TEACHERS' PERCEPTIONS AND USE OF TEACHING MATERIALS IN EFL

CLASSROOMS

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AN ABSTRACT OF THE DISSERTATION OF

Durga Prasad Sanjel for degree of *Master of Education in English Language Teaching* presented on November, 2014, and Title: *Teachers' Perceptions and Use of Teaching Materials in EFL Classrooms.*

Abstract Approved _____

Assoc. Prof. Laxman Gnawali, PhD

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The main purpose of the study was to identify how the lower secondary and secondary level English teachers use teaching materials in the private schools as well as to explore how they understand teaching materials and to explore the how they perceive the effectiveness of teaching materials in their language classroom. Further, ethnography as research method was carried out to evaluate the teachers' understanding on using teaching materials that is being practiced in the schools and their recent experience in teaching and learning process.

Likely, five English teachers were selected from lower secondary and secondary level of private schools. In this research, the data was collected through classroom observations and interviews. In order to discuss the collected data, the interpretive qualitative research paradigm was selected. The findings of this study incorporate perception of teachers who are the main investors to use teaching materials in language teaching. The findings also explored that all the teachers had positive attitudes towards teaching materials. They found that teaching materials were very engaging and participative to arouse learners' enthusiasm and motivation. Teaching materials leads to the students centered learning and break monotony of the students. However, it was found that the teachers do not use teaching materials regularly because of some problems

like; lack of time, poor exposure on using teaching materials, weak financial background of the schools, limited resource of teaching materials etc.

Findings of my study suggested that the teachers who have been teaching English as a foreign Language should use teaching materials in language teaching and learning process. Teaching materials are means to simplify the contents, provide healthy environment, and reduce anxiety and fear among the learners and motivate them to get involved in different activities. Similarly, I have also recommended to the concerned authorities who are directly and indirectly involved in English language teaching to use teaching materials in the days to come.

_____   November, 2014

Durga Prasad Sanjel

Degree Candidate

DEDICATION

I would like to dedicate this dissertation to my parents, brother, sisters and to my wife who has always supported me in my study.

DECLARATION

I, hereby, declare that this dissertation is my own work and has not been submitted for candidature for any other degree.

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Masters of Education in English Language Teaching Dissertation of *Durga Prasad Sanjel* presented on November, 2014 entitled *Teachers' Perception and Use of Teaching Materials in EFL Classrooms*.

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I understand that my dissertation will become part of the permanent collection of Kathmandu University Library. My signature below authorizes release of my dissertation to any reader upon request.

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LIST OF ABBREVIATIONS

ELT   English Language Teaching

EFL   English as Foreign Language

IM/s   Instructional Material/s

TM/s   Teaching Material/s

CHAPTER I

INTRODUCTION

This research begins with the background of the research dealing with the definition of the methodology written in my own style talking about my subjective experiences of appropriate use of materials in English Language Teaching (ELT) in classroom. Likewise, it also comprises the significance of the study and deals with the issue statement. The purpose of the study was to explore the effectiveness of materials in classroom and attitude of the learners using them. Equally, it contains the delimitations of the study dealing with the reason behind importance of my research problem.

Background

Language instruction has five important components-students, a teacher, materials, teaching methods, and evaluation. Why are materials important in language instruction? What do materials do in language instruction? Can we teach English without a material?

English language is taught as a foreign language in all levels of private and public schools of Nepal since over a century. We have been practicing it as a compulsory subject in academic years. All of us are deeply indebted in this very language for playing vital roles in the name of development of business, transportation, communication etc. English language is viewed as an emancipator with aptitudes of great personality in our local context. Underlined reality to learn English language is to gain mastery over it or develop our proficiency on it. Nepalese are non-native speakers of English but many people are trying to learn it in concise manner to contribute to the country where teachers are also one of utmost player of English.

Materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what

they do. Textbooks are too inflexible to be used directly as instructional material/s (IM/s). On the other hand, materials may be suitable for students' needs, even if they are not designed specifically for them that textbooks make it possible for students to review and prepare their lessons, textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation.

Materials control learning and teaching and also helps learning and teaching. It is true that in many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of learning. Students learn what is presented in the textbook, and the way the textbook presents material is the way students learn it. The educational philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom.

Theoretically, experienced teachers can teach English without a textbook. However, it is not easy to do it all the time, though they may do it sometimes. Many teachers do not have enough time to prepare IMs/TMs, so they just follow the textbook. Textbooks, therefore, take on a very important role in language classes, and it is important to select a good textbook.

Scene Setting

If I have to take my own example, I learnt English language without the help of any materials except textbook, blackboard and chalk duster. That is why it was tough for me to learn EL. Now I am having lots of problems regarding this subject matter. If I had those kinds of materials to learn language as a foreign language learner, I would have been performing better than what I'm doing now. So my main concern on this topic was how to develop students' proficiency in English through use of different materials in accordance with

contexts and topics. In my schooling, I wasn't able to grasp the meaning of English because of poor use of IMs and lack of exposure to it.

When I finished my schooling, I went out for my further study in a Tribhuwan University affiliated campus. I found it to be a very difficult job for me to compete with my colleagues as they were from urban areas and I was from a rural village. When I finished my intermediate, I had to go for practice teaching; unfortunately, I was assigned in a rural area like the school where I did my schooling. So, I had to follow the tradition and what the teachers were doing was the blueprint for me to follow blindly. There were not any dynamic materials to use for teaching although we were required to use TMs as much as possible but due to the lack of enthusiasm shown by the school administration, I only used lecture method during the short tenure as the English teacher over there. The very few materials that I used were not sufficient enough and were not appropriate, which I came to know after in my Bachelor level. It all happened by unconsciousness and unawareness of myself and also I was not able to recognize an appropriate material for particular topic.

Before doing my Masters' level study, I never taught the students as a school teacher or grade teacher. So, it is fair to assume that I didn't have much experience of teaching but I taught twice as a practice teacher. When I was supposed to teach in my Bachelor level, I was a little bit aware of using TMs and knew what would be the impact in language teaching. I taught grade 9 students in a private school of Dhankuta district which was also the topmost school of that district. The first day of teaching in that school when I entered the school compound I was all nervous and scared as the name and reputation of that school was such that a novice like me could only dream of teaching there. First of all, I had an introduction session with the students with the help of that school's principal who surprisingly also was the subject teacher of English. Slowly and gradually, I enjoyed the class and also assumed that the students also enjoyed it. The reason for that was simply due to the fact that I had

materials to good effect during my teaching session. So I came to the conclusion then and there that appropriate materials are the most powerful tools for language teaching.

All in all, this is a little sharing of my experience about how I learnt and taught English language inside the four walls of a classroom. The above mentioned experience says that the use of TM plays a vital role to learn a language. Therefore, I want to dig out the problems which the students of our country are facing and also want to find solutions of those problems. Those above mentioned experience might be helpful for the English language learners, teachers and who are directly and indirectly involved with the English language.

TMs are the most misunderstood and wrongfully looked in awe subject matter in English language due to untrained and unaware quality of the teachers. Everywhere around the universe, the Nepalese students have a general fear about the English language which can be blamed to the faulty way of teaching. Though, we have to face several kinds of ups and downs and we have to learn some other languages interrelated with mother tongue, I know that no one can easily accept to study foreign because of their prior knowledge on this very regard.

Why I have chosen this topic for my research was I had to face much more obstacles when I was at school level doing my studies. It had motivated me to conduct research and I also know that it is somehow fruitful to the language teaching especially of the private schools of Kathmandu valley.

Issue Statement

English is only the language, which helps the learners to communicate each other from different countries. All of the learners who are generally aware of the language can simply predict that English language helps us to communicate everywhere. So, implication or use of this very language is spreading each day. Wallace (1998) says that language learning is a hard work. If I take reference from Wallace it is a striking definition for me as well because

I believe that teaching and learning language is not easy job. Second language learning is not simple to gain mastery over because of previous language hindrance. In the same way, Sharma (2007) states;

> Even trained teachers fail to bring changes in their own organization so it has been seen that most of the teacher participate in their training only for formality, especially to be promoted in their job but not to change their stereotype methodology.

Teachers of private schools are not paying their attention towards the methodology rather they want to teach in accordance to their wishes so that they can teach easily. Here, why I'm talking or highlighting the importance of English language is to examine the use of language and its impact on society, and also wanted to portray the use of TMs in English language classroom. As we know learning second or third languages are not easy, so we Nepalese English learners' facing problem to learn English language. To minimize our difficulties we have to teach the learners in peaceful environment with the help of suitable materials. To establish this very language, our country is practicing variously with the help of context and settings. From the very beginning of our formal study or Grade I to Bachelor level English books are prescribed, but the learners are not able to learn language due to different reasons. For instance; one of the most important reasons is the use of TMs and its' application. When I was the student of school level, I often saw teaching through using materials in classroom. My teachers never brought any kind of TMs except; textbook. Their method to teach was grammar translation done by lecturing. When I taught the students as a practice teacher, I had to make some materials and lesson plan. At that time I realized that material has the vital role to learn language. Within Bachelor also I have had same problem and conclude that contextual materials are the only one solution of the problem to learn English language effectively. While studying Masters in Kathmandu University, I started

enjoying with the course that had been designed. Throughout the whole session, I've learnt so many things to be implemented inside language classroom. There were many teaching methods which I had to learn in second semester. Likewise, in third semester, we had to develop TMs related to different topics to be taught in secondary level. Those TMs had great significance of teaching language, meantime, I had been teaching at private school where I had a chance to apply those materials in my language classes and it had played crucial role to teach my learners. Thus, it is quite easy to assume that TMs are one of the utmost parts to be considered while teaching foreign language.

When I upgraded through the time, I myself realized that IMs play vigorous role to learn foreign language. Currently, I know that our classroom has the huge amount of TMs to teach the language if the teachers are conscious about that or they are laborious. When growing up and with the experience of some academic years, I feel I am learning something new each day and in accordance with my short experience of teaching I had decided to carry out the research on 'Use of Teaching Materials'. That means TMs are most useful tools to give effect in language teaching. what I explained is very closer to El-Araby (1974). She says that audio-visual aids, however, are not designed to replace words but to strengthen them. Because of these abovementioned causes, I decided to see further that the teachers of private schools' are habituated to use TMs or not and what is their view towards TMs. Further, my research tried to investigate as much as I could get satisfaction in the private school of Nepal, especially in Kathmandu valley.

Purpose of Study

This study was intended to explore the understanding and daily practices of teachers in using appropriate materials in lower secondary and secondary level of private schools. It was also aimed at finding out the availability of materials, challenges and use of materials in ELT.

Research Questions

The purpose of my study was to derive the reality of EFL context regarding the issue of using materials in classroom; I might not be able to help the students and teachers in every facet related to use of materials. Inside the classroom the teachers were using local materials which are easily available for them.

When I went for my action research I came to know that there should be something which will help to support my main research question. Because of this reason I again formulated a kind of frame work in question form. My research question was: How do teachers use teaching materials in EFL classroom? From this question I've derived the following sub-questions:

a. How do teachers perceive the importance of materials in English language teaching classroom?

b. In what ways do the teachers use materials in their classroom and what are the teachers' practices in using materials?

c. What are the challenges that the teachers are facing while using teaching materials?

Significances of my Research

Though the main purpose of doing research is developing the level of knowledge and making the learners more competent and understandable, there can and should be some significance. The research should be advantageous for anyone who is directly related in particular field. In my research I tried to deal with materials and its importance in language classroom; this would also be beneficial for the EFL teachers. Results of my thesis could help the teachers to apply certain rules with their students. Besides this, I have shown the significance of my research from the following perspective:

Pedagogical Significance

Inside pedagogy, there might be different sub headings; among them I tried to analyze the significance of my research from the principles, method of instruction, profession of the teacher and the ways of instructing. Getting students actively involved in the classroom is something every teacher hopes to accomplish. Yet, many schools' EFL students have lost motivation to study English because of the way it is taught or the material used. They need something to motivate them to produce language that they normally would not try. Students normally want to gain the knowledge through help of the teachers or something which makes them easy to learn. Positive motivation plays the central role to learn language. Use of materials is one of the important factors for motivation; it drives the learners in right track. My research was helpful to the student to get different motivating aptitude to learn language. Here, I applied the use of materials, teachers' understanding on it and hindrance factors to be used in my research by which the teachers would also get knowledge about the way of using materials in accordance with situation and context and basically they could learn how to motivate and how to use materials.

