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A study of English language classrooms at the secondary level in Bangladesh: Teachers' perspectives on teaching resources

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Abstract

This paper discusses the perceptions of secondary school teachers in Bangladesh regarding the selection of English teaching materials. The opinions of Bangladeshi secondary school teachers about the choice of English teaching resources are covered in this essay. It gives a quick summary of how teachers feel about the resources used in the classroom. Ten secondary school teachers participated in targeted group talks to gather pertinent data. Based on their insightful observations, it can be said that more resource books are needed in Bangladesh's English teaching context to select appropriate teaching materials for improved instruction. The study discovered a strong link between academic achievement and instructional materials. Teachers also stressed the need for pedagogically aligned, culturally sensitive, and contextually suitable materials that can better meet the varied requirements of students. In order to improve the quality of instruction and lessen need on outside reference books that don't adequately aid learning, it was recommended that the textbook be enlarged.

Keywords: Secondary level classrooms, textbook, teachers' perspectives, language teaching materials.

1. Introduction

1.1 Background of the Study

The English language is taught and studied extensively worldwide and is seen as a broader medium of communication. The curriculum in Bangladesh recommends a communicative teaching methodology that emphasizes the four English language skills. Additionally, it is taught in schools to help students become global citizens who can communicate effectively in everyday contexts (NCTB, 2012). Choosing instructional materials can be important for both teachers and students because it helps them achieve positive results. In light of these conditions, Tomlinson (2012) illustrated a number of debates that have been going on for decades all over the world to choose suitable teaching resources so

that students benefit. From 2002 to 2016, NCTB in Bangladesh updated the course book, *English for Today*, and the curriculum. The course texts and curriculum were last updated in 2012 and 2016, respectively. This demonstrates unequivocally that English teaching resources are created to fit the curriculum and instruction. However, what do English teachers think about those altered circumstances, and what do they actually do about the materials in the classroom? In light of those considerations, I became curious to see how teachers felt about choosing instructional resources that would have the greatest influence on English instruction.

1.2 Statement of the Problem

Even though English is given priority in Bangladesh's secondary curriculum, there are significant barriers to teaching and learning at this level, especially with regard to instructional materials, which make it difficult to implement efficient teaching strategies. The aim of communicative and interactive learning is undermined by the lack of proper pedagogical resources (textbooks, audio-visual aids), restricted access to technology, and inadequate teacher preparation that secondary English teachers frequently face.

First, there are many resource and infrastructure constraints. It is challenging for teachers to use interactive or student-centered teaching methods in many schools because they lack basic teaching resources like computers, audio-visual materials, and dependable internet connectivity. Without these tools, classroom instruction frequently falls back on traditional lecture techniques, which reduces the amount of time students have for speaking, listening, and group projects.

Second, there are limitations on teachers' capacity. According to research, Bangladeshi secondary English teachers frequently exhibit poor in-service training, little professional growth, and sub-par classroom performance. The quality of instruction suffers as a result of this lack of continuous support, which also inhibits teachers from implementing more dynamic, communicative teaching strategies that are in line with contemporary English Language Teaching (ELT) pedagogies.

Third, the resource problem is made worse by big class sizes. Teachers find it challenging to properly manage communicative activities, provide individual feedback, or employ learner-centered practices in crowded classes. A chronic disconnect between curriculum goals—which are frequently communicative or learner-centered—and actual teaching practices is caused by overcrowding in classrooms and a lack of resources.

Additionally, difficulties with language use make classroom dynamics much more difficult. Due to pupils' poor English competence, teachers' own linguistic concerns, and their lack of confidence in teaching in English exclusively, they report employing Bangla in English sessions. This undermines language acquisition by impeding immersion and possibly limiting students' exposure to English as a teaching language.

Moreover, there is a negative impact on student involvement and communicative competence. According to studies, secondary school pupils in Bangladesh have difficulty speaking English, and teachers frequently spend more time teaching reading and writing (skills that are important for exams) than speaking and listening. Meaningful classroom interaction is hampered by the overemphasis on grammar and testing, while opportunities for real-world language usage are limited by a lack of sufficient communicative tools.

Another, Tomlinson (2011), focused on several topics about the creation and instruction of materials. He discussed people's assumptions about teaching. Teaching is not the same as showing students the statistics. Teaching is everything that educators or content creators do to aid in language acquisition (Tomlinson, 2011, p. 3). It could be a textbook or anything else that aids in learning by giving pupils examples of how to use language. Furthermore, teachers are free to use any resource—including courses, movies, graded readers, flashcards, games, websites, and portable interactions—to teach

English in the classroom, according to Tomlinson (2012). It will be instructive, provocative, evocative, immersive, and enlightening. He also talked about the popular commercially produced textbook.

