELTM and appropriate CD's about language teaching learning were not found in schools. In fact, using television, computers and Over head projector for teaching language is not possible because it is not available in the school due to their financial problem.

4.2 Discussion

Under discussion, the responses obtained from informants through survey questionnaire and observation checklist are interpreted and discussed using quantitative approach of data analysis.

4.2.1 Analysis and Interpretation of the Data Obtained From Questionnaire

The questionnaire consisted of various questions in which the informants were requested to provide their responses. There were some open ended questions in which case the respondents had to write a few words or sentences. Some of the questions were close ended in nature where the respondents were requested to show their response by ticking the option. The main concern of asking questions to the teachers was to find out teachers' perceptions for designing ELT materials. So, sub-section deals with the analysis of the data based on the teachers' responses or opinions. The data collected through the questionnaire are analyzed and interpreted under the following headings.

4.2.2 Interpretation and Discussion of Closed Ended Questions

Altogether 27 closed ended questions were asked to the teachers. The interpretation and discussion of closed ended questions have been presented holistically and itemwise.

4.2.1.1 Holistic Analysis of Closed Ended Questions

The analysis and interpretation of closed ended questions have been presented holistically in the table as below;

Table No. 1: Holistic Analysis of Closed Ended Questions

Questions asked to the teachers	Responses from them in percentage		
1. Regarding Defining ELT materials	Agree	Undecided	Disagree
	100%	0	0
2. Use of ELT materials	Yes	No	
	100%	0	
3. Usefulness of ELTM	Very useful	useful	Not useful
	80%	20%	0
4. Availability of ELTM in classroom	Yes	No	
	70%	30%	
5. Students' intrest in using ELTM	Yes	No	
	100%	0	
6. Types of ELTM used	Other	Self designed	
	30%	70%	
7. Impact of ELTM in the speed of teaching	Yes	No	
	60%	40%	
8. Designing ELTM	Yes	No	
	100%	0	
9. Teachers' opinion for teacher designed ELTM	Necess-ary	Not necessary	Indifferen t
	100%	0	0
10. Conextualization as an advantage	Agree	Undecided	Disagree
	90%	10%	0
11. Individual need as an advantage	Agree	Undecided	Disagree
	70%	10%	20%
12. Personalization as an advantage	Agree	Undecided	Disagree
	70%	20%	10%
13. Up-to-date as an advantage	Agree	Undecided	Disagree
	60%	30%	10%
14. More cheaper ELTM	Agree	Undecided	Disagree
	90%	0	10%
15. Containing error as disadvantage	Agree	Undecided	Disagree
	50%	20%	10%
16. Poorly constructed as disadvantage	Agree	Undecided	Disagree
	70%	10%	20%
17. Lack quality in layout as drawback	Agree	Undecided	Disagree
	30%	20%	50%
18. Limitation of amount as	Agree	Undecided	Disagree
	50%	30%	20%

drawback					
19. Less durable as disadvantage	Agree	Undecided	Disagree		
	30%	20%	50%		
20. Organization as drawback	Agree	Undecided	Disagree		
	40%	30%	30%		
21. Designing them is time consuming	Agree	Undecided	Disagree		
	70%	10%	20%		
22. Taken students help	Yes	No			
	90%	10%			
23. Head teachers' support	Encouraging	Discouraging	Indifferent		
	90%	0	10%		
24. Regarding training	Yes	No			
	90%	10%			
25. Training provided to the teachers	Never	Once	Twice	Three or more	
	30%	40%	20%	10%	
26. Frequency for using ELTM	Regularly	Frequently	Sometimes	Rarely	Never
	20%	30%	50%	0	0
27. Frequency for designing ELTM	Regularly	Frequently	Sometimes	Rarely	Never
	10%	30%	60%	0	0

As presented in the table above, teachers were asked various questions related to the different contexts of ELT materials. Regarding defining ELTM and their use, 6 questions were asked to the teachers. The first question was related to the defining ELTM and out of 10, every teacher agreed with the given definition that teaching materials are those materials that can be used to help teacher to clarify, interpret and map the concept of subject matter. Similarly, in the second question, regarding use of ELTM out of 10, every teacher replied that they use ELTM in teaching and learning activity. For third question, out of 10, most of the teachers (i.e. 80%) opine that ELTM are very useful for teaching learning activity. In 4th question out of 10, majority of the teachers (i.e. 70%) replied that ELTM are available to their classroom. Similarly, in 5th question all the teachers replied that use of ELTM is interesting to the students. The 6th question was related to the type of question they use in their classroom.

For that majority of the teachers (i.e. 70% out of 10) replied that they use self designed ELT materials.

Question number 7 was regarding to the impact of teaching materials in the speed of teaching and learning activity. Out of 10, majority of the teachers (i.e. 60%) agreed that use of ELTM is time consuming and some of the teachers (i.e. 40%) disagreed with the statement. It means only 40% teacher think that use of ELTM shorten the time of teaching.

Regarding designing ELTM altogether 4 questions (question No. 3, 8, 22 and 27) were asked. In question No. 8 every teachers replied that they design ELTM for classroom use. In the same way in question number 27, out of 10, 50% teachers design them sometimes, 30% teacher design frequently and 20% teacher replied that they design ELTM regularly. In question No. 22, most of the teachers replied that they take students help for designing ELTM.

Similarly, regarding advantages of teacher designed ELTM 5 questions were asked. Out of 10, most of the teachers (i.e. 90%) agreed with contextualization as an advantage, majority of them (i.e. 70% out of 10) agreed with personalization, majority of them (i.e. 70% out of 10) agreed with individual need as an advantage, 60% out of 10 agreed with up-to-date as an advantage. Furthermore, most of them (i.e. 90% out of 10/) agreed that teacher designed ELTM are cheaper than other types of ELTM.

In the questionnaire, 7 questions (question No. 15- 21) were related to the disadvantages of teacher designed ELTM. Regarding containing error as disadvantages of teacher designed ELTM out of 10, majority of the teachers (i.e. 50%) agreed with the statement. Similarly, 70% agreed with constructing poorly as weaknesses, majority of them (50%) disagreed with less durable as weaknesses, majority of them (i.e. 40%) agreed with organization principle mentioned in ELTM as weaknesses and 70% agreed with designing ELTM is time consuming as weaknesses of teacher designed ELTM.

Likewise, 1 question was related to head-teachers support for designing and using ELTM and most of the teachers (i.e. 90%) replied that support of management and head-teacher is encouraging. Regarding training two questions were asked. In the question number 24, majority of the teachers (i.e. 70% out of 10 teachers) replied that they got training. Among them 30% teachers out of 10, have been provided training once, 20 % teachers have been provided training twice and only 10% teachers have been provided training thrice or more. Whereas, 30% teachers have not been provided training for designing and using ELTM.

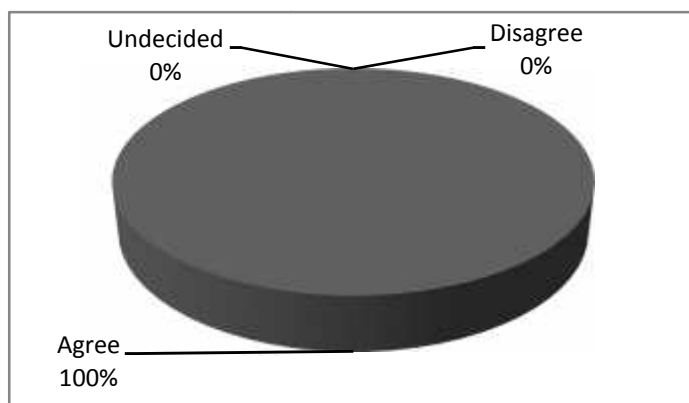
4.2.2.2 Itemwise Analysis of Closed Ended Questions

The questions asked to the teachers are discussed and interpreted item wise with the help of figures with their description.

a. Defining ELT Materials

The respondents were asked that teaching materials are those materials that can be used to help the teacher to clarify, to interpret, to explain and map the concept of subject matter better to the students. The aim of the statement was to find out teachers' perception towards ELT materials. The result has been presented in following pie-chart.

Figure No. 1; Defining Teaching materials

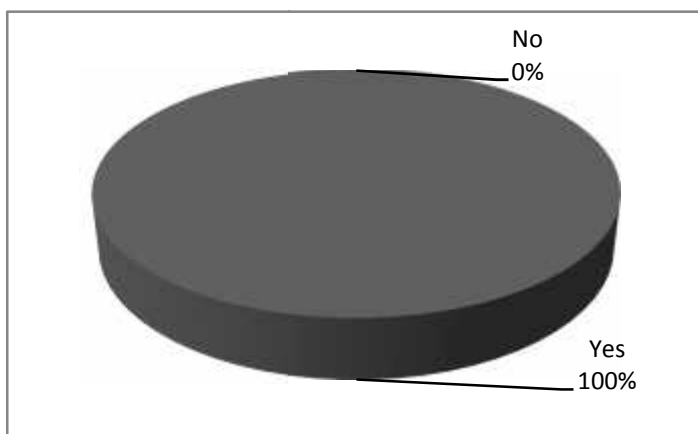


The figure above shows that out of ten every respondent (i.e.100%) agreed with the statement. From the data obtained, it can be concluded that all the teachers agreed with that the teaching materials are those materials that can be used to help the teacher to clarify, intreprete, explain and map the concept of the subject matter better to the students.

b. Use of ELT Materials

Regarding the use of ELTM respondents were asked whether they use them or not? On the basis of the question that I provided to the respondents, their responses are presented in the diagram as follows;

Figure No. 2; Use of ELT Materials

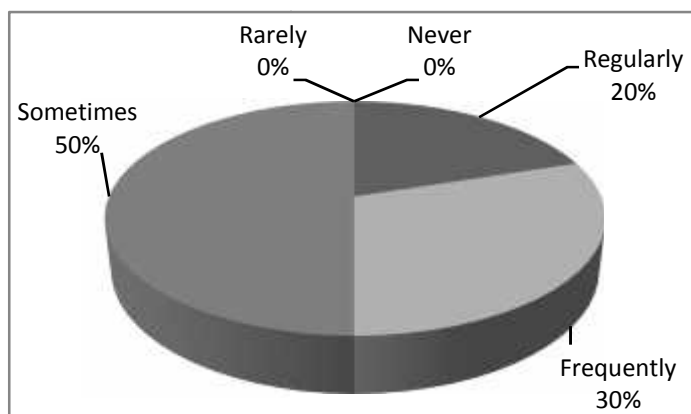


Regarding the use of ELTM, on the basis of the teachers' responses presented in figure, we can say that every respondent out of 10 (i.e.100%), use ELT materials in classroom for teaching learning activity.

c. Frequency That Teachers Use ELT Material

Regarding the use of ELTM the teachers were asked to mention frequency for using them in classroom. The responses given by the respondents have been presented in the figure as follows;

Figure No. 3; Frequency That Teachers Use ELT Materials

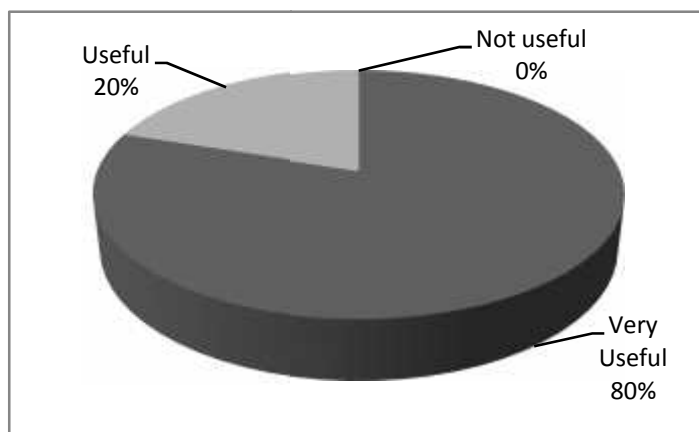


The figure above shows that majority of teachers (i.e. 50% out of 10) responded that they sometimes use ELTM in classroom, 30% out of 10 teachers use them frequently, 20% teachers use them regularly in their classroom and none of the teachers marked rarely and never. It means all the teachers use ELTM in teaching and learning activity but out of 10 teachers 50% sometimes use them, 30% teachers frequently use them and 20% teachers use them regularly.

d. Usefulness of ELTM

The respondents were asked to mark on the given options for the necessity to use ELTM in teaching learning activity. In this regards the respondents' views have been presented in the figure 4.

Figure No 4; Usefulness of ELTM

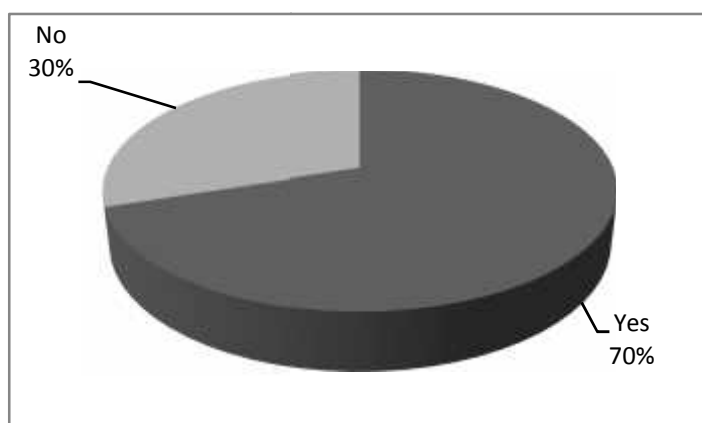


The figure above shows that out of the ten, most of the teachers (i.e. 80%) responded ‘very useful’ with the statement to express opinion regarding the use of ELTM in language classroom and 20% marked ‘useful’. From the above result, we can say that teachers think teaching materials are very useful in ELT classroom.

e. Availability of ELTM in Classroom

In the fourth question the respondents were asked whether ELT materials are available to their classroom or not. Regarding this on the basis of the question that I provided to the respondents, their responses are presented in diagram as follows;

Figure No. 5; Availability of the ELTM in Classroom

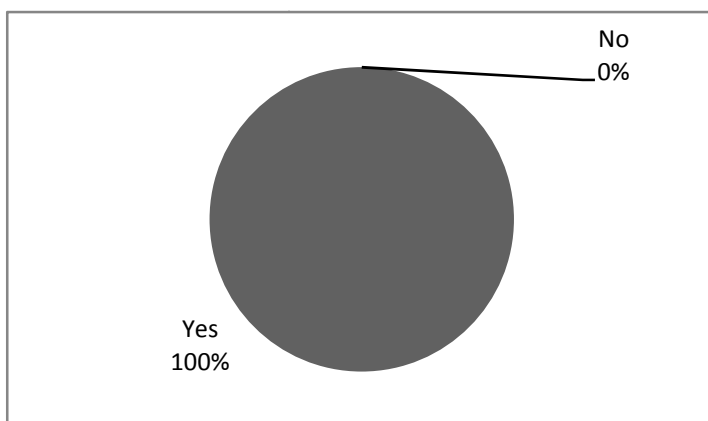


The figure above shows that out of ten, majority of the teachers (i.e. 70%) keep ELT materials and 30% teachers do not keep them in their classroom. It indicates that majority of teachers keep ELTM for classroom use.

f. Students' Interest in Using ELTM

The statement was given to the respondents to find out whether teaching materials are interesting to the students or not. Regarding this statement, responses have been presented in the following figure.

