

**Developing Contextually Relevant English Language Learning Materials
for Rural Secondary Schools in Bangladesh: Addressing Local Barriers
and Needs**



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Developing Contextually Relevant English Language Learning Materials for Rural Secondary Schools in Bangladesh: Addressing Local Barriers and Needs

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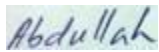
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CERTIFICATE OF APPROVAL

I hereby declare that this thesis is the student's own work and effort. All sources of information incorporated here have been duly acknowledged. This thesis has been submitted with my approval.



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DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

A handwritten signature in black ink that reads "Radika". The signature is written in a cursive style with a large, circular initial 'R' and is underlined.

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Dedication

I dedicate this thesis to my parents, my teachers, who have shaped my research knowledge throughout my life, and my husband, whose unwavering support has always guided my choices. Their tireless efforts, constant encouragement, and unconditional love gave me the confidence to carry this project through to completion. This work would have been impossible without their inspiration, patience, and belief in me.

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ABSTRACT

Language education in rural Bangladesh is impeded by entrenched challenges, including chronic underfunding, inadequate technological infrastructure, and the limited availability of culturally relevant instructional materials. Although global research in language pedagogy has advanced significantly, national English resources in Bangladesh often neglect the socio-cultural realities of rural learners. As a result, these students experience less opportunities for communicative competence, engagement, and equitable learning outcomes. This study examines how English learning materials can be contextualized to reflect rural learners' cultural identities, financial constraints, and classroom realities. The research aims to identify systemic barriers to effective English instruction and propose instructional design principles that address the socio-cultural and resource-specific realities of rural schools. Adopting a mixed-methods design, the study integrates qualitative and quantitative approaches. Data were gathered through semi-structured interviews with teachers, classroom observations, and structured surveys administered to both teachers and students. Thematic analysis was employed to interpret qualitative data, while descriptive statistics provided insight into patterns of resource access, material usage, and perceived instructional effectiveness. The findings reveal that, while existing materials partially align with curriculum objectives, they frequently lack cultural resonance, disproportionately emphasize reading and writing over listening and speaking, and afford limited scope for learner autonomy. Teachers operate within significant structural and pedagogical constraints, and the integration of digital tools remains minimal due to persistent infrastructural deficiencies. These insights underscore the urgency of designing low-tech, culturally embedded, and pedagogically adaptive English language materials that harmonize national curriculum requirements with the lived experiences and learning needs of rural Bangladeshi students.

Keywords: Contextually Relevant Materials, Educational Equity, English Language Learning, Mixed-Methods Research, Resource-Constrained Settings, Rural Education

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

English has emerged as the dominant global lingua franca, serving as a key medium for international communication, academic discourse, global business, diplomacy, and technological innovation (Crystal, 2003; Graddol, 2006). In the context of developing countries like Bangladesh, English proficiency is widely regarded as a gateway to socioeconomic advancement, offering increased access to higher education, skilled employment, and opportunities for international mobility (Hamid & Honan, 2012; Erling et al., 2014). In recognition of these advantages, English has been institutionalized as a compulsory subject in the national curriculum from the primary through tertiary levels, with a policy focus on developing communicative competence (Rahman & Pandian, 2018).

However, even with policy level reforms and the spread of English education, learning levels are still highly stratified by both social and geographical backgrounds. The rural urban divide is a national challenge that obstructs the goal of inclusive education. As rightly asserted by Rahman and Pandian (2018) rural schools in Malaysia still struggle with a range of issues such as insufficient infrastructure, congested classrooms, limited teaching aids and major shortage of qualified English teachers. These deficits are compounded by the total lack of real English language exposure in students' homes and communities, thereby reducing opportunities for practice and reinforcement (Hossain, 2016).

On top of these structural barriers, one size fits all curriculum that neglects cultural and socio economic context of rural learning only adds to the structural challenges. Imam and Al-Mahmud (2024) argue that English textbooks and instructional materials are often urban-centric, promoting unfamiliar lifestyles and settings that alienate rural students and lower engagement.

Rather than reducing opportunity gaps between urban and rural students, the confluence of these mismatches creates an echo chamber of urban norms at the expense of realities in rural classrooms. This gap points out the urgent need for context-sensitive educational reform that centers the voices and needs of rural learners.

1.1.1 Defining English Language Learning Materials

English language learning materials (including books, audio and visual media, etc.) are aids that support learners of English as a second language or foreign language. These resources may include printed textbooks, teacher-prepared materials, visuals such as maps and posters, grammar charts, games, as well as newer digital resources like e-learning platforms, mobile apps, and video-based lessons. According to Tomlinson (2016), effective materials must provide not only appropriate language input but also opportunities for meaningful interaction, emotional engagement, and learner autonomy. Such materials should promote the integrated development of reading, writing, listening, and speaking skills, while remaining adaptable to learners' cognitive and cultural needs.

In the context of Bangladesh, the majority of English learning materials are centrally produced and distributed by the National Curriculum and Textbook Board (NCTB). These materials are designed to meet national standards and to promote communicative competence as outlined in curriculum policy documents. However, multiple studies indicate that these resources often reflect urban, middle-class norms, thereby alienating rural students who struggle to relate to the content (Rahman & Pandian, 2018). Imam and Al-Mahmud (2024) also argue that the cultural and thematic elements of those materials are often unfamiliar or irrelevant to students in rural areas, making it harder for them to engage with such content.

