

# **CHAPTER ONE**

## **INTRODUCTION**

The present study was on "Use of Instructional Materials by Secondary Level English Teachers" This chapter consists of background of the study, statement of problems, objectives of study, research questions, significance of study and delimitation of study. Thus, this study mainly focuses on English teachers' perception and practices of instructional materials in English classroom.

### **1.1 Background of the Study**

English has been grown as global language. It has been used widely in every sector such as in the field of science, technology, commerce and international relation. The English language has been taught for many years in Nepal. At a glance, its history was started when Rana people established Durbar High School at Dakhchowk, Thapathali. At that time, they had invited two English teachers to manage school and curriculum design. Although, there was no strong government policy documents regarding teaching of English. The school level curriculum includes English as a compulsory subject in the school education from grade one (Durbar High School, 2014).

Similarly, English language teaching has grown as a big industry and profession. In Nepal, it is taught as a foreign language. For several reasons EFL instruction often does not accomplish its objectives and leaves students without an adequate level of proficiency in English. Despite its long history, it has some issues and challenges. Some of them can be mentioned below: (Parajuli, 2012)

1. Lack of well-trained teachers.
2. Mixed ability classes.
3. Over-crowded large classes.
4. Poor physical facilities of the academic institutions.

5. Linguistically heterogeneous classes.

6. Inadequate professionalism in English teachers.

The major share of English language teaching in the world is in the hands of non-native speaking teachers and Nepal is not an exception. Of course, the major issue is the EFL environment itself because there is an overall lack of English speakers for students to interact with in. In Nepal, from school level to university degree, we see crowded classrooms and there is lack of proper classroom management. If there is no good sound management provisions and the teacher has to take every responsibility to manage the classroom. It is very difficult for the teachers to handle the classroom activities. In almost every class, the number of students is at least 50. The students in the classrooms are the different achievement and proficiency levels. Some can speak English and some cannot. At the same time, language teaching is more challenging. It is not the content, the methodology is more important. The teachers get high stress but are paid low salaries. This also reduces teachers energy in delivering knowledge. English language teachers are not getting the training according to the changes and necessity in the methodologies. Language teaching required an extensive amount of time, but time for the instruction is sufficient (Agnes and Suter, 2013).

In Nepal, most of the schools do not have listening materials like cassettes, CD player, etc. even teachers are not well trained to operate the new technology. The cultural and linguistic diversity of our country is another great challenge for ELT. The roles and status of the teacher and students are perceived differently in different culture. In Nepalese culture there is defined distance between teachers and students. This type of practices may function as a barrier for smooth teaching that hinders in teachers-students relationship.

Similarly, Nepal is country of linguistic diversity. Some languages are still advocating against expansion of English language properly. Many people think that linguistic identities have been lost due to English. Therefore, maintaining a proper balance between English and other languages is one of the big

challenges of the ELT. The globalization has devised English to all corners of the world and our country Nepal has also been influenced by this language very much. Whatever the reason is, the condition or status of ELT in Nepal is still growing. Our government has brought new strategies to improve the academic and professional skill of untrained teachers.

The major problem of ELT in Nepal is the use of students' mother tongue in the class. When a teacher makes his/her students practice in pairs or groups, some students start speaking in their mother-tongue if the teacher is working with other pairs. In addition to it, some teachers who use to teach through GT (Grammar Translation Method) find it easy to use students' mother-tongue in English classes. By the result, students cannot be exposed to English (Agnes and Suter, 2013).

At last, there are many challenges and problems in ELT in Nepal. But these problems can be solved in different ways. The teachers need to analyze the situations and find the apt solutions that can be properly used. Despite some problems, ELT situation in our country is, to some extent, satisfactory.

## **1.2 Statements of Problem**

The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. Teachers in schools need to be effective teachers and good role models in teaching practices is necessary. Moreover, the teachers' use of instructional materials in their teaching is an essential component of a quality education program. Teachers who use instructional materials effectively are inevitably raise the quality of learning. Furthermore, if teachers are to become confident and competent users of different materials in their own classes, then they need to see their teachers using various materials in their instruction. Otherwise, when teachers go to their own schools, they may end up teaching. Learning of this kind is more likely to take root when a variety of instructional materials are used during instruction; that is, materials that

allow for hands-on experiences. Where resources are supplied for instructional use, teachers are expected to make use of them to support a smooth and meaningful flow of instruction and, consequently, promote the understanding of the content being taught.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- a) To find out the teachers' perceptions and practices on using instructional materials for ELT classes,
- b) To find out the problems in using the instructional materials in ELT classroom and
- c) To suggest some pedagogical implications of the study.

### **1.4 Research Questions**

This study focused on influencing the teachers' use of instructional materials in their teaching to student teachers. Specific guiding questions are shown as follows:

- a) What is the teachers' perception on using the instructional materials for ELT classes?
- b) What are the problems on using the instructional materials in ELT classes?
- c) What attitudes do the teachers have towards the use of instructional materials?

In addition to the above questions, the study had also examined issues related to the emergence of new trends in teaching methods. This special case provided a unique opportunity to understand the process of integrating a more complex form of instructional materials into the teacher education in Rukum District.

## **1.5 Significance of Study**

It is said that applying instructional materials in secondary level English class has potential for stimulating reading, writing, and speaking of students since they can select book based on their own interest. Thus, instructional materials provide a real insight into the pleasures of reading and speaking. Applying instructional material in classroom presents boarder perspectives to the value of learning a foreign language. So, this study was concerned with the perceptions and practices of secondary level teachers towards the use of instructional materials.

The finding of the study had been fruitful to the teachers and students who were directly and indirectly involved in teaching and learning English in secondary level. They knew the advantages of using instructional material in the classroom. Moreover, the study was equally useful source for those researchers who are interested in conducting research in the similar areas in future.

## **1.6 Limitations/Delimitations of the Study**

This study had been limited in following:

- i. The secondary level English teachers working in Rukum Districts were the respondents.
- ii. Explore the perception of secondary level English teachers towards using instructional materials.
- iii. Questionnaire and Observation Checklist were being the tool for data collection
- iv. The questionnaire contained closed-ended and open-ended questions.

## **1.7 Operational Definition of Key Terms**

**Instructional Materials:** - Instructional materials can be anything from a textbook that provides examples of a concept or that gives students a platform on which to practice a

concept. The use of audio, audio-visual, printed papers, pamphlets, chart papers, pictures are the sources to instruct in the classroom.

**Perceptions:** - The ability to perceive or the act of perceiving an idea, a belief or an image as a result of how English teachers see or understand something or somebody.

**Performance:** In this study, the term means the way the students can execute something in a systematic way.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This section consists of the details of the reviewed studies and their implication in the study. In the same way, this chapter includes roles of instructional materials in ELT classes, reason behind the use of instructional materials, barriers to the use of instructional materials, types of instructional materials, five main instructional materials, literature reviews, theoretical concept and conceptual framework.

#### **2.1 Review of Theoretical Literature**

Instructional materials form an important part of most English teaching program. From textbooks, video-tapes and pictures to the Internet, teachers rely heavily on a diverse range of materials to support their teaching and their students' learning. However, despite the current rich array of English language teaching materials commercially available, many teachers continue to produce their own materials for classroom use. Indeed, the most teachers spend their considerable time finding, selecting, evaluating, adapting and making materials to use in their teaching. In this research, the present researcher synthesis as a range of ideas from the literature on materials design. I consider why teachers might want to design their own teaching materials and look at some of the advantages and disadvantages.