Finally, systemic issues worsen the situation, such as too much reliance on exam-focused curricula, lack of institutional support, and unfair resource distribution. For instance, there are still gaps in how these resources reach specific teachers and schools, despite the Secondary Education Quality and Access Enhancement Project's (SEQAEP) efforts to improve resource access.

When combined, these issues point to a misalignment between policy objectives and classroom realities: Bangladeshi secondary English teachers are supposed to help students develop their communicative competence, but they do not have the tools, training, or institutional support to do so. It is crucial to investigate how teachers perceive these resource limitations since their knowledge and perspectives can shed light on the underlying reasons for this disparity and guide pedagogical and policy changes.

1.3 Research Questions

The basic assertions that outline the phenomena to be examined are known as research questions. Questions fall into two categories: general and specific. The general research question follows after the research problem, which demonstrated a connection between the current situation and the gap in the literature. It must be appropriate, feasible, and pertinent to gathering fresh data for the final report. Clarifying the general research concerns is another goal of the specific topic.

General Questions:

- (a) What views do secondary school teachers in Bangladesh have on the selection of resources for teaching English?
- (b) Why do they choose to teach English using specific resources, and what drives them to do so?

Specific Questions:

- (i) To what extent do the English for Today textbook materials meet the demands of Bangladeshi educators?
- (ii) How much might using alternative materials in the English classroom change the views of teachers?

2. Literature Review

The teachers' perspectives are very important when selecting instructional materials for English language programs in Bangladesh. Teachers' beliefs and how they are applied in the classroom have an impact on both teaching and learning. This study seeks answers to some frequently encountered problems that arise when examining thousands of information sources that are accessible elsewhere. As a result, the primary focus will be on teachers' thoughts, feelings, and views about the materials utilized in English language classrooms in Bangladesh.

2.1 Background of Teachers and Students

The opinions of instructors have a significant impact on the choice of teaching resources, and studies reveal a strong correlation between the backgrounds of teachers and students. Research on instructors' attitudes and methods in literary contexts related to teaching English to non-native speakers was conducted by Johnson (1992). He asserts that teachers' classroom practices are influenced by their preconceived notions about teaching when they first enter the field. This could suggest that teachers' perceptions of the resources they choose for classroom practice are influenced by their own backgrounds, customs, or socioeconomic classes. In a similar way, Thomas (2013) states that "teachers' views, attitudes, and educational philosophies impact their teaching practices." The intended educational reform takes place at three levels, according to Fullan (1993). They are the instructor, the

school, and the community. These levels affect teachers' perceptions of their own learning, which in turn affects students' academic achievement. The idea that follows illustrates how teachers' opinions about their community and educational background may affect the teaching resources they choose.

2.2 Learners' Learning Style

Khan (2015) studied how Afghan teachers felt about their instruction and the learning of their students. The study found that teachers' resource selection is aided by the learning process. "Teachers not only acknowledge comprehension of students' varied learning styles or preferences, but they also display a high degree of interest in teaching to students according to their request," according to Khan (2015, p. 17). Additionally, Abdu-Raheem (2015) references Amasa Ndofirepi and Pesanayi Gwirayi (2012), who contend that teachers' teaching style should align with theirs for students to understand what they are being taught.

In 2017, Nordin and Eng conducted a study on the topic of text selection for teaching reading to ESL tertiary students. Their findings about the selection of reading materials include the following: the text must be appropriate for the learners' age, be in accordance with the curriculum, and be tailored to the learners' interests, genre, level of proficiency, and familiarity with the subject matter. "By understanding the genre and topic in a classroom, educators can set a standard for customizing their supplemental reading materials" (Nordin and Eng, 2017, p. 79). They assert that when students believe the book is relevant, they are motivated to explore the materials for their own goals. In essence, the article looks at students' text preferences.

2.3 The Importance of Curriculum and National Textbooks

Tomlinson (2012) provided tools for language learning and teaching, along with a brief background and some controversial subjects. Other books are available online and in bookstores, and the English for Today textbook was provided by NCTB in Bangladesh for use in classroom education. This brings up the subject of how English teachers select their instructional materials. "The literature of materials development has come a long way, currently focusing more on the application of theory to practice and practice to theory and less on techniques of selecting effective materials," adds Tomlinson (2012, p. 145).