After their awareness of those matters their pedagogy of teaching might be changed and after the completion of this study teachers certainly would have the knowledge about how to use cheap and easily available materials using their schema. When they will have new idea of using materials their methodology of teaching also will be changed; way they use and show it to the students will also be encouraging. My research provided students and teachers to practice language by providing particular instruction and materials in an informative way and encouraging them without any obstruction.

Research Significance

Yet, there are many researches done on the use of materials in different context, my research is equally significant in research field as well. EFL context and problems over this field are being widely discussed now a day, and finding the problem in an EFL context is

known as the field of research. My research found out the problems on teachers through the help of use of materials, so that others also get to know how to use materials and its impact on language teaching. My research was certainly being a mile stone for other researchers in the research field. Until now, several researchers have done their research on this topic in the EFL context, but my research was solely based on Nepali context especially in private schools. So, it covered wide range of Nepalese EFL context of private schools where teachers usually are not using materials and also do not know the direct impact of the materials. My research is important in national level, but it does not mean that it is not helpful for international research context. Because national context cannot stand alone without the help of other contexts of EFL, my research has been designed as such. As I already stated that my research is going to capture the way of using materials and its impact in language classroom, for further process other researchers can work on the same topic but they cannot solely depend on my matter because I have different experience and background which they might not have. If someone wants to carry out the research on the same topic of the research then my research is fruitful for those.

Delimitation of the Study

In short span of time and with certain amount of resources, I was not able to carry out all the things which fall under the TMs. There are different aspects of using teaching materials inside the classroom, but my research was bounded within the use of materials, challenges and importance of TMs in EFL classroom.

Chapter Summary

This chapter discussed about the introduction of the research, background of the study, scene setting. This chapter also tried to dig out the issue statements for my research. It also contained purpose of the study, significance of my research. Mainly, I have included

research questions to make this study reliable and concise. I have ended this chapter

including delimitation of this research.

CHAPTER II

LITERATURE REVIEW

This chapter illustrates the literature review of teaching English with teaching materials and use of teaching materials in EFL classroom. Through this chapter, I try to validate my ideas with that of the experts and published materials. It also contains the advantages of teaching English with the help of TMs. In the same way, it even includes an empirical research of the same field in order to prove my ideas.

Thematic Literature Review

Literature review has a fundamental role in any research study as it helps as the source of better understanding of the related subject matter. It provides the theoretical background for my research, to establish relations between what I was doing and what already exists, I took the existing literature through different sources. It established my research study and leads to find out what others have said or revealed about the particular issue. It is a critical and evaluative account of what has been published on a chosen research topic. Also, its purpose was to summarize, synthesize and analyze the arguments of others. Kumar (1996) asserts, "A literature review has three functions. It helps you to bring quality and focus to your research problem, improve your methodology; and broaden your knowledge base in your research area" (1999, p. 26).

As Kumar says, literature review was to establish my opinion which is equally important to tie my research question within its' frame, so that I didn't have to face many existing problems while conducting research. It's always good to see or study related topic to validate my data too.

For the purpose of review the literature related to my study, I visited library of K.U. and also surfed the Internet and went through different articles, journals, books and the previous research papers carried out in similar topics. In this review section, I have dealt with the definition of teaching materials, types of teaching materials, importance of teaching learning materials, material development, materials adaptation and material evaluation.

Definition of Teaching Materials

Tomlinson (1998) says that materials can be anything which is deliberately used to increase the learners' knowledge and experience of the language. Teaching materials means any kind of device with particular content in related field which are used for teaching process, including supplementary, non-supplementary, audio visual and other sensory materials too. Teaching materials and aids include any material, program or machine that can be used to help the teachers to present or explain without any obstacles. It saves time of the teachers and makes the students easy to understand. There is slight different of teaching materials and aids; teaching materials means related to syllabus, curriculum, textbook, course of study etc. whereas aids are anything audible and visible which helps students learn the language in concise manner within short span of time. Teaching aids are tools that classroom teachers use to help their students learn quickly and thoroughly. A teaching aid can be as simple as a chalkboard or as complex as a computer program. Because every individual learns in a different way, teachers rely on these tools to explain concepts to students with a wide variety of learning needs.

McDonough (as cited in Tomlinson, 1998) said that an effective way of helping teachers to understand and apply theories of language learning and to achieve personal and professional development is to provide monitored experience for the process of developing materials and another factor has been appreciation that no course book can be ideal for any particular class. And that therefore, effective classroom teachers need to be recognized and

define the materials. I agree with abovementioned definition because without good skills on selections of materials and creativeness to develop materials we will not be able to teach any language inside classroom. It is the demand of the time which we cannot skip anyway. Similarly UNESCO (as cited in Dulal, 2011) has opined that the learning used either in the process of instructions or in its production, reproduction, transmission or display. Materials are usually consumable or non-mechanical items. From this definition I can derive the sense that it is not the thing in which we need to think for a night or spend long time to develop. We can use the things which are wastage because our main concern is to give an idea to the learners.

Types of Teaching Materials/Aids

Teaching aids can be divided into different types depending on different basis. Saud (2007) opines, "According to the sense used, aids can be divided into audio and visual. In terms of how they are used, teaching aids are divided into three types; display devices, visual materials and supplementary materials" (p. 91). This is presented in following diagram:

Table 1. Types of Teaching Aids (Saud, 2007, p. 92)

Teaching Aids

Display devices	**visual materials**	**supplementary**
Chalkboard	Realia	Songs
Flannel board	Pictures	Rhymes
Cork board	Models	Games
Magnet board	Flash cards	Puzzles
Plastic board	Picture cards	
Pocket chart	Wall posters	
	Wall pictures	
	Magazine cutouts	
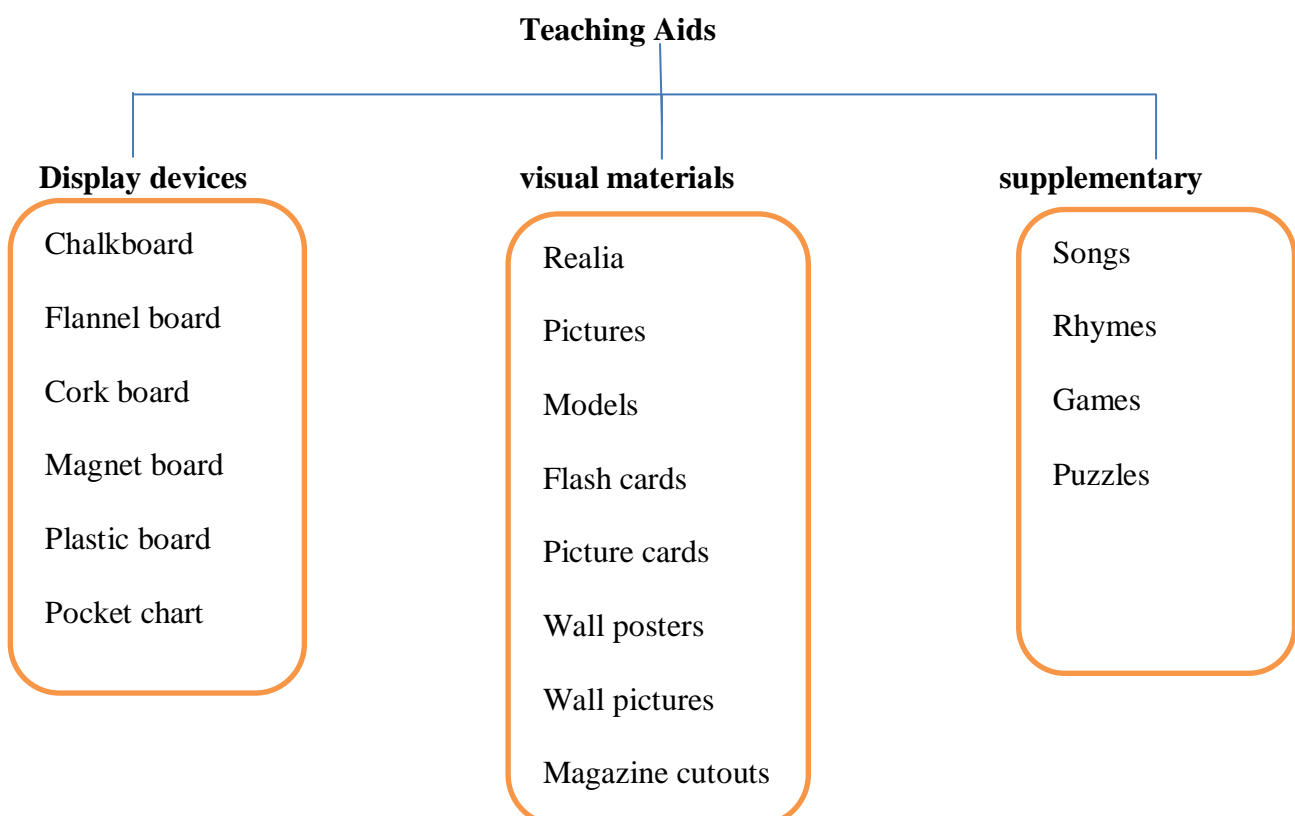
On the basis of the nature of teaching aids, they can be considered as flat, three dimensional moving or still. According to how they are shown, aids may be divided into projected or non-projected. These are also cited below in diagram form:

Table 2. Types of Teaching Materials (Timilsina, as cited in Rai, 1999, p. 12)

Audio materials	Visual materials	Audio-visual materials
Radio sound distribution system sets tape and disco recordings	Bulletin board, chalk boards, chart, drawing, exhibitions, film strip, flash cards, flannel board, flip books, illustrated books, magnetic boards, maps, models, pictures, posters, photographs, silent films, slides lesson plan	Demonstration, films, printed materials with recorded sounds, sound film strops, study strips television, video tapes

These all depend on using of the materials or way of looking all these teaching materials how they are used.

Audio materials. Timalsina (2010) says, "All the materials which can be used and heard inside the classroom are audio aids" (p. 13). People rely more on their hearing than on any of the other senses. This is especially true in the classroom, where most lesson plans support those who learn best from hearing or saying words. But it is not the fact that all the way it works out though there are many other aids to be presented. It is one of the utmost important aids among others to use inside the classroom, especially for the EFL learners. We can observe in tourist areas that some of the orphans are trying to sell some goods using second or third language, I can assume that they had no formal language class it's all because

they have been listening their language for a long time and finally came to know the language which obviously is not their local or national language.

Visual materials. Materials which can be seen in the process of teaching/learning are visual materials. The materials which are displayed or shown with the help of the display devices are called visual materials. They are concerned with the sense of sight so that we called them visual materials. Different kinds of language items can be taught effectively by showing different visual materials. Different display devices are used to show visual materials. Also it is not necessary to see them inside the classroom; the students can see those materials through the windows. Foreign language students can benefit from many types of visual material. According to Tuttle (1975), "The still or flat picture can prove to be a rich resource in the foreign language classroom." This type of material can easily be obtained from magazines, newspapers, books, catalogs, calendars, posters, advertisements, coloring books, comic books, postcards, prints, and travel brochures. Visual aids can either be animate or inanimate. To support the view, I do not say visual materials only the means and ends of the teaching but it comprises learners' interests to learn the things in acute manner and also makes them ready to learn without feeling burden to learn the language.

Display devices. According to Saud (2007) "The devices on which other visual materials can be displayed or shown are called display devices" (p. 92). It can be used to give a brief outline of the lesson, to teach new vocabulary items, actions, comparatives, personal pronouns, prepositions etc. and also can be used for teaching diagrammatic representation of the subject matter etc. are some of the usefulness of the display devices. It is equally important to the learners to learn something because they come to know what is being taught by the teachers at a glance.

Supplementary materials. Supplementary materials are the other aids in addition to the display devices and visual aids. They can be very effective and interesting, especially for

young adult learners. Which lessen the boredom of the learners to learn foreign languages because its' nature is to give aesthetic pleasure to the learners. Tomlinson (1998) defines supplementary materials as "Materials designed to be used in addition to the core materials of a course. They are usually related to the development of four skills of languages rather than to the learning of language items" (p. xiii).

Importance of Teaching Learning Materials

Teaching aids are the integral parts of language teaching. They are of great help for both the teachers and the students to make teaching and learning effective and easier. In the teaching of meaning, visual aids help to avoid the use of the mother tongue. There would be lack of life in teaching and learning processes without the use of teaching aids. There is an old Chinese proverb: "A picture is better than a thousand words". Aids should give a true picture of the ideas which they explain. They should be suitable to the age of level of the learners. They should be properly chosen and presented. Learning takes place most readily if more than one sense is engaged in learning.

