

USE OF TEACHING MATERIALS IN ELT CLASSES AT BASIC LEVEL

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

Submitted By

Nirmal Karki

Janta Multiple Campus, Itahari Sunsari

Faculty of Education

Tribhuvan University

2023/2080

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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.

.....

Nirmal Karki



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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Nirmal Karki** has completed this thesis entitled **Use of Teaching Materials in ELT Classes at Basic Level** under my guidance and supervision.

I recommend the thesis for acceptance and evaluation.

Kamal Raj Dahal (Supervisor)

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EVALUATION AND APPROVAL

The thesis entitled **Use of Teaching Materials in ELT Classes at Basic Level** by **Nirmal Karki** has been evaluated and approved by the following Thesis Evaluation Committee.

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ABSTRACT

The research study entitled **Use of Teaching Materials in ELT Classes at Basic Level** was an attempt to find out the situation of teaching materials used in ELT classes at basic level in the community-based schools in Sankhuwasabha District i.e. Chainpur Municipality. Survey research design was applied to carry out this research study. As a sample, all the basic level (6-8) schools and all twenty-three English teachers were selected as census technique procedure from basic level who were taking ELT classes in the classes 6-8 in Chainpur Municipality of Sankhuwasabha district. Tools for data collection were questionnaires (i.e. open-ended and close-ended) and researchers used observational form too. Data collected were analyzed by both qualitative and quantitative methods of data analysis. After analysis and interpretation of data, it was found that It was found that 47.82 percent respondents agreed about the regular use of teaching materials at their ELT classes and 8.69 percent strongly disagreed of regular use of teaching materials in ELT classes. (see table 2, Appendix III). It was also found that 39.13 percent respondents agreed that they have an access of teaching materials which they need for their ELT classes at their school. (see table 2, Appendix III). Similarly, it was found that 17.39 percent of respondents strongly agreed that their schools have an access of teaching materials which they need for ELT classes. (see table 2, Appendix III). Similarly, 43.47 percent respondents were found that they were not able to get required number of teaching materials from their school for their ELT classes. (see table 3, Appendix III). Likewise, it was found 10 teachers i.e. 43.47 percentage respondents disagreed and strongly disagreed about the fellow teachers support to prepare teaching materials for language classes. (see table 4, Appendix III).

On the other hand, it was found that teachers are conducting various activities like demonstration, describing pictures, comparison, listening, reading, narrating and drilling by using teaching materials for their ELT classes. Likewise, it was also found that teaching materials reduces teachers talking time and increases students talking time, facilitates learners in their learnings, learners will easily learn language skills with the help of teaching materials. These were suggested by the ELT teachers as usefulness of teaching materials for ELT classes.

This thesis consists of five chapters. The first chapter deals with the introduction the study which consists of 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. Similarly, second chapter contains of review of theoretical as well as empirical literature and implications for the study. Moreover, it includes the conceptual framework. Likewise, the third chapter incorporates with the methods and procedures of the study, which covers design and method of the study, population, sample and sampling strategies, research tools, sources of data, data collection procedures, data analysis procedures. In the same way, the fourth chapter includes the analysis and interpretation of the data. Furthermore, the fifth chapter incorporates the findings and conclusions of the study followed by some recommendations based on the study. Finally, the references and the appendices, which are necessary to the validation of the research have also been presented.

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CHAPTER ONE

INTRODUCTION

General Background

English is widely used language in this world. It is spreading wider and wider day by day. People who can speak and understand the English language can survive in any place of the world. Because of the importance of the English language our government has made English as a compulsory subject from grade one to bachelor level from 2060 BS. English has grown as a global language. It has been used extensively in science technology, commerce and international relation. Mackey (2002), and Crystal (1997), express that many countries around the world consider teaching of English as a major educational priority.

Brown (1994) opines that an ELT teacher should have theoretical knowledge of these five aspects of language teaching: who to teach, why to teach, what to teach, when to teach, how to teach, to be able to provide learners with suitable and selective teaching-learning materials.

For Pit Corder (1973) teaching languages is, and always has been, thought of as developing a set of performance skills in the learner, and syllabuses and timetables are often expressed in terms of skills being taught. To teach English language in the class, we have to use many techniques and many teaching materials in the classrooms. Teacher is a driver of the classroom who drives the class as per his/her desire. It is only possible to drive the class and made students goes into the ocean of the knowledge only by using the teaching and learning materials and aids in the classrooms. According to Bitchener (2006, p. 48). The teaching aids help the teacher to do his/her job better and they also help students to focus their attention of objects, actions, events and situations which give meaning and context to the words and sentences presented in the classroom by the teacher, the use of teaching learning materials in the field of education is not new for people related to the teaching and learning field. We all are taught at schools or the colleges that the use of teaching materials helps the learner to learn the second language properly and easily. Among some components of effective language classroom learning materials indisputably play a focal role. They improve the quality of language teaching, facilitates teachers

in doing their duties and lead students to a higher level of understanding in learning. Thus, research aimed to discuss the notion of materials in language teaching.

According to Riazi (2003, p. 52) textbooks play a very crucial role in the second and foreign language classroom after the teacher. But, when it comes to English language teaching (ELT), the teachers also want to use audio and video cassettes, overhead transparencies, computer and occasionally other equipment or real object.

The ability to evaluate teaching material effectively is a very important professional activity for all English and foreign language teachers. (Mc Donough & Shaw, 2012).

"Teaching materials" is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student access. There are many teaching materials and they categorized into different types. For example, there are audio materials, visual materials, audio-visual materials, display materials, support materials and so on. To assimilate knowledge of the language easily we have to use many teaching materials in the classrooms.

Teaching is an art which includes knowledge, presentation, and an art of dissemination and above all every aspect of paralinguistic. Teaching demands broad knowledge of subject matter in all horizons, complete curriculum with standards, positive and caring attitude with enthusiasm, and a desire for learning and techniques of classroom management and a desire to make a difference in the lives of young people. I am sure that nobody will deny the fact that a teacher is an aid and the activities used by the teachers are materials in the classroom. The existence of materials is totally based on the creativity and innovative ways of teachers. No one can assume even a single material without a teacher because it is a teacher who uses the materials in the classroom effectively and the effective usage of those materials is reflected by the involvement of the students.

Statement of the Problem

All good and authentic material has got the characteristics of having the language input and skill development; positive impression in learner's mind; useful information to deal with language; an easy familiarity; a thought-provoking insight; a remedy and improvement in the deficiencies of the learning outcome; and a sense of

security and confidence to the language teachers. Widdowson (2001, p. 152) defines authentic text as the reader's response to it is more important than whether it is simplified or not. While Hutchinson and Waters (1987, p. 107) maintain that ELT materials provide a stimulus to learning; help embody a view of the nature of language and learning; reflect the nature of the learning task; can have a very useful function in broadening the basis of teacher training; and provide models of correct and appropriate language use.

English teachers of some schools in Nepal do not even use the materials because they do not have access about it and also do not know how to use it, so they are facing various problems. In the countries like Nepal due to inaccessibility of authentic teaching materials, the teachers do not get enough exposure. Some problems like, what is the situation of teaching materials available and used by ELT teachers in Sankhuwasabha District? What types of materials are being used in ELT classes? What activities do ELT teachers carry with teaching materials? What are the difficulties of using teaching material in ELT classes? How much has its use supported for student learning? And so, on stroke on my mind regularly.

So, this research was conducted to elicit the situation of teaching materials used by ELT teachers in Sankhuwasabha district. I have chosen this topic to find out the relevance and usefulness of teaching materials in ELT classes. Thus, this research basically tried to find out such problems.

Rationale of the Study

My prime concern to this study was to identify the situation of teaching materials in ELT classes at basic level 6-8. Whole world is being globalized and affected through the drastic change in teaching system. Every profession can be enhanced and brought to the mainstream by the use of ICT devices. There is dire need to throw the lights on the impacts of authentic teaching materials in ELT classes. However, in the perspectives of Nepal, English subject is also a global subject. Since the subject is global because of its hegemony, it is difficult to explain the subject matter easily because English is the second and even third language for Nepalese students. Such topics cannot be explained only by giving a speech or through lecture method. Even if the students pretend to understand, they do not understand the context. In this way, in order to make students understood the content quickly and

easily and make the students 'English learning sustainable, different useful teaching materials related to the content should be used. This is why this research issue is rationally selected and graded to know the real use of teaching materials in the ELT classes at basic level based on the community schools of Chainpur Municipality of Sankhuwasabha district.

Objectives of the Study

This study had the following objectives:

- a. To find out the actual situation of ELT classes in terms of materials they used at basic levels in community-based schools of Sankhuwasabha district.
- b. To find out activities used by ELT teacher using teaching material at basic level in the Sankhuwasabha district and
- c. To find out usefulness of teaching materials in ELT classes at basic level in the Sankhuwasabha district.

Research Questions

This study has included the following research questions.

- i) What is the existing situation of teaching materials used in the ELT classes at basic level of community-based schools in Sankhuwasabha district?
- ii) What type of activities are carried by using teaching materials in ELT classes by ELT teachers at basic level?
- iii) What is the usefulness of teaching materials for ELT classes at basic level?
- iv) What are the difficulties felt by ELT teachers while using teaching materials at basic level in Sankhuwasabha district?

Significance of the Study

This study will be much more helpful to the teachers and students as it comprises the burning issue of the use of teaching materials in ELT classes. This study will be highly beneficial in the sense that it helps the readers, researchers and stakeholders to find out general trends, uses and impacts of teaching materials in ELT classes. This research will even advantageous to policy makers to draw policies in the curriculum design. This study will provide various ways to use teaching materials in teaching different genre of English language. So, it will be useful for those hunting authentic data on the use of teaching materials in ELT classes. It is significant also

because it solves some problems practically in the use of the teaching materials in ELT classes by English teachers.

Similarly, it is also believed to be beneficial to subject experts, curriculum designers, language trainers, producer of teaching learning materials, and the novice teachers. My research will find out whether the teachers of Sankhuwasabha district uses the teaching learning materials properly or not. This study helps the language trainers to conduct the training where necessary. This research will also be significant to the researchers who want to study in the similar area

Delimitations of the Study

The following limitations were assumed for this research to gain the mentioned objectives.

- The area of the research study was limited to Chainpur Municipality of Sankhuwasabha district only.
- This research study was limited to the basic level (6-8) of community-based schools only.
- This research study was limited to the 23 English teachers who were taking classes at basic level (6-8) only.
- Data were collected through questionnaires i.e. close-ended and open-ended and classroom observation form.
- The research study was limited to find out the actual situation of using teaching materials in the classrooms and their impact only.
- This research study was limited to survey research design study.
- This research study was limited to 20 community schools of Chainpur Municipality of Sankhuwasabha district only.

Operational Definitions of the Key Terms

Teaching Materials: In this study, the term has been used to refer to the resources given to students by teachers to deliver instruction and support student learning, so that they can use every opportunity to develop full potential and increase their success.

English Language Teaching: ELT is an activity or the industry of teaching English to non-native speakers. Brainstorming, Demonstration, Games and Case-based small groups are effective strategies of the ELT.

Basic Level: In this research 'Basic level' stands for the students' reading in 6-8 grade in community-based schools where English is taught as a compulsory subject.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This topic includes review of theoretical literature, review of empirical literature, implication of the review and conceptual framework. Finally, this section contains conceptual framework too.

Review of Theoretical Literature

This section mainly deals with the theoretical aspect of the study. In this sub heading, various theoretical previous researches, approaches, concepts and issues are reviewed thoroughly to build the strong theoretical foundation of the study. I tried my best to review the related literature to get sharp insightful knowledge for my study. Specially, teaching materials, types of teaching materials, usefulness of the teaching materials, etc. are included in this section.

Teaching Materials

Teaching materials are the materials used by the teachers or the students in the classroom to facilitate the students in their learning. According to the Wikipedia "Instructional Materials, also known as Teaching/Learning Materials (TLM) are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. Instructional materials may aid a student in concretizing a learning experience so as to make learning more exciting, interesting and interactive. According to Agwu (2005) "apparatuses, textbook, workbook, chart, audio, visual aids, chemical specimen act that is relevant, which will be used in a particular lesson consisted of instruction material.

Agrawal (1996) This book bears the elaborated information about the principles, methods and techniques of teaching. Especially the section under "Devices and Techniques of Teaching" has much facilitated this researcher to analyze how in order to facilitate the learning process the teachers resort to what have been called "Devices".

Emma (2004) assert that, "teaching equipment and materials have changed over the years, not only to facilitate teaching learning situation but also to address the

instructional needs of individuals and groups.” Instructional materials are made up of objects such as printed, audio, visual that aid in the successful delivery of lesson Chuba (2000). To this end, instructional materials are said to be objects or things the teacher can use in the classroom while teaching in order to ease off his teaching activities. However, instructional materials cannot address all the teaching learning problems but it can go a long way in solving them, simply because, they are additional apparatus that can influence the reality of teaching and learning activities.