Tomlinson (2012) discussed similarly assessing educational resources. The process of evaluating educational resources and identifying student needs is known as evaluation. It "tries to measure the prospective or actual implications of the contents on their users," according to Tomlinson (2012, p. 148). It helps teachers choose effective educational materials. Tomlinson presents a case and references materials evaluation checklists in the discussion of materials assessments. McGarh (2016) distinguishes between general criteria (i.e., the essential features of any good teaching learning material) and specific (or context-related) criteria and, in relation to choosing a course book, proposes a procedure which includes materials analysis, first-grade evaluation, user feedback, evaluation using a situation-specific checklist, and, finally, selection.

2.4 Making Use of Published Materials

According to Tomlinson (2012), educators are allowed to select any resource that best suits their students' needs. It can be educative, immersive, emotive, exploratory, or instructional – all of which aid in language acquisition. He discussed material assessment and adaptation, as previously mentioned. Adding, removing, changing, and simplifying are a few examples of material adaptation. When discussing adaptation, he emphasizes that "to achieve the optimal congruence between materials, methodology, learners, objectives, the target language, and the teachers' personality and teaching style, good teachers always adapt the materials they are using to the context in which they are using them" (Tomlinson, 2012, p. 144).

When modifying resources for the English language classroom, teachers' perspectives are taken into account. Teachers' comments are taken into consideration when making changes to resources for English language classrooms. "The contents must be updated, changed, and adapted regularly" (p. 120) is what Tevdovska (2015) says. Tomlinson (2012) added this point, stating that for the updated resources to be used for instruction, adoption must be adaptable and dependent on the educational situation. Every educational scenario requires a different response. The gap is that teachers need to have access to top-notch resources that provide interesting content for both instruction and adaptation in order to satisfy the demands of teaching. NCTB does not provide any reference books other than the textbook.

To put it another way, it has been determined that the textbook has certain shortcomings. EFL textbooks offer some input, but they also offer helpful knowledge that enables active learning (Limberg, 2016, p. 715). He goes on to say that "ELT teachers need to tailor input and exercises for their class and be aware of what textbooks can or cannot supply" (Limberg, 2016, p. 701). The choice of materials for the English teaching classroom is crucial since it affects language acquisition more broadly. Teachers need to be cautious while selecting possible resources.

NCTB provides the *English for Today* textbooks. It makes clear that NCTB is responsible for the material selection process because it creates the curriculum and designs the courses and textbooks for Bangladeshi secondary school students. To put it briefly, NCTB includes the design and selection of instructional materials for teachers. Chandran (2003) discovered that "teachers did not really use the prescribed textbooks offered," according to Lee (2007). Rather, they favored using published resources to communicate (Chandan, 2003 in Lee, 2007, p. 352). It suggests that teachers employ a variety of texts that they believe have a significant influence on language instruction.

Similarly, Tomlinson (2012) offers a viewpoint on the selection of instructional materials: teachers require textbooks in order to save time and money. Additionally, they obtain everything from a single source. He placed particular emphasis on the use of textbooks in the classroom. Due to economic differences among the three social classes, some teachers in Bangladesh can benefit from having literature from a single source. They belong to three social classes: upper, middle, and bottom. Therefore, having a single source for teaching materials is tremendously beneficial for both middle-class and lower-class teachers. Jordan also cites Robinson (1991), which provides an example of how to choose resources from the textbook. Naturally, no textbook will be flawless, and pragmatic factors like price may need to take precedence over instructional value (Jordan, 1997, p. 127). It is obvious that choosing a textbook, choosing additional resources, and deciding which mix of both to employ are not easy or straightforward processes.

2.5 Use of Authentic Materials

According to Tomlinson (2011), materials ought to be localized and real. In the same way, Miguel highlights in his piece the advantages of choosing locally relevant and real resources for the classroom. According to Miguel (2015), p. 318, "it is necessary to have existing and prospective teachers reflect on how to maximize in-classroom textbook use, i.e., to make teachers aware of the need of localizing, personalizing, and individualizing the textbook to better meet classroom demands." The advantages of employing instructor-generated information instead of the course textbook were examined by Otugen (2016). He ought to consider the advantages and disadvantages of using the course book. Out of all the materials, coursebooks appear to have a unique place. Their perceived advantages in terms of time, consistency, cleanliness, accessibility, and continuity are the main reasons they are preferred (Otugen, 2016, p. 23).

