

USE OF TEACHING LEARNING MATERIALS IN TEACHING WRITING IN
SECONDARY LEVEL EFL CLASSES

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AN ABSTRACT OF THE DISSERTATION OF

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This study primarily deals with the concern of use of materials by trained teachers in English language teaching and their understanding, initiatives, opportunities and practices. Active, participatory and child- centered teaching by using materials is essential as it directly promotes quality education. In order to probe the given issue, I outlined a major research question: how do EFL teachers of public school of Lubhoo and Lamatar VDCs use teaching materials and what are their opportunities and hindrances. Based on the research questions, I undertook an in-depth study focusing on teaching writing using materials and classroom teaching. This study reveals that the teaching materials are of vital concern to make teaching learning activities effective but the opportunities to prepare and use them as well as some hindrances are to be addressed.

To pave the way of this study, I followed qualitative approach with focus on its philosophical consideration which encompasses ontological, epistemological and axiological assumptions of the researcher. The ontological thought of this study pledges the fact and realities. My epistemology is interrelated with subjectivism because knowledge of multiple realties is generated through interaction with my

research participants. The axiological stance is value- laden as all the participants' ideas are worthy. Although the above mentioned framework is a basic standpoint, I am aware of the fact that absolute truth is not constant and what we construct as knowledge today may be influenced by the changeable society, time and belief. In spite of this constraint, I claim that the knowledge which I generated through in-depth interactions with my participants and observation of their world and experiences is truthful. The findings and conclusions of this study have revealed that the use of teaching materials make teaching writing easier, faster and more interactive with the active participants of students.

Raja Ram Dhakal,
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2nd November 2014

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DEDICATION

To my family and my wife Pabita

DECLARATION

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

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APPROVAL

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Office
ELT	English Language Teaching
EFL	English as a Foreign Language
INGO	International Non- Government Organization
KU	Kathmandu University
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teachers' Association
NGO	Non- Government Organization
SMC	School Management Committee
TU	Tribhuvan University
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER I

INTRODUCTION

This chapter presents the introductory section that begins with my experience of writing during school days. Then I state the problem, purpose of study, research questions, and significance of the study. It narrows down the research study with certain criteria as under the delimitation.

Scene Setting

English language is taught as a foreign language in all levels of schools of Nepal. It has been taught and learnt to over a century. We have been teaching English as a compulsory subject in academic institutions. People are deeply indebted to this language for playing vital roles in development of trade, transportation and communication. English is viewed as an emancipator with the promises of higher personality in the society. People have general perception that proficiency of English is useful for economically gainful employment which is an underlined reality too. But in my school days writing was never an easy task for me when I studied in grade 9 and 10. On the other hand my parents and teachers believed that if I was to obtain good marks in English in SLC examination, I had to be good in English.

Unfortunately I couldn't score good marks in English in SLC. I wanted to find out the reason of my poor performance in English. Whenever my tutor asked me to write any piece of writing, I would get scared because I could not write it well. It was the cause of my poor scoring in English in all my school years. When I was in my school days, I did not know why I was poor in writing. Now, I am trying to analyze those moments.

Our teacher used to come to the class and teach us writing, which couldn't create any interest in the learners because he would write some paragraphs himself. He did not make us write, nor did he give us any instructions to write.

The similar context can be seen in public school today as I had seen in my school days consequently. The problem of the learners in writing in English has not solved yet. I found the same problem in some public school these days when I visited and observed the classes of the English teaching teachers. These experiences drew me to find out the practices of teaching through materials in writing in secondary level in the EFL classroom. That's why in this study, I focused on teaching writing through the use of materials.

Background

Traditionally, teaching used to be known as give- and- take process where the teacher was taken as the store house of knowledge and the learners as the one who received the knowledge. Following the belief and activities of the teacher, there was thus the compulsion to be a good learner. Teaching was just like a jug and mug. The concept of teaching has changed with the change of time. Teaching is not the give- and- take process, it is facilitation through activities to broaden and materials and a teacher is a person whose job is to facilitate learning. Learners are those who actively participate in teaching learning activities to broaden their knowledge, sharpen their mind and attitude. Learning is acquisition of knowledge, development skills and change in attitudes.

Harmer (2003) says that in recent years, the emphasis of teaching has been placed on learner centered teaching. This is teaching which makes the learner's need and experience central to the educational process (p.56). The classroom is the place where learners given tasks to work on and where with the process of performing the

tasks, real learning takes place. In this condition, learning is not the transmission of knowledge and a teacher is no longer the giver of knowledge, the controller and authoritative but a facilitator, organizer and resource for the students. Supporting the view of Harmer, to make a classroom where students are engaged in various tasks, teaching learning material is one of the essential aspects which play a crucial role.

Tomlinson (2003) defines materials as anything which are used to help to teach language learners. Such materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a board, anything which presents or inform about the language being learned.

A Chinese proverb reads “A picture speaks more than thousand words.” Materials are the integral part of language teaching process. They are of most help for the teachers and the students as well as to make teaching learning activities interesting. The use of teaching learning materials in the classroom brings life to the teaching and learning process. The importance of teaching learning materials can be shown by the saying, if I hear, I forget, if I see, I remember, if I do, I know. Materials create the situation to do activities by students themselves which inspires them to learn.

Issue Statement

Use of materials in teaching writing classes by the teacher is reasonably unexplored in the context of Nepal. The preparation of materials and the use of materials in teaching writing class are to endorse the teachers with opportunity to act upon as well as influence performance in teaching. When I interviewed and observed the classes of my research participants I came to know that they had pre- service and in- service training on importance, preparation and use of teaching materials, but

practicing the learnt skills in the classroom situation was lacking. This scenario of teachers' understanding and practices of materials preparations and their use in teaching English rose as an issue of this study.

In this regard Sharma (2007) states that even trained teachers fail to bring changes in their own organization, teachers participate in their training only for formality, especially to be promoted in their job but not to change their stereotype methodology. In addition to this he further claims that the opportunities and constraints of teachers to empower their professional career and teaching learning process in terms of use of materials and their use as emerged issue in my mind. It suggests that the teachers used teacher centered approach in teaching. Only a few teachers let their students participate in discussion and engaged them in group activities. They hardly provide them with materials for the development of writing skills. So, I wanted to see the use of teaching materials could improve the result. That is to say, I wanted to see the teaching materials on achievement as the issue statement of the research study.

Purpose of the Study

The purpose of this study was to explore the use of the materials and their contribution in teaching writing in EFL classes. More specifically, the study aimed at finding out the uses of materials by the secondary level English teachers in their teaching writing classes.

Research Questions

My research questions were as follows:

- a. How do teachers prepare teaching materials for teaching writing in EFL classroom?
- b. How do they use the prepared materials in EFL classrooms?

- c. How do the teachers address the challenges of preparing and delivering materials for teaching writing in EFL classrooms?

Significance of the Study

This research gives some insights into opening the path to eliminate the affecting factors of effective teaching writing in the classroom, prepare the materials and address the problems faced by the teachers. This research encourages the teachers to utilize their own skills of using and preparing materials according to their practices in teaching writing classes.

This research has encouraged the secondary level teachers' of Lubhoo and Lamatar VDCs to teach writing by using materials. In this way, this research works as a tool to facilitate the whole teaching learning activities. The instructional devices help teachers to establish and correlate the concepts. Thus improving the efforts and effects of teaching materials help them make effective teaching. If the teacher is creative and interested in using teaching materials, many teaching materials can be prepared and used in the classroom not only to supplement the classroom teaching but also to make teaching more powerful, interesting, systematic and impressive, making the students actively involved in the tasks. To extend and enhance the learning, teachers need to take initiatives to prepare and use proper teaching materials. The awareness of the importance, extensive preparation and use of materials in ELT is very crucial and it also alerts English language teachers to use materials in their writing classes for purposeful teaching.

Delimitations

This research was a short term academic research which might not have been able to study many variables of research topic. Therefore, the study was limited to public school secondary level English language teachers' practices of using materials

in teaching writing classes of southern part of Lubhoo and Lamatar VDC of Lalitpur district.

Chapter Summary

This chapter brought the introductory section with my own experience regarding teaching writing, background of the study, and problem statement, purpose of the study, research questions, and significance of the study. It described some issues in teaching writing in ELT.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the relevant literature on teaching writing, importance of materials and effectiveness of using materials in teaching writing. The first part of this section introduces the thematic review on teaching writing, stages of writing, techniques of teaching writing, importance of materials and types of teaching materials. The second section discusses theoretical review, previous research studies and research gap.

Thematic Review

The entire part of my thematic review is based on the supportive sections of my research topic with different headings which I introduced below. All the sub headings of the thematic review support the main idea of the research where collected important and factual discussion about teaching writing, teaching materials, strategies and steps of teaching writing as well as, the importance and uses of materials in teaching writing.

Meaning of Writing

In my view writing as a simple text contains information which is organized in a systematic way. According to Finnegan (1999) “Writing is single and the most important sign found in our planet” (p. 427). It is a sign system to settle and get permanency on our feelings, thoughts and ideas in a written form.

In my view writing is a systematic process in which any headings and topic can be elaborated. As Harmer (2006) states, “Writing is a process on which different

codes, symbols and patterns are used as formal forms to prepare a good piece of work on any headings” (p. 1).

In a broad sense writing is the process which involves the series of thinking, idea organization, selection of words, way of expression and use of grammatically and contextually correct sentences. On the other hand, it is a process centered on any headings. A person can write on any topic with his/ her own way of expression selecting appropriate words, sentences, and mechanism as a practice. In this regard Tyner (1985) states, “Writing is also a voyage of discovery where you can explore new topic and share what you learn with your readers” (p. 187).

According to Akoi (1996) “I think I can best describe myself as a writer learning. Every book is a different creative experiences where one learns how to write it by sitting down and writing” (p. 3). Writing is a habit formation like singing. Once a person becomes habituated in listening to a song, he/ she can sing the song. It is practice that makes one perfect. If one has the habit of writing a diary, journal, review or summary one can write a good piece of writing. Moreover if one starts writing, he/ she will definitely improve writing step by step.

Writing is a means of communication where gesture, body language, feelings, pitch, intonation, stress and facial expression are not used. That is why conveying information through a work of writing is a very complex and difficult job because writing becomes unintelligible if the sentences are not written coherently and cohesively. Hedge (1998) says, “A writer is unable to exploit all the devices available to a speaker: gesture, body movement, facial expression, pitch and tone of voice, stress and intonations” (p. 1).

Writing is a creative process. One expresses his/ her ideas in a creative way mentioning examples, facts and experience while writing on any topic. NCED, (2006)

states “writing is a creative process reaching out one’s thoughts and discovering them as well as writing is a process of planning, translating, reviewing, and monitoring” (p. 43). Writing is a kind of process where ideas are brought to form a text.

Writing is the output of what one has studied and read. Making students’ writing encourages the students to read books, journals, articles and news so Gerson and Gerson (2004) state “People benefit from teaching which offers them to scope for both the drafting and development of writing and exploration of genre” (p. 144).

Writing involves both accuracy and fluency. When we practice writing spontaneously our writing skill develops and we can learn a good piece of work. Consequently we can get mastery over speaking and writing at the same time. Winch and Gingel (1998) say that writing is the medium of literacy. A piece of writing is a means to explore the ideas of the writer to the reader. A piece of writing builds a kind of relation between the reader and the writer. As the writer composed a piece of writing, a reader starts thinking about it and tries to follow the pattern. The components of writing like paralinguistic features and way of writing are adopted by the reader in their writing.

Writing not only includes writing but also listening, speaking and reading. When we start writing a paragraph or essay, there is a contribution of reading, speaking and listening on what we are going to write. The language skills have a very great role to produce a good piece of writing. So, a written text is the integrated whole of all the four language skills. It means writing is not possible without reading, listening and speaking.

Writing is an art it is the composition of various forms of grammatical, structural and functional part of language. In this regard to my study I could say

writing denotes composition and that can be accomplished by seeing, visiting, memorizing, reading and through teaching aids.

Stages of Writing

Writing is the most difficult skill among the four language skills because to write one should have clear idea about selection of words, grammatical correctness and punctuation which other skills do not require. As we know it is the permanent record of one's thoughts and ideas and a reliable means of communication. To overcome the complexities in teaching writing a teacher may follow different stages according to the nature of the problems. It is meaningless to talk about the strategies that a teacher follows while teaching creative writing. Collins (2008) states, "Stages of writing can be a form and plan a teacher wants students to follow to write a book report, or it can be something as simple as a trick to remember how a word is spelled" (retrieved from <http://gse.buffalo.edu/org>).

However the steps of teaching writing – controlled writing, guided writing and free writing- can be gradually introduced to the students. Controlled writing is simpler in nature than guided writing and guided writing is simpler than free writing. In controlled writing, the structure, punctuation marks, use of appropriate words and word order are already given to the students. The guided writing consists of filling the blanks in a paragraph or answering questions based on the picture in which the teacher gives facts and ideas in the form of an outline. In free writing composition, the teacher gives only the title and it is for the students to decide on the facts s/he should include and their arrangements and expression. The teaching writing course may vary from controlled writing to guided writing to free writing. Letter writing, report writing or application writing can also be included in teaching writing.

Parallel Writing

Parallel writing is also called controlled writing. Students are not free to write. The shape of writing is already fixed. Learners are already introduced with the sentence structures. The only work of the students is to make a parallel copy. This task can be performed to the students in the initial stage, or it is fruitful for beginners.

Guided Writing

Hill (1999) says

Guided writing involves individual small group of students writing a range of text types. The teacher may provide short mini lessons to demonstrate a particular aspect of the text type, grammar, punctuation or spelling. Guided writing is linked to reading various text types used as models. Students may use writing frames or templates as scaffold for writing. In guided writing students are given guidelines for writing. A guided framework with perimeter bounds writer to go out track (p. 45).

Teachers can work with students in guided writing. Students apply the understanding they have gained from model text and share the ideas. Teachers support the students in various degrees. Guided writing session is mainly focused on specific aspects of writing that students need to develop.

Free Writing

The word 'free' enjoys no restriction. In free writing, students are allowed to produce their writing freely. The word 'free' can here be focused on either 'free enough to write without thinking any topic' or 'free enough to write being focused on a topic'. Both styles can be used to make students improve writing. Our focus is on 'free enough to write being focused on a topic'. Berger (1993) says, "There are three

basic steps in the process of writing: a) planning what to be written b) drafting the document, and c) editing and re- writing” (pp. 57-58).

Strategies of Teaching Writing

Writing is not a skill which can be learned in isolation. This skill can be cultivated and developed by practicing different stages. Subedi (2006) believes that the most effective writing practice must have a close connection with what is being practiced in relation to other skills (p. 233). For creative and effective writing the students should follow different strategies of teaching writing. Highlighting this issue, Hymy-Lyons and Hensley (1987) state, “There is not a right way to teach writing and those individual teachers should be allowed the freedom of making their own decisions, and propose some strategies as given below”.

Structuring the Writing Sessions

Before teaching writing the teacher should ensure that whether writing fits into the course or not. It is not possible to complete every writing course in the classroom whether or not it is good to the students writing homework should be decided before structuring the course.

Making Writing Interactive

Writing should not be taken individually on a given topic. There should be more instructions and students should be given chance for brainstorming, discussion, collaborative writing or group work which make the writing session interactive. There is no doubt that more ideas can be generated.

