ROLE OF TEACHING MATERIALS IN SECONDARY LEVEL ENGLISH
LANGUAGE STUDENTS' ENGAGEMENT AND ACHIEVEMENT: A NARRATIVE
INQUIRY

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AN ABSTRACT

of the dissertation *of Surat Kumar Lama* for the Degree of Master in *English Language Education* presented on 4 March 2025, entitled *Role of Teaching Materials in Secondary Level English Language Students' Engagement and Achievement: A Narrative Inquiry.*

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Teaching materials are crucial in English Language Teaching (ELT), bridging theory and practice to enhance student engagement and learning outcomes. This study aims to explore how English language teaching materials are utilized to enhance student engagement and academic achievement in secondary-level classrooms in Nepal. Using a narrative inquiry approach, four experienced English teachers, two male and two female from Kathmandu and Lalitpur districts shared their lived experiences through semi-structured interviews and classroom observations. Their stories revealed how creativity, adaptability, and collaboration are essential in overcoming challenges. Teachers demonstrated resourcefulness by integrating locally available materials, such as newspapers, charts, and multimedia tools, to make lessons more interactive and engaging. Social constructivism theory (Vygotsky, 1978) provided the study's theoretical foundation, emphasizing the importance of scaffolding and collaboration in facilitating effective learning. Technology also played a significant role, with tools like YouTube, smart boards, and audiovisual aids improving comprehension and motivation, while student collaboration fostered peer learning and critical thinking. Despite their innovative strategies, teachers faced systemic barriers, including large class sizes, unreliable infrastructure, limited resources, and time constraints, which often hindered the full implementation of teaching materials. To address these challenges, they prepared alternative resources and developed contingency plans to

ensure lesson continuity. The findings emphasize the need for institutional support through improved infrastructure, professional development, and reduced workloads. Training in differentiated instruction and digital integration can further empower teachers to maximize the potential of teaching materials. By addressing these issues, policymakers and schools can help transform classrooms into dynamic, inclusive, and engaging spaces, ultimately enhancing the quality of English language education in Nepal.

…………………. 4 March 2025

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शोध सार

अंग्रेजी भाषा शिक्षामा स्नातकोत्तर डिग्रीको लागि सुरत कुमार लामाको शोध प्रबन्धको शिर्षक "माध्यमिक तहको अङ्ग्रेजी भाषा शिक्षणमा विद्यार्थीको संलग्नता र उपलब्धिमा शिक्षण सामग्रीको भूमिकाः एक संकथन" २० फागुन २०८१ मा प्रस्तुत गरिएको थियो ।

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खोम प्रसाद घिमिरे
शोध निर्देशक

अंग्रेजी भाषा शिक्षणमा सिद्धान्त र व्यवहारबिचको तादात्म्यता कायम गर्नको साथै विद्यार्थीहरुको संलग्नता र सिकाइको प्रभावकारिता वृद्धि गर्न शिक्षण सामग्रीहरु महत्वपूर्ण छन् । यो अध्ययनले काठमाडौं र ललितपुरका माध्यमिक तहका अंग्रेजी शिक्षकहरूले सीमित स्रोतसाधनको बाबजुद पनि कसरी शिक्षण सामग्रीहरुको रचना गर्दछन्, तयार गर्दछन् र कार्यान्वयन गर्दछन् भन्ने विषयमा अन्वेषण गर्दछ । कथात्मक अनुसन्धान विधि प्रयोग गरी गरिएको यो अनुसन्धानमा चार जना अनुभवी अंग्रेजी शिक्षकहरु (दुई पुरुष र दुई महिला) ले अर्ध संरचित अन्तर्वार्ताको प्रयोगद्वारा आफ्ना जीवन्त अनुभवहरू साटासाट गरेका थिए भने कक्षा अवलोकनमार्फत पनि तथ्यांक संकलन गरिएको थियो । उनीहरुको कथनात्मक वर्णनले चुनौतीहरू पार गर्न सिर्जनशीलता, अनुकूलनता, र सहकार्यको महत्व उजागर गर्दछ । शिक्षकहरूले स्थानीय रूपमा उपलब्ध स्रोतहरू जस्तै अखबार, चार्ट, मल्टिमिडिया उपकरणहरू समावेश गरी पाठहरू अधिक अन्तरक्रियात्मक र सहभागितापूर्ण बनाउने दक्षता देखाएका थिए । सामाजिक संरचनावाद सिद्धान्त ९ख्थनयतकपथ, ज्ञढठड० मा आधारित यो अध्ययनले प्रभावकारी सिकाइको प्रवर्धनमा सहकार्य र 'स्क्याफोल्डिङ' वा सहायक संरचनाको महत्वलाई जोड दिन्छ । युट्व, स्मार्ट बोर्ड, र श्रव्य—दृश्य सामग्रीहरू जस्ता प्रविधिले पनि बुझाइ र प्रेरणालाई सुधार गर्न प्रमुख भूमिका खेलेको पाइएको छ भने विद्यार्थी सहकार्यले सहपाठी सिकाइ र आलोचनात्मक चिन्तनलाई प्रवर्धन गरेको छ । यद्यपि, शिक्षकहरूले नवीन रणनीतिहरू अपनाए तापनि, कक्षाको आकार ठूलो हुने, अविश्वसनीय पूर्वाधार, सीमित स्रोतहरू, तथा समयको अभाव जस्ता प्रणालीगत अवरोधहरूले शिक्षण सामग्रीको प्रभावकारी कार्यान्वयनमा चुनौती उत्पन्न गरेको पाइयो । यी चुनौतीहरू सम्बोधन गर्न, शिक्षकहरूले वैकल्पिक स्रोतहरू तयार गरको थिए तथा पाठको निरन्तरताका लागि सम्भावित योजनाहरू विकास गरेका थिए । अध्ययनको नतिजाले पूर्वाधारमा सुधार, व्यावसायिक विकास, तथा कार्यभार घटाउने जस्ता कार्यमा संस्थागत समर्थनको आवश्यकता औंल्याउँदछन् । त्यसैगरी, विभिद शिक्षण विधिहरू तथा डिजिटल समावेशीकरणमा प्रशिक्षणले शिक्षकहरूलाई शिक्षण सामग्रीको पूर्ण उपयोग गर्न थप सशक्त बनाउन सक्छ । यी सवालहरुलाई सम्बोधन

गरी, नीति निर्माताहरू र विद्यालयहरूले कक्षालाई गतिशील, समावेशी, र आकर्षक सिकाइ स्थलमा रूपान्तरण गर्न सक्छेछन्, जसको फलस्वरुप नेपालमा अंग्रेजी भाषा शिक्षणको गुणस्तर सुधार गर्न मद्दत पुर्‍याउनेछ ।

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सुरत कुमार लामा

उपाधि उम्मेदवार

This dissertation, entitled *Role of Teaching Materials in Secondary Level English Language Students' Engagement and Achievement: A Narrative Inquiry,* was presented by *Surat Kumar lama* on 4 March 2025.

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

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Surat Kumar Lama

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DECLARATION

I hereby declare that this dissertation has not been submitted for candidature for other degrees.

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DEDICATION

This dissertation is wholeheartedly dedicated to my beloved wife and adorable son. I also give my thanks equally to all respected teachers who advocated for my dissertation.

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TABLE OF CONTENTS

ABBREVIATIONS

AI	Artificial Intelligence
B.Ed.	Bachelor of Education
DTELT	Digital Technology in English Language Teaching
EFL	English as a Foreign Language
ELT	English language teaching
ICT	Information and Communication Technology
KUSOED	Kathmandu University School of Education
MoE	Ministry of Education
NCF	National Curriculum Framework
NELTA	Nepal English Language Teacher Association
OU	Open University
RELO	Regional English Language Office
SESP	School Education Sector Plan
SSDP	School Sector Development Plan
TPACK	Technological Pedagogical Content Knowledge
TU	Tribhuvan University
UDL	Universal Design for Learning
ZPD	Zone of Proximal Development

CHAPTER I

INTRODUCTION

This chapter outlines the foundation of the research, beginning with a personal motivation for exploring the role of teaching materials in enhancing student engagement and academic achievement in English language classrooms. It includes the background of the study, the rationale for the study, the problem statement, the purpose of the study, the research questions, the delimitation of the study, and finally, the chapter summary.

My Motivation to Undertake This Research

After completing schooling, I studied 10+2 in Humanities in English at Golbazar, Siraha, Madhesh Province. In this vacant period, I kept acquiring knowledge on how to prepare and use teaching aids, such as flashcards, pocket charts, word cards, and sentence cards, through workshop sessions organised by my tutors. My experiences gave me core skills for developing and implementing teaching materials.

After that, I taught at the primary level in a private institute in Birendra Bazar, Dhanusha District. This is when I realized that while I had an interest in teaching, most classrooms around me were still running the old conventional way of lectures. The teaching materials that I used to teach with were meant to engage students and improve learning outcomes, but were often expensive, required time to prepare, and I was already stretched thin with teaching hours. These lived experiences educated me on the complicated barriers to viable teaching aids in under-resourced settings.

After completing my intermediate, I joined the B.Ed program at a public campus in Siraha district. Though we learned the theory of teaching materials, there was no practical measure taken in class for that, so we could not transfer theory into practice, etc. While working as a lower secondary teacher in the Kathmandu Valley, I encountered challenges from traditional teaching methods and theoretical knowledge of teaching materials. Therefore, I am studying for a master's degree in Kathmandu. My Master of Education in English from the Kathmandu University School of Education provided the opportunity to further develop my curriculum design and materials development skills, allowing me to use the latest in teaching materials to conduct engaging, effective classes. After completing a training program for English

Language Teaching conducted by NELTA, I got major exposure to the practicalities of compiling and using the materials. The tools work to create interactive resources, like flashcards, visual aids, and multimedia, that led to greater student engagement and better class participation. Through hands-on activities and peer discussions, I learned how to design materials according to the different learning styles and to cater to the specific problems encountered in language teaching. Make sure to use your teaching with the tools you have learned and provide examples of how you did in this class as well: I used these methods in my classes by introducing group flash cards activities with audio-visual that ensured students who did not have an interest in learning interacted poorly when I used them with the methods I learned in this class. This emphasized how adequate teaching materials can serve as a disconnect between theory and practice in any class.

Moreover, I participated in another workshop on "Innovative Pedagogical Practices" held by the RELO (Regional English Language Office), focusing on technology fusion in teaching. I learned about the use of interactive videos, online quizzes, and collaborative platforms to make lessons more dynamic and engaging. In addition, a professional development program with the British Council helped me appreciate the necessity of constructing culturally conscious materials catered to the varied needs of Nepalese learners. Wearing many hats and several long-term teaching seminars has given me an indelible backbone for material development and classroom delivery. This led to an improvement in their behaviour and learning outcomes, especially when it came to focusing, participating, and retaining information. These experiences gave me an insight into the potential for teaching materials to shift traditional teaching and make for a more dynamic learning experience.

Background of the Study

Teaching materials are defined as resources or sets of resources that are used to facilitate the learning process in the classroom. It serves as a classroom tool to promote students' learning experience more effectively, an interesting, easier way to do that. It is the only device that makes teaching efficient, easy to teach, easy to understand, and disseminates knowledge. It enables learning and absorption by students, and it has a direct reflection on the five senses, which is why the modifications bring less forgetting and learning becomes more efficient. Examples of teaching materials are charts, graphs, diagrams, tables, cards, flannel boards, bulletins, slides, newspapers, multimedia, and pictures. A Chinese proverb states as

follows: I hear and I forget; I see and I remember; I do and I understand. Tomlinson (2023) argued that teaching materials are powerful stimuli that inspire learning, capturing the attention and efforts of both learner and teacher, and they provide an opportunity for classroom interaction in a related learning experience. That is why it is instrumental to effective instruction of the English language and has monumental effects on both the engagement and learning outcomes of students.

Recent studies show how teaching materials provide interactive and engaging learning environments. For example, Karki (2018) discovered that materials such as visual aids and newspaper clippings proved to be very useful in enhancing students' reading and writing skills. Likewise, Bajrami (2020) noted that teaching materials keep students engaged and promote critical thinking. Nevertheless, the limited use of such materials remains an obstacle, especially in resource-poor contexts like Nepal (Pandey, 2023). This study explored these gaps and the potential of teaching materials to address these gaps and promote learning in secondary-level English classrooms in Nepal. These barriers need to be understood and addressed to improve the quality of English language education, particularly in resource-constrained contexts like Nepal.

Teaching resources are essential in providing interactive and free learning spaces. Related: They make multi-layered and complex problems easier to understand and create an environment where students are better engaged and can learn more effectively. For example, the use of visual aids, multimedia resources, and authentic materials has been found to enhance understanding, critical analysis, and practical language skills. These benefits are significant; however, many trained teachers in places with limited resources like Nepal have difficulty with the reliable uptake of teaching materials into their classroom practice. Such reluctance is often explained by the challenges of large class sizes, inadequate supply of resources, and lack of contextualized training (Dhakal, 2020; Pandey, 2023). Such barriers exist even though the government and private schools invest heavily in training teachers to develop and use the materials. Still, this difference made me curious about the barriers that hinder the effective application of teaching materials, which has inspired me to do more research on this topic. The teaching material can help to make learning relevant, depict or reinforce skills, and create something new and engaging for the class. Their utilization shows important aspects of the learning process, including its essential objectives, challenges, strengths, and positive results.

Previous studies have shown the efficacy of teaching materials in enhancing classroom Aspects and learning outcomes. Although extensive research has been conducted on the types and uses of materials (Widyaastuti et al.,2027), there is much less research that addresses the obstacles teachers face when implementing these tools, especially in resource setting such as Nepal. Barriers like poor accessibility, inadequate training, and limited institutional support are still understudied.

The Impact of English Learning Materials in Nepal

Despite the growth of English language teaching (ELT) in Nepal and increased its significance in education, education practitioners still face many challenges. Government school textbooks contribute to avoiding creative learning due to contextual and resource-strapped types of education systems (Acharya, 2024; Bista, 2011). Despite socio-economic advantages, English proficiency feeds into the so-called "English fever" while magnifying the gap between English and other vernacular languages (Sapkota, 2018; Sharma, 2022). Due to infrastructural and technological constraints, teachers find it hard to integrate supplementary materials (Karki, 2018). Deficiencies in teacher education, disparities in accessibility, and outdated policies add to the obstacles hindering ELT (Poudel, 2020; Shrestha, 2008). These challenges need to be taken into consideration to improve English education in Nepal.

In an educational context, teaching materials constitute a pivotal element for contributing to the efficacy of the learning experience. English language teaching in Nepal faces numerous challenges, particularly in rural and under-resourced contexts. These include limited teaching resources, overcrowded classrooms, and weak language skills among students (Singh, 2024). Breaking down these barriers is key to getting the most out of teaching materials to promote effective and inclusive language learning.

Despite these proven benefits, most teachers, and notably teachers in Nepal, do not make use of teaching materials in their writing classes. Research has noted some challenges that prevent these tools from being used effectively, such as large class sizes, lack of resources, and lack of institutional support (Dhakal, 2022). This points to a systemic issue that would need to be resolved to empower teachers to be able to make great use of teaching materials in improving students' learning outcomes.

The Rationale of the Research

It explored the effectiveness of teaching resources for enabling students to retain knowledge well. Availability of teaching materials has been one important feature of English Language Teaching (ELT), which has been adopted in classrooms starting from the 1920s-1930s. These include research-proven strategies for effective teaching practices and bringing real-world situations into the classroom. This promotes students' active engagement and enables them to obtain new knowledge, in line with the knowledge to be learned in the curricula (Hadi et al., 2022). Moreover, the study underscored the need to include digital educational resources to foster students' digital skills and to improve their learning experiences (Esteve & Gomez, 2023). Furthermore, utilizing authentic resources like movies, images, and other visual materials has promoted active learning and student involvement, allowing policymakers and educators to appreciate complexities and gain broad insights. As language teaching approaches have evolved over the years, so have the teaching materials that accompany them. It also creates a clear plan for learning and helps to remember the new knowledge of the language, which validates motivation and smoothens the process of learning a new language.

In addition to enabling the assessment of students' language skills, they also supported critical thinking and facilitated learning outcomes. The participants were teachers who had used the materials in the course of English language teaching (ELT) systems (Karki, 2018) and it aimed to be a study of teachers' experiences with respect to teaching and learning materials in order to confirm whether those materials are a means of meaningful student engagement and greater learning outcomes. The research uniquely explored integration in the Nepali context, where integration in secondary-level teaching materials had previously received limited attention. In doing so, the study added to the existing knowledge in ELT and explored the effective use of teaching materials for improving learning outcomes in resource-constrained settings.

This study would be particularly beneficial to educational policy makers, syllabus designers, textbook writers, and other stakeholders in the education sector. The research provided practical recommendations for addressing the challenges of teaching materials and, through doing so, brought to light some of the opportunities for improving instructional practices and contributing to meaningful participation in learning. Although extensive research has been conducted on the types and uses of

materials (Widyastuti, 2017), there is much less research that addresses the obstacles teachers face when implementing these tools, especially in resource settings such as Nepal. The study offered practical insights for educators and policymakers by investigating how these developments influence classroom practices and learning experiences. Such coalitions have often been ignored in existing research, thereby leaving a vacuum in the knowledge of how these challenges work alongside wider issues of inadequate infrastructure, limited teaching materials, and how to use them efficiently to achieve the goals of education in Nepal. Moreover, the research emphasized the significance of teaching materials in improving inclusive and a better teaching-learning process while providing guidelines for future ELT innovations specific to the Nepalese context-based education system.