Mostafa and Jahan (2024) also point out that NCTB-approved textbooks contain large cultural gaps, which tend to privilege Western ideas while inhibiting the integration of local or indigenous narratives. As a result, this disconnection leads to the use of rote memorization and grammar-translation methods as the only option to follow through in teaching, especially among teachers who have no formal training on how to modify materials. Rahman and Pandian (2018) debate that not only does the mismatch between material design and classroom realities prevent us from constructing a communicative learning environment but also it plays in facilitating inequity across urban and rural educational settings. of India. For this purpose, the curriculum needs to be learner-centered and locally adaptable (Nunan 1988); attributes that are not commonly found in Bangladesh as its curriculum is of top-down nature. Additionally, Faisal and Ali (2021) observes a tech barrier that currently limits multimedia resources and materials to further their effectiveness in rural regions while Alhamlan (2023) claims detaching learning materials from the root of learners' cultural identity can lead to demotivation and planned internalized language acquisition.

1.1.2 Understanding Contextually Relevant Materials

These instructional resources must relate to the context in which they are being developed, including local cultures, socioeconomic conditions, community norm and linguistic practices elements that collectively define contextually relevant materials. . These materials allow students to connect with the material in a meaningful way, tying it to their identity, their environment, and their own lived experiences (Alhamlan 2023). If learners are exposed to contexts they already know (e.g., community festivals, occupations, local narratives) as in the textbooks or classroom dialogues that we provide them with, the learning process is somehow not only more accessible but also more meaningful. Prodromou (1988) also argues that any education conducted in the

English language should indeed be used as a tool for the cultural retrieval of the learners identity, not as a means to reinforce alienating stereotypes emanating from English-speaking societies.

For a Bangladeshi rural scenario, contextual relevance means infusing language learning tasks with content that resonates with the rural learners' everyday life like agriculture, riverine lifestyles, folk traditions and native flora-fauna. However, Faisal and Ali (2021) found that nationally produced materials, particularly NCTB textbooks, are often urban-centric, featuring unfamiliar characters, cityscapes, or foreign narratives that rural students struggle to relate to. This cultural and thematic disconnect can result in alienation and reduced learner motivation, hindering both comprehension and retention.

Moreover, contextual relevance extends beyond cultural alignment to include adaptability to local infrastructural realities. As Hamid (2010) notes, many rural schools operate without consistent electricity, internet access, or multimedia equipment, making it unrealistic to implement digital-dependent pedagogies. In such cases, low-tech alternatives such as printed story cards, local tales in graded readers, wall charts, and radio-based instruction become essential tools for inclusive teaching. (Al Amin & Greenwood, 2022) further stress that instructional resources must be flexible enough for adaptation by teachers, especially where professional development opportunities are limited. When materials fail to reflect both the cultural and operational realities of rural learners, students often default to rote memorization rather than achieving meaningful communicative competence.

In this context, contextual relevance is not a supplementary feature but a pedagogical imperative. It underpins equity in English language education and empowers learners by validating their socio-cultural identities within the learning space.

1.1.3 Why Focus on Rural Bangladesh

Rural Bangladesh constitutes the majority demographic of the country, encompassing a vast network of government and non-government schools that serve millions of learners across geographically and economically diverse communities. Despite policy-level commitments to equity in education, rural schools remain systematically under-resourced. These institutions frequently suffer from infrastructural deficits such as overcrowded classrooms, dilapidated facilities, and irregular access to electricity or internet which severely constrain effective teaching and learning practices (Salahuddin et al., 2013). The shortage of qualified English teachers further exacerbates the problem, as many educators lack the training or professional development necessary to deliver communicative and student-centered instruction (Hossain, 2016; Hasan, 2022).

Beyond infrastructure, rural learners face deep-rooted socio-cultural challenges. Parental illiteracy, conservative attitudes towards foreign languages, and the absence of English in everyday life create environments where learners have minimal exposure to authentic language use ((Al Amin & Greenwood, 2022; Erling et al., 2014). These conditions significantly contrast with the urban contexts often assumed in nationally developed English language materials, which tend to showcase modern, middle-class lifestyles, foreign names, and unfamiliar cultural references (Mostafa & Jahan, 2024; Imam & Al-Mahmud, 2024). As a result, rural students often find these materials irrelevant or alienating, leading to disengagement, low confidence, and a reliance on rote memorization rather than meaningful language acquisition ((Rahman & Pandian, 2018; Hamid, 2010).

Given these disparities, focusing on rural Bangladesh is both pedagogically and ethically imperative. A one-size-fits-all approach to material design perpetuates educational inequity and reinforces existing social divides. Instead, materials must be tailored to reflect rural learners'

lived experiences, resource realities, and cultural knowledge (Tomlinson, 2012; Alhamlan, 2023). With context-sensitive design, unequal opportunities are reduced and the delivery of instruction in English can be more inclusive, engaging and effective, serving as a powerful facilitator for educational justice and national development.

1.1.4 Understanding Local Barriers and Needs

The rural schools in Bangladesh have a lot of inter-related problems which prevent successful implementation of the English language teaching programme. Among the most serious problems is chronic underfunding. Furthermore, some of these rural schools even lack the basic inputs not to mention additional materials or digital technologies (Faisal & Ali, 2021). Students' families are generally poor with little learning support at their homes where they can interact more often in English outside the classroom (Hossain, 2014). These financial constraints are compounded by infrastructure that is often plagued by intermittent electricity and limited access to the internet, thus making it hardly possible to incorporate multimedia and maintain an online learning (Islam et al., 2014).