Figure No. 6; Students' Interest in Using ELTM

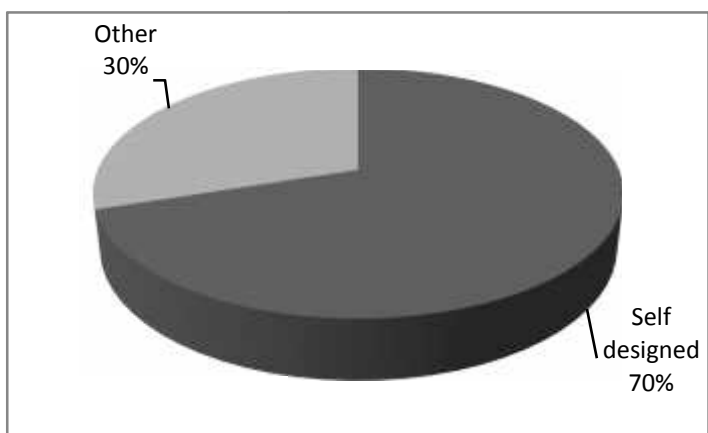


The figure above shows that 100% teachers agreed with the statement that students are interested in teaching learning activity while using ELTM in the classroom. It means they are interesting to the students in teaching learning activities.

g. Types of ELT Materials Used

The statement was given to the respondents to find out whether the English teachers use self designed teaching materials or other types of ELTM (i.e. commercially available teaching materials and authentic teaching materials). Regarding this question the responses given by the respondent were as follows.

Figure No. 7; Types of ELTM Used



As above mentioned figure shows that out of ten, majority of the teachers (i.e. 70%) use self -designed ELTM and some of them (i.e. 30%) teachers use other

types of teaching materials. Here other types teaching materials means authentic teaching materials and commercially available teaching materials. It means mostly teacher use self-designing ELTM.

h. Impact of ELTM in the Speed of Teaching

The teachers were asked for the impact of ELTM in teaching learning activity. It means they were asked whether ELTM slow down teaching learning activity or they shorten the time. On the basis of the question that I provided to the respondents, their responses are presented in the diagram as follows;

Figure No. 8; Impact of ELTM in the Speed of Teaching

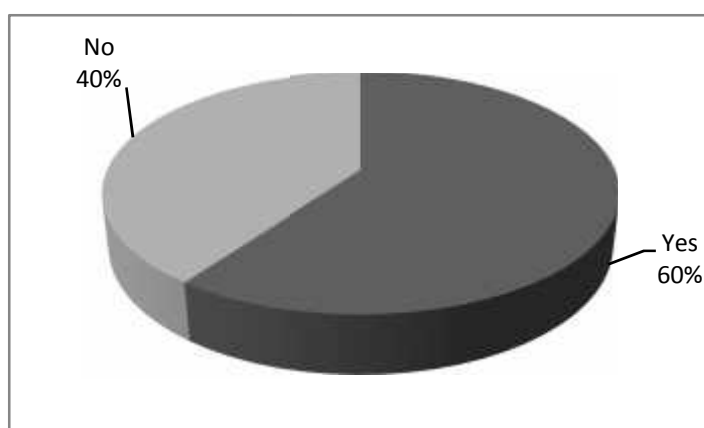
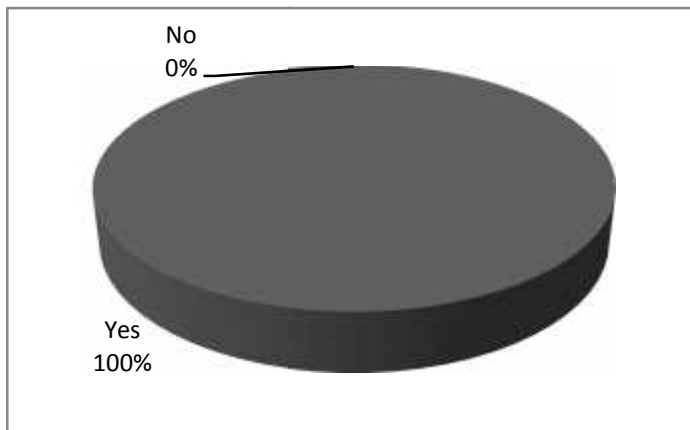


Figure No.8 shows that out of ten, 60% teachers said that ELTM slow down teaching learning activity and only 40% of them denied the statement. This shows that majority of the teachers (i.e.60%) think that use of the ELTM is time consuming and it is difficult to complete the course in time by using them regularly in teaching learning activity.

i. Designing ELT Materials.

Related to designing ELT materials the question was asked to know whether English teachers design them or not? Regarding this, on the basis of the question that I provided to the teachers, their responses are presented in the figure as follows;

Figure No. 9; Designing ELT Materials

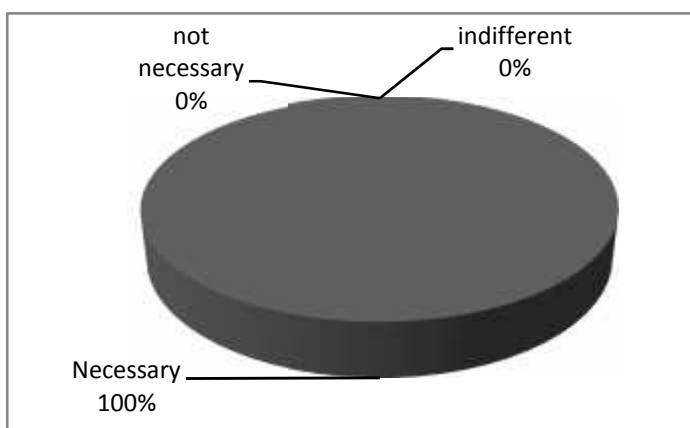


The figure above shows that out of 10 respondents all respondents (i.e. 100%) marked 'Yes'. It means, on the basis of teachers' responses, we can say that all the teachers design ELT materials.

j. Opinion of Teachers' for Designing ELTM

The question was asked to the teachers to know their opinion about teacher designed ELTM for classroom use. Here the researcher wanted to know whether self designed teaching materials are necessary or not from the teachers' perceptions. On the basis of the question that I provided to the respondents, responses from the questionnaire have been displayed in the following figure;

Figure No 10; Teachers' Opinion for Designing ELTM

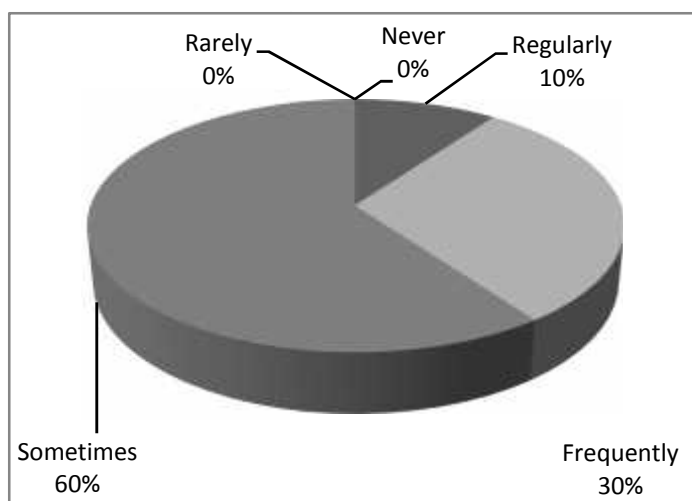


The figure above shows that on the basis of teachers' responses provided in the questionnaire, out of ten, all of them (i.e. 100%) replied that teacher-designed teaching materials are necessary for teaching learning activity. It means teachers think that ELTM are necessary for ELT classroom.

k. Frequency of Designing ELTM in a Year

Similarly, next question was to check out frequency for designing ELT materials for classroom use. The responses given by the respondents have been displayed in the following figure.

Figure No. 11; Frequency of Designing ELTM in a Year

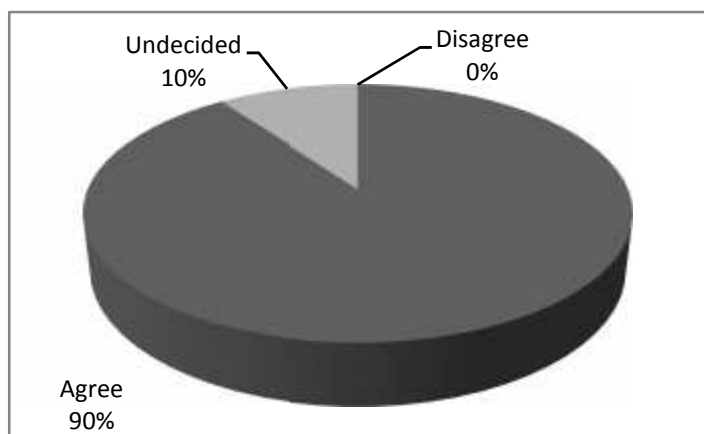


The above figure shows that out of ten, majority of the teacher (i.e. 60%) marked 'sometimes', some of the them (i.e. 30%) marked 'frequently', a fewer number of them (i.e. 10%) marked 'regularly'. It means all the teachers design ELTM but majority of them (i.e. 60% out of 10) sometimes design them.

l. Contextualization as an Advantage

The respondents were asked whether they agreed or not with the statement that contextualization is one of the advantages of teacher designed ELTM. On the basis of the question that I provided to the respondents, the responses of the teachers have been presented in the following figure;

Figure No. 12; Contextualization as an Advantage

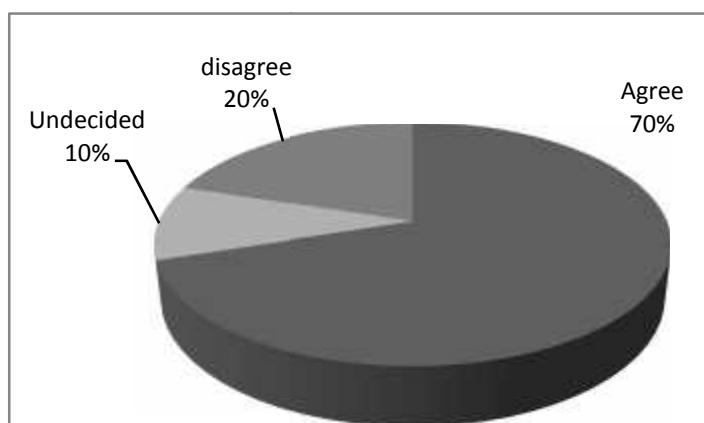


The figure above shows that most of the teachers (i.e. 90% out of 10) agreed with the statements that teacher produced ELTM are designed according to the specific group considering related context. It means they believe that contextualization is one of the advantages of self-designed ELTM.

m. Individual Need as an Advantage

The respondents were asked whether they agreed or not with the statement that individual need is one of the advantages of the teacher produced ELTM. The responses from the teachers regarding this statement have been displayed in the figure 13.

Figure No. 13; Individual Need as an Advantage



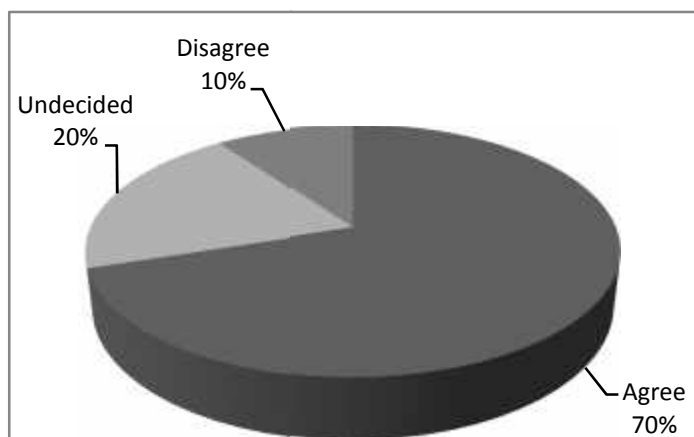
The majority of the respondents (i.e. 70% out of 10) agreed that self designed ELTM can meet the requirement of specific culture and learners so individual

need is one of the advantage of teacher produced ELT materials. Whereas out of 10, 20% of them marked ‘disagree’ and very insignificant number of them (i.e.10%) were undecided about the issue. This result clearly shows that majority of them (i.e. 70%) agreed with the statement that individual need is one of the advantages of self-designed ELT materials.

n. Personalization as an Advantage

Regarding the statement that personalization is an advantage of teacher produced ELT materials, the respondents were asked to know whether they agreed or not with the statement. The responses from the teachers regarding this statement have been displayed in the figure 14.