##### **2.1.1 Role of Instructional Materials in ELT Class**

Audio, audio-visual, printed papers, pamphlet, cards, pictures are the instructional materials. These materials become more-friendly and easily available in the local stationery. Indeed, these instructional materials help to get the context clearly and accurately. In language teaching, materials play a significant role. It is the material which makes the complex text easier and clearer. Teaching materials are those materials that help a teacher to clarify,

interpret and map the concept of the subject matter to the students. Instructional materials are to be defined as items that are designed to serve as a major tool for assisting in the instruction of a subject or course.

In order to make teaching learning activities entertaining, effective, interesting and successful, various kinds of aids and instructional materials can be used. The things like objects, pictures, etc. used in the class in order to facilitate learning are teaching aids and materials. For instance, chalkboard, flannel board, cork boards, magnet boards, plastic boards, pocket charts, realia, pictures, models, songs, games, using of ICT are the teaching aids and materials widely used in the field of language teaching.

Teaching materials brighten up the classroom and bring more variety and interest into the language lesson. They help students to focus their attention on objects, action, events, and situations which give meaning and context to the words and sentences that teachers deliver. This activity shortens teaching time too. By all these reasons, it could be stated that teaching materials have immense role in the field of teaching and learning language.

### **2.1.2 Reasons behind the Use of Instructional Materials**

The use of instructional materials have several advantages for both the teacher and the students. Instructional materials motivate students, capture their attention, and help explain complex concepts. According to Kadzera, (2006) some reasons can be described follows:

#### **a. Instructional Materials for Motivation**

The word motive comes from Latin root meaning “to move” (Charles and Senter, 2002), means a drive or desire to perform tasks. Teachers strive to bring this desire to their students so they will fully get engaged in instructional activities to develop in-depth understanding of concepts. Materials motivate the learning in two forms-intrinsic and extrinsic.

## **Intrinsic Motivation**

Noels, Clement and Pelletier (1999) looked at intrinsic motivation as a performance of an activity simply for the pleasure and satisfaction that accompanies the action. When students are intrinsically motivated, teachers do not have to worry because students are tuned for success.

Porter (1997) suggests that approaches to new materials should be developed with an open mind. The challenges that come with new materials should be seen as opportunities for growth and improvement, not as obstacle.

## **Extrinsic Motivation**

In the absence of intrinsic motivation, extrinsic motivation can be used to bring students in and keep them involved in lessons. The use of technologies, which students can easily manipulate to obtain a required end product, can generate the desire to learn and do more. Resources that students can associate with their everyday life also help to generate that desire to do more.

### **b. Instructional Materials for Capturing Students' Attention**

Instructional materials capture and sustain students' curiosity and attention throughout their lessons. Williams (1991) noted that the use of the overhead projector "enables the teacher to maintain complete classroom control and interest in a lesson" (p. 26). This control is also effective when the teacher wants to direct the attention of the students either to the used technology, or the information being displayed by the technology, or to the teacher. By switching on the overhead projector, the students' attention is directed to the information being displayed and to the teacher when the overhead projector is switched off. This ability to direct students' attention helps to maintain their concentration either on the information being displayed or to the explanation being given by the teacher when the overhead projector is switched off. This concentration by the students on what is going on helps them to follow the lesson and learn

whatever concepts are being explained. Such attention also helps teachers sense the readiness of students to understand what is being taught.

### **c. Instructional Materials for Explaining Concepts**

Using instructional materials, the teachers can explain the concepts that would be difficult to elaborate orally. When students see the material, its mechanism, and its function, teachers are saved the hard explanation and students easily understand what the teacher is talking about ([www.moe.gov.np](http://www.moe.gov.np)). Furthermore, instructional materials help pupils acquire listening and observational skills that assist in their understanding of complex concepts. About the use of videos, Majed (1996) asserts, “The use of technology makes possible increased individualized instructional opportunities which enable the teacher to have adequate spare time for preparation of instruction that will meet the needs of the learners” (p. 59). When teachers use materials in teaching and students are involved in the use of those materials and notice the relationship and relevance of what the teacher is teaching and the materials being used, the student attitude towards learning gets improved, and that prepares them for the technologically oriented society.

### **2.1.3 Barriers to the Use of Instructional Materials**

In addition to training, adequate supplies, support from administrators and peers, and access to instructional materials, which influence the use of instructional materials. Still there can also be barriers that impede the use of materials. They are as follows:

#### **a. Lack of Preparation Time**

It is observed that teachers who already have too much class work and school responsibilities may find that instructional materials require additional time to learn and to prepare for using them in the classroom. They may feel that they have no extra time to spare to facilitate their use of technology. (Hope, 1997)

## **b. Lack of Incentives**

Research has shown that minimal or lack of incentives for the teachers who sacrifice their time to integrate technology in their classes contributes significantly to teacher's unwillingness to use technology. Hope (1997) asserts that "recognizing and rewarding teachers will enhance technology's integration in the teaching and learning process" (p. 5) and suggested several ways of how this can be done:

- pay stipends to teachers to explore educational computing and related materials,
- provide technology role models for teachers,
- lend various configurations of technology to teachers for their use,
- encourage and praise to teachers for using technology,
- schedule convenient technology staff development sessions, and
- set aside time during the workday for teachers to explore computers and related technology (Hope, 1997, p. 6).

### **2.1.4 Types of Instructional Materials**

Educational resources are used to improve students' knowledge, abilities, and skills to monitor their assimilation of information, and to contribute to their overall development and upbringing. There are three basic types of instructional materials: concrete objects, including objects from the world of nature; representations of concrete objects and phenomena; and descriptions of such objects and phenomena by means of signs, words, and sentences of natural and artificial languages (Santa and Sibolga, 2007).

The first type of instructional materials includes such objects and phenomena as minerals, rocks, raw materials; semi finished and finished manufactured articles, and plant and animal specimens. Included among these materials are reagents and apparatus for producing chemical and other reactions and for demonstrating and studying such reactions during laboratory sessions.

The second type of educational materials, that of representations of actual objects and phenomena, includes three-dimensional materials (castings, globes, and experimental models), two-dimensional materials (charts, pictures, photographs, maps, diagrams, and drawings), and audiovisual materials (motion pictures, film clips, filmstrips, slide sequences, transparencies, records and tape recordings, and radio and television broadcasts). Audiovisual materials, including the resources of films, radio, and television, help acquaint students with the achievements of modern science, technology, industry, and culture and with phenomena that are inaccessible to direct observation.

The third type of instructional materials, that of written descriptions, includes scientific, scholarly, reference, and methodological teaching aids, as well as textbooks, books of problems and exercises, books for recording scientific observations, laboratory manuals, manuals for production training, and programmed textbooks.

Another type of instructional materials are technological instructional media. Among these are equipment for the transmission and assimilation of information recorded on film or on phonograph recordings: film projectors, tape recorders, phonographs, and television sets (Santa and Sibolga, 2007).

### **2.1.5 Five Main Instructional Materials**

The survey in the teacher training colleges concentrated on the five instructional materials i.e. chalkboard, flip charts, overhead projectors, video and computers. This section aims at elaborating on these materials regarding what they are and their use. Use of teaching and learning using locally available resources (TALULAR) were also be discussed.

#### **) The Chalkboard**

The chalkboard, which is a commonly used teaching and learning resource in Malawi schools, facilitates teaching and learning in almost every lesson.

Williams (1991) points out that the flexibility, availability, and versatility (of

the black and white boards) are definite boon to the classroom teacher (p. 14). He further elaborates the following advantages of using the chalkboard:

- They are freely available in most classrooms;
- They need no power (except in the case of electronic white boards);
- They are user friendly (if you have chalk);
- They can display a large number of colors;
- They can be used with a variety of other materials for a broad range of teaching strategies.