Similarly, Key (1999) defines teaching materials as "Those things which are intended to help the teacher to teach more effectively or better, still enable the pupils learn. Teaching materials help the teacher in his work if they are not used properly; they can do more harm than good. Materials are necessarily sought objects to facilitate teaching learning activities which may include realia and representation. Such materials are specially designed for language learning and teaching. The use of teaching materials reduces the problem of interference and translation in teaching of English language. Teaching Materials facilitate teaching and learning activities and consequently the attainment of the lesson objective. However, this depends on the adequacy and appropriateness of materials selected. To select, teacher should investigate the aspects of course; such as students’ needs, course content, resources, methodology, teaching strategies learning strategies, assessment.

Types of Teaching Materials

Agrawal (1996;161p), gives the following list which shows different types of teaching materials.

Audio Materials

Audio-aids can be defined as models and devices that can be heard and give an image of something, somebody and some situations. They include recorded materials, radios, cassette players, cassettes and the like which are relatively cheap and available and which the language teacher with a little training can use in the L2 class so as to make the teaching methods, techniques and materials considerably effective and interesting, and to help the learner have maximum benefit (Akanbi 1988). Examples of audio materials are like, language laboratories, Radio, Sound distribution system set, Tape and disc recordings.

Visual Materials:

Visual materials are things that we can watch at, such as a film, model, map, or slides, to help us to understand or to get required information. We can use different types of visual materials in ELT classes. Bulletin boards, Chalk boards, Charts, Drawings, Flip strips, Flash cards, flannel board, Flip books, illustrated books, Magnetic boards, Maps, Models, Pictures, Cutouts, OHP, Posters, Photographs, Silent films, Slides etcetera are some examples. Some of the commonly used visual materials are discussed in the following ways:

Audio-video Materials:

Audio visual aids are being used increasingly and widely to make the teaching learning process effective, interesting and impactful. Audio visual aids are instructional materials. They are: television, video tape, computer, films etc. Audio literally means 'hearing' and visual means that which is found by seeing. So, all Audio-visual aids help to:

- a) Draw attention of the participants
- b) Secure interest in the information being discussed
- c) Transmit information quickly and efficiently to large number of people
- d) Explain facts, ideas and processes more clearly, illustratively and elaborately
- e) Facilitate the learnt information to be retained as memory
- f) Present information systemically in an organized way
- g) Enhance the confidence level and enthusiasm of the presenter

Display Materials

It is the process of presenting various teaching materials in language classes. Teacher can prepare locally available materials as a teaching aids and sometime request students to prepare and present in language class. Some of the examples are real object, pictures, maps, charts, diagram and so on. They help teachers to create authentic presentation of teaching materials. Learns also gets chance of live learning

Commonly Used ICT Tools in ELT Classes

ICT tools have been integrated as potentially powerful enabling tools for education change and reform. Different kinds of ICTs which include radio and television, as well as latest digital technologies such as computers and the internet are widely used in 21st century in ELT classes. The appropriate use of the ICT can be beneficial to expand the professional environment and strengthen the relevance of ELT to the increasingly digital workplace. They can also raise the quality of teaching learning activities making it engaging relating to real life experience.

Laptop

Laptop is a portable and a mini personal computer which is an ICT tool used in ELT. It integrates most of the typical hardware and software programmes of desktop computer including a display, a keyboard, a pointing device and speakers into a single unit. It is a widely used ICT tools in English Language Teaching because of its battery backup nature. Teachers can use it to note down important information about their profession. Similarly, it is mostly used in presentation by connection the multimedia projector. So, it is of worth value in ELT.

Interactive Multimedia

Interactive media is also known as multimedia which is defined as the use of computers to present text, graphics, video, animation and sound in an integrated way. In other words, it is the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows students and teachers to interact and collaborate with the data for appropriate purposes and uses. In the words of Finney (2011), “The digital environment can include the Internet, telecoms and interactive digital television” (p. 2). Thus, the digital media is one of the significant tools used in ELT that helps teachers and students to learn things better.

Mobile Gadgets

The mobile, equipped with computer like programs, enables it to perform as mini personal computer. The use of ICT devices like `mobiles, computers, projectors and laptops` as a learning tool has a wide variety of applications. The teachers can make a photo documentary using the camera function on their ICT devices like `mobiles, computers, projectors and laptops`. Instead of taking out a dictionary, the

teachers can simply use their translator, and instead of trawling through books for a piece of literature, they can search on Google and be directed to a specific word.

Internet

Internet is a computer network that is made up of a huge number of networks worldwide. Internet can be used as a medium of language learning through email, WWW (World Wide Web), text, audio and video conferencing. Chhabra (ibid.) defines that “Internet is not merely a source of authentic material in English but also a source of information in the form of articles, courses, conferences and many more.” Many software is also available on Internet that students can use free of cost which help the students practice their language skills on their own pace. Similarly, the teachers can get materials on TPD through e-mails and can also take online exams.

World Wide Web

A hypermedia-based system for browsing Internet sites. It is named the Web because it is made of many sites linked together; users can travel from one site to another by clicking on hyperlinks.

Review of Empirical Literature

Empirical literature refers to the application of theory in practical field. A number of research studies have been carried out on teaching materials in foreign countries and a few in Nepal. Some related literature from both inside and outside of the country have been reviewed with their major findings, which are mentioned below.

Khaniya (2006) conducted research entitled "Use of Authentic materials in EFL classrooms". It provides useful ideas to teachers about authentic materials, how it should be selected, how to use them in the classroom and how to address the issue of cultural things contained in the materials. This research argues that use of authentic materials, no doubt, contributes to enhance learning for which the teacher must be prepared to devote time and energy to look for appropriate type of material according to the age and interest of the students.

Likewise, Bashyal (2011) carried out survey research on "Role of Radio Programme in Teaching Listening.” The objectives of his research were to explore the role of radio programme in teaching listening at lower secondary level and to

suggest some pedagogical implications on the basis of the findings of the study. He selected forty students of grade eight from different schools of Palpa and Syangja district. The participants were selected by using random sampling procedure. For data collection procedure, he played audio tape as a tool for his study and conducted written test to the students after listening. Finally, he found that the role of Radio in teaching listening is suitable and effective for developing English in Nepal.

Similarly, Rijal (2012) conducted a research entitled, "Teachers' Beliefs on Using Cassette Player in Teaching Listening". The purposes of her study were, to find out the beliefs of secondary level English teachers on using cassette players in teaching listening skill; to find out the problem faced by teachers while using cassette player to teach listening skills in their classes and suggest some pedagogical implications of using cassette player in language teaching. The English language teachers of different twenty schools, i.e. ten from community based and 10 from private schools of Nawalparasi district were the sample for her study. She used purposive non-random sampling procedure to collect the data. Questionnaires were the tool for her study which was related to the use of cassette player and teachers' beliefs on using it. The study concluded that, most of the respondents agreed towards using cassette player and said that cassette player in listening improves pronunciation. But on the other hand, lack of technical knowledge in using cassette player creates other problem for teachers and unusual load shedding is the main cause in using it.

On the other hand, Neupane (2015) carried out a survey research entitled, "The Programme English by Radio and its Role in Developing Teachers' English Language Skills." The objectives of his research were; to find out the contribution of radio training programme for developing teacher's language skill at primary levels in terms of, a) Listening and speaking skills. b) Language teaching and learning.

Similarly, Subedi (2019) conducted a research on "Use of ICT in teaching: A case of secondary Level" with objectives of finding out general uses of ICT in teaching for secondary level and claimed that ICT can play significant role in language teaching. It proves that teaching can be facilitated with ICT which means better teaching learning environment resulting in teachers' career promotion.

Likewise, Bastola (2018) in a similar study on 'The Effectiveness of Recorded Materials in EFL class' found out that effectiveness of recorded materials in EFL

classes to improve the listening skills as well as speaking skills of the students of secondary level. Questionnaire and observation were the tools of data collection. The findings showed that it is very necessary to use the recorded materials in language class for the successful teaching. In the context of Nepalese school, it is very difficult to manage but if the teacher tries to implement those materials obviously, there will be the positive changes in English language teaching and learning.

Similarly, Ahmed (2018) carried out on research on "EFL Teachers and Students Approaches in Using Teaching Aids", with aim to emphasize the important use of teaching aids and encourage teacher to update their method of teaching and students to think and create learning aids of their own. He used questionnaire as the tools for data collection. The findings showed that supportive teaching and language teaching materials are very necessary for both the teachers and students to be more successful. It is not possible to deny the need and importance of using materials in foreign language teaching processes.

On the other hand, Subedi (2019) conducted a research on "Use of ICT in teaching: A case of secondary Level" with objectives of finding out general uses of ICT in teaching for secondary level and claimed that ICT can play significant role in language teaching. It proves that teaching can be facilitated with ICT which means better teaching learning environment resulting in teachers' career promotion.

Likewise, Rai (2023) conducted research entitled "Use of Teaching Materials in ELT Classes at Secondary level" was an attempt to find out teaching materials used in ELT classes of secondary level government schools in Bhojpur. This study used purposive sampling. 28 English teachers from 17 different schools were sampled through purposive sampling procedure. A set of structured questionnaires was the tool of data collection. It was found that the absence of reach learning environment, modeled by the teacher to capture requisite skills, knowledge and competence. Obviously, English language teaching is difficult in the context of Nepal but those related to lessons makes the classroom livelier. As a result, the learning becomes the easier process. This study concludes that the teaching materials are very useful materials to improve English performance of students of secondary level (9-10) school.

My study entitled "Use of Teaching Materials in ELT Classes at Basic Level" was conducted on community-based schools of Sankhuwasabha district to find out the actual situation of ELT in terms of materials they used at basic level, to find out the activities used by ELT teacher using Teaching material at basic level and to find out usefulness of teaching materials in ELT classes at basic level in the community-based schools of Chainpur Municipality.

Implication of the Review of the Study

To carry out this research, the researcher reviewed some studies which are conducted under Department of English Education, JMC and Kirtipur Library and some are conducted outside the country related to the teaching materials. A number of researches have been carried out to find out the role of teaching materials in ELT in Secondary level in Nepal and outside Nepal but not even single research has been carried out at basic level in Department of English Education. Thus, the situation of teaching materials used in ELT at basic level has not been conducted/ touched. After reviewing the several previous studies, the researcher has got a lot of ideas to carrying out research. After going through the study of Khaniya (2006), Neupane (2015) and Bastola (2018) I have gathered special ideas about methods and procedures to collect data. From the study of Rai (2023), Subedi (2019) and Bastola (2018) I have developed introduction part, collected information related to the issues and challenges in ELT in Nepal.

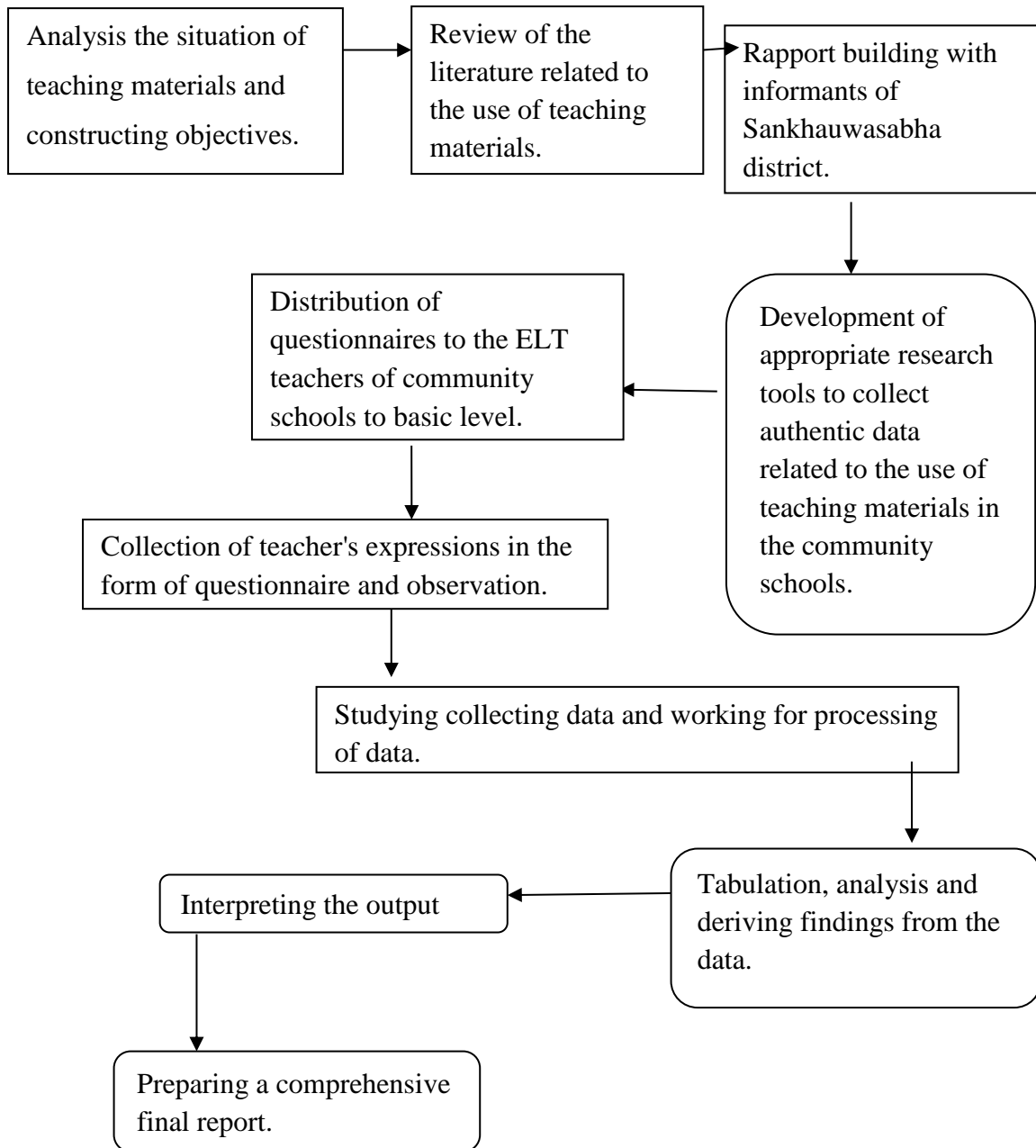
From the study of Rai (2023), the researcher has got special core details of the research about the problems faced by English teachers in teaching English. However, no study had been carried out on the situation of teaching materials used in ELT at basic level yet. Thus, this is the first study in the Department of English Education which is different from these all.