However, it is not just a matter of access, this content lacks cultural relevance and rarely speaks to the lived experiences of rural learners on the ground. Resources usually cover the range of urban lifestyles, Western customs, or Western names and events that might be unfamiliar to rural students (Imam & Al-Mahmud, 2024; Mostafa & Jahan, 2024). The lack of contextual coherence undermines learners' involvement in, understanding of, and interest for learning. For instance, a session on skiing holidays or shopping malls may not be attainable or accessible for children living in farming communities or fishing villages.

There are also significant pedagogical challenges faced by teachers. Only a limited number of them get minimal training in Communicative Language Teaching (CLT) approaches. They know

hardly anything about pragmatic strategies for adjusting fixed curricula to the distinctive environment of their classroom (Hasan, 2022). In the absence of professional development or institutional mandates, instruction in these cases is likely to fall back on grammar-translation methods and rote memorization that do not promote communicative competence (Alam et al., 2016; Hoque et al., 2018). Together, these structural, cultural and pedagogical challenges highlight the immediate necessity for contextually relevant, economically feasible and pedagogically adaptable English teaching materials in rural Bangladesh.

1.2 Problem Statement

The country has nationwide ambitious ELT reforms, however, there is a disconnect between centrally produced learning materials and the socio-culture of the contexts in rural areas. Urban schools have implemented and experimented with incorporating digital tools and interactive content in their classroom, while the rural classrooms still depend on passive, one-size-fits-all textbooks which do not necessarily take into account the linguistic, cultural and economic contexts of their students (Al Amin & Greenwood, 2022; Rahman & Pandian, 2018). This cookie cutter model ignores the complexity of rural learners' experiences and doesn't do much for equity in marginalised communities (Imam & Al-Mahmud, 2024).

It is both learner motivation as well as the building of meaningful communicative competence, which would be better supported by more contextualization. This makes the student trained in the acquisition of unconnected sets of items. Such fragmented learning has direct consequences, often resulting in poor performance when these materials are tested in exams and limiting their use in real-life language situations (Hamid, 2010; Alam, 2016). Further to this, explains, the absence of effective teacher enablement and quality supplementary resources in rural schools is

why rural schools are unable to enrich their curriculum or even adjust it (Salahuddin et al., 2013).

This systemic misalignment creates a continuing educational injustice and lack of upward mobility for rural learners (Erling et al., 2014). Although a few works have highlighted the shortcoming of English education for rural contexts in Bangladesh, there is a lack of research on how the materials can be reconstructed so that they resonate with the learners' lived experiences and cultural embodiedness (Shan & Aziz, 2022). This study aimed to address that gap by examining how contextually-informed instructional materials might aid more inclusive, motivating and effective English language instruction in rural schools.

1.3 Research Questions and Objectives

This investigation emphasizes not only the practical barriers of finance and technology but also the cultural and pedagogical dimensions that shape rural learners' engagement with English. By foregrounding these interconnected factors, the study positions itself to contribute both to policy dialogue and to the design of more inclusive classroom practices. In light of these considerations, the key research question is formulated as follows:

1. How can English language learning materials be contextualized to address the cultural, financial, and pedagogical challenges faced by rural secondary schools in Bangladesh?

To address this main question, the study also considers the following sub-questions:

- What challenges do rural teachers and learners face when using current English language learning materials at the secondary level?
- How do teachers and learners perceive the cultural relevance, practicality, and effectiveness of existing instructional resources?

- How can teacher and learner perceptions inform the development of contextually relevant English materials for rural secondary schools?

Based on the research problem and questions, the study seeks to accomplish the following objectives:

- To identify the key resource-related and contextual challenges in developing English language learning materials for rural Bangladeshi secondary schools.
- To examine how financial and technological limitations affect access to and use of English language materials in rural classrooms.
- To promote cultural relevance by identifying strategies that reflect learners' socio-cultural backgrounds in material design.
- To formulate practical, inclusive, and contextually appropriate recommendations for effective language material development.

1.4. Significance of the Study

This study is particularly important in addressing the longstanding disparities in English language teaching throughout Bangladesh. However, educational policies have been mainly framed around access and enrollment rather than the cultural and contextual relevance of learning materials, important especially for rural learners whose educational experiences are highly localized (Hamid 2010). This study also contributes to a more inclusive and socially responsive curriculum design by attending to how English materials can be reconstructed for rural learners who come from divergent social locations.

The findings are expected to offer practical value to curriculum developers, policymakers, teacher educators, and practitioners. Insights from rural teachers and learners can guide the

creation of locally grounded content that aligns with national standards while also being pedagogically adaptable and culturally meaningful. Furthermore, the study may inform teacher training modules that emphasize material adaptation techniques, particularly for resource-poor environments.

Finally, this research aligns with global educational priorities, notably Sustainable Development Goal 4 (SDG 4) emphasizes the need to ensure inclusive and equitable quality education for all. By identifying and advocating for strategies that enhance the contextual relevance of English instruction in rural Bangladesh, the study aims to support the academic growth and social inclusion of learners historically marginalized by urban-centric educational models.

1.5 Scope of the Study

This study is limited to rural secondary schools in Bangladesh, with a particular focus on the challenges and needs surrounding English language learning materials. It does not attempt to evaluate the overall effectiveness of the national curriculum, but rather concentrates on the cultural, financial, and pedagogical realities that shape material use in rural classrooms. The scope also excludes urban schools, private English-medium institutions, and tertiary-level education, ensuring that the investigation remains centered on rural contexts. Findings are therefore specific to the experiences of rural teachers and learners, although the insights may hold relevance for other resource-constrained educational settings.

1.6 Definition of Terms

For clarity, the following terms are defined as they are used in this study:

- **Contextually Relevant Materials** – Instructional resources that are culturally, socially, and economically aligned with the learners' local environment and lived experiences.