### ) **Flip Charts**

Though, not the most sophisticated visual aids available in today's technology and flip charts are certainly one of the most popular. They are simple, inexpensive, versatile, and when used with thoughtful creativity, highly effective. Wallace (2000) looks at flip charts as "easy to use, effective, portable, familiar, [and] inexpensive" (p. 2). Most of the instructor looked at flip charts as helpful to students when they are organizing their group ideas for presentations to the whole class. Because flip charts are placed in front of the class, they enable teachers to maintain eye contact with students, which help teachers observe students' reactions and thus make it possible to change teaching strategies during a presentation. The teacher is able to control the charts, and can write or draw on them as the explanation is in progress. Recording of students' comments on the flip charts helps students to build their ideas in the lesson. Just like overhead transparencies, flip charts can be prepared in advance, can be written on during the lesson, and can be stored for future use. Although one of the advantages is that materials for flip chart production are inexpensive and readily available, in the Malawian context chart paper is expensive and, therefore, usually not readily available.

## ) **Overhead Projectors**

Overhead projector is defined as a simple device that projects transparent materials of any type on a screen, within a normally lit room. Although Meilach (1985) saw overhead projectors and transparencies as ideal for presentation to small groups, it is observed that teachers can use different projection screens depending on the number of the participants and size of the room. Teachers need to use overhead projectors since there are advantages for both the teacher and the students. Stratton (1994) noted, “The judicious use of overheads in presentations is essential to captivate the audience and improve their perceptions of what the speaker is saying” (p. 5). Just like the flip chart, the overhead is placed in front of the students, giving teachers eye contact with students and enabling teachers to check students’ reactions and change the presentation pattern. The teacher can write or draw on the transparency, thus enabling development of ideas as the lesson is in progress. The projector does not require special skills, and since it is easy to use, the teacher is able to control it. Students can also be involved by filling in blank spaces on the transparencies or to present their work in class. Use of transparencies saves time in that they can be prepared well in advance; they can be used as a quick reference, and also easily stored for future use.

## ) **Use of Video**

Video is one of the resources that can be used for teaching and learning purposes. Williams (1991) remarks, “It all begins when someone sees a need for a (video) program on a particular topic and has some ideas on how that need might be met” (p. 112). He continued by posing questions that must be considered when deciding to produce a video program. Such as, “For whom is the program being made? How old are they? What do they know already? Do you want specific feedback during the program or at the end?” (Williams, 1991, p.112). At the teacher training colleges, videos can be used when tutors want to show students various teaching strategies and skills. For example,

videotaping demonstrations of micro-teaching and videotaping of specific lesson skills of introduction, questioning, reinforcement, explanation, and closure/conclusion can be done in the ideal situations of what the student teachers are expected to do. These skills can be shown to the students followed by discussions on the skills viewed before they practice them with their peers and at the primary demonstration schools.

## **) Use of Computers**

Computers are widely used for a variety of operations, such as writing through word processing, class presentations, data analysis, retrieving of information and communications. In a survey of teachers' perception in the effects of technology on students' performance, the respondents indicated strong agreement that technology had a positive effect on the students' performance (Hurley and Mundy, 1977). It is interesting, however, to note that, even in the developed countries despite the noted effectiveness of technology, not all teachers are competent and willing to infuse technology in their classes. Thompson (2000) observes that some universities still use traditional methods of teaching while others have seen the need to respond to the changing world and are using the new materials in their instruction. It should be noted that currently tutors in the teacher training colleges in Malawi, even those who know how to operate the computers, have not yet used them for instructional purposes. However, "accessibility to this technology, allowing the tutors to type tests, record grades ... create handouts and transparencies ... and printed materials is a crucial first step in the use of material in the classroom" (Brace and Roberts, 1996, p.326). In all situations, it is necessary to provide computer training within a social support network and to encourage teacher empowerment over a period of time.

### **2.1.6 Advantages of Teacher Designed Instructional Materials**

Those materials which are produced by the teacher themselves are teacher design materials. In ELT classes teacher design instructional materials play

important role making the knowledge accessible to learners and encourage the students in teaching learning process. They make the classroom discussion more effective. The teacher designed materials for classroom purpose are: pocket chart, flip charts, flannel board, pictures, graphcharts, realia, match-stick figures etc. Discussions about the advantages and disadvantages of teacher-designed materials usually center on a comparison with using text or course books. Rather than focusing on course books, we have turned our focus to teacher-produced materials and consider that the disadvantages of course books can become advantages for teacher-produced materials. The key reasons why teachers may wish to produce their own teaching materials can be linked to four themes distilled from recent literature on this topic (Howard and Major, 2004, p.101). They are as follows:

**a) Contextualization**

An important advantage of teacher – produced materials is contextualization. A key criticism of commercial materials, particularly those produced for the world-wide EFL market is that they are necessarily generic and not aimed at any specific group of learners or any particular cultural educational context. The possible lack of ‘fit’ between teaching context and course book has been expressed. Our modern course books are full of speech acts and functions based on situations which most foreign-language students will never encounter.

Another aspect of context is the resources available. Some teaching contexts will be rich in resources such as course books, supplementary texts, readers, computers, audio-visual equipment and consumables such as paper, pens and so on. Other contexts may be extremely impoverished, with little more than an old blackboard and a few pieces of chalk. A lack of commercial materials forces teachers to fall back on their own resources and designing their own teaching materials can enable them to make best use of the resources available in their teaching context. A further aspect that is not often mentioned in the literature is the cost of commercially produced resources. For many schools,

teacher produced materials can be the best option in terms of both school and student budget.

### **b) Individual Needs**

Modern teaching methodology increasingly emphasizes the importance of identifying and teaching to the individual needs of learners. English language classrooms are diverse places not only in terms of where they are situated, but also in terms of the individual learners within each context. Teacher-designed materials can be responsive to the heterogeneity inherent in the classroom. This approach encompasses the learners' first languages and cultures, their learning needs and their experiences. Few course books deliberately incorporate opportunities for learners to build on the first language skills already acquired, despite research suggesting that bilingual approaches are most successful in developing second language competence. A teacher can develop materials that incorporate elements of the learners' first language and culture, or at least provide opportunities for acknowledgement and use alongside English. In addition, teacher prepared materials provide an opportunity to select texts and activities at exactly the right level for particular learners to ensure appropriate challenge and levels of success.

In designing their own material teachers can also make decisions about the most appropriate organizing principle or focus for the materials and activities. And this can be changed over the course of the program if necessary. Most course books remain organized around grammar elements and the PPP (presentation, practice, production) model of teaching, often with an "unrelenting format" which can be "deeply disengaging" (Howard and Major, 2004, p.52). By taking more control over materials production, teachers can choose from the range of possibilities, including topics, situations, notions, functions, skills etc. or a combination of these principles, as starting points to develop a variety of materials that focus on the developing needs of their particular group of learners.

### **c) Personalization**

Another advantage of teacher-designed materials is personalization. In his article, Block (1991, p.13) argues in favor of ‘home-made’ materials saying that they add a personal touch in teaching that students appreciate. Tapping into the interests and taking account of the learning styles of students is likely to increase motivation and engagement in learning. Podromou (2002, p.21) further suggests that there is also greater choice, freedom and scope for spontaneity when teachers develop their own materials.

### **d) Timeliness**

Teachers designing their own materials can respond to local and international events with up-to-date, relevant and high interest topics and tasks. The teachable moment can be more readily seized. In conclusion, the advantages of teacher-designed materials can be summed up in the idea that they avoid the ‘one-size-fits-all’ approach of most commercial materials (Block, 1991, p.9).

## **2.1.7 Disadvantages of Teacher’s Designed Instructional Materials**

There are a number of potential pitfalls for teachers who would be materials designers. These can be considered under three headings.