Most importantly, aids are the things to talk with, not to talk about. They bring life in the class and assist to create the permissive environment for teaching and learning. Some of the important points of teaching aids are discussed that they help to avoid the use of mother tongue in the classroom, i. e. they reduce the dependence on the first language. It is equally important to help the students to retain the learnt things for a long time. IMs brighten up the classroom and bring variety and interest into the lesson. They help to provide the situations or contexts which may be used to illustrate linguistic items. It stimulates the students to speak the language, not only to read and write it. Aural aids give the students the opportunity of listening to and imitating native speakers. Most importantly, it motivates the students towards learning. It brings the real situation into the classroom. It is also useful to simplify the teaching and learning points. Students can grasp the subject matter quickly and easily. It

allows the teachers to talk less and the students to talk more. Because of TMs teaching becomes more effective and the difficult subject matter easy. Saud (2007) says that TMs break the monotony and boredom of the students so that they pay attention towards teaching.

Tomlinson (1998) said that IMs should achieve impact. It should help learners to feel at ease. It should help learners to develop confidence. It should requires and facilitate learner self –investment. Learners must be ready to acquire the points being taught. It should expose the learners to language in authentic use. The learners' attention should be drawn to linguistic features of the input. It should take into account that the positive effects of instruction are usually delayed. It should take into account that learners differ in learning styles. It should take into account that learners differ in affective attitude. It should permit a silent period at the beginning of instruction. It should not rely much on controlled practice. It should provide opportunities for outcomes feedback. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.

Material Development

Tomlinson (1998) defines material development as, "Materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake" (p. 2). From this definition I came to know that it is the supplying of information about and experience of the language in ways designed to promote language learning. Applying what we do know about second language learning to the development of materials designed to facilitate the process. Tomlinson (1998) further asserts, "If we combined the anecdotal and the empirical evidence available to us we could surely formulate criteria which could contribute to the development of successful materials" (p. 6).

Materials developer might write textbooks, tell stories, bring advertisement into the classroom, express an opinion, provide sample of language or read any kinds of stuff aloud. Whatever they do to provide input they do so in principled ways related to what they know about how language can be effectively taught. The things that the Materials developers should keep in their mind are: What should be given to the learners and what can be done with it to promote language learning? So, providing this sort of information to the teachers is one of the utmost important responsibilities for the concerned authority.

Materials Adaptation

Tomlinson (1998) defines materials adaption as a, "Making changes to materials in order to improve them or to make them more suitable for a particular type of learner" (p. xi). Adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for their particular learner, which is not obvious truth for the all for their learning language.

Materials Evaluation

Materials evaluation refers to attempts to measure the value of materials. Tomlinson (1998) further asserts, "In many cases evaluation is done impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so" (p. 3). All the evaluators accept the view that for materials to be valuable the learning points should be potentially useful to the learners and that the learning procedures should maximize the likelihood of the learners actually learning what they want and need to learn. It is not necessarily enough that the learners enjoy and value the materials.

Theoretical Review

In this theoretical part, I have tried to relate my research study with different SLA theories, behavioral theories and approached based theory. In which I can relate my study to a psychological theory, second language theory (SLA) and suggestopedia as an important approach because these terms help me to discuss about the use of materials. I think these terms directly encoded my study and was noteworthy for my study to learn language by using different sorts of materials.

Theory

Tarone and Yule (1989), "It seems clear that researcher cannot at present agree upon a single view of the learning process which can safely be applied wholesale to language teaching" (as cited in Tomlinson 1998, 5). So we should not expect definitive answer from SLA theory nor should we expect one research based model of language acquisition to triumph over all the others: and we must be careful not to prescribe applications of unsubstantiated theories. Therefore, there was not one and only theory but I have decided to pick out one theory to lead my study, I have used that by observing the situation and interest of the learners. Many theories of SLA can be taken as the theories supporting the use of materials inside the classroom but I wanted to highlight on Input hypothesis along with other approaches and psychological theory. These are shown below in brief:

The input hypothesis. According to Karshen (1982), "L2 acquisition takes place when a learner understands input that contains grammatical forms that are at 'i+1' (i. e. are a little more advanced than the current state of the learner's inter-language)" (as cited in Ellis, 1997, 47). It means the right level of input is attained automatically when interlocutors succeed in making themselves understood in communication. Karshen (1985) makes the strong claim that comprehensible input in the target language is both necessary and sufficient for the acquisition of that language provided that learners are 'affectively disposed to "let in"

the input they comprehend.' Why I took this theory in my study is materials make the

learners understandable in concise manner. They can gain +1 knowledge than what they have

got before through the use of materials inside or outside the classroom. Success is achieved

by the use of learner's attitude towards the used materials which directly linked with the input

what they are used to given by the teachers. As Freeman (1983a) observes:

> …researchers all too often have confined the scope of their studies to examining the
>
> learner's linguistic product, thus overlooking an important source of information
>
> which could prove elucidating in achieving a better understanding of the acquisition
>
> process (as cited in Ellis, 1985, 128).

By this definition, I got to know that it is somewhat suitable for my study because I

also want to explore the knowledge by giving information in accordance with the interest of

learners and by recognizing their understanding level. That is why I kept it as a theory for my

study.

Suggestopedia. Richards and Rodgers (2001) said that the conspicuous characteristics

of suggestopedia are the decoration, furniture and arrangement of the classroom, the use of

music, and the authoritative behavior of the teacher. The suggestopedic learning is dramatic

because it is directly linked with the materials. Lozanov (1978) says, "Memorization in

learning by the suggestopedic method seems to be accelerated 25 times over that in learning

by conventional methods" (as cited in Richard & Rodgers 2001, p. 100). Suggestopedia

suggests us that it is a kind of teaching through demonstration or decoration of the classroom.

It is similar in comparison with the teaching materials/aids because it is also deals with the

use of classroom, classroom management, and use of music. Therefore, I have to deal with

this very approach while talking about the materials and its' impact inside the EFL

classroom.

Behaviorist learning theory. It involves habit formation in order to get/learn language. According to Ellis (1997), "Habits are formed when learners respond to stimuli in the environment and subsequently have their responses reinforced so that they are remembered. Thus, a habit is a stimulus-response connection" (p. 31). Besides taking into account this very theory is to make the learners habituate about the use of materials and brings life into the classroom by giving some kinds of insight/reward. As a result they might feel easy to learn language. It emphasizes environmental factors as opposed to internal, mental factors. So, it depends on how the teachers use the materials, it is suitable for target groups or not where they are involved in. In a way, using materials is environmental similar to habit formation.

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Review of Previous Research Studies

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Researchers have already come up with the certain findings related to teaching learning materials and its' impact inside the classroom reviewed by myself to show the relation and facts within this particular subject matter. Though the concept of teaching learning materials is not recent, spreading the issue in the field of social science and in other fields as well, I decided to pick up the same issue for my research because it somehow encouraged me to explore the fact. Before going into other researchers' findings, I was implicitly motivated to carry out the research in this field, but when I went to different researches it was easy for me to find out the area to explore some kinds of fact.

Timilsina (2010) conducted a research entitled *"Perception of teachers on the use of teaching materials in EFL classroom"*. He found that most of the problems and their causes are related to the teacher, their belief on teaching style and the situation of the classroom. Also he could find that most of the teachers were well aware of having positive perceptions about teaching materials and use of teaching materials. But what he found was that there was contradiction in saying and doing in real classroom teaching which he came to know after

classroom observation. He also came to know that it is not only the teacher's fault but also the unavailability of materials.

Similarly, Dulal (2011) stated in his research on *"Perception and use of teaching learning materials by primary level English language teachers."* He found that the trend of preparation, collection and use of materials is not found regular in the classroom though the teachers have good understanding of the perception and use of materials. Teachers mostly used teacher made materials in teaching English language. He also found that some of the teachers were well aware in this regard and they imply sometime not in adequate manner.

In addition, Karki (2007) conducted research on, *"A skillful adoption of textbooks in language teaching."* She reflected that learners can learn better and faster if they are asked to involve in different activities. She came to know after her research that giving lecture the entire time make the students' passive listener. Most importantly, she found that textbooks are not enough materials to teach language. That is why; we have to find out the best materials in accordance with the lesson nature and interest of the learner.

Research Gap

When I went through different researches in my related field, I got to know that the findings of the previous research have played crucial role in the field of teaching learning process through use of materials. It obviously showed the straight path for the teachers and interested people in this particular field, if they are innovative, enthusiastic and motivated on it. The findings made by previous researchers have included some of my variables like challenges to use teaching learning materials, perception of teachers on using materials and use of materials inside the classroom. Previous researches were more focused in public schools situated in rural areas. However, I could not find use of teaching learning materials in my particular field where I would have plan to go and find out the fact that is still unexplored. I have studied teachers' perceptions and use of materials in the class which I had given my

entire effort use by English language teacher in the private school of Kathmandu valley which has been left to be covered from the previous researches. So, I decided to undertake this research to fill the gap that I noticed while visiting through different researches.

Most importantly, I have dealt with the use of different materials, like audio materials, visual materials and supplementary materials to make able to use appropriate materials inside the classroom. Thus, I have dealt with different types of theories and approaches, which would help me to know about the fact of my surrounding environment.

Chapter Summary

In this chapter, I presented the summary of my literature review which I think was directly or indirectly related to my research. I tried my best to support my research question from various resources. It talked about thematic review and theoretical review. Within these topics I have categorized these into different sub topic. The following chapter attempted to find out what has already been explored in the field of use of teaching materials and a gap I have found to be addressed.

CHAPTER III

RESEARCH METHODOLOGY

This chapter introduces a discussion of the philosophical consideration and methodology and research design which best suited to examine the research questions. This chapter also includes my ontological, epistemological and axiological assumptions and paradigmatic stand to interpret my research. Similarly, it also contains the process of data collection followed by data analysis. This chapter also defines a brief account of informed consent and ethical consideration.

Definition of Research

Research is small scale intervene, which find out something in concise manner. Seliger (2003) says that research is so common that it surrounds us on a daily basis, every day we carry out activities that have the same basis component. This definition and our activities inside the classroom may similar because we also practicing the same in our daily teaching, whenever we are teaching inside the classroom we can see problems where learners are facing difficulties. As per demand of learners or to minimize our classroom, we try to find out the solution of problems which is a type of research. Grinnell (1993), "Research is a structured inquiry that utilizes acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable." (as cited in Kumar, 1999, p. 6). It means something is already there but we only try to dig out or find out on the basis of our experience and understanding level of the learners. Richards (2003) asserts, "The term research refers to setting out to discover something directly about the world" (p. 2). Therefore, research is an addition of new information rather discovers something new. When I was in second semester, I got chance to conduct my action research because of this very

class I knew something about the research. Now, I am studying research methodology where I am getting ample knowledge about research. Though it is hard for me to understand what it is all about, I am gaining new information about the research. I am getting what is qualitative and quantitative, explanatory and exploratory and pure and academic research. My sole concern goes to the qualitative research, where I tried to make my research qualitative rather than quantitative.

Philosophical Considerations

Philosophy determines the research activities. To guide our research in a proper way we had to follow different guidelines in order to deal with the situation and to make our project effective. Best and Kahn (2003) say "Theory suggests an ivory tower something real and practical value. It establishes cause and effect relationship between variables." (p. 97). Philosophical consideration is to develop a general guidance for some phenomenon. Denzin and Lincon (2005) states, "the gendered, multi-culturally situated researcher approaches the world with a set of ideas, frame work (theory, ontology), that specifies a set for question (epistemology), that he or she then examines in specific ways (methodology analysis)" (p. 21). Under this topic, I had talked about three different situations, which were ontology, epistemology and axiology and also tried to link it with my research topic.

My Ontology

While taking about the ontology my research characterized by relativist theory, where I did not focus others production. I had developed a new knowledge through experience and practice and also focused on collaborative construction of knowledge with the negotiation of my colleagues. Though I have not long experience of teaching, I have my own belief system, which certainly helped me to create new ideas/knowledge. Fosnot (1996) says that constructivism does not only focus on the students constructing the knowledge but also help the teacher in constructing their own meanings from what have they experienced. Influenced

by this philosophy, I had encouraged the participant to be creative rather than teaching traditionally. Though my sole attempt did not go through the student's perception on using materials, to make them creative I had to make them aware of importance of using materials in language classroom. Here, I tried to be constructive but it did not mean that I only focus on the knowledge construction; I tried to help teachers to construct their own meaning by the help of different materials. Similarly, Duit and Treagust (2004) say that the process of construction is embedded within a social setting and the learning is seen as a construction of mental models. Through this definition, I came to know that proper guide and using teaching materials helped the learners to know about something by making their own mental picture. For me there is no definite truth; it is changing day by day according to situation, time, context etc. It does not remain constant because what is true today may not hold so tomorrow.

