

EFFECTIVENESS OF ENGLISH LANGUAGE TEACHING MATERIALS: A STUDY ON GOVERNMENT AND PRIVATE MIDDLE SCHOOLS' TEACHERS OF NEPAL.

Dipendra Prasad Shah

Assistant Teacher, Department of English, Shree Rastriya Basic School Chahaka, Koraiya, Saptari, Nepal
Email – dssaptari@gmail.com

Abstract: Many community schools, especially in rural Nepali context are under resourced and teachers have demonstrated weak transfer of training in terms of using locally available teaching materials in their classrooms. This research investigates the effectiveness of English language teaching materials used in government and private middle schools in Nepal. The study aims to assess the impact of different teaching materials on students' language proficiency and learning outcomes. Government and private school teachers' perceptions of teaching material quality, relevance, and their integration strategies are explored. The research employs a mixed-methods approach, involving surveys, interviews, and language proficiency assessments. The findings provide insights into the relationship between teaching materials, teaching techniques, and students' language development. The study contributes to enhancing English language education by identifying effective practices and suggesting improvements in the design and implementation of teaching materials.

Key Words: English language teaching materials, effectiveness, government schools, private schools, Nepal, language proficiency.

1. INTRODUCTION :

This study is about the "Effectiveness of English Language Teaching Materials: A Study on Government and Private Middle Schools' Teachers of Nepal". In the context of Nepal, "middle school" typically refers to the educational stage that bridges the gap between primary school and secondary school. It covers the grades between primary education (usually up to grade 5 or 6) and secondary education (starting from grade 9). In Nepal's educational system, middle school generally includes grades 6, 7, and 8. Students in middle school are typically around 11 to 14 years old, although this can vary slightly depending on the specific age structure of the school and the grade system used. Middle school education aims to provide a more comprehensive and specialized curriculum compared to primary education, preparing students for the challenges of higher-level learning in secondary school. This research dissertation on the "Effectiveness of English Language Teaching Materials" of Nepal, I will be exploring how teachers in both government and private middle schools use English language teaching materials to help students learn better. English is an important language, and it's crucial that the materials used in classrooms are effective in helping students understand and speak English well. We will be looking at the teaching materials teachers use, like textbooks, worksheets, and other resources, to see how helpful they are in the learning process. The research aims to understand what works well in these materials and what areas might need improvement. By studying both government and private schools, we can get a complete picture of how teachers are using teaching materials in different settings. I hope my research will provide valuable insights that can help teachers and schools improve their English language teaching materials, making the learning experience better for students in Nepal.

2. Background :

Nepal, nestled in the Himalayas, is a country characterized by linguistic and cultural diversity. While the Nepali language is the national language, English is taught as a compulsory subject in schools. English proficiency is increasingly important in Nepal, as it opens up access to international education and job opportunities. This has led to the widespread use of English Language Teaching (ELT) materials in schools.

Significance of the Study

The significance of this study lies in its potential to improve English language education in Nepal by enhancing the cultural sensitivity of ELT materials. Understanding the differences between government and private schools in this regard can inform policy changes, teacher training, and curriculum development.

3. Research Questions :

The notion of digital connectivity as the most suitable option to rescue education being freeze from the massive disperses of corona virus. A transformation of physical ELT classes into virtual classes brought various challenges in the field of ELT. Concentrating on this, this study answered the following questions:

1. What are the challenges emerged due to unplanned shift to online learning classes in the field of English language teaching?
2. What sort of motivation students get to participate in online classroom of English language teaching?
3. How do English language teaching materials used in government and private middle schools of Nepal, differ in terms of content and language proficiency levels?
4. What are the strengths and weaknesses of the current English language teaching materials in both school sectors concerning their cultural representation and relevance to the local context?
5. How do teachers in government and private middle schools perceive the effectiveness of the teaching materials they use, and what challenges do they face in selecting, adapting, and utilizing these materials?
6. What are the perceptions and preferences of students regarding the teaching materials used in their English language classes, and how do these preferences relate to their engagement and language learning outcomes?
7. How has teacher training and professional development influenced teachers' approaches to selecting, adapting, and utilizing English language teaching materials in both government and private middle schools?
8. To what extent do multimedia resources, such as videos, interactive activities, and digital tools, enhance language learning experiences in English classes across both school sectors?
9. How do resource disparities between government and private middle schools affect the availability and quality of English language teaching materials?
10. How can teaching materials be improved to better integrate local cultural elements and foster a sense of identity and belonging among students of Nepal?
11. What are the potential long-term effects of using specific teaching materials on students' language proficiency development and overall language learning outcomes?
12. What collaborative efforts between educators and curriculum developers are needed to design culturally-sensitive and locally-relevant English language teaching materials for government and private middle schools of Nepal?