### **a) Organization**

Course books are usually organized around an identifiable principle and follow a discernible pattern throughout. In contrast, teacher-designed materials may lack overall coherence and a clear progression. This is frustrating and confusing for learners who may not be able to see how their English is developing. A further aspect of organization relates to the physical organization and storage of materials. Without a clearly thought and well organized system, teacher produced materials may be difficult to locate for ongoing use, or may end up damaged or with parts missing.

According to Block (1991, p. 212), “The instructional materials seem ragged and unprofessional next to those produced by professionals.” They may contain

errors, be poorly constructed, lack clarity in layout and print and lack durability. Similarly, Harmer (2001, p. 7) says that “If the alternative is a collection of scruffy photocopies, give me a well-produced course book any time.”

In addition, a lack of references and understanding on the part of the teacher may result in important elements being left out or inadequately covered. Teacher-made materials may be produced to take advantage of authentic text. However, if not guided by clear criteria and some experience, teachers may make inconsistent or poor choices of texts. A further problem may be a lack of clear instructions about how to make effective use of the materials – particularly instructions designed for students.

#### **b) Time**

Time is another disadvantage of teacher-made materials, and perhaps the key factor for inhibiting many teachers from producing their own teaching materials. However passionately one may believe in the advantages of teacher designed materials, the reality is that for many teachers, it is simply not viable – at least not all the time.

## **2.2 Review of Empirical Literature**

Many researchers have been carried out related to the topic of teaching materials and techniques. Some are reviewed here:

Baylor and Ritchie (2002) found that teachers valued the use of materials in class and those materials had an impact on students’ content acquisition; the use of material added to class performance. They went further, comparing traditional methods of teaching that focus primarily on imparting skills and knowledge with current approaches where many educators are stating the need to prepare our students for a life that will be drastically different life that will need students to become creative problem-solvers, able to analyze a wealth of information to draw valid conclusions.

Smith and Nagel (1972) suggested that instructional media and materials are everywhere around us. They are found within the student's total continuum of experience, from the concrete to the abstract, both outside and inside the classroom. They provide means whereby teachers teach (make possible the conditions for learning) and students learn. However, availability of instructional materials does not automatically mean that learning will take place. In addition to availability, learning also depends on "the situation, the teacher, her/ (his) energy, her/ (his) imagination (and creativity), and those thirty or more unique personalities called a class.

Chapagain (1999) carried out a research entitled "Use of Teaching Materials and Its Impact on English Language Learning". His purpose of the study was to find out impact of teaching materials. To fulfill these objectives, he selected all the thirty students of sixth grade students in public school. He carried out an experimental research and collected data by using test. By 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 the study was to find out practicalities of the use of listening materials in the secondary level. To fulfill this objective he selected eight teachers and twenty-eight students of the secondary level of five schools. He conducted survey research in Surkhet District by using observation and questionnaire as data collection tool 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 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 on "Use of Teaching Aids in English Language Classroom". His purpose of the 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 Tanahun 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 the study was to find out the effectiveness of visual materials in reading comprehension. To fulfill this objective he selected twenty-three students of tenth grade in 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 learner to make better progress in reading comprehension.

Mandal (2012) carried out his research on “Teachers’ View on the Use of Authentic Materials in Teaching English”. His purpose of this study was to analyze the opinion given by the teachers on the use of authentic materials in teaching English. To fulfill his objectives, he selected forty teachers from different twenty lower secondary level schools from Saptari District. He conducted survey research and collected data by using survey questionnaire and observational checklist. By this research, he found that 55 percent teachers from lower secondary level school used authentic material in their classroom as teaching materials and it develops language proficiency of the learner. Similarly, authentic materials enhance the learning capacity of the students.

In the same way, Shrestha (2013) carried out her research entitled “Effectiveness of Teaching Materials in Developing Writing Skill”. His purpose of the study was to find out the effectiveness of extra supplementary teaching materials in writing skill. To fulfill the objectives of the study, she selected the seventeen students of grade nine as the respondents in Nawalparasi District. 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 on developing writing skill.

Neupane (2015) carried out his research on "Use of Teaching Materials in Classroom Management". His purpose was to find out the use of teaching materials in classroom management. It was a survey research. He selected thirty teachers from ten schools of Jhapa district using non-judgmental random sampling. He used questionnaire and observation checklist to collect the data. He found that teaching materials play an important role for classroom management.

Thus, all the researches mentioned above, mainly focus on the use of teaching materials and aids and their impact on teaching and learning. But none of the people can have dared to study on use of instructional materials by secondary level English teachers. This study focuses on the use of instructional materials by English teachers in the classroom.

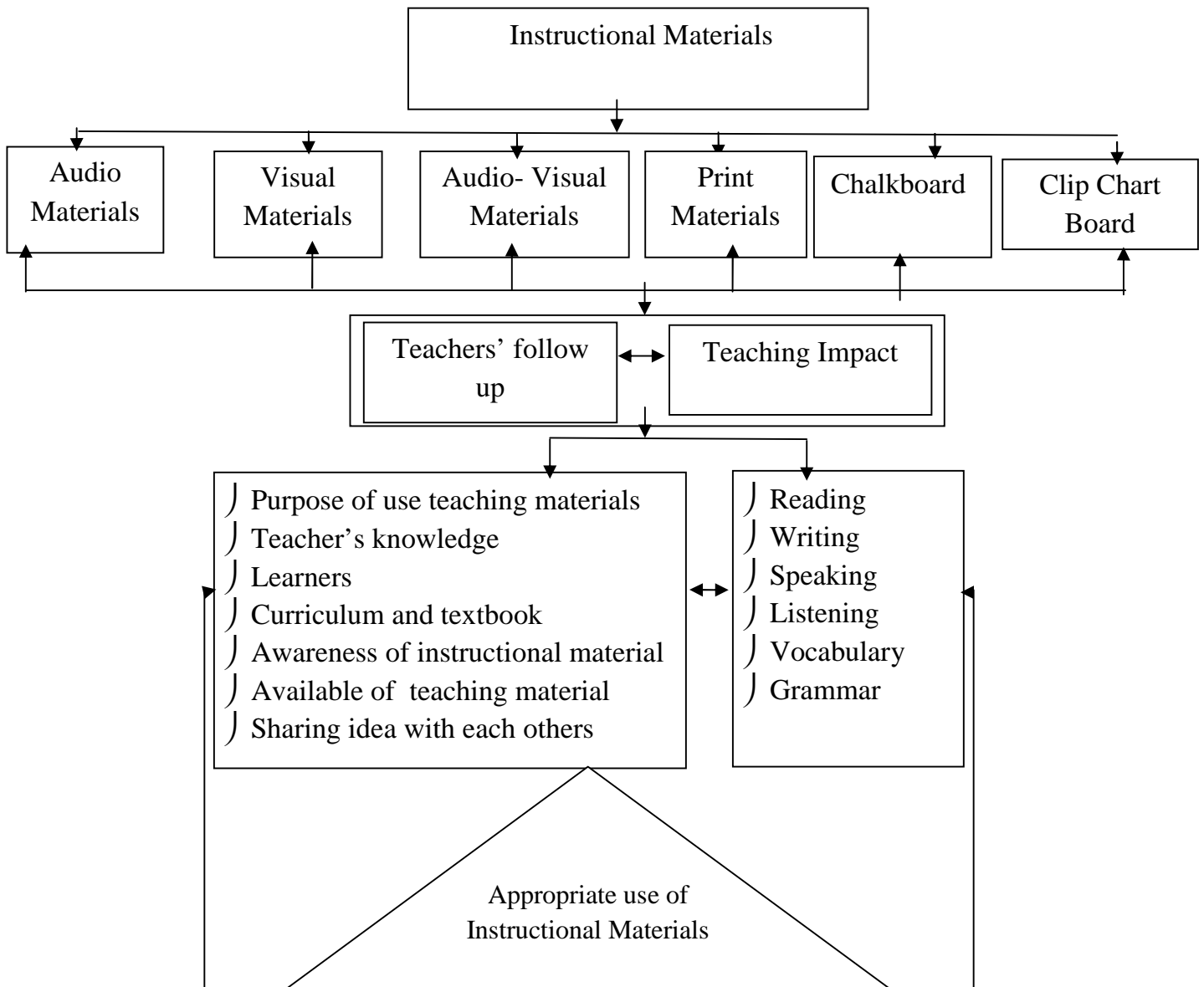
### **2.3 Implications of the Review for the Study**

Out of six different studies reviewed, Mandal (2012) was conducted regarding the use of authentic teaching materials and other researcher were regarding the use of teaching aids and materials for teaching English in the Department of English Education. These studies were some extent related to 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 tool for data collection.