Handling Reading Texts

It is obvious that input determines output. For a good writing, a writer should have a wide range of knowledge. Knowledge can be gained by reading. Hence, students should be encouraged to read more and more texts. Student should read the

texts concentrating on the points they need. Otherwise, they will get bogged down and fail to perceive particular information.

Analyzing the Title

Students are often in confusion while writing an essay because they cannot properly analyze the title and its scope. So it is better to teach students to analyze the title and discover its scope.

Providing Feedback

Feedback on a written piece of work plays vital role to motivate further learning and ensure that the learner gradually comes nearer to fluency. Feedback can be of two types: formative and summative. Formative feedback means correction, controlled correction and guided correction. The teacher corrects each and every point in controlled forms and errors are indicated but not corrected.

Techniques in Teaching Writing

According to Anthony (1963), “A technique is implementation which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and harmony with an approach.” Technique is a particular contrivance used to achieve the immediate objectives of teaching- learning activities. It is the implementation part of a method or an approach in a language class. Techniques are used to deliver the subject matter effectively.

Drill

Drill in the simplest form, is the repetition of any language item or structure in a language classroom. According to Allen and Vallette (1976), “Drill is a technique implemented in language teaching in order to train the learners to talk and write using the particular patterns or structure” (pp. 124-129). It means a drill is a technique

implemented in language teaching in order to train the learners to talk and write using particular patterns or structures. Drill techniques are associated with behavioral psychology and structural linguistics. Drill techniques, therefore, aim at achieving structural patterns by means of repetition, substitution which are associated with the OSS Approach, the Direct Method and the Audio-Lingual Method. It is believed that in teaching writing Drill is supposed to have some characteristics. It is based on realistic, meaningful and appropriate in expressions, harmonious with pictures and impressive for the learners.

Simulation

Simulation is a group activity which entails imitation usually those which are likely to arise in one's real life. In other words it is to create the pretence of a real life situation in the classroom, and let students simulate the real world. Allen and Vallette (1976), "Simulation is the representation of real- life events created in the language class to help the learners in writing" (p. 129). A simulation is one of the techniques used in a language classroom. It is the representation of real life events created in the language classrooms. The classroom represents the setting where the events are caused to take place. In this technique, students as the participants are given roles to play, but they need not be as brilliant as the real characters. It means no dramatic talents are needed to play in simulation. The participants are supposed to feel that they are involving in performing tasks/ roles in the context similar to real life situation. The participants are given roles but everyone is responsible for his/ her own decisions and actions. Normally, language patterns to use in the conversation are not given.

Role-play

Role – play is a form of simulation in which the students adopt certain roles or parts to perform on their own. According to Larsen – Freeman (1986), "Role play is a

useful device used to teach languages in order to develop communicative and composition skill of the learners”(pp. 126-134). Role- Play is one of the techniques used in language teaching which sounds similar to simulation. To some extent, they share some common properties. Role play is a useful device used to teach languages in order to develop communicative oral skills of the learners. Simulation focuses on fluency but role- play focuses on developing fluency as well as accuracy. In role play, students are given fictitious roles. It is a speaking exercise. Role plays can be simple or elaborated depending on language proficiency of the learners. Once the learners are assigned fictitious roles, they become free to express as the situation demands. In role play, the learners are expected to practice language patterns inside the classroom.

Dramatization

Larsen – Freeman (1986) state, “Dramatization is a lively and interactive technique to teach writing taking support of characters’ dialogue” (pp. 127-129). It shares the properties of role- play. It is a lively technique in which dialogues can be practiced following systematic progression. The teacher introduces particular features of grammar and pronunciation which are found in the dialogues for their intensive study. They are contextually presented in the dialogues. So, the students can develop their understanding logically and naturally.

Strip Story

Strip story is a kind of learning procedure used to help students gain communicative as well as writing activities. The teacher provides students with scrambled sentences and let them memorize and write it down. In order to relate the idea, Lewis and Hill (1992) state, “Strip story is the creative process of thinking which enhances the learners to think and develop that thought in writing”(pp. 123-129). Strip story as a technique used in language teaching is an interesting game in

which students take part actively. In this technique, students learn language better from themselves than from the teacher. Students are easily motivated. The teacher selects an appropriate story which is suitable for the students. For beginners, the story which they have already heard orally is better. Gradually, the story which is unheard is selected. Then, they are given different strips of the story. Next, they are asked to put the strips in order.

Pictures

Pictures can be used in a language classroom. Pictures are highly impressive for small children. It is entirely necessary to use pictures while teaching small children. Pictures should be attractive and they should meet the need of the learners. It is necessary to use pictures while teaching writing. That is why; they should look attractive according to the level of the learners. These days, many teachers use pictures in their classroom because they are easy to prepare, organize and they are interesting.

Group- work

Group work refers to a task that is accomplished by students in a group to develop the skill to work in group and learn from each other by sharing. According to Lewis and Hill (1992) state, "Group work helps the learners to promote written competency of the target language through communicating skill choosing the vocabulary and sentences they use in their conversation working with their partners"(p. 129). Group- work is a technique that can be used in a language class. In a large class, the teacher cannot keep contact with each student individually because of time limitation. The teacher should divide the class into different groups on the basis of students' number, their cognitive and linguistic levels and the nature of reading items. Each group has more than two participants. The teacher should select

the activities to be performed quickly. A group work should be over within about 20 minutes.

Pair work

During teaching learning practices, a teacher can employ pair work to engage all the participants. These days; pair work is the best technique to teach in the classroom. Clerk (1985) states, "Pair work is the communicative technique used in the classroom to develop learners' written and spoken skills"(pp. 43-46). Pair work is one of the communicative techniques used in language teaching. It is similar to group work to the great extent. If each group consists of only two participants, then the group is a pair. In pair work, two participants work together. The whole class is divided into various pairs where both participants are equally contributes to solve a given problem.

Demonstration

Demonstration simply means showing something. In a writing class, it has a great role to help the learners make clear ideas with visuals. Clark (1985) claims, "Demonstration is the best tool to develop learners' writing skills where they can develop their words, phrases, sentences and used them in their writing" (p. 46). Demonstration can be used as a technique to teach language. The teacher demonstrates gestures, actions and facial expressions to clarify the meaning of words, phrases or sentences in order to create the situation where a teacher can make use of visual aids or real objects.

Defining Teaching Materials

Teaching aids are the devices used by the teacher to make teaching and learning effective. They are also known as visual aids. Tomlinson (1993) has opined that teaching materials and aids include any material, program, or machine that can be

used to help the teacher present or explain his/ her lesson better. Teaching aids and materials are designed to help the teacher save time and effort and arouse interest on the part of the students. Sometimes, teaching aids are distinguished from teaching materials. Teaching aids are different from teaching materials in that teaching materials refer to those which have the content of teaching such as curriculum, course study, textbook and other supplement materials like songs, rhymes, and games.

Importance of Teaching Materials

Every teacher is a material developer (English Language Center, 1997).

People, sometimes, think that teaching materials gear down the pace of teaching.

They think that a teacher cannot complete the course in time provided that he enjoys with teaching materials. I think, it might be true if the teachers are not well trained to manipulate the materials. The words and sentences presented by the teacher have meaning and content. For meaningful and contextual language teaching, teachers have to use teaching materials because they help student focus their attention on action, event and situation which are the requirements of meaningful and contextual learning. Students may forget what they have heard in the continuous flow of boring and monotonous lecturing classes unless they are accompanied by teaching materials. That is to say, teaching materials help them retain the learning for long.

Doff (1998) says that visual materials can provide the situation which lights up the meaning of the utterance where materials can help teachers to improve their own English and to prepare more effective lessons. They help to make the language used in the classroom more real and alive. They can be used at any stage of the lesson. They can be used to present a new language or introduce a topic, as a part of language practice, or to review the language item that has been presented earlier. Good visual aids are not just used once, they can be shared and used by different teachers.

Wright (1993) asserts, “Teaching materials help learners to make efficient use of the resources in order to facilitate self discovery” (p. 123). It would seem that learners profit the most if they invest interest, efforts and attention in the learning activities. Materials can help them to achieve this by providing them with the choice of focus and activity by giving them topic control and by engaging them in learners control discovery activity. Teaching aids and materials are designed to help teachers save time and effort and to arouse interest on the part of the students.

The teaching materials are the basic needs for any educational program, not secondary and optional. Thus, teaching materials are the ones that contain the contents of the subject of the teaching. Teaching materials are anything audible or visual which help students learn the language more quickly or more accurately with interest and active participation.

Corder (1966, as cited in Acharya, 2005) states that in recent years, educators have come to lay more emphasis on learning through the senses particularly through the sense of sight, since it appears that the a great majority of us learn more readily through the sense of sight. The methods of teaching which make use of learners’ sense of sight and language are often known as visual methods, and the materials the teachers’ use in these methods are called visual aids. Tomlinson (1993) writes the value or the importance of teaching materials in EFL classroom as follows:

- a) Teaching materials have a comprehension function. They do help in comprehension by making concrete what is abstract. For example, the abstract concept like anger and beauty can be concretised by showing angry face and picture of a beautiful respectively.
- b) Teaching materials do help in comprehension by bringing the distant object near. For example, the real objects which are possible to bring into the

classroom best serve this function. If we do not have real pictures we can show photograph, pictures or maps of the distant objects, places, or things.

c) Teaching materials make language more sensible by helping students to see the reason for learning language by making learning interactive and meaningful. Teaching materials make classroom teaching interesting plus participatory.

d) Teaching materials give an appropriate instruction for teaching. If teachers use teaching materials in regular classroom teaching, materials would be the source of appropriate instructions.

The Role of Pedagogical Materials in Teaching Writing

Instructional materials play an important role in task- based learning approach because it is dependent on a sufficient supply of appropriate classroom tasks and materials. Some of the may require considerable time, ingenuity and resources to develop. Materials used in different context and situation. Wills (1996) has mentioned a wide variety of realia in Task-based learning approach like newspaper, television, and internet and so on. Teaching learning materials are the essential factors in language teaching. They are the inspiring factors to arouse self encouragement in the learners. The active participation of students in the activities is only possible when there is the adequate use of teaching materials. They allow the teachers to talk less by diminishing the importance of the verbal stimuli provided by the teachers' voice and allow the students to talk more.

Materials enrich the classroom by bringing in topics from the outside world which is made real and immediate by the pictures. A student with a creative imagination will often find learn a new language easily and find out enjoyable through the use of pictures while he finds it difficult to learn just from a textbook and

dictionary. To teach language integrating all the four language skills listening, speaking, reading and writing; materials are the first need and allow the teachers to integrate these skills constructively. They inspire imagination in the teachers, and the students' comments, guesses and interpretations of an argument turn newly practiced phrase into a lively give and take. Eventually, the learning achievements of students and the teaching objectives of the teachers are met with the appropriate use of materials.

Classification of Teaching Materials

There are different types of teaching materials. In the past, ELT did not think about it because the level of education was not so strong. There are many ways in which materials can be grouped. They can be categorized as audio aids, and visual aids. On the other hand, the teaching aids, can be considered as flat, three dimensional moving or still. On the basis of how they are shown, aids may be grouped as projected (shown to group) or non- projected (used by individual student).

Audio Materials	Visual Materials	Audio- Visual Materials
Radio	bulletin board	Demonstration
Recording	chalk boards, chart drawing	Films
Tape	flannel board, lesson plan	printed materials
CD player	illustrated books,	sound film strips
authentic voice	magnetic boards, maps	-----
-----	models, pictures,	-----
-----	Posters, photographs,	-----

(Adopted from Rai, 2002)

Table No: 1 Classification of Materials

Visual Materials and Display Devices

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 they named visual materials. Sharma (2007) says that aids which can be seen in the process of teaching and learning are visual aids. Students can see those aids either inside the classroom or outside the classroom through the windows. Visual aids can be shown through the display devices like chalkboard, whiteboard, blackboard, flannel board etc to bring life in learning in the classroom. That's why display devices and visual material have great role in teaching writing.

Whiteboard/ Blackboard

Board is a widely used teaching- learning material. It is a teaching aid which we use for writing as well as displaying objects. Harmer (2003) states, "Board is the most versatile piece of teaching material whether this is of the more traditional or the white board, written on with marker pens boards provide a motivating focal point during whole class grouping" (p. 137). Furthermore, he mentioned the use of board as:

- a) Board is used by teachers frequently to write things upon the board as these come up during the lesson. They might be words that they want students to remember, phrases which students haven't understood or seen before, or topics and phrase they have elicited from students when trying to build up a composition plan.
- b) Board can be used for drawing pictures of course, only limitation being our 'artistic ability' but even those who are not artistically gifted can usually draw a sad face and happy face. They can produce stickman sitting and running or make an attempt at a bus or car.

The use of blackboard can be listed as follows:

- a) Handwriting on the board should be clear and easy to decipher
- b) Chalk and talk is better
- c) It is probably not a good idea to run our back to the class while we write on the board.
- d) We should organize our materials in some way to show that the board doesn't get covered in scrawls in a random and distracting fashion.

Pasty and Spade (2011) state, "The board is usually the most basic piece of classroom equipment". A lot can be done with it if you know how: for instance writing up examples and exercises or supporting your teaching with diagrams, table, and drawings. Clear writing on the board is a matter of organization and good habit.

Pasty and Spade (2011) list some instruction how to use of board:

- a) Put things you want to leave on the board in an organized way at one side
- b) Erase the thing you no longer need before writing anything else important
- c) Write exercises and other things you want learners to copy in a clear space where nothing else interferes.

To sum up, we can say that a whiteboard/ blackboard is one of the easiest and cheapest teaching learning materials. It can be used for drawing, writing, playing and for many purposes. In addition, blackboard can be used for writing words and ideas that come up during the lesson, drawing and displaying pictures and building up ideas in diagrams, words and maps.

Flannel Board

The flannel board is a piece of flannel or cotton stuck on a piece of wood or plywood. It is the display device which can be hung on the wall. We can use it to stick pictures, cut- outs, word cards, sentence cards in the classroom. Wright (1976)

states, flannel board is the board used for teaching vocabulary and simple dialogue (pp. 71-72) Grammatical items like noun, action, verbs, adjectives, and prepositions are also shown easily on the flannel board.

Smith, Krouse and Atkinson (1996) say that flannel board is one of the most flexible, colorful and appealing tools for instructional use in many classrooms.

Flannel board is also referred to as a flannel graph, felt board or visual board. Flannel board consists of a flat piece of stiff backing made of heavy cardboard, covered with the sensitive backing such as yarn, wool, sandpaper, velvet, or sponge. The flannel board is simple and easy to construct. The primary requirement is that it should be large enough to be easily seen by all pupils with whom it is being used.

Flash Cards

Flash cards refer to cards or pieces of cardboard paper on which letters, words, phrases, sentences written or pictures are drawn, and which are flashed in the class by the teacher. It can be widely used in the class as the common or simple visual aids.

Wright (1976) states:

Cards are printed with words and pictures which can be easily handled by the teacher. They are suitable for pictorial representation of single concepts for example, of actions or of objects. Furthermore, Wright adds flashcards can be used for phonological practice, word cards for sentence making, reading, recognition, relating writing and spoken form, tenses, guessing games, contrast of meaning etc. (p. 73).

Flashcards are important visual materials used in teaching English. They are made up of card board paper in the reasonable size based on the objectives of teaching and contents included in them. Flash cards are easily portable and easy to handle. A teacher can write words, phrases and sentences.