4. Objectives:

1. To identify the strengths and weaknesses of the current English language teaching materials in terms of their cultural representation and relevance to the local context in both school sectors.
2. To investigate students' perspectives and preferences regarding the teaching materials used in their English language classes and how these preferences relate to their engagement and language learning outcomes.
3. To assess the impact of teacher training and professional development on teachers' approaches to selecting, adapting, and utilizing English language teaching materials in both government and private middle schools.
4. To examine the role of multimedia resources, such as videos, interactive activities, and digital tools, in enhancing language learning experiences in English classes across both school sectors.
5. To analyze the effect of resource disparities between government and private middle schools on the availability and quality of English language teaching materials.

6. To propose recommendations for developing culturally-sensitive and locally-relevant English language teaching materials that integrate local cultural elements and foster a sense of identity and belonging among students of Nepal.
7. To investigate the potential long-term effects of using specific teaching materials on students' language proficiency development and overall language learning outcomes.
8. To suggest strategies for collaborative efforts between educators and curriculum developers to design effective and culturally-sensitive English language teaching materials for government and private middle schools of Nepal.

This paper is organized into several sections. The literature review will provide a comprehensive understanding of the context of English language teaching in Nepal and the significance of culturally sensitive materials. The methodology section will describe the research design and data collection process. Subsequent sections will present case studies of Government and Private Middle Schools, followed by a comparative analysis. The discussion section will delve into the implications of the findings and offer recommendations. The paper concludes with a summary of the research's contributions and potential future directions.

5. Government vs. Private Schools in Nepal :

Studies have indicated disparities in the availability and utilization of culturally-sensitive teaching materials between government and private schools in Nepal. Khadka (2018) observed that private schools, often catering to urban populations, may have more resources to develop or access such materials. Government schools, which serve a wider demographic range, often face resource constraints (Acharya, 2017). These disparities underscore the need for a comparative study to assess the effectiveness of culturally-sensitive teaching materials in different school types.

A number of research scholars have carried out several studies on effectiveness of teaching materials in middle school. It is one of the most widely researched areas and supposed to be the technique with comparatively few drawbacks. Sharma and Adhikari (1992) have made an effort to make analytical study of experimental group with post test score obtained from the same grammatical test item," Vocabulary Repertoire of the students who have completed the grade three". The vocabulary repertoire was satisfactory. It was found that the lower difficulty level, the greater the maturity. Karki, (2000) wrote in his thesis "A study of English Vocabulary Achievement of the students of grade -8" has made an attempt to investigate students' English vocabulary achievement. He attempted to compare vocabulary achievement of nouns and verbs. Along with the English vocabulary achievement, his study found that the achievement in nouns in comparison with verbs seen quite better. Acharya, (2008) studied "The Effectiveness of teaching Vocabulary through real objects and the findings concluded that using real objects in teaching vocabulary has relatively better impact.

6. Introduction to Literature Review:

English language teaching materials play a pivotal role in shaping the language learning experience of students in Nepal. As the country's educational landscape evolves, understanding the effectiveness of these materials becomes increasingly crucial. This literature review aims to explore the existing body of research on the effectiveness of English language teaching materials in the specific context of government and private middle schools in Nepal. By examining various studies, theories, and practices, this review seeks to provide insights into how teaching materials influence language acquisition, classroom dynamics, and students' overall language proficiency.

Section 1: The Role of Teaching Materials in Language Education:

Effective teaching materials have long been recognized as key components of successful language education (Richards & Rodgers, 2001). Materials have the potential to shape the content, structure, and engagement levels of language lessons, impacting students' comprehension, motivation, and language skills development (Tomlinson, 2003). Research has shown that well-designed materials can enhance the quality of language instruction and contribute to more meaningful learning experiences (Nation, 2013).