Therefore, reviewing that research work, 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 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, there 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), 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 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 especially on the topics like Use of Instructional Materials by Secondary Level English Teachers. Thus, my research "Use of Instructional Materials by Secondary Level English Teachers" differs from other researches carried out in the same field.

## **2.4 Conceptual Framework**

Conceptual framework refers to the framework for the whole study. It had provided guidelines for the researcher. The study on "Use of Instructional Material by Secondary Level English Teachers: Perceptions and Practices" was based on the following conceptual framework:



Instructional materials are used to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing. There are four basic types of instructional materials: audio materials, visual materials, audio-visual materials and print materials.

## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

The present researcher used the following tools, techniques and procedure to gather the required data for the study.

#### **3.1 Design and Methods of the Study**

A research design is a procedural plan of doing the research which conducted topic. The researcher followed survey research design for this study.

Survey is a superficial research which study of an issue or phenomenon. It is the most commonly used method of investigation in educational research. This research as a special branch of social science research is considered as a new technique developed in the 20<sup>th</sup> century. These types of research design gather data on a one shot basic and it is taken as economical and efficient. It represents a wide range of target population.

According to Nunan (1992, p.140), "The main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time".

The researcher obtained the useful data from the large number of population through the use of questionnaire from RukumDistrict. The researcher distributed the different questions for data collection using by non-random sampling procedures. The main purpose of survey research was to find out (public-opinion) on certain issues to assess certain educational program and to find behavior of different professionals, to assess certain activity, to study certain trend of single point of time and to find out existing situation or study of certain institutions.

Nunan (ibid.) has given the following survey research process:

- a) Identification of the problem
- b) Specifying the objectives
- c) Constructing hypothesis

- d) Expanding theoretical knowledge
- e) Writing the research proposal and preparing appropriate research tools
- f) Piloting research tools
- g) Sampling the population
- h) Going to the field/public/contacting the in formats
- i) Establishing rapport with the respondents
- j) Implementation of research tools
- k) Collecting the data
- l) Analysis of data
- m) Comparison of data
- n) Calculation of finding
- o) Listing the findings

Survey is the best research design carried out the data and it finds out public opinion, behavior and attitude of different professionals to access certain activities. So the survey research followed the above process and researcher used related sampling procedure, sources and tools for solving of the problem.

### **3.2 Population, Sample and Sampling Strategy**

Survey research demands a large number of the population. All the Secondary Level English teachers of Chaurjahari Municipality of Rukum District were the population of this study. The required sample was selected according to the purpose of the study and feasibility of researcher. The researcher took six different teachers of different five schools located in this municipality using purposive non-random sampling strategy as a sample.

### **3.3 Study Area/Field**

In this research, the researcher selected Chaurjahari Municipality of Rukum District as research area to collect data. The researcher collected the perceptions and uses of instructional materials by secondary level English teachers from different public and private schools.

### **3.4 Data Collection Tools and Techniques**

The researcher used different tools and techniques for data collection. The main tools used for data collection were questionnaire and the observation checklist. In the questionnaire, all together 23 questions both closed-ended and open-ended questions were included.

### **3.5 Data Collection Procedures**

The researcher collected the data by collecting the following procedures;

- i. At first, the researcher visited the concerned authority and asked for permission to carry out the research.
- ii. After getting permission, the researcher built a friendly rapport and explained them the purpose of the research and request them to take part in responding to the questionnaire
- iii. After that, the researcher distributed the questionnaire to the English teachers of secondary level and requests them to supply their perception within thirty minutes.
- iv. Finally, the researcher provided the gratitude to the informant and school family for their kind cooperation.

### **3.6 Analysis and Interpretation of Results**

Collected data were analyzed and interpreted by using qualitative and quantitative devices. Qualitative device provided the perceptions and attitudes of the respondents towards instructional materials and quantitative data provided the number of the respondents and their perceptions on instructional materials. Percentage and table were used and raw data was analyzed descriptively and statistically. Checklists were analyzed descriptively.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF THE RESULTS**

This chapter deals with results and discussion/interpretation of collected data. The data were obtained through survey questionnaire and checklist from the teachers of government aided and private schools of chaurjahari municipality of Rukum district. The present researcher collected the required data from the English language teacher of secondary level.

The main objectives of the study were to find out the teachers' perceptions and practices on using instructional materials for ELT classes, and to find out the problems in using the instructional materials in ELT classroom.

The information received from the primary sources was analyzed and interpreted after the answers of the questions given by the secondary level English teachers. The data gathered from primary sources were analyzed and interpreted to fulfill the set of objectives.

#### **4.1 Analysis of Data and Interpretation of the Results**

The collected data has been analyzed descriptively in this section. The results from the collected data are summarized here. Results from the questionnaire have been analyzed below:

##### **4.1.1 Analysis of the Responses Obtained Through Questionnaire**

To collect the data based on the teachers' responses or opinions, all together 23 questions were asked to get general information in order to make the study more authentic and reliable. A set of questionnaire was designed to ask for teachers of secondary level. The main concern of asking questions to the teachers was to find out the teachers' perceptions and practices on using instructional materials for ELT classes. So, this sub-section deals with the analysis and interpretation of opinions from the respondents. The data has been analyzed and interpreted under the three broad headings viz. Attitudes

towards instructional materials while teaching learning process in secondary level, opinion towards instructional materials, participation of the students in classroom activities, Attitudes towards instructional materials.

It has already been mentioned that a set of questionnaire consisting of open ended and closed-ended questions were developed as a tool. The percentage is the main basis for the data analysis. While analyzing the data, the total number of responses of teachers were counted and changed into percentage. Generally, if the responses were 50% or above, it was considered as positive and below, it was negative. These have been analyzed and interpreted descriptively as below.

#### **4.1.2 Interpretation and Discussion of Closed Ended Questions**

Altogether, 23 questions were asked to the teachers. Then, the responses of the respondent were interpreted and discussion on closed-ended questions were presented holistically and item wise.

##### **4.2.2.1 Holistic Analysis of the Responses to Closed Ended Questions**

The analysis and interpretation of closed ended questions have been presented by separating in three different parts such as yes/no questions, attitude test questions and other closed ended questions related to use of instructional material by secondary level English teachers.

###### **4.2.1.1.1 Analysis of Responses to Yes/No Questions**

There were two types of questions which were yes/no questions and wh-questions used in the tool. Yes/ no questions are called closed ended questions because they have only two possible responses: yes or no.