Realia

In language teaching, actual objects and items which are brought into the classroom as examples or as aids to be talked or written about and used in teaching are referred to as realia. Harmer (2003) says, “Realia with beginners with particularly children ‘real’ or lifelike items are useful for teaching the meaning of the words.”

Objects that are intrinsically interesting can provide a good starting point for a variety of language work and communication activities. While selecting objects we should be aware of the size and quantity, level and needs of students. Similarly Wright (1976) states, “The objects which can be quite ordinary things to use oral manipulation work like clock, calendars, timetable and particular topics of interest to the pupils including their hobby.”

The use of realia depends on the creativity of the teacher. Teachers can use everything available in the classroom and outside the classroom as teaching learning materials. The desks, benches, tables, chairs, blackboards, chalk, dusters, pens, copies, books, bags, pencils, doors can be brought into the classroom and used to teach language.

Magazine/ Cutouts/ Pictures

The pictures and drawings which are cut out from magazines and newspapers are referred to as magazine cutouts. These Cutouts contribute to the teaching of language. Saud (2006) states, Magazine/ pictures and cutouts are very useful tools to teach language, particularly writing. They contain pictures cut out of magazines. Small figures of animals, birds and other things can be cut outs from magazines, newspapers, pamphlets etc. and presented to the class. They can be used for a variety of purposes to motivate the students to arouse interest in students to present new structures for pre- reading activities or for communicative activities. According to the

guideline for materials preparation and use, NCED (2005), pictures are very important in teaching. It is said that seeing is believing, and a picture is worth many words. Cut-outs can be cut from magazines, brochures, old books and so on. Cut-outs are used:

- a) For students' speaking and writing practice
- b) To teach stories
- c) To teach vocabulary

Cut-outs are very useful for teaching English language. Teaching by using cutouts, we can recycle and use old books, magazines, newspapers, brochures, and many pictorial things. Students can be actively involved in cutting and using cutouts.

Wall charts/ Wall pictures/Wall posters

According to Wright (1976), wall charts illustrate the aspects of a topic in both textual and pictorial terms. Wall chart may be made of photographs, artist's drawings, symbols, graphs and texts. Wall charts or wall pictures are large sheets of paper or card which the teacher either holds up for the class to see or displays on the wall or the blackboard. Teachers can show more complex information through wall chart or wall picture which is impossible on flash cards. Wall posters illustrate a limited bit of information. They are used in advertising and making different publications. In language teaching they may be used to represent a single action or object. They may also be a part of a sequence of picture. Wall pictures can be prepared by teachers if they are good at art and have passion in preparing and using materials to make teaching learning activities successful.

Slides, filmstrips and PowerPoint

Slides, filmstrips and power point are visual materials can be used in the classrooms. They are advanced materials and we need technical knowledge to operate them. They encourage the students to learn better and faster. Wright (1976) states:

The most commonly published and most commonly made slides are amateurs mounted in 5 cm square mounts. Filmstrips are printed on 35 mm film.

Technically, anything except motion can be reproduced on slide or filmstrips.

The image can be big or small. The projector can be controlled by teacher or pupil. Filmstrips can be used for large groups of student or by individual, as teacher controlled media or as self- instructional medial (p. 85)

Words, phrase, pictures can be shown through slides, filmstrips and power points. The animation of pictures related to the subject matter helps the student to learn with fun.

Radio and Television Program

Smith, Krouse and Atkinson (1966) state that both AM and FM radio programs have been valuable in bringing to the classroom educational programs and contemporary events as they happen. Although TV provides visual elements as well, the radio is relatively intensive and can be used in situation where television reception is inadequate for instruction. Television programs allow students to participate in events as they happen. Television is being more widely used each year as programming expands to fit educational needs throughout the country. It also may present obstacles if the reception is not clear in schools or if special equipment must be provided to compensate for such poor reception.

Textbooks

In teaching English, the teacher may find it more valuable to select a portion of the textbooks. They may be used in any particular unit which fits the teacher's purpose at the time. As we know no textbook is sufficient for teaching language. It is only one kind of teaching learning material. A textbook can be very useful if the

teacher is able to supplement textbook with other teaching learning materials. Smith, Krouse and Atkinson (1966) state

Probably no textbook is intended to be totally self- sufficient. Modern textbooks encourage the use of other source of information, including community resources. In fact textbooks are designed in this manner so that they may be used by the teacher to fit his own particular teaching situation. He may select portions of the textbook to be used as needed, rather than teaching the course within the confinements of the textbook's organization. Creative teachers have wisely used textbooks for generalization to help them organize and develop major ideas, relationships and knowledge in the area under study (p. 742).

Pocket Board

It is one of the useful materials in teaching language. It is made up of cardboard paper or cloth where pockets are made to place flashcards. Pocket board is made with the convenient size in the class in which pockets are of 5" width and 1/5" depth in size. 4"x 5" sized flashcards should be placed in the pockets. There is 1" distance between each pocket.

Internet

Internet is the source of all knowledge these days because learners, teachers, doctors, businessmen or whoever wants some new information and solution of the problems they take support of internet. When learner find problems during learning they immediately browse the internet and search the information for the solutions. Likewise teachers also use internet to find solutions of any problem. They also browse internet to find new techniques and tools to make teaching effective to gather content of their subject. That's why, they can bring new tools to teach in an effective way

with the help of internet. Internet is one of the best tools to teach writing in the classroom. Harmer (2006) states, “Internet is a network of people and information, linked together by telephone lines which connected to computers and it provides lots of information and it is the tools to receive new materials, techniques and procedures for the teaching and learning new language” (p. 3).

In internet we can find lots of online writing exercises as well as tests. There are lots of assignment we can complete to improve our writing skills. Moreover, it also helps the tutors as a material to teach writing in the classroom.

Theoretical Review

Theoretical review helps bind the research topic with the related theories. Under the theoretical review, I have depicted some theories to discuss which will help to understand how materials bring changes in teaching writing in the EFL classroom.

Communicative Language Teaching

Communicative Language Teaching (CLT) is a widely accepted and practiced method in the field of language teaching and learning because it “focuses on language teaching on communicative proficiency rather than on mere mastery of structure” (Richards & Rodgers, 2009, p. 153). Little wood (1981) also says, “CLT pays systematic attention to functional as well as structural aspects of language, and hence combines these to a more fully communicative view” (p. 1). Because of this feature of CLT, it is welcomed everywhere and widespread all over the world for language teaching.

CLT provides the learners with the opportunities to experience language through communicative activities and these activities help them acquire communicative competence in the target language. However in the name of communicative competence, it imposes the western cultures along with the language

and it is not compatible in our context. Ellis (1996, as cited in Budha, 2011) states, “The western idea that communicative competence shares the same priority in every society may not be true and to make communicative approach suitable for Asian situation needs to be both structurally attached and culturally accepted”

Karn (2007) states, “Today, the countries around the globe have realized that the instructional materials produced in one country may not be effective in other countries” (pp. 60-66). It is because the countries have become more conscious about their culture and values, and culture differs country to country. Karn (2007) further writes “Unlike in the past, different countries are producing the teaching materials (textbooks and other reference materials) on their own and that suit their own context, culture and values. Adopted language teaching materials are in no way practicable in the context where they are not produced keeping into consideration the local needs.

Another important thing about CLT is that it brings more and more communicative activities among the students. Freeman (2008) states “Students should be given an opportunity to express their ideas and opinions. one of the teacher’s major responsibilities is to establish situations likely to promote communication...the social context of the communicative event is essential in giving meaning to the utterances” (pp. 126-127). According to Koirala (2005), “The essence of ELT is to give freedom to the students in interpreting and negotiating meaning” (p. 109). If we keep all these things in mind, giving priority to the local cultures will be highly fruitful to make more communicative activities happen among the students in the ELT classrooms.

Task-Based Learning

Task- based language teaching is known as task- based instruction and teaching. It is a logical development of communicative language teaching. Harmer (2007) writes that task- based learning is a natural extension of communicative

language teaching. Task based language teaching refers to an approach in which task is given to the learners in group to find out the conclusion through interaction among members. Willis (1996) writes:

Tasks are said to improve learners' motivation and therefore promote learning. This is because they require the learners to use authentic language, well defined dimension and closure, varied in format and operation, they typically include physical activity, involve partnership and collaboration, they may call partners' past experience and they tolerate and encourage a variety of communication styles. One teacher trainee, commenting on an experience involving listening tasks, noted that such task as "genuinely authentic, easy to understand because of natural repetition; students are motivated to listen because they have just done the same task and want to compare how they did it (pp. 61-62).

Task- based learning aims at providing learners with a natural context for language use. As learners work to complete task, they have enough opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning. By interacting with others, students need to listen to language which may be beyond their present ability, but which may be assimilated into their knowledge of the target language for use at a later time. According to Candlin and Murphy (1987), "The central purpose we are concerned with is language learning, and tasks present this in the form of a problem-solving negotiation between knowledge that the learner holds and new knowledge" (p. 1).

Nunan (1989) states " The communicative tasks is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in

the target language while their attention is principally focused on meaning rather than form” (p. 10). The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. As my topic focuses on effective use of materials in teaching writing, task-based learning theory is the appropriate in the sense that it provides learners many task where materials like news prints or skeleton part of any story in the A4 size paper can easily be used. It can promote the learners’ interacting capacity; promote the use of materials in writing and speaking, and develop their habit of working in group. Pica, Kangay, and Falodun (1993) classified task according to the type of interaction that occurs in task accomplishment and give the following classification:

- a) Jigsaw task: This task involves learners combining different pieces of information to form a whole (e.g. three individuals or groups may have three different parts of a story and have to make the story with the help of piece together).
- b) Information- gap task: One student or a group of students has one set of information and another student or a group has a complementary set of information. They must negotiate and find out what the other party’s information is in order to complete an activity.
- c) Problem- solving task: Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution or the outcome.
- d) Decision making task: Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

e) Opinion exchange task: Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

As the researchers mentioned above, these tasks can be used widely in the writing class with lots of materials. As the jigsaw tasks can be done combining different pieces of information in a plain sheet of paper and distributed to the learners in a pair as well as in a group to form a story or a paragraph that encourage learners to learn easily and actively. The materials in problem solving tasks can be used providing learners with a set of information in a chart paper, and forming a group of the learners for activities. Similarly, in opinion exchange task the learners are provided with different pictures and asked to give their opinion, while a facilitator can use different pictures. Finally, the teacher asks them to write about their opinion in the exercise book so that it can promote writing skill and speaking skill of the learners.

Previous Research Studies

It is necessary to find out what has already been explored in the related field before starting a venture. So, I went through some related research works carried out in this field which I discuss briefly below:

Chapagain (1999), in his research entitled Use of Teaching Materials and its Impact in Teaching Writing has found that teaching aids are effective and reliable supplement in teaching writing. They have positive impact on learning English language. He recommends that the schools should provide necessary teaching materials to the teachers. There should be the provision of appointing trained teachers and the untrained teachers should be given training, and there should be refreshment training for the old teachers. If the school administration and the authorized organization become responsible, the weakness of the students in writing English language will be addressed.

In addition Acharya (2005) in his research *Effectiveness of Instructional Materials on Teaching English in Grade Ten* concludes that the practice of prescribed methods and techniques only cannot have a positive result on teaching and learning. The teacher needs to be innovative be able to use different classroom strategies and bring materials into the classroom to supplement his teaching writing. Furthermore, he adds learning is not sufficient with only one sensory organ. The teacher in this regard, should be able to engage all the senses of the learners (e.g. seeing, feeling, hearing, etc) by using different activities and materials so that learners' skill will gradually develop and the teacher succeeds in his/her teaching.

Similarly, Poudel (1978), in his dissertation asserts that effective teaching cannot take place without effective use of teaching materials. It is obvious that productive learning and teaching could be held with the help of teaching aids which assist a teacher and students to bring changes in the learning and teaching scenario. We know the value and importance of materials in teaching writing but we lack our potentials. So our result is always bad. Using materials really enhances the proficiency level of the students in writing and speaking. So we should continue using the contextual and appropriate materials according to the content.

Likewise, Karki (2012) has carried out a research entitled *Teachers' Perceptions and Practices on Strategies of Teaching Writing*. The main purpose of her thesis is to find out how and what kind of strategies do the teachers use in teaching writing. She concludes that parallel writing helps to promote students' writing habit in the initial phase so that it can be progressed with guided and free writing.

Neupane (2007) has carried out a study entitled *Strategies for Teaching Writing*. The main purpose of this thesis was to find out the strategies that could be followed in teaching and writing to make the writing class effective. He has tried to

diagnose the problems faced by the teachers in teaching writing and the ways to make ELT writing class more effective.

Although a number of studies have been carried out on writing skill or the role of materials in teaching writing, my research was about teaching writing through materials. I was not only concerned with effectiveness of materials. I also tried to find out the perceptions and practices of teachers in teaching writing through materials.

Research Gap

There are many books written on the relevance of using teaching materials in the classroom. But no one has ever tried to find out the use of materials in teaching writing which is a major issue. We invest enough time to talk about the importance of teaching materials, but it is only a theoretical side. Talking about the importance of teaching materials is not the complete solution. If we really want to bring newness in the field of teaching, we have to see the physical facilities and challenges to use teaching materials. Many researchers have been carried out on teaching materials. All the research studies dealt with the importance of teaching materials. In my opinion, we need to change the way of using materials towards and we must be familiar with the challenges and availability of teaching materials.

The findings of the above mentioned researches are important. Teaching materials must be used to make a language class. The issue of using materials and their challenges while teaching writing is still unexplored. Through this research, I have tried to fill the gap of those issues which I have mentioned in my research questions.

Conceptual Framework

My conceptual framework is based on the notion that appropriate use of materials in teaching writing brings changes in writing of the learners. I believe if the materials are used as per the subject matter of the text, the outcome would automatically be as good as expected. Teachers are the implementation agent in the classroom. So they need to be interested in using materials in their writing classes. Obviously, students would be interested in reading and writing if materials are used materials in teaching writing classes.