Problem Statement

Teaching materials are essential for effective English language instruction, providing interactive, collaborative, and constructive learning experiences that help students grasp concepts more efficiently. At the secondary level, the curriculum emphasizes the integration of diverse teaching materials to enhance students' language skills—reading, writing, listening, and speaking—while promoting critical thinking, creativity, and real-world application. However, despite these curricular expectations, actual classroom practice in Nepal often reflects a significant gap. The intended use of teaching materials is frequently overshadowed by traditional, teacher-centered approaches, with textbooks serving as the primary resource and little use of supplementary materials.

Although teaching materials can simplify complex ideas and improve student engagement, several challenges hinder their effective use. Limited availability of relevant resources, a shortage of teaching tools, and inadequate teacher training are major obstacles (Adhikari, 2021). Many teachers lack sufficient knowledge of information and communication technology (ICT), and materials often fail to reflect students' diverse linguistic and cultural contexts. Additional challenges include large class sizes, rigid exam-focused curricula, and time constraints, which reduce opportunities for the meaningful integration of teaching materials (Bista, 2011; Poudel, 2020). Teachers face pressure to complete the curriculum rather than prioritize innovative and student-centered teaching practices.

Despite the government's strategic interventions—most notably through the School Sector Development Plan (SSDP) 2016–2023 and the ICT Policy 2015—

which emphasized digital inclusion, teacher professional development, and the creation of digital learning resources, implementation gaps persist. These include weak infrastructure, lack of localized materials, and insufficient capacity building, particularly in public schools and marginalized regions (Ministry of Education, 2016, 2015). The SSDP also acknowledged the digital divide and aimed to reduce inequality through equitable access to ICT tools, but systemic barriers such as unreliable electricity, lack of internet connectivity, and inadequate monitoring mechanisms have undermined its goals.

Furthermore, budget limitations, outdated policies, and insufficient professional development strategies continue to complicate the situation. The slow adoption of modern technology and the absence of contextually relevant teaching resources leave teachers without adequate support. As a result, a persistent gap remains between policy goals and classroom realities. These challenges contribute to declining academic performance, poor comprehension, and low student motivation, ultimately widening the achievement gap and reducing students' engagement (Kadel, 2024).

This gap between curriculum expectations and implementation realities underscores the need to explore how secondary-level English teachers navigate these systemic challenges in preparing, designing, and implementing teaching materials. Identifying the barriers and enablers within the context of Nepal's evolving educational policy framework will provide critical insights into improving alignment between teaching practices and national curricular goals (Gyawali, 2023; Shukurdinovna, 2024). Without such efforts, both teachers and students risk missing valuable opportunities to participate in innovative, equitable, and effective learning environments.

Purpose of the Study

The main purpose of conducting this research is to explore how English language teaching materials are utilized to enhance student engagement and academic achievement in secondary-level classrooms in Nepal. More specifically, this study seeks to uncover the lived experiences of English language teachers in preparing, designing, implementing, and reflecting on the use of teaching materials within their real classroom context.

Research Questions

The research questions formulated for this study were;

a. How do secondary-level English language teachers in Nepal prepare, design, and implement teaching materials to enhance students' engagement and academic achievement?

b. In what ways do the English language teachers narrate their lived experiences on the use of teaching materials, including the challenges and opportunities they encounter in real classroom contexts?

Delimitation of the Study

The delimitation of this study focuses on specific boundaries to narrow the scope and provide a clear framework for research. This study is geographically confined to community schools within Lalitpur and Kathmandu Metropolitan City, Nepal. These areas were selected due to their diverse educational settings, offering a mix of urban resources and challenges. This diversity provides a representative understanding of the issues faced in other urban and semi-urban areas in Nepal. Furthermore, this geographic selection allowed for easier access to participants and the research sites, ensuring efficient data collection.

The study focuses on secondary-level English language teachers who teach Grades 9–12 and have a minimum of ten years of teaching experience. This focus stems from the critical role secondary-level education plays in shaping students' foundational skills for higher education and professional pathways. English, being a compulsory subject at this level, forms the basis for academic and career success in Nepal. Secondary-level classrooms are particularly important as they serve as a bridge between foundational learning in primary education and advanced academic or professional pursuits in higher education. Teachers at this level are uniquely positioned to influence students' language proficiency, particularly in areas like writing, reading, and comprehension. The decision to include teachers with at least ten years of experience was based on their extensive knowledge and practical insights into the challenges and opportunities of teaching materials. Experienced teachers are more likely to provide meaningful narratives about the evolution of teaching practices, their use of teaching materials, and their observations of how these materials impact student engagement and achievement in Grades 9–12.

This study specifically examines the role of teaching materials, as they are fundamental to effective English language instruction. Teaching materials bridge theoretical knowledge and practical application, enabling students to engage with the content more actively and effectively. Despite their significance, teaching materials often face challenges in terms of availability, relevance, and usage, particularly in resource-constrained contexts like Nepal. By focusing exclusively on teaching materials, this research seeks to uncover their unique contributions to student engagement and academic success, while identifying barriers that prevent their optimal utilization. This focused scope excludes other aspects of pedagogy, such as teaching methodologies or assessment techniques, to allow for an in-depth exploration of how teaching materials influence learning outcomes in secondary-level English classrooms.

Chapter Summary

Chapter I provides an overview of the research focus, highlighting the significant role of teaching materials in enhancing student engagement and learning outcomes in English language instruction. The chapter discusses the rationale for the study, addressing the challenges faced by teachers in effectively utilizing teaching materials despite their established benefits. It outlines the problem statement, research questions, purpose, and delimitation of the study, which is confined to secondary-level English teachers in community schools within Kathmandu and Lalitpur Metropolitan City, Nepal. Employing qualitative methods such as interviews and classroom observations, the study aims to explore how teaching materials can be utilized to improve student engagement and academic achievement.

CHAPTER II

LITERATURE REVIEW

This chapter presents the relevant literature on role of teaching materials, engagement and achievement of students in English language. The first part presents thematic review on teaching materials, role of teaching materials, benefits of teaching materials, teaching materials at the secondary level and types of teaching materials. The second part discusses empirical review, and research gaps analysis. Third part presents theoretical review, conceptual framework and chapter summary.

Teaching Materials

Teaching materials refer to the resources which deliver instruction and support to the students in language learning. It can sustenance students learning and increase access. There are many teaching materials and considered into different types. Such as audio materials, visual materials, displays materials, and supportive materials. It assimilates knowledge of language to students in a classroom. These materials, which include newspaper articles, brochures, and social media content, enhance learners' practical language skills and cultural competence (Mitsalina, 2018). It is designed to save time, effort and stimulate interest of the students. Teaching materials play a crucial role in the success of any educational process, serving as a bridge between theory and practice Bitchener (2006). Teaching materials assist the teachers to do their better job and focuses students' attention of objects and actions, event and situation in classroom which provides meaning and context to the words and sentences in education. Gravesand Garton (2019) highlight that integrating ELT materials with technology enhances their effectiveness, allowing for more interactive and flexible teaching approaches. It gears down the pace of teaching language. Similarly, it provides feasible and cost-effective teaching materials such as textbooks, workbooks, multimedia resources, and real-world instructional materials like newspapers, podcasts, and videos.

Moreover, its focus is on English language teaching (ELT), where they play a vital role in creating engaged learners and developing language skills. Teaching material that is well-designed addresses various learning styles, meets the needs of different types of learners, and can be aligned with curriculum outcomes. According to Melasari et al. (2021) developing language skills using authentic materials is cited

as especially important because newspapers and storybooks expose students to actual content language around them. Using creative resources such as sites and multimedia can facilitate more stimulating and effective education as well.

Role of Teaching Materials

Teaching materials have a pivotal role in deterring the teaching and learning process as a whole with more emphasis on ELT. They create a structured approach to lessons so that educational content is delivered consistently and clearly. Tomlinson & Masuhara (2018) teaching materials not only make learning more interactive and engaging but also support the development of critical thinking skills. It delivers structures contents which covers vocabulary grammar rules, and practice of language. Thus, it enhances the students' engagement in classroom teaching. The teaching materials are such as audio, visual displays and supportive materials that capture students' attention, behaviour, action, activities and more fascinating. Similarly, it promotes language competence, language skills like, listening, reading, speaking and writing. Ajoke (2017) instructional teaching materials is promoting students' academic performance which effects in behavioural change and improve the quality of education. It helps to enhance diverse learning styles, and proficiency levels and encourage students' independent learning from online offline platform to practice their own ways.

In addition, teaching materials encourage student participation by providing interactive and meaningful language tasks (Tiwari, 2023) a good set of materials is more than an engagement tool; it also encourages critical thinking and retention of the language in students. Shukurdinovna (2024) emphasizes that contextually relevant teaching materials improve student engagement and foster long-term retention of information, making them integral to effective pedagogy. For teachers, these resources serve as a framework for presenting, practicing and assessing language in a structured way. They allow learners to interact with the language in a contextually relevant and applicable way, which is needed for language acquisition.

Benefits of Teaching Materials

Teachers use different ways to teach English language but the most of the teachers use teaching materials like, books, hand-outs, and other materials to construct learning informative, fruitful and factual for students. It develops their knowledge, skills, motivation and deepen understanding through activities based materials in the classroom. By offering opportunities for differentiated instruction,

they allow teachers to cater to students with varying levels of proficiency and learning styles (Khutimah & Mishra, 2016) the use of e-learning tools mark classroom a supportive and cheering environments for the students to growth basic skills of quality and quantity(Khutimah and Hidayat (2022). It modified to the diverse learning levels, need and styles of students. Mukhtorkulovna (2022) interactive and contextually relevant materials not only improve language acquisition but also promote critical thinking and problem-solving skills. Similarly, it encourages the students for self-governing learning and accountability. Thus, authentic materials like, podcast, videos and newspaper help bridge classroom learning with practical use.

There are a lot of advantages to having well-designed teaching materials for the ELT classroom. For instance, the use of audio-visual aids has been shown to increase student participation and comprehension in language classrooms (Rao, 2019). Example-based learning enhances understanding and retention of language skills by providing context and reliability to abstract concepts. Kumar (2021) argues that using written-visual materials like illustrated vocabulary cards can greatly increase students' speaking ability and improve grammatical, fluent, and vocabulary retention. Most of the teaching materials also motivate students for their participation to participate in activities in the classroom.

Teaching Materials at the Secondary Level

The development and language of teaching materials for this secondary level are based on developmental and linguistic needs of adolescent learners. These resources are especially important for English language learners when it comes to addressing cognitive and linguistic complexities and equipping students with what it means to use language in real-world environments. Cruz Rondón & Velasco Vera (2016) state that teaching materials at this level need to combine different language skills, like reading, writing, listening, and speaking, to promote a comprehensive learning process. Karki (2019) notes that while secondary teachers in Nepal recognize the value of teaching materials, their effective use is often hindered by large class sizes and exam-oriented curricula. In order to motivate students to read, a wide range of authentic materials (e.g. magazines, newspapers, and online materials) are often used to improve these students' reading proficiency.

At the secondary level, teaching material also focuses on developing higher-level skills, including analysis, evaluation, and synthesis (Kandaswamy, 1980).

Because of this, there is often a focus on collaboration and critical thinking, with activities like debates, role-plays, and project-based learning. The language is often seen as a gateway to academic and career opportunities. However, studies indicate that the integration of teaching materials in secondary classrooms remains inconsistent due to infrastructural limitations and a lack of teacher training (Bista, 2011). For example, Melasari et al. (2021) noted that using authentic reading materials promoted the development of critical reading skills among students while exposing them to various cultural perspectives. Moreover, these materials engage students with real-world situations, so they can see the purpose of their language studies in their everyday lives. Not only do they boost academic results through this tactic, but it also prepares them with real –world language skills for outside the classroom (Belet & Guner, 2019).

Types of ELT Teaching Materials

According to Jack S et al. (2002), there are three of teaching materials in ELT, they are as follow, printed materials, non-printed and authentic materials. Printed materials are such as, textbooks, workbooks, reference books, teacher's guides, and worksheets. Non-printed materials are such as cassettes, videos, songs, podcasts, online exercises, and computer-based materials. Authentic materials are such as newspapers, magazines, brochures, advertisements, and recording. These categories reflect the diverse resources available for educators to enhance language learning, ranging from traditional tools to innovative digital platforms. Each type plays a crucial role in creating engaging and effective learning environments, tailored to students' needs and contexts.

Textbooks

Textbooks continue to be one of the most basic pedagogical materials found in classrooms, serving the purpose of being a means of structure and consistency in teaching. Shin et al. (2011) emphasized that English language teaching books address many cultural viewpoints and culture opinion which allow the students to figure out view and value. A study by Tomlinson (2012) highlighted that textbooks serve as a primary resource in many classrooms, providing content that is systematically organized. They facilitate curricular objectives by conveying knowledge in an organized manner. In this sense, textbooks are often perceived as fixed entities and are thus not amenable to modification to suit the needs of particular classroom contexts (Silminda & Hafidzoh, 2022). In addition, getting textbooks is essential for

constructing growth in education and achieving educational performance through students.

Audio-visual Materials

So, audio-visual materials like educational videos and documentaries should be included in modern classrooms. Shah and Khan (2015) explored the use of audiovisual materials, emphasizing that imagery and facts observed onscreen generated an educational environment from textual content to the development of creative thinking. Exposure of multiple senses together in these materials results in an enhanced learning experience. Listening to audio-visual materials also helps learners visualize complex concepts and retain information (Rao, 2019). The use of videos, slides, and other audio-visual tools is known to keep the students engaged and help them understand concepts better in the language classroom. Educational videos, in particular, have been effective in promoting language skills such as listening and speaking.

Digital Tools

In the context of ELT, the use of technology has transformed the production and use of materials. Teachers can use digital tools, from educational apps to online quizzes and virtual learning platforms, to create personalized and interactive lessons. Other platforms such as Edmodo and Kahoot can also provide gamified and collaborative learning experiences, which can help increase student engagement and participation (Cruz Rondón & Velasco Vera, 2016). As such, digital tools offer access to a suite of online resources that allow teachers to integrate a wide range of up-to-the-minute materials into their lessons. This is an essential issue in English language education, especially at the secondary level: Teaching Materials. Because of that, they are impactful in the teaching-learning process, since they help engage learners, build language skills, and develop critical thinking. Dash (2022) explored that Digital tools are accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, which enhance both the content and delivery of pedagogies with traditional English Language instruction. Moreover, these materials are not limited to assisting students to learn academically; they also promote practical language skills that better prepare students for the real world.

Songs

Songs are used as effective teaching materials in ELT classrooms because they incorporate language learning with engagement, cultural exposure, and

emotional connection. Teachers apply songs as pedagogical tools to enhance cultural awareness, vocabulary acquisition, listening, grammar, and various other language skills. Songs are considered authentic materials as they stimulate and motivate students, encourage active participation, and help them comprehend content while fostering shared responsibility in the classroom. According to Edgar (2010), songs can be used to practice the rhythm, stress, and intonation of English. They are also effective for teaching writing skills, speaking, dialects, and the meanings of new words. Additionally, songs increase language literacy and boost motivation in ELT contexts. Similarly, they create a fun learning environment, reduce anxiety, and encourage students to engage in classroom activities. Güzel (2024) notes that rap songs can be valuable tools for teaching rhythm, intonation, dialects, phrases, idioms, and slang in English language learning. Moreover, songs provide students with enjoyable and entertaining experiences while promoting critical learning in ELT classrooms.

Language Labs

Language labs are self-learning tools that enable students to hear the language and practice speaking. It aims to enhance correct pronunciation, intonation, and use the words, idioms and phrases in the language learning. Language labs have traditionally been a way to teach listening and speaking skills in a more innovative way for decades. Mondeddula (2023), the language lab uses as teaching materials to break for imparting skills for exclusive, oriented and efficient learning to enrich the language learning process. Similarly, it allows for oral and auditory experience to practice speaking a language. It promotes language use in a structured way, in a real context, and in a visually attractive way. These are done through audio-visual tools provided in these labs and enable students to learn pronunciation, intonation and listening comprehension. Language labs provide a controlled setting wherein learners are offered instant feedback regarding their language performance (Esteve & Gomez, 2023). Thus, language lab boosts the motivation of students to achieve a higher level of English language. This interactive approach builds students' confidence in using a second language and allows them to internalize complex linguistic patterns.

Language Games

Following that, language games became a concern for teaching language to be more interesting and interactive. Games like "Bingo," "Pictionary" and "Spaceman" help students practice language skills while having fun. Such activities may enhance

student motivation and participation by promoting a competitive yet collaborative learning atmosphere (Silminda & Hafidzoh, 2022). Subedi (2010) highlighted that English language games create enjoyable and eagerness to learn a language for the children. Thus, using the target language creates a meaningful context, creativity, and spontaneity of language. Language games, in particular, are very effective in stimulating speaking and listening skills in class (Mukhtorkulovna, 2022), since this type of activity encourages spontaneous and confident communication among learners.

Empirical

In recent years, the significance of teaching materials in ELT has been widely studied within many contexts, highlighting their important role in student engagement and learning outcomes. In this study, I intensively reviewed the following previously published relevant research for my research topic;

Karki (2023) explored "Using Teaching Materials in ELT Class at a Basic Level" in community-based schools of Sankhuwasabha district. The study, involving 23 English teachers, used surveys, interviews, and classroom observations to assess the actual situation of ELT and the usefulness of teaching materials. The findings revealed that teachers primarily relied on textbooks, with limited use of supplementary materials due to resource shortages, lack of training, and time constraints. Although teachers recognized the importance of additional materials for enhancing engagement, institutional challenges hindered their effective use. While the sample size was small and context-specific, the study highlighted the need for better resources and training to improve teaching practices at the basic level.