Figure No. 14; Personalization as an Advantage

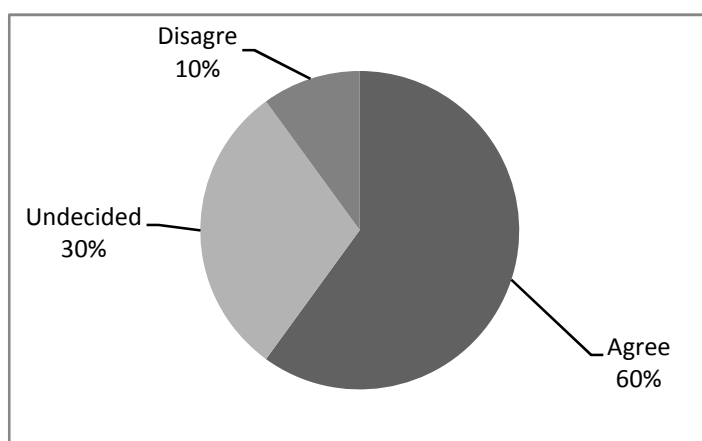


Out of 10, majority of the respondents (i.e.70%) agreed that teacher designed ELT materials take account of learners’ interests and individual learning style so personalization is one of the advantages of the teacher produced ELT materials. Very insignificant numbers of participants out of 10 (i.e.20%), were undecided and only 10% were disagreed about the issue. This result clearly shows that majority of the teachers (i.e. 70%) think that self produced ELTM take account of learners’ interest and their need. Thus, personalization is one of the advantages of self-designed ELTM.

o. Up-to-date as an Advantage

The respondents were asked whether they agreed or not with the statement that up-to-date is another advantage of teacher designed ELTM. On the basis of the question that I provided to the respondents, their responses are presented in the following figure.

Figure No. 15; Up-to-date as an Advantage

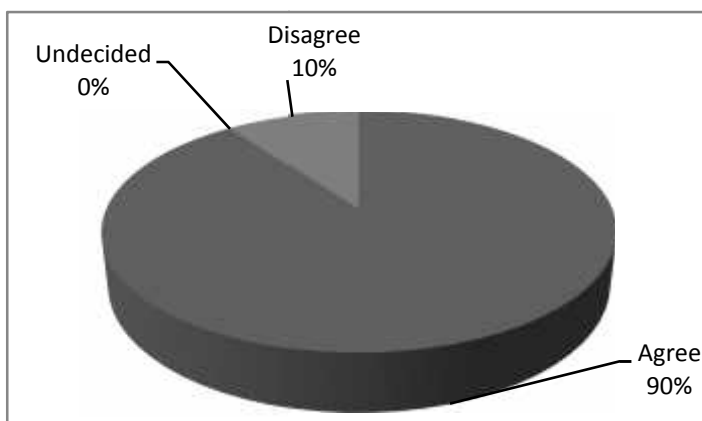


The majority of the respondents (i.e.60%) agreed that up-to-date is an advantage of teacher designed ELTM, some teachers (i.e. 20%) of the total were undecided and very insignificant number of them (i.e.10%) of the total was not agreed about the issue. It means teachers think that teacher produced ELTM can respond to local and international events with up-to-date, relevant, highly interested topics and tasks so up-to-date is an advantage of them.

p. More Economic ELTM

It means teacher designed ELTM are cheaper than other types of teaching materials like commercial and authentic materials because they can be designed with low costs or sometimes no cost. On the basis of the question that I provided to the respondents, their responses are presented in the following figure;

Figure No. 16; More Economic ELTM

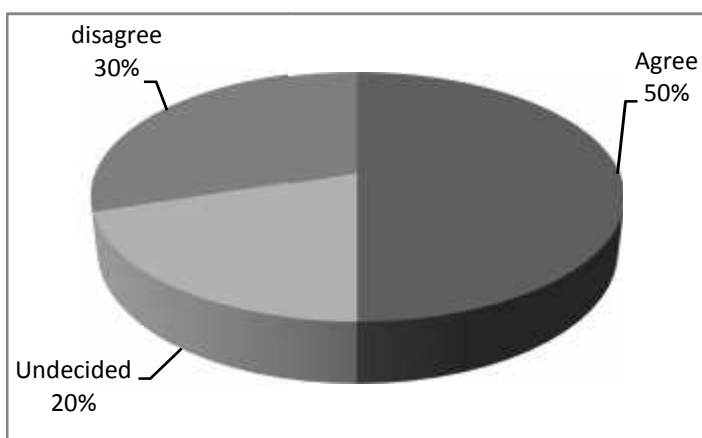


The figure above shows that the most of the respondents (i.e. 90%) out of 10, agreed that teachers designed ELTM are cheaper than other types of teaching materials and only 10% participants of the total were disagreed about the issue. This result clearly shows that the entire teachers think that teacher produced ELTM are cheaper than other types (i.e. authentic and commercially available ELTM).

q. Possibilities of Erroneous in Teacher Designed ELTM

The respondents were asked whether they agreed or not with the statement that teacher designed teaching materials may contain error. The responses from the teachers regarding this statement have been displayed in the following figure;

Figure No. 17; Possibilities of Erroneous in Teacher Designed ELTM

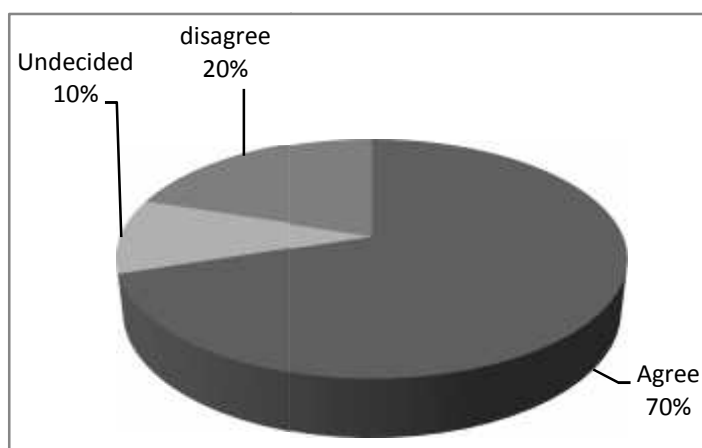


In the above figure, majority of the respondents out of 10 (i.e.50%), agreed that teacher designed materials may contain error, some of them (i.e. 30%) disagreed and only 20% participants of the total were undecided about the issue. This result clearly shows that majority numbers of the respondents agreed that teacher designed ELTM may contain error.

r. Possibility of Constructing ELTM Poorly

The teachers were asked whether they agreed or disagreed about the statement that teacher designed ELTM may be constructed poorly. Regarding this, the responses obtained from the questionnaire have been displayed in the following figure.

Figure No. 18; Possibility of Constructing ELTM Poorly

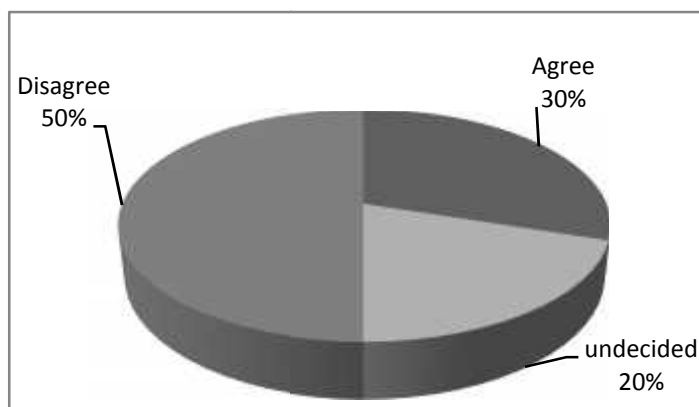


The figure above clearly shows that among the 10 respondents, 70% agreed, 20% marked disagree and 10% undecided with the statement that teacher designed ELTM may be constructed poorly. Thus, we can say, majority of the teacher (i.e. 70%) think that teacher designed ELTM are poorly constructed.

s. Lack of Quality in Layout of Teacher Designed ELTM

The teachers were asked whether they agreed or disagreed about the statement that lack of quality in layout of teacher designed ELTM. Regarding this question the respondents' responses show the multiple results as displayed in the following figure.

Figure No.19; Lack of Quality in Layout of Teacher Designed ELTM

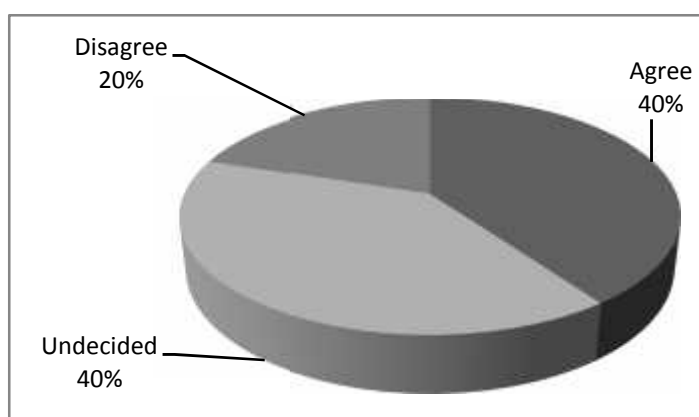


The above figure clearly shows that among the ten respondents, majority of them (i.e. 50%) disagreed with the statement, 30% marked agreed, and 20% undecided. It indicates that teacher don't think, teacher designed materials have lack in quality layout.

t. Lack of Durability in Teacher Designed ELTM

The respondents were asked whether they agreed or disagreed with the statement that teacher designed teaching materials are less durable. Regarding this question, the responses obtained from the informants have been presented in the following figure;

Figure No. 20; Lack of Durability in Teacher Designed ELTM



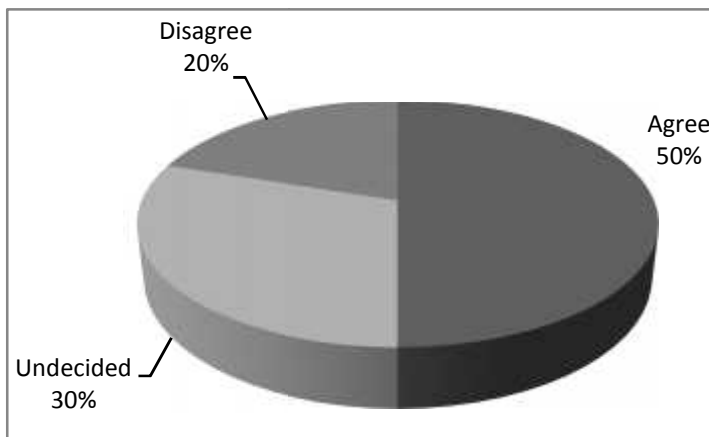
The above figure shows that out of the ten respondents, 40% agreed with the statement, 40% undecided and 20% disagreed with the statement that teacher designed ELTM are less durable. This consequence shows that 40% out of 10

respondents agreed that teacher designed ELTM is less durable and 40% teachers were unfamiliar with the issue.

u. Limitation of Amount in Teacher Designed ELTM

The respondents were asked whether they agreed or disagreed with the statement that teacher designed ELTM may contain less quantity and they limit the amount. Regarding this question, the responses obtained from the informants have been presented in the following figure;

Figure No. 21; Limitation of Amount in Teacher Designed ELTM

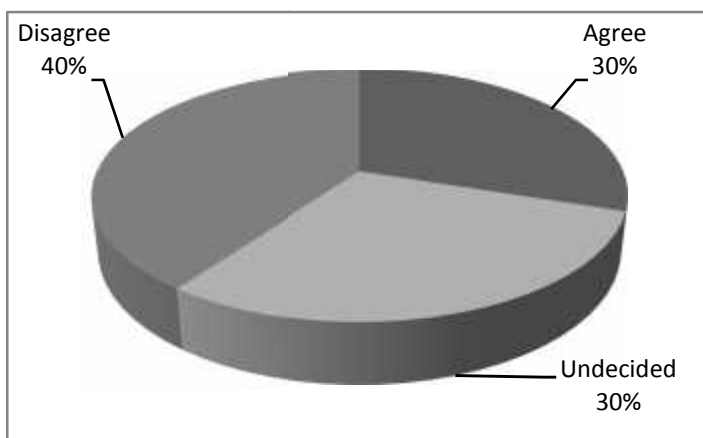


From the above figure we can conclude that 50% out of 10 respondents, agreed the statement, 20% disagreed and 30% teachers were unfamiliar with the statement that teacher designed ELTM may contain less quantity and they limit the amount. It means majority of them (50%) think that teacher designed ELTM limit the amount.

v. Organization as a Drawback

It means organization of the ELTM is a drawback because of the lack of coherence and cohesion. On the basis of the question that I provided to the respondents, their responses are presented in the diagram as follows;

Figure No. 22; Organization as a Drawback

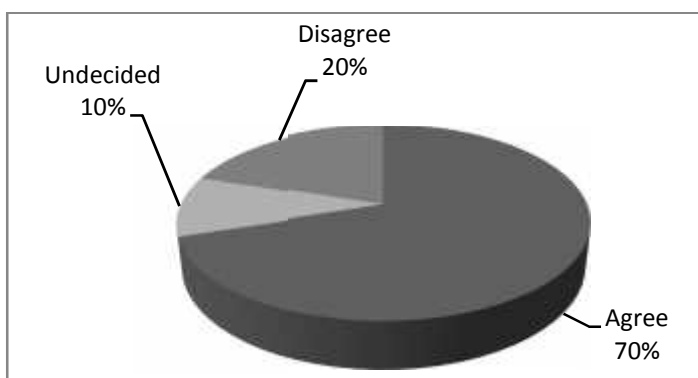


Above mentioned figure shows that out of ten respondents, 30% agreed, 40% disagreed and 30% marked undecided with statement that teacher designed ELTM may lack overall coherence and a clear progression without focusing organizing principle so, organization is one of the drawbacks of teacher designed materials. It means 40% teacher think that designed ELTM have good-quality overall coherence and they focus organization principle and similar number of them were unfamiliar about the issue.

w. Time Consuming

The teachers were asked whether they agree or disagree about the statement that designing teaching materials is time consuming. As stated this question the respondents have the multiple responses and their responses have been presented in the following figure;