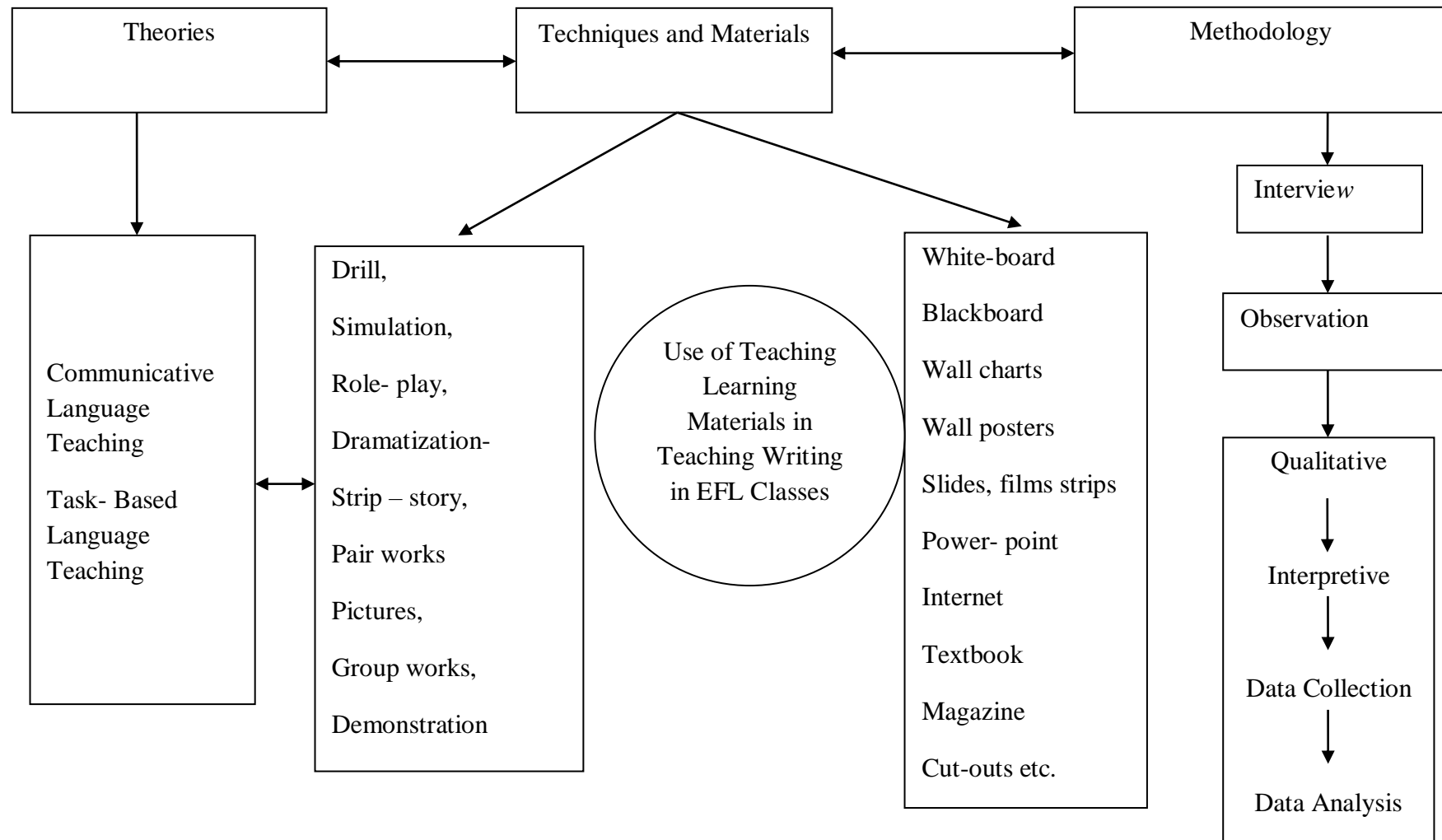


Table No. 2 Conceptual Framework

Chapter Summary

This chapter reviewed the relevant literature on teaching writing, materials and their effectiveness in writing classes. The first section introduced thematic review on teaching writing with the stages of writings, techniques of writing, importance of materials, types of materials and the pedagogical role of materials in teaching writing. The second section discussed theoretical review, study of previous researches, research gap and conceptual framework. This chapter covered different views about teaching writing through materials and their importance in writing classes.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains discussion of the methodological approaches and research design employed to examine the research questions set out in chapter I. It also contains my ontological, epistemological and axiological assumptions and interprets the actual situation of teaching writing in Nepal. An overview of the research design followed by an outline of key methods employed namely interview and observation. The subsequent section deals with data collection process followed by analysis and brief account of the research participants as well as quality standards and ethical considerations.

Interpretive Research Paradigm

Richards (2003) states that the fundamental tenet of this position is that reality is socially constructed, so the focus of the research should be on an understanding of this construction and the multiple perspectives it implies (p.38). so, interpretive paradigm is concerned primarily with generating context based understanding of peoples' thoughts, beliefs and values. This paradigm can be used to study human behaviors too. I have chosen this paradigm for my research problem because in my view every person is unique and has different perception and views on any subject matter. As every individual is unique and generalization is possible to some extent and the way of interpreting the meaning of the subject matter differs from person to person, there is no need to think about something same as the others' do or on the basis of others' perception. Another reason for choosing this paradigm is everyone

can create own knowledge on the subject matter. Everything may have multiple meanings which can be different from person to person.

So, in my view in use of materials in teaching writing classes there is need of interaction as well, because knowledge is something which can be constructed by interaction. I chose this paradigm because of its focus on student centeredness and on meaning, appropriateness of the contexts, skills integration and use of authentic materials in order to reach the goal of teaching writing creatively. As interpretive research paradigm aims to generate reflective understanding, it is obvious that it can help me to see the practices of using materials in teaching writing. As my study sought the use of materials in teaching writing in EFL classes, I used interview and classroom observation which are primary data collection tools in which I involved myself with my participants. Thus, I chose this paradigm for my research

Philosophical Considerations

Every research is guided by philosophical assumptions. It gives a researcher a standpoint to address a wide variety of problems such as those connected with existence, knowledge, values, reason, mind and language. The whole research was designed on the basis of the theory of reality, theory of knowledge and theory of value as illustrated below.

Epistemology

Epistemology refers to the theory of knowledge which may differ from person to person and generating knowledge is the nature of everyone. Richards (2003) states that actors are individuals with biographies, acting in particular circumstances at particular time and constructing meanings from events and interactions (p.38). Therefore through interactions they can produce knowledge themselves. Moreover, I brought my own subjective experiences to the research and tried to develop an

understanding of whole. Knowledge is something which can be created through interaction. So I engaged my students and colleagues in interaction through which I could get knowledge about the research problem. There are multiple realities shaped by multiple contexts. So that I felt that interpretive paradigm also believes that knowledge is constructed based not only on observable phenomenon but also on subjective beliefs, values, reasons, and understanding which can be influenced by their environment. Wills (2007) believes that human beings are influenced by their subjective perception of their environment and their subjective knowledge (p. 6). Basically while doing research I concerned to understand knowledge and meaning of interpretation.

Ontology

Ontology is theory of reality. Reality is not constant; it differs from person to person. Reality for me may not be the reality for others. Reality can be subjective or objective. Likewise in teaching writing also there can be different views of teachers regarding their practices of using materials. Actually I believe in freedom, independence, constructed knowledge and making or finding contextual meaning. There may have different experiences and perception regarding using materials in teaching writing it might be because of multiple realities. In teaching writing using materials need to interpreted and perceive the things differently by observing their practices. Barbour (2008) advocates “ontology refers to our views as to what constitutes the social world and how we can go about studying it” (p. 20).

Multiple realities are shaped by social, political, economic, cultural, and ethnic and gender values. The reasons for using materials in teaching writing might have influenced by such values. As I believe there is not singular reality, I observed and interviewed to find out their practices of using materials in teaching writing classes.

Axiology

Axiology is the science of how humans value and make judgment. To value is to think, to assign meaning and determine the riches of properties. These concepts are usually considered highly subjective and, therefore, have meaning and understanding only to individual who holds those values. In our daily life we can find such people who take other's ideas as granted and never try to construct the knowledge themselves. What I think is knowledge is not received or transferred rather it is constructed. As axiology means the study of value which studies how people think and determine the value of different things. My research was highly affected by individual practices and realization of the things. I did not force the participants to receive the knowledge created by others or shaped by me. I explored the knowledge myself and created my own value. I also encouraged them to create their own values and explore the knowledge themselves. Truth is always changeable so that during my research participants' practices were also explored. I provided to my participants equal opportunity and the information gathered from interview.

Qualitative Approach

Qualitative research approach is a way of going out the information following the qualitative phenomenon which implies that the data collected in the research are analyzed and interpreted explanatorily rather than numerically. Qualitative research involves the use of such devices as interviews, documents, and participant observations to understand and explain the social phenomenon. Qualitative research can be found in many disciplines and fields with a variety of approaches, methods and techniques.

Creswell (2007) observes

Qualitative research methodology is one in which the inquiry makes knowledge claims based primarily on constructivist perspectives (i.e. the multiple meanings of individual experiences meanings socially and historically constructed, with an intent of developing theory or pattern) or participatory approach (i.e. political issue –oriented or both). It also uses strategies of inquiry such as narratives, phenomenology, ethnographies, and grounded theory studies, or case studies. The researcher collects open-ended merging data with the primary intent of developing them from the data (p. 18).

Qualitative research is concerned with subjective assessment of attitudes, opinions and behaviors. Research in such situations is a function of researcher's insights and impressions. My impressions and insights were guided by multiple realities and my knowledge was constructed through interactions with the participants by means of in-depth interview and observation. Those who steal a look into the world with qualitative eyes, agree with multiple realities in very different ways with different principles and they interpret the world depending on their lifestyle and backgrounds. It gives importance to the subjective experience of an individual in the creation of social world, and then the search for understanding focuses on different issues and approaches.

Barbour (2008) states, "Qualitative methods can allow us to access these 'embedded' processes by focusing on the context of people's everyday lives, where such decisions are made and enacted, rather than simply looking at patient characteristics or the content of consultations" (p. 13). Qualitative research is important in the behavior and everyday lives. The qualitative research method was

applied to view and analyze the everyday lives of teachers, their teaching behavior and the way they prepare and use teaching learning materials.

Regarding qualitative research, Richards (2003) asserts

- a) Qualitative research studies human actors in natural settings, in the context of their ordinary, everyday life.
- b) It seeks to understand the meanings and significance of these actions from the perspectives of those involved.
- c) It usually focuses on a small number of individuals, groups or settings.
- d) It employs the range of methods in order to establish different perspectives on the relevant issues.
- e) It always qualifies the data and findings.

Qualitative research is soft, exploratory, and concerned with facts. It is a person- centered enterprise and therefore particularly appropriate to our work in the field of language teaching. Qualitative approaches allow room to be innovative. Qualitative research inquirer employs broad explanation. Qualitative research takes place in the natural setting. The observer often goes to the site of the participants to conduct the research. This enables the researcher to develop detail about the individual or place.

Thus; qualitative researchers seek to understand the context and gathering information personally. They also make an interpretation of what they find. The interpretation is shaped by the researcher's own experiences and background. Qualitative researchers tend to use open- ended questions so that participants can express their views. The process of qualitative research is largely inductive, with the inquirer generating knowledge from the data collected in the field.

Following the views of the scholars above, I carried out the data collection process, used data collection tools and did data analysis and interpretation under the framework of qualitative research method. As Richards (2003) says that qualitative research is transformative potential of the researcher which is person- centered enterprises and therefore, particularly appropriate to our work in the field of language teaching. My research was focused on teaching writing through materials, I was guided with the qualitative approach.

Since the qualitative research explains behaviors, perspectives and activities of people in natural setting, objectives and meanings and finding of the research are generated and interpreted on the basis of the activities performed by them in the real field. To find out the multiple realities of understanding, opportunities and practices of the teachers about teaching learning materials in teaching writing, I decided to apply the interpretative paradigm for the entire study. The interpretive paradigm shaped how I saw the world of teaching learning activities of the teachers, acted in it, analyzed, studied, understood and made sense interpreting the findings as Denzin and Lincoln (2005) say “All research is interpretive; it is guided by the researcher’s set of beliefs and feelings about the world how it should be understood and studied” (p. 22). Moreover each interpretive paradigm makes particular demands on the researcher, including the questions the researcher asks and interpretation he or she brings to them.

Similarly, Cohen et al. (2007) states, “The central endeavor in the context of the interpretive paradigm is to understand the subjective world of human experience” (p. 21). In addition, interpretive paradigm focused for the meaningful action which to be able to ascertain the intention of actors to share their experiences

So far as my research concerned, I choose the interpretive paradigm to understand multiple realities about the materials preparation and their use in teaching

writing in secondary level by the teachers, their opportunities, understandings and experiences through the meaningful action. Moreover, qualitative research is interpretive in its nature as a result, I developed the finding through the data including sets of meanings and purposes of research participants which yield the understanding of them, their perceptions and intended meanings through the interpretation of their action. Understanding the teaching realities of teachers preparing and using materials in teaching writing in this research is achieved through contextual description where observation worked well. I had aimed understanding the phenomenon through meanings which was influenced by the teaching context of the teachers using materials in teaching writing.

Research Design

Research design is an overall plan, procedure for the whole study which includes data collection, data analysis and interpretation. Through research design, a researcher sets out answer to the research questions. Research design is guided by the purpose of research which selects methodology. It is preparation of the design or the conceptual framework of a research.

According to Kumar (2007), “A research design is procedural plan that adopted by the researcher to deliver the fact” (p. 84). It indicates that the research design is a procedure or plan of a researcher to accomplish to investigate the finding which is valid, objective, and accurate and finishes in an intended time and budgets.

Similarly, Cohen et al. (2000) opine, “Research design and strategy provides the researcher with answer to specific research questions having a clean plan of action if the research is to have momentum and purpose” (p. 81). The work without plan is just like a boat without a sailor. Research is a path to find the destination. The destination of researcher is to find the hidden fact. To investigate the factual things

which a researcher supposed to do; they must have a good guideline. So in relation to this research study, I pictured out different aspects of the study from the research process concerning collecting, sampling and analyzing data.

Selection of Research Site and Participants

Sampling is a process of selecting a group of people for bringing our relevant information. For carrying out a research, we need certain population as Kumar (2009) claimed that it saves time as well as financial and human resources, therefore, it is very important to collect relevant information for any kind of research. There are different sorts of sampling among them I have chosen purposive sampling to select my research participants as my research study is guided by qualitative research. As per the requirement of my research, I interviewed seven secondary level teachers teaching English in the community schools of Lubhoo and Lamatar VDCs. Out of seven participants, five were males and two females. All the interviewed teachers had long experience of teaching and were qualified. To keep the privacy of the participants, I have used the short of the 'R' as a symbolic representation of my research participants. Their brief profiles are presented as follows:

1. R1 was a 28 year-old male teacher teaching in lower secondary and secondary level at a community school in Lubhoo. He had seven years' teaching experience. His qualification was Masters in ELT.
2. R2 was also a 27 year-old male teacher teaching at secondary level and in +2 in community school of Lubhoo. He had also seven years' teaching experience. He had done MA in English.
3. R3 was a young guy of 25 years old. He had taught in a private school. Now he was associated with Teach for Nepal an organization, and a secondary level

volunteer teacher of one of the community schools of Lubhoo VDC. He did M. Ed. in English. He had five years' experience in teaching.

4. R4 was a female teacher of 24. She was also a volunteer teacher of Teach for Nepal. She loved teaching. So she became a teacher through the organization.
5. R5 was a male teacher of 33. He had eight years' experience in teaching. He had completed MA and M. Ed. He taught both secondary and Lower Secondary level.
6. R6 was a male teacher of 40. He had 15 years' experience in teaching. He had completed M. Ed. He taught in both secondary and +2 levels.
7. R7 was a female teacher of 30. She had seven years' experience in teaching Lower Secondary and secondary level. She had done MA in English.

Data Sources

To make my research output effective and to get the main problem and solution of the problem following data sources would be prominent.

Primary Sources

Primary source of data is based on original data sources. The primary sources of data consist of mainly observation and interview recordings as well as transcripts.

Data Collection Techniques

Different techniques can be used to generate data. The techniques depend on the nature of research. In my research, I used two tools: observation and interview.