To summarize, gaining knowledge of instructors' belief systems is essential for understanding their perspectives, which can produce positive outcomes. The study has examined several facets of

teachers' attitudes to determine how they feel about choosing teaching resources. Determining the actual state of instructors' attitudes and behaviors is the primary goal of this study.

3. Research Methodology

This paper outlines the methodological strategy used to find out what secondary school teachers thought of the teaching resources used in English language lessons in Bangladesh. There is discussion of the research design, sample and participants, data collection tools and processes, data analysis techniques, and ethical issues.

3.1 Research Design

The study employed a qualitative research approach because it enables a more in-depth examination of teachers' attitudes, beliefs, and classroom practices about instructional resources. Creswell and Poth (2018) assert that qualitative research is helpful in understanding complex educational processes in their natural environments. This approach allowed the researchers to obtain comprehensive data regarding the pedagogical alignment, appropriateness, and applicability of the accessible English resources.

3.2 Sampling and Participants

Purposive sampling was used to select participants who may provide rich and important information. Ten English teachers from secondary schools with a range of institutional backgrounds – including governments, non-government organizations, urban institutions, and semi-urban institutions – were included. Purposive sampling ensures the selection of examples that are information-rich and required for qualitative research (Patton, 2015). Participants had to have been teachers for at least three years.

3.3 Data Collection Tools and Processes

Since Focused Group Discussions (FGDs) encourage group reflection on shared experiences and interactive conversation, they were employed to gather data. According to Krueger and Casey (2015), focus group discussions (FGDs) are particularly suitable for examining group consensus regarding educational practices, attitudes, and perceptions. Two FGD sessions, each lasting 60 to 75 minutes, were conducted using a semi-structured conversation guide. The questions focused on teachers' perceptions of textbook quality, the accessibility of supplementary resource books, the materials' contextual relevance, and the challenges of selecting appropriate teaching materials. With permission, every conversation was audio recorded.

3.4 Data Analysis Techniques

The data were thematically analyzed using the six steps of Braun and Clarke's (2019) framework: familiarization, coding, theme generation, theme review, theme definition, and reporting. This analytical method enabled the identification of recurring patterns related to classroom requirements, instructional materials, and pedagogical difficulties. Themes were generated inductively to ensure that the results flowed organically from the responses of the participants.

3.5 Ethical Considerations

Every step of the research procedure was carried out in strict compliance with ethical guidelines. All participants gave their informed consent. Data were securely stored, and participant names were anonymized using pseudonyms. This study adhered to the ethical principles set forth by the British Educational Research Association (BERA, 2018).

4. Research Findings and Analysis

This section provides a detailed analysis of the data collected from two Focus Group Discussions (FGDs) with ten English teachers working at the secondary level in Bangladesh. To identify recurring themes, dominant patterns, and fresh insights into how teachers approach and utilize English teaching materials, the transcriptions were subjected to thematic analysis. The findings highlight the complexities of material selection and use in Bangladesh's English language teaching (ELT) context, which are impacted by pedagogical attitudes, contextual limitations, and shifting educational demands.

4.1 Overall Views of Teachers on English Classroom Resources

The results of the focus group discussions indicate that teachers consider classroom resources to be crucial components of the teaching-learning process for English. They all agreed that good instruction cannot be delivered solely through the use of textbooks. Instructors reported using a variety of resources, including storybooks, worksheets, visual aids, student-made projects, professionally printed guidebooks, and grammar reference materials.

Numerous instructors noted that instructional materials can be used to help students understand complex material, increase their level of engagement, promote interactive learning, and help them prepare for tests. Despite differences in their institutional backgrounds and teaching experiences, teachers shared a common belief regarding the need for diverse and adaptable materials. They both agreed that teaching English requires flexibility, ingenuity, and ongoing material modification to account for contextual factors.

However, teachers often expressed discontent with the lack of high-quality, contextually appropriate resources. As a result, many teachers voluntarily spent time and effort assembling or producing extra materials from outside sources.

4.2 Use and Challenges of Digital and Multimedia Materials

One important topic that emerged from the focus group discussions was the use of digital resources, such as computers, projectors, movies, audio clips, and PowerPoint presentations. Teachers generally believed that multimedia-based instruction could significantly enhance students' comprehension, especially in the domains of grammar, vocabulary, and listening. They explained that offering both visual and aural support creates an interesting learning environment. Nevertheless, the data revealed many noteworthy challenges:

4.2.1 Inadequate Technical Knowledge and Instruction

Just a small percentage of teachers said they had received enough instruction on how to use digital tools. Therefore, most teachers found it difficult to successfully integrate technology into their teaching. Many acknowledged that creating digital content required trial-and-error techniques.