Ordu & Odukwu (2023), analysed "Survey of Commonly Used Instructional Materials in the Teaching and Learning of the English Language   in Nigeria." The objective is to utilize instructional materials in teaching and learning of the English Language and applied survey research with 120 students' twenty-five questionnaires in a high school in Nigeria. The finding is critical that instructors or teachers strive instructional resources at all levels of education to improve students' accomplishment.

Tiwari (2023) analysed on "Teacher's Experience about the Roles of Classroom Questioning Techniques in English Language Teaching: A Narrative Inquiry" the aim of the study was to investigate secondary level English teachers lived experiences regarding the role of classroom questioning strategy and applied

narrative inquiry with four participants with an unstructured interview research techniques in Banke district. The findings of the study is important for assisting in evaluating students' level of proficiency and learning difficulties through the application of questioning techniques, which is a small part of the overall toolset of teaching materials.

Kumar (2021) explored "English Literature as Authentic/Interesting Teaching Learning Materials/ Resources for English Language Development". The aimed of the study to determine the effect of visual teaching materials and research in the development of speaking skills in English language secondary level students in India and applied an experimental method with 60 students, showed significant improvements, the implications were localized and not generalizable. The finding of the study are memory supporting strategies increase the effectiveness of learning process and guiding writing.

Abbasova and Mammadova (2019) carried out on "The Role of Digital Technology in English Language Teaching in Azerbaijan." It aimed to explore the role of digital technology plays in both second language acquisition and teaching and was conducted with 6 teachers age between 23 and 55 and applied a qualitative paradigm, small-scale research with semi semi-structured model, open-ended questionnaires, and in-depth interviews in Khazar University. The findings of the study are an understanding of both students' and teachers' involvement in digital media as well as the effectiveness of second language teaching in institutions of Azerbaijan.

Shrestha (2019) explored the "Use of Visual Materials in English Teaching and Learning at Secondary Level" and aimed to investigate how visual materials were used in secondary-level classrooms, focusing on teacher perceptions and practices. The study employed a survey research design, selecting eight English teachers from secondary schools in Kathmandu District. Data were collected through closed-ended questionnaires, interviews, and observation checklists. The findings indicated that while teachers recognized the potential of visual materials in improving student engagement and comprehension, their use was inconsistent. Teachers frequently cited large class sizes, limited resources, and insufficient training as barriers to effectively integrating visual materials into their teaching practices. The study highlighted the need for capacity-building programs and the provision of locally relevant visual aids to improve teaching and learning outcomes at the secondary level.

Tety (2016) researched "role of Instructional Materials in Academic Performance in Community Secondary Schools in the Open University of Tanzania." The main objectives are, to explore the views of teachers and students on the extent to which instructional facilities affect students' performance, to examine the challenge and assess the strategies and applied sampling procedure method with 5 teachers and 20 students filled semi- structured questionnaire. The finding are low morale and motivation towards their teaching, poor supervision and lack of teaching materials.

Cruz Rondón and Velasco Vera (2016) explored on "Understanding the Role of Teaching Materials in a Beginners Level English as a Foreign Language Couse: A Case of Study." The aim of the study is understanding the role of teaching materials among the beginners level students learning English and applied a qualitative study through semi structure interview, observation, documents and report with case study on one teacher and 30 students in Colombia also found that the integrated use of materials that combine reading, writing, listening, and speaking skills led to better performance.

Evidence from the reviewed studies emphasizes the significance of teaching material in developing specific language abilities and increasing student engagement. A focus on the overall role of a variety of teaching materials in secondary-level ELT is taken for granted since many of the studies are limited in the sense of contexts and/or methods. This is particularly the case in Nepal, where research considering constraints related to resource availability of the teaching material contextualization have not been adequately considered. These discrepancies highlight the necessity of comprehensive research that examines the use and efficacy of diverse instructional materials used in ELT, and how these can be adapted for a broader range of learners.

Policy Provisions and Curriculum Guidelines for Teaching Materials

The National Curriculum Framework (NCF) and the School Sector Development Plan (SSDP) 2016–2023 provide a robust policy foundation for the integration of diverse teaching materials into Nepal's classroom instruction. These guiding documents emphasize the importance of employing various instructional resources—including printed, audio-visual, and digital materials—to foster interactive, participatory, and student-centered learning environments (Ojha, 2023). The SSDP explicitly identifies ICT integration as a key strategy for improving the quality, equity, and relevance of education, aligning Nepal's goals with international trends toward 21st-century skills development. The ICT Policy 2015 also recognizes

the transformative role of technology in expanding access to education and improving learning outcomes through digital content, infrastructure development, and teacher capacity-building (Ministry of Education [MoE], 2015).

Despite these forward-thinking policy provisions, a persistent gap remains between intention and implementation. Many public schools, particularly in rural and under-resourced areas, continue to face considerable challenges in meeting these expectations. Infrastructural constraints—such as lack of electricity, internet access, and digital devices—hinder schools from utilizing ICT-based teaching materials effectively (Dhakal, 2020). Furthermore, the uneven distribution of resources has widened the digital divide between urban and rural schools, making the envisioned equitable access difficult to achieve.

The curriculum and policies also stress the development and use of culturally responsive materials that reflect Nepal's diverse linguistic, ethnic, and geographic contexts. Such materials are essential to ensure relevance, inclusivity, and learner engagement (Subedi, 2018). However, the availability of localized content remains limited, with many instructional materials either imported or centralized, lacking alignment with local needs. This misalignment often leads to disengagement among students who do not see their identities or communities reflected in the curriculum.

Moreover, while national policy documents call for the innovative use of ICT tools in pedagogical practices, the lack of systematic and ongoing teacher training remains a critical barrier (Paudel, 2022). Many educators are not adequately prepared to design or use digital materials, and professional development initiatives—where they exist—tend to be one-off workshops rather than sustained support programs. Although the SSDP emphasizes continuous professional development and instructional leadership, the operationalization of these objectives has been slow and inconsistent. Most schools have not institutionalized a culture of reflective practice or collaborative planning among teachers (Thapaliya, 2014).

According to the SSDP, effective integration of teaching materials also requires regular monitoring and evaluation mechanisms, which are often weak or absent in practice. Schools seldom assess the impact of teaching materials on student engagement or learning outcomes, limiting the ability to make informed instructional decisions. In addition, financial constraints and bureaucratic delays further obstruct schools' efforts to procure, update, or replace teaching resources.

Thus, while policy documents in Nepal present a comprehensive and ambitious vision for teaching material integration, practical barriers—including infrastructure, training, contextualization, and financing—continue to limit their impact on classroom practice. These challenges point to the need for targeted interventions, including localized content development, school-level leadership in resource management, and context-sensitive training models to realize the policy goals effectively.

The School Education Sector Plan (SESP) 2022-2032 in Nepal aims to enhance the quality and relevance of education, with a focus on improving learning outcomes, teacher capacity, and equitable access to resources, including for secondary-level English language education. A research study on the role of teaching materials in English language student engagement and achievement directly aligns with these goals by examining how resources like textbooks, digital tools, or interactive aids impact secondary students (grades 9-12). For instance, if the study finds that culturally relevant or multimedia materials increase engagement, it supports the SESP's emphasis on curriculum relevance and ICT integration. Similarly, evidence of improved achievement through diverse materials could validate the SESP's efforts to update resources, addressing the persistent challenge of low learning outcomes identified in the previous SSDP 2016-2023 (MoE, 2022).

However, the study might also highlight implementation challenges for the SESP. If it reveals disparities in access to quality English teaching materials—such as rural schools lacking updated textbooks or digital tools—it underscores the need for the SESP to strengthen its equity initiatives. Additionally, if teachers are found to lack training in using modern materials effectively, this could inform the SESP's teacher development programs, emphasizing the need for targeted training on resource use. By addressing these findings, the SESP can better ensure that secondary students are engaged and achieving in English, supporting Nepal's broader vision of quality education and preparing students for global opportunities, though funding constraints and infrastructure barriers in rural areas may pose ongoing hurdles.

Studies from Nepal and South Asia

Empirical studies from Nepal and neighboring South Asian countries reveal critical insights into the availability, accessibility, and effectiveness of teaching materials. In Nepal, resource constraints remain one of the most significant barriers to the use of instructional materials in secondary schools (Dhakal, 2020). Studies on

ICT integration in education in South Asia have found that teachers in both rural and urban settings face common challenges, including limited access to digital tools and inadequate technical support (Rana et al., 2018). For instance, a study by Thapaliya (2014) highlights that secondary-level English teachers in Kathmandu District are positive about using ICT tools such as audio-visual aids and mobile applications but are hindered by time constraints and insufficient training.

In rural areas, teachers often rely solely on textbooks due to the non-availability of supplementary materials (Karki, 2023). A comparative study from Bangladesh and Nepal shows that digital technology integration has helped transform teaching practices in some contexts, promoting more student-centered learning environments (Lim et al., 2020). However, the same study highlights a persistent digital divide that affects equitable access to technology, particularly for marginalized groups. These findings suggest that while policy frameworks advocate for modern teaching practices, their implementation is uneven across the region, reflecting disparities in infrastructure, training, and institutional support.

Use of Materials: Pedagogical Planning, Implementation, and Outcomes

Effective pedagogical planning is crucial for the successful integration of teaching materials in the classroom. The process begins with selecting resources that align with curricular objectives and reflect students' cultural backgrounds and learning needs (Subedi, 2018). Research indicates that teaching materials can significantly enhance student engagement and comprehension when used strategically during lesson preparation (Bhandari, 2024). In Nepalese classrooms, however, this strategic use is often limited by time constraints and the pressure to complete the curriculum.

During the implementation phase, the use of teaching materials varies widely among schools. Some teachers incorporate locally produced materials and digital tools to foster interactive learning, while others rely heavily on lecture-based methods due to a lack of resources (Dhakal, 2020). The outcomes of teaching material use are also uneven. In schools with adequate resources and trained teachers, students show higher engagement and improved comprehension (Singh, 2024). Conversely, in under-resourced schools, students often miss out on the benefits of these materials, resulting in lower academic performance (Bista, 2011).

Research on the outcomes of teaching material use highlights its impact on developing critical thinking and communication skills among students. For example,

studies show that the use of multimedia tools enhances not only language comprehension but also digital literacy skills, which are increasingly important in the modern world (Rana et al., 2018). Additionally, integrating visual and auditory materials has been linked to improved student motivation and collaboration (Bhandari, 2024). However, these benefits are contingent on the availability of training programs that equip teachers with the necessary skills to use these resources effectively (Karki, 2023).

Research Gaps Analysis

While the theoretical review provides a valuable foundation for understanding how teaching materials can enhance language learning, a closer look at empirical literature reveals several noteworthy gaps that require further exploration. Prior research has established that well-designed teaching materials contribute to student engagement, improve comprehension, and support various learning styles. However, most existing studies fail to holistically investigate how these materials are conceptualized, selected, adapted, and integrated into everyday pedagogical practices—particularly within the secondary-level English classrooms of Nepal.

A significant limitation in the current literature is the fragmented focus on specific teaching elements without linking them to material use. For instance, Tiwari (2023) examined classroom questioning techniques in Nepal's secondary English Language Teaching (ELT), emphasizing their role in encouraging critical thinking and student interaction. However, the study overlooked how these questioning strategies could be enhanced or scaffolded using supplementary teaching materials such as visual aids, audio recordings, or interactive tasks—resources that could help create more dynamic and student-centered classrooms.

Similarly, Karki (2023) explored the state of teaching materials at the basic level of education, identifying their relevance and utility. While insightful, the study did not extend its analysis to secondary-level education, nor did it assess how the integration of such materials correlates with student academic achievement, cognitive development, or engagement in language learning tasks. This omission underscores a broader gap in the literature regarding grade-specific investigations into material effectiveness and practical classroom usage.

International research echoes these gaps. Ordu & Odukwu (2023), in a Nigerian context, identified charts and voice-based tools as commonly used instructional materials. Their study recommended adopting modern resources to

enhance learning outcomes but lacked contextual depth regarding how these tools could be tailored for resource-constrained environments or differentiated learning needs. This raises important questions about the scalability and adaptability of teaching materials in diverse educational settings—an issue particularly relevant in rural or underserved areas of Nepal.

Further, technology-enhanced language learning has been a recurring focus in recent years. Abbasova and Mammadova (2019) highlighted the positive influence of digital tools in Azerbaijani ELT classrooms, such as increased student motivation and improved retention. Likewise, Shrestha (2019) found that visual materials supported learning effectiveness in Nepalese secondary schools. However, both studies stopped short of exploring how teachers select and adapt these materials, how school infrastructure influences usage, or how materials align with curricular goals. There remains a disconnect between technology availability and its meaningful integration into pedagogical planning.

Additionally, limited research investigates teacher perceptions—a critical factor in determining whether and how teaching materials are used. Teachers' beliefs, comfort levels with ICT, training experiences, and access to contextual resources significantly shape their material choices. Yet, studies seldom explore these dimensions, especially in the nuanced context of Nepal's secondary-level English classrooms, where policy expectations often clash with ground realities.

The existing literature provides useful insights into the benefits of teaching materials but often lacks a comprehensive view that combines material design, classroom integration, pedagogical alignment, contextual constraints, and teacher agency. These gaps highlight the need for in-depth, contextually grounded research that explores how English language teachers at the secondary level in Nepal prepare, select, adapt, and utilize teaching materials—and how these practices influence student engagement and achievement.

Key Research Gaps Identified:

a. Pedagogical Strategies and Planning: Research on how teaching materials are incorporated into pedagogical planning is limited. There is little investigation into how teachers select, adapt, and align these materials with curriculum goals and students' diverse needs.

b. Instructional Practices in the Classroom: Most studies emphasize the availability of teaching materials but provide minimal insight into how they are used in daily classroom instruction to support student engagement and comprehension.

c. Teacher Perceptions: Although some research discusses teacher attitudes toward technology or visual materials, few studies explore how teacher perceptions influence the practical use of teaching materials in secondary-level classrooms.

d. Student Engagement and Achievement: The long-term impact of teaching materials on student academic achievement is rarely studied. Existing research focuses on short-term engagement, overlooking how consistent use of varied teaching materials affects overall learning outcomes.

Through this research, I aim to address these gaps by investigating the role of teaching materials in secondary-level English language students' engagement and achievement. This study will focus on how teaching materials are integrated into pedagogical planning, used in instructional practices, and shaped by teacher perceptions. By situating the research within the Social Constructivist framework, I will explore how contextually relevant and diverse materials can create meaningful learning experiences for students in Nepal's secondary schools. This approach also emphasizes the importance of bridging the gap between policy provisions and classroom practices, ensuring that teaching materials are accessible and effectively utilized in resource-constrained environments.

Theoretical Framework

This study employed Social Constructivism, rooted in Vygotsky's (1978) theory, as the guiding framework to explore how secondary-level English teachers in Nepal utilize teaching materials. Social Constructivism emphasizes that learning is a socially mediated process where knowledge is constructed through interaction, collaboration, and communication within a socio-cultural context. Using this perspective, I examined how teaching materials serve as tools for fostering collaboration, engaging students, and bridging the gap between abstract language concepts and practical application. Through narrative inquiry, teachers' experiences were analyzed to reveal how they adapted materials to fit students' socio-cultural contexts and used them to promote interactive and meaningful learning. This framework illuminated how teaching materials act as mediators of knowledge, enabling dynamic, collaborative, and contextually relevant learning experiences in Nepalese classrooms.

Social Constructivism

I employed Social Constructivism as the dominant theoretical framework to explore how secondary-level English teachers in Nepal utilize teaching materials in their classrooms. Rooted in Vygotskian theory (Vygotsky, 1978), social constructivism emphasizes the importance of socio-cultural interactions, collaborative activities, and effective communication in facilitating knowledge construction. This perspective aligns well with the context of English Language Teaching (ELT) in Nepal, where understanding how teachers design, prepare, and implement teaching materials requires examining their interactions with students, peers, and the broader institutional environment. Narrative inquiry complements this approach and demonstrates the often messy realities of both preparing and using material, illuminating how teaching materials can form a living component of the learning landscape and strengthen ties between teachers, students, and the collective faculty (Chaudhary, 2024). The theory's focus on joint activities and mediated learning processes provides a lens to investigate how teachers' use of teaching materials contributes to meaningful learning experiences.

In this research, Social Constructivism was applied by analysing teachers' lived experiences through narrative inquiry, a methodology that aligns with the theory's principles. . Past research into collaborative practices shared by English teachers has demonstrated that it could produce both trust and respect, as well as improve classroom pedagogy (Bhandari, 2022). Teachers' narratives highlighted their strategies for integrating teaching materials into classroom contexts, their interactions with students, and the collaborative practices they adopted. For instance, interviews and observations revealed how teachers used materials not only to deliver content but also to foster collaborative learning and address diverse student needs. This approach illuminated the socio-cultural dimensions of their pedagogical practices, such as adapting materials to local contexts and using real-world examples to bridge theory and practice.

Through the lens of Social Constructivism, this study demonstrated how teaching materials are not just static tools but dynamic resources that mediate the learning process. Teachers' reflections provided insights into the challenges and opportunities of using materials to create interactive and engaging classrooms. By focusing on the interplay between teachers, students, and teaching materials, the study

underscored how socio-cultural contexts and collaborative efforts shape the effective utilization of teaching materials in Nepalese secondary schools.