Conceptual Framework

The following is the conceptual framework set in mind to carry out the present study. The entire study goes as per the conceptual framework mentioned.

Figure 1

Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

This study deals with all the methodological foundation of this study; as design of the study, sources of data, population and sample size, sampling procedures, data collection tools, data collection procedure and so on. This includes all the procedures that have done by the researcher from the beginning of research proposal to preparation of final thesis draft.

Design of the Study

I have selected the survey research design to find out the situation of teaching materials used by English teachers in real ELT classroom at basic level.

This study is a survey research in nature because of the following reasons:

- This study is conducted to identify the existing situation of classroom interaction in ELT classroom at grade ten.
- The large class is observed in a single sitting.
- Observed various activities used by English language teachers' in classroom activities.

Sources of data

I used only primary sources of information to collect data. I obtained the data from the English teachers who were currently teaching at basic level in community-based schools in Chainpur Municipality of Sankhuwasabha district. So, those teachers were the primary sources for the collection of my data.

Population of Study

Population of this study consisted of the ELT teachers who were teaching at basic level (6-8) in community-based schools of Chainpur Municipality of Sankhuwasabha district. The researcher sampled twenty-three teachers from twenty different schools.

Sampling Procedure

This study was carried out on the periphery of the use of teaching materials in ELT classes in the community schools at basic level. I have selected all twenty community-based schools of Chainpur Municipality purposively. Then, all the

teachers teaching English at basic level (6-8) were selected using census technique. Hence, the sample is universe. The required sample was selected according to the purpose of the study and feasibility of researcher using census sampling procedure. The data were collected regarding use of materials in ELT classes by English teachers at basic level (6-8) classroom.

Study Areas / Field

The study area of this study was the community-based schools of Chainpur Municipality from Sankhuwasabha district. This study was carried at basic level. In addition to this, it was mainly concerned with ELT teachers of Chainpur Municipality of Sankhuwasabha District. All the community-based schools (20) of those municipality were selected for the study and teachers were selected from basic level only. So that, they could be the representatives for all other schools in Nepal especially in remote areas. The reason for choosing this study area was because of my place of work where I am also currently working as ELT teacher at basic level. The research study mainly tried to find out the current status of the use of teaching materials at basic level English classes of community-based schools.

Data Collection Tools and Techniques

The researcher used questionnaire i.e. open-ended and close-ended as the tool of data collection for the study. Both open-ended and close-ended questions were distributed to all the twenty ELT teachers and collected their responses. Close-ended questions were used to know ELT teachers' perception about the use of teaching materials in ELT classes i.e., agree, strongly agree, disagree, and strongly disagree. Researcher also prepared an observation form and filled some aspects related to the gender, qualification and ratio of the students. Using questionnaire as a research tool in research is economic in terms of cost and time. Therefore, the researcher selected questionnaire as the tool for collecting required data regarding the use of teaching materials in the ELT classes by the English teachers.

Data Collection Procedure

The researcher selected the schools according to the purpose of the study and feasibility. And after preparation of the tools of data collection, the researcher visited the selected schools of Chainpur Municipality and took permission from the school authority and contacted the respondents. After this, the researcher builds rapport with

the concerned people. Then, the questionnaire was distributed to the respondents. After the teachers had written the answers to the questions included in the questionnaires, researcher collected the questionnaires back for the respondents and filled the observational form and at last researcher thanked to all respondents.

Data Analysis and Interpretation Procedure

The collected data from field work through the use of questionnaire was coded first to enable the analysis and was analyzed qualitatively and quantitatively to come to the conclusions as the nature of survey study demanded. If only qualitative data was presented, the audience would have no proof or clear metrics to understand how conclusions were drawn or ideas generated. To be specific, the researcher analyzed the data descriptively and statistically using simple statistical tools such as measure of frequency and percentile. And the results were tabulated using tables and pie charts.

Ethical Consideration

During my study I took informed consent from the authority to maintain confidentiality regarding the information collected from the ELT teachers about situation of teaching materials used by ELT teacher at basic level in community-based school of Chainpur Municipality of Sankhuwasabha district. I have not used the data for the sake of other purpose without the permission of ELT teachers except for my research. I have not made any manipulation in collected data. I have not done any harm to the creation while collecting data and presenting it and have not been analyzed data subjectively rather I have paid attention on accuracy, honesty, truthfulness of the data in my study. I have given the proper credit to the authors of the books, journals, articles and research works to avoid the risk of plagiarism.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

In this chapter, collected data related to the situation of teaching materials used in ELT classes at basic level is presented. To collect data close-ended and open-ended set of questionnaires were prepared. Along with the questionnaires I had used observational check-list to elicit required information to complete this study. All the community-based schools were selected as a sample and collected data. Finally, the raw data were analyzed and interpreted both qualitatively and quantitatively. On the basis of their nature, the data were analyzed and interpreted in narrative form. And the data were analyzed and interpreted using statistical tools such as measures of frequency and percentile in tables.

Analysis of Data and Interpretation of the Results

Collected data were studied, roughed and again studied rigorously and presented below in the various sub-heading and meaning were generated.

Profile of Respondents

Respondents were asked about their name, sex, age and level of education and teaching experiences and filled form by the researcher. Respondents were also asked to fill the form about the situation using teaching materials. The findings of the study were presented in the subsequent sections. The background characteristics of the respondents are presented in pie chart.

Background Information of the Respondents:

I have visited to all the community-based schools of Chainpur Municipality of Sankhuwasabha district and collected various information related to the participants of the research. I collected data related to the gender, age, education, teaching experiences and number of learners. short description of those information is presented in the following sub-headings.

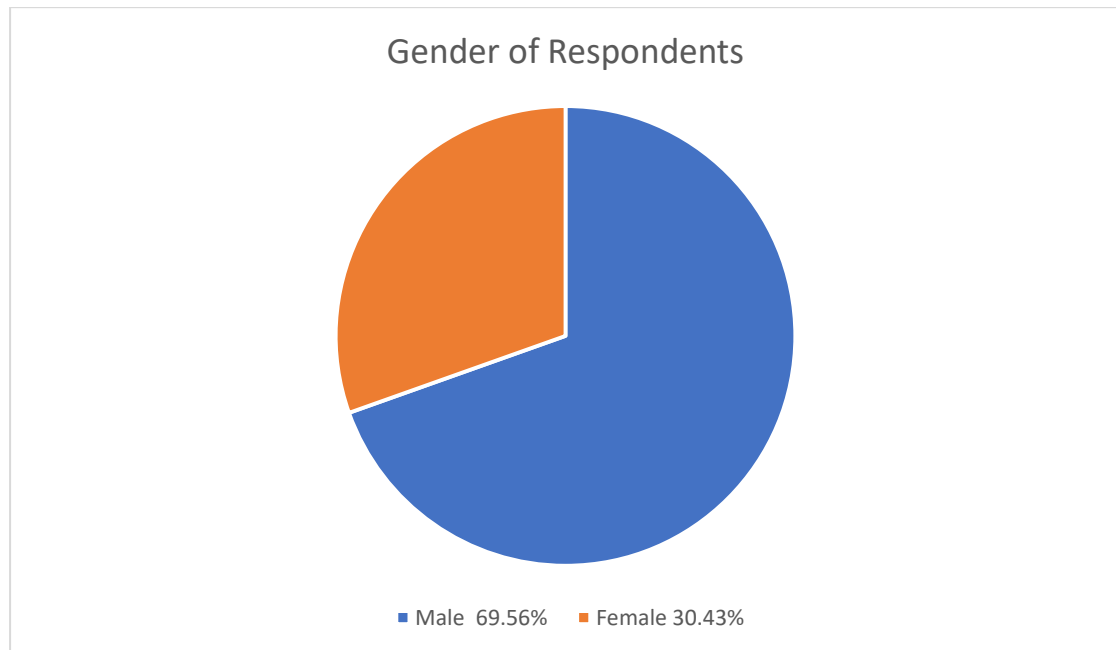
Gender of the Respondents

Given figure 2 shows that there we all together 23 respondents whose responses were collected to complete this study. Among 23 respondents 69.56% were male respondents and remaining 30.43% were female respondents. This data shows

gender inequality in government schools. This also indicated that men were keen towards ELT than women in the Chainpur municipality of Sankhuwasabha district. Respondents' gender according to the data is presented in the following figure 2:

Figure 2

Gender of Respondents



From the figure 2 it is clear that community schools of Sankhuwasabha district have maximum number of male ELT teachers than female ELT teachers. According to the present constitution there must be the 33 percent representation from the women in the teachers' service commission. However, situation of Sankhuwasabha was not seen so. Being a smaller number of female ELT teachers in this district may be the reason of being hilly and Himalayan region, where female teachers may not be interested of working as an ELT teacher. Whatever the reasons government must try to mitigate his problems in the days to go.

Age Respondents

The findings in figure 3 indicate that young and energetic age group of people were found in the community-based school which is really very beneficial for the betterment of education. Where 60.86 percent respondents were from the age group 30-40, they were followed by 21.73 percentage from the age group of 40-50, in third position we see 13.04 percentage respondents from age group 19-8-30 and very less number was seen above the age of 50 with only 4.34 percentage of respondent.

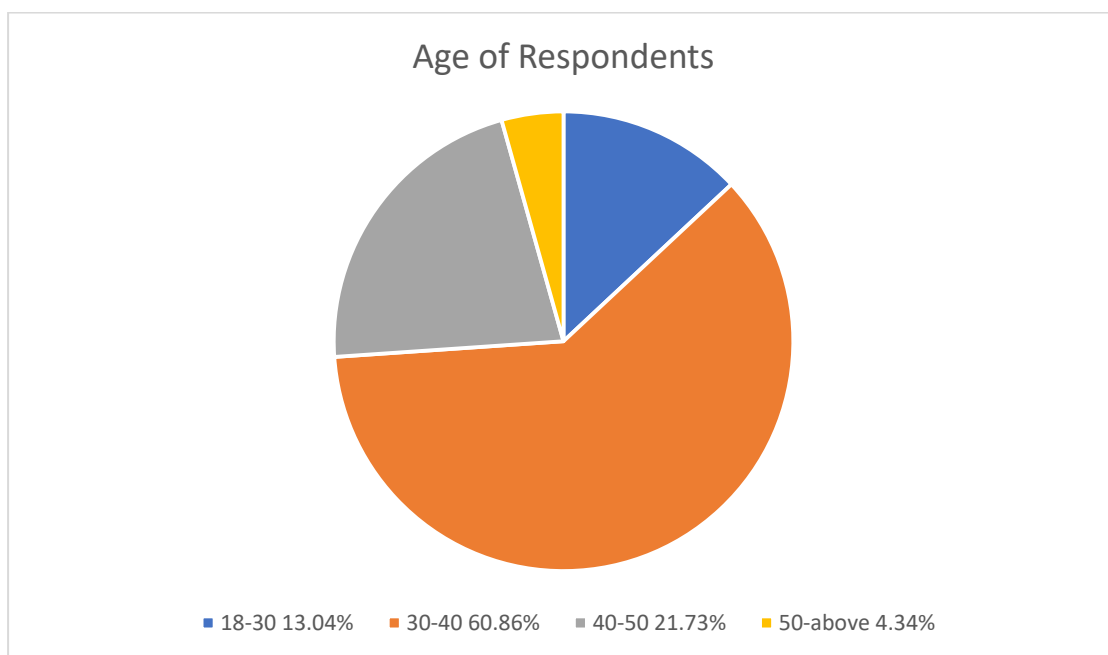
*Figure 3***Age of Respondents**

Figure 3 shows that community schools of Sankhuwasabha district has been benefited with the young and dedicated ELT teachers. Data shows that maximum ELT teachers` age is between 30-40 years of age which is very productive, active and mind creative age of a human being. From this data we can say that production of those schools will be very effective in the near future. Required number of skilled manpower will be available and fail number of students they used to be in the past in ELT will be gradually eradicated. Children of Sankhuwasbha are really blessed because they got active and young as well as dedicated ELT teachers.