As I know, learners were perceiving use of materials differently accordance with their mental schema, environment and background though they are in the same class. So, for me and my participants there were no any absolute truth. What I believe might not be right for the others which were why my study had variations of reality.

My Epistemology

Epistemology (the theory of knowledge) is concerned with the ways of knowing and learning about the worldview. It also tries to show the nature of reality and human being in the world. According to Richards (2003), "Epistemology is the science or study of knowledge, refers to the view we have about the nature of knowledge and the relationship between knower and known" (p. 35). The reality of using teaching materials in classroom could be different according to the participants and according to the researchers as well. Same teachers or researchers could use different materials according to their environment and situation. In a similar way, epistemology of my research was inter-subjective. The nature of the knowledge about the world and the relationship between knower and known was

subjective. This inter-subjectivist epistemology allowed me to establish my own understanding between me as an investigator and socio-cultural contexts in learning. It was the knowledge as something created through interaction between participants and me. There was multiple ways of knowing. As for my research, to find out the different reality and apply multiple ways of knowing through facts and also I have analyzed the data through my understanding. Cohen, Manion and Morrison (2000) says that subjectivism, that subjectivist approach view the social being of a personal, and humanly created kind will select from a comparable range of recent and emerging techniques, accounts participants, observation and personal construct. From this statement, I came to know that knowledge is created and re-created through shared ideas, experiences and research which has done by other researcher on this particular topic. Knowledge is somehow related with the application of reason and logic.

Why I have included subjectivism in my epistemology was to have interaction between the students and friends. The different EFL teachers who have different understanding, experiences, background and involvement in different society or context makes them different on using materials. There were different perceptions and understandings in different culture and society. To overcome those things, I have had interaction among the participants. Thus, the meaning of this research was to create and interpret on the basis of interactions between me and my participants.

My Axiology

‘Axiology’ is means ‘theory of value’. “Axiology is the branch of practical philosophy which seeks to provide a theoretical account of the nature of values, whether moral, prudential or aesthetic.” (Smith & Thomas, 1998).

Axiology is the science of how humans value and make value judgments. Axiology is a kind of theory which helps us to know about the value of the research and also talks about the problem which is usually tend to be solved by the researchers. As I mentioned earlier,

knowledge is not received rather it is constructed. Why I'm saying that is I do not believe on absolute truth. Therefore I wanted to explore the knowledge of my own through different interview and observation. To find out the multiple realities on use of materials and perception on it, I gave equal value for the participants so that the data would be value laden. I have given emphasis on value in a way that it could search an everlasting truth; I did not provide the value for the contemporary ideas about teaching and learning which was provided by the participants. As we know, using materials in classroom is more effective teaching than teaching without materials. I also understand that teacher demonstrate various kinds of materials inside the classroom where they make the truth by their own experience and involvement which was the ultimate truth for my axiology.

Research Design

Cohen, et al., (2000) say, "Research design is governed by the notion of *fitness for purpose.* And the purpose of the research determines the methodology and design" (p.73). Similarly Wiersma (1995) opines, "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure" (p. 50).

Kerlinger (1986) as cited in Kumar suggests that,

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems, the plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypothesis and their operational implication to the final analysis of data (p. 74).

In same way Kumar (2007) implies, "Research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically" (p. 84). From this saying we can predict that the research design is a procedure

of a research to accomplish to investigate the finding which was valid, objective and accurate with certain amount of economy.

My research was also influenced by the main objective of the study, which consequently determines the research design. Methodology that I have chosen for my research was also based on my study area. I had followed ethnography as a methodology because my purpose of study was to involve in particular groups and I had also observed and interviewed them in order to get data to analyze them.

Paradigm

"Paradigm is a comprehensive belief system, world view, or framework that guides research and practice in a field" (Willis, 2007, p.8). I have to describe about paradigm to run my project smoothly. As I explained above my research is directly related to qualitative approach, it directed me to embrace interpretive research paradigm, which was also taken as a social constructivism paradigm. According to Creswell (2007), "In this world view, each individual seek understanding of the world in which they live and work and they develop subjective meaning of their experience-meaning directed towards certain object or thing" (p. 21). Schwandt (as cited in Gephart ,1999) says, "Interpretive research is fundamentally concerned with meaning and it seeks to understand social members' definition of a situation." As I know, interpretive paradigm is naturalistic in nature where the researcher tries to understand singularity in relation with their meaning. Why I am talking about the interpretive is to know about my selected phenomenon 'use of materials' in terms of the meaning which is striking around me. I have observed and interviewed the participants and tried to find out the reality by analyzing those data. My sole concern was to find out the multiple realities within the certain society or group. That is why I had explored the things which I found in my research period by using this very paradigm.

Ethnography

According to Arsenault and Anderson (as cited in Cohen, Manion & Morrison, 2007, p. 170) state, "Ethnography is a portrayal and explanation of social groups and situations in their real-life contexts." Ethnography is the understanding the cultures, norms and values of the group by involving in that very group. Spot observation is a fundamental part of that study, and it involves observing people's beliefs and practices from their own perspectives. For the educational ethnographic researcher, the field might be the school, the classroom, certain literacy group and any other places where teaching and learning takes place. According to Roth (2005), "Without the individual, there is no society; yet without society, each individual would have to fend for itself" (p. 3). This definition tries to say that only the study of society is not enough for the researcher, they have to involve with each individual to know their personal beliefs. Here, the researcher is supposed to find out the fact of the society where they are involving and also relating their problem in that context. I mean that researchers collect data in natural settings. Similarly, ethnography reveals concretely realized patterns in one's own actions rather than the actions of others, a form of research we have come to know as ethnography. It is concrete realization of action where the researcher is involved. For my research study, I, as an ethnographic researcher, had explored data from the various forms of data collection, interpretation and also analyzed the data.

Participants

Participants for any kind of research are major aspects to represent the members of the respective field. Cohen et al. (2000) asserts that the factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population. There were small group of population to dig out qualitative research so that I could manage my time, money and all which I have to manage. It also was fruitful for me to analyze the data properly. I mentioned that my research would be qualitative; to be perfect

qualitative researcher I had to consider the members or participants, which showed the real qualitative like research. For my study I have selected five school's English language teachers.

According to my research purpose to understanding use of materials in English classroom, the selection of participants influenced by the purposive sampling because my research focuses in sampling like other tools. Sampling is a tool for data collection in which researcher selects a small number of populations to study about the whole population because it is believed that small number of population represents the whole population. While selecting the participants it was focused for the comparative representation of teachers. I have categorized the participants in accordance with their experience, sex, training, certainty of work etc. which had help me to find out the fact.

"The quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted" (Cohen et al., 2007). Questions of sampling arise directly out of the issue of defining the population on which the research focused on. Researchers often need to be able to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population under study. This smaller group or subset was the sample collection. As per me, materials can be typecast into certain sub-groups relying on the realia, matchstick figures, photographs, posters, cutouts etc. that these materials belong to. So all in all I could derive some connections with the use of materials to be taught throughout the year so that the students can also have a general knowledge about how effective materials work out for them prevalent in English language. It was a small scale academic research in which I could not carry out this study on my own or I could not cover the whole population. Thus, I had to choose the participants to cover most of the population

of the targeted area. I chose five English teachers from three private schools of Kathmandu valley.

Data Collection Techniques

Data collection refers to the process of collecting information which our research requires from the field where the researchers are involved in. I have used different types of data collection tools to collect the data from my participants. The data collection tools were really helpful to understand the ground of my participants. It helped me to show the progress report and the place where I had to improve myself. The data collection tools that I used while conducting my research were: interview and observation.

Observation

Hammersley and Atkinson (1995) say, "Observation in a setting is a special skill that requires addressing issue such as the potential deception of the people being interviewed, impression management, and the potential marginality of the researcher in a strange setting" (as cited in Creswell, 2007, p. 134). Similarly, Cohen, et al. (2007) say, "The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations" (p. 396).As it is quite obvious that use of materials is an abstract subject matter that can't be approached in a precise manner; in a sense that the improvement of participants can't be measured without observation. Again Cohen et al. (2007) believe that observation offers a researcher or an investigator the opportunity to gather live data from naturally occurring situations; researcher can look directly at what is taking place in real context rather than relying on second hand accounts. So my very first step was to observe the participants, in terms of their demonstration of materials as well as other factors like interests and initiative tendencies. Materials if approached in a correct manner can be both fun and educative as well, so my first initiation was to typecast the participant individually and wholly so that I could have a rough

sketch about the preferences of the majority of participants. This first step was just a mere attempt to have a general view about the steps to take in the further days to come. My core attempt was to get the first hand information of the classroom and the participants. I also tried to find out the level, interest and attitude of the participants as well as the students as they are the most important elements in making my research a successful one.

Interview

Interview is the process of drawing information from the participants by the interviewer with the help of questionnaire. Interviewing regarding in our context shall be the single most important tool to adjudge the improvements in the participants who will be given various inputs in an explicit as well as implicit manner. They were interviewed in a specific pattern that focused on the impacts brought about by use of materials in a more profound manner than what they are generally used to be taught in. Furthermore, I took brief interviews of the teachers there to reflect upon the obvious changes witnessed by them in their students. It also can be taken as a basic mode of inquiry. Bryman (2009) says that the research interview is a prominent data collection strategy for both qualitative and quantitative research.

To be a perfect interview, it has to be I- Thou relationship. According to Seidman (2006) said that implicit in such an "I–Thou" relationship is a shift from the interviewer's seeing the participant as an object or a type, which he or she would normally describe syntactically in the third person. In which interviewer's intention is to maintain the relationship to the participants so that they can conduct that very program in concise manner.

Most importantly, if I was supposed to conduct any kind of interview, I preferred to use in- depth interview as a mode of inquiry because it is taken as a hallmark of qualitative research. This study aims at exploring the role of materials in EFL classroom and the use of in-depth interview I suppose would be the best way to provoke information from the

participants as it makes use of non-structured and usually open ended questions which helps in taking hold of the subjective facts of the participants allowing them to express themselves with elastic manner. However, I have used somehow structured interview questions in accordance with respondents' interest.

Data Collection Process

I have already mentioned observation and interviews are data collection techniques for this study. First, I tried to find out some of the private schools of Kathmandu valley and chose two schools. For me, it was not that much hard to find out schools because I was teaching in that very school. I had a talk with school administration and principal about purpose of my study. Similarly, I disclosed aims of this study with the teachers and requested them to be my participants.

Second, in accordance with my data collection techniques, I developed observation checklist and interview questions. I was loaded with these developed materials, started to visit those schools, and met my participants regularly. As I mentioned before, I informed background information of my study and told them that its purpose was to find out the realities of teachers' perceptions and use of TMs inside EFL classrooms, and also told them that it was pure academic research in which they will remain unknown to the readers. Finally, they were convinced, and they accepted to be my participants.

Third, I informed them about my data collection techniques. Some of them were okay with interview but reluctant towards observing their classes. For that, I assured them that I wouldn't comment on their teaching style and my presence in their classes would not affect their routines. At the end, I was permitted to observe their classes. Similarly, I also had an informal talk with them about their perceptions and practices on TMs. My participants were ready to help me anyway but they lost their confidence while teaching, due to my presence. They were saying that it was hard for them to conduct any activities in front of me.

Later, they were habituated to teach in my presence. To get enough data, I had to interview them twice which was a great help. Obviously, there were hurdles but in comparison with my friends, it was nothing for me. What they shared with me was very painful. Thus, it was a mixture of pain and excitement which helped me to learn about the problems with being a researcher and cope with those problems. It took almost two months to collect complete data.

Data Analysis Process

Data analysis is a process which the researcher analyzes the data that is earlier collected and then tried to resonate a meaning. In this regard Ingle and Gephart (1969) said that analysis refers to those techniques by which the researcher examines the data to reach a decision about what was observed. Thus it helped me to examine my all data which I have collected in the course of my research period and helped me to draw a conclusion of my research as well. However, there were various ways of data analysis like transcription of the interview, listening to the interview for a sense for whole, determining themes from clusters of meaning, writing notes of each individual interview, interoperating etc.

As I mentioned earlier I have collected data through sampling, observing and interviewing. These were my primary tools for data collection. These data were analyzed in a careful manner so that I could find out some recognizable patterns that were observed through their performance, attitudes, concept on the use of materials etc. Then I tried to develop the theme by looking at the data which I have collected in the course of my project. Moreover, I tried to validate my ideas with other researchers who had done research in related field.