Conceptual Framework

This section simply synopsizes the conceptual framework of the entire study. It relates to different roles of teaching materials in Secondary level students English language engagement and achievement that support me to observe over the roadmap to concept a new body of Knowledge

Figure 1

Conceptual Framework

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                    ┌──────────────────────────────┐
                    │      Teaching Materials       │
                    └──────────────────────────────┘

  ┌─────────────────┐                              ┌─────────────────┐
  │     Teacher     │          Design and Use       │     Teacher     │
  │   Preparation   │               of              │      Agency     │
  └─────────────────┘            Material           └─────────────────┘
          │                                                  │
          ▼                                                  ▼
  ┌─────────────────┐                              ┌─────────────────┐
  │     Social-     │                              │    Narrative    │
  │  constructivis  │                              │     Inquiry     │
  └─────────────────┘                              └─────────────────┘

                    ┌──────────────────────────────┐
                    │          Students'            │
                    │         Engagement            │
                    └──────────────────────────────┘

                    ┌──────────────────────────────┐
                    │          Achievement          │
                    └──────────────────────────────┘
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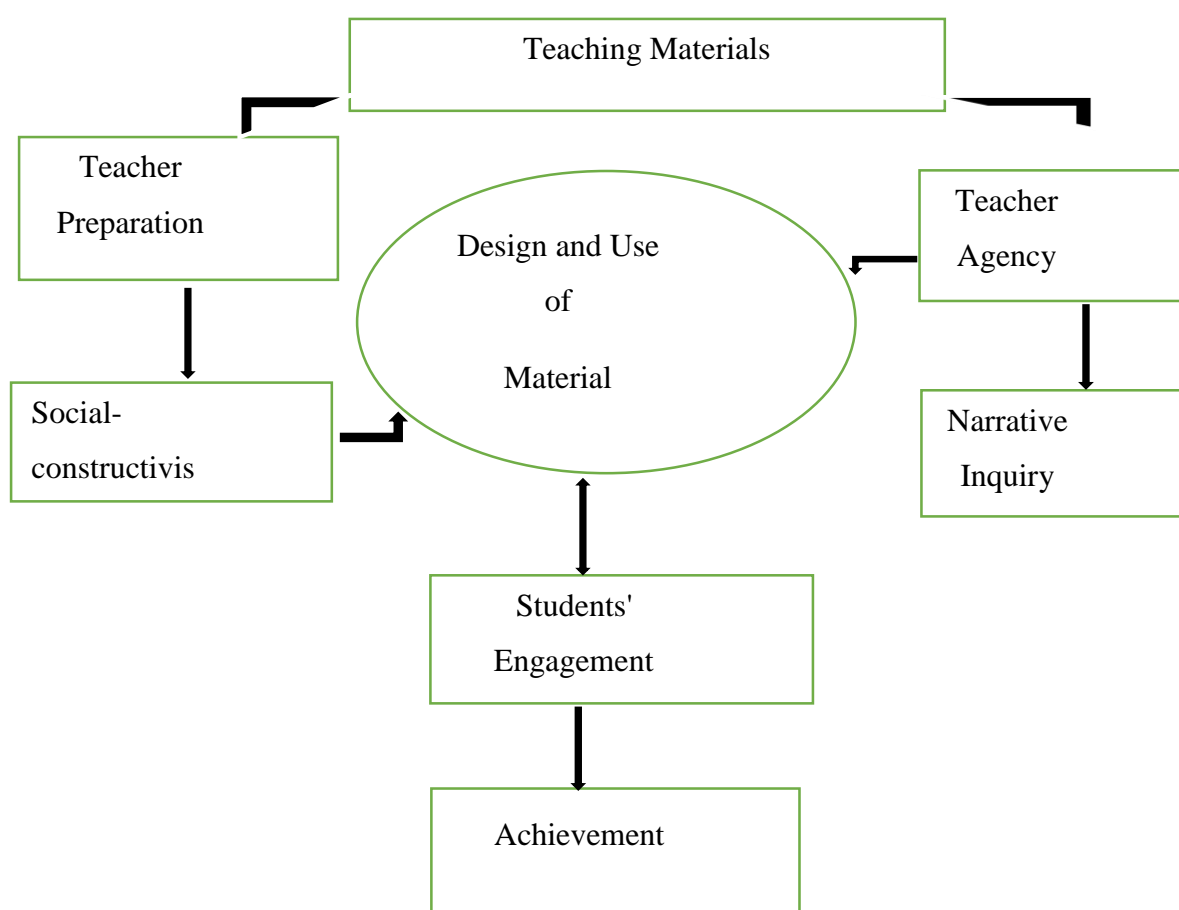
Chapter Summary

This chapter contained all the literature and results from various scholarly write-up and theories. The literature review conducted in Chapter 2 is exhaustive, covering the literature from the original thematic, theoretical, and empirical perspectives. It highlights the categorization and function of different teaching resources including textbooks, authentic resources, audio-visual aids, and teacher-

developed materials, stressing their significance in improving student attraction and supporting learning results. The theoretical framework of this study rests on the theories of Constructivism and Social Constructivism which emphasize the importance of active learning and social interaction in the language acquisition process. This is supported by empirical research that shows that purposefully designed, context-appropriate materials increase student motivation, interaction, and success. It also identifies research gaps regarding the issues teachers encounter in implementing teaching materials, as well as a conceptual framework that integrates the relevant learning theories, pedagogical strategies, and qualitative research approaches employed in the current study.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the methodological framework used to explore the role of English language teaching (ELT) materials in enhancing student engagement and achievement in secondary-level EFL (English as a Foreign Language) classrooms in Nepal, followed by the research design, data collection methods, participant selection, and data analysis techniques. The chapter also covers ethical considerations, and quality standards, and concludes with a summary of how the research methodology aligns with the research objectives set out in Chapter I.

Research Paradigm

The interpretive paradigm is a qualitative research approach that focuses on understanding the subjective meanings, experiences, and perspectives of individuals within their natural contexts. Rooted in the idea that reality is socially constructed and context-dependent, this paradigm emphasizes the importance of exploring how individuals make sense of their interactions and experiences (Creswell & Poth, 2016). It values the complexity of human behaviour and acknowledges that knowledge is co-constructed through interactions between the researcher and participants. This paradigm is particularly useful for educational and pedagogical research, as it highlights the influence of cultural, social, and contextual factors on participants' lived experiences. Reflexivity is also central to this paradigm, requiring researchers to remain aware of their positionality and its impact on the research process and outcomes.

In this study, the interpretive paradigm was applied to investigate how secondary-level English teachers and students in Nepal engage with teaching materials across multiple instructional contexts. Using narrative inquiry, I collected qualitative data through semi-structured interviews and classroom observations to explore teachers' lived experiences. This approach allowed me to examine how teachers design, prepare, and adapt teaching materials to fit their socio-cultural and educational settings. The focus was not restricted to a particular language skill, such as writing instruction, but rather encompassed a broader view of teaching materials and their role in facilitating classroom learning. By analyzing how teaching materials mediate the learning process, the study explored their impact on fostering student

engagement and enhancing various aspects of English language learning, including reading, speaking, listening, and writing. This approach (also known as qualitative inquiry) focuses on context, culture, and the co-construction of meaning among participants and researchers (Guba, 1994).

Reflexivity played a key role throughout the study, helping me ensure that the findings authentically represented participants' experiences while maintaining ethical transparency. By applying the interpretive paradigm, the study offered a nuanced understanding of the role of teaching materials in Nepal's context-rich ELT classrooms, highlighting how these materials are adapted and integrated into everyday teaching practices.

Research Design

This study utilized Narrative Inquiry as the research design to explore the lived experiences of secondary-level English teachers in Nepal and their use of teaching materials. Narrative Inquiry, as described by Clandinin and Connelly (2000), is a qualitative research method that focuses on capturing and interpreting personal stories to understand participants' experiences within their socio-cultural contexts. This approach was chosen because it allowed for an in-depth exploration of how teachers prepare, design, and implement teaching materials, as well as the challenges and opportunities they encounter in real-world classroom settings.

In applying Narrative Inquiry, semi-structured interviews and classroom observations were conducted with four secondary-level English teachers from Kathmandu Valley. The interviews focused on gathering personal stories about their use of teaching materials, while observations provided insights into how these materials were implemented in practice. Narrative Inquiry, as a qualitative study, is particularly responsive to a deeper exploration of participants' life stories, capturing their experiences, interpretations, and contributions in a rich and meaningful way (Clandinin, 2016). This methodology was especially effective in revealing the teachers' reflective processes, contextual challenges, and innovative practices, enabling a holistic understanding of their pedagogical approaches. Recent scholarship highlights the relevance of this methodology, particularly for education research. Kim et al. (2021) emphasizes that Narrative Inquiry allows for close attention to how individual experiences are shaped by larger institutional and cultural forces. By integrating narrative inquiry, this study not only highlighted individual experiences

but also offered a broader perspective on the role of teaching materials in enhancing student engagement and achievement in Nepalese classrooms.

Research Site and Participants

The study was conducted in community schools in Kathmandu and Lalitpur Metropolitan City, Nepal, focusing on secondary-level English as a Foreign Language (EFL) classrooms. These research sites were chosen because they represent urban settings where access to teaching materials varies and where challenges related to their availability and adaptability can arise. The settings provided rich contextual data, revealing how teachers strategically employ available resources in their pedagogical practices. The selection of Kathmandu Valley was also guided by considerations of accessibility and convenience, allowing for meaningful interaction with participants as needed.

Participants were purposefully selected to ensure inclusiveness and diversity in perspectives. The sample included four secondary-level English teachers—two male and two female—with at least 10 years of teaching experience in community schools, ensuring a balanced representation of gender and professional expertise. This criterion allowed for an in-depth exploration of their lived experiences and strategies for using teaching materials effectively. To protect anonymity, pseudonyms were assigned to the participants: Mr. Kindness, Ms. Truthful, Mr. Innovative, and Ms. Bliss. The use of pseudonyms is a standard practice in qualitative research to maintain confidentiality and uphold ethical standards (Creswell & Poth, 2018).

The selection process followed the principles of purposive sampling, which is consistent with qualitative research methodologies. This approach prioritizes the depth and richness of data over generalizability, enabling the study to capture varied and nuanced perspectives (Palinkas et al., 2015). Narrative inquiry was integrated with purposive sampling to gather detailed, contextualized data through semi-structured interviews and classroom observations. This combination revealed the unique classroom dynamics, teaching practices, and contextual challenges influencing the use of teaching materials in these specific settings, contributing to a deeper understanding of the research focus.

Data Collection Techniques

I used interviews and observation to collect the data in my research. Data collection is a key step in understanding the lived experiences of participants in qualitative research, and more so in studies guided by the framework of narrative

inquiry. I used primary data and participants are the source of data in my research. I applied the following techniques to collect the data in my research.

Interviews

The interview was my first data collection technique. I used semi-structured and non-structured interviews with interview guidelines to describe the study. In-depth semi-structured interviews are the main tool for data collection in this study. Bryman (2016), this technique is particularly suited for qualitative research, as it balances open-ended responses with a structured focus on the research objectives. Using semi-structured interviews facilitates qualitative research, as they support a focus on some key components of the research while also allowing for emergent and open-ended responses (Creswell and Poth, 2018), the first round of interviews was designed to elicit context-rich background information from respondents about their pedagogy contexts, as well as their initial thinking around the use of teaching materials. In brief, the data could be gathered in a whole way that was in line with the exploration inquiries.

Observation

The observation was my other data collection technique. I observed four classes of each participant and aimed to observe how participants designed and practiced teaching materials in the classroom. Observation is another key method in qualitative research, enabling researchers to observe natural behaviors and interactions in their real life context (Patton, 2015). The next stage involved observing each participant across three separate sessions where the types of teaching practices varied as did the interactions among students and material used, which were captured using detailed field notes. This procedure is consistent with Creswell and Poth's (2018) perspective that observation allows the researchers to walk in the shoes of their participants not only interpersonally, but also in terms of participants' practices, which might not be captured solely through interviews. Similarly, Kumar (2021) who highlights that teaching materials, considered possibly the most important aspect of structured learning, are best understood within the context of when they are used in practice. The method also allowed the researcher to triangulate data through comparing their observations of the procedures with participants' stories from the interviews, increasing the validity and reliability of the findings.

This approach provided first-hand accounts and perspectives on the interplay between teachers, students, and teaching materials, which helped to gain a richer

meaning of how opportunities and challenges were presented in bringing materials into low-resource contexts (Merriam & Tisdell, 2016). The research was based on a combination of interviews as a dominant method of data collection and observations for contextual validation, resulting in a comprehensive exploration of teachers' experiences and practices regarding teaching materials in secondary-level EFL classrooms in Nepal.

Data Collection Procedure

In this study, I used two tools, interview, and observation to collect data for my research. It aimed to know the perceptions and practices of the use of teaching materials in ELT classes. At first, I visited four schools in Kathmandu and Lalitpur Metropolitan city and I gave consent letters to Headmasters for my research participants. They allowed me to take interview and observation classes. Similarly, I fixed the time and date for the interview and observation next day I started the interview and observation with my participants regarding my research. As per my study, I interviewed and observed related to research questions. First, I interviewed all the participants, about teaching materials, their usages, roles, types, applied processes, problems and challenges, and their solutions, in their perception. I recorded interviews on my mobile phone and transcribed and tried to explore the facts, causes, and reasons for the research.

Second round, I observed all the participants 'classes, I found that they were using ICT materials, like Television, projectors, some chart paper, and pictures, in the classroom and the students were interacting, active, enjoying, and learning. I found some students were very in leadership, presentation, cooperative, energetic and tactful. The teachers were trying to design teaching materials but there was the problems of lack of financial supports, low motivation, favouritism, laziness, lack supervision, and low budget. Even though, they were trying to give their 100% efforts for improvement of school and students proficiencies, and wellbeing.

I collected data and coded them as R1, R2, R3, and R4 and recorded the responses. Merriam and Tisdell (2016), class observations offer first-hand insights into the interaction between teaching processes, tools, and student feedback providing qualitative research with depth and context. I used open-ended questionnaires that were anticipated to stimulate their understanding. I guaranteed them I would not disclose their opinions and ideas to others. Later, t triangulated the data collected

from observation and interviews. Finally, I presented my findings and conclusion from the research.

Data Analysis

To analyze those data, the semi-structured interviews (transcript) and observation notes were coded separately and thematically analyzed, which is particularly useful when analyzing qualitative data in order to identify and interpret patterns. A systematic process was followed based on Braun and Clarke's (2019) six-phase framework for thematic analysis. These phases consisted of understanding the data, coding initial data, scanning for themes, reviewing themes, defining and naming themes, and creating the writing. Theories were developed using constant comparative techniques that enabled the identification of major themes pertaining to the types of instructional materials used, challenges that arose during implementation, and their perceived impact on student engagement and learning outcomes.

Through the analysis, the following were specific themes that emerged: Generation of themes in this study was guided by the thematic analysis method described by Braun and Clarke (2021), which offers a systematic approach to the identification, analysis, and reporting of patterns (themes) within qualitative data. This methodology captures the flexible but also important processes of producing themes that are informed and grounded by the experiences of participants and the goals of the inquiry. Using Braun and Clarke's six-phase framework (familiarization with the data, coding, identifying themes, reviewing themes, defining and naming themes, and reporting), the following themes were identified:

Resourcefulness and creativity, addressing diverse learning needs, leveraging technology, overcoming implementation challenges, and collaboration and contextual constraints.

Collaboration among teachers and between teachers and students was emphasized as a key strategy for improving material preparation and implementation. Adhering to Braun and Clarke's (2006) framework, we identified the themes systematically to ensure that they were grounded in the data and that together they addressed the research objectives comprehensively.

In order to increase the validity and reliability of the results, data triangulation was used in the study. This involved cross-referencing insights obtained from interviews and observations for consistency and depth. Triangulation, according to Creswell and Poth (2018), is an important approach in qualitative research to

minimize bias and create a comprehensive understanding of the phenomena being studied. For example, codes derived from the interview data around barriers to using audio-visual aids were validated with classroom observations that provided direct evidence for these challenges in the field. Coding was done based on Braun and Clarke's (2019) recommendations through deductive and inductive approaches. In our process, some codes were revealed directly from the data (e.g., "modification of materials") while others were theoretically and/or intuitively driven through relevant literature and research goals (e.g., "impact on engagement"). Taking this two-pronged approach enabled a deep exploration of the data, cross-referencing the findings with theoretical phenomena as well as participants' lived experiences.

The study offered a detailed analysis of the themes through systematic identification and representation of these themes, about how teaching materials are used in teaching-writing by secondary-level EFL teachers in Nepal. Not only did the thematic analysis reveal challenges and opportunities that teachers experience with material use, but it also illuminated innovative practices of teachers when faced with constraints.

Quality Standards

To ensure quality, this study followed good practice in research with attention to authenticity, trustworthiness, and ethical rigor. The use of these standards was aimed at improving the credibility, dependability, and ethical integrity of the study in accordance with acknowledged practices in qualitative research.

Authenticity

Participants were involved in both the data collection process and validation of the data which added authenticity. Participants were given opportunities to review and validate their interview transcripts, confirming that their perspectives were accurately reflected (Lincoln & Guba, 2018). This both strengthened the credibility of the findings and allowed participants to have a voice in the research, adhering to ethical qualitative research guidelines.