In conclusion we can say that hat the majority of the respondents were found from the age group 30-40 which has tough capability for the reformation in the community school`s education. However, this manpower must be motivated and mobilize for the quality education.

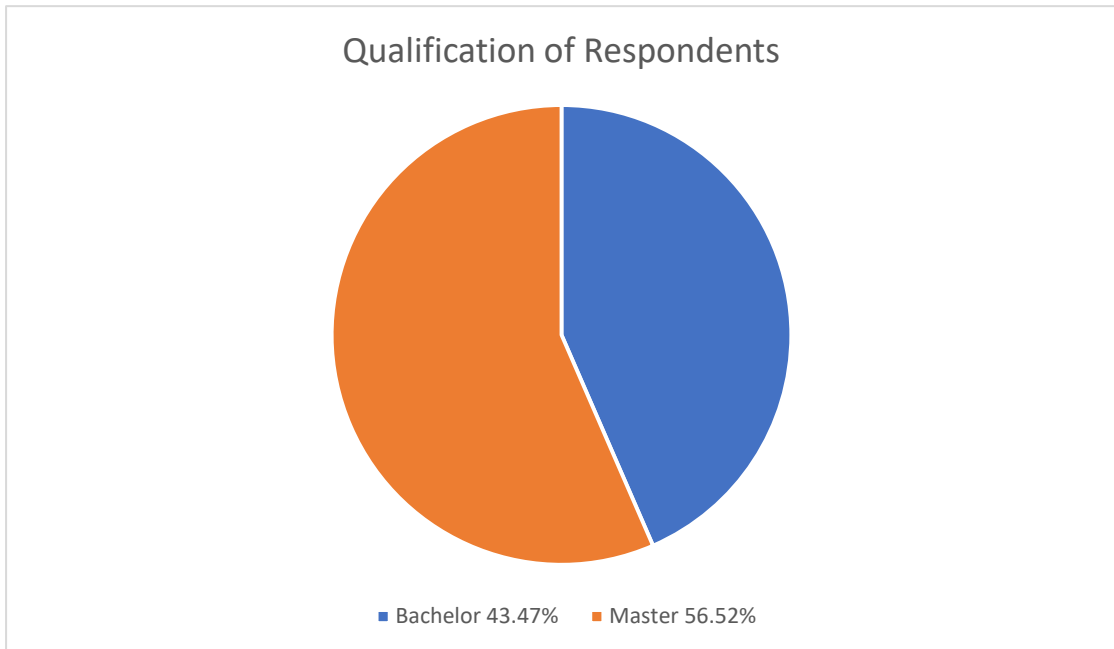
Level of Education of Respondents

Figure 4 shows the level of education. Observation check list was filled by the researcher by visiting each school and teachers` qualification was filled in the form. Data shows that maximum respondents were master degree holder because we can see 56.52 percentage respondents had done master degree and remaining were found

having bachelor degree holders. We have not seen having PHD degree from the figure.

Figure 4

Level of Education of Respondents



This figure 4 shows that Sankhuwasabha district has got maximum teachers with high level of degree, and long experiences of teaching ELT. Teachers teaching in the basic level 6-8 had passed master degree and bachelor degree. This academic qualification is really supportive for the community school to bring quality change in ELT education. Students and parents of Sankhuwasabha are benefited with highly educated ELT teacher where children of this district will surely develop better command and better result in English subjects and other too.

In conclusion, results show that all the teachers have best qualification of ELT which is very perfect for basic level of education.

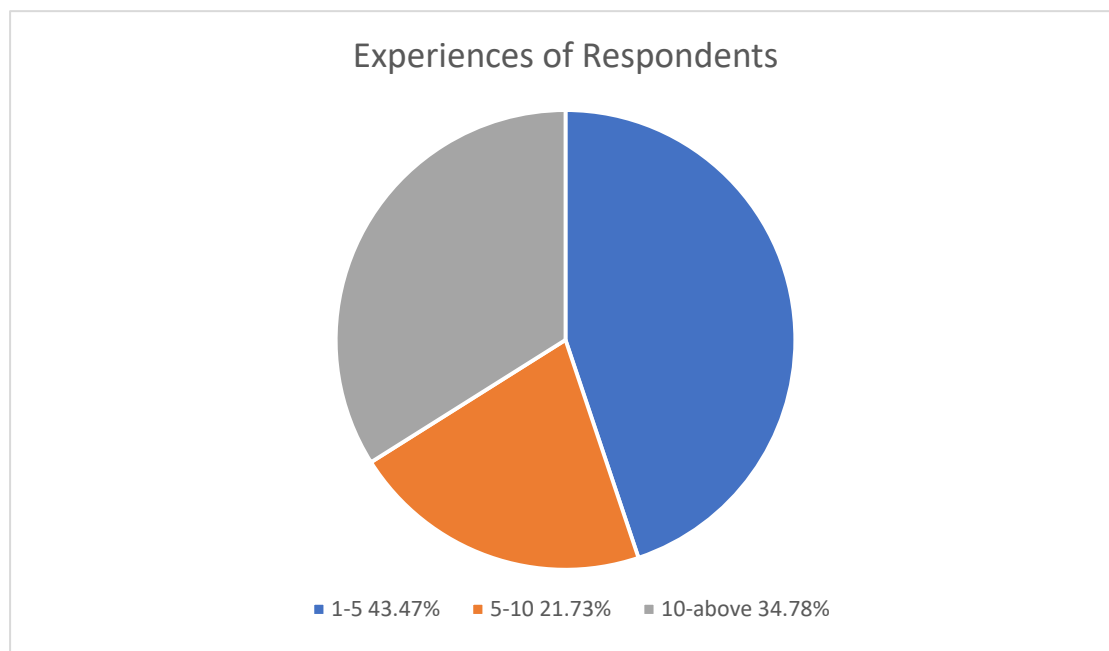
Experiences of Teaching in Years

This figure 5 shows that experiences support for better learning outcome. To know about the teachers` teaching experience I had studied the teachers` portfolios and gather the various information. This above figure 4 indicates that teacher with 1-5 years of experiences were found highest number which is 43.47 percentage and above

10 years of experiences we found 34.78 percentage and teacher having 5-10 years of experiences were only 21.73 percentage.

Figure 5

Experience of Teaching in Years



From this table 5 it can be claimed that ELT teachers have passed number of years in ELT classes. They were found having much experiences about how to create better learning environment in the classes with variety of children from various multi-culture and multi-lingual. Teacher with more experiences can easily solve the problems arise in the ELT classes without much effort. This data also revealed that community schools of Sankhuwasabha have really supported by the government by arranging ELT teachers with much experiences. These teachers could bring drastic change in the field of ELT classes.

In conclusion, results show that most of the respondents in the study area who participated in the research have between 5 to 12 years of experiences.

Number of Learners in Per-Class

Number of learners should be suitable for the better learning outcome because if we have a smaller number of learners there will be more loss from the government treasurer and if there are a greater number of learners' teachers are not able to carry out various classroom activities as a result teaching leaning activities couldn't support

for better learning outcome. Researcher visited schools and observed classes and filled out the observation form. Collected data regarding the number of learners in each class i.e.6,7,8 is shown in the following figure.

Table 1

Number of Learners in Per Class

| Class | Total Number of Students | Average Number of Students | Percentages % |
|------------|--------------------------|----------------------------|---------------|
| 6 | 506 | 22 | 33.80 |
| 7 | 514 | 23 | 34.33 |
| 8 | 477 | 21 | 31.86 |
| Total 1497 | | 66 | |

Table 1 shows that in Chainpur Municipality`s community-based schools have total 1497 students in class 6-8. In class six there are 506 total students, in class seven there are 514 total number of students and in class eight there are total number of students are 477. This table shows that in each class there are 22 students in class six, 23 number of students in class seven and 21 students in class eight as a average number. This table also shows that class seven has highest number of students i.e.34.33 percentage in Sankhuwasabha District and least numbers are there in class eight i.e. 31.86 percentage.

Above-mentioned table 1 revealed that community schools of Sankhuwasabha district have very suitable number of students in each class. Students number from 20-30 are really good number to conduct various classroom activities by the ELT teachers. Data shows that there were very few private schools in the Sankhuwasabha district and we found that community schools have very good number of students. It also shows that parents have develop very good attitudes towards the community schools and they also develop good relation with the head teachers and teachers. This data also revealed that schools of Sankhuwassabha district have got brilliant support from the parents, that really could bring quality progress in the school education.

In conclusion, Chainpur Municipality has very suitable number of students in each class which is very essential for better learning outcome. On the other hand, it is very easy to use teaching materials in the class. All the students can easily participate and learn necessary language skills.

Analysis of Close-Ended Responses

To collect the data about the situation of the use of teaching materials in Chainpur Municipality of Sankhuwasabha District I had prepared 15 set of questionnaires as a closed ended question, where respondents were asked to select the best suitable options among the options given in the table according to the present condition and their teaching experiences of using teaching materials in the ELT classes. Responded responses were analyzed and presented below using qualitative and quantitatively according the nature of questions.

Use and Access of Teaching Materials in ELT Classes

Teaching materials are the motivating tools for both teachers and students. If teachers conduct their class using various kinds of teaching materials according to the nature of lesson, students will feel free and be motivate. Students` motivation depends upon the regular use of teaching materials. On the other hand, access of teaching materials at the schools motivate teacher to use teaching materials regularly. Regarding the questions and response teachers were given questions and asked to rank them according to Agree, Disagree, Strongly Agree, Strongly Disagree. Teachers responses on questions 1 i.e. I always use teaching materials in my language classes and 2 i.e. are presented below:

Table 2

Use and Access of Teaching Materials in ELT Classes

| Questions | Responses | | | | | | | |
|---|-----------|-------|----------|-------|----------------|-------|-------------------|-------|
| | Agree | | Disagree | | Strongly Agree | | Strongly Disagree | |
| | NR | % | NR | % | NR | % | NR | % |
| 1. I always use teaching materials in my language classes. | 11 | 47.82 | 10 | 43.47 | - | - | 2 | 8.69 |
| 2. My school has an access of teaching materials which I need for my ELT classes. | 9 | 39.13 | 5 | 21.73 | 4 | 17.39 | 5 | 21.73 |

(NR= Number of Respondents, % = Percentage)

Table 2 shows that 47.82 percentage respondents agree about the always use of teaching materials in their ELT classes. Likewise, 43.47 percentage respondents disagree about the regular use of teaching materials in their ELT classes and 8.69 percentage respondents strongly disagree about the regular use of teaching materials in their ELT classes.

On the other hand, 39.13 percentage respondents agree that they have an access of teaching materials which they need for their ELT classes. Likewise, 21.73 percentage respondents disagree that they have access of teaching materials at their school and same number strongly disagree by asserting that their schools don't have an access of teaching materials which they need for their language classes. In the same way, 17.39 percentage of respondents strongly agree that their schools have an access of teaching materials at their school.

Above-mentioned table 2 revealed that ELT teachers have not been using teaching materials regularly in their ELT classes. They were found using text book as

a teaching material. Very few ELT teachers were found using teaching materials in the ELT classes. It also shows that students may feel monotonous and could not achieve proficiency in the target language. Data shows that Schools of Sankhuwasabha district have not enough access of required number of teaching materials as a result teacher were found not interested of using teaching materials regularly. When these all ELT teachers are encouraged by the schools arranging required teaching materials then there won't be any barriers to bring quality change in ELT classes.

In conclusion, 47.82 percentage respondents agree about the regular use of teaching materials at their ELT classes and 8.69 percentage strongly disagree. On the other hand, 21.73 strongly disagree about that their schools don't have access of all teaching materials which they need and 39.13 percentage agree. However, Rai's study (2023) revealed that 32.12 percent English teachers of Bhojpur district were found using teaching materials daily. In my research 47.82 percent English teachers were agreed that they use teaching materials always in their language classes.