The researcher prepared the questionnaire with 23 questions which included yes/no questions, attitude test questions and other closed ended questions. There were six yes/no questions related with preparing and using of

instructional materials in the classroom. The responses of the respondents in yes/no questions are analyzed below:

**Table 1**

**Response of the Respondents on Yes/No Questions**

<b>S.N.</b>	<b>Statement/questionnaire</b>	<b>Yes (%)</b>	<b>No (%)</b>	<b>Sometime (%)</b>
1	Do you use teaching aids and materials in the classroom?	02 (33)	3 (50)	1 (17)
2	Are teaching aids available in your classroom?	2 (33)	4 (67)	0
3	Do you find the students are interested while using the teaching aids and materials?	4 (67)	0	2 (33)
4	Have you ever designed ELT Materials yourself for classroom user?	1 (17)	1 (17)	4 (67)
5	Do you get any help from students to prepare the teaching materials?	2(33)	3(50)	1(17)
6	Have you taken any training on designing and using teaching materials and aids?	1 (17)	5 (83)	0

The first question of this section was used to know whether they used the teaching aids and materials in the classroom or not. In response to this, only 33 percent of the respondents agreed while 50 percent disagreed or did not use but 17 percent of the respondents used sometime.

Similarly, the second question was used to know whether the teaching aids are available in the classroom or not. In response to this, only 33 percent respondents agreed while 67 percent respondents disagreed.

They further added that the students become more curious and proactive while teacher uses instructional material in the classroom so they are more interested towards the use of instructional material in classroom.

The fourth question asked whether they had designed ELT materials themselves for classroom uses or not. In response to this, only 17 percent of the respondents replied that they designed ELT material themselves for classroom uses. Other 17 percent respondents replied that they did not prepared instructional materials in the classroom purpose while 67 percent respondents rarely prepare and design instructional materials for class room uses.

Similarly, the fifth item of the questionnaire asked whether they got any help from students to prepare the teaching materials. In response to this, 17 percent of respondents got help sometime and 33 percent respondents got fully help while 50 percent respondents did not get any kinds of support from their students in the process of preparing the instructional materials.

When the researcher wanted to know whether they got any training on designing and using instructional material and aids or not. In response to this, more than 83 percent respondents replied that they did not get any training while 17 percent respondent being taken training on designing and using teaching materials and aids.

#### **4.2.1.1.2 Analysis of the Responses to Attitude Test Questions**

There were 9 questions in the questionnaire which tried to examine the manner, disposition, feeling etc. with regard to the instructional materials while teaching learning activities in the classroom which are known as the attitude test questions.

An attitude is an evaluation of an attitude object, ranging from extremely negative to extremely positive. People can also be conflicted or ambivalent towards an object by simultaneously holding both positive and negative attitudes towards the same object. In the questionnaire, the respondent

is positive, s/he has responded agree, if not, disagree as well as undecided if ambiguity is ambivalent.

In this way, the statement in the questionnaire tried to find the rating on disagree and undecided answers from the respondent. If the teachers' attitude towards the instructional materials is positive, he or she agrees with the statement in the questionnaire. The responses of the respondents of attitude test questions have been analyzed below:

**Table 2**  
**Responses of the Respondents on Attitude Test Questions**

S.N.	Statement	A	DA	U
1	Materials which are produced by teachers can meet the requirement of specific culture and learners.	3(50)	2(33)	1 (17)
2	Teacher designed materials take account of learners' interest and individual learning style of students.	4 (67)	2 (33)	0
3	Teacher designed materials are cheaper than commercially available materials.	2 (33)	3 (50)	1(17)
4	Teacher designed materials may contain error.	4 (66)	1 (17)	1 (17)
5	Teacher designed materials are poorly constructed.	1 (17)	4 (66)	1 (17)
6	Teacher designed materials have lack quality in layout.	5 (83)	1 (17)	0
7	Teacher designed materials are less durable.	5 (83)	0	1(17)
8	Teacher designed materials may concern less quantity because they limit the amount.	4 (67)	0	2 (33)
9	Designing own material is time consuming.	6 (100)	0	0

(A=Agree    DA=Disagree    U=Undecided)

The above mentioned table shows that most of the respondents agreed with the statement which tried to seek the positive answers from them. The first statement included the effectiveness of instructional materials which are related to specific need of the respondents, while teaching learning process. The

statement stated, whether the Materials which are specially produced can meet the requirement of specific culture and learners or not. In response to this half of the respondents i.e. 50 percent respondents completely agreed and 23 percent respondents disagreed and 17 percent respondents undecided with this statement.

Similarly, the second statement stated whether the teacher designed materials take account of learners' interest and individual learning style of students or not. In the response of this statement, about 67percentrespondentsagreed while only 33 percent respondents disagreed and no one got undecided.

Similarly, the third statement focused on the price of the teacher designed material in comparison with the available materials in the market, whether the teacher designed materials are cheaper than commercially available materials or not. With this response, exactly 50 percent of the respondents completelydisagreed because they also added designing instructional material own self is time consuming and expensive too than the materials available in the market. On the other hand 33 percent respondents agreed whereas 17 percent respondents undecided. They expressed their dilemma whether the materials designed by own self are cheaper than the materials available in the market or not.

In the same way, the fourth statement tried to seek the teachers' attitude towards the teacher designed materials which contain error. The researcher tried to seek the negative answer from the respondents. But it was found that 67percent respondents were positive. They agreed with the statement that stated teacher designed materials may contain error whereas 17 percent were disagreed with this statement and only 17 percent undecided. Similarly, the fifth statement stated, whether the teacher designed materials are poorly constructed or not. In the response of this statement, 17 percent respondents were undecided whereas 17 percent and 66 percent agreed and disagreed respectively.

Similarly, the next statement tried to seek the teacher's attitude toward the quality of own designed material i.e. whether the teacher designed materials have lack of quality in layout or not. In response to this statement the present research found that majority of the respondents i.e. 83 percent completely agreed. So, they do not try to design material themselves. Meanwhile, nearly about 17 percent respondents completely disagreed. It is surprising fact that those teachers who replied that they designed the materials by themselves, they have not expressed their belief on the materials designed by them.

Similarly, the seventh statement tried to find out the attitude of the teachers towards the durability of the materials designed by them i.e. whether the teacher designed materials are less durable or not. With the response of this statement, the present research found that 83percent respondents agreed whereas 17 percent respondents undecided and no was found with the conflicted ideas.

The eighth statement tried to seek the attitude of the respondents towards the consumability of the teacher designed materials, i.e. whether the teacher designed materials may concern less quantity. In responseto this, 33 percent respondents undecided whereas 67 percent respondents agreed with the statement. In the meantime no respondents disagreed.

The last statement tried to seek the time consumable in the process of designing material, i.e. where the teacher designing materials are time consuming or not. In the response of this statement, all respondents i.e. 100 percent respondents agreed whereas no respondents completely disagreed and undecided respectively.

In conclusion, the above mentioned description shows that the respondents have mixed attitude towards the designing instructional materials in the classroom purpose. It is found that vary in the attitude according to their time, interest and process of designing the instructional materials.

#### 4.2.1.1.3 Analysis of Extra Information

The next type of question included in the questionnaire were to seek the opinion and interest of them towards the instructional materials. To fulfill the objectives of this research eight different questions were prepared and given to the respondent's court, the response of the respondents have been described below:

The first statement sought the opinion regarding the use of material in teaching English Language in secondary level. The most of the respondents have positive opinion in this statement. The major themes are:

- ) the use of instructional materials in English language class arouse the interest of the learners.
- ) the use of materials in English language class help to accomplish the goal of language teaching.

One of the respondent's responses is cited below as it is:

*The use of instructional materials in teaching English language in the secondary level enhances the interest of the learners towards the teaching of the teachers and the teachers will get more focus from the learners. So, the teaching learning activity in the classroom is more effective.*

The next question sought the opinion about teacher-designed materials. In response of this question, most of the respondents gave negative opinion. The major themes on this question are:

- ) teacher designed materials are less effectiveness, time consuming and take more cost as well.
- ) teacher designed materials have lack of quality in lay out and less durable too.