Figure No.23; Time Consuming

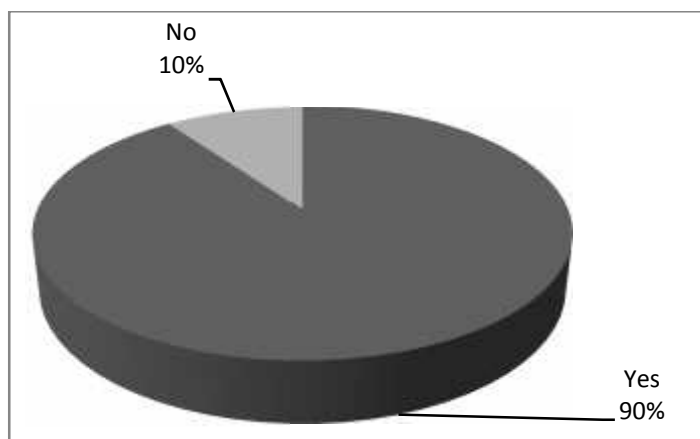


Above mentioned figure shows that out of ten respondents, 70% agreed with the statement, 20% disagreed, 10% marked undecided with statement that designing teaching materials is time consuming. Thus, majority of them (i.e. 70%) think that designing ELTM is time consuming.

x. Taking Students' Help

There was the question asked to the respondents to check whether the teachers take any help from the students or not. The responses given by the respondents have been presented in the following figure;

Figure No. 24; Taking Students' Help

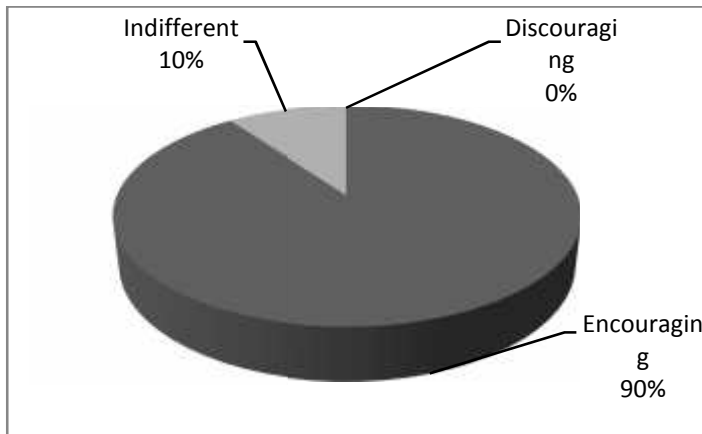


There was the question to check whether teachers take any help from the students or not to design ELTM. For this, most of the teachers out of 10 (i.e. 90%), replied that they take the help from the students to prepare ELTM for teaching learning activity and only a fewer number of them (i.e.10 %) don't take any help from the students to prepare them.

y. Head Teachers' Support

The respondents were asked to check whether the head teachers' support to the teachers for designing and using the ELTM is encouraging, indifferent or discouraging. The responses given by the respondents have been presented in the following figure.

Figure No. 25; Head-teacher's Support

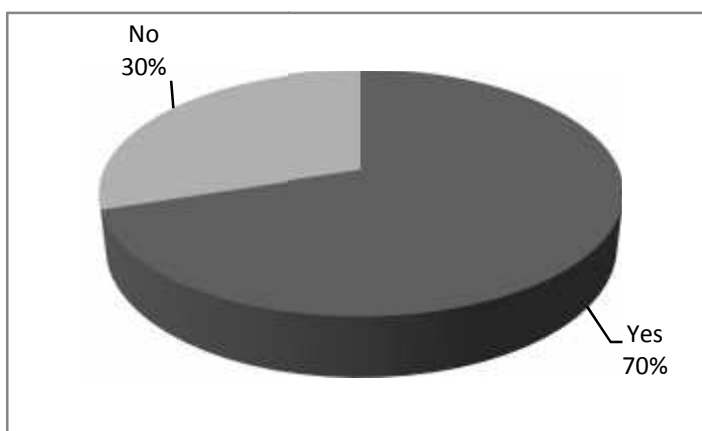


For the statement the head teachers' support for designing and using ELT materials for teaching learning activity, out of ten, most of the teachers (i.e. 90%) responded that head teachers' support is encouraging and only 10% teacher marked in the indifferent. It means they were encouraged for designing and using ELTM for teaching learning activity.

z. Trainings Provided to the Teachers

Respondents were asked that whether they are provided any training or not for designing ELT materials. The responses from the teachers have been presented in the following figure.

Figure No. 26; Trainings Provided to the Teachers



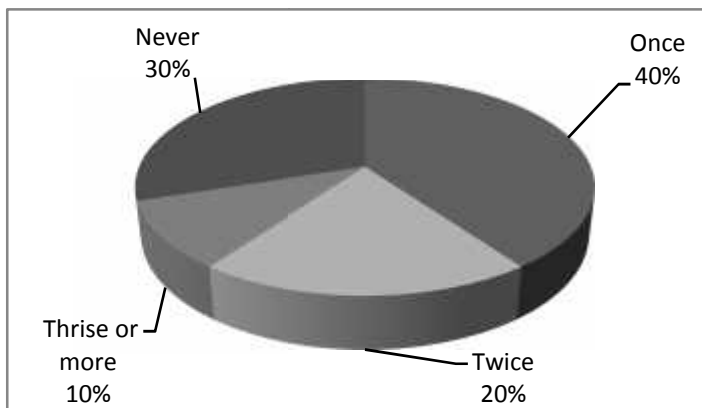
For the question out of 10, majority of the teachers (i.e. 70%) were provided training and 30% have not been provided any training for designing and using

the ELTM. It indicates that majority of the teachers (i.e. 70%) are trained and some of them (i.e. 30%) are untrained. Thus, for betterment all the teachers need training for designing and using ELTM.

aa. Trainings they have Obtained

Respondents were asked to give information about how many times they have obtained training for designing ELTM. The responses given by the respondents have been presented in the following figure.

Figure No. 27; Trainings they have Obtained



For the question, out of ten respondents, majority of the teachers (i.e. 40%) are provided training once, some of them (i.e. 20%) are provided training twice, 10% of them obtained training thrice or more. Whereas some of them (i.e. 30%) teachers have are not provided training for designing ELTM. This result shows that majority of the teachers (i.e. 70%) obtained training once or twice. Some of them (i.e. 30%) were untrained.

4.2.3 Interpretation and Discussion of Open Ended Responses

There were sixteen open-ended questions that were asked to the teachers to get general information of the teachers' views and opinions about their requirements, materials they used while teaching various teaching items, their expectation from the administration and management to overcome the burning problems etc. The analysis and interpretation of data collected from open ended question is done with the help of tables as below.

4.2.3.1 ELT Materials in Teaching Reading Exercise

The respondents were asked to give information about teaching materials that they use while teaching reading exercises. The responses got from the respondents have been presented in the following table.

Table No. 2; ELTM in Teaching Reading Exercises

ELTM used by teachers	ELTM used	% of teachers
News paper and magazine	Other	60
cutout	Self designed	50
Pictures	Self designed	30
Charts	Self designed	30
Flash cards	Self designed	20
Word cards	Self designed	20
Maps	Self designed	20
Sentence cards	Other	20
Real objects	Other	20
Poster, brochures & leaflets	Other	20
Cassette player	Self designed	10
Notes	Self designed	10
Reading text cards	Other	10
Story books	Other	10

There was the question that respondents were asked to mention the ELTM which they use for teaching reading exercises. The table above shows that majority of the respondents (i.e. 60% out of 10) use newspaper and magazine cutouts as ELTM in their classroom which is other types of teaching materials. Similarly out of 10, 50% teachers use picture, 30% of them use charts and flash cards, 20% of them use word cards, maps, sentence cards as ELTM designing by themselves. Only 20% out of 10 teachers use Posters, brochures and leaflets and cassette player as ELTM. Out of 10, a fewer number of them (i.e. 10%) use ELTM like notes and reading text cards, story books for teaching reading exercises. It means teachers use newspaper, magazine and cutouts which are other types of materials for teaching reading exercises. Similarly teachers use pictures, flash cards, charts, notes etc. as well designing by themselves.

4.2.3.2 ELT Materials in Teaching Listening Exercise

The respondents were asked to mention teaching materials they use while teaching listening exercises. The responses given by the respondents can be shown in the following table.

Table No. 3; ELTM in Teaching Listening Exercise

ELTM used	Types of ELTM	% of teacher
Cassette player	Other	90
Charts	Self designed	20
Word cards	Self designed	20
Teachers' guide	Other	20
Radio & Fm	Other	20
Picture	Other	10
Mobile phone	Self designed	10
Teachers' voice	Self designed	10
English songs	Self designed	10
Recorded audio video	Other	10
Listening text-cards	Other	10

For listening exercises most of the teachers (i.e. 90% out of 10) use cassette player. Similarly some teachers (i.e. 20% out of 10) use charts, 20% teachers use word cards designing themselves. Whereas similar number of teachers i.e. 20% use teachers' guide and radio respectively for teaching listening exercises which are other type of materials. Some of the ELTM like pictures, Cell phone, teachers' voice reading the listening text from teachers' guide, English songs, recorded audio-video and listening text cards are used by a fewer number of teachers (i.e. each considered ELTM used by 10%) as ELTM for teaching listening exercises. It indicates that most of the teachers (i.e. 90% out of 10) use cassette player as ELTM to teach listening exercises and a fewer number of them (i.e. 10%) use charts, word cards, teacher guides etc. as well.

4.2.3.3 ELT Materials in Teaching Speaking Exercise

Another question was about teaching materials that teachers use while teaching speaking exercises. The responses given by the respondents have been shown in the following table.

Table No. 4; ELTM in Teaching Speaking Exercise

Materials that teachers use	Types of ELTM	% of teachers
Pictures and drawings	Self-designed	70
Discourse chain and dialogue	Self-designed	30
Real object	Other	30
Word cards	Self-designed	20
Role play cards	Self-designed	20
Charts	Self-designed	20
Sentence cards	Self-designed	10
Model of posters	Self-designed	10
Strip story	Other	10
Sample conversation by tape	Self-designed	10

Table above shows that majority of the teachers out of 10 (i.e. 70%), use pictures and drawings, 30% use discourse chain as ELTM to teach speaking exercise. Similarly 30% teachers out of 10 respondents use real object which is other type of ELT materials and 20% teachers use word cards, role play cards, discourse charts respectively. Out of 10, sentence card, strip story are used as ELTM by 10% teachers designing by themselves where as similar number of teachers (i.e. 10 %) use some other type of ELT materials like sample of recorded conversation. It indicates that for teaching speaking exercise teacher design ELT materials for their classroom use and sometimes they use other types of ELTM.

4.2.3.4 ELT Materials in Teaching Writing Exercise

The respondents were asked to mention teaching materials that they use while teaching writing exercises. The responses have been shown in the following table.

Table No. 5; ELTM in Teaching Writing Exercise

Materials that teachers' use	Types of ELTM used	% of teachers
Charts and clue chart	Self designed	50
Notes	Self designed	30
Sample writing about related genre	Others	30
Newspaper cutout and news item	Other	20
Blank sheet and papers	Other+self	20
Pictures	Other	10
Essay books	Self-designed	10
Maps		

For teaching writing exercises, out of 10, majority of the teachers (i.e.50%) use charts and 30% teachers use notes designing by themselves. Similarly 20%

teachers out of 10, use newspaper cutouts and 20% of them use some sample writings collected from different sources. Regarding the use of picture, out of 20% some of them (i.e. 10%) use pictures drawn by themselves and 10% teachers use picture collected from newspapers or magazine. Only 10% teachers use essay book and maps respectively. It indicates that for teaching writing exercise teachers design charts and notes as ELT materials but sometimes teachers use other (authentic and commercially available) types of materials like sample writing collected from different sources and newspaper cutouts.

4.2.3.5 ELT Materials in Teaching Poetry

The respondents were asked to mention the teaching materials they use while teaching poetry. The responses got from the respondents can be shown in the following table.

Table No. 6; ELTM in Teaching Poetry

Materials that teachers use	Types of materials	% of teachers
Word cards	Self-designed	50
Picture related to the poem	Self-designed	50
Cassette player	Other	50
Flash cards	Self designed	20
Text book	Other	20
Teachers guide	Other	10
Format Charts	Self designed	10
Sentence cards	Self designed	10
Rhyme charts	Self designed	10
Reading text cards	Self designed	10

For teaching poetry, text book is the common teaching materials which all the teachers use in teaching learning activity. Out of 10, 50% teachers use word cards, 50% teachers use teacher designed picture and 50% teacher replied that

they use cassette player with recorded rhyme which is other types of ELTM. Similarly, out of ten, 20% teachers use flash cards and 20% teachers use teachers' guide as ELTM. A fewer number of teachers (i.e. 10%) use ELM like format charts, sentence cards, rhyme chart and reading text cards respectively. It means the teachers use word cards, pictures, flash cards, sentence cards, reading text cards designing themselves. Likewise, they use other types of ELTM like cassette player and teachers' guide for teaching poetry.

4.2.3.6 ELT Materials in Teaching Passage

In another question the respondents were asked to mention materials that they use while teaching passage. The responses got from respondents have been shown in the following table.

Table No. 7; ELTM in Teaching Short Passage

ELTM used	Types of ELTM	% of teachers
Chart	Self designed	40
Pictures and drawings	Self designed	40
Flash cards	Self designed	20
Tape recorder and recorded story	Other	20
Textbook	Self designed	10
Sample paragraph	Self designed	10

For teaching short passage, out of 10 teachers, 40% of them mentioned chart, 40% teachers mentioned pictures and 20% mentioned flash cards as ELT materials they use. Similarly, 20% out of 10 teachers mentioned tape recorder and 10% of them use cardboard paper, role play card, notes, word card, reading text cards, photo and contextual object respectively. Regarding the text book and flannel board these are commonly used ELTM. It indicates that in teaching short passage teachers use charts, pictures and flash cards designing by themselves. Moreover, they use recorded rhyme, photo and contextual object

that are other type of ELT materials. A fewer number of teachers (i.e. 10%) use ELT materials like; cardboard paper, role play card, notes, word cards and reading text cards designing by themselves.

4.2.3.7 ELT Materials in Teaching Dialogue

The respondents were asked the question to identify the ELT materials that they use while teaching dialogue. The responses have been presented in the following table.