Observation

Observation is a kind of tool which is used to collect data in research or for other purposes. Basically, in research it is used to bring data to analyze and interpret as it is seen in the real field. It is a physical environment, social interaction, and physical activities, on verbal communication with planned form. Good and Hatt (1989, as quoted in Myneni 2001) say, "Science begins with observation and must

ultimately return to observation for its final validation” (p. 147). The concise Oxford Dictionary defined observation as ‘accurate watching, noting of phenomenon as they occur in nature with regard to cause and effect mutual relationship’. Observation can be defined as the systematic viewing with the consideration of the seen phenomenon. Observation is based on seen facts. So, observation can be an authentic tool for data collection. Observation implies watching, listening, and reading.

According to Young (1986) observation is defined as systematic viewing coupled with consideration of seeing phenomenon. Thus as Raj (2005) says “observation is a method under which data from the field is collected with the help of observation by the observer or by personally going to field” (p. 242). Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. In regard to observation in my study, I supported the views of the scholars above to get the live data from live situations systematically and selectively to make my research a truthful and valid based on my research participants and site. I used observation as a technique of data collection. I collected data using observation as a tool (Appendix: I). After interviewing my participants and observing taught class of teachers, the classroom practices of preparing and using teaching materials for writing classes began I went to the schools and observed the classes to collect information. After interviewing my respondents, I observed their classes three times. The constructive feedbacks arouse the teachers to prepare and use teaching materials in English Language classes were given to the teachers.

When observing I went the blank sheet of paper and noted down whatever I had seen in the classroom. I applied participants’ observation as a tool for data collection because of the purpose of my research also was to find out the practices of using materials by the teachers in teaching writing classes. I observed their three

different writing classes to see the activities and materials they used in their classroom. In my first classroom observation, I found that some of the participants were conscious about materials and found they were using materials in teaching writing classes. In the second class observation, I found changes where almost all the teachers were using materials little – little. In my third observation, they used materials accordingly and as per the subject matter required. Then I stopped classroom observation. I also compared the information obtained from the interview with the classroom observation to find out the practices of my research participants.

Interview

Interview is a two way interaction between participants and the interviewer. In research, it plays a role to know about the issue related with the research questions. Raj (2005) says, “In interview method the interviewer himself approaches the respondent puts questions to him and himself records the replies” (p. 211). I myself went to the field and conducted the in depth interviews to get more information about the problem. Later I interviewed teachers again to find out solutions. The procedure adopted by Tuckham, (1972, as quoted in Cohen et al, 2000) was followed in the interview process in which the interviewer briefed the respondents and feels easy to them. I did not try to impose my biases, opinions, curiosity and flexibility.

Interviewing is an art governed by certain scientific principles. Every effort should be made to create friendly atmosphere of trust and confidence so that respondents feel easy while taking interview. To get more information in depth, I used interview as a technique to collect data. I interviewed my participants asking questions and I interviewed them three times. To collect information through interview, I used unstructured interview schedule (See appendix: I) which made the interview systematic and I recorded the entire interview of my participants.

Data Collection Procedure

As per the nature of my study, I used two tools, i.e. interview and observation, to collect the primary data. At first, I identified seven government schools of Lubhoo and Lamatar VDCs of Lalitpur district. Then I phoned the participants before I went to meet them and I visited the selected schools. I talked with my participants about my interview and observation with them regarding my research study. I talked with them about the problem they had so that they could feel comfortable with me giving their valuable time. I fixed the time and date for the observation and interview.

As per the research study, to see the practices and uses of materials in teaching writing, I observed their classes and interviewed related to the main research questions. First, I observed all the participants' classes without raising any questions but marked in the checklist what they did or did not do. Then, I came home and analyzed the checklist according to their names, classroom practices and performances.

In my second round first I observed the classes and interviewed them. At first I asked them the following questions: In your perception, what is teaching material?/ How often do you use teaching materials while teaching writing?/ What kind of materials do you use in writing classes?/ What are the strengths of using materials in writing class?/ What are the issues and challenges in teaching writing in EFL classes?/ How do materials help in teaching writing? etc. Then, I went to observe their teaching.

I transcribed the recorded interview with the support of my record which I had recorded and tried to investigate the facts, causes and reasons behind the dissimilarities between what they said and what they did. In my second visit, I asked them questions so that they could explore the problem and compulsion regarding

teaching writing. I noticed that some of the participants used materials to teach writing, and they were positive about the materials to use regularly. But others shared, during the interview that use of materials was very important but they could hardly use them because of some problems. To explore the reality, I prepared for the third visit with interview and observation.

In my third visit, I prepared a new questionnaire. I decided to interview them after observing their classes. As I observed their classes, I found my participants were using outlines and pictures as materials to teach writing and the classroom was interactive. I was really pleased and thanked them. When I interviewed them the reality came out. I asked them why they could not use materials regularly, what the problems were behind them, how they could bring changes in writing through materials, how they would overcome all the problems etc. After that I stopped taking interview because I had enough information needed for my research study.

I collected all the raw data, coded them as R1, R2, R3, R4, R5, R6 and R7 and recoded the responses. I selected the seven teachers on the basis of their experiences and qualification. As Cohen et. al. (2007) believe, “Qualitative data often focus on smaller numbers of people...yet the data tend to be detailed and rich” (p. 461). This information guided me to make questions for the interview. I used open ended questions which were intended to elicit their understanding, views and experiences. For this, I conducted face to face interviews with the participants and recorded the interview as well as recorded information using checklist. I used audio- taped for the interview and gave them back to the participants to make corrections if needed. I assured them I would not show their opinions and ideas to others. Later, I triangulated the data collected from observations and interviews. Finally, I presented my findings and conclusions from the research.

Data Analysis

According to Ingle and Gephart (1969), “Analysis refers to those techniques that researcher examines the data to reach a decision about what was observed and interviewed” (pp. 165-166). Data analysis is a systematic process of dividing the data into different parts which must be meaningful. It helps to segment the different parts of data. It helps the researchers to convey detail and deep information within small number of participants at the same time they have to organize and interpret the gathered data.

Data analysis is the act of transforming data with the aim of extracting useful information. After the collection of raw data from the respondents, I compiled and grouped them according to the nature of the information. The information collected through different tools and procedures were compiled differently.

For data analysis, I used the words or actions of the research participants which were captured through interviews and observation. I proceeded it systematically and rigorously and focused on responding to research questions, I transcribed the interview data which I recorded in my recording device. Then I coded my participants like R1, R2 up to R7. I collected the data and thought about those data and categorized them. I reflected upon those views, comments and insights of the research participants and tried to discover the real meaning and got the sense of the information by studying that thoroughly. I prepared the transcription of the interview. Cohen, Mannion and Morison (2007) believe that in qualitative data analysis..is almost inevitably interpretive; hence the data analysis is less a completely accurate representation (p. 469). I arranged the categories in different ways. It provided me with an opportunity for looking perspectives, connection and patterns differently.

Then I connected the interpretation and ideas which were generated through different procedures to my concepts and sought for explanation and understanding.

Finally, I rethought and rewrote to find out whether my research objectives have been met or not. If not I returned to the participants with a summary and conducted a second and third interview. Through this, I checked whether the essence of the first interview has been accurately or fully captured.

Quality Standards

Quality standards represent the nature of each paradigm for judging the quality of research work. It depends on holding the existence of the reality and the role of the researcher. Interpretive paradigm deals with the meaning of the world with different aspects of truth that involves the subjectivity of the researcher. It tries to seek the understanding and meaning of the participants and situations in which the subjectivity of the researcher is also included. Thus, to prove the quality standards of my research, I use the following criteria

Authenticity

Authenticity talks about fairness and beneficence so that the research participants are represented fairly. The views and of the participants are included in the study. I used authenticity criterion to maintain my relationship with the participants. I interviewed and observed the working English teachers' practices in the real field and noted down everything that was happening in the classroom. I made conversation with the participants, and had emotional compassion that arose during the study. There are various viewpoints for measuring authenticity criteria. According to Bryman (2008), ontological authenticity supports members to understand social milieu. As a researcher I and my research participants engaged in the actions for the change and respected each others' expressions. The authenticity of the research was

maintained on the basis of my own personal experiences of teaching learning, interviews and observations in the real classroom.

Trustworthiness

In qualitative research, trustworthiness is an integral factor because it allows the researchers to describe the virtues of qualitative terms outside of parameters. According to Guba & Lincoln (1989) state, “Trustworthiness refers to extent to which different constructions and their underlying value structures are solicited and honored” (pp. 241-3). In other words trustworthy in a research can be deep immersion, prolonged engagement, and member checking and skepticism practice. By trustworthy standard, I can say that the participants can rely on this research to bring change in their writing part. In my research, I put the real things that had happened in real life situation and tried to give evidences for all realities.

Ethical Considerations

When we start writing the research, it is important to establish boundaries about what can and cannot be written. Ethical consideration is important in concluding research because the research is carried out in the real world circumstances, and involves close and open communication among the people involved, the researchers must pay close attention to the ethical consideration in the conduct of their work. As Richard (1996) states, “A researcher believes the relevant persons, committers and authorities have been consulted, and that the principles guiding the work are accepted in advance by all.” Likewise Mc Niff (1992) says, “Don’t reveal the real name of the people or place unless you have specific permission to do so, don’t give participants fictitious names, those names may belong to other people somewhere.” This statement made me always conscious about the

ethical issues. When I came across some ethical dilemmas, I consulted my research guide.

In addition, my participants were fully assured that no harm in any way would come to them due to their participation in this research. All participants were assigned a code name like R1, R2....up to R7 to ensure their identities remained confidential. They were assured that no identifying information would be included in the study. Furthermore, all participants were also assured that the information they provided would be used to fulfill the objectives of research only. During the entire research, I also took under consideration their sensitivity in regards to age, ethnicity, gender, culture, religion, and language as well as socioeconomic status. I also made sincere efforts to honestly interpret and report my findings.

Chapter Summary

In this chapter, I discussed my philosophical standpoint and assumptions on which I stood and saw the world of knowledge on my topic. This chapter outlined the research design and described the research procedures used in detail. The interpretive paradigm was adopted in an attempt to explore the actual understanding and practice and the meaning by interpreting the understanding, values, experiences, opinions and behaviors of my participants.

CHAPTER IV

PREPARATION OF MATERIALS FOR TEACHING WRITING

This chapter deals with the teachers' prepared materials. It is divided into three subheadings namely; types of using materials, use of materials in writing classes and problems of preparing materials. The themes of data are made on the basis of what has been found in observations and interviews. Together with this, I make description of data, my analysis and discussion of data on the basis of classroom observations obtained by the researcher in the real field.

Data Analysis and Discussion

Before interviewing the participants of my research study, I observed the classes of each participant accordingly and later interviewed them. At first I observed seven participants' teaching writing classes before interviewed them. On the other hand in my study, I wanted to ensure proportional representation of the participants so I had chosen males and females, novice and experienced teachers and permanent and temporary teachers. I recorded their interviews. Most of the teachers were found comfortable to be interviewed in English medium. I visited each teacher's classes three times and interviewed them time and again. I recorded each and every response of the respondents. Then, I interpreted and analyzed the interview data under four themes with my analysis and the discussion from the responses.

Habit of Preparing and Using Materials

I was focused on to explore how frequent and habituated the teachers were in preparing and using materials in teaching writing classes. The responses of the participants depicted that they did not use materials regularly. Some of them tried to use the materials regularly, but many of them used occasionally as per their interest and comfortability. All the respondents had a same view on the preparation and using materials.

R1 said, "I use materials mostly. Teacher- made materials are used frequently but they are not prepared regularly." Though he knew that without teaching learning materials, teaching was incomplete, he could not prepare materials everyday according to the objectives of teaching and lesson because of more teaching classes and time management.

The opinion of the R2 was: "I use locally available materials and teacher made materials as per the need and on the basis of the lesson but not frequently. Teacher made materials are those prepared by the teacher himself/ herself such as charts, posters, flash cards, pocket board, collected relia, etc.....Locally available materials are easy to gather and help students." He said that he was interested in using materials but he could not use them regularly because of the load of classes and other administrative work.

R3, R4, R5, R6 and R7 had the same responses. R3 said, "I do not use materials in the class regularly, but most of the time I use materials, and they are teacher made materials. They are charts, pocket board, flash cards, hanging cards, etc. Sometimes, I use materials bought from the market or made by the students." R4 stated, "Most probably, I use materials once a week. I, especially, have been using teacher made materials." Similarly R5 replied, "I prepare and use materials once a

week. I mostly use teacher made materials according to the content.” Likewise R6 and R7 said that they used materials not regularly but occasionally. They prepared the materials themselves when they become free from the work.

My Analysis

The teachers were found to have positive attitudes towards preparing and using materials in the classroom. All the respondents revealed that they did not prepare and use materials regularly and the materials they had been using were teacher made and printed. R1 and R2 had the same view of preparing and using materials as they could hardly prepare materials because of the official load and classes. R3 had the same opinion but he used materials most of the time although they were not regular. R1 said he used materials according to the need and on the basis of the lesson. R4 and R5 opined using and preparing materials had a great role in teaching writing but it was really difficult for them to manage time. Similarly R6 and R7 opined that they could hardly prepare and manage time for the preparation of the materials. It can be construed that the teachers do not prepare and use of materials regularly. Their teaching is mostly based on the textbook because of many reasons like overload of classes, extra burden of official work, etc.

Discussion of the Findings

According to the respondents, all most all the respondents hardly prepared and used materials for their classes. They mentioned that they were aware of using materials but they could not manage time and bring the materials to the classroom. Regarding advantages of teaching writing, Harmer (2006) states that materials allow students to have exposure with different parts of learning mechanisms, apart from textbook only. The respondents seemed to have agreed Harmer but only the problem they had that they could not manage time because of more classes they should teach a

day and other school administrative work. Despite the problems they were using prepared and bought materials during the teaching writing classes.

Types of Materials

Materials are useful for developing the skills of the learners in writing. A teacher can bring pictures, some important news, real objects and materials for their classroom teaching. In order to bring changes in the students' writing, a teacher can use the above mentioned materials. Moreover, when a teacher enters his/her classroom, they must bring something with them in their hand that supports them to deliver their lesson meaningfully.

On the basis of the responses, I came to know that my respondents knew materials were very important part of teaching learning activities which assisted the teacher and students to learn better and teach meaningfully. They said a material could be anything but it would support to deliver the lesson well.

The issue of types of materials was raised in front of the respondents and they put their understandings and experienced like this. R1 replied:

The object or tool which is used by the teacher to assist him lesson for meaningful outcome is materials. Teaching materials are audio types (cassette players, recorded interviews in mobile phone) and visual types (pictures, posters, videos, chants). I bring teaching material in my class and use to deliver the lesson well. For me, a picture of a paper can also play the vital role to teach the learners and bring good outcomes. So, I use both audio and visual materials in my writing classes.

R2 expressed

The material which we use to teach the learner is the teaching materials. Teaching materials are of two types: audio and visual. Audio materials are

used for listening and visual materials like flash cards, models, pictures and usual materials like board and marker can be used for teaching all the four language skills.

He also expressed the same view as R1 said that materials could be anything but they helped the meaningful outcomes.

R3 has mentioned, "Teaching material is something either written or printed the teacher uses it for effective teaching." R3 further added, teaching materials are basically three types: a) audio (radio, TV) b) video (books, newspapers, charts, handouts) and c) audio-visual (TV, computer). Materials play important role in teaching writing." However he put his opinion differently from R1 and R2 in that he said mostly handouts, flash cards, printed materials and outlines had prominent roles in teaching writing. He also mentioned the materials would help the teachers conduct writing lessons effectively and bring good results as expected.