- **English Language Learning Materials** – Books, visual aids, audio-visual media, and digital or print-based resources designed to facilitate the learning of English as a foreign or second language.
- **Cultural Relevance** – The degree to which educational materials reflect the identities, traditions, and social realities of rural Bangladeshi learners.
- **Pedagogical Challenges** – Instructional and methodological difficulties faced by teachers, including lack of training, rigid curricula, and limited adaptation strategies.
- **Financial and Technological Barriers** – Economic and infrastructural limitations, such as insufficient funds, unreliable electricity, and weak internet access, which restrict the effective use of English materials in rural classrooms.

1.7 Chapter Summary

This chapter introduced the study by outlining the background, defining the problem, and presenting the research questions and objectives. It also explained the significance of contextualizing English language learning materials to meet the cultural, financial, and pedagogical needs of rural learners in Bangladesh. The scope and key terms were clarified to frame the investigation, ensuring focus and conceptual clarity. The following chapter reviews existing literature on English language teaching, material development, and contextual relevance, providing the theoretical and empirical foundation for this research.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In recent decades, the development of English language learning materials has become a key focus in global education research. Scholars have increasingly examined how such materials influence learner engagement, comprehension, and communicative competence, as well as how they can be adapted to reflect diverse cultural contexts and leverage available technologies. While theoretical and empirical work from across the world offers valuable insights into material design and pedagogy, the applicability of these models varies greatly depending on local resources, teacher capacity, and socio-cultural realities. This literature review adopts the reverse pyramid structure, starting with global theoretical perspectives, coming to regional and comparative and ending in the research which has been done in rural Bangladesh. The objective is to find out the knowledge status, limitations and the research gap on the topic of developing English learning materials contextually suitable for underprivileged rural classrooms.

2.2 Global and Theoretical Perspectives

There is a considerable amount of literature that has been written on the issue of cultural issues in English language teaching(ELT) since the 1970s. Prodromou (1988) makes a case against cultural and ideological prejudices being inscribed in ELT, especially in postcolonial settings, emphasising the alienation of learners as a result of importing Anglo-centric material. He seeks to draw from Freirean pedagogy to promote the presence of local culture in it though his effort is more in the nature of theorizing and not fielded tested in the rural South Asian circumstances. Similarly, Alhamlan (2023) proposes a culturally responsive materials design framework that integrates sociocultural, cognitive, and affective dimensions. While innovative, this model remains conceptual and has not been applied in marginalized or resource-poor settings.

Tomlinson (2016) also stresses the need for culturally inclusive and adaptable materials, critiquing the dominance of Western cultural content in mainstream textbooks. His reflective analysis offers important design principles, but, like Alhamlan, he does not address implementation in low-resource rural schools. Extending this discussion, Kong et al. (2022) investigate culturally responsive teaching in rural China, showing that teacher engagement in cultural adaptation improves student motivation and participation. However, their findings are context-specific and do not examine material adaptation in Bangladeshi classrooms.

Another recurring theme in global literature is communicative competence and learner-centered pedagogy. Richards (2006) traces the evolution of Communicative Language Teaching (CLT), highlighting its emphasis on real-life language use, fluency, and learner-centeredness. Despite its global influence, Richards notes that CLT is inconsistently applied, particularly where teacher training and resources are limited. Tomlinson (2012) reinforces the need for meaningful, flexible materials that respond to learners' cultural and affective needs, advocating the use of authentic texts and multimodal input. Yet, centralized textbook systems often hinder such flexibility in countries like Bangladesh. Nikoopour and Farsani (2011) similarly identify authenticity, learner-centeredness, and socio-cultural appropriateness as essential principles, but their guidelines remain theoretical without empirical rural application. Nunan (1988) promotes a learner-centred curriculum shaped by needs analysis and task-based syllabi, but his model also lacks quantitative validation in rural, resource-constrained environments.

Cognitive perspectives have further shaped thinking about material design. McDaniel and Einstein (1989, p. 113) propose the “material-appropriate processing” theory, showing that instructional strategies aligned with a content's cognitive demands enhance retention and comprehension. McDaniel and Butler (2011, p. 182) introduce the concept of “desirable difficulties,” arguing that appropriately challenging learning activities improve long-term

retention. Although both studies provide useful principles, they are based on controlled experiments in Western contexts and require adaptation for rural language classrooms. Bailey and Fahad (2021) revisit Krashen's Input Hypothesis through a case study, finding that comprehensible input, combined with learner motivation and identity, enhances acquisition. However, their focus on a single multilingual learner limits generalisability. Ellis et al. (2020) review research on task-based teaching, concluding that it improves communicative competence but is challenging to integrate into traditional curricula. Similarly, Suharto et al. (2024) advocate for culturally relevant reading materials to improve literacy engagement, yet their proposals remain untested in intervention studies.

Finally, teacher preparation and adaptation in rural contexts is addressed by Coady (2019), who examines rural teacher education in North America. She finds that most training programs overlook the intersection of rural culture and language learning needs, recommending culturally sustaining pedagogy. Although her findings are geographically distant, they point out a universal challenge: preparing teachers to adapt materials for under-resourced, culturally distinct communities.