I also interviewed with my participants to know about their interests on the related subject matter. Also I interviewed them about my research area. Their interviews are in the form of recorded and translated which is in my appendix section.

Quality Standards

Quality standards make the research stands apart from each other and make them unique in their own way than what the other researchers done before. While we think of any kind of research we have to maintain proper quality within this research which is known as quality standard. Research in any form of documents that the researchers produce after the data collection and interpretation was valuable product for the certain community in which researchers are involved in. Quality standards differed within research paradigm to paradigm. We have to maintain quality to make our research more powerful and trusty which gives our work valuable and authentic. Research has taken as outcomes of social phenomenon or science so that it has to fulfill certain kinds of quality. Here, my sole concern went to trustworthiness and authenticity because it falls under the primary quality of interpretive research. Quality standard made the data more rich and authentic, so that readers might find the research more interesting and valuable also they might not feel any kind of monotony while reading this very stuff. My research demanded some quality standard to make my research more valuable. These standards are cited below in brief.

Trustworthiness

Trustworthiness is to make our findings truth and believable. It demands the deep immersion in which researcher has involved in the study. Also, member checking deals with how much researcher has gone into to get information from the particular areas or from the participants. Likely, it also talks how much they probing questions in order to get information. Trustworthiness in qualitative research has to ensure that transferability, credibility, dependability and conformability.

In comparison with the positivist these terms are equally important like reliability and validity. It also deals with the strength of the analysis of data. To make my research standard, I have collected the data and critically evaluated these relating participant's views and also I

didn't leave the theoretical assumption while analyzing those data. While talking about its' truth, I kept in mind about the transferability. Though my research bounded in certain area or my participants was not in large size, I tried to generalize or transfer that sample into all targeted areas. While and after data collection, I have analyzed the participants' attitude through coding or meaning making process by relating with the literature and experiences which made my research consistent, confirm, or expand on current knowledge. Which obviously made my research more strength and trustworthy.

Authenticity

As like trustworthiness, authenticity of the research can be seen in how much the researcher values beneficence, non-malfeasance and fairness. In other words, the researcher has to make sure that the study is not harmful for the participants, that it brought positive impact in their lives and also was fair representation of the participants for last forever. If I take it from next hand, authenticity deals how I conducted my research within particular society? What I found there and it was presented which represent validity of my research, which I better want to spell/pronounce authenticity.

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Ethical Considerations

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All professions are guided by code of ethics that has evolved over the years to accommodate the changing ethos, values, needs and expectations of those who hold a stake in the professions. Let me first examine what I meant by ethos. According to the Cambridge Dictionary (3rd edition.) is that relating to beliefs about what is morally right and wrong. First, my research required in order to improve conditions provide materials of research is likely to help participants directly, it was acceptable to ask questions and solve them, if I first obtain the respondents informed consent. For this very purpose I must consider the relevance and usefulness of the research which I was going to undertake and if I was able to convince them. Second, without knowledge of participants, their willingness and expression of consent might

be unethical to collect information. That's why; I tried to know legal and mental capacities of participants who are giving permission. It was quite fruitful for them to make decisions fueled by their own inner desire. Third, and most importantly, I did not harm them and if I saw discomfort I have examined that entity carefully in-order to reduce evident risks. I did not hide what I found in my research or didn't highlight something disproportionately in context to its true existence.

I also vouch to be ethical to ask questions providing me tell participants of the potential use of the information including the possibility of it being used against some of them and I have let them decide if they wanted to participate or not. Here, I was supposed to do research in use of teaching materials and tried to find out what the participants understood. In this very sectors of use of teaching materials helped me to find out its effectiveness and efficiency. I think that it was helpful for me to meet its vested interests.

As I explained above the narrative which happened in real life of one of my friend, I did not let my participants to face such a problem. I informed my participants time and again what I was doing. To make my participants feel easy I have explained them that my observation and interview were just for the purpose of my research. Much social research necessitates obtaining the consent and cooperation of subjects who are to assist in investigations and of significant others in the institutions or organizations providing the research facilities (Cohen et al., 2000). In my research, I have included schools and students, so I could make them clear about my research. I informed (through mail/colleagues) the students, teachers fully about the nature and the purpose of the study so that they couldhave full comprehension and confidence to freely decide voluntarily to participate in the study.

Chapter Summary

In this chapter, I discussed the various aspects of my study linking with research methodology. The concept of research was defined with the help of qualitative approaches.

Philosophical considerations helped me to shape the research in different way. Data collection techniques showed me the way to move a step ahead and data collection process taught me to face the problems while carrying out any works. I had also included data analysis process, which talks about procedures that I have taken into account to analyze and interpret the data. Similarly, to make my study standard, trustworthiness and authenticity were utmost part to be considered. Ethical considerations had played the crucial role to make my participants get involved in this study.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of collected data through interview and observation. It includes main three themes along linking those themes with the theory. It tries to find out the answers of the questions presented in Chapter I. My respondents are identified as R1, R2…..R5. The themes are developed on the basis of collected data, and they are related to the understanding on use of teaching materials.

Analysis and Interpretation

In the search of answers to my questions, I interviewed five English language teachers teaching at lower secondary and secondary level. Those interviews are followed by classroom observations. I recorded their interviews on my cell phone and the audio recordings of interviews were transcribed thoroughly. As a result, while organizing the data from interviews with each of my respondents, a clear image grew with regard to their understanding on my very research topic. Still, I wanted to see their implementation of using materials in the real classroom situation. Thus, I had their classroom observations that helped me to find similarities between the information collected from interviews and the information collected from classroom observation. Information collected from those interviews was further examined with the observation of their classes. Then, I established the contradictions produced by these data collection tools through post observation interviews. After that, I established the data under the respective groups on the basis of research questions. Lastly, for the analysis and interpretation, I created theme from the information which was directly related to the objectives of my research. Data collected in field have been presented in italics and discussed more in depth.

Theme 1: Teachers' Perceptions on the Use of Teaching Materials

My first question was designed to explore the teachers' perceptions on use of TMs inside the EFL classroom. Throughout several observations in their classroom, I got to know that it is really a something which should be encouraged to use time and again. Some of my respondents were hesitating to use TMs but I requested them to use materials if possible, and they did it accordingly. I found that next classes were very effective in comparison with their previous classes. Students were excited to learn through use of TM and they showed their keen interest to have this kind of classes regularly. To this question each participants shared their view what they understood by TMs. In this regard R1 said, '*Materials help to make our teaching learning activities meaningful'.* Most of them were saying that it plays crucial role to the second language learners, through which learners can learn the targeted language without feeling any boredom in short span of time. It is similar with the view of Dornyei (2001).

However, R3 focused on *'understanding'.* Her main concern was that TMs help the learners to understand the content. In response to my question R2 said '*Teaching Learning Materials are used to make teaching and learning effective and to learn language easily and quickly'.* It makes them ready to learn very effectively. This above stated sentence focuses on effectiveness of teaching while using teaching learning materials. It makes them ready to learn very effectively. In his opinion, TMs are one of the means to succeed in your teaching career by which learners can gain I+1 knowledge. In my literature review section, I have highlighted that I would use input hypothesis and it is not so different than that of the highlighted portion. It develops the co-ordination among the learners and bounds them in a forum so that they would sit and talk on the specific topic. Similarly R5 said, *'IM is a tool to use inside the class to simplify our instructional practice which clarifies the concept'.* Through the use of materials, difficult ideas can be clarified and explained. It says that any

device which appeals to the sense of sight and which can be used to simplify our practice by which learners get clear pictures of the content is IM. It is not so different than what Bumpass (2012) says. This abovementioned sentence is also very similar to my observation because it also says that materials make our class real and dynamic, and learners learning will be long lasting.

For this theme, I asked some of the questions through which I have interpreted and analyzed the data. All of my respondents were right in their way because they informed me that it has utmost role to teach foreign language and also said that it gives clear ideas to the learners to gain mastery over the targeted topic. When asked about their knowledge and their experiences of teaching language, my respondents gave me several ideas based on their experiences of teaching English language at lower secondary and secondary level. Among my five respondents, all of them perceived using teaching materials in EFL classroom as a useful tool to make their classroom lively. Responding to my question R5 said,

> *As far as I know it's a tool to use inside the class to make the learning lively. To be precise I said these materials are used to simplify the instructional practice and clarify the idea which makes learning lively. Suppose if I have to teach about fruits then it's better to use real fruits if possible but if not we can use realia or drawings.*

Similarly, R2 also expressed the same kind of views. For both of them, teaching materials are the devices to make our teaching and learning very effective and it also helps the learners to learn target language easily and quickly. It means, IMs help the learners to learn in a concrete, realistic, or dynamic way. In this regard, other respondents (R1 and R3) also had similar kind of ideas as they understood TMs help to make teaching learning activities meaningful. According to R4, TMs mean all the objects which help students to learn in practical way. In his opinion, it helps to increase the learners' enthusiasm to learn TL. This understanding is very similar to how El-Araby (1974) defines. It means real life

provides the best learning situation. Talk and chalk alone provide the least effective teaching tools. Here, R4 wants to make us clear that if the teachers use teaching materials, then our classes become far better than what we teach inside class without using any means of TMs. That was one of the enormous factors to take into account, without that we may not be have been able to define what actually TMs are. It showed that he was aware of using materials inside language classroom.

R3 who had some different views than other respondents said that teaching materials are flannel board, flashcard, realia and daily used materials. As she is from literature background, I saw that she was not clear about types of materials though she had been teaching English for seven years. She said those sort of materials should to be used inside language classroom. It can be clearly seen that she had problem with the use of materials in the classes.

I had asked that how do teaching learning materials support in language learning, in this statement R2 expressed himself in this way,

Teaching materials are the integral parts of language teaching and learning. There would be lack of life in language teaching and learning process without the use of teaching materials. It helps to avoid use of mother tongue inside classroom. i. e. it reduces the dependency on the first language. Materials help the students to retain the learnt things for a long time because it motivates students towards learning and brings real situation inside classroom.

According to him, it's very hard to teach something inside language classroom without using TMs. Similar was the case with R1, R4 and R5 whose opinion were also not so different from the R2. They also viewed TMs are designed for effective learning and also said that TMs make students feel easy to learn the targeted topic. Similarly, TMs focus on students centered method. Learners will be engaged in different activities and interaction.

They are always ready to learn new things with the help of TMs and will get equal opportunity to share their ideas. Their views are very close to El-Araby (1974). Teaching aids always bridge the gap between the class and the real world. It also says that the learner is called upon to take part in the process. He records his answer on tape, summarizes a story which he has just heard, or selects the important ideas from a filmstrip which he has seen. Language is always used as a functional medium in a rich meaningful context. According to Bumpass (2012), "The learning of a foreign language involves mastery of a skill through practice and participation" (p. 32). I've stated this abovementioned statement to show how important it is to be involved in those activities. Without active participation and practice one cannot learn the TL perfectly. Therefore all of the abovementioned information provides us that teaching materials are mainly for the purpose to make our classes lively in which learners can learn without feeling bore.

Thus, those were the key points focused by the respondents. In a way TM is systematic plan to teach language, without it we cannot run our class very effectively and purposefully. In that same question R3 put her view a bit differently, what she informed was, '*It helps weak students to understand about the lesson'*. This statement says TMs support the weak learners to understand. I found it is something different than what I understood regarding how do TMs support in our language classroom. This view implies that she had no idea on category of the TMs but her idea somehow showed that she had some knowledge about TMS, as she thought only picture, flash cards, TV are some of the materials, which I think falls under different types of teaching materials (i. e. audio, visual and audio-visual).

Responding my question, R1 replied, '*TLMs are designed for effective teaching and learning so these materials support to gain actual concept of intended course and knowledge in various ways'*.

It is similar with the view of R5. That means IMs, however, are not designed to replace teachers but to strengthen their practices. It is very close to the view of El-Araby (1974). TMs can be essential to the students' motivation and also to simplify the language of teaching which was in line with Lightbown and Spada (1999). It's all good to use materials to teach language because of, learners can feel easy to involve in any activities. In addition students have great opportunities of using TM by themselves that matches their level. Harmer (2001) also suggested that learners have opportunities of getting aids. Johanson (2006) says, "Alternative material, according to the interviews, has mostly advantages and is appreciated and often preferred by the students" (p. 26). These above mentioned definitions also prove that teaching material is key factor to achieve our goal. Students always want to have some sort of materials to gain mastery over the second language. If teacher wants to deliver something to his class, he should keep in mind that materials have to be chosen very carefully to have good effect in his language classroom.