One of the respondent replied in the following way;

*The last year, I had tried to design the instructional material myself but I found that was more costly, time consuming and hard to collect the material from local scenario. So, I do not try to construct instructional material this year.*

The third question of the questionnaire tried to find out the types of material used often by the teachers. In response to this, those teachers who used the instructional materials while teaching replied that they use chalk board most of the time. They also responded that they used flip chart sometime. Due to the lack of electricity and unavailability of ICT, they were unable to use computer and videos as well. The major themes are:

- ) due to the lack of time and other source of materials respondents are compelled to use easily available teaching materials e.g. chalk board.
- ) most of schools are not access of electricity and ICT, so language teacher are not able to use the computer and videos in the time of teaching and learning.

One of the respondents response is cited below as it is:

*Most of the school are not access of electricity and ICT, so there is not possible to use the more expensive and electricity need teaching materials. Even though I had tried my best to use those materials which are easily available in the school environment.*

The fourth item was related with the training taken by the teachers on the use and designing of instructional materials. In the response of this item most of the teachers replied that they did not get chance to take the training on designing and using the instructional material. Some of them had taken training once on using the instructional material even though it is not enough. One of the respondent response is cited below as it is:

*The last year, I had taken the training on designing and using the instructional material. I found that, training really helps to language teacher to design and use the materials effectively in the English language class but only one time of training is not enough and fruitful.*

The fifth item on this category focused on whether they often used teaching materials in the classroom or not. In this question, the response of a teacher was taken as a sample and presented below:

*There is the lack of enough instructional material in our school. Even though, I have tried my best to use the instructional material in class. The chalkboard is frequently used and other local resources as well as materials available in school library and local stationery are used but they are not sufficient to fulfill the needs of the present teaching learning activities.*

But half of the teachers responded that they did not get enough instructional materials in the school and local market as well.

The sixth question was focused on whether they often designed teaching materials or not. With the response of the respondents in this question, the major themes are:

- ) they did not design the material due to the lack of time, resources and cooperation of the concerned authority.
- ) they did not design teaching materials because they do not get any support from staff and school as well too.

The seventh item of this category was related to the mostly used instructional materials in teaching learning process by teachers. In response to this, the major theme of the respondents is;

- ) they used commonly used materials such as chalk board and local materials which are easy to find in school premises.

The last statement sought the opinion regarding the most effective teaching materials in teaching learning process. In the response of this question, the present research found the mixed answer. The major themes are:

- ) some said flipchart and other locally available materials.
- ) one of the common thing which all of the respondents said was chalkboard.

It is important to here that one of the respondents replied that he knew the importance of instructional material in the classroom. So, he tried his best to use the instructional material. In his own words:

*I do not found sufficient instructional material here. I had taught in Kathmandu two years ago where I got chance to know the role of instructional material in the teaching learning process. So, I tried my best to use the instructional material in my classroom.*

In this way, the different questions related to the use of instructional materials had an aim to find out the present condition of the use of instructional materials in English classroom at secondary level. The present researcher had the mixed answers from the respondents. The present researcher reached in the conclusion that there is not as good condition as expected in the remote area of Nepal. This study had done in the municipality. The condition of the use of instructional materials in the municipality is shown the miserable condition. This helps us to know the scenario of the remote village area and use of instructional material in the English classroom at secondary level.

### 4.1.3 Analysis of Data and Interpretation of Result on the Basis of Classroom Observation

This section deals with information by observing classroom and find out percentage according to observation points. We can learn variety of things from observation. The checklist was developed for the observation.

This list may have been prepared by the observer. It not only give an observer a structure and framework for an observation but also serve as a contract of understanding with the teachers who may as a result be more comfortable and will get specific feedback on aspects of the class.

Sixclasses from sample school were observed to identify how teachers use instructional material in English languageclassroom. One class in each school is observed. Items one to nine were developed to tick in checklist. The checklist with three option i.e. frequently, sometimes and rarely were designed to identify the different teaching activities chosen while observing the classroom has been presented in next page.

**Table 3**

**Checklist for the Class Observation**

S.N.	Observational Points	Freq%	Some %	Rarely %	Remarks
1	Use of Instructional Materials	50	25	25	
2	Teacher's Command over the Instructional Materials	25	75	0	
3	Curiosity of Students over those Instructional Materials	100	0	0	
4	Starting the Class with the Use of Instructional Materials	0	50	50	
5	Use of Instructional Materials through Internet	0	25	75	Lack of computer and internet
6	Availability of Instructional Materials in	50	25	25	

	the Local Stationery				
7	Availability of Instructional Materials in School Library	75	25	0	Some school does not have own library
8	Interaction about the Use of Instructional Materials	25	50	25	
9	Impact of Instructional Materials to the Students	75	25	0	

(Freq: Frequently, some: sometime, rarely: rarely.)

From the classroom observation, it was found that 50 percent teachers frequently used the instructional material. Similarly, 25 percent teachers sometime used instructional materials while teaching and 25 percent teachers rarely used.

The second item shows the teachers command over the instructional materials. 75 percent teachers sometime used the instructional material in the classroom and they had command over those materials sometime. On the other hand, 25 percent teachers had command over instructional materials frequently. Similarly no teachers had command over those instructional materials rarely which he or she had used while teaching English in secondary level.

In the third item, the researchers wanted to know about the curiosity of students over those instructional materials. It is the only item in which the research found that all of the students were interested over those instructional materials which teachers used in the classroom in the teaching learning process.

In the fourth item, no teachers started the class with the use of instructional materials frequently. On the other hand, 50 percent teachers had started their classroom with the use of instructional materials some time and rarely respectively. It shown that the class started with the use of instructional material was more effective than the class where the less materials were used.

Similarly, in the fifth item, the research tried to find out the use of instructional materials through internet in the classroom in secondary level. Due to the lack of power supply, computer, internet server and other equipment, it was very

much difficult for the teacher to use the ICT in the classroom. Even though, 25 percent teachers sometimes used the instructional materials in classroom through internet. The teachers used cell phone in the classroom for internet and also used to find out some note and other reference materials through internet. On the other hand, 75 percents teachers rarely used the internet for the purpose of using instructional materials in the classroom.

The sixth item tried to seek the availability of instructional materials in the local stationery and their use in the classroom in the teaching learning activities. From the class observation, it was found that 50 percent of the teachers frequently collect the instructional materials from the local stationery and 25 percent teachers sometime used the instructional material from the local stationery. Similarly 25 percent teachers rarely used the instructional from the local stationery because they did not get instructional material in local library.

The seventh item related to the availability of instructional materials in school library. It was found that 75 percent schools had instructional materials in the school library and rest 25 percent schools had less instructional materials in the school library. Those schools where the teachers found the instructional materials in the school library, they had frequently used the instructional materials in the teaching learning process.

The eighth item was related to interaction about the use of instructional materials. 50 percent of the school sometime discussed about the availability and use of instructional materials in the teaching learning process in the classroom. Similarly 25 percent schools frequently discussed about the use instructional materials and 25 percent of the schools did not discussed about the use of instructional materials in the classroom purpose. It shows that the discussion with the parents and teachers about the use of instructional materials is more helpful to collect the instructional materials and made class more effective which enhances the teaching leaning activities in the classroom.

The last item tried to seek the impact of instructional materials to the students. 75 percents students were fully aware after the use of instructional material in the classroom and the rest 25 percent students and teachers were not fully aware about the use and design of instructional materials in the classroom.

To sum up, due to the lack of well trained teachers, poor condition of schools and unavailability of instructional materials in local and school library, it has been generalized that the teaching learning process of secondary level was not improved effectively. The teachers werenot able to maintain the class properly,due to the lack of instructional materials. They were not frequently use the instructional materials in the classroom.

## **4.2 Summary of the Findings**

This section consists of summary of findings. Findings have been listed separated on the basis of objectives of the study.