2.3 Regional and Comparative Perspectives

Several studies from other developing and multilingual countries illustrate the value and challenges of contextual adaptation. Krause et al. (2016) demonstrate that contextualizing content with local, real-life examples increases learner engagement and perceived relevance, although their focus on STEM higher education limits direct application to ELT. In South and East Asia, research has documented persistent policy–practice gaps in implementing CLT. Rahman and Pandian (2018) find that, in Bangladesh, insufficient teacher training, a lack of locally relevant materials, and exam-oriented teaching undermine CLT principles. Li Yazhou et

al. (2023) report similar issues in both rural Bangladesh and rural China, highlighting inadequate training, oversized classes, and scarce instructional materials.

Studies from other regions mirror these challenges. Cervone and Clouet (2025) describe U.S. rural teachers adapting to limited professional development and policy restrictions, while Izquierdo et al. (2021) show how non-specialist teachers in rural Mexico improvise English instruction without adequate resources. Halik and Nusrath (2020) in Sri Lanka, and Khulel (2021) in Indonesia, report poor-quality materials, low learner motivation, and infrastructural deficits in rural schools. Tembe and Norton (2011) in Uganda add that rural communities often balance valuing local languages with recognizing English's socio-economic importance. Yolanda and Sujarwati (2025) find metacognitive and social learning strategies among rural Indonesian students, but do not discuss how these might be incorporated within formal resources. Together these studies confirm that rural ELT is subject to similar constraints globally, but few offer specific models for developing locally oriented materials.

2.4 Rural Bangladesh: Challenges and Gaps

The research presented in rural Bangladesh paints a consistent picture of systemic challenges. Erling et al. (2014) highlight that rural populations consider English to be important for acquiring employment opportunities and social advancement, but have limited possibilities of learning high-quality English. Hossain (2016) reports a low number of properly trained teachers, obsolete supply of materials, and inadequacy in the physical facilities, which might have consequences for learner motivation. Similarly, Salahuddin et al. (2013) record packed classrooms, limited speaking and listening work, and heavy dependence on old-fashioned teaching. Faisal & Ali (2021) and Hasan (2022) both suggest that there is a mismatch between strict CLT-informed policy and exam-oriented, teacher-fronted classroom instruction.

Other research centers on the pedagogical conditions of rural ELT. Nuby et al. (2019) and Hoque et al. (2018) Teacher-led instruction prevails, little English is known outside of the class, and teaching materials are context-free, Tainglibes et al. Bangladeshi culture is under-represented and western contexts are over-represented in the textbook as evidenced by studies of Mostafa and Jahan (2024). Alam (2016) and Imam & Al-Mahmud (2024) further point out that teachers do not have the autonomy and training necessary to suitably modify the material.

Some intervention-based research offers partial solutions. Acuña Vargas et al. (2022) show that contextualized writing workshops, using topics from students' socio-cultural environments, improve engagement and accuracy. Chundru and Manipatruni (2024) find that hybrid learning enhances vocabulary, but rural infrastructure challenges limit feasibility. Shan and Aziz (2022), in their global review of rural ELT, reinforce that localized material design and teacher development are underexplored precisely the gap that this thesis aims to address.

2.5 Gap in Existing Studies

Across global, regional, and Bangladesh-specific research, three key points emerge. First, cultural and contextual relevance is widely recognized as essential for learner engagement and identity affirmation, yet most models remain theoretical or urban-focused (Tomlinson, 2016; Alhamlan, 2023; Prodromou, 1988). Second, rural classrooms face systemic constraints such as large class sizes, outdated materials, and inadequate teacher training that limit the adoption of communicative and learner-centered approaches (Rahman & Pandian, 2018; Nuby et al., 2019; Hasan, 2022; Hoque et al., 2018). Third, there is a notable absence of empirically tested, contextually relevant, resource-sensitive English learning materials designed specifically for rural Bangladesh (Mostafa & Jahan, 2024; Shan & Aziz, 2022). This study addresses that gap by

examining how existing materials are used and perceived, and by identifying strategies for making them more culturally responsive and pedagogically appropriate.

2.6 Chapter Summary

This chapter reviewed literature on English language learning materials through a reverse pyramid approach, moving from global theory to the specific context of rural Bangladesh. At the global level, scholars emphasize cultural relevance, communicative competence, and cognitive principles, yet most models remain theoretical or urban-centered. Regional and comparative studies confirm that rural ELT across developing contexts suffers from similar challenges: limited teacher training, exam-oriented pedagogy, and resource shortages—but they rarely propose concrete frameworks for material design. Research on rural Bangladesh reveals systemic problems: outdated and culturally biased textbooks, lack of teacher autonomy, overcrowded classrooms, and weak alignment between CLT-based policies and classroom practices. While some intervention studies suggest contextualization and hybrid methods can improve engagement, such approaches remain underexplored in resource-poor environments. Taken together, the literature points to a clear gap: the absence of empirically validated, contextually relevant, and resource-sensitive English learning materials for rural Bangladesh, a gap this study seeks to address.

CHAPTER THREE : THEORETICAL FRAMEWORK AND METHODOLOGY

3.1 Introduction

This chapter outlines the theoretical and methodological foundations of the study. It first introduces the guiding theoretical perspectives of Culturally Responsive Pedagogy, Contextualized English Language Teaching, and Social Constructivism that frame the research. It then explains the mixed-methods design, study area, participants, sampling strategy, and data collection instruments. The chapter also describes the procedures for data analysis and addresses the ethical considerations observed in conducting the study. Together, these elements establish the methodological rigor of the research and provide the basis for interpreting the findings presented in Chapter Four.

3.2 Theoretical Framework

This study is guided by two pedagogical frameworks Culturally Responsive Pedagogy (Gay, 2018) and Contextualized English Language Teaching (Choudhury, 2014) which are directly aligned with the instructional goals of the research. Social Constructivism (Vygotsky, 1978) supports these, serving as the basis for theorizing language learning was conceived as occurring in social settings whereby learners interact with others and surrounding materials; a principle which therefore serves pedagogy and material design.