Section 2: Factors Influencing Material Effectiveness:

The effectiveness of teaching materials is influenced by various factors, including their alignment with curriculum goals, cultural relevance, and linguistic appropriateness (Mishan & Timmis, 2015). Furthermore, teachers' perceptions, pedagogical strategies, and classroom practices significantly impact the way materials are utilized and their ultimate

effectiveness (Richards, 2005). A study by Johnson (2017) highlighted the significance of teachers' attitudes and beliefs in shaping their selection and use of teaching materials.

Section 3: Comparative Analysis of Government and Private Schools:

Government and private schools in Nepal cater to diverse student populations with distinct needs and resources. Research by Shrestha (2019) emphasized the resource constraints often faced by government schools, which might impact the availability and quality of teaching materials. Conversely, private schools may have greater autonomy in selecting and designing materials, potentially influencing their effectiveness (Khanal & Dhakal, 2020).

Section 4: Methodologies for Assessing Material Effectiveness:

Measuring the effectiveness of teaching materials requires robust research methodologies. Quantitative approaches, such as pre- and post-assessments, can provide insights into students' language proficiency improvements (Brown, 2007). Qualitative methods, including surveys and interviews with teachers and students, offer valuable perspectives on material relevance, engagement, and impact (Richards, 2014).

Conclusion:

This literature review aims to synthesize and critically analyze research findings related to the effectiveness of English language teaching materials in government and private middle schools in Nepal. By examining the role of teaching materials, influencing factors, comparative analysis, and research methodologies, this review sets the stage for further investigation into the dynamic relationship between teaching materials and language learning outcomes.

Below is a tabular form summarizing the review of literature on the topic "Effectiveness of English Language Teaching Materials: A Study on Government and Private Middle Schools' Teachers in District Sunsari of Nepal."

Author	Year	Title	Findings
Sharma, P. K.	2022	English Language Teaching Materials in Nepal	Identified the need for locally-relevant and culturally-sensitive materials for effective teaching.
Shakya, S. K.	2023	Current Practices in English Language Teaching	Noted a lack of innovative and interactive materials in most classrooms.
Adhikari, P. R.	2021	Challenges in Implementing English Curriculum	Highlighted the resource disparities between government and private schools.
Bhandari, R. M.	2022	Student Engagement in Language Learning	Emphasized the importance of engaging and relevant materials for better student outcomes.
Gurung, A. K.	2023	Teachers' Perspectives on Teaching Materials	Teachers expressed the need for better training and support in selecting and using materials.
Thapa, L. N.	2022	Impact of Technology on Language Learning	Examined the positive impact of multimedia resources in language classrooms.
Kessler, G.	2006	Assessing the Role of Technology in Language Teaching and Learning	Found that technology can enhance language learning experiences when used appropriately.

7. RESEARCH METHODOLOGY :

This study will utilize a mixed-methods research design, incorporating both quantitative and qualitative research methods. This approach allows for a comprehensive exploration of the research topic, considering both numerical data and contextual insights.

Population and Sample

Sampling Strategy: Stratified random sampling will be used to ensure representation from both government and private middle schools in Nepal. Strata will be defined by school ownership type (government/private), and a proportional number of participants will be selected from each stratum.

Sample Size: Approximately 100 English language teachers (50 from government schools and 50 from private schools) will be included in the study. Additionally, a subset of students (around 300) will be selected for language proficiency assessment.

Data and Sources of Data

Data Collection:

Quantitative Data: A structured questionnaire will be administered to teachers to collect quantitative data. The questionnaire will assess teachers' perceptions of teaching material effectiveness, their integration strategies, and their impact on students' language proficiency.

Qualitative Data: Semi-structured interviews will be conducted with a subset of teachers to delve deeper into their experiences, challenges, and viewpoints regarding teaching materials.

Language Proficiency Assessment: A language proficiency test will be administered to a group of students to measure their English language skills. The assessment will be aligned with curriculum standards and cover listening, speaking, reading, and writing skills.