Likewise, R4 said, "Teaching materials are any kind of materials that support in teaching learning activities." R4 went on to add, they help the teachers to deliver the lesson effectively. She mentioned that there were basically two types of materials: a) audio (radio, cassette player etc), b) visual (TV, computer etc). She further said, in teaching writing, both types of materials would play important roles. In teaching writing, she used the materials like news prints, outlines, skeletons of the clues, magazines etc. They really worked in her writing classes. She said that any object, paper, and event could be the material and to support the teachers to deliver the lesson meaningfully.

R5 defined, "Things which are supportive in the classroom and assist teaching learning activities are teaching materials." They are very necessary for the teachers to teach. He said like other respondents, there are two types of materials: a) audio and b)

visual. In his classes, he brought in practice the both types of materials like magazines, cutouts, cassette players, documentaries, clues etc. which helped him a lot to deliver his lesson meaningfully. He further mentioned that any kind of object could play the important role in teaching writing.

According to R6, said that on materials as “Object that is manmade or real which helps in teaching learning activities is teaching materials”. Materials are three types: a) audio b) visual and c) audio- visual. He added that materials have very important role in teaching writing but in his writing classes he basically used clues, samples of writing, magazines and cassette players etc.

R7 defined materials as “The object which helps to understand the lesson more clearly.” She shares that materials have very important role in teaching. While teaching writing, it has more important than the other time because it encourages the learner to learn with excitement. She mentioned that were basically two types of materials and she used both in her writing classes.

My Analysis

The responses of the respondents show that they have known the types and importance of materials. However, they have different opinions regarding teaching materials. They have the same view that materials are the tools used by the teachers inside their classroom for meaningful outcomes. For R3 and R6, there are three types of materials: a) audio b) visual and c) audio-video. For R1, R2, R4, R5 and R7, there are only two types of materials. All the respondents about the types of materials though R3 and R6 know one more type. Almost all the respondents have the same opinion about the types of materials.

Although the respondents have answered about the types of teaching materials in different ways, they have common understanding on the meaning and their uses.

They mentioned that any object or things could be the material for the teachers to deliver their lesson effectively. Almost all of them said whatever would be a tool for teaching could help a teacher to deliver their lesson meaningfully. Tomlinson (1993) states that teaching materials can be anything but that directly or indirectly supports the teacher in writing classes. If a teacher brings an object in the classroom for teaching that creates interest and arouses the learners' curiosity to learn. That's why teaching materials have great role in teaching writing.

Discussion of the Findings

Tomlinson (1998) states, "Material development refers to anything which is done by writers, teachers, or learners to provide source of language input and exploit those source in the way which maximizes the likelihood of intake." To support the view of Tomlinson, we can say the work done by teachers and educational personalities to supplement the teaching learning activities is material development. Material developers might write textbooks, workbooks, teacher's guide, tell stories, bring magazine cutouts in the classroom, draw pictures, make posters, cut flash cards, type and print, bring realia in the classroom, use real objects in the classroom, sing songs, sing chants and rhymes, etc.

Using Materials in Writing

The use of materials in writing class is very much essential. Uses of materials can bring expected changes in students' writing skills. Now a day, each workshop and seminar stresses that a teacher must use materials in the teaching classroom. It can gradually help learners as well as the teachers to make their lessons easier. I tried to extract the view of the learners about using materials in writing classes. All the respondents shared that teaching materials were important to deliver the lesson meaningfully to meet the objectives.

While exploring the responses on this heading, R1 replied, “Using materials is good to create interest, curiosity and deliver the lesson easily to students as well as teachers inside the classroom.” He added that materials would support to control the classroom and helped the teachers to deliver the subject matter effectively.

The response of R2 was the same as R1. He said, “Teaching materials are important tools to teach the subject matter clearly and students will understand what they have done inside the classroom.” He added that learners feel easy to understand the subject matter; so, teaching materials have a great role to present the content meaningfully.

R3, R4, R5, R6 and R7 have almost the same view about using materials in writing. R3 said, “It is most effective. Learners feel comfortable, motivated and help them, interact with each other, and learn quickly, it is also supportive to me. R4 mentioned, “Materials have important roles. They create learners’ interest, excitement and motivation.” Similarly R5 replied, “Materials are very important. They have great role in writing classes. Without materials, writing will not be effective.” Likewise, R6 explored his view, “What the teacher says orally will not be permanent, but if he/she uses materials it will last long and be effective to deliver lesson by attracting attention of the students.” He mentioned a little different idea about using materials saying if teacher used materials teaching would not only be effective but also learning would be permanent. Similarly R7 mentioned, “Using materials is strength because learners are encouraged to write with great excitement, getting involving in activities and using those materials.”

My Analysis

All respondents had positive views about using materials in writing classes. Everyone had felt that using materials in writing classes. They were aware of the

importance of the use of materials in teaching. They explored that using materials could bring so many changes in learners' writing skills. It motivated them to write, involve in learning activities, created easy learning environment, aroused excitement, and made learning permanent. Using materials in writing classes by themselves was found to be really interesting and exciting and learning permanent. R1 and R2 had almost the same view on using materials in writing were classes. They explained materials were supportive to learning in writing classes. Whereas R3, R4, R5, R6 and R7 explained that using materials in writing classes would create excitement, interest, motivation, and make the learning permanent. In my understanding, teaching materials have great role in teaching learning activities. Moreover, using materials in writing classes help both the learners as well as teachers. It gives more exposure to the learners in the classroom so that they can develop the skills. In writing classes, materials are very much essential to make teaching learning activities effective and permanent.

Discussion of the Findings

Materials are supportive in teaching writing. A teacher can prepare materials himself/ herself according to the subject matter. Tomlinson (1993) states, "Teaching material could be anything but that directly or indirectly supports the teacher in writing classes". Use of materials brings change in students' writing skill as well as creates the atmosphere of interaction between teachers as well as students. It is believed that the teacher prepared materials will enhance the learners' and teachers' capacity of exploring the ideas to deal with the subject matter. Reims (1983) states, "Some approaches of teaching writing have great role to support the participants in their writing." In writing, the facilitator during writing classes only encourages the

participants to respond, rewrite in another form of their own writing, and summarize the story on their own.

Problems of Preparing Materials

It is known to everyone that use of materials in writing has a great role to develop the learner's capacity to explore what they have learnt, heard and seen during and outside of the classroom scenario. However, this study tried to bring out the difficulties faced by the teachers regarding material preparation and give solutions.

Regarding the problems of preparing materials, R1 said, "Sometimes it is a problem to manage time because of having more lessons in a day and shortage of chart papers or news paper and shortage of time." He mentioned that if the burden of classes was lessened and more materials available, a teacher could prepare and deliver the lesson more easily and interestingly. He told me that it would be very hard to manage time to prepare materials in school. He further added that school administration did not pay much attention to those problems.

R2 also opined the same view as R1 expressed. He had many classes to teach in a day and there was scarcity of needed materials for preparation of teaching materials. In a day, he had to take seven periods and there were many copies to check. Sometimes, there was administrative work. If teachers were absent, there would be overload of classes. If he did not have over load of work, he could prepare materials and manage authentic materials to deliver the subject matter meaningfully.

R3 and R4 replied, that there was not any problem of preparing materials for them. They shared that they did not have over load of classes and administrative work during the school hour, so in leisure time also they could prepare materials for their lessons. They mentioned that if there was no burden of more lessons and extra work of administration it would not be a problem for other teachers either. They also

mentioned that an English teacher of school had more responsibilities to perform. Because of them, the teachers failed to prepare wells for their lessons.

R5, R6 and R7 stated the same view about the preparation of materials. They mentioned, “Time management, non availability of materials and strict administration are the problems on the preparation of materials.” Even in public schools these days, environment seems strict because of some other schools and administrative rules. Teachers are having problems with administration: other respondents shared the problems of materials to bring in the classroom and insufficient time. They put their opinion saying, if they did not have those problems, they could prepare the materials for their lessons easily. Besides, if school administration and SMC members understood the problem of the teachers, these kinds of problems would not come.

My Analysis

The responses of the respondents show that they do not have problems in preparing and collecting the materials regarding the practices of my participants R1 and R2 revealed that they had problem of more classes, lack of time to prepare materials and insufficient time to get opportunity to prepare materials. They did not have problems of their own to prepare the materials. If they were supported by the authority, they could do their best in their classroom. R3 and R4 had no problem of time management, availability of materials as well as burden of classes. They could easily manage time for the preparation of materials. They replied me that there was no problem for them to prepare materials and use them.

On the other hand, R5, R6 and R7 stated the same kind of problem which was very much close to the responses of R1 and R2. They also mentioned the problem of managing time, availability of materials, strict rules and regulations of school administration. For them, they wouldn't have any problem to prepare materials but

they were deprived of sufficient time as well as scarcity of materials in school. It shows if the teachers had enough time, availability of materials and co-operation from the school administration, they would not have problem in preparing the materials, as R3 and R4 stated.

Discussion of the Findings

The facilitator uses different techniques in teaching writing which make the learners motivated and creative. To prepare materials for writing classes, a teacher can use some techniques as the subject matter demands. On the other hand, the respondents said that the problems of preparing materials could be solved only when teacher became active and ready to bring materials for the particular subject matter to teach in the classroom. Moreover, in the classroom, the use of materials and their types can be sustained through the communicative approach where teachers as well as students participate for the preparation of materials on their own.

Chapter Summary

In this chapter, I have discussed, analyzed, interpreted and discussed the data through the participant's perspective and brought the real problems faced by the participants. I have made discussion on 'Preparation of materials' including its sub topics like types of materials, using materials in writing and problems of preparing materials. All the information given by the as the participants I have been noted down and highlighted properly. In doing so, I have tried to respect their views.

CHAPTER V

DELIVERY OF SELF PREPARED MATERIALS

In this chapter, I have discussed, analyzed and interpreted the data collected from the respondents through different tools. I have discussed the data under four different themes: frequency of using materials, use of technology in delivery, ways of delivering the content and problems of delivering the materials. The data have been analyzed as per my understanding.

Data Analysis and Discussion

I have presented the thematic analysis and interpretation on the basis of the data. I have included the participants' interviews along with the responses of the participants that I had collected from observation and discussions. I believe it will be authentic views of the teachers and increase the validity of the research. I have analyzed and interpreted the themes, including my analysis.

Frequency of Using Materials

As language teachers we use a variety of teaching materials to deliver the language and engage students in a subject matter taught by the teachers. In the language classroom, a teacher uses materials in different context and situations for their effective lesson. To bring the good outcome of the lesson, teaching materials have great role in writing classes. Moreover, the outcome of the lesson depends on the uses of materials in the subject matter. If the teacher engages his/her student in writing using materials, it brings good result. So, materials have important role to deliver and present the lesson as well as develop the learner's habit to learn through practices. Besides, it seems if a teacher uses materials and engages his students in

writing, he/ she is liked by the students. I have tried to find out how often my participants use materials in the classroom.

R1 replied that “He used materials least, not all the time. He also said if he had time to prepare materials, he would use them.” He shared with me that it was not necessary to use materials to deliver the subject matter all the time, but if we could prepare the materials and use them as per the demand the lesson, it would be effective and the classroom would be interactive. In the writing classes, using materials play a great role to deliver the lesson well. That’s why, though he had no time to prepare the materials, he brought them and used them in the classroom. It shows that he used least materials in his writing classes, but he knew that it supported him a lot in writing.

R2 also revealed the same response as R1 replied. He hardly used materials in his writing classes because of different kinds of work and problem in the preparation of materials. If he had time to manage the materials, he would use them regularly. The response of R1 and R2 were the same in the sense that they both knew the effectiveness of using materials in writing.

R3 and R4 opined the same view about the frequency of using materials in their writing classes. They both used materials regularly in their writing classes and it brought its effect on the outcome of the students’ progresses. So, they knew that the regular use of materials in writing would really help to develop the level of the students’ writing skill.

R5 and R6 replied, “We do not have enough time to prepare the materials. School administration does not give economic and academic support but asks the teacher to buy and do it ourselves.” Besides, sometimes, they used materials but not regularly. They both knew that materials would help to develop the writing skill of the students, but because of problems, they could not use them regularly.

R7 opined, “She used almost all the time but sometimes it will be really difficult for me to manage time to prepare materials.” She mentioned that she had seen improvement in the learner’s writing skill using materials in her classes. That’s why, she favored that materials would play important role to develop the writing skill of the learners’. Further, she mentioned that so many problems would arise if the teacher showed willingness to use materials regularly in the class. If the problems could be solved by the responsible authority, there would not have been any problem with the students and teachers.

My Analysis

The responses of the respondents showed that most of them did not use the materials regularly. They knew it was important and helped the learners and teachers but they couldn’t use them regularly. Each respondent opined that the regular use of materials would really bring the change in learners’ writing skills. They helped the learners to widen the horizon of knowledge and transform it into writing. R1 and R2 shared they used the materials the least in their writing classes. But when they used materials their classes would be interesting and meaningful. As students took active participation and enjoyed a lot. Moreover, they opined if they used them regularly, it really brought changes in students’ writing skill. To support R1 and R2 understanding, R3 and R4 shared their experience that the regular use of materials brought meaningful changes in students’ writing. Other respondents also gave the same opinion that the use of materials had positive effect on developing writing skills.

Discussion of the Findings

Teachers’ prepared materials and their delivery are important to enhance students’ learning. Nunan (1989) states that the communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing

or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. As my topic focuses on use of materials in teaching writing, task-based learning theory is appropriate in the sense that it provides learners many tasks where materials can be used to describe pictures and assign students group works. It can promote the learners' interacting capacity with each other, promote the use of materials in writing and speaking, and develop their habit of working in group.

Use of Technology in Delivery

I tried to explore the understanding of the teachers about the use of the technology in the classroom. Responses of the participants show that a few of them used technology in their classrooms, some of them were not familiar with technology and others were planning to use them after learning to operate them.

R1 and R2 said that they used technological equipment like audio, video and mobile phone as a means of materials regularly and frequently for their effective classes. They most used technological equipment in their writing classes that created interest in learners and made the learners interactive. Moreover the use of technology helped them to deliver the lesson very easily and meaningfully. They added that the use of technology helped them to manage the classroom environment, create interest on learners, produce meaningful noise, and give the learners authentic exposure. With the help of cassette players, videos and documentaries the learners were made familiar the learners with technological devices. Their experience conveyed the message to others that the use of technology has really great importance and effect for the development of students' writing skill.

R3 and R4 said “Use of technology helped not only the learners but also the teachers to collect the new information as well as bring writing activities for classroom practices.” They opined that they also used projectors to let their learners copy from the screen which gave the learners new environment in the classroom. R4 opined her view differently though she used technology in the writing classes. She used technology but she just took it as a support for her writing classes. She would bring some documents downloaded from the internet and some printed materials. She used mobile phones as a means of technology regularly but not other devices because in her classroom, there was no electricity. She used the mobile phone as a cassette player, video and audio device in her classes. The mobile phone worked a lot in her writing classes.

R5 and R7 had the same view on the use of technology in teaching writing. R5 said that he frequently used technological devices like mobile phones and cassette players to search new words from e-dictionary and to bring writing activities in his classroom. Likewise, R7 also used audio devices, videos and mobile phones in her writing classes. She said when she used technological devices, her students interacted a lot and the lesson was interesting. She brought many documents with the help of internet and showed them those in the classroom. Use of technology helped her in different contexts. When she had problem in word meaning, she would search those words in mobile phones and tell the students. Sometimes she brought documentaries in her classroom.