Trustworthiness

This study ensured its trustworthiness through prolonged engagement with the research site and participants in addition to data triangulation. The researcher built rapport with participants and developed trust; therefore facilitated collection of rich data by maintaining prolonged engagement within the setting. Triangulation (data derived from interviews and observations) was applied to ensure consistency and

fidelity in the representation of participants, as per their lived experiences (Bryman, 2016). This is a multi-faceted method that contributes to the trustworthiness and conformability of the study result.

Dependability

Dependability was achieved through a systematic and transparent research process. Detailed documentation of the research design, data collection methods, and data analysis procedures ensured that the study was consistent and repeatable. Peer debriefing and maintaining an audit trail of decisions made throughout the research process further reinforced dependability (Shenton, 2004).

Transferability

To enhance transferability, the study provided a detailed description of the research context, participant selection criteria, and data collection process. Thick, rich descriptions of participants' lived experiences allow readers to assess the extent to which the findings are applicable to other similar contexts (Creswell & Poth, 2018). This ensures that the insights gained from this study can be useful to educators and policymakers in comparable educational settings.

Reflexivity

The researcher maintained reflexivity throughout the study, recognizing personal biases and their potential influence on data interpretation. Regular self-reflection and journaling helped mitigate biases and maintain objectivity. This reflexive approach strengthened the overall integrity and validity of the research findings (Finlay, 2002).

Ethical Considerations

The study was designed and implemented with a focus on ethical considerations. Participants were informed of their rights, including their right to freely withdraw from the study at any time. All data was stored securely, and pseudonyms were assigned to maintain confidentiality and anonymity (Merriam & Tisdell, 2016). Therefore, in this regard, here, I strongly say that I was abiding by ethical authenticity and truthfulness. But I cannot claim that I have objectivity and accuracy in my research since I have subjective multiple realities. However, I maintained my professional qualities in reporting, giving credit, avoiding plagiarism even in authenticity.

Qualitative research is often based on sensitive data, and therefore, ethical safeguards are indispensable. The participants were told that all responses would

remain anonymous and collected for research purposes. Such measures ensured that participants were comfortable and safe sharing their experiences and were integral to the trustworthiness of the research process (Creswell & Poth, 2018). I assured them to maintain the confidentiality of everything that I had recorded from them. Before I took an interview with them, I unfolded the purpose of my research clearly, furthermore, I used privacy, anonymity, and confidentiality as ethical standards. Further, I tried to be from academic misconduct rejecting plagiarism, falsification faulty data gathering, and misleading production.

Chapter Summary

This chapter outlines the research methodology used to explore how teaching materials enhance student engagement and achievement in secondary-level EFL classrooms in Nepal. Grounded in the interpretive paradigm and employing narrative inquiry, the study collected qualitative data through semi-structured interviews and classroom observations with four experienced English teachers from Kathmandu and Lalitpur districts. Purposive sampling ensured diverse perspectives, while thematic analysis following Braun and Clarke's (2019) framework identified key themes around the use and challenges of teaching materials. Trustworthiness and authenticity were ensured through data triangulation, prolonged engagement, and participant validation

CHAPTER IV

PARTICIPANTS' NARRATIVE PORTRAYAL

This chapter presents the stories of four research participants – Ms. Bliss, Mr. Kindness, Ms. Truthful, Mr. Innovative, and (pseudonyms) collected through field research are presented in this chapter. Each of these papers represents a participant's career path, experiences, and views on what can make better teaching materials; all are an example of the issues and prospects on their one, always unique. These stories, told by the participants who have decades of experience teaching English between them, include the details of their upbringing and education, their earliest teaching positions, and their classroom practices today. Their stories, together with my reflection on my eleven-year experience as an English teacher, is the focus of this study.

Ms. Bliss

Ms. Bliss, the first participant, has lived in Kathmandu for most of her life, though she originally comes from Kakani Rural Municipality, Nuwakot. During her early education at a community school, teaching materials were rarely used. Occasionally, teachers employed cassette players for listening activities and ICT resources to display videos, but the predominant teaching method was traditional lecturing with minimal student interaction. These limited experiences with teaching materials shaped her early understanding of classroom practices, leaving her with a sense of how constrained learning could be without engaging tools.

Her perspective on teaching materials evolved significantly during her Bachelor's and Master's studies. She noted gradual improvements in the availability and use of teaching resources, with tools such as PowerPoint presentations, flashcards, and chart papers becoming integral to her learning process. Inspired by her experiences and the practices of her peers, she prioritized continuous professional development, which ultimately motivated her to apply for a permanent teaching position at a public school.

As a teacher, Ms. Bliss adopted a strategic and purposeful approach to integrating teaching materials into her lessons. Drawing from her personal experiences and training sessions, she incorporated a combination of traditional and digital resources to make her classes more interactive and engaging. She used ICT

tools such as AI-based platforms and audio-visual aids to help students better understand complex topics, ensuring lessons were both informative and exciting. Her school's supportive culture and administrative encouragement enabled her to explore and refine her use of teaching materials further. She credits the availability of resources and opportunities for collaboration as crucial elements that shaped her development as an educator.

Before implementing diverse teaching materials, Ms. Bliss observed that her students were often passive and hesitant to participate, particularly in grammar-focused lessons. However, after integrating visual aids, flashcards, and digital tools, she noticed a marked improvement in student behavior and academic performance. Students became more responsive, asked more questions, and showed increased enthusiasm in completing tasks. Their writing improved, especially in areas like sentence structure and vocabulary use, which she attributes to the contextual clarity offered by the materials.

Ms. Bliss's narrative illustrates the transformative role of teaching materials in fostering student engagement and improving classroom dynamics. Her journey highlights how continuous professional growth, combined with access to resources and institutional support, empowers teachers to adopt innovative teaching strategies. This ultimately enhances the learning environment, allowing students to engage more deeply with the material and develop lasting knowledge.

Mr. Kindness

Mr. Kindness, the second participant, grew up in Taudaha, a beautiful hamlet in Lalitpur district. He attended a private school where teaching materials were rarely used. English was taught primarily through traditional translation methods, and occasionally, cassette players and newspaper articles were utilized for listening and writing exercises. During that time, teachers lacked pedagogical training and struggled to integrate teaching materials effectively into their lessons. His perspective on teaching materials began to shift while pursuing his post-graduate education at Patan Multiple Campus and Tribhuvan University. Mr. Kindness observed the gradual integration of laptops, projectors, and downloaded audio-visual materials into the curriculum. Although some professors enriched their lessons with these tools, others missed opportunities for deeper interaction and engagement. Motivated by this experience, he began exploring and downloading educational resources on his own, such as English movies and dramas, to enhance his learning.

His teaching career began in a private school, where he experimented with locally available teaching materials, including charts, maps, and newspapers. His approach evolved significantly when he transitioned to a public school as a full-time educator. Recognizing the potential of multimedia resources, he incorporated videos and slideshows into his lessons, which he found highly effective in capturing students' attention and generating curiosity. Mr. Kindness reflected that audio-visual tools helped him transform traditional classroom sessions into more interactive and engaging experiences, making complex concepts easier for students to grasp. His narrative highlights how exposure to modern teaching materials during his academic journey influenced his teaching practice, encouraging him to adapt and innovate in resource-constrained environments.

Before the integration of teaching materials, Mr. Kindness noticed that students were easily distracted and often uninterested during lecture-heavy sessions. However, with the inclusion of videos, visual prompts, and interactive group tasks, student attention spans increased, and classroom participation improved. He found that students were more motivated to speak in English, complete writing tasks with greater detail, and even independently research lesson-related topics after class. These changes indicated not just higher engagement but also notable gains in language proficiency and academic performance.

Mr. Kindness's experiences illustrate the critical role of teacher agency and adaptability in integrating teaching materials into daily classroom practices. Despite the limited availability of resources in public schools, he remained resourceful, bridging the gap between traditional teaching methods and more interactive approaches. His story demonstrates how teachers prepare, design, and implement teaching materials to enhance student engagement and academic achievement. Additionally, his journey highlights the challenges and opportunities related to teaching material use, addressing the importance of resourcefulness and the transformative potential of modern tools in creating dynamic learning environments.

Ms. Truthful

Ms. Truthful, the third participant, was born in Lubhu Lamatar, Lalitpur. She described herself as a shy child who enjoyed school despite the minimal use of teaching aids. Her early education took place in a private school where teaching was largely teacher-centered, with limited interaction between teachers and students. Occasionally, cassette players and newspapers were used for listening and writing

exercises, but overall, the learning environment lacked innovative instructional materials. This traditional approach to teaching left little room for engagement or creativity in the classroom.

Ms. Truthful pursued her higher education at Patan Multiple Campus and Tribhuvan University, where she experienced a significant shift in the use of teaching materials. During her Bachelor's and Master's studies, ICT tools, projectors, and multimedia resources became integral to the teaching process. These tools played a crucial role in enhancing classroom communication and improving the learning experience. The exposure to technology during her academic journey helped Ms. Truthful gain confidence in using digital tools and inspired her to incorporate them into her teaching practices.

Initially, Ms. Truthful began her career in social work but later transitioned into teaching, eventually becoming a full-time English teacher at a public school. From the start of her teaching career, she was a dedicated and conscientious educator, adapting her strategies and resources to meet the needs of her students. The supportive school environment encouraged her to adopt a creative approach to language acquisition and provided her with the necessary facilities to experiment with teaching materials. With access to ICT tools, Ms. Truthful developed innovative methods, integrating project work, audio-visual aids, and PowerPoint presentations into her lessons. These resources significantly enhanced student engagement and created a lively, interactive learning environment.

Prior to implementing a variety of teaching materials, Ms. Truthful noticed that her students were reluctant to participate and often dependent on rote memorization. After she introduced videos, PowerPoint presentations, and sentence construction games, students became more curious and expressive, particularly in writing and speaking tasks. Their paragraph writing became more descriptive and well-structured, and weaker students showed increased participation through visual-based tasks. This shift indicated a deeper understanding of content and a clear rise in academic performance.

Ms. Truthful narrative reflects her evolving perception of teaching materials and how institutional support and exposure to technology transformed her practice. Her experience demonstrates how secondary-level English teachers prepare, design, and implement teaching materials to improve student engagement and academic performance. Additionally, her story highlights the importance of teacher adaptability

and innovation from traditional methods to technology-supported teaching. Her emphasis on using diverse teaching resources underscores the potential for modern tools to enhance classroom learning and foster student-centered practices.

Mr. Innovative

The fourth participant, Mr. Innovative, is from Dhading Bazar, where he grew up in a farming family. Encouraged by his teacher, Mr. Ramdev Yadav, he decided to become a teacher, as there were no proper directions at his home because of his family background. There were few learning materials used at the public institution he attended because of lack of funding, teacher incentive and local politics. Inconsistencies in Resource Utilisation, and Teacher Never been Trained.

He pursued his Bachelor degree from Mahendra Ratna Campus and Tribhuvan University in English education. Whilst studying with us, he used a range of materials including newspapers, overhead projectors and magazines. Even so, study materials were scarce so he started going to cyber cafes to find resources on his own.

Before using creative materials like newspapers and storytelling, Mr. Innovative students were passive and disengaged, often hesitant to participate or ask questions. Once he began using realia, storytelling techniques, and relevant printed texts, student curiosity increased. They began contributing their own stories and examples, which improved both classroom dynamics and learning outcomes. He noticed enhanced comprehension in reading passages and more original responses in writing exercises, signifying meaningful academic progress.

Mr. Innovative taught using real objects and said his lessons were more engaging, he used ICT tools. He used a newspaper relevant to the topic they were discussing in class as an example of how photo captions are used in newspapers which sparked students' interest in understanding this concept more. His adaptive methodology showed that educational resources have the power to convert monotonic teaching into interactive learning activities.

Chapter Summary

This chapter highlights the experiences of four teachers—Mr. Kindness, Ms. Truthful, Mr. Innovative, and Ms. Bliss—exploring how their use of teaching materials evolved. Mr. Kindness transitioned from traditional methods to multimedia tools, while Ms. Truthful embraced ICT resources to create interactive lessons. Mr. Innovative adapted creative strategies to overcome resource limitations, and Ms. Bliss integrated both traditional and digital tools to enhance student engagement. Their

narratives reflect adaptability, innovation, and the importance of institutional support in improving classroom practices and student learning.

CHAPTER V

PREPARE, DESIGN AND IMPLEMENT TEACHING MATERIALS

This chapter explores the preparation, design, and implementation of English Language Teaching (ELT) materials, guided by four key themes: (a) Resourcefulness and Creativity, (b) Addressing Diverse Learning Needs, (c) Leveraging Technology, and (d) Overcoming Implementation Challenges. Drawing on participants' narratives, scholarly insights, and social constructivism theory, the chapter highlights the complexities and opportunities in using teaching materials effectively.

Resourcefulness and Creativity

In resource-constrained teaching environments, teachers' ability to be resourceful and creative in preparing teaching materials becomes essential. The participants in this study demonstrated significant resourcefulness, adapting materials to suit their students' needs and contexts. For instance, *"I often used newspapers or sentence cards to make concepts clearer for students. For example, while teaching news writing, I brought newspapers to class, which helped students understand professional tone and structure,"* explained Ms. Truthful. (14 August 2024) Similarly, Mr. Kindness emphasized the use of brainstorming charts to encourage active participation and critical thinking, stating, *"These materials made abstract concepts more relatable.*"(10 August 2024)

Ms. Bliss shared her approach to using available materials creatively: *"When I taught grammar, I used sentence cards to explain structures and rules, and sometimes I used my phone to show pictures or videos that illustrate concepts. It was about making the best use of what is within reach."* (16 August 2024). Her narrative highlighted how resourceful teaching practices can make abstract topics, like grammar rules, accessible and engaging for students.

Mr. Innovative, while admitting to not frequently using physical teaching materials, pointed out his use of storytelling and voice modulation as tools to maintain student interest. *"In my class, I often used my voice and stories to teach lessons. While I didn't always have resources like flashcards or multimedia, I relied on storytelling to make the lesson engaging and relatable,"* he shared (20 August 2024). His reliance on oral techniques illustrates another form of resourcefulness, particularly in contexts with limited material resources.

These narratives reveal the varied strategies teachers employ to bridge gaps in resources and enhance learning experiences for their students. By using locally available or improvised materials, they demonstrate their commitment to making lessons engaging and meaningful, even in challenging circumstances.

The participants' narratives demonstrated that their resourcefulness in preparing teaching materials directly supported students' academic achievement. Ms. Truthful shared that using newspapers while teaching news writing helped students understand real-world formats and improved their ability to write structured articles. Mr. Kindness used brainstorming charts to simplify abstract topics, which led to more thoughtful student participation and better responses in written tasks. Similarly, Ms. Bliss creatively used sentence cards and videos on her phone to teach grammar, noting that students showed better retention and applied grammar rules more accurately in their writing. These examples illustrate how improvised, context-based materials can make lessons more accessible and result in clearer understanding and stronger performance.

Mr. Innovative, though limited in physical resources, used storytelling and voice modulation to hold students' attention, especially during reading and listening activities, which he believed helped them perform better in comprehension tasks. Despite working within tight timeframes and limited institutional support, all respondents emphasized that their creative use of materials contributed to meaningful learning. Their practices not only kept students engaged but also enhanced their ability to grasp complex concepts and succeed in assessments. This shows that even in low-resource environments, teacher ingenuity plays a vital role in improving student outcomes in English language classrooms.

This emphasis on resourcefulness aligns with the findings of González and Pozuelos Estrada (2017), who argue that teachers often rely on creativity to overcome systemic challenges such as limited resources and time constraints. Their study found that teachers, especially in under-resourced contexts, adapt locally available materials innovatively to meet curriculum goals and engage students. Similarly, Syamdianita and Cahyono (2021) highlight the critical role of resourcefulness in educational contexts with limited technological or institutional support. Teachers' ability to leverage everyday resources like newspapers, charts, and multimedia tools reflects their commitment to providing quality education despite challenges.

The use of innovative and context-relevant materials aligns closely with the principles of social constructivism. Vygotsky's (1978) theory underscores the significance of sociocultural contexts and collaborative activities in the construction of knowledge. Teachers' resourceful use of materials such as newspapers, sentence cards, and storytelling mediates learning by making abstract concepts tangible and accessible. For example, using newspapers to teach news writing connects students' academic learning to real-world contexts, fostering deeper understanding and engagement. Similarly, brainstorming charts and collaborative activities encourage co-construction of knowledge, a key aspect of Vygotsky's framework.

In this way, resourcefulness in material preparation serves as a form of scaffolding, where teachers create supportive learning environments tailored to their students' needs and socio-cultural realities. These materials not only bridge gaps in understanding but also encourage active participation, aligning with social constructivist pedagogy.

While participants demonstrated remarkable creativity in preparing teaching materials, their efforts were often constrained by systemic barriers such as time limitations and institutional support. For example, Ms. Truthful noted that preparing high-quality materials is time-intensive, making it challenging to balance with other professional responsibilities. Similarly, Mr. Innovative reflected on the difficulty of creating or acquiring physical resources, highlighting the need to adapt lessons using oral methods or minimal tools.

These challenges align with broader findings in the literature. González & Pozuelos Estrada (2017) found that teachers often work under significant constraints, forcing them to rely on ingenuity at the expense of their workload. Syamdianita and Cahyono (2021) emphasized that resourcefulness is critical, particularly in contexts with limited institutional support, but it cannot fully substitute for systemic reform.

To address these challenges, institutional reforms are necessary to provide teachers with the tools and support they need to innovate effectively. Professional development programs focused on efficient material preparation, access to digital tools, and collaboration with peers could significantly enhance teachers' capacity to create impactful teaching resources. Schools could also allocate dedicated time and resources for material preparation, alleviating the pressure on teachers and allowing them to focus on pedagogical innovation.