Availability of Teaching Materials

Some schools may have access of few teaching materials and some may have enough. Farrant (2014) stated that teaching aids are anything the teacher does or uses to make the teaching effective. The implication is that proper utilization of available local resource will enhance the teaching learning. If teaching materials are available at school are enough then teachers may be activated to use in their language classes. However, in the context of Nepal it seems very unusual about the distribution and management of teaching materials. So, this given question was asked to elicit the information related to the available teaching materials are really enough for a language teacher or not.

Table 3

Availability of Teaching Materials

| Questions | Responses | | | | | | | |
|--|-----------|-------|----------|-------|----------------|-------|-------------------|-------|
| | Agree | | Disagree | | Strongly Agree | | Strongly Disagree | |
| | NR | % | NR | % | NR | % | NR | % |
| 1. Teaching materials available at my school are really enough for my ELT classes. | 3 | 13.04 | 10 | 43.47 | 5 | 21.73 | 5 | 21.73 |

Table 3 indicates that 43.47 percentage respondents disagree about the teaching materials available at their schools are really enough for their ELT classes. It means teaching materials available at their schools are not enough for them. Likewise, 21.73 percentage respondents strongly agree and same percentage strongly disagree about the enough of teaching materials. In the same way, 13.04 percentage respondents agree about that teaching materials available at their schools are enough for their ELT classes.

Data shows majority participants revealed that community schools of Sankhuwasabha district have not enough teaching materials like projector, computer, laptop, language lab, computer lab, good library and son on which is required for ELT classes. Data revealed that students and teachers are not benefited from the perspective of teaching materials from the school's side. Due to the lack of required number of teaching materials teacher were not using teaching materials regularly in the ELT classes. Data also shows that very active and young teachers were arranging and presenting teaching materials for their ELT classes.

In conclusion, we can say that, 43.47 percentage respondents were found that they are not able to get required number of teaching materials from their school for their ELT classes. For the need and distance of schools should be given consideration from the concern authority. However, Ahmed's study (2018) revealed that supportive teaching and language teaching materials are very necessary for both the teachers and

students to be more successful. It is not possible to deny the need and importance of using materials in foreign language teaching processes.

Support and Motivation to Prepare Teaching Materials

All teaching materials could not be provided from the school administration and could not manage by teachers themselves. That is why, teachers should get support from their fellow teachers, students and from school administration. School administration should motivate to prepare and teaching materials to the language classes. Regarding to this quarry. I had prepared closed ended questions in question no. 4 and 6. Respondents responses were calculated and presented as below.

Table 4

Support and Motivation to Prepare Teaching Materials

| Questions | Responses | | | | | | | |
|---|-----------|-------|----------|-------|----------------|------|-------------------|-------|
| | Agree | | Disagree | | Strongly Agree | | Strongly Disagree | |
| | NR | % | NR | % | NR | % | NR | % |
| 2. My fellow teachers support to prepare teaching materials. | 3 | 13.04 | 10 | 43.47 | - | - | 10 | 43.47 |
| 6. My school administration motivating or providing support to prepare required teaching materials. | 12 | 52.17 | 2 | 8.69 | 2 | 8.69 | 7 | 30.43 |

(NR= Number of Respondents, % = Percentage)

Table 4 indicates that 10 teachers i.e. 43.47 percentage respondents disagree and same number of respondents strongly disagree about the fellow teachers support to prepare teaching materials for language classes. It means teachers have to prepare

required number of teaching materials by themselves because we do not see coordination between fellow teachers about preparing teaching materials and sharing to each other and only 3 teachers i.e. 13.04 percentage teachers agree for sharing and helping to prepare teaching materials for their language classes.

On the other hand, this table 4 shows that 12 teachers i.e. 52.17 percentage respondents agree that their school administration have been motivating and supporting to prepare required teaching materials for their LET classes. Likewise, 7 teachers i.e. 30.43 percentage respondents strongly agree that their school administration haven't motivated and supported to prepare and use teaching materials in the language classes. In the same way, only 2 teachers i.e. 8.69 percentage teachers strongly agree that they are motivated and supported to prepare required teaching materials for their language classes.

From the above discussion it is revealed that teachers of Sankhuwasabha schools were not helping to prepare teaching materials which were required to the other ELT teachers. Data shows when a language teacher wants to use teaching materials he/she has to prepared by themselves. This data shows that there we did not find collaboration among the language teacher. On the other hand, though schools were not able to provide required teaching materials to the ELT teachers, school's administration has been motivating ELT teachers to prepare and use variety of teaching materials in the ELT classes. This was one of the good administrations from the school management committee and head teacher.

In conclusion, it is found that 10 teachers i.e. 43.47 percentage respondents disagree and strongly disagree about the fellow teachers support to prepare teaching materials for language classes. Whereas, 12 teachers i.e. 52.17 percentage respondents agree that their school administration have been motivating and supporting to prepare required teaching materials for their LET classes.

Managing Language Lab and Mobilizing Learners for Teaching Materials

Language lab supports learners and language teachers for better of pronunciation and drill activities. With the help of language lab, we can bring native speakers voice and students can record their speech and check about their errors and mistake. This will finally help for language authenticity. Likewise, always teachers may not be perfect to prepare required teaching materials. So, teachers can mobilize

their students to prepare some teaching materials and make classes live and attractive. Regarding this matter questions were prepared in question 5 and 8. Respondents responses were presented in the following table 5.

Table 5

Managing Language Lab and Mobilizing Learners for Teaching Materials

| Questions | Responses | | | | | | | |
|--|-----------|-------|----------|-------|----------------|-------|-------------------|-------|
| | Agree | | Disagree | | Strongly Agree | | Strongly Disagree | |
| | NR | % | NR | % | NR | % | NR | % |
| 3. I have talked with the principal of my school to manage better language lab at my school. | 12 | 52.17 | 5 | 21.73 | 2 | 8.69 | 4 | 17.39 |
| 8. I ask my learners to bring teaching materials for ELT classes... | 3 | 13.04 | 5 | 21.73 | 3 | 13.04 | 12 | 52.17 |

(NR= Number of Respondents, % = Percentage)

Table 5 indicates that 12 participants i.e. 52.17 percentage agree that they had talked with their principal to manage better language lab at their school, 5 participants i.e. 21.73 percentage disagree that they haven't talked with their principal to manage language lab. Likewise, 2 participants i.e. 8.69 percentage strongly agree that they had talked with their principal to manage language lab at their school. Similarly, 4 participants i.e. 17.39 percentage strongly disagree with the statement.

On the other hand, 12 participants i.e. 52.17 percentage disagree with the statement. It means they have not requested to their learners to bring teaching materials for language classes. Likewise, 5 participants i.e. 21.73 percentage strongly

agree that they are requesting their learners to bring teaching materials for their language classes. In the same ways, 3 participants i.e. 13.04 percentage participants agree and same number disagree with the statement.

Above-mentioned table 5 revealed that ELT teachers were attracted with the language lab. Teachers were found having energy to expose their learners in the language lab, let them to record their speeches, listen recorded speeches and find the mistakes made by themselves. data shows that ELT teachers told their head teachers time and again to manage well managed language lab. However, data shows that schools of Sankhuwasabha district were seem unable to manage suitable language lab. On the other hand, data shows that ELT teachers of Sankhuwasabha district have not been mobilizing their students in preparation of teaching materials and teachers were found preparing by themselves. From here we can say that ELT teachers must motivate ELT learners to engage in community work, project work and other extra hidden talent to make them confidence and competent in ELT.

In conclusion, 12 participants i.e. 52.17 percentage disagree that they are not requesting their learners to bring teaching materials. It means they are preparing and bringing by themselves. On the other hand, 52.17 participants have talked with their principal to manage language lab at their classes.

Effectiveness of Audio-Visual Materials

There are various types of teaching materials i.e. audio materials, video materials, audio-visual materials out of text book. So, if teachers are able to use best suitable materials then class activities will run smoothly. However, in the context of Nepal these all types of materials are not available everywhere. Regarding this statement participants were asked effectiveness of audio-visual materials among the materials. Their responses are presented in the following table 6.

Table 6

The Importance of Materials in their Teaching

| Question | Responses | | | | | | | |
|--|-----------|-------|----------|---|----------------|-------|-------------------|---|
| | Agree | | Disagree | | Strongly Agree | | Strongly Disagree | |
| | NR | % | NR | % | NR | % | NR | % |
| 7. Audio-Visual materials are the most effective teaching material among the teaching materials. | 3 | 13.04 | - | - | 20 | 86.95 | - | - |

Table 6 indicates that 20 participants i.e. 86.95 percentage of participants strongly agree that audio-visual materials are the most effective teaching material among the materials. Similarly, 3 participants i.e. 13.04 percentage participants agree that Audio-Visual materials are the most effective teaching material among the teaching materials.

Data presented in the table 6 revealed that ELT teachers of Sankhuwasabha district were found having very practical experiences because they were agreed that audio-visual materials are the most effective teaching materials among the teaching materials. Teaches expression revealed that they were attracted with the audio-visual materials and fond of using in their ELT classes to bring quality result. Data also shows that community schools of Sankhuwasabha district have benefited with the quality, hard-working and experience ELT teachers for handling ELT classes.

In conclusion, 86.95 percentage participants strongly agree that Audio-Visual materials are the most effective teaching material among the teaching materials. It means language teacher must prepare and use audio-visual teaching materials as far as possible. For the curriculum development centre must prepare effective audio-visual materials and provide to the language teachers in free of cost. However, Rai's study (2023) revealed that 42.85 percent English teachers only found focusing for audio-visual teaching materials. It shows that English teacher of Bhojpur district

were not well facilitated with the access of audio-visual materials. It is less frequent in comparison to my study.

Difficulties of Using Teaching Materials

Using teaching materials is not easy task. It needs technical and behavioral skills among the teachers. Some teachers do not use teaching materials because of their nature and some other feel very difficult to use teaching materials regularly. Regarding to this statement, participants responses were analyzed and presented in the following table no 7.

Table 7

Difficulties of Using Teaching Materials

| Question | Responses | | | | | | | |
|---|-----------|---|----------|-------|----------------|---|-------------------|-------|
| | Agree | | Disagree | | Strongly Agree | | Strongly Disagree | |
| | NR | % | NR | % | NR | % | NR | % |
| 9. I feel very difficult while using teaching materials in ELT classes. | - | - | 5 | 21.73 | - | - | 18 | 78.26 |

(NR= Number of Respondents, % = Percentage)

Table 7 indicates that 18 respondents i.e.78.26 percentage strongly disagree with the statement. It means 78.26 percentage ELT teachers are not feeling very difficult while using teaching materials in the ELT classes. On the other hand, 5 respondents i.e. 21.73 percentage disagree with the statement. It is clear that none of the respondents are feeling very difficult to use teaching materials in their ELT classes.

Above discussion through table 7 revealed that ELT teachers of Sankhuwasabha district have better ideas and experiences of using teaching materials in the ELT classes. Majority teachers revealed that they feel very easy to use teaching materials in the ELT classes. However, community schools of Sankhuwasabha district do not

have enough teaching materials as indicated in the previous table. From the above discussion it is clear that whatever teaching materials are available in the school and prepared by the ELT teachers are used very effectively.

In conclusion, it is clear that 78.26 percentage respondents don't feel very difficult while using teaching materials in their ELT classes.

Collection of Teaching Materials

It is very difficult to prepare teaching materials always. So, some teachers love to bring from their home-made teaching materials and some other teachers love to bring teaching materials from the market. Home-made materials cheap and very effective than buying and bringing from the market. However, it depends upon the nature of teacher on the one hand and on the other hand environment also determine the process of collection. Generally, remote areas teachers have to prepare teaching and bring home-made and in urban area there may be both conditions may apply. Regarding to this statement, data was collected and tabulated in the following table:

Table 8

Collection of Teaching Materials

| Question | Responses | | | | | | | |
|--|-----------|-------|----------|-------|----------------|-------|-------------------|-------|
| | Agree | | Disagree | | Strongly Agree | | Strongly Disagree | |
| | NR | % | NR | % | NR | % | NR | % |
| 10. I always collect the teaching materials from the market to my ELT classes. | 4 | 17.39 | 5 | 21.73 | 2 | 8.69 | 12 | 52.17 |
| 11. I always bring homemade teaching materials for my ELT classes. | 5 | 21.73 | 4 | 17.39 | 12 | 52.17 | 2 | 8.69 |

(NR= Number of Respondents, % = Percentage)

Above table 8 indicates that, 12 respondents i.e. 52.17 respondents strongly disagree with the statement i.e. I always collect the teaching materials from the market to my ELT classes, 4 respondents i.e. 17.39 percentage only agree that they always collect teaching materials from the market and 5 respondents i.e. 21.73 percentage disagree with the statement and only 2 respondents i.e. 8.69 percentage strongly agree that they also buy and use from the market.