I asked my respondents that whether materials help learners to learn TL lively or not. On this question all of my respondents were very positive. R4 opined,

> *Yes, it obviously helps me to make my class much lively because the students show their interest to learn the new things with the help of materials; if there is no materials students feel bore to follow the teacher's instructions.*

Regarding the material, it helps learners to learn the language lively, R4 perceived it as eliciting learners' interest, and the ways of getting information from the teaching materials. Similarly, R1 viewed that TMs make them active and help them to learn in practical way. Same was the case with R2. According to him TM is used to make his students able to understand something without feeling bore. Likewise, R3 and R5 also supported the idea. However, R3 focused on examples. She stated that if she is supposed to teach them 'writing an essay about computer' it's better to take them to computer laboratory or show them the

features of computer and its' parts. For my respondents, TMs are the devices which make our class entertaining, easy which give real picture of the contents which is very similar to the view of that teaching aids do include factors that are necessary for enjoyable, efficient learning. Teaching aids can help to realize these conditions. If the students see, hear, feel, and even smell the material then they are learning, and he will understand it better.

In this way, in the course of defining how do they perceive teaching materials, all of my respondents directly or indirectly gave emphasis on practicality though they told differently. I also agree with them because TMs always have good effects in language teaching class. All of my respondents were saying that TMs help the teachers to make their classroom interesting, and to make their learner understand clearly than understanding without using teaching materials. It is also similar with the idea of El-Araby (1974) that TMs designed to encourage participation and engage them in different activities.

All in all, I wanted to find out some answers to my research questions concerning teachers' understanding and thoughts on TMs. After reading several books on TMs in LT, TMs are important factors to come up with something in language learning. It is very tough job for one to create TMs except textbooks, but it stimulates the learners to learn the language very easily and quickly. What I have experienced during my short tenure of teaching is similar to the results of this interview which I have expected. There was some confusion which forced me to think and rethink upon it. At the end, all of my respondents were known about TMs though some of them were having a little confusion on types of teaching materials.

Linking with the Theory

In this first theme, my respondents shared their perception towards using teaching materials, where teachers used to think it has great role to LT. it helps the learners to gain extra knowledge which is not so different than what Krashen (1985) says in his input

hypothesis theory. Thus, TMs help the teachers to simplify the complicated ideas. And also help the learners to go a step ahead.

TMs give extra effect to their teaching and strengthen the teachers' idea. So, it is directly linked with stimulus-response system. It is a kind of habit formation. TMs always motivate the learners to learn something new. Therefore, what behaviorist theory says is applied here in my study.

Theme 2: Use of Teaching Materials

As I mentioned before on previous theme, TMs play vital role in language teaching. It is always good to use TMs to have good effect in your teaching. It makes your teaching very easier even if you are poor to explain the things thoroughly. The students take ideas more readily and eagerly to a film or a tape than they do to a teacher's explanation. It is clearly seen that it has crucial role in language teaching. TMs keep them back in many ways. But it does not mean that teachers are not important in your class but it makes their class very effective. Eventhough, a teacher can conduct each and every activities, TMs enforce the teacher to make her/his activites easier and strengthen language teaching. It is merely similar to the view of El-Araby (1974).

All of my respondents were informed of using TMs inside EFL class. To be honest, theoritically, they were better than me. They could express the importance of using materials and its' effect on language teaching. I, now, am interperting interviews and observation of my respondents in which I could not find any problems with them. While talking about observation of their classes, there were clear contradiction between interview and observation.

In relation to the use of TMs, data from the interview revealed that all most all respondents were well aware of the materials. Regarding use of TMs, they told me that the

use of TMs, language can be learnt through different activities, for that, TMs help the learners to be engaged in different activities. Answering my question, R1 said,

> *If I use various materials while teaching language the student seems happy, self-motivated and active. It means TMs help the students to involve in activities and to gain mastery over target language and it is long lasting. Therefore, using TMs inside classroom is very effective and entertaining.*

He focused on effectiveness and active participation. I found his ideas more or less similar with the view of El-Araby (1974). It shows that the use of aids does reinforce learning. This saying directly links with my review of literature. Behaviorist learning theory also focuses on stimulus-response connection. Likewise, the following was the view of R2,

> *Obviously, class seems effective when we use TMs. A teacher can make her/his ideas more clearly using teaching materials and students can learn quickly. Materials are designed to help the teacher and students both. As a proverb says that a picture gives a true picture of the ideas which they explain, picture can catches the attention of the students to the subject matter and help to comprehend the lesson taught.*

His ideas are also not different than R1's ideas. He meant TMs are necessary to arouse the curiosity of the learners and to make the teaching learning process more effective. In connection to those ideas El-Araby (1974) says, "Aids make vague ideas clear and bring them within the level of understanding of the students" (p. 8). TMs present the same ideas in different situations to help students to learn. They help the learner to remember the material for a longer period of time. Similar is the case with R3 and R4. In response to my question, R4 said;

> *I do have more than one year of experience in LT in which I have experienced many things, like; while not using TMs inside class was not so effective, learners were feeling bore and were not giving their full effort towards learning process. On the*

other hand, being a student of education I was a little bit conscious about methods of teaching and using different materials. Therefore, I am supposed to use different teaching learning material, in my classes students feel very comfortable to learn the targeted topic and the learners will be asking different questions related to the topic. Those students who are not so active also want to learn something with the help of TMs. Therefore, teaching learning materials support the topic to learn/visualize real world.

Likewise, R5 opined;

It's surely different than giving lectures. By using TMs they visualize the concept and make the concrete idea through the abstract lines. Materials make class interesting too; students get motivated to learn the target language.

These above stated two examples illustrated that respondents were positive towards use of TMs. Moreover, they took it as an opportunity to learn and for their better effect in their own teaching practices. These saying were not so different than Bumpass (2012). These views focus on the use of visual, especially when supplemented by the gestures and actions of the teachers can be very helpful in conveying the meaning of all new terms directly, without the use of translations into mother tongue. TM makes their class effective and always helps the teachers to make their idea clear. It is also similar to the view of Doff (2010). This means showing visuals focuses attention on meaning, and helps to make the language used in the class more real and alive. Having something to look at keeps the students' attention, and makes the class more interesting. Timilsina (2010) in his dissertation has also stated the same opinion. Teaching aids can be used differently in accordance with the lesson's objectives. All of the TMs are equally important to focus on our targeted topic. In the searching of answers of my research questions, respondents were saying that they had been using various TMs

depending on the topics that they had been teaching. I asked them that whether they collect local materials and use them in their classroom or not, in this question R1 answered,

Yes, I collect locally available materials, like; fruits, technological devices, plants etc. and use them to teach language. Specially, I use such kinds of materials to teach vocabularies and other materials for other purposes too.

He was aware of using TMs inside language class. He had given focus on vocabulary teaching, it might be the reason that he was feeling comfortable to use TMs for the purpose of teaching vocabularies. I think, being a lower secondary level English teacher, it was not suitable to use materials for vocabularies teaching only. He could teach them on essay writing or as per the nature of the objects or what are they made for or made by or purpose of the objects etc. Though he had focused on vocabularies, he was aware of using TMs in his class. My ideas are relevant with the ideas of Doff (2010). This means that real objects, in many ways, are the easiest kind of visual aids to use in class, as they need no special preparation. Simple objects can be used not only for teaching vocabulary but also promote to practice structures and develop situation.

R3, R4 and R5 also said that most of the time they use locally available materials because they do not find it time consuming, and students also could manage something, R5 said, *'even I can use students as a material'*. They stated that locally available materials are the easiest way to manage and use in their classroom. R4 expressed,

I, most often, use classroom as materials to teach some grammatical lessons. Talking about the realia I have been using to show them some of the statue of animals and also have been asking to describe about that very picture.

She says that realia and local materials are only the materials for which she didn't have to think about. Classroom contains the huge amount of teaching materials to teach the grammatical items like; if you are teaching preposition and if you don't have any TMs at the

same time you can use many objects which are inside the classroom. Therefore, it could be the proper way to use these materials to show the relation between two things or to show the position where they are. More or less, she is right because these sorts of activities help the learners to develop their creativity and make them engage in thinking about the object. It does not bother her. Therefore she could use these kinds of materials day by day. R2 also had stated the same thing but his main concern was that not being able to use these materials daily because he was asked to use only twice or thrice for a week. In a way, he was right because it is not possible to use teaching materials daily which I had seen in their classroom observations.

Talking about observation of my respondents in their classes, I found those stated definitions were contradictory because they did not use TMs properly. R1 wanted to use TMs but it had no good effect inside classroom. After observing several classes, I came to know that my respondents were, theoretically, aware of using TMs but practically they were not good at using TMs. At that time I was shocked because respondents were not using materials even if they used materials, those were not helping to simplify their lesson. Some of the respondents even did not notice to the middle and last benchers' neglecting activities. This shows that the learners were not paying their attention towards the topic. I think it happened because of poor monitoring of management regarding the use TMs. If school administration had focused on it, the teachers would have been performing better. Therefore, in our context, specially, in private schools there are two different things; 'saying' and 'doing'. To say is much easier but to carry out the things as said is harder. To sum up, Teachers do not apply the knowledge whatever they have learnt, in the classes.

Linking with the Theory

If a teacher is conscious about his duty then s/he doesn't have to be worried about TMs to use inside language class. Teacher can find huge amount of TMs in his/her own

classroom. It is slightly match with my respondents' view too. What they understood is; they could use various kinds of TMs which were in the classes. Well ventilated and decorated classroom, movable chairs and tables also motivate the learners to learn effectively. it means classroom management is another motivating factors to learn language. Hence, it is linked with the suggestopedic approach which talks about classroom management, dramatization, music etc. thus, this theory was quite suitable for my study to put somewhere in my literature section.

Theme 3: Challenges: Teachers are Facing

Respondents were asked about the challenges they were facing while using TMs in EFL classroom. They shared their views differently. Many of them were giving emphasis on school administration because they thought that school management should be the one who had to care about the role of the TMs inside language class. Responding my question R1 said, *'Large number of students in class appeared as a problem'.* As I mentioned before, it is hard to prepare the materials for a large classroom because equal opportunities cannot be provided to each of the students. Students lie to the teachers because the teachers cannot give his eyes to each of the students and also cannot make them involve in activities. Similar was the case with R5. He said using materials is all good but it depends upon the size of the class. R2 said it is *time consuming;* obviously a teacher has to spend his time for a long time to develop a material. TMs should be appropriate in accordance with content or lesson, for this, a teacher has to think about it whether it is content related or not. First of all, a teacher has to make decision then after only s/he can develop a material. R5 also gave focus on this. However other respondents did not talk about this though it is something which has to be in mind while using TMs.

R5 opined that;

Sometimes things get messed up like students enjoy materials a lot and they start to talk about the materials rather focusing on the content.

In this case, I had faced the same problem in my classes too. Students start to talk about the materials and raise unnecessary questions in relation to the topic. Like they were more curious to find out what was the materials made up of, how I developed that very materials, etc. R5 also wanted to focus on it. He had to answer each and every query which was not related to the content. R4 emphasized that she could not convince her students regarding relation of the TMs to the content rather she had to clarify the description of TMs. This is not so different than what Opp-Beckman (2006) says. In conclusion, the learners wanted to observe materials but they did not want to focus on relationship of TMs with the lesson. R1 also focused on that very course. However R2 and R3 did not give emphasis on this matter. In my observation, I have found out that the learners were much more curious to see the TM but they rarely talked about the relation of TM with lesson. Yes it is obvious that some of the learners were focusing on why was it bought inside class, weather it has some significance or not. Moreover, most of the learners wanted to observe the materials. Therefore, we have to be convinced that each and every piece of TM has its' own importance and that will enforce the creativity of the students. If the teachers are failure to instruct properly there would be problem.