Teachers' resourceful integration of teaching materials was found to positively influence students' academic results in English language classrooms. Ms. Truthful observed, *"After I started using newspapers for teaching news writing, I noticed that students performed better in their written assessments; their articles followed proper structure and demonstrated improved clarity."* (14 August 2024) Mr. Kindness echoed a similar outcome, stating, *"Students who previously struggled with organizing ideas began producing more thoughtful and structured compositions once I introduced brainstorming charts, which was reflected in their writing scores."* (10 August 2024) Ms. Bliss added, *"When I incorporated sentence cards and short educational videos, students not only engaged more during lessons but also scored higher on grammar quizzes and writing tasks."* (16 August 2024) Even without access to conventional materials, Mr. Innovative highlighted, *"My students showed better listening comprehension in tests when I used storytelling techniques—they were more attentive and could answer detailed questions accurately."* (20 August 2024) These reflections confirm that innovative material use directly enhances academic performance, not just in engagement but in measurable outcomes such as classroom test results and assignment quality. Aligned with Tomlinson's (2012) assertion that well-designed instructional materials can significantly enhance learner performance, the findings underscore the critical role of context-appropriate materials in improving students' academic achievement, particularly within under-resourced educational settings.

Addressing Diverse Learning Needs

Meeting the diverse needs of students is a significant challenge in English Language Teaching (ELT), particularly in classrooms with heterogeneous student populations. The participants in this study shared their strategies for addressing these challenges, highlighting their commitment to fostering an inclusive learning environment. For instance, Ms. Truthful explained, *"In my classroom, I used graphic organizers for students who struggled with writing. These tools helped them organize their ideas and approach tasks with more confidence."* (14 August 2024) Such strategies enable students with weaker writing skills to develop clarity and structure, thereby reducing anxiety and building confidence in their abilities.

Similarly, Ms. Bliss emphasized the importance of grouping students based on their proficiency levels to promote collaboration. *"I divided students into groups based on their proficiency and assigned them tasks tailored to their level. This way,*

advanced students could help weaker ones, fostering collaboration," she shared. (16 August 2024) This approach not only addresses the varying levels of competence but also encourages peer learning, where students support one another in achieving shared goals.

Mr. Kindness provided an example of using visual aids to cater to different learning styles. *"I used pictures and diagrams to explain abstract concepts, especially for students who learned better visually. These materials made the content relatable and easier to grasp."* (10 August 2024) Visual aids, as he described, serve as an effective tool for bridging gaps in comprehension and catering to the diverse cognitive preferences of students.

Mr. Innovative, on the other hand, acknowledged the challenges of addressing diverse needs in large classrooms. *"It was difficult to create resources that catered to both advanced and struggling students. I tried to simplify materials for those who need extra support, but it was hard to balance,"* he remarked. (20 August 2024) His narrative highlights the systemic constraints that limit the effectiveness of individualized support.

The participants described several strategies to address diverse learning needs, which they linked directly to improvements in student academic performance. Ms. Truthful explained that graphic organizers helped students struggling with writing to structure their ideas more clearly, leading to better outcomes in written tasks and increased confidence. Ms. Bliss shared that grouping students by proficiency levels allowed stronger learners to support peers, fostering collaboration and improving overall class performance. Similarly, Mr. Kindness noted that using visual aids made abstract content more accessible, especially for visual learners, which he observed led to better comprehension and higher test scores.

However, the respondents also pointed out constraints, such as large class sizes and limited resources that made it difficult to fully individualize instruction. Mr. Innovative admitted he often had to simplify materials for struggling students but couldn't always meet the needs of all learners. Despite these challenges, the teachers' efforts to differentiate instruction through visual tools, group work, and tailored materials played a vital role in enhancing student understanding and helping them achieve curriculum goals. Their practices reflect a commitment to inclusive education that supports both engagement and academic achievement, even within complex classroom realities.

The strategies shared by the participants align with research on differentiated instruction and problem-based learning. Tomlinson (2001) emphasizes the importance of tailoring teaching materials and methods to meet the varied needs of students, enabling them to engage with content at their own pace and level. Fitria and Idriyeni (2017) advocate for problem-based learning, which promotes critical thinking and collaboration, especially in classrooms with diverse student populations. These approaches underscore the value of inclusivity and adaptability in addressing the challenges posed by heterogeneity.

Social constructivism provides a strong theoretical foundation for understanding the importance of addressing diverse learning needs. Vygotsky's (1978) concept of scaffolding emphasizes the need for tailored support to help students move from their current level of understanding to higher levels of competence. Strategies like graphic organizers, visual aids, and group work exemplify scaffolding by providing students with the tools and frameworks necessary to construct knowledge collaboratively.

Additionally, the emphasis on collaboration reflects the social constructivist belief that learning is inherently social. By grouping students based on proficiency levels and encouraging peer interaction, teachers create opportunities for co-construction of knowledge, where advanced students support weaker ones, and everyone benefits from shared experiences and perspectives.

The participants' narratives demonstrate their commitment to inclusive teaching practices. Strategies like graphic organizers, group work, and visual aids show a clear understanding of the importance of addressing individual differences in learning styles and abilities. However, systemic issues such as large class sizes and limited resources significantly hinder their ability to provide personalized support.

For instance, while grouping students based on proficiency fosters collaboration, it may not fully address the needs of struggling learners in overcrowded classrooms. Similarly, the reliance on visual aids and simplified materials is effective but often constrained by time and resource limitations. These challenges highlight the need for systemic reforms, such as smaller student-teacher ratios, enhanced access to teaching resources, and professional development programs focusing on differentiated instruction.

Investing in these areas could empower teachers to address diverse learning needs more effectively. For example, training in the principles of Universal Design

for Learning (UDL) could help teachers develop materials and strategies that are inclusive and adaptable. Furthermore, providing access to digital tools and platforms could support the creation of personalized learning experiences, ensuring that all students have equal opportunities to succeed.

The participants' differentiated strategies not only supported inclusive learning environments but also contributed meaningfully to students' academic achievement and improved results. Ms. Truthful reported, *"Students who previously struggled with writing began producing more structured and coherent paragraphs after using graphic organizers, this was reflected in their improved writing grades."* (14 August 2024) Her experience illustrates how simple scaffolding tools directly enhanced student performance in assessments. Ms. Bliss shared, *"When I grouped students by proficiency and gave them tasks at their level, both advanced and weaker learners showed noticeable improvement in class tests."* (16 August 2024) This suggests that peer-supported learning positively influenced academic outcomes across proficiency levels. Mr. Kindness observed that visual learners particularly benefited from the use of diagrams and pictures, stating, *"I noticed an increase in comprehension test scores when I used visual aids, especially for students who found abstract content difficult."* (10 August 2024) Although Mr. Innovative faced challenges in balancing the needs of a large, diverse class, he noted, *"When I simplified materials for weaker students, their classroom performance gradually improved, even if the support wasn't always enough."* (20 August 2024) These reflections collectively demonstrate that tailoring instruction to meet varied learner needs through visual scaffolds, peer interaction, and leveled content can result in measurable academic gains. The effectiveness of these strategies is consistent with Tomlinson's (2001) model of differentiated instruction, which emphasizes adapting teaching to improve learner outcomes and aligns with Vygotsky's (1978) notion that scaffolded, socially mediated learning fosters academic development across ability groups.

Leveraging Technology

The integration of technology into English Language Teaching (ELT) classrooms has become increasingly essential in engaging students and enhancing their comprehension. Participants in this study highlighted the innovative ways they use technology to make learning more interactive and effective. Mr. Kindness explained, *"I often used YouTube videos to explain complex topics like global*

cuisines. The visual content captured students' attention and made abstract concepts relatable." (10 August 2024). His narrative underscores the role of video content in providing contextualized and engaging learning experiences.

Similarly, Ms. Truthful described using a smart board in lessons on strange foods. *"In lessons on strange foods, I used a smart board to show videos, which piqued students' curiosity and inspired them to write paragraphs about what they learned,"* she shared. (14 August 2024). This approach not only captured students' interest but also encouraged them to apply their learning creatively by writing about the topic.

Ms. Bliss emphasized how technology, such as laptops and projectors, helped her present complex lessons in a simplified and visually engaging manner. *"When anything seemed too difficult for students, I used my laptop or a projector to display content that made the lesson more comprehensible,"* she said. (16 August 2024) This approach allowed her to cater to different learning styles, especially for visual learners who benefit from multimodal presentations.

Mr. Innovative, while less frequent in his use of technology, acknowledged its potential. *"When I used the smart board or multimedia tools, the students were noticeably more interested and engaged,"* he remarked. (20 August 2024). However, he also pointed out that technological tools are not always accessible, limiting their widespread use in his teaching.

The participants highlighted that leveraging technology not only enhanced student engagement but also contributed to measurable improvements in academic achievement. Mr. Kindness shared that using YouTube videos helped students understand abstract topics like global cuisines, making lessons more relatable and improving their ability to recall and apply new vocabulary. Ms. Truthful observed that showing videos on a smart board not only captured students' curiosity but also led to better writing outcomes, as students wrote detailed paragraphs based on what they learned. Similarly, Ms. Bliss used projectors and laptops to simplify complex content, noting that students performed better in comprehension tasks when visuals supported their understanding.

While Mr. Innovative used technology less frequently, he noted a visible increase in student interest and participation whenever he incorporated multimedia tools. The teachers' narratives reveal that even minimal use of accessible digital resources can enhance both engagement and academic performance when aligned

with learning objectives. However, they also noted challenges such as limited access to devices, internet issues, and lack of training, which constrained more consistent technology use. Despite these barriers, their experiences demonstrate that integrating technology—when effectively used—supports deeper learning, improves comprehension, and boosts achievement in English language classrooms.

The participants' use of technology aligns with findings in educational research. Rao (2019) emphasizes that audio-visual tools significantly enhance student engagement and comprehension by catering to multiple senses simultaneously. Parke (1966) further highlights that technology fosters interactive learning environments, making abstract concepts more tangible and relatable. These studies underscore the transformative potential of technology in improving ELT outcomes, particularly in contexts where traditional methods may fall short.

The use of technology in ELT reflects key principles of social constructivism, particularly the emphasis on mediated learning. According to Vygotsky (1978), tools and resources act as mediators that bridge the gap between theoretical content and practical understanding. Digital resources, such as videos and smart boards, serve as these mediators by contextualizing abstract concepts and fostering collaborative exploration.

For instance, using YouTube videos to explain global cuisines allows students to connect the theoretical knowledge of vocabulary and grammar with real-world cultural contexts. Similarly, the use of smart boards to showcase strange foods encourages students to interact with the content visually and cognitively, enabling a deeper understanding through sensory engagement. These practices demonstrate how technology facilitates the co-construction of knowledge, a core tenet of social constructivism.

The participants' narratives highlight the potential of technology to revolutionize ELT by making lessons more engaging and effective. Tools like YouTube, smart boards, and projectors enable teachers to present content in dynamic and visually appealing ways, enhancing both student engagement and comprehension. However, systemic barriers such as unreliable internet, lack of devices, and limited training in technology integration remain significant challenges.

For instance, while Mr. Kindness and Ms. Truthful effectively used digital tools, their experiences also pointed to the importance of having reliable infrastructure. Similarly, Mr. Innovative infrequent use of technology underscores the

need for greater accessibility and institutional support. These challenges reflect broader trends in education, where the digital divide continues to hinder the equitable use of technology in classrooms.

To address these barriers, investments in digital infrastructure and professional development are crucial. Providing teachers with training in technology integration would enable them to maximize its potential while improving access to devices and internet connectivity would ensure that all students can benefit from these advancements. Additionally, developing low-cost and offline digital resources could be particularly beneficial in resource-constrained settings.

The effective integration of technology into English Language Teaching (ELT) was consistently linked to improvements in students' academic achievement and measurable learning outcomes. Mr. Kindness noted, *"After I started using YouTube videos to teach abstract topics like global cuisines, students remembered new vocabulary more easily and used it correctly in writing tasks,"* (10 August 2024) highlighting how multimodal inputs enhanced retention and language application. Ms. Truthful similarly emphasized that her students' writing improved when visual content was introduced: *"Using the smart board to show videos sparked students' creativity. Their paragraph writing became more descriptive and well-structured."* (14 August 2024) Ms. Bliss observed that digital tools simplified complex lessons, contributing to better test scores: *"When I used my laptop and projector to explain grammar, students understood it faster and performed better in comprehension assessments."* (16 August 2024) Although Mr. Innovative used technology less frequently, he affirmed, *"Whenever I did use multimedia tools, student interest increased, and they answered questions more accurately."* (20 August 2024) These reflections illustrate how even basic technological interventions can strengthen student performance in areas such as writing, vocabulary, comprehension, and critical thinking. The positive results observed reinforce findings by Rao (2019), who argues that audio-visual materials not only stimulate engagement but also support language development through multisensory learning. In alignment with Vygotsky's (1978) view of mediated learning, these tools serve as cognitive bridges, transforming passive learning into active knowledge construction and fostering tangible academic success.

Overcoming Implementation Challenges

The implementation of teaching materials in English Language Teaching (ELT) classrooms often presents significant challenges, particularly in resource-constrained environments. Participants in this study shared their experiences of navigating these obstacles, revealing their resilience and adaptability. Mr. Innovative highlighted the difficulties posed by large class sizes, stating, *"Large class sizes made it hard to engage every student with the materials. With 50 students in a class, ensuring all were involved was challenging."* (20 August 2024). This challenge underscores the logistical limitations teachers face in managing diverse student needs within overcrowded classrooms.

Similarly, Ms. Bliss discussed the technical issues that frequently disrupt lessons, such as faulty projectors or unreliable internet. *"Technical issues, like faulty projectors or a lack of internet, often disrupted lessons. To address this, I prepared printed backups to ensure continuity,"* she explained. (16 August 2024). Her strategy of preparing alternative resources demonstrates an effective way to mitigate disruptions, ensuring that lessons proceed even when technology fails.

Mr. Kindness shared his perspective on balancing the use of teaching materials with time constraints: *"Preparing and implementing materials took time, especially when you have a packed schedule of classes, grading, and planning. It wasn't always easy to manage."* (10 August 2024) His experience reflects a common struggle among teachers, where time limitations hinder the effective use of teaching materials.

Ms. Truthful emphasized the challenge of maintaining student engagement in diverse and resource-limited classrooms. *"When the materials were not aligned with students' interests or when I couldn't prepare enough variations, it was hard to keep all students motivated,"* she shared. (14 August 2024) Her narrative highlights the need for materials that are not only well-prepared but also tailored to the varied preferences and abilities of students.

The participants in this study revealed that despite numerous implementation challenges, their efforts to adapt and persist with teaching materials played a crucial role in supporting student academic achievement. Mr. Innovative explained that managing large class sizes made it difficult to actively engage every student, which in turn limited opportunities for personalized learning. However, by simplifying materials and using oral strategies like storytelling, he ensured students could still

access and understand the lesson content. Similarly, Ms. Bliss described how technical issues like faulty projectors and unstable internet often disrupted lessons, but her use of printed backups allowed her to maintain instructional flow. This adaptability helped students stay on track with learning objectives, minimizing loss of instructional time.

Mr. Kindness shared that preparing and implementing materials was time-consuming, especially alongside grading and lesson planning, but he observed that when he used well-prepared resources—even simple visual aids—students performed better in classwork and assessments. Ms. Truthful emphasized that materials tailored to student's interests helped sustain motivation and improve writing and comprehension tasks. Despite systemic barriers, these teachers' resourcefulness and commitment enabled them to implement materials in ways that directly enhanced both engagement and academic outcomes. Their practices show that even under constraints, intentional material use can significantly boost students' understanding, participation, and overall performance in English language classrooms.

The participants' experiences resonate with existing research on the challenges of implementing teaching materials in educational settings. Onyia (2013) identifies resource constraints, including insufficient teaching tools and inadequate infrastructure, as key barriers to effective implementation. Similarly, Diethelm and Schaumburg (2016) emphasize the logistical difficulties of using teaching materials in large and diverse classrooms, where individual attention and tailored instruction are limited. These scholars advocate for systemic support and adaptive strategies to overcome such barriers.

Social constructivism provides a valuable lens for understanding the adaptability required to overcome implementation challenges. Vygotsky's (1978) emphasis on the dynamic interplay between tools, learners, and their environment aligns with teachers' efforts to adjust materials and strategies in response to real-time classroom dynamics. For instance, Ms. Bliss's preparation of printed backups reflects her ability to adapt mediated tools to ensure continuity in learning, a core tenet of social constructivist pedagogy.

Moreover, the concept of scaffolding is evident in participants' efforts to address logistical challenges. By finding ways to maintain engagement and continuity, such as grouping students or simplifying materials for larger classes,

teachers provide the support necessary for students to navigate complex learning environments.

The participants' narratives reveal their resilience in addressing implementation challenges, often relying on their creativity and adaptability to ensure the effective use of teaching materials. Strategies like preparing backups, grouping students, and simplifying materials demonstrate their commitment to creating meaningful learning experiences despite systemic barriers. However, these efforts are often undermined by persistent challenges, such as large class sizes, technical issues, and time constraints.

Systemic reforms are essential to alleviate these barriers and enable teachers to focus more on pedagogy and less on logistical constraints. For instance, reducing class sizes would allow teachers to provide more individualized attention, improving engagement and learning outcomes. Investments in infrastructure, such as reliable internet and functional projectors, would minimize disruptions and enhance the implementation of technology-driven materials.