On the other hand, 12 participants i.e. 52.17 percentage respondents agree that they always bring home-made teaching materials to their ELT classes. Likewise, 5 respondents i.e. 21.73 percentage agree that they also bring home-made teaching materials to their ELT classes. Likewise, 4 respondents i.e. 17.39 percentage disagree with the statement. It means they don't bring homemade teaching materials. In the same way, 2 participants i.e. 8.69 strongly disagree with the statement. It means they also don't bring homemade teaching materials for their ELT classes.

From the above table 8 revealed that ELT teachers have been preparing teaching from the resources available at their locality. Teachers were found taking support from the school management for the preparation and use of teaching materials for their ELT classes. Very few teachers were found collecting teaching materials from the market. It means ELT teachers of Sankhuwasabha have been focusing the materials from the no cost and low cost one for their ELT classes. However, Rai's study (2023) revealed that 99.99 percent English teachers of Bhojpur district were using teaching materials which were locally available. It is more frequent in comparison to my study.

Role of Teaching Materials

Textbook is a primary teaching material for ELT classes. There are various teaching materials which a language teacher uses for betterment of learning achievement. Teaching materials have many roles for motivating learners and making classroom live.

This table 9 indicates that, 20 participants i.e. 86.95 percentage strongly agree that teaching materials uplifted students' better achievement, it means majority number of teachers are found that having positive attitude towards the use of teaching materials. On the other hand, only 3 participants i.e. 13.04 percentage agree with the

statement. It is clear that all the language teachers are found that they have strong feeling and hope for better learning outcome with the support of teaching materials.

Table 9

Role of Teaching Materials

| Question | Responses | | | | | | | |
|--|-----------|-------|----------|---|----------------|-------|-------------------|---|
| | Agree | | Disagree | | Strongly Agree | | Strongly Disagree | |
| | NR | % | NR | % | NR | % | NR | % |
| 12. Teaching materials uplifted student's better achievement. | 3 | 13.04 | - | - | 20 | 86.95 | - | - |
| 13. Teaching materials facilitates language learning in ELT classes. | 5 | 21.73 | - | - | 18 | 78.26 | - | - |

(NR= Number of Respondents, % = Percentage)

On the other hand, 18 respondents i.e. 78.26 percentage strongly agree that teaching materials facilitates language learning in ELT classes. Likewise, 5 respondents i.e. 21.73 percentage agree with the statement. It means all language teachers have inner hope that teaching materials are the tools which will surely facilitate language learning in ELT classes. But teachers must be conscious and use seriously according the needs and demands of lesson.

From the above-mentioned discussion it is clear that schools and teachers of Sankhuwasabha district have develop positive feeling and were found having higher expectation of developing language competency among the ELT learners through the use of teaching materials. Majority ELT teachers revealed that teaching materials were like that tools which really motivate students to take active participation for language learning. Data shows that teaching materials uplift students better perform

and better language achievement and teaching materials facilitates learner in the ELT classes.

In conclusion, 20 participants i.e. 86.95 percentage strongly agree that teaching materials uplifted students' better achievement on the other hand, 18 respondents i.e. 78.26 percentage strongly agree that teaching materials facilitates language learning in ELT classes.

Regarding the role of teaching materials for uplifting students' proficiency in English language, respondents' responses were collected and tabulated in the following table no 10.

Table 10

Role of Teaching Materials for Quality Language Learning

| Question | Responses | | | | | | | |
|---|-----------|-------|----------|------|----------------|-------|-------------------|---|
| | Agree | | Disagree | | Strongly Agree | | Strongly Disagree | |
| | NR | % | NR | % | NR | % | NR | % |
| 14. Teaching materials support for quality language learning. | 5 | 21.73 | - | - | 18 | 78.26 | - | - |
| 15. Teaching materials are the key factors to develop students' inner interest to take part in ELT classes. | 7 | 30.43 | 2 | 8.69 | 14 | 60.86 | - | - |

Table 10 indicates that 18 respondents i.e. 78.26 percentage strongly agree that teaching materials support for quality language learning. Similarly, 5 respondents i.e. 21.73 percentage agree that teaching materials support for quality language learning. It means if we want quality change or quality language learning there must be the use of teaching materials in the language classes.

On the other hand, 14 respondents i.e. 60.86 percentage strongly agree with the statement that teaching materials are the key factors to develop students' inner interest to take part in ELT classes. Likewise, 7 respondents i.e.30.43 percentage agree with the statement and only 2 participants i.e.8.69 percentage disagree with the statement that Teaching materials are the key factors to develop students' inner interest to take part in ELT classes.

Majority ELT teachers of Sankhuwasabha district revealed that regular use of teaching materials bring quality change in the language classes. ELT teacher won't feel monotonous and teachers also could be active and deliver better performances in the ELT classes. They asserted that ELT teachers must focus on preparing teaching materials and use in the ELT classes. Data shows that use of teaching materials brought quality change, students started doing class work and home work regularly and got better marks in the test too. On the other hand, ELT teachers expressed that students' inner interests must be activated and that is possible through the use of teaching materials effectively in the language classes according the need and interest of the ELT learners.

In conclusion, we found that 18 respondents i.e. 78.26 percentage strongly agree that teaching materials support for quality language learning. On the other hand, materials in the language classes.

On the other hand, 14 respondents i.e. 60.86 percentage strongly agree with the statement that teaching materials are the key factors to develop students' inner interest to take part in ELT classes.

Data Analysis and Discussion of Open-ended Questions.

Our prime concern was to find out the situation of teaching materials used in ELT classes in Sankhuwasabha. At first, I had prepared open-ended and close-ended set of questionnaires to elicit the existing situation of teaching materials used in the Sankhuwasabha district at Basic level (6-8). Under the open-ended questions there were all together 8 questions (from a-h), where respondents were requested to give their own answer according to their daily activities and experiences regarding the use of teaching materials. Their data was collected qualitatively and most effective and strong statements and responses of the participants were presented and discussed in the following paragraph. Here I have followed qualitative data analysis method for

this section. Researcher has made analysis of the open-ended questionnaires and brought various themes, which are discussed as below;

Constructing and Conducting Activities Using Teaching Materials.

ELT teachers of Sankhuwasabha have been preparing and using various activities using teaching materials. Majority ELT teachers of community schools of sankhuwasabha revealed that they were using activities like, listening activities, speaking activities, reading, writing activities, language games, drills, pair work, group work, narrating story, poems etc. For example, Sudip Gurung expressed that he has been conducting activities like "Listening activities, speaking activities, reading activities and writing activities." His expression shows that ELT teachers can conducted various skills-based activities using teaching materials.

Similarly, Pasang Sherpa responded that he has been designing and conducting various activities by using teaching materials. He wrote that "demonstration, describing picture, discussion through real objects." His expression shows that ELT teacher can construct any kind of language activities related to the content and course and conducted in the ELT classes. ELT teacher can conduct activities like describing object, discussing about the picture and so on. His expression shows language teachers can engage more learners in a variety of activities using variety of teaching materials. It also shows that ELT teachers of Sankhuwasabha district have been constructing ideal language activities through the use of teaching materials.

Majority ELT teachers of Sankhuwasabha district revealed that they were conducting various activities using teaching materials like, language games, Narrating story, demonstration, describing picture, teaching grammar, pronunciation of vocabulary etc. participants also indicated that teachers of basic levels were able to design various activities and use teaching activities accordingly. For example, Vesh Bahadur Thapa said that he has been constructing and conducting language activities like "Language games, drills, pair work, group work, class work, narrating poems and story".

Above-mentioned expression shows that ELT teachers of Sankhuwasabha were found constructing varieties of activities using teaching materials. Data shows that ELT students were also experienced about the various activities which can be conducted using teaching materials. It also shows that ELT teachers were doing very

best from their side to foster better language achievement among the ELT students. However, Bastola's study (2018) reported that in Nepalese schools, it is very difficult to manage various activities because of unmanaged classroom with traditional constructed furniture but if the teacher tries to implement those materials obviously, there will be the positive changes in English language teaching and learning.

Importance of Using Teaching Materials

ELT teachers of Sankhuwasabha district have been using varieties of teaching materials as far as possible. ELT teacher's expression showed that teaching materials have much more importance in the language classes. They expressed that teaching materials have the importance like, teaching materials reduce the teachers talking time and increase students talking time, learners can develop strong language gain, learners can comprehend meaning easily through teaching materials and that learning can last for a long time. For example, Mankumar Rai responded as: "Teaching materials reduce teachers talking time and increase students talking time, facilitate learners in their learnings, learners will easily learn language skills with the help of teaching material"

From the above-mentioned expression of Mankumar Rai shows that teaching materials are those tools they guide all the students and teachers in the right tract. It also shows that teaching materials utilize time of teachers and motivates learners to achieve designed objectives. However, Ahmed's study (2018) revealed that supportive teaching and language teaching materials are very necessary for both the teachers and students to be more successful. It is not possible to deny the need and importance of using materials in foreign language teaching processes.

Majority ELT teachers of Sankhuwasabha district have focused for the importance of teaching materials. They expressed that teaching materials make clear ideas, students learn with fun, helps to keep ideas for a long period time. For example, Kamal Gautam expressed importance of using teaching materials that "To make the idea clear, to teach in interesting ways, to help the learners to keep the ideas for long term." Her expression also shows that teaching materials are the key factors to bring quality change in the ELT classes. On the other that Sudip Gurung expressed that teaching materials "It makes lesson interesting, students learn with fun, it gives clear concept". His expression also says that there are lots of importance of teaching

materials without which teaching learning activities becomes incomplete. It is clear that teaching materials makes lesson, interesting, students learn with fun, it gives lasting impact in ELT etc. However, Subedi`s study (2019) reported that ICT proves that teaching can be facilitated with ICT which means better teaching learning environment resulting in teachers` career promotion.

Role of Teaching Materials in ELT Classes

ELT teachers of Sankhuwasabha district working in the community schools i.e. basic level have expressed various roles of teaching materials for developing mastery and competency over English language. Most of the ELT teachers expressed that when they were not using teaching materials, students were not actively participating in the language activities. However, when ELT teachers started using teaching materials they found drastic change in the students' behaviours. Data showed that students were not ready to take part in classroom activities, teachers were not able to handle classes because of noise produced by the students when teachers were taking classes without using teaching materials. However, when teachers started using teaching materials then, students actively took part in language classes, performed better result and so on. For example,

Man Kumar Rai expressed his experienced about the teaching materials that 'Before the use of teaching, students felt boring, teachers had to engage a lot of than students, time consuming in teaching. After the use of teaching easy to teach, helps to engage students in learnings and teachers as a facilitator.'

Similarly, Hem Kumar Thakur expressed his views about the role of teaching materials that "Before using teaching materials students did not seem concentrated towards learning, students got confused regarding learning, aim was not achieved, learning was lengthy. After the use of teaching materials students are motivated, aim is about to achieve, teaching is becoming meaningful, other colleagues started using teaching materials."

From the above-mentioned expressions of the participants we came to conclude that when teachers were not using teaching materials students were not motivated, aim was not achieved, more time used to take to make students understand, students were felt boring but when teachers started using teaching materials these all problems were easily solved as students are being motivating, aim is about to achieve,

teaching is becoming meaningful. However, Rai's study (2023) revealed that use of teaching makes the learning easier with high and better result. For ELT classes teaching materials are very useful to improve English performance of students.

Difficulties Felt by ELT Teachers While Using Teaching Materials

ELT teachers of Sankhuwasabha District have been facing various challenges while using teaching materials in their ELT classes. Some of the prominent difficulties felt by teachers in the community schools of Sankhuwasabha district were lack of authentic teaching materials for language classes, lack of time to prepare attractive teaching materials, lack of modern ICT tools in each class room and so on. For example, Vesh Bahadur Thapa expressed his experienced related to the problems felt by him in the community schools of Sankhuwasabha district that "Lack of authentic teaching materials related to some content, sometimes I did not get time to prepare attractive materials, materials made once could not be kept for next year."

Similarly, Kamala Gautam assert that "Lack of internet ICT tools, some teachers are not familiar with new teaching strategies, lack of training etc." these expressions show that teaching is bearing various problems while using teaching materials like, there is lack of internet, lack of ICT tools, Lack of locker system. They don't have enough time to prepare teaching materials. Lack of training related to the new methods of teaching and teaching materials. However, Rijal's study (2012) reported that lack of technical knowledge in using teaching materials creates other problem for teachers and unusual classroom activities hinders achievement among the active learners too.