R6 said, “I have never used technological devices in my classes, but I am planning to learn to operate and use them for the effective classroom teaching in coming days.” He said, as government teachers, he had received training for the effective delivery of classroom activities, but he was not informed about the use of

technological devices like mobile phones, internet; etc. he knew that he had to use cassette players for teaching listening and speaking, but they were not available. He expressed that he was eager to use them but due to the lack of idea he was unable to use them in the classroom. That's why, he would use only the textbook, chalk and duster in all his classes. He added that as per the need of time and demand of learners technological devices should be used in teaching. So he was planning to use them in his class in coming days.

My Analysis

Every respondent expressed the same view on the uses of technological devices and their importance in classroom teaching learning activities. R1 and R2 used technology in their writing classes. R3 and R4 used technology for collecting writing activities and developing the listening skill of the learner. Likewise, R5 and R7 also used technology in their writing classes, bringing new information, using mobile phones to search meanings of difficult words. They browsed internet to collect the information. R6 had a problem with the use of technology. He was not familiar with the use of technological devices though he knew their importance. He never used those devices in his classes. He mentioned that the use of technology had really a great importance in teaching writing. Other respondents also opined that technology does not only help the learners but also teachers to collect materials and use them in the classroom. They suggested that teachers should use technological devices in the writing class depending on time and situation so that the classroom activities and outcome would be as per the expectations. Moreover, they said if the government encouraged teachers to use technological devices in the classroom the traditional way of teaching, public school students could compete with private boarding school students.

Discussion of the Findings

From the interactions with the respondents; I came to know that the use of technology helped them to prepare the task. The activities prepared by the teachers helped to develop the habit of interactions between teachers and students. With such practices in the classroom, the teaching learning activities really become meaningful and goal oriented. Most of my respondents were positive towards the use of technology and adopted that approach to engage students' in writing. The activities that engage the children should be used in writing classes.

Ways of Delivering the Content

Regarding the ways of delivering the content R1 and R2 said, they hardly they involved the learners in classroom activities to deliver the content. Due to lack of time, they had to skip the interactive activities and through two way interactions was really good, but sometimes it would not be on the hand of teachers because of other official work.

All other respondents had the same reply on the ways of delivering the content. They said they would engage the students in the classroom activities. R4 mentioned, "To deliver the content he engaged his students because when he engaged them, children would feel comfortable and learn quickly." Other respondents expressed, the lesson would be effective only when the teacher engaged the learners in teaching and learning activities together with himself/ herself.

R7 mentioned, "I engaged my students in delivering the content in the classroom to develop their writing, vocabulary and exposure in the mass". She found that if she engaged her students in delivering the content, they would develop their writing skill, listening skill and more importantly public exposure. It helps the learners cope with time and situation. They also could develop confidence to express

what they learnt and experienced in their life. In her understanding, two way interactions really helped the learners to develop their skills in addition to academic progress.

My Analysis

All my respondents shared they used two way of interaction where they engaged all the participants equally to deliver the subject matter. In the initial phase they were unknown about the way of engaging the students in the interaction. After they practiced in their classes, they found that interactions aroused interest to learn the lesson in a meaningful way. The classroom might be noisy but it would be productive. Sometimes, they were criticized for the noise in the classroom because other teachers were unknown about the learner- centered teaching and thought that they were doing nothing. When they understood its importance, they also started making their classroom interactive.

In my understanding, engaging the students in teaching learning activities really brought changes in their learning style. I had seen during my observation while the teacher was using materials, the learners were motivated and interacted. It fostered them to learn easily and freely. The respondents said it was difficult in the initial stage, but if a teacher practiced it once he/she would think it was the best way to teach. It creates noise in the classroom but the noise alerts the students and teachers. It wards off the passivity of students and learning takes place as per the teachers' expectations. Especially in writing classes, a teacher must involve his/ her students while delivering and presenting the content. If they do it, it will help them understand the content.

Discussion of the Findings

According to Candlin and Murphy (1987) opined, “The central purpose of language learning, and tasks present in the form of a problem-solving that negotiation between knowledge and the learner holds their capacity.” In the preparation and delivery of the materials the task- based approach help the teachers as well as students to develop the skills of preparing and using those prepared materials in classroom practices. Regarding the responses of the respondents, I found the activities with the support of tasks and materials through technology help both the teachers and students to build up their skill. The respondents shared with me that the regular use of the materials helped them to deliver the content well.

Problems of Delivering Materials

When the respondents were asked about the problems they found in delivering materials in their writing classes, they had different responses. Most of them focused there were problems in the delivery of the materials because of the students, the school administration and themselves.

R1 opined, “Having a large number of students, sometimes, create problems in delivering the materials.” In his class, there were nearly 45 students and at the time of delivering content through materials, students who sit back side of the class would not pay any attention and only front bench student would look carefully at what teacher was presenting. He further added the class was large but the materials he brought would sometimes be smaller. The students could not see it properly and they would create noise, and disturb the teacher to present the materials.

R2 expressed, “All the materials are not visible and it makes difficult to make the students understand.” He also pointed the similar problem as R1 had expressed. He felt problem to present the materials because whatever the materials he brought

wouldn't be visible from the back. When the students did not understand him and could not see the materials, they would create noise.

R3 opined, "The number of students and level of the students do not match with the prepared materials resulting in noise so the intended lesson cannot be finished." He said, sometimes, the materials which he prepared in the classroom didn't match with the students. It would create noise and the targeted content would not be completed. He mentioned that in that situation the teacher should be well prepared. If teachers prepared well before the class, they could easily deal with the lesson.

R4 and R5 expressed that they delivered the prepared materials according to the situation. They made plan to deliver the content effectively. In their classes, they hadn't noticed the problem while delivered the materials because as they said before they delivered the content, they did many exercises and prepared materials. During the preparation of materials, they discussed and consulted with friends, peer groups and sometimes asked with the experts. They said when they had preparation before going to the class; there would not be any problem while presenting the lesson through materials.

R6 and R7 opined, "There is no problem in delivering materials because the number of students in a class are about 15- 20. So the teacher can easily handle the situation." Both respondents had the same opinion regarding delivering the materials. Though there was a community school, the number of students was small that they did not face any problem in delivery.

My Analysis

Delivering materials in writing classes has a great importance to develop the skills of the learners. Materials play a vital role to enhance the learners' writing skill,

but when teachers use materials and deliver them in the classroom only he/ she can find problems. These days, materials and their complications have been discussed in many seminars and trainings.

All the respondents said delivering materials was not the big deal, but, sometimes, that created problem because of a large number of students in class. Two of the respondents expressed, they did not have problem in delivering the materials because they had only 15-20 students, and it would be easy to handle the classes. Moreover, if the teacher prepared the materials as per the level and according to the context, there would not be any problem in delivering the materials. In my view, to deliver the materials the number of students is not a problem because if the teacher is well prepared and brings materials the exercises, can be solved easily. The most important part is that we should prepare the materials according to the level of the students, requirement of the exercises, and size of the class. If a teacher considers these issues, there will be no problem in delivering materials.

Discussion of the Findings

The respondents' said they did not have problems in delivering the materials but managing time for preparation. When they could have enough time for the preparation of materials, they would solve the problem themselves. Besides, they said, they would have problems in delivering materials because of the large class. Most of the time, the problem arose due to administration. If the administration manages and gives them enough materials and time for the preparation, other problems like managing students, delivering the prepared materials can be easily solved and the writing classes can be more creative, interactive and effective.

Chapter Summary

In this chapter, I discussed, analyzed and interpreted the data from the participants' perspective. I made discussion on frequency of using prepared materials, use of technology in delivery, way of delivering the content, problems of delivering materials.

CHAPTER VI

OVERCOMING THE CHALLENGES OF PREPARING AND DELIVERING MATERIALS

In this chapter, I discuss, analyze and interpret the data collected from the respondents. I discuss the data collected through the observation and interview under three themes namely, problems in preparing and delivering materials, overcoming the problems and effectiveness of materials in teaching writing.

Data Analysis and Discussion

In the quest of answers to my research questions, I interviewed seven English language teachers teaching at secondary level followed by classroom observations. I recorded their interviews on a tape recorder and interviews were transcribed. Organizing the transcribed data, gave me a clear understanding on the topic. Still, I needed to see the implementation in the real classroom situation. Thus, I observed their classes that helped me find similarities and differences between the information collected from interviews and the information collected from classroom observation. The information collected from the interviews was further examined by observation but I found contradiction on them.

On the basis of the research questions, I thematized the information, which was directly related to the objectives of the study under three different themes, including my analysis and discussion of the responses.

Problems in Preparing and Delivering Materials

On the one hand, effective teaching writing through materials was the concern of the study. On the other hand, the problems faced by the respondents on preparing

and delivering materials had to be discovered. Finding the barriers of materials preparation and their delivery and discovering constructive solutions was a main issue of the research study.

Regarding the problem in preparing and delivering teaching materials, R1 and R2 said, "Because of more classes in a day the large number of students, our materials do not meet our goals." They said that when they got ready to prepare materials, other official works would come to them. Because of that burden they couldn't prepare materials. On the other hand when they brought the prepared materials, the materials wouldn't fit the class because of the large number of students and the poor visibility of the materials from the back of the classroom. When students did not see the materials, they created noise and disturbed the whole class, the lesson would not go as per the plan.

R3 and R4 revealed that preparing materials was not the main issue but R3 had problem in delivering the materials. He stated that it was because of the large number of students and the fact that materials which he prepared didn't match the targeted group. For him, there was not much work so he could easily prepare materials, but sometimes the prepared materials failed to support his subject matter and students would not pay proper attention. On the other hand, R4 did not have any problem in delivering materials because she prepared well before presenting the materials. She prepared the materials consulting with experts, seniors as well as with trainers. Moreover, she prepared the materials as per the size of the class and content. She viewed if teachers had well preparation, activities in the classroom would be conducted according to the plan.

R5, R6 and R7 revealed that there would be problem in time management, availability of materials and strict administration. But for them, if they prepared

materials, there wouldn't have problems on delivering. In their classes, the number of students was just 15-20, and they could easily handle them. They shared with me if they could get time to prepare materials, they could easily do the activities to meet the objectives of the subject.

My Analysis

The most challenging job for the community school teacher is to prepare and deliver those prepared materials in the classroom. Many of the teachers believe that using materials in writing classes really help to develop the skill of the learners and facilitate the teachers. It has been shown that almost all the community school teachers are trained in many ways whether delivering the content or preparing the materials for their writing. They have still problem in the preparation and delivery. All the respondents in my research have shown that they don't have problem to prepare materials. Only the problem is caused by the administration such as burden of classes, availability of insufficient materials, strict schedule, etc.

On the other hand, all respondent said if they had time to prepare materials, they would not have any problem in delivering the materials. In my understanding if the teacher gets time to prepare material, he/ she can deliver matter effectively.

Discussion of the Findings

Teachers' practices on preparing and delivering materials are found similar to the view of Karn (2007), who states "Today the countries around the globe have realized that the instructional materials produced in one country may not be effective in other countries." It is because the countries have become more conscious about their culture and values, and culture differs country to country. He further writes, unlike in the past, different countries are producing the teaching materials (textbooks and other reference materials) on their own and that suit their own context, culture

and values. Adopted language teaching materials are in no way practicable in the context where they are not produced keeping into consideration the local situation.

Overcoming Problems

During the teaching and learning tenure, any teacher faces would face so many problems and obstacles. The problems can be solved only when the teacher become ready to take and any challenge. Teaching is the most important and challenging job because a teacher should be updated with current strategies and techniques in teaching-learning practices and technology. Sometimes, there appear problems either in delivery or in preparation. The main objective of this research was not only to highlight the problems also to draw the ideas to overcome them.

R1 and R2 reveled, “Teacher should be active and utilize the leisure time to prepare materials. If the teacher becomes active and ready to utilize time in any circumstances, he/she can easily overcome the problems of managing time and collecting materials. To solve the problems of insufficient materials in large classes, a teacher should divide his/her students in different groups and assign them work and engage them with those materials in writing class.” They added that the same activities they did in their classes to overcome the problems with materials.

R3 and R4 opined, “To overcome the problems, we would prepare the materials as per the level of the learners and subject matter and find the local materials which do not cost high. Learners themselves learn it because they try to contextualize them with the content and conduct the activities like group works, pair works, whole and discussion. We provide them with materials so that these kinds of activities can easily be handled.” They shared that the problems of preparing and delivering materials could be easily solved if the materials were prepared according to

the level of the students and the subject matter. They also took help of internet and technological devices.

R5, R6 and R7 stated, “To solve the problem of materials we ask our students to prepare the materials according to the content. We can just facilitate them, give time at home for preparation of materials and utilize leisure time in school.” They have put their opinion differently than the other respondents. They shared that they could engage the students also for the preparation of materials where the teacher could facilitate and instruct only. If the teacher could do it, their load would also become lesser and the children enjoy with what they did. Managing time for preparing materials in school hour cannot be possible all the time, but if the teacher engages the students to prepare materials and ask them to deliver the prepared materials according to the content it would develop their exposure.

My Analysis

Every respondent shared the problem that appeared in the preparation of materials and in delivery in the classroom. They all put forward their opinions and gave priority to self- preparation of the materials according to the content. They were ready to take any kind of challenges for the effective classroom. Some of the participants were not well known about the use of technological devices. All respondents shared that the problem could be solved by the teachers easily if administration, principal and teachers themselves helped them.

They shared that there was no problem for them in preparing and delivering the materials. They expressed if the responsible sectors support them, the problem that lies in community schools and before the teachers will be solved. There won't mistrust from the public and other organizations. In my understanding, if the responsible sectors cannot support the teachers and meet their demands problems

arise in each academic year, and the status of community schools always remain the same.

Discussion of the Findings

The problems of teachers are the same as mentioned in the previous themes. The curriculum and the textbooks which the government has mention that a teacher should give more time to prepare his/her lesson, study well to present in front of the classroom. It is also based on the practices held in other countries. In our context, I found many tutors said preparing and delivering materials were hindering by the administration, over load of classes and other official works. While preparing the textbooks and activities the government should seriously study the context of the schools, communities, availability and capacity of teachers.

Responsible sector said that they had prepared very good books. However, sometimes, it became a failure because of the problems found in school such as untrained teachers, unqualified teachers. A teacher has to take at least six or seven classes in a day. How can we expect a good deliver of contents? According to the context we should prepare the textbook and activities where a teacher can meet the estimated objective of a lesson. All the respondents have shared that materials should be prepared according to the context, scenario availability of skilled human resources and materials.

Effectiveness of Materials in Teaching Writing

We all know that if a teacher teaches through lecturing, learning cannot sustain for a long, but if he/ she uses any visual materials during teaching, the learning lasts long. It means that materials really support in teaching writing. We know that a teacher cannot deliver his/her lesson effectively without materials. These days, many

educational institutions and responsible sectors have given more priority teaching through materials where learners can learn in real setting.

In teaching writing, materials have a great role to make what the teacher is going to teach easy. Materials are effective in writing because they help the teacher in teaching and students in learning. They create learning environment in the classroom. In this research study, I tried to explore the effectiveness of materials in writing from the practice of my respondents.