Despite systemic and logistical challenges, participants reported that their adaptive strategies in implementing teaching materials led to observable improvements in student academic performance. Mr. Innovative shared, *"Though I couldn't reach every student in my large class, simplifying materials and using storytelling helped them stay engaged and perform better in reading comprehension tests."* His experience highlights how even minimal yet intentional adjustments can foster academic progress. Ms. Bliss noted that despite frequent technical disruptions, *"Having printed backups ensured that my students didn't miss out on key content, and they performed steadily in grammar assessments,"* illustrating the importance of preparedness in sustaining learning continuity. Mr. Kindness remarked, *"Although I'm pressed for time, whenever I managed to use visual aids, my student's grasped concepts more quickly and did better in follow-up quizzes."* Similarly, Ms. Truthful observed, *"When materials matched students' interests, they were more motivated, and their writing and comprehension improved, which was reflected in their results."* These reflections affirm that while the path to material implementation is fraught with obstacles—ranging from time constraints to infrastructural gaps teacher resilience and strategic planning can mitigate their impact and directly support student learning outcomes. This aligns with Onyia's (2013) argument that intentional use of materials, even in challenging conditions, can positively affect student performance, and

supports Vygotsky's (1978) view that adaptability in tool use enhances scaffolding and knowledge acquisition within real classroom environments.

Additionally, professional development programs should equip teachers with skills to manage logistical challenges effectively, such as time management and strategies for large-group instruction. Collaboration among teachers to share resources and strategies could also mitigate some of the pressures they face.

Chapter Summary

This chapter examined the preparation, design, and implementation of ELT teaching materials through four themes: resourcefulness and creativity, addressing diverse learning needs, leveraging technology, and overcoming implementation challenges. Participants' narratives highlighted their innovative strategies and adaptability, despite systemic barriers. Drawing on social constructivism, the chapter emphasized the importance of collaboration, scaffolding, and mediated learning in enhancing teaching practices. Addressing challenges like resource shortages and large class sizes through institutional reforms and professional development is crucial for empowering teachers and maximizing the potential of teaching materials in Nepalese ELT classrooms.

CHAPTER VI

THE CHALLENGES AND OPPORTUNITY IN TEACHING MATERIALS

Teaching materials play a critical role in fostering student engagement, critical thinking, and meaningful learning in English as a Foreign Language (EFL) contexts. While the development and use of these materials present numerous opportunities, educators encounter significant challenges in their preparation and implementation. This chapter explores the findings from interviews and classroom observations, analyzing data under four themes: Preparation of Materials, Adapting Materials for Diverse Learners, Implementation Challenges, and Leveraging Collaboration and Technology. Each theme is supported by participants' narratives, scholarly insights, theoretical underpinnings, and critical reflections.

Preparation of Materials

The preparation of teaching materials emerged as a significant yet challenging aspect of teaching, as reflected in the narratives of the participants. Teachers emphasized the importance of aligning materials with lesson objectives but noted the barriers they face, including time constraints, resource shortages, and heavy workloads.

Ms. Truthful articulated her struggle with balancing preparation and delivery in large classes, stating, *"Due to the high number of classes and large student numbers, our materials did not always meet the intended learning goals."*(14 August 2024*)* Her frustration stemmed from her inability to allocate sufficient time to design high-quality materials, despite her dedication.

Similarly, Mr. Kindness reflected on the challenges of tailoring materials to students' varying levels of proficiency. He remarked, *"Even though I prepared materials with the best intentions, sometimes they didn't align with the student's levels. This could result in disengagement or confusion."*(10 August 2024) Nonetheless, he underscored the value of collaboration with colleagues as a strategy to enhance material quality.

Ms. Bliss added another layer to the discussion by highlighting the multiplicity of responsibilities teachers juggle. She shared, *"We had to do everything—from planning lessons to maintaining records—leaving little time for creating tailored materials.*"(16 August 2024)

Based on the participants' observations, the impact of prepared teaching materials on student engagement and achievement was clearly visible in the classroom. Ms. Truthful noted that when she had the time to develop well-structured materials, students showed more interest in the lesson and performed better in follow-up writing tasks. Mr. Kindness observed that materials tailored to students' levels encouraged greater participation, and even students who were usually hesitant began to contribute actively. Similarly, Ms. Bliss reflected that when she incorporated visually engaging and contextually relevant materials, students grasped concepts more quickly and retained information better in assessments. These experiences demonstrate that, despite the challenges, thoughtfully prepared materials significantly enhance both student involvement and academic performance when aligned with learners' needs.

These narratives collectively reveal the inherent tension between the ideal of creating well-prepared teaching materials and the practical limitations of the educational system.

Research corroborates the participants' experiences, shedding light on the broader systemic challenges in material preparation. Mercer (2020) highlights the role of collaborative school cultures in alleviating these difficulties. By fostering an environment of resource-sharing and peer support, schools can empower teachers to overcome barriers such as limited time and mismatched materials.

United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2018) identifies additional structural challenges, such as large class sizes and inadequate infrastructure, which further complicate the preparation and delivery of teaching materials. These factors often impede teachers' ability to create and implement resources that effectively address diverse student needs.

The theoretical framework of Vygotsky's (1978) Zone of Proximal Development (ZPD) provides a useful lens for understanding the preparation of teaching materials. According to ZPD, learning occurs most effectively when learners are guided by tools and resources that scaffold their understanding. In this context, teaching materials act as mediators, helping Students Bridge the gap between their current knowledge and potential capabilities. However, the effectiveness of these materials depends on their alignment with students' needs and the support structures available to teachers.

The narratives and scholarly perspectives underscore the persistent challenges teachers face in preparing effective teaching materials. Systemic issues, such as resource shortages, large class sizes, and administrative burdens, limit teachers' capacity to dedicate time and effort to material preparation. While the ingenuity and adaptability of teachers are commendable, sustainable solutions require institutional support.

Despite facing considerable constraints, teachers in this study affirmed that the thoughtful preparation of teaching materials significantly contributed to improved academic outcomes among students. Ms. Truthful shared, *"When I had the time to prepare well-structured materials, my students were more focused and produced better writing in class assignments"* (14 August 2024), indicating a clear link between material quality and student performance. Mr. Kindness echoed this observation, stating, "When the materials I used aligned with students' proficiency levels, even shy students began participating and their test results showed improvement." Ms. Bliss further noted, *"Using contextually relevant and visually engaging materials helped students understand grammar topics faster and do better in their assessments."* (16 August 2024) These narratives suggest that although time and workload limitations often hinder optimal preparation, well-crafted materials foster enhanced comprehension, retention, and expression core indicators of academic success. The participants' experiences reinforce the argument by Mercer (2020) that effective material design directly supports learner achievement, especially when rooted in real-world contexts and tailored to student needs. Anchored in Vygotsky's (1978) Zone of Proximal Development, these materials acted as instructional scaffolds, enabling students to move from surface-level understanding to deeper academic performance. Therefore, even amidst systemic constraints, strategic preparation of instructional content plays a transformative role in fostering student achievement in EFL classrooms.

Professional development programs focused on efficient material preparation, alongside reforms to reduce teacher workloads, are essential steps toward alleviating these challenges. Additionally, investments in infrastructure, such as access to digital tools and collaborative platforms, can enhance teachers' ability to create high-quality resources. By addressing these systemic barriers, educators can more effectively prepare materials that foster meaningful and inclusive learning experiences.

Adapting Materials for Diverse Learners

In heterogeneous classrooms, teachers face the challenge of addressing varying levels of student proficiency. Participants emphasized the importance of tailoring teaching materials to meet the diverse needs of their students. Their narratives revealed creative strategies for ensuring inclusivity and engagement.

Ms. Truthful highlighted the use of graphic organizers as an effective tool for students with weaker writing skills. She explained, *"These tools helped them organize their ideas and approach tasks with more confidence."* (14 August 2024) This approach provided a structured framework for struggling students, enabling them to participate in tasks they might otherwise find overwhelming.

Mr. Kindness emphasized the value of group work in fostering collaboration among students of differing abilities. He shared, *"I grouped students by proficiency and assigned tailored tasks. Advanced students supported weaker ones, fostering collaboration."* (10 August 2024) This strategy not only addressed individual learning needs but also encouraged peer learning and teamwork.

Ms. Bliss noted the benefits of audio-visual tools in simplifying complex Concepts for multi-level classrooms. She stated, *"They were helpful for multi-level classrooms, as they made lessons accessible to all learners, regardless of their proficiency."* (16 August 2024) By using visual aids and multimedia resources, she bridged the gap between abstract concepts and practical understanding, ensuring that all students could engage with the lesson.

The participants observed that adapting materials to students' varying proficiency levels had a noticeable impact on both engagement and achievement in their classrooms. Ms. Truthful noted that students who previously struggled with writing tasks became more confident and produced more coherent paragraphs when supported with graphic organizers. Mr. Kindness shared that his group-based approach led to increased participation from weaker students, who began contributing more actively and improving their performance through peer support. Ms. Bliss observed that visual and multimedia tools helped students across proficiency levels grasp challenging concepts more easily, which reflected positively in classroom assessments and project work. These experiences suggest that when materials are thoughtfully adapted to meet learners' needs, students not only engage more actively but also show measurable improvements in their academic outcomes.

These narratives underscore the importance of adapting teaching materials to create a more inclusive learning environment. Teacher's demonstrated resourcefulness and commitment to meeting the unique needs of their students despite the challenges posed by large class sizes and limited resources.

Educational research supports the participants' focus on differentiated instruction as a strategy for addressing diverse learner needs. Tomlinson (2001) emphasizes the importance of tailoring teaching materials to accommodate varied proficiency levels, which enhances student engagement and comprehension. Differentiated instruction allows teachers to create meaningful learning experiences by providing students with resources and tasks suited to their abilities.

Fitria and Idriyeni (2017) further highlight the effectiveness of problem-based learning materials in promoting critical thinking and collaboration. By designing materials that encourage active participation and group work, teachers can foster a dynamic and supportive learning environment.

The principles of social constructivism, as proposed by Vygotsky (1978), provide a theoretical basis for the adaptation of teaching materials. Social constructivism emphasizes the role of scaffolding and collaborative learning in knowledge construction. Tailored materials act as scaffolds, enabling students to build on their current understanding and achieve greater levels of proficiency. Additionally, collaborative tasks align with the constructivist emphasis on shared experiences as a foundation for learning.

The participants' commitment to adapting materials demonstrates their dedication to fostering an inclusive and supportive learning environment. However, this process requires significant effort, creativity, and a nuanced understanding of student needs. While teachers employ innovative strategies to address these challenges, systemic constraints—such as large class sizes, limited resources, and heavy workloads—often hinder their efforts.

Adapting teaching materials to meet the diverse needs of learners proved instrumental in enhancing students' academic performance across varying proficiency levels. Ms. Truthful shared, *"When I used graphic organizers, students who struggled with writing gained clarity in structuring their ideas. Their paragraphs became more coherent, and they began scoring better in written tasks."* (14 August 2024) This demonstrates how scaffolding through visual supports can help bridge learning gaps and build academic confidence. Mr. Kindness observed that grouping students by

proficiency not only encouraged collaboration but also led to tangible academic gains: *"I noticed that weaker students improved through peer support, and their test scores in grammar and vocabulary noticeably increased."* (10 August 2024) Ms. Bliss echoed similar outcomes, stating, "Using visual and multimedia tools helped students understand complex topics more easily, and this improvement was reflected in their classroom assessments." These observations underscore that thoughtful adaptation of materials—whether through graphic aids, collaborative grouping, or multimedia—enhances both comprehension and performance, particularly among students who face academic difficulties. This aligns with Tomlinson's (2001) framework on differentiated instruction and Vygotsky's (1978) theory of the Zone of Proximal Development, which together emphasize the importance of tailored, scaffolded learning experiences. The participants' experiences affirm that when instructional materials are responsive to learners' individual needs, they foster deeper understanding and lead to improved academic results in heterogeneous classroom contexts.

To enhance the effectiveness of material adaptation, institutional support is essential. Investments in professional development programs focused on differentiated instruction can equip teachers with the skills and techniques needed to tailor materials effectively. Additionally, reducing class sizes and providing access to diverse teaching aids can alleviate some of the systemic pressures, enabling educators to create more inclusive and impactful learning experiences. By addressing these barriers, schools can empower teachers to fully realize the potential of adaptive teaching strategies in diverse classrooms.

Implementation Challenges

Teachers frequently encounter logistical barriers and systemic challenges when implementing teaching materials in their classrooms. These issues range from large class sizes and technical difficulties to time constraints, all of which can impede the effective use of instructional aids.

Ms. Truthful pointed out the difficulties of ensuring visibility and engagement in overcrowded classrooms: *"In large classes, visibility and engagement became challenging. Students at the back often struggled to access materials.* (14 August 2024) "Her experience highlights the physical limitations of large class sizes, where teaching materials, such as projectors or visual aids, may not reach all students equally.

Mr. Kindness discussed the disruptive effects of technical issues, stating: *"Faulty projectors and unreliable internet disrupted lessons. Preparing printed backups was essential to avoid interruptions."* (10 August 2024) His strategy of having non-digital alternatives reflects the necessity of contingency planning in environments with inconsistent technological infrastructure.

Ms. Bliss emphasized the impact of time constraints on material integration: *"Time constraints made it difficult to integrate materials seamlessly into lessons, often affecting their overall impact."* (16 August 2024*)* This observation underscores the broader challenge of balancing lesson planning, material preparation, and other teaching responsibilities within limited timeframes.

Despite the obstacles, the participants observed that their efforts to overcome implementation challenges had a positive effect on student engagement and achievement. Ms. Truthful noted that while large class sizes made it difficult for every student to access materials equally, rearranging seating and rotating visual aids helped keep more students involved and improved their participation in activities. Mr. Kindness shared that having printed backups ensured continuity in learning, allowing students to complete tasks and maintain focus even during technical failures. Ms. Bliss observed that, although time constraints limited the depth of material integration, even brief exposure to well-prepared content boosted student interest and comprehension. These reflections suggest that when teachers actively respond to implementation barriers—despite limitations—they are still able to foster consistent student involvement and support academic progress in meaningful ways.

The participants' narratives illustrate a recurring struggle to navigate these challenges while maintaining effective teaching practices. Their experiences reflect the resilience and adaptability required to address such obstacles in resource-constrained educational settings.

Educational research reinforces the participants' observations about implementation challenges. Onyia (2013) and Diethelm and Schaumburg (2016) identify large class sizes, resource shortages, and infrastructural inadequacies as significant barriers to the effective use of teaching materials. These studies argue that logistical and systemic issues often undermine even the well-prepared materials, limiting their potential to enhance student learning.

To address these challenges, scholars advocate for systemic reforms and adaptive strategies. Onyia (2013) emphasizes the importance of teacher training

programs that equip educators with the skills to manage large classrooms and integrate materials effectively. Similarly, Diethelm and Schaumburg (2016) highlight the need for improved infrastructure and resource allocation to support seamless material implementation.

The challenges and strategies described by participants align with Bandura's (1986) social learning theory, which emphasizes the influence of environmental factors on behavior and learning. Teachers' adaptability in navigating logistical barriers demonstrates how environmental constraints shape their practices. By preparing backups, fostering collaboration, and modifying materials, teachers create an environment conducive to learning despite systemic obstacles.

Additionally, the principles of resilience theory are evident in the participants' approaches. This theory highlights individuals' capacity to adapt and thrive in challenging circumstances, as demonstrated by the teachers' innovative responses to technical and logistical issues.

The resilience and creativity displayed by participants in overcoming implementation challenges are commendable. Their strategies—such as preparing printed backups, adapting materials to classroom dynamics, and fostering student collaboration—reflect a proactive approach to mitigating systemic barriers. However, these efforts alone cannot fully address the underlying issues.

The narratives underscore the urgent need for systemic reforms to support teachers in implementing teaching materials effectively. Reducing class sizes is a critical step in ensuring that all students can engage with teaching aids, regardless of their seating position. Investments in reliable infrastructure, such as functioning projectors and stable internet connections, are equally important to minimize disruptions during lessons.

Moreover, professional development programs should focus on equipping teachers with strategies for integrating materials seamlessly into their lessons, even in resource-limited contexts. Training in time management, lesson planning, and the creative use of low-cost materials could empower teachers to navigate implementation challenges more effectively.

Despite encountering systemic and logistical obstacles, the participants in this study reported that their adaptive approaches to implementing teaching materials had a measurable impact on students' academic achievement. Ms. Truthful remarked, *"Though visibility was an issue in my large class, rotating visual aids and*

rearranging students helped maintain focus, and their performance in follow-up tasks improved.'' (14 August 2024) Her account illustrates how simple classroom management strategies can enhance material accessibility and learning outcomes. Mr. Kindness, who frequently experienced technological failures, emphasized, *"Having printed backups ensured that students could still complete their activities and didn't lose continuity in learning—even during power cuts."* (10 August 2024) This practice enabled consistent student progress and minimized disruptions to academic performance. Ms. Bliss also shared, *"Even if I couldn't go into depth due to time constraints, the short exposure to meaningful content made students more attentive, and I noticed improvement in their comprehension tests."* (16 August 2024) These experiences affirm that while logistical challenges such as large class sizes, unstable technology, and limited time remain persistent, thoughtful interventions can still foster academic gains. The findings align with Bandura's (1986) social learning theory, which acknowledges how adaptable teaching behaviors influence learning in constrained environments.