R4 said, '*school management does not allow me to use TMs'* I assumed that some of the materials were somehow expensive, and because of that reason school management might have been saying that those materials were not so important to bring inside the language classes. But sometime what happens is that those materials are very important to run our class lively. As we Nepalese people are not habituate to use information technologies and also we cannot afford it. Time is changing, what we have experienced yesterday is not acceptable for today. Therefore, we have to change ourselves to be friendly with our students, for that, we

have to use new gadgets and information communication technologies which is not merely compatible to teachers without the help of school management. I agree with her view that some of the private schools do not focus on materials. It's all because of cost effectiveness. Private schools' management does not care about students' needs rather they are focused on their business. R4 again focused on *'unavailability',* she said that some of the TMs are not available in school and it's beyond their level to ask for. It may cause disturbance them to run their language class. Our curriculum is developed based on international standard in which you could see many of the texts are adapted from the different countries which is hard to define them without the use of TMs, and without that the teachers would not be able to contextualize. For an example; school management does not provide internet facilities to the teachers because of that a teacher cannot show what is happening outside the country or what the text is about. In my observation periods, I saw that the teachers were not creative, text says one thing and for that unrelated TMs are being used for that very text. I found out that it is because of their background. In their schooling, they might have not face similar kind of situation. (i. e. they did not get chance to observe the TMs because their teachers used to deliver lecture). In a way, we teachers are traditional; we do not want to be pressurized because of it we are failing to be professional. What I meant here is, it's not all about unavailability but also about our carelessness, because we may find TMs inside classroom, which are of worth using inside language classes. R1and R2 also said that sometime it was hard for them to find out appropriate TMs. However other two respondents did not talk about it though it is equally important.

While asking what were the difficulties they found while preparing and using TMs, R5 said;

> *It takes a lot of time to prepare TMs which is exhausting and lengthy, and here in our*
>
> *country a teacher has to make most of the materials and school does not support*

financially. Sometime we cannot make what we want to and we may not be able to afford it. While using time consuming, danger of going out of content by the use of materials and students' will to play with materials creates difficulties.

In most of the cases, an employee is paid for six to eight hours and so does a teacher expect and it's his/her right too. But what happen is a teacher has to give extra hours to prepare TMs and to plan for the next day. Therefore, if a teacher wants to be a good teacher, he has to spend next three or four hours to plan and to develop TMs which is obviously exhausting and time consuming. Here, I have not interpreted on my own but the respondents also wanted to sketch out the same thing. The teachers are not happy with their job; it is not because of their willingness but because of incentives they are provided. They have to work for a long time but they are paid for limited time. Above mentioned statement prioritized teacher is the one who all alone has to prepare TMs. This means private school does not evaluate their teachers, what they are paid for and how they are pressurized. Therefore, there has to be some kind of incentives for the teachers if they are working sincerely. As my respondent said though he was flexible to develop TMs, but he could not do so due to weak financial background and also thought that he was not being evaluated.

There came another serious issue that even if he intended to prepare TMs, he was unable because he assumed that he might fall into a danger zone. If learners start to watch and observe the materials, he was quite sure that he would not be able to finish his intended lesson within bounded time. Therefore, while preparing TMs we have to have a clear picture on what we are doing and what the impact will be. R1 opined the same. He was also not able to prepare all the TMs for all classes. R4 focused that she sometimes finds it very hard to find related TMs for targeted lesson. R2 clarified that he was assigned to conduct six classes each day, because of it he could not bring TMs for six classes every day and also argued that he was not fairly paid for six classes, so he did not want to work extra. Further he said;

Sometime our school administration does not allow using teaching materials because they think that it causes noise and also feeling that it is very hard for them to manage the things or separate the huge amount of budget for TMs.

From those abovementioned statements we can assume what our stakeholders think about the quality education. They always think that buying TMs costs them but they are very poor to think about students' future and importance of TMs. He focused on huge amount of budget. Probably our private schools' administration wanted to earn more but they did not care about quality education. More or less its' like a kind of business so they are being focused on profit. Other respondents also shed light on this matter. This means most of the teachers are being treated same. Talking about noisy class; school management understands that classes should not be noisy but it is not fair enough for the learners because classes may be noisy if the learners are curious and if they raise the questions related to the topic and TMs. If the class is not noisy then we can assume that teachers are authoritative, and they always intend to deliver lecture method in which students listen like deaf, they do not respond and ask questions in between the class.

In my observation section, teacher came without TMs that day I found that the learners were listening and teacher was giving lecture. At last, the learners were raising very few questions and teacher answered it shortly and class was over for that day. Similarly, I observed another class in which teacher came up with some TMs. In that very day, I found that class was very interesting because the learners were asking many question and the teacher had to answer it thoroughly. It was like discussion session in which students were curious to know the relationship between TMs and lesson. Obviously, other classes should not be disturbed by a class. But it does not mean that they should not take part in discussion. Therefore, TM is not the only one responsible factor for noisy class. However, R3 felt that

she don't want to prepare TMs because of laziness, she did not want to take risk and also did not want to get questioned.

To know how effectively the teachers are using display board, I have asked that how they have been using white/blackboard. Responding my question R3 opined, '*White or blackboard is the most versatile, indispensible and the traditional teaching aid*'.

Her main intention was to focus that it has main role to the language class. She was right in her way but the statement is somehow controversial because on the one hand she stated it is obligatory and useful tool to use and on the other hand she spotted it is traditional. It might be the reason that we have conservative concept of we should not use traditional stuff. But the main thing is, it is really very important. Then we should not think that whether it is traditional or modern. She said that it is most useful TM because without the use of display board we would not be able to teach language effectively. It is more or less similar with El-Araby (1974). She also shed light that few teachers realize its' important to use inside language classrooms. What I observed in observation section is also not so different than what she said, because in most of the cases my respondents were using it and that made them able to clarify the targeted lesson. She had been using it to show difference between the things, to sketch pictures, to give clues for dialogue, and also clarified that it is useful to teach vocabulary. Another interesting point was she could hang pictures onto it or to stick flash card on the board. Yes, it is somehow easier to use board to stick word-card and flash-card if you do not have flannel board and pocket chart. While saying it is easier stuff to hang on, I'm not ignoring that we should not use pocket chart but the thing is that if the teacher does not have pocket chart but he has word-card then it could be an ultimate source to use. She also said, '*I always write clear and clean handwriting; dividing into two parts, reference area and working area*'.

The statement says that she was well known about using display board. She was very close to the view of El-Araby (1974), in her book named "Audio- Visual Aids for Teaching English". If a teacher writes a couple of examples on left hand side and asked the learners to generate structure by analyzing those examples and finally s/he writes that very structure on right hand side. This would be the best example for her abovementioned statement. I liked the way that she had talked in interview section. Theoretically, she was aware of using display board. Similarly R5 argued, '*It's a basic or daily material. To write about the lesson and to give the idea which emerges during teaching the instructional board is used*'.

He also focused on the same thing and he uses it if there comes some sudden words about which the learners are not aware. Display board might be the most affordable and used by all the respondents and I'm quite sure that all the respondents were well informed to use display board rather than other TMs. All of the five respondents emphasized on similar usefulness of the board. In conclusion, I have analyzed that most of the teachers are habituate to use display board and they are also quite aware of how to use it and its' importance.

My respondents made a number of suggestions towards the training for developing materials. Here, I have tried to incorporate all those responses. Responding my question R2 said;

I have not received any opportunities on materials preparation and use but in my bachelor level I had to prepare and use it in proper way as a practice teacher.

Based upon his experience, he has not received any training regarding materials preparation but he had been doing his best based on whatever he has learnt in the short tenure of practice teaching. Again here comes an issue that school management is not aware of importance of TMs in private schools of our country. R5 opined the same. Similar was the case with R4 and R3. Till the date of interview they did not have any training on use of TMs.

However R1 stated differently, '*Every time we can get opportunities but how to grasp these depend on our abilities'*.

He was mainly focused on opportunities he had got to prepare and use or not. He did not disclose whether he got training on materials preparation or not. He might have thought that if he could not relate his theoretical learnt ideas. He would not have talked about training on materials preparation and use because of his consciousness he did not blame his school management. I, personally, liked his way of answering the question. If he could not use whatever he learnt then there is no points to be in training session. It is similar with the view of Opp-Beckman (2006).

Except one of my respondents, they had not get chance to involve in training in regard to materials preparation and use. They were telling that there is no tendency to send them in any training by their concerned authorities. However R1 said that he got a chance to be involved in a training which was conducted by Nepal English Language Teachers' Association and it was about TMs development and uses in classroom. R2 and R5 were saying that they did not have any opportunity to take part in training in this very regard but they had to prepare TM and use them in proper way in their bachelor level as a practice teacher. R4 also reflected the same, however he clarified that he had not got that kind of special training but he was aware of preparing and using TMs in his language classrooms. R3 opined that she did not have any kind of training regarding TMs preparation and use. Therefore, all respondents were very similar to each other. They were different in a way that what kind of schema do they have and how do they perceive the things.

Responding my another question, R4 revealed,

If we are conscious about our profession and dedicated to our job we can use

whatever we learnt or apply our competency in our actual classroom. It is not that

much difficult to apply what we are thinking of; if we become conscious about our profession.

He has stated that if a teacher is aware of his job, s/he could apply her/his gained knowledge inside LC. So, a teacher has to think why s/he is there in language classrooms. If they are conscious about these things then they can run their classes very effectively. She had been focusing on profession means if one is aware of his/her duty then it is not hard for him/her to carry out any work. For that one has to be conscious and workout accordingly. Dedication in our job makes us obligate to work independently and also helps us to reach our goal without having any interruption from any agency. R1 exposed the same but had some different views in some ways, like; he could use pocket chart by using his schema but it was hard for him to use internet in his class because of unavailability of internet in his school. Therefore, there are lots of things which are applicable inside the classes. For that we need to identify which stuffs can be applicable and which cannot. If a teacher can recognize appropriate TMs to be used inside language classes then it would be easier for the teacher otherwise it makes you face many problems. Therefore a teacher cannot use almost every skill which s/he learnt in the training in his/her actual class but if s/he is aware enough to identify which are applicable and which are not. Then s/he can run the class easily and effectively. Similarly R3 said that she could use what she had learnt in training and it made her easy to make her students understand and also helped her to identify students' capacity. Likely, R2 also experienced the similar kind of thing that he could use his knowledge based upon his gained skills. R5 explored;

> *As you know we have diverse class so that training attended in one room may not be `applicable in our daily instructions in my classroom. Sometimes we have to modify what we have learnt, sometime we have to leave something that we have learnt and use a little left.*

His response merely matches with the line of Tomlinson (1998). Here, my respondent wanted to show that he could not apply all of the gained knowledge in actual classroom. It depends upon the environment. Whatever he learnt in training session would not be applicable to the classroom because classroom's setting might be different than training hall. He could have found different kinds of learners whose interest of learning could be different. Training focused on a particular thing did not match to all learners because of that he had to teach them differently in accordance with their desire. So as a teacher, he had to identify individual interest and also had to modify the knowledge whatever he had learnt in training which might be fruitful for all. Therefore his main concern was to identify whether it was worth using while teaching to all the students or not. Similarly, he sometimes used to leave something thinking that he could not make the learners understand in those very cases or he could not make them understand in each and every bits of learning section. After identifying the problems we need to act accordingly which might not be harmful for all the students and teachers too.

To sum up, one cannot make the students understand content by using a piece of knowledge which was gained before in a different period. One may enjoy seeing the things, at the mean time others' interest could be in touching/feeling it or hearing. Therefore, he was right in his way that perceived knowledge in training session might not match the students' needs, and due to that sometimes we need to skip the things or to remake to meet the learners' desire. Different learners have different preferred learning style. Therefore, TMs should take into account that learners differ in learning style.

Linking with the Theory

In this very section, my respondents were telling that they are not interested or motivated in their profession. It is because of uncertainty of their job and remuneration they are given is not satisfactory. Some of my respondents were conveying that they are not

serious to their job too. Here comes an issue that they are not motivated intrinsically and extrinsically. I think it is again linked with stimulus-response activity. If the teachers are expecting training on preparation of teaching materials and using it in the classes then there had to be some agencies or school administration to conduct training session.

Similarly, what the teachers gained in their schooling may not be useful for today. Students might be expecting new ideas from their teachers. Therefore, the teachers need to be updated in terms of knowledge or ideas. So, input hypothesis was most to add i+1 knowledge to the teachers and learners too.

Chapter Summary

In this chapter, I analyzed and interpreted the data through respondents' interview and classroom observation. This chapter helped me to find out the major problems in the field of language teaching on use of teaching materials. I interpreted the data based on my respondents' point of view. I also tried to find out the answers of my research question and tried to link existed theory in my study too.

CHAPTER V

RESEARCH PROCESS, KEY FINDINGS, CONCLUSIONS AND IMPLICATIONS

This chapter deals with the journey which I made while carrying out this study. It is a brief account of my story on the entire study. It also comprises summary of key findings on the basis of data analysis and interpretation from previous chapter with reference to each of the research questions. Similarly, it tries to draw the conclusion with the help of findings of the study. This chapter concludes with a consideration of pedagogical implications for teachers, researcher and all those ELT professionals.