4.2.2 Institutions' Inadequate Facilities

Most schools lacked an adequate IT infrastructure. Instructors clarified that laptops and projectors frequently malfunction in classrooms. Consistent use is hampered by frequent power failures and technological problems, even when tools are accessible.

4.2.3 Demand vs. Reality

Even if they understand the need for digital literacy in teaching languages in the new world, teachers are constrained by their daily lives. Despite regularly making PowerPoint presentations for class, many students felt self-conscious about their technological abilities. Teachers who want to employ multimedia but are unable to do so successfully experience mental distress as a result of this mismatch between expectations and capability. "We believe multimedia is vital, but we are not taught

enough," one instructor said at the FGD. However, we make every effort because instruction is necessary.

4.3 Influence of Teachers' Background, Experiences, and Beliefs

It was discovered that teachers' opinions about appropriate teaching resources were significantly influenced by their educational backgrounds, life experiences, and personal convictions. Participants' perceptions of what makes for "excellent" or "productive" content differed based on their professional development options, prior educational experiences, cultural exposure, and training.

Instructors emphasized how their sociocultural and economic origins affect their capacity to get or produce items of a high caliber. Teachers from rural or impoverished schools, for example, depended more on traditional resources, whereas those from resource-rich institutions were exposed to more contemporary materials.

The notion that teacher beliefs serve as the basis for material selection was a recurrent theme in the FGDs. While teachers who adopted communicative principles sought out interactive or authentic materials, those who prioritized grammar-oriented instruction favored rule-based activities and translation materials. However, their options were frequently limited by a lack of resources.

4.4 Pedagogical Techniques and Their Impact on Material Selection

The study found that the teaching approach is one of the most effective factors that influence material choices. Teachers' use of resources is influenced by the pedagogical approach they have selected.

4.4.1 GTM-Cantered Practices

For teachers who prefer the Grammar Translation Method (GTM), essential resources include grammar books, translation passages, vocabulary lists, reading comprehension activities, and example test questions. These resources assist exam-driven instruction, which is still prevalent in secondary schools.

4.4.2 Developments in the Communicative Language Teaching (CLT)

Realistic reading texts, role-playing exercises, dialogues, audio recordings, and group-activity worksheets are all crucial, according to educators trying to implement CLT. They acknowledged, nonetheless, that complete CLT implementation is frequently hampered by a shortage of actual materials and insufficient technological resources.

4.4.3 Mixed Methods

The vast majority of instructors reported combining the Grammar Translation Method (GTM) with the Communicative Language Teaching (CLT). The materials they selected mirrored this mixed approach, combining grammar-based resources with communicative tasks whenever possible.

4.4.4 Teacher Experience as a Key Factor

Teachers have said that their own experiences are important when choosing resources. They cited NCTB (2012), which allows grammar instruction based on teacher expertise. Throughout the discussions, teachers admitted that they usually use grammar examples and explanations from their past knowledge.

4.5 Needs, Cognitive Abilities, and Learning Styles of Learners

Another major theme in the FGDs was the importance of customizing materials to meet the needs of students. Teachers were aware that students differed in their motivations, learning styles, aptitudes, and proficiency levels.

4.5.1 Examining Cognitive Elements

Teachers claim that they often modify the content according to their students' cognitive development. For example, younger or weaker students require simpler texts and more visual aids, whereas higher-level learners benefit from longer reading and project-based assignments.

4.5.2 Diversity in Learning Styles

Teachers found that students had a variety of learning styles, including independent, group-oriented, kinesthetic, visual, and auditory. Teachers contended that these varied needs cannot be met by a single textbook. Thus, they add personalized worksheets, images, flashcards, project assignments, and other materials to the content of textbooks.

4.5.3 Beyond Textbooks

Participants emphasized that textbooks are not enough on their own. To make sure that students have enough practice, many educators gather resources from local libraries, online resources, outside markets, and even their own collections.

4.6 Use of Guidebooks and Commercially Published Materials

The FGDs revealed that teachers usually use guidebooks more out of need than preference. Some of the primary causes include the desire of parents for a textbook-based education, the ability of teachers to give students more writing and grammar practice, the ease with which new teachers can consult guidebooks, and the fact that guidebooks provide sample test questions to help students prepare for tests. Some instructors are concerned that excessive usage of guidebooks may inhibit creativity and critical thinking. However, as government resources are inadequate, guidebooks continue to be a popular source of support. Teachers wanted a centralized, reliable set of resources that would reduce reliance on commercially produced guides.