Table No.8; ELTM in Teaching Dialogue

ELT materials	Types of ELTM	% of teachers
cassette player	Other	60
Role play cards	Self-designed	40
Text book	Other	20
Picture	Self designed	10
Sentence card	Self designed	10
Chart	Self designed	10

For teaching learning activity text book and some other ELT materials like; blackboard, whiteboard are commonly used. Moreover, Out of 10, majority of the respondents (i.e. 60%) said that they use cassette player and 40% of them said that they use role play cards in teaching dialogue. Whereas 10% teachers out of 10 said that they use picture, sentence card and chart in teaching dialogue respectively. Thus, we can say that for teaching dialogue majority of the teachers (i.e. 60% out of 10) use cassette player which is other types of ELTM. Similarly, for teaching dialogue teachers use self designed materials like; picture, sentence card and charts, role play cards as well.

4.2.3.8 ELT Materials in Teaching Grammar

The respondents were asked to mention the ELTM that they use while teaching Grammar. The responses got by the respondents have been presented in the following table.

Table No.9; ELTM in Teaching Grammar

ELT materials	Types of ELTM	% of teachers
Structure cards	Self designed	40
Flash cards	Self designed	40
Charts	Self designed Self	30
Sentence card	designed	20
Pictures and drawings	Self designed	20
Realia	Self designed	10
Notes	Self designed	10
Teachers guide	Other	10
Grammar book	Other	10
Practice book	Other	10
Sliding materials	Other	10
Games	Other	10
Reference books	Other	10

The figure above shows that out of 10, majority of the teachers (i.e. 40%) replied that they use structure cards, 40% mentioned flash cards and 30% of them use charts designing by themselves for teaching grammar. Similarly, 20% teachers out of 10, use sentence cards and pictures respectively. Whereas out of 10, only 10% teachers use some ELTM like; realia, notes, teachers' guide, grammar book, practice book, sliding materials, games and reference books respectively. It indicates that for teaching grammar teachers use teacher designed ELTM like; structure cards, flash cards, charts, sentence cards and pictures. Similarly teachers use self designed ELTM as; realia and notes whereas teachers use some other types of ELTM like; teachers' guide,

grammar book, practice book, sliding materials, games and reference books as well to teach grammar.

4.2.3.9 ELT Materials in Vocabulary

In 37th question the respondents were asked to mention the ELTM that they use while teaching vocabulary. The responses have been presented in the following table.

Table No.10; ELTM in Teaching Vocabulary

ELT materials	Types of ELTM	% of teachers
Word cards	Self designed	70
Realia	Self designed	40
Picture	Self designed	30
Flash cards	Self designed	30
Sentence card	Self designed	30
Dictionary	Other	20
Real objects	Other	20
Text book	Other	10
Game	Other	10
Puzzle	Other	10
Magazine cutouts	Other	10
Wall posters	Other	10
Photos	Other	10
Pocket chart	Self designed	10
Description chart	Self designed	10

Regarding ELT materials that teachers use for teaching vocabulary, figure above shows that out of 10, majority of the teachers (i.e. 70%) use word cards, some of the teachers (i.e.40%) of them use realia, 30% of them use picture, flash cards and sentence card. Moreover, out of 10, 20% of them said that they

use dictionary, 20% teachers mentioned real objects, and very significance number of teachers i.e. 10% teachers mentioned textbook, game, puzzle, magazine cutouts, wall posters, photos, pocket chart and description chart respectively. Thus, it is found that in teaching vocabulary, teachers use self designed ELTM like word cards, realia, picture, flash cards, pocket charts, description charts. Similarly they use other types of ELTM like; Dictionary, Real objects, Text book, Game, Puzzle, Magazine cutouts, Wall posters and Photos in teaching vocabulary.

4.2.3.10 ELT Materials Prepared by Themselves

Regarding this question the respondents were asked to mention English language teaching materials that teachers have prepared for teaching learning activity. The responses obtained have been presented in the following figure.

Table No. 11; ELTM Designed by Teachers

ELT materials designed by teachers	% of teachers
Charts	60
Pictures	60
Word cards	50
Drawings	40
Flash cards	30
Flannel board	30
Realias	20
Sentence card	20
Pocket chart	20
Diagrams	20
Role play card	20
Maps	10
Notes	10
Posters	10

Teachers were asked to mention the ELTM that they design for their classroom. Regarding this, out of 10, majority of the teachers (i.e. 60%) mentioned charts, similar number of them (i.e. 60%) mentioned picture, 50% of them mentioned word cards, 40% of them mentioned drawing, 30% teachers mentioned flash cards, 30% mentioned flannel board as ELTM that they had designed. Similarly some of the teachers i.e. 20% out of ten, mentioned realias, sentence card, pocket chart, role play cards and diagram. Similarly, they mentioned maps, notes and posters as ELTM that they designed for teaching.

4.2.3.11 Causes for Using Self Designed ELT Materials

Regarding the question, causes for using self designed ELTM, indeed the respondents were asked to find out teachers perception towards using self designed ELT Materials. The responses given by the respondents have been displayed in the following table.

Table No. 12; Causes for Using Self Designed ELTM

Causes for using self designed ELT materials	% of teachers
Commercially cheaper (low cost or no cost)	40
Learner friendly (students feel easy to understand)	30
Make learning durable and students learn effectively	20
Teacher friendly (easy to prepare, easy to manage, easy to control class, easy to teach by using them)	20
They are natural and realistic	20
Help and motivate students to concentrate for learning	20
Easily available in the locality	10
Easy to construct according to need	10
Effective tool for teaching learning activity	10
To make classroom interesting and more fruitful	10
Like to use them	10

Regarding the causes for using self designed ELTM, out of 10, majority of the teachers (i.e. 40%) said that they are commercially cheaper than other types of ELTM. Out of 10, some of them (i.e. 30%) said that they are learner friendly, 20% of them said that they are teacher friendly, natural, motives for the learners and help them to concentrate for learning. Only 10% out of 10 teachers said that they are easy to construct and effective tool for teaching.

Thus, from teachers' perspective it was found that teacher designed ELTM are cheaper than other types of ELTM. Similarly they are easy to construct, easy to understand, easy to manage and easy to prepare. Furthermore Self designed ELTM are proper for teaching in special group for related context. Teachers use it since they are natural, teacher friendly, learner friendly, easily available in the locality, and use of such ELTM help students to concentrate in teaching learning activities as a result, classroom is more interesting, which helps to encourage students to learn effectively. Thus, teachers like them to use.

4.2.3.12 Factors to be Considered While Designing Teaching Materials

The respondents were asked the question to find out their perception towards considering factors for ELT materials. Responses from the respondents have been concluded as follows.

Table No. 13; Factors to be Considered for Designing ELTM

Factors to be considered for designing ELTM	% of teachers
Learners (age, level, experience, interest of learner)	60
Object of the lesson	30
Quality of the materials (size, color, neatness, clear)	30
Appropriateness and relevance of materials	30
Subject matter	20
Cost of materials (economical)	20
Situation and need for lesson	10
Availability in the locality	10

Regarding factors to be considered for designing ELTM, out of 10, majority of the teachers (i.e. 60%) mentioned learners, some of the them (i.e. 30%) mentioned objective of the lesson, 30% of them mentioned quality of the materials, and 30% mentioned appropriateness and relevance of the ELTM. Similarly, 10% teachers out of 10, mentioned some considering factors like; subject matter, cost of materials, according to the need and situation and availability in the locality respectively.

It indicates that according to the teachers' perceptions learner (learners' age, learners' level, learners' culture, their interest and experiences), and objective of the lesson are the most important factors to be considered for designing ELTM. Similarly, quality (size, clarity and neatness) of the ELTM, appropriateness of ELTM, relevance of the ELTM, subject matter, situation for classroom teaching, availability of ELTM in the locality are some of the other factors to be considered for designing ELTM from teachers' points of view.

4.2.3.13 Problem for Designing ELT Materials

Regarding the question, respondents were asked to identify problems for designing ELTM from teachers' points of view. Respondents mentioned various problems for designing ELT materials. The responses from the respondents have been concluded in the following table.

Table No. 14; Problems for Designing ELT Materials

Problems for designing ELT materials	% of teachers
Financial problem to design	60
time consuming (take long time to prepare)	60
Teacher may fail to produce catchier and attractive ELTM (i.e. poorly constructed)	20
Lack of necessary resources to design	20
Lack of training and skill to draw	20
Expensive	20
Afraid for containing error	10
Need a lot materials to teach for whole year	10

Regarding problems for designing ELTM, out of 10, majority of the teachers (i.e. 60%) mentioned financial problem and similar numbers of them (i.e.60%) mentioned lack of time as a problem for designing them. Similarly, 20% teachers out of 10, mentioned lack of necessary resources for designing them, lack of skills and training, afraid of constructing those ELTM poorly and designing them is expensive as problems for designing them. Only a fewer number of teachers (i.e. 10% out of 10) mentioned that afraid for containing error in self produced materials and need of a lot teaching materials to teach in the class for whole year are some of the problems for designing them.

It indicates, teachers think that financial problem is the main problem for designing ELTM. However they are encouraged by administration for designing and using ELTM they are not getting any financial support for it. Similarly, lack of time is also another problem that teachers mentioned. According to the them, being failure to produce catchier and attractive ELTM is another problem for designing them since having lack of skill and teachers are not well trained as well. Moreover, teachers think that because of integrated course it needs a lot of ELTM for whole year and it is difficult to design them regularly.

4.2.2.14 Problem for Using Self-designed ELT Materials

Regarding the question, respondents were asked to identify problems for using teacher designed ELTM in classroom from teachers' points of view.

Respondents mentioned various problems for using them. We can conclude the responses from the respondents in the following table.

Table No. 15; Problems for Using Self-designed ELT Materials

Problems for using ELT materials in classroom	% of teachers
Difficult to use in large class	40
To do individually it is time consuming	30
Appropriate space to display	30
Sometimes students feel difficult to understand	20
Classroom is not well equipped (Electricity and some other facility in the classroom)	20
Students do not co-operate or do not pay attention	10
Not durable	10
Lack of proper seating arrangement	10

Regarding problems for using teacher designed ELT materials in classroom, out of 10, majority of the teachers (i.e. 40%) mentioned difficult to use them in large class, some of the them (i.e. 30%) mentioned time consuming and 30% of them mentioned appropriate space to display. Similarly 20% teachers out of 10, mentioned not equipped classroom and weak students do not pay attention as problems for using teacher designed ELTM. Similarly a fewer teachers (i.e. 10%) out of ten teachers mentioned durability of ELTM, lack of proper seating arrangement and students do not co-operate since teacher designed ELTM are not attractive as some problems for using them in the classroom.

4.2.2.15 Teachers' Exceptions from Administration Head-teacher

Regarding the question, expectation of teachers from administration and management, the respondents were asked the question to find out teachers exceptions from the management and administration. Responses from the respondents have been concluded in the following table.

Table No. 16; Teachers' Expectations form Administration and Head-teachers

Teachers' expectations	% of teachers
Provide necessary materials (purchasing)	50
Commercial support	40
Provide training	40
Keep the materials safely (documentation and storing)	20
Manage classroom environment helpful	10
Encouragement	10
Administration should understand dire need of ELTM	10
Management of big hall	10

For teachers' expectations from head teacher and administration, out of 10, majority of the teachers (i.e. 50%) expect some necessary materials should be provided to design ELTM, 40% of them expect commercial support and similar number of them (i.e. 40%) expect training for designing and using them. Similarly 20% teachers out of 10, expect to be ELTM for future use, whereas only 10% of them expect to be managed classroom environment helpful for using them, encouragement to design and use them understanding the dire need of ELTM in teaching learning activity.

Hence, teachers expect some necessary sub materials to design ELTM, need commercial support to design and collect them and need training for designing and using them from management and head-teacher. Beside this, training on designing ELTM should be held in time to time and required fund should be

established for purchasing necessary ELTM. Similarly they expect ELTM should be kept safely for future use.

4.2.2.16 Teachers views for Designing ELT Materials

The respondents were asked to write their views for designing ELT Materials. Regarding this, responses from ten respondents have been concluded in the following table.

Table No. 17; Teachers’ Views for Designing ELTM

Teachers’ view for designing ELTM	% of teachers
Most important and essential	70
We can make our teaching effective	30
Easy to teach for teacher and easy understand for students	20
Designing material is not easy job	10
It motivates the student	10
Teaching learning is not fruitful without using them	10

From the table above, we can state that majority of the teachers out of 10 (i.e. 70%), think that designing ELTM in teaching learning activity is most important and essential. Some of the teachers (i.e. 30% out of 10) think that by using teacher designed ELTM we can make our teaching learning effective. In sum, teachers think that teacher designed ELTM facilitates teachers and learners since it is easy to teach for teachers and easy to understand for learners. They motivate the students and without using them teaching learning activity is not fruitful.

4.2.4 Analysis of the Data Obtained from the Observation Checklist

Some limited number of ELTM which were used by teachers while in the class at the time of observation which is tabulated below to grasp them easily at a short glimpse.

Table No. 18; ELTM Used by the Teachers While in Observation

Used teaching materials	Types of used ELTM	Number of teachers using ELTM	% of teachers
Text book	Other	10	100%
Teachers' guide	Other	9	90%
Teachers voice	Self designed	6	60%
Cassette player	Other	4	40%
Flash cards	Self designed	4	40%
Picture	Other	3	30%
Notes	Self designed	3	30%
Structure card	Self designed	2	20%
Chart	Self designed	1	10%
Word cards	Self designed	1	10%
Role play cards	Self designed	1	10%
Mobile records	Self designed	1	10%
Newspaper cutouts	Other	1	10%
Other ELT materials		No other ELTM were used during Classroom observation	

To find out whether the English language teacher design and use English language teaching materials or not, If they use, do they use by designing themselves or they use other types of teaching material (i.e. authentic and

commercially available teaching materials), the researcher himself selected 10 schools and 10 teachers (one teacher from each school) using purposive non random sampling procedure and visited the concerned schools to observe 4 classes taken by each 10 teachers to list those ELTM instantly used by the teachers.

Altogether 40 classes of 10 teachers were observed in the process of data collection and it was found that ELTM were used only in 37.5% classes. No ELTM were used in 62.5% classes during the observation period. However the rate of using ELTM was not satisfactory, from classroom observation what I found is that teachers use both types of ELTM; self designed ELTM and other types of ELTM.