Setting Out for Research: The Journey I Made

The word 'research' is composed of two syllabus, 're' and 'search'. The dictionary defines the former as a prefix meaning 'again', answer over again and the later as a verb meaning 'to examine closely and carefully, to test and try, or to probe'. Together they form a noun describing a careful, systematic, patient study and investigation in some field of knowledge, undertaken to establish facts or principles. Grinnel (as cited in Kumar 1996, p. 6) says, "Research is a structured inquiry that utilizes acceptable scientific methodology to solve problems and create new knowledge that is generally acceptable". To analyze this definition, it is systematic investigation to find answer of an inquiry. Similarly, Kirlinger (2008) further adds, "Scientific research is a systematic, controlled, empirical and critical investigation of proposition about the presumed relationship about various phenomena" (p. 4). This definition clarify that research is a process for collecting, analyzing and interpreting the information to answer a question. And to qualify as a research, the process must have certain rules: as far as possible, it should be controlled, rigorous, systematic, valid, verifiable, empirical and critical. Being aware of these terms, I started to write proposal for my research.

I think 'Dissertation' writing is going to have a huge impact in my life. The accomplishment of this research would be my great achievement despite my busy schedule. As far as I remember, I used to get scared whether I would be able to write within the certain time or not. I did not notice how time flies, it was just like I started writing something on this very matter from yesterday. The problems were within me but also I did not give up and now I'm in the process of submitting it to the concerned authorities. To come here, I almost spent 18 months to make this study complete.

When I started to write something on this very topic, I had a purpose. I chose this topic, due to my schooling where I never got a chance to learn through teaching materials. Therefore, I decided to carry out an academic research on the use of teaching materials. I chose a research topic, problem statement, research questions etc. After that I started reviewing the literature to support my research which made me think and re-think about my research. I tried to contextualize the research problem and act acted accordingly.

Then I started to collect the data. During the data collection process, I had to face several ups and downs. It was a bit hard for me to convince them to get involve in my study. Though they were known about it, they were hesitating to take me inside their classroom. Most of my participants were my colleagues because of that reason and with the help of principal of my school they were convinced to take part in this study. I'm always thankful to them who helped me a lot to complete my study.

While doing research, I had another problem that it was hard for me to find related literature. Relating paradigm with my study was another headache for me, although, I did not give up my hope to accomplish this work. After roaming around TU library and KU library and surfing internet, I came up with some ideas to move ahead. Moreover, I was able to dig out bitter reality of the private school of Kathmandu valley that they were not aware of using teaching materials. I had a chance to grasp the understanding of teachers towards use of

teaching materials in language classroom. Most importantly, I got a chance to understand the challenges to use materials inside classroom.

When I categorized the data thematically under the different topics; I found some of the data were not relevant to my research topic. But these irrelevant answers were also supportive for me to learn something. While observing my participants' classes I developed some sorts of note which helped me to remind the things and interpreted the data accordingly.

Therefore, this study is the mixture difficulties, excitement and passion which I had during my study. In this way, from planning phase to its completion, I have gained a huge amount of information and knowledge from my participants, colleagues, from the field and from different books related with my research topic. Most importantly, I got to know how to carry out research and also about how to make language class more effective. Now, after this study, I am quite sure that I can use some to the teaching materials in my actual classroom.

Despite all these rigorous practices, there are still some limitations in this study and therefore further study can be carried out on the same topic. I hope all other concerned people, too, will be benefited from this study especially on use of teaching materials.

Key Findings

The study was intended to explore the teachers' perceptions and practices of using teaching materials. They were focused on delivering quality education and wanted to make their students proficient for future. From the analysis and interpretation of the data that I collected through interviews and observations, I derived the following findings in accordance with the themes:

Teachers' Perceptions on the Use of Teaching Materials

a. Theoretically, teachers were well informed about using TMs and they were saying that it has a crucial role to language teaching.

b. They could identify what kind of TMs should be used to the targeted topics. And also aware on the type of TMs.

c. All respondents believed that teaching materials are the core part of teaching to run the classes very effectively and it helped the students to be creative and interactive.

d. According to my respondents' response, teaching materials reduced the teacher talking time and made the students get involved in discussion. This means it reduces teacher centered teaching and learning became students centered.

e. It was found that the respondents, who studied the basic concept of using teaching materials and preparation of teaching materials, did not use it in instructional practices. As they said they do not use materials in the class, only they had been using as a material is textbook and chalk duster. It was also found that they were fluent in English language however they did not encourage their students to speak in English but the students were speaking English. It was all because of schools' rule that the students should speak in English.

f. Respondents were reporting that teaching materials were necessary for in-service teacher and both experienced and inexperienced teachers to deliver the lesson effectively. They also responded that it helps to achieve desired goal easily and reduces learners' monotony.

Use of Teaching Materials

a. Teaching materials were very helpful tools to the teachers to simplify the lesson and students could learn language without feeling bore.

b. In my observation, I found that classes were not satisfactorily decorated. It was found out that most of the classes were congested where respondents had to tackle the various problems for instance- poor management on teaching materials, limited resource provided by the school management, less enthusiasm of teachers on teaching profession, etc.

c. Though all my respondents viewed it as an important aspect to use inside language classroom, it was observed that most of them were less motivated towards using teaching materials in order to provide enough exposure and to create environment to the learners to speak voluntarily. It might be the reason that the respondents were not habituate to use and on preparation of teaching materials while teaching.

d. As I mentioned before, respondents were saying that audio-visual aids have utmost role to the language teaching, but they did not use those sorts of teaching materials. It showed that application part of the study was totally ignored. Respondents gave less attention towards different skills of language. Teaching listening was shadowed behind though the respondents highlighted that the use of audio-visual device makes their classroom alive.

Challenges: Teachers are Facing

a. As they specified, they rarely use teaching materials because school administration make them obligate to finish the course which are too long to finish using teaching materials.

b. The respondents were poor on developing teaching materials because of the lack of motivation towards teaching profession and stipend was not up to their wish.

c. Respondents were expecting to get trained on the use of teaching materials by training agencies and school management. They were mainly focused that training conducted by the school was not enough for them.

d. Classroom observation showed that teachers were teaching only using textbooks, even if they wanted to various TMs those were not appropriate. It is because of limited resource and bounded time.

Conclusion of the Study

The purpose of this study was to explore the teachers' perceptions of using teaching materials, its' availability and hindrance in the private schools of Kathmandu valley. The summary of my research findings enabled me to derive conclusion on the use of teaching materials in English language classrooms in the selected private schools of the Kathmandu valley. In conclusion, the findings of the study helped me to draw conclusions. I have portrayed the conclusions as follows:

From the findings, teachers teaching in private schools have positive perceptions towards using teaching materials. They understand that it has a crucial role to the language teaching. Being aware of types of teaching materials, they could use it relating to the targeted topic. The teachers are aware of importance of teaching materials and its impact in language classroom. Teaching materials are equally important to break down the monotony of both the teachers and students.

Preparation of teaching materials and using it inside classroom is not regular. This says that both intrinsic and extrinsic motivation plays vital role to prepare and use teaching materials. Teaching materials help the teachers to speak less and encourage learners to participate in different activities. TMs assist teachers to motivate students with less effort, make class lively and realistic. Well ventilated and open spaced room, which would be the best place for them to take part in learning process, makes the students feel free and activate their brain. Teaching materials show the track. It helps the teachers to plan various kinds of activities and also fruitful for those who are not sure of convincing their students; because teaching materials always help to simplify the complicated ideas.

Teachers are not using teaching materials because they do not have sufficient time, lack of knowledge on it, school management does not allow them to use it, poor payment, uncertainty of their job, etc. There is lack of motivation in the teachers. Teachers do not want to change their way of teaching, some of the teaching materials are not affordable for them. Teachers think that they are not paid enough as per their hard work, they always look for better opportunity, and because of that they do not give their full effort toward teaching profession. Lack of training is another existing challenge for the private schools' teachers. Public schools' teachers always get chance to be involved in different kind of trainings but private schools cannot do so. In this regard, private schools' teachers are left behind. Teachers cannot use teaching materials because of time limitation and lack of resources.

To conclude, equal participation and shared responsibility among the key stakeholders viz. school administration, principals and teachers is utmost for the successful implementation of the preparation and use of teaching materials in English language classroom. These abovementioned problems can be solved if the concerned authorities are a bit conscious on this very matter.

Implications of the Study

There are certain implications of this study that might enable all the lower secondary and secondary level EFL teachers to use teaching materials in their teaching learning processes. Teaching without using TMs might not be easier to the teachers to make their students understand in each and every bits of the lesson. It creates boredom, anxiety and fear among both teachers and students. But using teaching materials motivate the learners and also minimize boredom, anxiety and fear. Students always love to learn through using materials through which learning could be long lasting. This chapter presents the pedagogical and methodological implications concluded from the data collection with the help of literature review, the observations and interviews. This dissertation is useful for the EFL

teachers, students, school administrations and novice researchers, who are directly or indirectly involved in the field of ELT. On the basis of above mentioned discussion the following implication are derived:

a. Through the use of TMs all students get equal chance to get involved in the activities designed by the teachers. Students can learn easily and quickly without giving much effort if they are provided the chance to learn playing with the TMs. So, TMs should be considered as a core part of teaching learning process.

b. The policy makers and textbook writers need to identify justifiable teaching materials with the clear instruction to the teachers to use them inside classroom settings.

c. Training should be provided for the teachers to make their teaching more effective. School administration and training agencies must find out the needs of teachers to empower them. So, this study is equally important for the school administration, principals and subject teachers; not to focus only on course completions but to focus on all language skills.

d. Classroom is the place where students learn, study and gain new knowledge. So, well managed classroom is most needed in which teachers can conduct various activities and students can carry out different activities inside classrooms. The school administration and concerned authorities need to consider maintaining the proper infrastructures rather than blaming fully on the teachers.

e. In order to develop effective teaching materials, two principles need to be take into account. First, students may have personal interests that work best for them as individuals; thus, we must never assume that specific materials have the same effect on all students. Second, selection of materials should be based on how it best supports a particular cognitive interest. Therefore, a material designer should decide a sound judgment regarding which mode of presentation is suitable to the content.

f. The small size of sample limits the conclusions that are drawn from the observation and interview. A similar study with a greater number is needed in order to gain reliable results.

g. The study does not consider analyzing the individual performance which would provide qualitative information about the perceived knowledge of my participants.

h. It is recommended that this study be replicated with a large number of targeted teachers from the same environment. These abovementioned suggested path of study might shed light using teaching materials on second language. Finally, it is hoped that the outcome of this study will be of some use to the future researcher.

Chapter Summary

In this chapter, I drew my story while carrying out this entire project which was very inspiring experience. Similarly, I tried my best to dig out the findings of my data collection, also concluded that time, resources and training should be taken into account while teaching any language. Within this chapter, I included some of the problems of not using teaching materials while teaching. In addition, I have also stated some area which will be reference to the ELT professionals and researchers too.

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APPENDICES

Teacher's Observation Checklist

Topic	Rating
Prepared lesson plan	
Wrote topic on the board	
Prepared proper instructional materials	
Motivated students to learn the lesson	
Students were enjoying while using materials	
Materials are prepared and brought in the class but not used appropriately	
Materials are made according to the level of students	
Pictorial materials are used	
Used appropriate methods and techniques	
Paid attention and encouraged to the passive students	
Mixture of new & familiar material	
Used suitable materials for the topic	
Materials are sufficient	
Presentation of new material	
Students were not ready to learn language because of lack of teaching materials	
Students are given opportunity to use materials	

| Materials are used to encourage students for being initiative to find problems and solutions | |

Note: Rate under 1, 2, 3, 4 where 1 = good, 2 = satisfactory, 3 = average, 4= poor.

APPENDIX B

Interview Questions

1. What do you know about teaching learning materials?

2. Can you tell me the types of teaching learning materials?

3. How do teaching learning materials support in language learning?

4. How effective is your class when you teach using teaching learning materials?

5. What are the materials you use in language teaching?

6. Do you collect locally available materials and realia and use them in teaching English

Language?

7. What are the challenges you are facing while using teaching materials?

8. What is the importance of use of materials inside the EFL classroom?

9. Do you think use of materials inside classroom helps the learners to learn lively? How?

10. How do you use blackboard/whiteboard?

11. What are the opportunities you have received on materials preparation and use?

12. Have you got training by any training agency on materials development and use?

13. Does the training give you the practical knowledge on materials preparation and use?

14. How far can you apply knowledge, skills and attitude you learnt in the training in your

actual class?

15. What are the difficulties you face while preparing and using teaching learning materials

in language teaching?

16. What are the factors you find the hindrance to apply whatever you learnt in the training?