Culturally Responsive Pedagogy (CRP) places learners' identities and lived experiences at the center of teaching, encouraging teachers to bridge their subject knowledge with students' cultural backgrounds and values. For example, regarding rural education in Bangladesh, most English language teaching materials are produced centrally (where textbooks portray urbanized or Western cultural settings) and from a different global context where students may be unable to connect with them (Al Amin & Greenwood, 2022; Mostafa & Jahan, 2024). This cultural gap

results in low motivation participation, poor English learning skills and disengagement from English language among the target population (Alhamlan, 2023).

CRP also proposes the utilization of publications which reinforce learners' identity by using content based on their own life context-rural livelihood, village life and custom etc. When students can see their world in the text or experience a topic being talked about, it helps build a sense of recognition and respect which can lead to more engagement and confidence (Gay, 2018). This process of the realization of CRP principles manifests more frequently than not in teachers in rural schools and thereby, they symbolize them into localizing oral traditions such as story-telling or they incorporate local proverbs, or have visual aids sourced from their immediate environment. Such approaches make the lived experiences of rural students central to teaching in response to abstract, largely urban-centric curricula (Faisal & Ali, 2021).

CRP also allows instructional adaptation in the face of situational constraints. We have rural schools that lack multimedia tools and may not even have internet connectivity or steady electricity. In these contexts, CRP advocates the use of low-tech materials (e.g. printed charts, hand-made visual displays or storytelling group tasks) that allow for participants to be more actively engaged in some tasks without needing resources that are unavailable locally (Tomlinson, 2012a).

While CRP starts from the cultural identity of learners, we can further expand its principles with those of Contextualized ELT which involves socio-economic and infrastructural dimensions in pedagogical planning. In the context of rural Bangladeshi schools, Choudhury (2014) argues that English instruction ought to be based on a particular social reality which makes poverty, technological gap and insufficient teacher training are ever present problems. Such activities support Contextualized ELT, inspiring the creation of lessons that are not only culturally relevant but also doable in rural classrooms.

For example, Choudhury (2014) recommends replacing urban-centric subjects such as airports, and shopping malls with local-environment based narratives like river journeys, agriculture on the ground and community living. These themes orient the student in their language learning, giving lessons a purpose and situating them in contexts that students will encounter in real life situations. In addition, materials should be adaptable in a way that allows teachers with little or no formal ELT training to make changes according to learner proficiency levels and the classroom context (Rahman & Pandian, 2018).

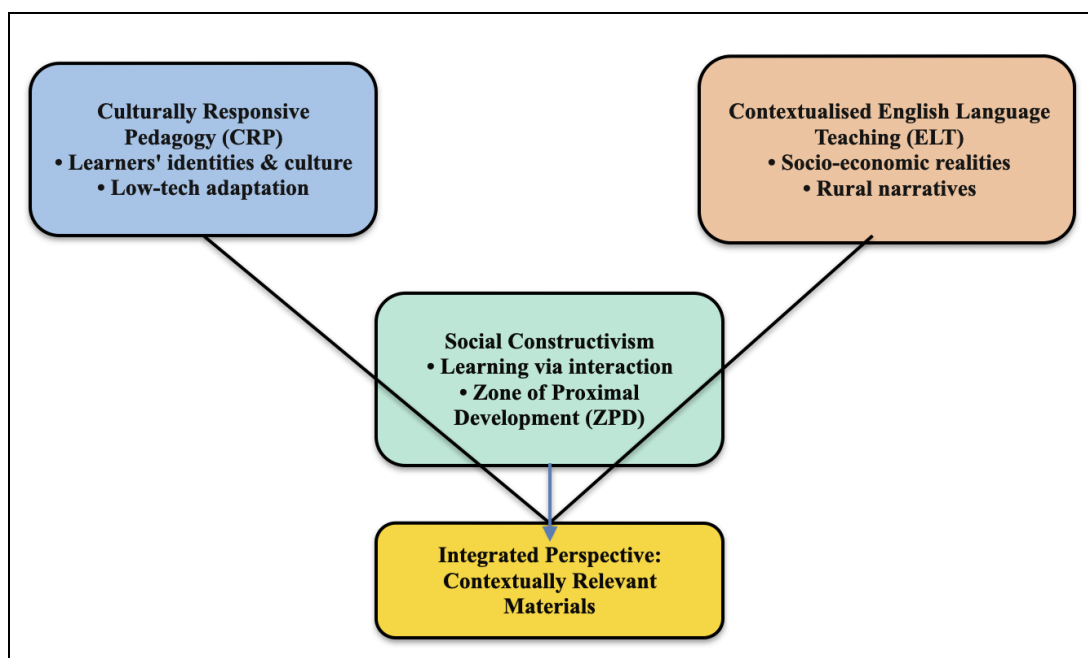
To support these pedagogical approaches, this study also draws on Social Constructivism (Vygotsky, 1978) as a theoretical foundation. According to Social Constructivism, Learning is the process by which knowledge is created through social interaction. In this model, learners develop understanding through dialogue, collaboration, and engagement with meaningful tools including language and instructional materials (McInerney, 2013).

In the rural English classroom, learning often takes place through peer discussions, teacher explanations, and group tasks that allow students to make sense of unfamiliar concepts collectively. A key concept in this theory is the Zone of Proximal Development (ZPD), which refers to the space between what a learner can do alone and what they can achieve with the help of a more knowledgeable peer or teacher (Vygotsky, 1978). Instructional materials that reflect students' own environment such as local stories or familiar names create a shared understanding that makes this type of collaborative learning more effective (Hamid & Honan, 2012).