The chalkboards, textbook, teachers 'guide were commonly used ELTM in every school. As far as the flash cards are concerned, they were used by 40% teachers while in observation although most of teachers have replied in the questionnaire that they use flash cards frequently in teaching different language items like reading, writing, grammar, vocabulary etc. The case of pictures was also not satisfactory, only 30% teachers used them. Notes was not as neglected as word card, structure card and charts since 30% of the 10 teachers were found using notes. Structure card was used by 20% teachers while word card, charts were used by only 10% teachers whereas

Though there was cassette player in almost all secondary schools, they were not in use in 60% schools since the tape recorders were in the store because they did not work and no proper maintenance was done. Teachers were not neglecting the listening exercises given in the textbook but only 40% teachers used cassette player as ELTM while teaching listening exercises. They use teachers' voice by reading the text related to listening exercise from teacher's guide. A fewer number of teachers (i.e. 10%) out of 10, neglected listening exercise given in the textbook and the teacher promised to the students that all the listening exercises will be taught at the end of the course altogether. Out of

10, Only 10% teachers used the role play cards while teaching speaking exercise and mobile record recorded by themselves while teaching story. Similarly only a few number of teachers (i.e. 10% teacher) used cutouts, pamphlets, posters, advertisements to teach language but they didn't have a collection of them. In 30% schools, flannel boards have been found in the store but they were not used at all. The flannel boards which were found, in fact kindly given by the student teachers, who were for their practicum from different colleges/campuses.

Thus, it was found that flash cards, pictures, notes, structure cards, charts, word cards, role play cards and mobile records recorded by themselves were found some teacher designed ELTM used in teaching learning activities. Similarly cassette player, pictures and newspaper cutouts were some other types of ELTM used by teachers during classroom observation. By analyzing this, we can say that teachers use self designed ELTM rather than other types of ELTM.

No television was found in any schools nor there halls for watching television. CDs and Over head projector were not used for language teaching/learning in any schools even though 10% schools had OHP as well. Many untrained teachers even do not know about OHP and its use. Libraries were found in 60% schools, among them only 10% schools have library with reading rooms and 50% schools do not have reading room separately. The numbers of books were very limited. Furthermore, in 50% schools most of the books were for higher secondary level and only a few numbers of books were for secondary level. Among the books available in the libraries, some of them had been provided from different donors, organizations or some of them were bought by themselves etc. Therefore, some of the books were reference types, especially for the teachers. So, a few numbers of books were suitable for the students but the periodicals, magazines, newspapers, brochures were not available in schools. Only 40% schools buy newspapers regularly. Thus, the libraries were for the illustration of libraries only. Because of the limited number of books and large number of students, even the books available in the libraries were not

suitable and sufficient for all of the students. However, the computers were used only in the administrative purpose and only 20% schools use computers in the teaching of computer programs. The bitter fact found that most of the teachers were using some of the ELTM while teaching but they don't keep them safe for future use. Similarly, sometimes some teachers used teaching materials not properly so as to enhance maximum participation of the students in learning activities to retain more fruitful achievement.

CHAPTER-FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

This final chapter of this research report deals with summary, conclusion and implication which has been made after analyzing the data. This chapter is divided into three parts; summary, conclusion and implication.

5.1 Summary

The topic of the study is “Designing ELT Materials for Teaching English: Teachers’ Perceptions and Practices”. It was a survey and qualitative research. The study had following objectives: to find out teachers' perceptions for designing teaching materials for ELT classes and to find out strength and weaknesses of using teacher designed ELTM in language class from teachers' perspective. In this study, the survey research design has been used. In survey research the researcher visits different field to find out the information required for it. This type of research is carried out in large number of population to find out the opinion by public on particular issue.

For this study, the total population was 10 teachers from different schools working in the kanchanpur district. By using purposive non random sampling procedure, at first 10 government-aided schools were selected and one teacher from each 10 schools were selected by applying purposive non random sampling procedure. To collect the required data for the study, the survey questionnaire and observation checklist were used. The data was collected from primary sources using questionnaire and observation checklist.

The collected data was described and interpreted by applying quantitative analysis procedure. The interpretation and analysis of data was presented in three sections. In the first section closed ended questions were interpreted, open ended questions were interpreted in the second section and data obtained from observation checklist was interpreted in the third section. After applying

all the procedures required for the survey research, following findings were carried out.

All the teachers had positive perceptions towards design and use of teacher designed ELT materials. They think that designing and using ELTM are very important and essential since teacher designed ELTM are very effective tool for teaching learning activity. They are teacher friendly and learner friendly as well. They make teaching and learning faster and motivate the learners. Some of the advantages of self designed ELTM to which they agreed with were like; good for specific group since it considers related context where teaching and learning takes place, it takes account of learners (their culture, their learning style, their age, level, interest), up-to-date, cheaper than other types of ELTM. Whereas they also agreed that designing ELTM are time consuming and self designed ELT materials are poorly constructed. Various problems for designing ELT materials which teachers mentioned were being time consuming, financial problem, fear of not being attractive or catchier ELTM, lack of place to keep them safe, lack of training and lack of skill to design ELTM. However, they have some expectation like; commercial support, to provide some necessary materials to design ELT materials, provide training for designing them, manage helpful environment from administration and head teachers.

5.2 Conclusion

Since my study was conducted to describe teachers' perceptions for designing ELT materials and to describe strength and weakness of teacher designed ELT materials from teachers' perspectives, I prepared questionnaire, collected responses required to the study and presented prescriptively. On the basis of analysis and interpretation of the information collected from 10 respondents, I reached in the following conclusion.

5.2.1 Teachers' Perceptions for Designing ELT Materials

For designing ELT materials, it was found that it is most important and essential activity. By using teacher designed ELT materials teaching and learning activity can be made effective. Similarly, by using them in teaching learning activity it is easy to teach for teacher and easy to understand for students so they facilitate teachers and learners. By all these reasons, teachers like them to use in their classroom. But designing ELT materials is not easy job. Moreover, some considering factors for designing ELTM are Learners (age, level, experience, interest, culture of learner), objectives of the lesson, quality of the materials (size, color, neatness, clarity), appropriateness and relevance of materials, subject matter, cost of materials, availability of the resources or some necessary materials to design in the locality.

For designing ELT materials it was found that teachers were facing some problems like; financial problem to design, not having enough time to design, being failure to produce catchier or attractive ELT materials (i.e. poorly constructed), lack of necessary materials to design, lack of training and lack of skill to draw. Furthermore, it needs a lot material to use for whole course in a year since course is also integrated type but they are not getting any financial support from administration and they think that designing ELT materials is too expensive as well.

For these causes, they need to provide commercial support, training and some necessary materials to design ELT materials for classroom use. Thus, school administration and head teachers need to encourage them and support them financially. Out of these, School administration has to help them to keep them safely (documentation and storing) for future use by understanding the dire need of ELT materials.

5.2.2 Strength and Weaknesses of Teacher Designed ELT Materials in Teachers' Perceptive

From teachers' perceptive it was found that some strengths of teacher designed ELT materials are: they motivate the student, commercially cheaper (low cost or no cost) than other types of ELTM, learner friendly (students feel easy to understand), make learning durable, teachers friendly (easy to prepare, easy to manage, easy to control class by using them, easy to teach by using them), natural and realistic, easily available in the locality and they are easy to construct according to need. Moreover it was found that contextualization, individual need, personalization and up-to-date are also strengths of teacher produced ELT materials.

Whereas it was found that some weaknesses of teacher designed ELT materials are; being not attractive, less catchy, poorly constructed and they have lack quality in lay out. Moreover what I found is that since they are lack quality in lay out (i.e. lack of proper size, not clear) it is difficult use in large class and students feel difficult to understand it. Similarly, because of not being attractive and difficult to understand students do not co-operate or in another words they do not pay attention for teaching learning activity while using them. Out of these, teacher produced ELT materials are less durable.

5.3 Implications

The present research work is researchers' sincere effort to present teachers' perceptions for designing ELT materials. It is one step of discovery which is not discovered yet. All my findings are helpful in teaching, learning, material production related to the language teaching in our country.

The main implication of the study for educational practice can be presented under the following three levels.

5.3.1 Policy level

Policy is a course of action of a government to systematize the activities of the people belonging to the particular field. It is the long term vision of the nation. Policy helps to achieve the objectives.

In the case of Nepal, many policies are made without adequate study. Due to inadequate study, they cannot be successful; therefore, immediately after formulating policies they are compelled to change. The study conducted on designing ELT materials for teaching English; teachers perceptions and practices would be highly helpful for the policy makers of Nepal to formulate policy related to ELT. The main implications of this level are:

- a) The study will be highly helpful to the policy makers in the field of education in general and in the field of English language education in particular for making policy related to the ELT.
- b) It will be highly effective for ministry of education to design various educational plans about ELT and to implement them because it would be effective to train the teachers regarding the classroom procedures and materials production for teaching different aspects of language.
- c) DOE can take benefit from the study to achieve its goal in implementing different programmes related to the mother tongue Education.
- d) It will be highly beneficial for curriculum development centre for designing new curriculum, revise and improve existing curriculum.
- e) The universities can utilize the study to make policies in related field.

5.3.2 Practice Level

The implication of the research studies in the practical field or day to day life is categorized under practice level. This study directly related to the practical field of the English language teaching. The practitioners of ELT such as curriculum developer, teachers, textbook writers, material producers, linguists

principal and supervisors and so on can effectively utilize the study. The major implications of the study in practice level are:

- a) Particularly English teachers can take help from the findings of the study to design ELT materials, to improve their teaching by using ELT materials while teaching English.
- b) It becomes asset for the school management committee, school administration and headmasters to improve quality of education and increase participation of the learners as well as teachers in teaching and learning activities.
- c) Textbook writers and instructional material producers will also get feedback from it.
- d) ELT supervisors can take help from the findings of the study summarized in this study.

5.3.3 Further Research

I hope the present study would be fruitful to conduct further research. It is one step of study in teachers' perceptions for designing ELT materials. Teacher designed ELT materials are very effective and important tools for teaching English, so the scope of this study is too much fruitful. The new researchers can analyze the other types of ELT materials like; authentic ELT materials, commercially available ELT materials. Similarly the study can be conducted on the use of modern ELT technologies (i.e. audio/video recorders, OHP, the language laboratory etc), using different types of ELT materials and modern technologies in different levels of teaching activity. All the new researchers who are interested in this field would certainly be benefited from the findings of this study

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APPENDIX-I

Survey Questionnaire

Dear Sir/Madam

This questionnaire is a research tool for gathering information for my research entitled "Designing Materials for Teaching English: Teachers' Perceptions and Practices" for the partial Fulfillment of my Masters of English Education at T.U. The questions are based on self designing and using own teaching materials.

I would be grateful if you could kindly spare some of time to complete the questionnaire below.

Aditya Shekhar Joshi

Name:

Name of the institution:

Address:

Teaching experience:

Qualification:

School (please tick one of that suits you)

- Government-aided ()
- Private ()

Please go through the questionnaire and tick () the option that best indicates your response or write your opinion.

1. Teaching aids and materials are those materials that can be used to help the teacher to clarify, interpret, explain and map the concept of subject matter better to the students. They are important part of teaching learning process and they should not be ignored.

- a. Agree
- b. Undecided
- c. Disagree

2) Do you use teaching aids and materials in the classroom?

- a. Yes
- b. No

3) Your opinion regarding the use of material in teaching English language.

- a. Very useful
- b. Useful
- c. Not useful

4) Are teaching aids available to your classroom?

- a. Yes
- b. No

- 5) Do you find the students are interested while using the teaching aids and materials?
- a) Yes b) No
- 6) What types of teaching materials and aids do you use often?
- a) Self-designing materials b) Those bought in the market
- 7) Do you think teaching aids and materials slow down teaching?
(i.e. more time consuming and it is difficult to complete the course in time)
- a) Yes b) No
- 8) Have you ever designed ELT Materials yourself for classroom use?
- a) Yes b) No
- 9) Your opinion about teacher-designed materials:
- a) Necessary b) Not necessary
c) Indifferent
- 10) Teacher produced materials are designed according to the specific groups considering related context. So contextualization is one of advantage of teacher designed materials.
- a) Agree b) Undecided
c) Disagree
- 11) Materials which are specially produced can meet the requirement of specific culture and learners. So, an individual need is one of the advantages of teacher designed materials.
- a) Agree b) Undecided
c) Disagree
- 12) Teacher designed materials take account of learners' interest and individual learning style of students. Thus, personalization is another advantage of teacher produced materials.
- a) Agree b) Undecided
c) Disagree

30) Mention the teaching materials that you use while teaching speaking exercise:

Self designed:

Other (commercial and authentic)

31) Mention the teaching materials that you use while teaching writing exercise:

Self designed:

Other (commercial and authentic)

32) Mention the teaching materials that you use while teaching poetry:

Self designed:

Other (commercial and authentic)

33) Mention the teaching materials that you use while teaching passage (short story, essay, short passage, etc):

Self designed:

Other (commercial and authentic)

34) Mention the teaching materials that you use while teaching dialogue:

Self designed:

Other (commercial and authentic)

35) Mention the teaching materials that you use while teaching grammar:

Self designed:

Other (commercial and authentic)

36) Mention the teaching materials that you use while teaching vocabulary:

Self designed:

Other (commercial and authentic)

37) Mention the teaching materials that you have prepared yourself:

.....
.....

38) Why do you use self-designed teaching materials?

.....
.....
.....

39) What factor do you consider while designing teaching materials?

.....
.....
.....

40) What problems do you face while designing teaching materials?

.....
.....
.....

41) What problems are you facing to use self designed teaching materials?

.....
.....
.....

42) What do you expect from administration and management regarding teaching materials?

.....
.....
.....
.....

43) Your view about designing of teaching materials.

.....
.....
.....
.....

Appendix-ii

A study on Designing Teaching Materials for Teaching Materials: Teachers' Perceptions and Practices

Checklist for the class Observation

School's Name:

Address:

Teacher's Name:

Class:

Unit:

Teaching item:

Date of class observation:

S.N	Use of teaching materials	Yes	No	Types of teaching materials		Remarks
				Self designed	other	
1.	Use flash cards					
2.	Pictures					
3.	Elaborate display					
4.	Photography					
5.	Cassettes					
6.	Recorded tape					
7.	Word cards					
8.	Structure cards					
9.	Historical events					
10	Slide materials					
11.	Charts					

12.	Diagrams					
13.	Reports					
14.	Display					
15.	Notes					
16.	Writings					
17.	Realia					
18.	Models					
19.	Wall posters					
20.	Magazine cutouts					
21.	Matchstick figure					
22.	Songs and rhyme					
23.	Newspaper cutouts					
24.	Games					
25.	Pocket charts					
26.	News item					
27.	Puzzles					
28.	OHP					
29.	True-false item					
30.	Multiple choice					
31.	atching items					
32.	Re-arrangements item					
33.	Problem solving					
34.	.....				
35.	.....				
36.						