4.7 Scarcity of Authentic, Audio, and Listening Materials

One significant finding is the extreme lack of authentic materials and audio-visual resources in classrooms. Teachers discovered that this was the primary reason why speaking and listening skills were frequently neglected. Although they understand the importance of authentic materials (such as newspapers, real-world documents, and audio recordings), teachers admitted that these are rarely available in their local communities. Many resorted to downloading music samples or videos from the internet, although this was challenging because of inconsistent connectivity and a lack of technological expertise. The absence of suitable listening devices, labs, or audio systems significantly hinders students' ability to enhance their communication abilities.

4.8 Suggestions from Teachers to Improve the Availability and Quality of Materials

Despite the fact that gathering recommendations was not part of the original research design, participants spontaneously contributed a number of proposals that came up during the conversations. These consist of:

4.8.1 Making Resource Books More Accessible

Instructors recommended making additional English resource books available, which include reading passages, writing assignments, grammar, and vocabulary.

4.8.2 Creating Programs for Teacher Training

Training that emphasizes digital literacy, material development, contemporary instructional approaches, and audio-visual integration is highly desired by teachers.

4.8.3 Improving Textbook Content

Teachers suggested adding more grammatical explanations, translation exercises, writing assignments, and graded reading passages to the national textbook.

4.8.4 Establishing a Central Resource Database

Teachers wanted a physical or digital portal where they could obtain trustworthy instructional resources.

4.8.5 Increasing Accessibility to Audio-Visual Devices

Teachers observed that due to a shortage of audio resources, speaking and listening skills are still lacking. They suggested that all schools have multimedia classrooms, projectors, and speakers.

4.9 Summary of Findings

The FGDs demonstrated how a complex interaction of pedagogical, institutional, technological, and individual elements shapes teachers' perceptions of English classroom resources. Teachers acknowledge the value of a variety of resources, but they encounter several barriers when trying to access and use them. Their opinions, background, methods of instruction, students' requirements, test pressure, and the resources at their disposal all affect the decisions they make.

The results show differences between the ideal teaching methods advocated by educational policy and the real-world limitations teachers encounter. These observations point to a number of areas that require more research and emphasize the necessity of systemic changes in the supply of materials, training of teachers, and infrastructure development.

5. Conclusion and Recommendations

5.1 Conclusion

Through two focus group discussions, this study investigated the attitudes and behaviors of secondary-level English teachers in Bangladesh with regard to the choice of instructional materials. The results show that although instructors believe that instructional materials are essential to teaching English effectively, contextual constraints like scarce resources, inadequate technology, and a lack of professional training severely limit their options. Due to the lack of authentic and audio-visual materials, teachers usually rely on textbooks, guidebooks, and self-created resources, even if they understand the need of diverse, engaging, and learner-centered materials.

The study also emphasizes how teachers' personal experiences, methodological preferences, and beliefs affect the choice of materials. Grammar-focused instruction is nonetheless reinforced by exam-oriented methods and budget constraints, even in the face of national policies that support communicative pedagogy. Teachers show dedication, inventiveness, and flexibility by attempting to strike a balance between their communication goals and real-world difficulties.

Overall, the study comes to the conclusion that a complex interaction between pedagogical goals, learner requirements, institutional constraints, and sociocultural factors shapes the choice of materials used in secondary English courses. Systemic support is still insufficient to fully achieve effective and communicative English language teaching, despite instructors' best efforts to maximize learning experiences.

5.2 Recommendations

- a) Increase Resource Provision: Schools ought to provide more supplemental materials, including as reading texts, visual aides, grammar references, and communicative activity sheets.
- b) Enhance Digital Infrastructure: To facilitate speaking and listening instruction, multimedia classrooms, projectors, audio equipment, and internet connection should be made available.

- c) Enhance Teacher Training: It is crucial to implement frequent professional development courses on digital literacy, content creation, and communicative teaching approaches.
- d) Establish a Central Resource Repository: Reliance on commercial guidebooks would be lessened by a government-run digital site that provides worksheets, graded materials, and audio-visual content.
- e) Enhance National Textbooks: To meet the varied needs of learners, textbooks should include more writing assignments, grammar drills, and graded reading materials.
- f) Encourage Context-Responsive Material Use: Teachers should be encouraged by policies to modify resources according to the skills, interests, and learning preferences of their students.

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