Collectively, these three visions Culturally Responsive Pedagogy, Contextualized English Language Teaching, and Social Constructivism together contribute to my research-targeted perspective on material design for the mastery of English language. Together, they contend that English education in rural Bangladesh will only be just and worthwhile when instructional materials are culturally recognizing, economically and infrastructurally responsive, and

collaborative and socially relevant for learning. Figure 3.2 presents the integrated framework that links CRP, Contextualized ELT, and Social Constructivism to the development of contextually relevant English materials.

Figure 3.2: Theoretical Framework: Three Complementary Visions



3.3 Research Design and Approach

The study is using mixed-methods research design which comprises both qualitative and quantitative approaches to provide a broad understanding regarding the use of English Language material in rural secondary schools in Bangladesh. The qualitative part consists of classroom observation as well as interviews with English teachers and school administrators with the use of semi-structured interview guide lines. These methods are specifically designed to offer detailed information from real instances of classroom practice and teaching strategies as well as the contextual constraints that impede or enliven teachers. The quantitative tool involves structured

surveys of students and teachers to generate numerical data on the provision, use and perceived value of materials for learning English.

This design allows the researcher to benefit from the strengths of both qualitative and quantitative methods. Quantitative data tends to be high level and show trends across schools, while qualitative data offers rich, nuanced perspectives from on the ground in different settings. Employed in combination, the use of these methods allows methodological triangulation and different data to complement and strengthen one another, thus enhancing the credibility and rigor of the results (Creswell & Creswell, 2018; Johnson & Onwuegbuzie, 2004).

Since educational equity in places like rural contexts is a nuanced issue which is influenced by the cultural, economic, infrastructural and pedagogical environment (Hamid 2010; Rahman & Pandian 2018), this requires a blend of quantitative and qualitative components of the study. With data of the two broad types, this study can not only examine what challenges exist but also if and why they are related to English learning outcomes. Additionally, this would work perfectly for a Master's level thesis as it provides more depth to the methodology but still remains within scope and manageable in terms of size and time. In conclusion the study provides empirically based support for recommendations to strengthen the development of locally responsive and useful teaching materials in rural Bangladesh through pragmatic principles of mixed methods.

3.4 Study Area and Study Period

The fieldwork for this study was conducted in July 2025 in two rural sub-districts Shibpur and Monohordi of Narsingdi district in Bangladesh. These sites were selected, in part, to demonstrate broader challenges facing rural English learners. While not representative of the kind of remote environment often found in rural settings, both sub-districts experience the challenges that exist.

These are poor access to quality teaching resources, inadequate infrastructure and small generally under-resourced schools.

We selected study areas based on remoteness, socio-economic diversity and linguistic variation. Most schools in these areas are located in villages where students face a number of challenges including English teachers who do not have an academic background in English, lack of professional training, and irregular electricity supply. Socio-economically, the communities represent a wide range of low-income households, with many parents engaged in agriculture or informal labor. These conditions often limit children's access to private tutoring, digital tools, or extracurricular learning opportunities.

In these areas students often speak local dialects at home, which can be different from Standard Bangla. As English is infrequently used in their daily environments, learners have to read school subjects through at least two other foreign languages, making this a vast area of cognitive and emotional work for them. All these combined factors make the selected locations particularly relevant for exploring an issue around the call for materials in English that are inclusive of a localised, culturally rich and context-sensitive approach in learning the language.

3.5 Participants and Sampling Strategy

This study used a purposive sampling method to choose six rural secondary schools from Shibpur and Monohardi upazila in the Narsingdi district of Bangladesh. These schools were identified based on criteria that included: not being co-located within the same zip code with another school, limited access to digital infrastructure, and students being from a wide range of socioeconomic backgrounds between the two districts. Our aim was to provide a snapshot of typical English teaching in rural areas where resources are particularly limited.

The study involved three main categories of stakeholders: students, teachers and ELT managers. It involved watching over 200 students in their normal English classes to see how classrooms work and materials are used. Observations were conducted in four English classes at each school, duration approximately 40 min. An additional 120 learners participated in filling in a questionnaire on patterns of ELL resources access and usage in a more quantifiable way. The quantitative survey was complemented by semi-structured interviews and classroom observations with eight English teachers. Further, interviews with ten administrators such as operating principals or academic advisors included the consideration of English teaching practice and material usage from an institutional perspective.

The research as a student project was accepted by the ethics committee of the participating schools; thus they agreed to participate. This included a first meeting with the local education offices before delivering an official request letter explaining the purpose of the study, ethical and executing data collection procedures. The stakeholders gave the researcher an approval to do observations, interviews and surveys in school during regular class hours.

This approach to sampling resulted in a varied and focused representation of participants which allowed for an exploration of teaching practices, academic support and contextual limitations in rural Bangladesh that were related to the adoption of English learning materials.

3.6 Participant Demographics

The age of students who participated in this study ranged between 13 and 15 years, corresponding with the selected secondary schools grades 8 to 10. The sample consists of rural government schools where English is part of the national curriculum. This is natural in a place like rural Bangladesh with its lack of community exposure to English.

The English language teachers who participated in the study had varying levels of professional experience, ranging from 10 to 30 years in the teaching profession. However, it was noted that several of the teachers did not possess academic degrees in English; many had completed their education in unrelated disciplines and were later assigned to teach English due to staffing limitations in rural schools. This reflects a broader systemic issue in rural education regarding subject-area expertise and professional development.