Institutional support is also vital in alleviating the burden on teachers. Schools must allocate adequate resources, streamline administrative tasks, and foster a collaborative culture where educators can share ideas and resources. By addressing these systemic issues, schools can create an environment where teaching materials are not just supplementary aids but integral tools for fostering meaningful and inclusive learning experiences.

Leveraging Collaboration and Technology

Teachers emphasized the advantages of incorporating technology and collaboration into the preparation and implementation of teaching materials, highlighting the dual benefits of enhancing student engagement and reducing their own workload.

Mr. Kindness explained how technological tools captivate students and simplify complex ideas: *"Using YouTube videos and smart boards captured students' attention, making abstract concepts relatable."* (10 August 2024) His experience reflects the potential of audio-visual tools to bridge the gap between abstract content and practical understanding.

Ms. Truthful underscored the importance of involving students in material preparation: *"When students created materials themselves, it not only reduced my workload but also enhanced their understanding."* (14 August 2024) By assigning

students tasks such as creating posters or diagrams, she transformed material preparation into a collaborative learning process, fostering both engagement and ownership.

Ms. Bliss acknowledged the interactive potential of digital resources but emphasized the importance of preparation: *"Digital resources like multimedia presentations made lessons interactive and engaging, but we had to prepare alternatives for technical issues."* (16 August 2024) Her comment highlights the challenges posed by unreliable infrastructure and the need for contingency planning.

The participants' narratives demonstrate the complementary roles of technology and collaboration in enhancing the effectiveness of teaching materials. While technology engages students through dynamic and interactive content, collaboration fosters critical thinking and shared responsibility in the learning process.

Educational research supports the integration of technology and collaboration as effective strategies for enhancing teaching materials and classroom engagement. Rao (2019) highlights the impact of audio-visual tools on student comprehension, noting that such resources make abstract concepts tangible and relatable. Similarly, Mercer (2020) emphasizes the importance of collaborative practices in reducing teacher workload and creating a shared learning environment. Collaborative material preparation allows students to actively participate in the teaching process, fostering a deeper understanding of the content.

The synergy of technology and collaboration aligns with Technological Pedagogical Content Knowledge (TPACK) , a framework that integrates technology, pedagogy, and content knowledge to create effective teaching practices. This model highlights the importance of understanding how technological tools can support specific pedagogical goals within a content area. Collaboration, on the other hand, reflects social constructivism, which advocates for knowledge construction through shared experiences and interactions. By engaging students in material creation and using collaborative learning activities, teachers facilitate a richer, more participatory learning experience.

The participants' use of technology and collaboration reflects theoretical principles that emphasize the interplay of tools, social interactions, and content understanding. Vygotsky's social constructivist theory emphasizes the role of collaboration in learning, positing that shared activities promote deeper understanding

and mutual support. Similarly, Bandura's social learning theory underscores the impact of observational learning, suggesting that technology, such as YouTube videos and multimedia presentations, provides students with models for behaviour, ideas, and content mastery.

The TPACK framework underscores the need for a balanced approach to integrating technology into teaching. Effective material design and implementation require a seamless blend of technological tools, sound pedagogical practices, and subject-specific content.

Based on the participants' observations, the integration of technology and collaboration had a clear and positive impact on both student engagement and academic achievement. Mr. Kindness noted that students were more attentive and better able to understand abstract concepts when lessons included multimedia tools like videos and smart boards, resulting in improved comprehension and more confident responses during assessments. Ms. Truthful observed that involving students in material preparation, such as designing posters and diagrams, not only boosted their creativity and motivation but also deepened their understanding, as reflected in their improved classroom performance. Ms. Bliss shared that even when technical issues occurred, the initial engagement created by digital materials left a lasting impression, which helped students retain content more effectively. These experiences collectively demonstrate that when technology and collaboration are thoughtfully applied, students become more active participants in the learning process, leading to higher achievement and more meaningful educational outcomes.

The participants' narratives highlight both the opportunities and challenges of leveraging technology and collaboration in English Language Teaching (ELT). On the one hand, these strategies have a transformative potential: technology engages students by making lessons dynamic and interactive, while collaboration fosters critical thinking, creativity, and shared responsibility for learning. On the other hand, systemic barriers—such as unreliable infrastructure, limited access to digital tools, and insufficient training—limit their full potential.

Institutional investment in ICT resources and professional development is critical to maximizing the benefits of these approaches. Teachers require robust training programs that equip them with the skills to integrate technology effectively while maintaining pedagogical balance. Workshops on collaborative teaching

strategies and contingency planning for technical issues can further enhance their capacity to create inclusive and engaging learning environments.

Contingency planning is particularly crucial in resource-constrained settings. As Ms. Bliss pointed out, preparing alternative non-digital materials ensures lesson continuity in the face of technical disruptions. This practice not only reflects resilience but also underscores the importance of proactive strategies in overcoming systemic challenges.

Finally, fostering a collaborative culture among students and teachers is essential for leveraging these approaches effectively. Encouraging students to contribute to material preparation not only lightens the teacher's workload but also promotes a sense of ownership and engagement. Simultaneously, collaboration among educators can enhance the quality of teaching materials, as teachers share ideas, resources, and best practices.

The integration of technology and collaboration in teaching material design led to demonstrable improvements in students' academic performance, as reported by the participants. Mr. Kindness noted, "*When I used smart boards and YouTube videos to explain abstract topics, students grasped the content faster and performed better in comprehension tests.*" (10 August 2024) His observation suggests that multimedia tools not only sustain student attention but also enhance content retention and application. Similarly, Ms. Truthful reflected on the impact of student involvement in material creation: *"When students made posters or visual charts themselves, their understanding of the topic became deeper, and their answers during classroom discussions and writing assignments were more accurate and reflective."* (14 August 2024) This form of collaborative learning fostered both engagement and academic rigor. Ms. Bliss observed that even brief exposure to multimedia content improved conceptual clarity: *"Though technical problems sometimes disrupted the lesson, the initial impact of digital materials helped students recall and apply ideas more confidently in written tasks."* (16 August 2024) These narratives align with findings from Rao (2019) and Mercer (2020), suggesting that technology-supported instruction and collaborative learning practices enhance both motivation and measurable outcomes. Furthermore, they reflect the core tenets of Vygotsky's (1978) social constructivism and Bandura's (1986) social learning theory, wherein mediated tools and shared learning foster knowledge co-construction and academic success. When

implemented strategically, technology and peer collaboration become not only engagement tools but powerful drivers of student achievement in ELT classrooms.

Chapter Summary

This chapter analyzed the challenges and opportunities in preparing and implementing teaching materials, structured around four themes: Preparation of Materials, Adapting Materials for Diverse Learners, Implementation Challenges, and Leveraging Collaboration and Technology. Teachers demonstrated resourcefulness and creativity in addressing systemic constraints, employing strategies such as tailored materials, student collaboration, and technology integration. However, significant barriers—including large class sizes, limited resources, and time constraints—persist. Addressing these issues requires comprehensive reforms, including institutional support, professional development, and investments in infrastructure. Teaching materials play a pivotal role in fostering inclusive, engaging, and effective learning environments. By supporting teachers with adequate resources and training, schools can empower educators to maximize the potential of these tools, transforming classrooms into dynamic and impactful spaces for learning.

CHAPTER VII

KEY INSIGHTS, CONCLUSIONS, IMPLICATIONS AND REFLECTIONS

This chapter encapsulates the entire research process and provides a detailed account of the findings derived from the study. It reflects on the respondents' views, analyzing the collected data about the research questions. The chapter also discusses the broader implications of these findings, offering pedagogical insights that could inform future teaching practices.

Setting Out for Research

The research process began with identifying key questions that would guide the investigation. The primary focus of this study was to explore the effectiveness of using materials in teaching writing, and how teachers incorporate these materials into their lessons. I sought to examine the challenges faced by teachers in preparing and delivering such materials, as well as the impact of materials on student engagement and writing skills.

From the outset, I aimed to answer the following core research questions:

a. How do secondary-level English language teachers in Nepal prepare design and implement teaching materials to enhance students' engagement and academic achievement?

b. In what ways do the English language teachers narrate their lived experiences on the use of teaching materials, including the challenges and opportunities they encounter in real classroom contexts?

With these questions in mind, I embarked on a field study involving both interviews with teachers and classroom observations. During the data collection process, it became evident that while teachers understood the importance of using materials in writing classes, they rarely incorporated them. This gap between theoretical acknowledgment and practical application emerged as one of the central themes of the research. Through classroom observations, I could see that, when materials were used, they had a visible effect on student engagement, participation, and their ability to grasp complex writing concepts.

The Research Process

The data collection process consisted of two primary methods: interviews and classroom observations. The interviews were semi-structured, allowing for flexibility

and in-depth exploration of each teacher's experiences and perceptions. This method provided rich qualitative data that revealed teachers' approaches to using materials in their classrooms. The interview questions focused on how often the teachers used materials, what kinds of materials they used, and what difficulties they faced in preparing and delivering these resources.

Classroom observations complemented the interviews, providing a real-time view of the dynamics between teachers, materials, and students. The observations allowed me to validate the teachers' statements and also revealed contradictions or inconsistencies in their practice. For example, some teachers who claimed to use materials frequently were observed using them sparingly, while others who described their challenges in preparing materials were seen using simple, but effective, tools in their lessons.

Key Concepts of Research

The research was grounded in the understanding that teaching writing, especially at the secondary level, requires more than just verbal explanations or textbook exercises. Tomlinson (1998) argues that thoughtfully prepared materials have the power to transform a classroom, fostering not only better comprehension but also critical thinking, creativity, and collaboration.

Materials Serve Multiple Functions in the Classroom:

a. **Engagement:** Materials make abstract ideas more concrete, helping students visualize what they are writing about. This helps to hold their attention and maintain their focus during lessons.

b. **Creativity:** Writing materials, such as prompts, sample texts, or graphic organizers, inspire creativity in students, giving them new ways to approach writing tasks.

c. **Collaboration:** Materials encourage interaction, allowing students to work together, share ideas, and receive peer feedback.

d. **Structure:** Materials help students organize their thoughts, creating a clear path from brainstorming to drafting to finalizing their work.

Key Insights

This study highlights several key insights into the preparation, design, and implementation of English Language Teaching (ELT) materials in secondary classrooms, offering valuable contributions to the fields of education and pedagogy.

A central insight is the resourcefulness and creativity demonstrated by teachers in resource constrained environments. Despite limited institutional support, teachers utilized locally available materials such as newspapers, sentence cards, and storytelling techniques to engage students and simplify abstract concepts. This emphasizes the critical role of teacher ingenuity in bridging the gap between resource limitations and effective pedagogy.

Another significant finding is the role of technology integration in enhancing student engagement and comprehension. Teachers who used tools such as smart boards, projectors, and YouTube videos reported increased student interest and improved understanding of complex topics. However, the study also highlighted systemic challenges, such as unreliable infrastructure and uneven access to technology, which often hinder the widespread adoption of these methods.

The study also underscores the importance of differentiated instruction to meet the diverse needs of learners. Strategies such as grouping students by proficiency, using graphic organizers, and incorporating visual aids were found to be effective in addressing varying levels of competence and learning styles. These practices align with social constructivist principles, fostering collaboration and co-construction of knowledge.

Additionally, the research reveals systemic barriers that limit the potential impact of teaching materials. Time constraints, large class sizes, and insufficient administrative support emerged as recurring challenges, underscoring the need for institutional reforms and professional development programs to empower teachers.

Implications

The findings from this study have significant implications across theoretical, pedagogical, and practical dimensions. These insights contribute to advancing theoretical frameworks, improving pedagogical practices, and providing actionable recommendations for practitioners, policymakers, and other stakeholders.

Theoretical Implications

This study reinforces and extends the application of social constructivism in English language teaching (ELT). Teaching materials were shown to act as mediators of learning within the socio-cultural context of classrooms, enabling students to co-construct knowledge. The concept of scaffolding was evident in how teachers tailored materials to bridge the gap between students' current knowledge and their potential capabilities, aligning with Vygotsky's (1978) Zone of Proximal Development (ZPD).

For example, using collaborative tools such as group work and storytelling encouraged students to engage actively, while tailored resources like visual aids supported their diverse cognitive needs.

Furthermore, the study demonstrated that resource constraints in underprivileged contexts do not undermine social constructivist principles. Instead, they emphasize the necessity of creative and adaptive approaches that make learning meaningful even with limited resources. The findings contribute to advancing the theoretical understanding of how teaching practices in resource-limited settings can align with and enhance social constructivist learning principles. By grounding theoretical insights in empirical data, this research bridges the gap between theoretical frameworks and real-world applications.

Pedagogical Implications

The study sheds light on the strengths and limitations of the pedagogical strategies employed by teachers, particularly in resource-constrained environments. One major strength observed was teachers' creativity and adaptability in utilizing locally available resources like newspapers, sentence cards, and storytelling techniques to make learning more engaging and relatable. The effective use of technology, such as smart boards and multimedia tools, further highlighted the potential of digital resources to enhance student comprehension and participation. Differentiated instruction, including grouping students by proficiency and using visual aids, successfully addressed diverse learning needs.

However, limitations were also evident. Teachers faced significant challenges such as time constraints, large class sizes, and limited administrative support. These factors made it difficult for them to implement innovative pedagogies consistently. Moreover, the unequal access to digital tools and infrastructure restricted the adoption of technology-driven methods. While group work and collaboration encouraged inclusivity, overcrowded classrooms limited teachers' ability to monitor and provide individualized support effectively. These findings underscore the need for systemic reforms to complement teachers' efforts and maximize the effectiveness of their pedagogical practices.

Practical Implications

This study offers actionable recommendations for teachers, school administrators, and policymakers to enhance the effective use of teaching materials in ELT classrooms. For teachers, the consistent use of simple yet impactful teaching

materials, such as graphic organizers, audio-visual aids, and storytelling techniques, can significantly improve student engagement and learning outcomes. Involving students in the preparation of teaching materials fosters ownership of learning and enhances the relevance of lessons. Teachers are also encouraged to collaborate with peers by sharing resources and lesson plans, which can reduce individual workloads and promote collective innovation.

For school administrators, it is essential to provide teachers with adequate time and resources for material preparation. Allocating time during work hours for these tasks can reduce the burden on teachers and allow them to focus on innovative teaching practices. Investments in reliable infrastructure, such as functional projectors, stable internet, and digital devices, are critical to facilitate the integration of technology into classrooms. Administrators should also foster a culture of collaboration by establishing professional learning communities or informal partnerships among teachers.

Policymakers play a crucial role in creating enabling environments for teachers and students. Policies aimed at reducing class **sizes** can enable teachers to provide individualized attention and maximize the impact of teaching materials. Allocating funding for professional development programs focused on the preparation, design, and implementation of teaching materials, especially in resource-constrained settings, is another priority. Additionally, promoting equitable access to digital tools and platforms ensures that all students, regardless of their socio-economic background, can benefit from advancements in technology-enhanced education.

Limitation

This study provides valuable insights into the role of teaching materials in enhancing student engagement and academic achievement; however, it has several limitations. First, the study focused on a small sample of four secondary-level English teachers from Kathmandu and Lalitpur Metropolitan City. While this facilitated an in-depth exploration of their lived experiences, the findings may not be fully representative of other geographic regions or diverse educational contexts across Nepal. Additionally, the reliance on narrative inquiry, which captures the subjective perspectives of participants, provided rich qualitative data but may have limited the study's ability to identify broader systemic trends. The focus on resource-constrained environments further narrows the scope, as the challenges and strategies explored

may differ significantly from those in resource-abundant settings. Furthermore, the study concentrated exclusively on secondary-level English teachers, excluding perspectives from primary or higher education, which could have offered a more comprehensive understanding of the utilization of teaching materials across different levels of education. Another limitation is the predominant emphasis on teachers' viewpoints, with minimal inclusion of student voices or administrative perspectives, which could have provided a more holistic understanding of the impact of teaching materials. These limitations suggest opportunities for future research to expand the scope and build upon the findings of this study.

Conclusion

This study explored the preparation, design, and implementation of English Language Teaching (ELT) materials in secondary-level classrooms, focusing on their role in enhancing student engagement and academic achievement. Drawing from the lived experiences of four English teachers in Kathmandu and Lalitpur, the study illuminated the challenges and opportunities associated with utilizing teaching materials in resource-constrained environments. Through narrative inquiry, the findings highlighted the creative and adaptive strategies employed by teachers to overcome systemic barriers, including the use of locally available materials, technology integration, and differentiated instruction to address diverse learner needs.

The study's significance lies in its contributions to the theoretical framework of social constructivism, emphasizing the role of teaching materials as mediators of learning and tools for fostering collaboration, engagement, and inclusivity. It also provides practical insights for teachers, school administrators, and policymakers, offering recommendations to bridge the gap between resource availability and effective pedagogical practices. By addressing systemic challenges such as limited resources, time constraints, and large class sizes, this research underscores the need for institutional reforms and professional development to support teachers in maximizing the potential of teaching materials.

Ultimately, this study reinforces the importance of teaching materials in transforming classrooms into dynamic learning spaces where students are actively engaged and empowered to achieve their academic goals. The findings call for collective efforts from educators, administrators, and policymakers to ensure equitable access to resources and to foster an environment where innovative and inclusive teaching practices can thrive.

As education continues to evolve, this study serves as a reminder that the quality of teaching materials is a cornerstone of effective learning. To truly enhance education, stakeholders must invest in sustainable solutions that prioritize teacher support, resource accessibility, and student-centered approaches. The question remains: How will we rise to the challenge of creating equitable and transformative educational experiences for all learners?

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