Ways of Successful Presentation of Teaching Materials

ELT teachers of Sankhuwasabha district have also discussed and generated various ideas for the best ways of presenting teaching materials according to the nature of subjects and needs and demands of the learners. Majority ELT teachers of Sankhuwasabha revealed that minimising classes size, providing authentic teaching materials from the school authority, using varieties of teaching materials, providing training to the ELT teachers about the modern approaches of language teaching. For example,

Sita Baral (Singauri Basic School) expressed her views for the best ways of presentation of teaching materials that "Minimize class size, ask school

authority to provide authentic materials, give teachers in-service training, materials should meet the objectives of the curriculum, use Variety of teaching materials, provide appropriate feedback etc."

From the above -mentioned expressions of Sita Baral shows that for the successful implementation of teaching materials for effective accumulations of ELT, teaching materials should meet the objectives of curriculum, give teacher in-service training, provide appropriate feedbacks, use variety of teaching materials.

Teaching Materials Used by ELT teachers

ELT teachers of Sankhuwasabha have been using varieties of teaching materials for their ELT classes. Data showed that they were using teaching materials like audio-visual, picture, realia, dictionary, charts, word cards, sentence card and so on. Majority teachers revealed that they were using no-cost and low-costs teaching materials available in their locality. For Example, Kamala Gautam (Shree Bagawati Sec. school) expressed that she has been using teaching materials like "Audio materials, visual materials, audio-visual materials, Real Objects, pictures, dictionary, grammar book, newspaper, world card, sentence cards, songs and rhymes, handmade materials, charts, graphs etc."

Above-mentioned expression shows that ELT teachers of Sankhuwasabha District are using varieties of teaching materials like audio-visual, real objects, pictures, newspapers, sentence cards, handmade materials, charts, graphs etc, which are really very effective for language classes.

Useful Teaching Materials in the Context of Nepal

ELT teachers of Sankhuwasabha district have suggested various types of useful teaching materials for the better ELT classes. They suggested teaching materials like listed below;

- i. Handmade materials,
- ii. Low or no cost materials,
- iii. Attractive and smart materials,
- iv. Locally available, cheap,
- v. PPT presentation,
- vi. Flash cards, sentence cards, etc.

Majority of ELT teachers claimed that use of teaching materials depends upon the situation, place and availability. So, materials like, no cost or low cost, locally available and attractive one if we use we can make our language class live and students can achieve better language skills.

Participants suggested that in the City areas following types of materials must be use:

- i. Power-point presentation,
- ii. Presentation through internet,
- iii. Materials through market.

Materials which should be use in rural areas as suggested by respondents are like

- i. Flash card, real objects,
- ii. Locally available materials,
- iii. Audio-visual materials and so on.

From the above discussion of the collected data it can be said that teaching materials are really useful for language classes. Language teachers must prepare attractive teaching materials by considering need, demand and interest of the learners on the one hand side and on the other hand side, teachers' materials can be designed according to the place and availability of resources.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter gives a summary of the study findings. The conclusions of the study followed by recommendations are included.

Summary of Findings

This study was conducted to find out the situation of teaching materials used in ELT classes at basic level. Major overall objectives of the study were to find out the actual situation of ELT in terms of materials they used at basic levels, to find out activities used by ELT teacher using teaching material at basic level to find out usefulness of teaching materials in ELT classes at basic level in the Sankhuwasabha district. For the data collection 23 teachers were sampled. This was approximately 100 percent response rate. Researchers had prepared open-ended and close-ended set of questions and requested respondents to give their opinion according their experiences and situation of materials used in the Sankhuwasabha district. Researchers had prepared observational form and took necessary data to complete this study. The researcher reviewed related literatures on the role of teaching materials for academic performance and established that there was limited research on the same locality. The limited research on this motivated the researcher to carry out this study.

Researcher followed survey research design. The collected data were analyzed qualitative and quotative methods of data analysis. After analysis and interpretation of data, the researcher found that teaching aids helps the teacher and student activate their learning process and for that process it is vital to identify the suitable materials. Each participating teacher agreed that teaching aids make learning real and permanent. They also believed that, it is the best way for ELT teachers and teachers.

Data were collected from three processes. First data were collected from close-ended and open-ended set of questionnaires. Finally, data were collected from the observational form. The collected data were studied and presented below using statistical measurement and data findings were elicited through qualitative and quantitative method of data calculation. Major findings were listed as below:

- a) It was found that 47.82 percent respondents agreed about the regular use of teaching materials at their ELT classes and 8.69 percent strongly disagreed of regular use of teaching materials in ELT classes. (see table 2, Appendix III)

- b) It was also found that 39.13 percent respondents agreed that they have an access of teaching materials which they need for their ELT classes at their school. (see table 2, Appendix III)
- c) Similarly, it was found that 17.39 percent of respondents strongly agreed that their schools have an access of teaching materials which they need for ELT classes. (see table 2, Appendix III)
- d) On the other hand, it was found that 43.47 percent respondents were found that they were not able to get required number of teaching materials from their school for their ELT classes. (see table 3, Appendix III)
- e) Likewise, it was found 10 teachers i.e. 43.47 percentage respondents disagreed and strongly disagreed about the fellow teachers support to prepare teaching materials for language classes. (see table 4, Appendix III)
- f) Similarly, it was found that 12 teachers i.e. 52.17 percentage respondents agreed that their school administration have been motivating and supporting to prepare required teaching materials for their LET classes. (see table 4, Appendix III)
- g) On the other hand, it was found that 12 participants i.e. 52.17 percent disagreed that they are not requesting their learners to bring teaching materials. (see table 5, Appendix III)
- h) Likewise, it was found that 52.17 participants have talked with their principal to manage language lab at their classes. (see table 5, Appendix III)
- i) In the same way, it was found that, 86.95 percentage participants strongly agree that Audio-Visual materials are the most effective teaching material among the teaching materials. (see table 6, Appendix III)
- j) It was also found that 78.26 percent respondents don't feel very difficult while using teaching materials in their ELT classes. (see table 7, Appendix III)
- k) Likewise, it was found that 12 respondents i.e. 52.17 respondents strongly disagreed with the statement i.e. I always collect the teaching materials from the market to my ELT classes, 4 respondents i.e. 17.39 percentage only agree that they always collect teaching materials from the market. (see table 8, Appendix III)
- l) It was also found that 12 participants i.e.52.17 percentage respondents agreed that they always bring home-made teaching materials to their ELT classes. (see table 8, Appendix III)

- m) Likewise, 5 respondents i.e. 21.73 percentage agreed that they also bring home-made teaching materials to their ELT classes. (see table 8, Appendix III)
- n) Similarly, it was found that 20 participants i.e. 86.95 percent strongly agreed that teaching materials uplifted students` better achievement.
- o) It was found that 18 respondents i.e. 78.26 percent strongly agreed and 5 respondents i.e. 21.73 percentage agreed that teaching materials facilitates language learning in ELT classes. (see table 9, Appendix III).
- p) Similarly, it was found that 18 respondents i.e. 78.26 percentage strongly agreed that teaching materials support for quality language learning.
- q) Likewise, 14 respondents i.e. 60. 86 percentage strongly agreed that teaching materials are the key factors to develop students` inner interest to take part in ELT classes.

Major Activities Carried by ELT Teachers Using Teaching Materials

Language teachers have to carry various types of activities using teaching materials. Frequency of teaching materials also should be increased. Open-ended questions were prepared and asked to the respondents regarding the activities designed by language teachers using teaching materials. Following activities have been being carried in the community-based schools of Sankhuwasabha district.

- i. Listening, speaking, reading, writing activities.
- ii. Drills, narrating, describing pictures.
- iii. Pair work, group work etc. are being designed and conducted by making teaching materials in Sankhuwasabha district.

Usefulness of Teaching Materials in ELT Classes at Basic Level

Teaching materials really arouses willingness of taking part in language classes. Regarding this statement researcher had asked question as an open-ended question. Respondents responses were analyzed and following findings were found.

- i. It reduces teachers talking time and increases students talking time.
- ii. It facilitates learners in their learnings.
- iii. Learners will easily learn language skills with the help of teaching materials.
- iv. It makes lesson interesting.
- v. Students learn with fun.

- vi. It gives clear concept.

Conclusion

This study has tried to elicit the situation of teaching materials used in ELT classes at Basic level of Sankhuwasabha i.e. Chainpur Municipality. Data were collected through questionnaires and observational checklist. Data were collected from twenty-three different teachers from twenty different schools who were teaching ELT at Sankhuwasabha district i.e. Chainpur Municipality. From the above discussion and findings following conclusion can be drawn;

- i. Regularly use of teaching materials at ELT classes is very effective for uplifting strong academic skills. However, some ELT teachers were found neglecting the use of authentic teaching materials. That is why ELT teachers should manage time to prepare authentic teaching materials for their language classes.
- ii. Access of required teaching materials at school environment motivates ELT teachers to use at their language classes. However, some schools head teachers are not focusing about the issues.
- iii. Similarly, support from the administration to prepare required teaching materials to their ELT classes would develop good relation between employee.
- iv. On the other hand, ELT teachers should not be hesitated to use teaching materials in their ELT classes.
- v. Likewise, ELT teachers must conduct various language activities like, drill, vocabulary practices, pronunciation practice, and so on through the use of teaching materials for quality language learning.
- vi. ELT teachers must encourage their learners to prepare various kinds of teaching materials and let them to present in the language classes.

Implications

Based on the above-mentioned conclusion and result of this study, the following implication have been recommended.

Policy level

On the basis of the study the following recommendations have been given for policy level.

1. The demand-based training for the language teachers should be strongly implemented by the concerned authority to uplift teachers' skills of dealing with new methods of Language teaching.
2. Curriculum Designers must provide hints about the preparation of teaching materials related to the lesson in each of the lesson as a key guideline.
3. The government should organize seminars, workshops and conferences for teachers to enable them up-date their knowledge on new developments on the use of teaching materials.
4. Textbook writers also designed various attractive pictures so that students can easily depict the hidden meaning of the content.
5. Teachers should check that taught strategies are learned when learning has not occurred it is time to teach in a different way with using appropriate aids.
6. The language teachers should use the curriculum while teaching and learning English and conduct the action research if they will have a problem in their class.

Practice level

The following recommendations for practice made as result of the study. These recommendations emerged within the context of this bounded study.

1. There should be more practical use of the materials in the class. This should include more student participation during classroom teaching.
2. Teaching materials must make learning more real and meaningful to the learner.
3. Materials should be useable and not so complex that the time is spent on just learning to use them.
4. Teaching should include teaching aids when designing and planning their lessons.
5. Teachers should design their own teaching aids for effective teaching and learning betterment.
6. The relevant teaching materials should be selected, constructed and used properly by the teachers. Using different aids in the classroom helps to motivate all the learners.

Further Research Level

This research can be one guideline for many researchers to carried out various related researches under following research.

- i. Difficulties of preparing and using teaching materials by the Primary Teachers.
- ii. Commonly used ICT tools as teaching materials at Secondary level.
- iii. Problems faced by ELT teachers while presenting Audio-visual materials at secondary level ELT classes etc.

