

# USE OF INSTRUCTIONAL MATERIALS BY SECONDARY LEVEL ENGLISH TEACHERS

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

Submitted by  
Govinda Bahadur Basnet

2158

Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu  
2016

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This is to certify that **Mr. Govinda Bahadur Basnet** has prepared this thesis entitled **Use of Instructional Materials by Secondary Level English Teachers** under my guidance and supervision.

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# DEDICATION

*Dedicated*

*to*

*My parents and all well wishers*

## **DECLARATION**

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

Date: .....

.....  
**Govinda Bahadur Basnet**

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**Govinda Bahadur Basnet**

## **ABSTRACT**

This study was on **Use of Instructional Materials by Secondary Level English Teachers**. The main purpose of the present study was to find out the teachers' perceptions and practices on using instructional materials for ELT classes. The researcher selected the government aided and private schools of Rukum District. The total sample of this study consisted of 6 secondary level English teachers who were chosen using purposive non-random procedure. It was a survey research. The tools the present researcher used were questionnaire and observational checklist. The data collected from the teachers was compared, analyzed and interpreted to find out teachers' perceptions and practices on using instructional materials for ELT classes at secondary level. From this study, it was found that using instructional materials are essential and very effective to teach the English at secondary level. The teachers told that using instructional materials help teachers to teach the English effectively and instructional materials are authentic valuable materials for effective teaching learning activities. It was also found that using instructional materials help to develop students' creative, reasoning, evaluating, appreciating and interpretive skill as well as teachers' skill to teaching.

This thesis consists of five chapters. The first chapter includes the background of the study, statement of the problem, research questions, significance of the study, delimitations of the study, operational definition of the key terms. Similarly, the second chapter deals with the review of related literature and conceptual framework. The third chapter deals with methods and procedure of the study adopted during the research study, population and sample, sampling strategy, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. The fourth chapter deals with analysis and interpretation of results. The fifth chapter deals with conclusions and recommendations. In the final part of this thesis, references and appendices are included.

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## LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
&	:	And
B.C.	:	Before Christ
B.S.	:	Bikram Sambat
C.D.C	:	Curriculum Development Center
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	For an example
ELT	:	English Language Teaching
ESL	:	English as a Second Language
etc.	:	Etcetera
G.T.	:	Grammar Translation
i.e.	:	That is
MOE	:	Ministry of Education
Mr.	:	Mister
Mrs.	:	Mistress
No.	:	Number
p.	:	Page
Prof.	:	Professor
T.U.	:	Tribhuvan University