37.						
38.						
39.						
40.	Use of teaching materials in introductory stage					
41.	Development stage					
42.	Organization stage					
43.	Summarizing stage					
44.	Evaluation stage					

Researcher
Aditya Shekhar Joshi

APPENDIX-III



Dear Sir/Madam

This questionnaire is a research tool for gathering information for my research entitled "Designing Materials for Teaching English: Teachers' Perceptions and Practices" for the partial Fulfillment of my Masters of English Education at T. The questions are based on self designing and using teaching materials.

I would be grateful if you could kindly spare some of time to complete the questionnaire below.

Aditya Shekhar Joshi

Name:	XXX
Name of the institution:	Shree Mahakal Sarveswari Secondary School Haidkolal
Address:	Bhim Datt Municipality Ward no 7th Kanch
Teaching experience:	12 years
Qualification:	B.A. Bed
School (please tick one of that suits you)	
	<input checked="" type="checkbox"/> Government-aided (✓)
	<input type="checkbox"/> Private ()

Please go through the questionnaire and tick (✓) the option that best indicates your response or write your opinion.

1. Teaching aids and materials are those materials that can be used to help the teacher to clarify, interpret, explain and map the concept of subject matter to the students. They are important part of teaching learning process and they should not be ignored.
 1. Agree
 2. Undecided
 3. Disagree
- 3) Do you use teaching aids and materials in the classroom?
 a) Yes
 b) No
- 4) Your opinion regarding the use of material in teaching English language.
 a) Very useful
 b) Useful
 c) Not useful

5) Are teaching aids available to your classroom?

- a) Yes
- b) No

6) Do you find the students are interested while using the teaching aids and materials?

- a) Yes
- b) No

7) What types of teaching materials and aids do you use often?

- a) Self-designed materials
- b) Those bought in the market and authentic teaching materials

8) Do you think teaching aids and materials slow down teaching?
(i.e. more time consuming and it is difficult to complete the course in time)

- a) Yes
- b) No

9) Have you ever designed ELT Materials yourself for classroom use?

- a) Yes
- b) No

10) Your opinion about teacher-designed materials:

- a) Necessary
- b) Not necessary
- c) Indifferent

11) Teacher produced materials are designed according to the specific groups considering related context. So contextualization is one of advantage of teacher designed materials.

- a) Agree
- b) Undecided
- c) Disagree

- 12) Materials which are specially produced can meet the requirement of sp
culture and learners. So, an individual need is one of the advantages of t
designed materials.
- a) Agree
 - b) Undecided
 - c) Disagree
- 13) Teacher designed materials take account of learners' interest and indivi
learning style of students. Thus, persorfalization is another advantage of
produced materials.
- a) Agree
 - b) Undecided
 - c) Disagree
- 14) Timeliness is another advantage of teacher designed materials because te
produced material can respond to local and international events with up-t
relevant and high interest topics and tasks.
- a) Agree
 - b) Undecided
 - c) Disagree
- 15) Teacher designed materials are cheaper than commercially available mate
- a) Agree
 - b) Undecided
 - c) Disagree
- 16) Teacher designed materials may contain error.
- a) Agree
 - b) Undecided
 - c) Disagree
- 17) Teacher designed materials are poorly constructed.
- a) Agree
 - b) Undecided

c) Disagree

18) Teacher designed materials have lack quality in layout.

a) Agree

b) Undecided

c) Disagree

19) Teacher designed materials are less durable.

a) Agree

b) Undecided

c) Disagree

20) Teacher designed materials may contain less quantity because they limit the amount.

a) Agree

b) Undecided

c) Disagree

21) Teacher designed materials may lack overall coherence and a clear progress without focusing organizing principle. So organization is one of the drawbacks of teacher designed materials.

a) Agree

b) Undecided

c) Disagree

22) Designing own material is time consuming.

a) Agree

b) Undecided

c) Disagree

23) Do you take any help from students to prepare the teaching materials?

a) Yes

b) No

24) The head teacher's support in the use and design of teaching materials.

a) Encouraging

b) Discouraging

c) Indifferent

25) Have you taken any training on designing and using teaching materials?

a) Yes

b) No (If no go to question number 27)

26) How many times have you taken training on designing and using teaching materials?

a) Once

b) Twice

c) Thrice or more

27) How often do you use teaching materials in your classroom?

a) Regularly

b) Frequently

c) Sometimes

d) Rarely

e) Never

28) How often do you design teaching materials?

a) Regularly

b) Frequently

c) Sometimes

d) Rarely

e) Never

29) Mention the teaching materials that you use while teaching reading exercises

Self designed: Flash card

Other (commercial and authentic): Newspaper cut outs

30) Mention the teaching materials that you use while teaching listening exercises

Self designed:

Other (commercial and authentic): Tape recorder & Cass

31) Mention the teaching materials that you use while teaching speaking

Self Designed: ... word card ... Pictures

Other (commercial and authentic): ... Pictures

32) Mention the teaching materials that you use while teaching writing ex

Self designed: ... None ... Notes

Other (commercial and authentic): ... None

33) Mention the teaching materials that you use while teaching Poetry:

Self designed: ... Flash card

Other (commercial and authentic): ... Cassette player

34) Mention the teaching materials that you use while teaching passage (s

story, essay, short passage, etc.):

Self designed: ... Flash card

Other (commercial and authentic): ... ~~Att~~ ... None

35) Mention the teaching materials that you use while teaching dialogue:

Self designed: ... Flash card

Other (commercial and authentic):

36) Mention the teaching materials that you use while teaching grammar:

Self designed: ... Flash card ... Pictures

Other (commercial and authentic):

37) Mention the teaching materials that you use while teaching vocabular

Self designed: ... Flash card ... Pictures ... realia

Other (commercial and authentic): ... realia

38) Mention the Teaching Materials that you have prepared yourself:

Flash card, Pictures, Realias, Flannel.

39) Why do you use self-designed teaching materials?

Because self designed materials are easy to construct according to need and convenient. Cheap and students feel easy to understand.

41) What factors do you consider while designing teaching materials?

I consider quality of the material and cost according to the need & situation.

42) What problems do you face while designing teaching materials?

1). They are time consuming for teachers.
2). Some materials need money to buy.

40) What problems are you facing to use ^{teacher designed} teaching materials in your classroom?

1). They are time consuming.
2). Sometimes students feel difficulty in understanding.

43) What do you expect from administration and management regarding teaching materials?

1). I expect commercial support from administration.
2).

45) Your view about designing teaching materials.

Teaching materials are essentially required while teaching. These materials make it easy to teach for teachers and easy to understand for students.

APPENDIX-III



Dear Sir/Madam

This questionnaire is a research tool for gathering information for my research entitled "Designing Materials for Teaching English: Teachers' Perceptions and Practices" for the partial Fulfillment of my Masters of English Education. The questions are based on self designing and using teaching materials.

I would be grateful if you could kindly spare some of time to complete the questionnaire below.

Aditya Shekhar Joshi

Name: y y y

Name of the institution: Shree. Baijnath secondary school

Address: Bheemdatt-3, Naya Tilakpur Kanchonpur

Teaching experience: 2065 BS. to Now

Qualification: B.Ed (English)

School (please tick one of that suits you)

- Government-aided (✓)
- Private ()

Please go through the questionnaire and tick (✓) the option that best indicates your response or write your opinion.

1. Teaching aids and materials are those materials that can be used to help the teacher to clarify, interpret, explain and map the concept of subject matter to the students. They are important part of teaching learning process and they should not be ignored.

✓ Agree

2. Undecided

3. Disagree

2) Do you use teaching aids and materials in the classroom?

a) Yes

b) No

3) Your opinion regarding the use of material in teaching English language.

a) Very useful

b) Useful

c) Not useful

4) Are teaching aids available to your classroom?

a) Yes

b) No

5) Do you find the students are interested while using the teaching aids and materials?

a) Yes

b) No

7) What types of teaching materials and aids do you use often?

a) Self-designed materials

b) Those bought in the market and authentic teaching materials

7) Do you think teaching aids and materials slow down teaching?

(i.e. more time consuming and it is difficult to complete the course in time)

a) Yes

b) No

8) Have you ever designed ELT Materials yourself for classroom use?

a) Yes

b) No

9) Your opinion about teacher-designed materials:

a) Necessary

b) Not necessary

c) Indifferent

10) Teacher produced materials are designed according to the specific groups considering related context. So contextualization is one of advantage of teacher designed materials.

a) Agree

b) Undecided

c) Disagree

- 11) Materials which are specially produced can meet the requirement of s culture and learners. So, an individual need is one of the advantages of designed materials.
- a) Agree
 - b) Undecided
 - c) Disagree
- 12) Teacher designed materials take account of learners' interest and indiv learning style of students. Thus, personalization is another advantage produced materials.
- a) Agree
 - b) Undecided
 - c) Disagree
- 13) Timeliness is another advantage of teacher designed materials because produced material can respond to local and international events with up relevant and high interest topics and tasks.
- a) Agree
 - b) Undecided
 - c) Disagree
- 14) Teacher designed materials are cheaper than commercially available m
- a) Agree
 - b) Undecided
 - c) Disagree
- 15) Teacher designed materials may contain error.
- a) Agree
 - b) Undecided
 - c) Disagree
- 16) Teacher designed materials are poorly constructed.
- a) Agree
 - b) Undecided

- c) Disagree
- 17) Teacher designed materials have lack quality in layout.
- a) Agree
 - b) Undecided
 - c) Disagree
- 18) Teacher designed materials are less durable.
- a) Agree
 - b) Undecided
 - c) Disagree
- 19) Teacher designed materials may contain less quantity because they limit the amount.
- a) Agree
 - b) Undecided
 - c) Disagree
- 20) Teacher designed materials may lack overall coherence and a clear progress without focusing organizing principle. So organization is one of the drawbacks of teacher designed materials.
- a) Agree
 - b) Undecided
 - c) Disagree
- 21) Designing own material is time consuming.
- a) Agree
 - b) Undecided
 - c) Disagree
- 22) Do you take any help from students to prepare the teaching materials?
- a) Yes
 - b) No
- 23) The head teacher's support in the use and design of teaching materials.
- a) Encouraging

- b) Discouraging
 - c) Indifferent
- 24) Have you taken any training on designing and using teaching materials?
- a) Yes
 - b) No (If no go to question number 27)
- 25) How many times have you taken training on designing and using teaching materials?
- a) Once
 - b) Twice
 - c) Thrice or more
- 26) How often do you use teaching materials in your classroom?
- a) Regularly
 - b) Frequently
 - c) Sometimes
 - d) Rarely
 - e) Never
- 27) How often do you design teaching materials?
- a) Regularly
 - b) Frequently
 - c) Sometimes
 - d) Rarely
 - e) Never
- 28) Mention the teaching materials that you use while teaching reading exercises
- Self designed: ... *word cards, sentence cards*
- Other (commercial and authentic): ... *Real objects, News paper, etc., contextually, p.*
- 29) Mention the teaching materials that you use while teaching listening exercises
- Self designed: ... *word cards, picture*
- Other (commercial and authentic): ... *Cassette, player, teachers*

30) Mention the teaching materials that you use while teaching speaking exercises:

Self Designed: .. pictures, role play, cards.....

Other (commercial and authentic): .. real objects, sample conversation by tape, etc

31) Mention the teaching materials that you use while teaching writing exercises:

Self designed: .. sample writing about related gen.

Other (commercial and authentic): .. newspaper, textbooks, ~~etc~~ .. picture, map, etc.

32) Mention the teaching materials that you use while teaching Poetry:

Self designed: .. ~~etc~~ word cards, picture related to

Other (commercial and authentic): .. cassette player, teach guide.....

33) Mention the teaching materials that you use while teaching passage (short story, essay, short passage, etc.):

Self designed: .. sample paragraph on cardboard.....

Other (commercial and authentic): .. some authentic material, .. authentic materials.....

34) Mention the teaching materials that you use while teaching dialogue:

Self designed: .. role play cards, examples of dialogues

Other (commercial and authentic): .. sample related dialogue in cassette player.....

35) Mention the teaching materials that you use while teaching grammar:

Self designed: .. formulae & related structure sheets

Other (commercial and authentic): .. teacher's guide, grammar books, practice books etc.

36) Mention the teaching materials that you use while teaching vocabulary:

Self designed: .. word cards, sentences with related

Other (commercial and authentic): .. ~~etc~~ .. dictionary, etc.....

37) Mention the Teaching Materials that you have prepared yourself:

a. Textbook related... simple pictures, drawings...
grammar related charts, maps, diagrams, etc.

38) Why do you use self-designed teaching materials?

They are natural & ~~use~~ teacher & the
learner friendly, low cost or no cost, easily
available in locality etc.

39) What factors do you consider while designing teaching materials?

They should help to meet the objective of
the lesson.

40) What problems do you face while designing teaching materials?

Some materials take long time to make &
sometimes we fail to ~~do~~ make ~~use~~ of
materials more attractive or catchy.

41) What problems are you facing to use ^{Teacher designed} teaching materials in your classroom?

When using material for group or class work
it's easier but to do individually it's time

42) What do you expect from administration and management regarding teaching materials?

a. To provide opportunity to get related to
a. To manage classroom environment help
to use and keep the materials safely

43) Your view about designing teaching materials.

a. Designing teaching materials is the most
task for the teachers. It ~~is~~ not only
the learners but teacher as well.