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APPENDIX: II
LIST OF SCHOOLS AND ELT TEACHERS

| S.N | School`s Name |
|-----|--|
| 1. | Singheswari Sec. School, Chainpur-1, Nundhaki |
| 2. | Ganesh Basic School, Chainpur-1, Singring |
| 3. | Jwalamukhi Basic School, Chainpur-1, Sankhuwasabha |
| 4. | Bhagawati Sec. School, Chainpur-2, Chitlang |
| 5. | Singhewari Basic School, Chainpur-2, Tanglewa |
| 6. | Sharada Sec. School., Chainpur-3, |
| 7. | Sarbamangala Basic School, Chainpur-3, Ratmate |
| 8. | Saraswati Sec. School, Chainpur-4, Maidane |
| 9. | Singhewari Basic School, Chainpur-4, Koksa |
| 10. | Saraswati Sec. School, Chainpur-6 |
| 11. | Saraswati Sec. School, Chainpur-6, Hititol |
| 12. | Sharada Basic School, Chainpur-6, Okharbhote |
| 13. | Sharada Sec. School, Chainpur-8, Trisule |
| 14. | Higanga Basic School, Chainpur-8, Chapabhui |
| 15. | Sharada Sec. School, Chainpur-10, Kharang |
| 16. | Dharma Devi Basic Sch. Chainpur 10, Kalleri |
| 17. | Panchakanya Basic Sch. Chainpur-9, Khamling |
| 18. | Banibilash Sec. School, Chainpur -10, Loharkot |
| 19. | Arun Basic School, Chainpur-11, Saldada |
| 20. | Baneshwor Basic School, Chainpur-11, |

APPENDIX: III
TEACHERS RESPONSES ON CLOSED ENDED QUESTIONNAIRE

| Question Number | Responses | | | | | | | |
|--------------------|-----------|-------|----------|-------|----------------|-------|-------------------|-------|
| | Agree | | Disagree | | Strongly Agree | | Strongly Disagree | |
| | NR | % | NR | % | NR | % | NR | % |
| 1 | 11 | 47.82 | 10 | 43.47 | - | - | 2 | 8.69 |
| 2 | 9 | 39.13 | 5 | 21.73 | 4 | 17.39 | 5 | 21.73 |
| 3 | 3 | 13.04 | 10 | 43.47 | 5 | 21.73 | 5 | 21.73 |
| 4 | 3 | 13.04 | 10 | 43.47 | - | - | 10 | 43.47 |
| 5 | 12 | 52.17 | 5 | 21.73 | 2 | 8.69 | 4 | 17.39 |
| 6 | 12 | 52.17 | 2 | 8.69 | 2 | 8.69 | 7 | 30.43 |
| 7 | 3 | 13.04 | - | - | 20 | 86.95 | - | - |
| 8 | 3 | 13.04 | 5 | 21.73 | 3 | 13.04 | 12 | 52.17 |
| 9 | - | - | 5 | 21.73 | - | - | 18 | 78.26 |
| 10 | 4 | 17.39 | 5 | 21.73 | 2 | 8.69 | 12 | 52.17 |
| 11 | 5 | 21.73 | 4 | 17.39 | 12 | 52.17 | 2 | 8.69 |
| 12 | 3 | 13.04 | - | - | 20 | 86.95 | - | - |
| 13 | 5 | 21.73 | - | - | 18 | 78.26 | - | - |
| 14 | 5 | 21.73 | - | - | 18 | 78.26 | - | - |
| 15 | 7 | 30.43 | 2 | 8.69 | 14 | 60.86 | - | - |

Appendix: I

Questions for teachers

Teacher's Name: Binod Babu DahalSchool's Name: Shree Sharada Secondary School, PokhariAddress: Chainpur-3, Sonkhuisa-sabha

(Close Ended Questions)

You are requested to tick (✓) the best option among the options given in the following table according to present condition and your experience of using teaching materials in the ELT classes.

| S.N | Questions | Agree | Disagree | Strongly Agree | Strongly Disagree |
|-----|--|-------|----------|----------------|-------------------|
| 1 | I always use teaching materials in my language classes. | | ✓ | | |
| 2 | My school has an access of teaching materials which I need for my ELT classes. | ✓ | | | |
| 3 | Teaching materials available at my school are really enough for my ELT classes. | | ✓ | | |
| 4 | My fellow teachers support to prepare teaching materials. | | ✓ | | |
| 5 | I have talked with the principal of my school to manage better language lab at my school. | ✓ | | | |
| 6 | My school administration motivating or providing support to prepare required teaching materials. | ✓ | | | |
| 7 | Audio-Visual materials is the most effective teaching material among the teaching materials. | | | ✓ | |

| | | | | | |
|----|---|---|--|---|---|
| 8 | I ask my learners to bring teaching materials for ELT classes. | ✓ | | | |
| 9 | I feel very difficult while using teaching materials in ELT classes. | | | | ✓ |
| 10 | I always collect the teaching materials from the market to my ELT classes. | | | | ✓ |
| 11 | I always bring homemade teaching materials for my ELT classes. | ✓ | | | |
| 12 | Teaching materials uplifted student's better achievement. | | | ✓ | |
| 13 | Teaching materials facilitates language learning in ELT classes? | | | ✓ | |
| 14 | Teaching materials support for quality language learning. | | | ✓ | |
| 15 | Teaching materials are the key factors to develop students' inner interest to take part in ELT classes. | | | ✓ | |

(Open Ended Questions)

- a) What activities do you carry out using teaching materials for your ELT classes?
(while teaching any language skills)

| S.N. | Activities |
|------|--|
| 1 | Reading Comprehension related activities |
| 2 | Vocabulary related activities |
| 3 | Writing related activities etc. |
| 4 | |

- b) Write the importance of using teaching materials in ELT classes.

- Teaching materials helps to retain more concept permanently.
- It creates the environment of interest for the students.
- provide direct experiences to the students.

- c) What changes have teaching materials brought into your ELT classes? Could you please mention some of the relevant changes?

| Before the use of teaching materials | After the use of teaching materials |
|---|--|
| <ul style="list-style-type: none"> - Demotivation towards the class. - Discouragement towards classwork. - Not good learning outcome | <ul style="list-style-type: none"> - Motivation towards the - Encouragement towards the classwork. - Regularity in class work and good learning outcome. |

d) What difficulties do you feel in using teaching materials in ELT classes?

- lack of appropriate resources and facility
- large classroom
- large number of students

e) Could you please suggest some of the best ways to successful implementation of teaching materials in carrying out effective ELT accumulation?

- Management of resource and materials
- Appropriate classroom management

f) List the major teaching materials generally you use in your ELT classes.

- Audio-visual materials.
- Flash cards - pictures
- powerpoint slides - real objects.

g) What type of material is useful in the context of Nepal? Write your views in points.

- a) Audio-visual materials
- b) printed materials
- c) visual materials

- h) What kind of materials do you suggest other teachers to deal with while teaching language skills in the city area and the rural areas?

| City Area | Rural Area |
|---|--|
| <ul style="list-style-type: none">- printed materials- visual materials- Real objects- | <ul style="list-style-type: none">- Audio-visual materials- Internet related materials- Real objects |

Appendix: I

Questions for teachers

Teacher's Name: *Ganga Kumari magar.....*School's Name: *Atun Basic school Saldada.....*Address: *Champur - 11, Sankhuwasabha*

(Close Ended Questions)

You are requested to tick (✓) the best option among the options given in the following table according to present condition and your experience of using teaching materials in the ELT classes.

| S.N | Questions | Agree | Disagree | Strongly Agree | Strongly Disagree |
|-----|--|-------|----------|----------------|-------------------|
| 1 | I always use teaching materials in my language classes. | ✓ | | | |
| 2 | My school has an access of teaching materials which I need for my ELT classes. | ✓ | | | |
| 3 | Teaching materials available at my school are really enough for my ELT classes. | | ✓ | | |
| 4 | My fellow teachers support to prepare teaching materials. | | ✓ | | |
| 5 | I have talked with the principal of my school to manage better language lab at my school. | ✓ | | | |
| 6 | My school administration motivating or providing support to prepare required teaching materials. | ✓ | | | |
| 7 | Audio-Visual materials is the most effective teaching material among the teaching materials. | | | ✓ | |

| | | | | | |
|----|---|---|---|---|--|
| 8 | I ask my learners to bring teaching materials for ELT classes. | ✓ | | | |
| 9 | I feel very difficult while using teaching materials in ELT classes. | ✓ | | | |
| 10 | I always collect the teaching materials from the market to my ELT classes. | | ✓ | | |
| 11 | I always bring homemade teaching materials for my ELT classes. | | ✓ | | |
| 12 | Teaching materials uplifted student's better achievement. | | | ✓ | |
| 13 | Teaching materials facilitates language learning in ELT classes? | ✓ | | | |
| 14 | Teaching materials support for quality language learning. | | | ✓ | |
| 15 | Teaching materials are the key factors to develop students' inner interest to take part in ELT classes. | | | ✓ | |

(Open Ended Questions)

- a) What activities do you carry out using teaching materials for your ELT classes?
(while teaching any language skills)

| S.N. | Activities |
|------|--|
| 1 | Speaking activities with the help of pictures |
| 2 | Ask to read different flash or sentence cards |
| 3 | we can use materials to problem solving activities |
| 4 | |

- b) Write the importance of using teaching materials in ELT classes.

- It helps to develop students interest.....
- It helps the students in learning by doing activities
- Teaching materials helps to increase learners achievement.....

- c) What changes have teaching materials brought into your ELT classes? Could you please mention some of the relevant changes?

| Before the use of teaching materials | After the use of teaching materials |
|---|---|
| <ul style="list-style-type: none"> - Students were passive - teachers was more active than students | <ul style="list-style-type: none"> - students engage engage actively - students are more active |

d) What difficulties do you feel in using teaching materials in ELT classes?

1. Lack of teaching learning materials
2. Lack of in-service training
3. Students shyness

e) Could you please suggest some of the best ways to successful implementation of teaching materials in carrying out effective ELT accumulation?

1. Make students active
2. Focus all students equally
3. Use authentic materials

f) List the major teaching materials generally you use in your ELT classes.

- i. Audio-visual materials
- ii. Audio materials
- iii. Visual materials
- iv. Email-internet
- v. Flash cards, sentence cards
- vi. Cutouts
- vii. Newspaper, magazines etc.

g) What type of material is useful in the context of Nepal? Write your views in points.

- a) specially audio-visual materials are more effective but all the other materials are equally important according to the lesson the subject matter
- b)
- c)

- h) What kind of materials do you suggest other teachers to deal with while teaching language skills in the city area and the rural areas?

| City Area | Rural Area |
|---|------------|
| <p>I don't think there might be specific materials for city area and the rural area. I think all the materials are equally important and I suggest to use the materials according to the subject matter or the topic.</p> | |

Appendix: I

Questions for teachers

Teacher's Name: Chandra Kumar Limbu

School's Name: Singherwari Basic School

Address: Champur-2, Tanglewa, Sankhuwasabha

(Close Ended Questions)

You are requested to tick (✓) the best option among the options given in the following table according to present condition and your experience of using teaching materials in the ELT classes.

| S.N | Questions | Agree | Disagree | Strongly | Strongly |
|-----|--|-------|----------|----------|----------|
| | | | | Agree | Disagree |
| 1 | I always use teaching materials in my language classes. | ✓ | | | |
| 2 | My school has an access of teaching materials which I need for my ELT classes. | ✓ | | | |
| 3 | Teaching materials available at my school are really enough for my ELT classes. | | ✓ | | |
| 4 | My fellow teachers support to prepare teaching materials. | | ✓ | | |
| 5 | I have talked with the principal of my school to manage better language lab at my school. | ✓ | | | |
| 6 | My school administration motivating or providing support to prepare required teaching materials. | ✓ | | | |
| 7 | Audio-Visual materials is the most effective teaching material among the teaching materials. | | | ✓ | ✓ |

| | | | | | |
|----|---|---|---|---|--|
| 8 | I ask my learners to bring teaching materials for ELT classes. | ✓ | | | |
| 9 | I feel very difficult while using teaching materials in ELT classes. | | ✓ | | |
| 10 | I always collect the teaching materials from the market to my ELT classes. | | ✓ | | |
| 11 | I always bring homemade teaching materials for my ELT classes. | ✓ | | | |
| 12 | Teaching materials uplifted student's better achievement. | | | ✓ | |
| 13 | Teaching materials facilitates language learning in ELT classes? | | | ✓ | |
| 14 | Teaching materials support for quality language learning. | | | ✓ | |
| 15 | Teaching materials are the key factors to develop students' inner interest to take part in ELT classes. | | | ✓ | |

(Open Ended Questions)

- a) What activities do you carry out using teaching materials for your ELT classes?
(while teaching any language skills)

| S.N. | Activities |
|------|-----------------------------------|
| 1 | Interaction with students |
| 2 | Describing or Speaking activities |
| 3 | Demonstration activities etc. |
| 4 | |

- b) Write the importance of using teaching materials in ELT classes.

- a. It helps to give clear concept about the topic.
 b. makes lesson interesting
 c. It help to explain the about the topic etc.

- c) What changes have teaching materials brought into your ELT classes? Could you please mention some of the relevant changes?

| Before the use of teaching materials | After the use of teaching materials |
|---|--|
| <ul style="list-style-type: none"> - Students were passive - Difficult to explain the lesson. - Hard to engage and participate all students. | <ul style="list-style-type: none"> Students became more active. easy to explain easy to participate all students at once. |

d) What difficulties do you feel in using teaching materials in ELT classes?

- ① Small classroom size
- ② Inappropriate materials
- ③ Lack of authentic materials.

e) Could you please suggest some of the best ways to successful implementation of teaching materials in carrying out effective ELT accumulation?

- ① Use handmade materials more
- ② Ask students to make some materials.
- ③ Discuss with fellow teachers etc.

f) List the major teaching materials generally you use in your ELT classes.

- Audio materials
- Visual materials
- Hand made materials
- Pictures, post cards
- Word cards, Sentences cards etc.

g) What type of material is useful in the context of Nepal? Write your views in points.

- | | |
|---------------------------|-----------------------------|
| a) Audio-visual materials | d) Magazines, cut-outs |
| b) Audio-materials | e) Hand-made materials etc. |
| c) Post cards, pictures | |

h) What kind of materials do you suggest other teachers to deal with while teaching language skills in the city area and the rural areas?

| City Area | Rural Area |
|--|--|
| <ul style="list-style-type: none">- Audio-visual materials- Visual- Audio- E-mail, Internet- Newspaper | Real Objects Hand made materials Word card, Sentence card Newspapers etc. |