On effectiveness of materials in teaching writing, R1 said, “Materials in writing classes will create interest, control noise, and make it easier to deliver the content in effectively. They enable the learners to learn fast. They create fun whatever the teacher has targeted in the class can easily be met”.

R2 opined, “Materials help the learners to remember the content. Learners understand writing activities easily and perfectly. If I do not use materials, my students find it more difficult to develop writing skill.” He found materials had great importance in teaching writing because what he had displayed and instructed through materials brought changes in students’ writing skill. He stated that materials were really useful and brought effectiveness in his writing classes.

R3 and R4 said, “if we use handouts, outlines and printed to teach writing, students feel comfortable, motivated, they interact with each other and learn quickly. They help tutors too. On the other hand materials visualize a content that helps the memory last long, resulting in good writing form.”

R5 agreed with the opinion given by other respondents and he opined his view “What the teacher says orally will not be permanent but if he/she uses materials it will last long fosters effective delivery of the lesson, controls noise. It makes the concept clear and helps students explore ways to improve writing.”

R6 and R7 support the idea of other respondents and expressed their view supporting with each other. They said, “Materials encourage the learners, give excitement to them and with the support of materials they can develop their writing and increase their level of understanding gradually. They encourage the students to write with excitement using. They help to develop vocabulary, writing skills.”

My Analysis

All the respondents had the idea of effectiveness of using materials in writing classes. They used materials as they could in their writing classes. During delivery of prepared materials, they had both problems and benefits. The problems they faced during the preparation and delivery of the materials were nothing for them because they said they learnt more about the student centered teaching. All the respondents opined that materials have great role to develop the writing skill of the learners. R3 and R4 expressed the use of cutouts, handouts, magazines and posters help to foster the learners’ expressing habit through writing in the classroom. Furthermore using materials in writing classes helped the learners to motivate and create comfortable environment to interact with the teachers as well as brought the understood content in a written form. R1, R2, R6 and R7 expressed that use materials not only helped the learners but also the teachers to present their lesson well.

We can say that materials are very supportive in developing four skills of language particularly writing. Materials are effective tools to develop the writing skill of the learners and help the teachers to deliver his/ her lesson for meaningful outcome. Using materials in writing classes help the weak and shy students to expose and interact with friends and teachers.

Discussion of the Findings

Freeman (2008) mentions that students should be given an opportunity to express their ideas and opinions. Teacher's major responsibility is to establish situations likely to promote the social context. According to Koirala (2005), "The essence of ELT is to give freedom to the students in interpreting and negotiating meaning" (p. 109). If we keep all these things in mind, then giving the priority to local cultures the students belong to will be highly fruitful to develop writing skill of the students in the ELT classroom. The data of my respondents show that the activities were effective when they engaged learners in interaction giving freedom to observe and share ideas with their friends and put them in paper. The use of materials helps the learners negotiate their understanding and translate it into a good piece of writing. Besides, the finding of the respondents match with Freeman asserts to develop the writing atmosphere inside the classroom through the freedom and interaction. Moreover the problems found in the preparation and delivery can be solved. At the moment of doing activities, students can help a teacher to prepare materials and deliver them.

Chapter Summary

In this chapter, I have discussed, analyzed and interpreted the data through the participants' perspectives. I have made discussion on the practice of teachers in preparing and delivering materials and their problems, effectiveness as well as solution to overcome those problems. The ideas which I have received from the participants based on observation and interviews are highlighted. I have ended this chapter with the analysis of those interviewed and observed data, including my analysis.

CHAPTER VII

RESEARCH PROCESS, FINDINGS AND CONCLUSIONS

This chapter reflects the entire research process and presents the respondents' view on the basis of my research questions. I have brought the findings drawn from observation and interview data. Moreover, it discusses, conclusion of my study and its pedagogical implications.

Setting Out for Research

After I joined KU, I had a tough time to manage time for the family, relatives and friends because of the pressure and load of everyday assignments. However, that was really a great time in my life when I got opportunities to interact with my tutors, who supported me much to carry out my research. During the university days, my tutors used to share sweets and bitter experiences. They shared that they had really hard time to finish the research study as they felt bound in certain premises. Their bitter and complex experiences regarding the research study somehow alarmed me to go in to the process so that writing research paper was my great assignment of life. I have selected research topic as per my interest instead of taking it as a task just to finish.

As a student and English teacher, the problems, effectiveness and challenges in writing skills frequently haunted me. The issue related to the effectiveness of using materials in writing classes was an unexplored area. I was interested in digging out how materials could support in writing classes. Many researchers talked about the importance and perception of teachers about materials in writing lessons. As an English teacher, I found the effectiveness of using materials in writing classes through

my experience I was eager to conduct the research on effectiveness of using materials in teaching writing in public schools. I set three research questions, choose interpretive research paradigm and stated ethnography as a method of inquiry. I decided observation and interview as research tools to collect data.

Whenever I went to the field to collect data, I found that most of the participants hardly used materials in teaching writing. They revealed that sometimes they used materials in writing classes which proved very effectiveness rather than in one way preaching without materials. The effect was seen only when they used materials and engaged all the participants in writing classes actively. Teaching writing in language classes sometimes would be really difficult but when I observed the classes of those teachers who used materials in their writing classes they brought great changes and positive effects. Whenever I went to field, I knew realities and effect of materials.

A research undergoes different phases. Every phase has its own complexities, challenges and advantages. Regarding manipulation, formation and collection of data, I was concerned with the challenges that I would have to face the new environment, teachers, students and participants. When I went to the selected schools, I received warm welcome and honor form the school administration and teachers. They inspired me to do my work honestly and helped me understand the reality. They had ideas and long experiences to share. They encouraged me to make my research productive.

The interesting part of my research was that my participants were very excited to answer the interview questions even though I asked them some questions. Though I troubled them visiting time and again, they were quite excited and co-operated me whenever I needed their help. My regular visit strengthened our relationship. So I could talk and share the problems even on their cell phones. At the same time, I

observed the students and their writing which helped me to go deeply to dig out the problems and relate those issues with my findings. Through this research, I got an opportunity to further strengthen my professional career and develop my interest to specify the particular aspect and issue found in the real context. This research let me widen my way of thinking, interpersonal skills, communication skills, power to tackle with the situation. It provided me with a platform to learn new things and relate theoretical understanding to real life practice.

Key Concepts of Research

Language is the means of communication as well as the way to interpret and understand the context, situation, time and world. It is also a means of sharing ideas, emotions, feelings, desires, pains, pleasures, love and hatred to each other. Language is basically segmented into four parts such as listening, speaking, reading and writing. Tyner (1985) says that writing is a voyage of discovery where you can explore new topic and share what you learn with your readers. It is the best way to express the world on your perspective and that enrich the content, format, sentence structure, vocabulary, spellings and words.

Materials are the backbone of teaching and learning activities. They support to enrich the four skills of language of the learners. These days, use of materials in writing classes has grown because it supports both students and teachers in their writing classes and explore the skills of the learners to manipulate their ideas in written form. On the other hand, these days, materials are much talked in seminars, workshops, educational meetings etc. Even in internet, the ways of preparing and delivering materials in the writing class have been uploaded. In writing, materials have a great role to enrich the concept of the children and compose writing. They can brainstorm, exercise, gather and explain their ideas in a beautiful piece of writing.

Materials are the most powerful tools to draw the attention of the learners in the classroom. Moreover they create freshness to learn new ideas and concepts.

On the effectiveness of using materials in writing classes, Doff (1998) says that visual materials can provide the situation which lights up the meaning of the utterance use where aural materials can help teachers to improve their own English and to prepare more effective lessons. Similarly, Wright (1993) asserts that teaching materials help learners to make efficient use of the resources in order to facilitate self discovery.

Likewise, Wills (1996) mentions a wide variety of realia in TBL approach like newspapers, television, and internet. Teaching learning materials are the essential factors in language teaching. They are the inspiring factors to arouse the self encouragement in the learners. Tomlinson (1998) states, materials that are used to make teaching learning activities easy, dynamic, and enjoyable, participatory and effective are teaching learning materials, Burton (1996, as cited in Agrawal, 1997) says that instructional materials are those sensory objects or images which initiate or stimulate and reinforce learning. UNESCO (1986) defines the learning resources used either in the process of instructions or in its production, reproduction, transmission or display and materials are usually consumable.

This research focused on the effectiveness of using materials in writing classes in terms of the preparation and practice of the secondary level English teachers on their students' writing. This research was carried out under the qualitative research paradigm. It employed interpretive research design. I used ethnographic inquiry during and used observations and interviews as data collection tools. The collected data from the participants show that they have understood the value of materials and their positive effect on writing but some of the participants are deprived from the

availability of materials. Some participants were familiar with technological devices and their use in writing classes. They used different devices like mobile phones and documentaries to develop the writing skill of the learners.

Data of this research showed that the participants used materials in teaching writing and to develop the materials in their leisure time. Similarly, it was found that materials developed the skill of the learners not only in writing but also in listening, speaking and reading.

Key Findings

1. Response to the research question one: ‘How do teachers prepare teaching materials for teaching writing in EFL classrooms?’

At most all the secondary level teachers hardly prepare materials for writing classes and only few of them prepared and delivered the materials themselves. Though they prepared the materials, they could not cover the content. It was due to lack of time and resources. On the other hand some of the teachers prepared the materials out of the local raw objects which failed to arouse interest all the time. According to the participants, they faced many problems to prepare materials; however they tried to manage time. They spent their time and money to buy materials but concerned authorities neither paid any attention nor praised their works. The participants said that materials had very important role to develop the writing skill of learners. That’s why they spent their time, money and energy for the sake of students and their future. It is also seen that every participant was eager to prepare the materials and deliver them in the classroom and brought changes in teaching learning activities, but no one was there to understand their problems.

2. Response to the research question two: ‘How do they use the prepared materials in EFL classrooms?’

Regarding the delivery of the prepared materials in EFL classrooms, it was found that some of the participants presented the materials themselves whereas others engaged the students in group and pair works to make their lesson effective. Most of the participants practiced the two way process of interacting where the teacher and students engaged in interaction and delivery of the materials. The data from the observations indicated that they wouldn't have problems in delivery if they could manage materials.

3. Response to the third question: 'How do teachers address the challenges of preparing and delivering the materials for teaching writing in EFL classrooms?'

It was found that the problems could be solved if the teacher was eager to invest time, utilize the leisure time at school and home, become familiar with technological devices, got updated with time, techniques, strategies of teaching learning practices in other countries and their peers. The findings show that all the respondents were not expecting any help from administrator any longer. They started doing their best to present their lessons using materials. The most important evidence that I found during my research was that some teachers were taking computer training for meaningful classroom presentation though they were going to the job. They tried to use technological devices to present the content and make participation of all the students. Moreover, the participants stated that teacher himself/herself should be active, should utilize time, collect and prepare relevant materials and engage the students to prepare the materials based on the content, level of the students and context.

Conclusion

From the finding of the data, I could conclude that all the secondary level English teachers of public schools are in favor of using materials in the writing class.

They hardly use materials in the writing classes because of the work load in school hours. However, whenever they get time, they prepare materials and use them and that has helped them teach writing. Teacher use outlines of writing, samples of writing, pictures, videos, tape recorders, documentaries in teaching writing. This research suggests that materials used by the teachers help in improving writing of the students. On the other hand, the study indicates that use of materials develop and enrich the skill of the learners in thinking, brainstorming, creating, learning new vocabulary items as well as developing their own learning habit.

This study shows that both students and teachers would benefit if the teacher use materials in teaching writing. The use of materials increases the capacity of the teachers to deal with the text and subject matter and presents the lesson in meaningful ways. In addition, the research claims the fact that the use of materials develops exposure of the learners and brings out their best performance in writing. There are some challenges for the teachers to prepare materials and deliver them in a right way. The teacher becomes happy when he/she sees the positive outcome of his effort in students writing.

This research reveals that there are mainly three benefits of materials in writing classes. First, they make the classroom teaching interactive and meaningful. Second, they are the best tools to deal with the text, and to ward off laziness of the students during the class hour. Third, students become more eager to learn and write.

Pedagogical Implications

This study indentified and stated the effectiveness of using materials in writing classes. This chapter presents pedagogical implications of the findings of the study. This research is useful for students, teachers, parents, school administration and other concerned stakeholders. It has raised the problems of preparing, delivering and

presenting materials in writing classes in secondary level. Furthermore, this research has explored the view of teachers to find the problems, preparation of materials, including technical problems, administrative problems, financial problems and the personal problems of the teacher. To address these problems, concern stakeholders can take immediate action.

On the basis of key finding and conclusions, following implications can be derived for the secondary level English teacher for teaching writing:

- a) Regular use of materials brings vast changes in the learners' writing skill.
- b) Preparing materials for writing is difficult for the teacher, but the prepared materials bring great changes in writing habit of students.
- c) Materials in writing classes create interest, arouse curiosity, and bring effectiveness in teaching learning.
- d) Materials themselves teach more the teacher can easily handle even the large class.
- e) Students get encouraged in learning through materials.
- f) Materials help to develop the four skills of language in meaningful ways.
- g) Teaching materials help introvert students to expose themselves in the mass.
- h) Teaching materials support the students to understand the content the teacher has delivered.
- i) Using materials in writing classes provides students with opportunities to share their experiences related to the subject matter.
- j) Various programs like workshops, seminars and group discussions on importance of materials in writing can be effectively conducted in the classroom.

- k) This study is also concerned with the management of the classroom situation. If the classroom is bright with enough space to carry out different drills and activities in the classroom, teaching materials can effectively be used and the learning of English enhanced. The teacher feels comfortable to use materials in a wide and well- equipped and bright classroom.
- l) The trend of preparation, collection and use of materials is not regular through the teachers have a good knowledge about the preparation and use of materials such as charts, posters, pocket boards, flash cards, relia etc. Mostly they use readymade materials in teaching English.
- m) Teachers are trying their best to prepare and use materials in the classrooms even though they have so many problems like time management, overload of classes, non availability of materials, and no seriousness of SMC and school administration.

Chapter Summary

In this chapter, I discussed the summary of the findings of my study. From the findings, I sketched out the conclusions. I also presented the pedagogical implications and key findings that I drew from the beginning to the end of the research.

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APPENDICES

Appendix: 1

Preliminary Research Question;

- a) How do teachers prepare teaching materials for teaching writing in EFL classrooms?
- b) How do they deliver the prepared materials in EFL classrooms?
- c) How do teachers address the challenges of preparing and delivering the materials for teaching writing in EFL classrooms?

Interview Questionnaire

1. In your perception, what is teaching material?
2. How often do you use teaching materials while teaching writing?
3. What kind of materials do you use in writing classes?
4. What are the strengths of using materials in writing class?
5. What are the issues and challenges in teaching writing in EFL classes?
6. How do materials help in teaching writing?
7. How do you prepare materials for the writing class?
8. What are some possible ways to teach writing besides materials?
9. Do you use technology while teaching writing?
10. How can you make sure your students are learning the lesson with the help of materials?
11. How can you find the appropriate materials for your writing classroom?
12. Do you find any differences of using teaching materials in teaching writing now and before?
13. How do you deliver materials in the writing class?
14. What are the challenges so far you have faced while preparing materials? How do you overcome those problems?
15. What are the problems of delivering materials? How do you overcome those problems?

16. Can you think of a class where you have faced problems in preparing materials in teaching writing?

17. How did you overcome those problems?

18. How did you improve the level of writing of your learners with the help of materials?