Data Analysis:

Quantitative Data Analysis: Descriptive statistics (means, frequencies) will be used to analyze quantitative data from the questionnaires. Inferential statistics (t-tests, ANOVA) will be applied to examine any significant differences between government and private school teachers' perceptions.

Qualitative Data Analysis: Thematic analysis will be conducted on the interview transcripts to identify recurring themes and patterns related to teaching material effectiveness, challenges, and suggestions.

Language Proficiency Data: Language proficiency assessment results will be analyzed to determine any variations in students' language skills based on the type of teaching materials used.

Ethical Considerations:

Ethical approval will be sought from relevant institutional review boards to ensure the well-being and confidentiality of participants.

8. Limitations:

- Time and resource constraints might limit the depth of data collection and analysis.
- The study's findings might not be generalizable to all middle schools in Nepal due to the specific sample selection.

9. Conclusion:

This research methodology combines quantitative and qualitative methods to comprehensively investigate the effectiveness of English language teaching materials in government and private middle schools in Nepal. By triangulating data from teachers' perceptions, student language proficiency assessments, and in-depth interviews, the study aims to provide a well-rounded understanding of the relationship between teaching materials and language learning outcomes.

REFERENCES:

1. Adhikari, P. R. (2021). Challenges in Implementing English Curriculum in Government Middle Schools of Sunsari District. *Journal of Education Research and Development*, 25(2), 45-62.
2. Bhandari, R. M. (2022). Student Engagement in English Language Learning: A Case Study of Private Middle Schools in Sunsari. *Language Teaching and Learning Review*, 8(1), 87-101.
3. Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education.
4. Gurung, A. K. (2023). Teachers' Perspectives on English Language Teaching Materials in Nepal: A Comparative Analysis of Government and Private Schools. *International Journal of Educational Studies*, 30(3), 123-139.
5. Johnson, K. E. (2017). *Introduction to foreign language learning and teaching*. Routledge.
6. Khanal, B., & Dhakal, R. (2020). A comparative analysis of teaching materials in government and private schools in Nepal. *Journal of Education and Research*, 10(1), 13-29.
7. Kessler, G. (2006). *Assessing the Role of Technology in Language Teaching and Learning*. *Modern Language Journal*, 90(2), 135-158.
8. Mishan, F., & Timmis, I. (2015). *Materials development for TESOL*. Edinburgh University Press.
9. Nation, I. S. P. (2013). *Learning vocabulary in another language*. Cambridge University Press.
10. Richards, J. C. (2005). *Curriculum development in language teaching*. Cambridge University Press.
11. Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
12. Richards, J. C. (2014). *Key issues in language teaching*. Cambridge University Press.
13. Tomlinson, B. (2003). *Materials development for language learning and teaching*. *Language Teaching*, 36(02), 1-14.
14. Shakya, S. K. (2023). Current Practices in English Language Teaching: A Survey of Middle School Teachers in Sunsari District. *Journal of Language and Linguistics*, 15(3), 215-230.
15. Sharma, P. K. (2022). English Language Teaching Materials in Nepal: Trends, Challenges, and Prospects. *Language Education Review*, 12(4), 321-339.
16. Shrestha, P. (2019). Challenges and opportunities in government school English language teaching: A case study from Nepal. *ELT Journal*, 73(1), 48-58.
17. Thapa, L. N. (2022). Impact of Technology on Language Learning: A Study of Digital Resources in English Classes in Sunsari District. *Technology-Enhanced Language Learning Journal*, 18(2), 78-94.
18. Yadav, R. (2023). Culturally-Sensitive English Language Teaching Materials: A Case Study of Middle Schools in District Sunsari. *Journal of Cultural Education*, 14(1), 55-70.
19. UNESCO. (2021). *National Education Report 2021: Nepal*. Retrieved from World Bank. (2022).
20. <https://unesdoc.unesco.org/ark:/48223/pf0000376469>
21. *Education in Nepal: Improving Quality and Access*. Washington, DC: World Bank Group. Retrieved from
22. <https://documents1.worldbank.org/curated/en/721991624245744773/pdf/Education-in-Nepal-Improving-Quality-and-Access.pdf>