- A) The purpose of the first objectives was to find out the teachers' perceptions and practices on using instructional materials for ELT classes, i.e. how the teacher use the instructional material in the classroom. The findings related to this objectives have been listed below:
- i) Most of the teachers were interested to use instructional material but due to the lack of appropriate sources, availability of instructional materials in the local stationery and school library, they were unable to use.
  - ii) It was found that 83 percentof the teachers believed that teacher designed materials have less quality in layout. They also thought that teacher designed materials are less durable. So, all of the teachers thought designing own material is time consuming.
  - iii) Around 67 percent of the teachers believed that teacher designed materials take account of learners' interest and individual learning style of students.

B) The purpose of the second objective was to find out the problems in using the instructional materials in ELT classroom. The findings related to this objectives have been listed below:

- i) Around 83 percent of the teachers said they get the help from students to prepare the teaching materials.
- ii) More than 60 percent respondents opined that the teacher designed materials may contain error, less quality and take more cost as well.
- iii) It was found that most of the teachers entered in the classroom without plan and seen to be passive in using instructional materials in classroom while teaching.
- iv) It was found that most of the teachers were not able to handle new technology because of the lack of training, lack of technology in schools.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

This study is naturalistic and conceptuality in nature. The researcher had collected the data from natural setting. So, the findings are derived from scrupulous analysis and interpretation of data found in real life situation. Appropriate recommendations were also suggested. Moreover, the implications of the study were recommended for three different levels viz. policy level, practice level and further research.

#### **5.1 Conclusions**

This chapter presents the overall summary and the conclusion of the present research findings, which is drawn from the discussion and interpretation of the collected data and it ends with implications of the study as it is suggested for policy, practice, and further research levels respectively. The present study is about the use of instructional materials in the Secondary Level in Rukum District. It had an aim to find out the problems in using English classroom and current practice of teaching English in the English language classrooms. The study is incorporated within five chapters.

Chapter one deals with introduction. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of study, delimitation of the study and operational definition of the key terms used in the study.

The second chapter is about the discussion of both theoretical and empirical literature related to this study. It also deals with, roles of instructional materials in ELT class, reason behind the use of instructional materials, barriers to the use of instructional materials, types of instructional materials, five main instructional materials. It also includes the implication of review for the study and conceptual framework.

Similarly, the third chapter concerns with the methodological part of the study which further comprises design and method used in the study, population, sample and sampling procedure, study area of field, tools to data collection, procedures of data collection, and the procedures of data analysis and interpretation.

The fourth chapter is the analysis and interpretation of the results. It includes the analysis and interpretation of the data obtained through questionnaire and the discussion of result derived from the data analysis and interpretation.

The final chapter includes the major conclusions and the recommendations for further improvements. The recommendation is here by presented to policy related; practice related and further research related area.

This study was concerned with various major aspects and current practices in using instructional materials in the English classroom. Although this study has found several positive aspects of current practices in using instructional materials in private school than the government aided schools in Rukum Districts, such as availability of instrument in school, local markets and interest of the teachers. It is also discovered that lack of library related to English language, lack of teachers' interest and unavailability of instructional materials are the major constraints in the classroom while using instructional materials in the English classroom. Lack of economic sources and lack of co-operation between students, teachers and school management are also shown as other constraints. Thus, the current scenario of using instructional materials in the classroom is not shown as good as expected.

## **5.2 Recommendations**

On the basis of the findings, following recommendations have been made for pedagogical implications. They have been listed on following three levels:

### **5.2.1 Policy Related**

Policy is a principle to guide discussion and achieve rationale outcomes. The recommendation for policy related concerns to the policy makers, course developers, writer and other concerns bodies related to the academic field of enquiry. From this research the researcher would like to suggest following recommendations at this field.

- ) The government through its agencies should assist schools by supplying instructional materials to them.
- ) It should formulate the policy regarding to various aspect of uses of instructional materials such as teaching materials,ICTs, professional development method technique and evaluation.
- ) The government should help to the school run effectively and use of instructional material in appropriate way.
- ) Government as well as all the agencies that are related with education should help and co-operate with the school to improve the quality of the education.

### **5.2.2 Practice Related**

From this research the researcher would like to suggest following recommendations at this field.

- ) Teachers should develop a positive attitude in using instructional materials.
- ) The time- table planners should allocate enough time or more periods for teaching English so that both teachers and students would have enough time for maximum utilization of the instructional materials
- ) Teachers should also try and improvise instructional materials where the standard ones are not available.
- ) School management should also assist teachers who wish to improvise instructional materials by way of supplementing the cost, if not sponsoring it.

### **5.2.3 Further Research Related**

The present research will be very helpful for those who want to carry out source for the further researches in the similar topics. Some ways are:

- ) This research would be a valuable secondary source for the researchers.
- ) It seems important to carry out a research to identify the causes of teacher's unwillingness to transfer their training in the classroom for better results.
- ) It would provide new information to administrator teacher, students and concerned people to be investigated.

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## Appendix-I

### Survey Questionnaire

Dear Sir/ Madam

This questionnaire is a research tool for gathering information for my research entitled “Use of instructional materials by secondary level teacher: Perceptions and Practices” for the partial Fulfillment of my Masters of English Education at T.U the questionnaire are based on self designing and using own teaching materials.

I will be grateful if you kindly spare some of time complete the questionnaire below.

**Researcher**

**Govinda Bahadur Basnet**

Name:

Name of the institution:

Address:

Teaching Experience:

Qualification:

School (Please tick one of that suits you)

Government- aided ( )

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

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

a. Yes

b.No

c. Sometime

2) Are teaching aids available in your classroom?

a. Yes

b. No

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

a. Yes

b.No

4) Have you ever designed ELT Materials yourself for classroom user?

a. Yes

b. No

5) Do you get any help from students to prepare the teaching materials?

a.Yes

b. No

6) Have you ever taken any training on designing and using teaching materials and aids?

a. Yes

b.No

#### **Attitudetestquestions**

7) 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. Disagree

c. Undecided

8) Teacher designed materials take account of learners' interest and individual learning style of students.

a. Agree

b. Disagree

c. Undecided

9) Teacher designed materials are cheaper than commercially available materials.

a. Agree

b. Disagree

c. Undecided

10) Teacher designed materials may contain error.

a. Agree

b. Disagree

c. Undecided

11) Teacher designed materials are poorly constructed.

- a. Agree                      b. Disagree                      c. Undecided

12) Teacher designed materials have lack quality in layout.

- a. Agree                      b. Disagree                      c. Undecided

13) Teacher designed materials are less durable.

- a. Agree                      b. Disagree                      c. Undecided

14) Teacher designed materials may concern less quantity because they limit the amount.

- a. Agree                      b. Disagree                      c. Undecided

15) Designing own material is time consuming.

- a. Agree                      b. Disagree                      c. Undecided

Miscellaneous type of question

1)What is your opinion regarding the use of materials in teaching English language?

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

2) What is your opinion about teacher design materials?

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

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

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

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

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

5) How often do you use teaching materials in your class room?

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

6) how often do you design teaching materials?

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

7) Which materials did you mostly used in teaching English language in the class room?

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

8) In your view which materials is most effective?

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

## Appendix II

### Observation Checklist

Teachers Name:

School Name:

S.N.	Observational Points	Freq	Some	Rarely	Remarks
1	Use of Instructional Materials				
2	Teacher's Command over the Instructional Materials				
3	Curiosity of Students over those Instructional Materials				
4	Starting the Class with the Use of Instructional Materials				
5	Use of Instructional Materials through Internet				
6	Availability of Instructional Materials in the Local Stationery				
7	Availability of Instructional Materials in School Library				
8	Interaction about the Use of Instructional Materials				
9	Impact of Instructional Materials to the Students				

Freq: Frequently,      Some: Sometimes,      Rarely: Rarely