S.
M. Radha
Krishnan
Kanchanpur
S.

A study on 'Designing Teaching Materials for Teaching English Teachers' Perceptions and Practices'

Checklist for the class Observation

School's Name: Mahakali Jansena Secondary school

Address: Haldukhal, Kanchanpur

Teacher's Name: XXX

Class: 10

Unit/Lesson: 12

Teaching item: Grammar (I like, I don't like, I prefer)

Date of class observation: 2070/10/5

S. N.	Use of teaching material	Yes	N o	Types of teaching materials	
				Self- designed	Other(authentic and commercial)
1.	Use flash cards				
2.	Pictures				
3.	Elaborate display				
4.	Photography				
5.	Cassettes				
6.	Recorded tape				
7.	Word cards				
8.	Structure cards				
9.	Historical events				
10.	Slide materials				
11.	Charts				
12.	Diagrams				
13.	Reports				
14.	Displays				
15.	Notes				
16.	Writings				
17.	Realia				
18.	Models				
19.	Wall Posters				

20.	Magazine cutouts				
21.	Matchstick Figures				
22.	Songs and rhythm				
23.	Newspaper cutouts				
24.	Games				
25.	Pocket charts				
26.	News items				
27.	Puzzles				
28.	OHP				
29.	True-false items				
30.	Multiple choice				
31.	Matching items				
32.	Re arrangements items				
33.	Problem solving items				
34.	text book.....	✓			
35.	.....			
36.	.....			
37.	.....			
38.	.....			
39.	.....			
40.	Use of Teaching material in Introductory stage	✓			* Only textbook was used
41.	Development stage	✓			materials in all stages
42.	Organizational Stage	✓			
43.	Summarizing stage	✓			
44.	Evaluation stage	✓			



Researcher

Aditya Shekhar Joshi

**A study on 'Designing Teaching Materials for Teachers'
Teachers' Perceptions and Practices'**

Checklist for the class Observation

School's Name: *Shree Baijnath Secondary School*

Address: *Bhimdutt - 3, Naya Tilakpur, Kanchanpur*

Teacher's Name: *Y Y Y*

Class: *10*

Unit/Lesson: *18*

Teaching item: *Have your say (speaking), p.128*

Date of class observation: *20/10/09*

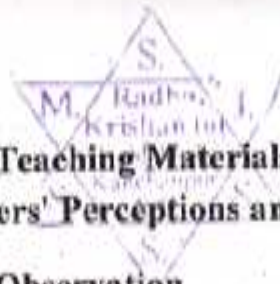
S. N.	Use of teaching material	Yes	No	Types of teaching materials	
				Self-designed	Other (authentic and commercial)
1.	Use flash cards	✓		✓	
2.	Pictures				
3.	Elaborate display				
4.	Photography				
5.	Cassettes				
6.	Recorded tape				
7.	Word cards				
8.	Structure cards	✓		✓	
9.	Historical events				
10.	Slide materials				
11.	Charts				
12.	Diagrams				
13.	Reports				
14.	Displays				
15.	Notes				
16.	Writings				
17.	Realia				
18.	Models				
19.	Wall Posters				

20.	Magazine cutouts				
21.	Matchstick Figures				
22.	Songs and rhythm				
23.	Newspaper cutouts				
24.	Games				
25.	Pocket charts				
26.	News items				
27.	Puzzles				
28.	OHP				
29.	True-false items				
30.	Multiple choice				
31.	Matching items				
32.	Re arrangements items				
33.	Problem solving items				
34.	Role plays/cards	✓		✓	
35.	Textbook...	✓			✓
36.	.....			
37.	.....			
38.	.....			
39.	.....			
40.	Use of Teaching material in Introductory stage	✓			
41.	Development stage	✓			
42.	Organizational Stage	✓			
43.	Summarizing stage	✓			
44.	Evaluation stage				

Aditya Shel

Researcher

Aditya Shel



A study on 'Designing Teaching Materials for Teaching English Teachers' Perceptions and Practices'

Checklist for the class Observation

School's Name: Mahakali Jyoti Secondary school

Address: Haldukhel

Teacher's Name: XXX

Class: 10

Unit/Lesson: 13

Teaching item: Patriotism (Poem) P. 102

Date of class observation: 2070/10/12

S. N.	Use of teaching material	Yes	No	Types of teaching materials	
				Self-designed	Other(authentic and commercial)
1.	Use flash cards				
2.	Pictures				
3.	Elaborate display				
4.	Photography				
5.	Cassettes				
6.	Recorded tape				
7.	Word cards				
8.	Structure cards				
9.	Historical events				
10.	Slide materials				
11.	Charts				
12.	Diagrams				
13.	Reports				
14.	Displays				
15.	Notes				
16.	Writings				
17.	Realia				
18.	Models				
19.	Wall Posters				

20.	Magazine cutouts			
21.	Matchstick Figures			
22.	Songs and rhythm			
23.	Newspaper cutouts			
24.	Games			
25.	Pocket charts			
26.	News items			
27.	Puzzles			
28.	OHP			
29.	True-false items			
30.	Multiple choice			
31.	Matching items			
32.	Re arrangements items			
33.	Problem solving items			
34.	Text bank,.....	✓		
35.	.....		
36.	.....		
37.	.....		
38.	.....		
39.	.....		
40.	Use of Teaching material in Introductory stage	✓		
41.	Development stage	✓		
42.	Organizational Stage	✓		
43.	Summarizing stage	✓		
44.	Evaluation stage	✓		

* Teacher used textbook materials in all level

Aditya

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**A study on 'Designing Teaching Materials for Teaching
Teachers' Perceptions and Practices'**

Checklist for the class Observation

School's Name: *Shree Bajnath Secondary School*
 Address: *Bhimdutt-3, Waza Pilekpur, Kancharpur*
 Teacher's Name: *Y Y Y*
 Class: *10*
 Unit/Lesson: *18*
 Teaching item: *Read and answer (Passage, p-no 144)*
 Date of class observation: *20/10/19*

S. N.	Use of teaching material	Yes	N o	Types of teaching materials		Re
				Self-designed	Other(authentic and commercial)	
1.	Use flash cards					
2.	Pictures	✓		✓		
3.	Elaborate display					
4.	Photography					
5.	Cassettes					
6.	Recorded tape					
7.	Word cards					
8.	Structure cards					
9.	Historical events					
10.	Slide materials					
11.	Charts					
12.	Diagrams					
13.	Reports					
14.	Displays					
15.	Notes					
16.	Writings					
17.	Realia					
18.	Models					
19.	Wall Posters					

20.	Magazine cutouts				
21.	Matchstick Figures				
22.	Songs and rhythm				
23.	Newspaper cutouts				
24.	Games				
25.	Pocket charts				
26.	News items				
27.	Puzzles				
28.	OHP				
29.	True-false items				
30.	Multiple choice				
31.	Matching items				
32.	Re arrangements items				
33.	Problem solving items				
34.	Textbook.....	✓		✓	
35.	.....			
36.	.....			
37.	.....			
38.	.....			
39.	.....			
40.	Use of Teaching material in Introductory stage	✓			
41.	Development stage				
42.	Organizational Stage				
43.	Summarizing stage				
44.	Evaluation stage				

Aditya Shekhar

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Aditya Shekhar

**A study on 'Designing Teaching Materials for Teaching English
Teachers' Perceptions and Practices'**

Checklist for the class Observation

School's Name: Mahakali Jansisa Secondary S

Address: Haldukhal, Raichanpur

Teacher's Name: XXX

Class: 10

Unit/Lesson: 15

Teaching item: Regulations (Reading exercise)

Date of class observation: 20/10/22

S. N.	Use of teaching material	Yes	N o	Types of teaching materials	
				Self-designed	Other(authentic and commercial)
1.	Use flash cards	✓		✓	
2.	Pictures		✓		
3.	Elaborate display		✓		
4.	Photography		✓		
5.	Cassettes		✓		
6.	Recorded tape		✓		
7.	Word cards		✓		
8.	Structure cards	✓		✓	
9.	Historical events		✓		
10.	Slide materials		✓		
11.	Charts		✓		
12.	Diagrams		✓		
13.	Reports		✓		
14.	Displays		✓		
15.	Notes		✓		
16.	Writings		✓		
17.	Realia		✓		
18.	Models		✓		
19.	Wall Posters		✓		

20.	Magazine cutouts		✓	
21.	Matchstick Figures		✓	
22.	Songs and rhythm		✓	
23.	Newspaper cutouts		✓	
24.	Games		✓	
25.	Pocket charts		✓	
26.	News items		✓	
27.	Puzzles		✓	
28.	OHP		✓	
29.	True-false items		✓	
30.	Multiple choice		✓	
31.	Matching items		✓	
32.	Re arrangements items		✓	
33.	Problem solving items		✓	
34.	Set of regulations	✓		✓
35.	Text book.....	✓		
36.	.....		
37.	.....		
38.	.....		
39.	.....		
40.	Use of Teaching material in Introductory stage	✓		
41.	Development stage	✓		
42.	Organizational Stage		✓	
43.	Summarizing stage		✓	
44.	Evaluation stage		✓	

(Signature)

Researcher

Aditya Shekhar J



A study on 'Designing Teaching Materials for Teaching
Teachers' Perceptions and Practices'

Checklist for the class Observation

School's Name: Shree Baijnath Secondary School
Address: Bhimdutt - 3, Nayap Tilekpur, Kanchanpur
Teacher's Name: Y Y Y
Class: 10
Unit/Lesson: 19
Teaching item: Look and guess (listening) P.152
Date of class observation: 2020/10/27

S. N.	Use of teaching material	Yes	N	Types of teaching material	
				Self-designed	Other(authentic and commercial)
1.	Use flash cards				
2.	Pictures				
3.	Elaborate display				
4.	Photography				
5.	Cassettes		✓		
6.	Recorded tape		✓		
7.	Word cards				
8.	Structure cards				
9.	Historical events				
10.	Slide materials				
11.	Charts				
12.	Diagrams				
13.	Reports				
14.	Displays				
15.	Notes				
16.	Writings				
17.	Realia				
18.	Models				
19.	Wall Posters				

20.	Magazine cutouts				
21.	Matchstick Figures				
22.	Songs and rhythm				
23.	Newspaper cutouts				
24.	Games				
25.	Pocket charts				
26.	News items				
27.	Puzzles				
28.	OHP				
29.	True-false items				
30.	Multiple choice				
31.	Matching items				
32.	Re arrangements items				
33.	Problem solving items				
34.	Teachers. V.A.R.C	✓			✓
35.	Textbook.....	✓			✓
36.	.....			
37.	.....			
38.	.....			
39.	.....			
40.	Use of Teaching material in Introductory stage				
41.	Development stage	✓			
42.	Organizational Stage	✓			
43.	Summarizing stage				
44.	Evaluation stage	✓			



Researched by
Aditya Shekhawat

**A study on 'Designing Teaching Materials for Teaching English:
Teachers' Perceptions and Practices'**

Checklist for the class Observation

School's Name: Mahakal^o Jansena Secondary school

Address: Haldeekhal, Kanchanpur

Teacher's Name: X X X

Class: 10

Unit/Lesson: 15 (revision 4)

Teaching item: Look and guess (listening) (P.120)

Date of class observation: 2070/10/29

S. N.	Use of teaching material	Yes	N o	Types of teaching materials		Rem
				Self-designed	Other(authentic and commercial)	
1.	Use flash cards		✓			
2.	Pictures given in the textbook	✓			✓	Used
3.	Elaborate display		✓			
4.	Photography		✓			
5.	Cassettes		✓			
6.	Recorded tape		✓			
7.	Word cards		✓			
8.	Structure cards		✓			
9.	Historical events		✓			
10.	Slide materials		✓			
11.	Charts		✓			
12.	Diagrams		✓			
13.	Reports		✓			
14.	Displays		✓			
15.	Notes		✓			
16.	Writings		✓			
17.	Realia		✓			
18.	Models		✓			
19.	Wall Posters		✓			

20.	Magazine cutouts		✓		
21.	Matchstick Figures		✓		
22.	Songs and rhythm		✓		
23.	Newspaper cutouts		✓		
24.	Games		✓		
25.	Pocket charts		✓		
26.	News items		✓		
27.	Puzzles		✓		
28.	OHP		✓		
29.	True-false items		✓		
30.	Multiple choice		✓		
31.	Matching items		✓		
32.	Re arrangements items		✓		
33.	Problem solving items		✓		
34.	Teachers' Note	✓			
35.	Text book.....	✓			
36.	.....			
37.	.....			
38.	.....			
39.	.....			
40.	Use of Teaching material in Introductory stage	✓			
41.	Development stage	✓			
42.	Organizational Stage				
43.	Summarizing stage				
44.	Evaluation stage	✓			



Researcher

Aditya Shekhar Joshi

**A study on 'Designing Teaching Materials for Teaching English'
Teachers' Perceptions and Practices'**

Checklist for the class Observation

School's Name: *Shree Baijnath Secondary School*

Address: *Bhimdutt - 3, Naya Tekpur, Ranching*

Teacher's Name: *Y Y Y*

Class: *10*

Unit/Lesson: *After you finish*

Teaching item: *Read and answer (story) P-163*

Date of class observation: *2070/11/05*

S. N.	Use of teaching material	Yes	N o	Types of teaching materials	
				Self- designed	Other(authentic and commercial)
1.	Use flash cards				
2.	Pictures		✓		
3.	Elaborate display		✓		
4.	Photography		✓		
5.	Cassettes		✓		
6.	Recorded tape <i>on mobile</i>	✓			
7.	Word cards				
8.	Structure cards				
9.	Historical events				
10.	Slide materials				
11.	Charts				
12.	Diagrams				
13.	Reports				
14.	Displays				
15.	Notes				
16.	Writings				
17.	Realia				
18.	Models				
19.	Wall Posters				

20.	Magazine cutouts				
21.	Matchstick Figures				
22.	Songs and rhythm				
23.	Newspaper cutouts				
24.	Games				
25.	Pocket charts				
26.	News items				
27.	Puzzles				
28.	CHP				
29.	True-false items				
30.	Multiple choice				
31.	Matching items				
32.	Re arrangements items				
33.	Problem solving items				
34.	Textbook.....	✓			✓
35.	.....			
36.	.....			
37.	.....			
38.	.....			
39.	.....			
40.	Use of Teaching material in Introductory stage	✓			
41.	Development stage				
42.	Organizational Stage				
43.	Summarizing stage				
44.	Evaluation stage				



Researcher

Aditya Shekhar Joshi