Due to logistical and ethical constraints, gender-specific data were not collected in a disaggregated form. As a result, this study does not provide a detailed gender breakdown of participants. Nonetheless, the study prioritizes a contextual understanding of the pedagogical and material challenges faced by both learners and educators in these rural schools, irrespective of gender. A summary of participant groups, numbers, and relevant characteristics is presented in Table 1 to provide a concise overview of the study's sample composition.

Table 1: Participant Demographics Summary

Participant Group	Number	Experience	Notes
Students (Observed)	200	13–15 Years	Grades 8–10
Students (Survey)	120	13–15 Years	Government schools
Teachers	8	10–30 Years	Some without English academic background
Administrators	4	20-30 Years	Principals / Coordinators

3.7 Data Collection Methods

This study used three primary data collection methods: classroom observations, semi-structured interviews, and structured surveys to gather a comprehensive understanding of how English

language learning materials are used in rural Bangladeshi secondary schools. Each method was chosen to serve a specific purpose and to ensure triangulation of the data.

3.7.1 Classroom Observations

Classroom observations were conducted to explore how English teaching materials are used in actual classroom environments and how students respond to them. The researcher used a structured *Classroom Observation Checklist* developed for this study, focusing on five key domains: cultural and social relevance, pedagogical fit, learner-level appropriateness, student engagement, and resource accessibility. Items included whether materials reflect students' everyday lives, support differentiated learning, align with instructional objectives, and encourage peer collaboration. These observations provided rich, first-hand data on classroom interactions and helped assess how suitable the materials were for rural learners.

3.7.2 Semi-Structured Interviews

Semi-structured interviews were conducted with eight English language teachers and a few school administrators to gain deeper insights into their experiences and challenges related to teaching materials. The interview guide was designed around five themes: cultural appropriateness, pedagogical alignment, learner-level suitability, technological and financial constraints, and overall reflections. Questions included prompts such as whether teachers adapted materials to fit students' lives and what improvements they would suggest for better engagement. Interviews were recorded with consent, transcribed, and later analyzed thematically.

3.7.3 Structured Surveys

Structured surveys were administered to approximately 120 students and 8 teachers. The survey included Likert-scale and multiple-choice questions across five sections: types and frequency of

material use, access to digital tools, cultural relevance, skill development, and classroom engagement. Sample items included: “How often do your materials reflect your local context?” and “Which skills (listening, speaking, reading, writing) are most supported by your current materials?” The survey helped quantify perceptions and practices and complemented the qualitative data.

3.8 Instrument Availability and Piloting

All instruments were developed in English and translated into Bangla to ensure clarity and accessibility for participants. A pilot study was conducted with two secondary level teachers prior to the main fieldwork to refine question wording, sequencing, and format. Based on feedback from the pilot, minor adjustments were made to enhance comprehension and cultural appropriateness. The full versions of the Classroom Observation Checklist, Semi-Structured Interview Guide, and Structured Survey Questionnaire are provided in appendices X, Y, and Z.

For clarity and comparison, a summary of the data collection instruments, target groups, focus areas, and formats is presented in Table 2 below.

Table 2: Overview of Data Collection Instruments

Instrument Type	Target Group	Focus Areas	Format / Items
Classroom Observation Checklist	Teachers & Students	Cultural relevance, pedagogy, learner fit, engagement, accessibility	Likert-type, 5 sections
Semi-Structured Interview Guide	Teachers & Administrators	Cultural adaptation, pedagogical strategies, technology, material quality	Open-ended, with follow-ups
Structured Survey Questionnaire	Students & Teachers	Material types, frequency, digital access, relevance, skill focus	Multiple choice, 5 sections

Combining all three methods with deliberately contrived tools, the variety was a strength of the study gained in depth and breadth of those findings. This cautious process enabled the generation of insights about how educational resources function in the particular context of rural schools in Bangladesh, as a very different cultural, economic and infrastructural environment.

3.9 Data Analysis Procedures

This study used a two-phase data analysis process, combining qualitative and quantitative methods. The primary reason behind this strategy is to enhance the validity of these findings through triangulation as well as to put forth all angles of research problems.

For the qualitative data, thematic analysis followed Braun and Clarke's (2006) six-steps approach which involved: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, forming coherent themes and defining and naming themes and compiling the final report. Type of data: interviews and field notes were analyzed both inductively and deductively. Inductive coding allowed themes to emerge from participants' voices and reflections while deductive codes were collaboratively identified from the theoretical notions of Social Constructivism (Vygotsky, 1978), Culturally Responsive Pedagogy (Gay, 2018) and Contextualized ELT (Choudhury, 2014). This collection of (participatory) and theoretically derived inferences aimed to enable a balanced association of methods.

The quantitative data from the survey used descriptive statistics. Patterns in material use, availability, cultural relevance and perceived usefulness were assessed using frequencies and percentages. The findings in numbers were compared to the findings in words to identify similar and discrepant areas.

This followed a comparative integrative analysis that linked themes in both the data sets. This triangulation approach added confidence to the results and allowed for a more holistic

understanding of English language learning materials in rural classrooms. This combination of theoretical guidance and empirical data increased the validity and penetration of its damning conclusions.

3.10 Ethical Considerations

This study followed strict ethical standards, respecting the rights, dignity and privacy of all participants. Ethical Approval was received for the current experiment by the relevant academic review board in the institution of research before data collection. The source population was informed verbally and in writing of the study purpose, procedures involved in their participation and that participation would be voluntary for all affected groups students, teachers and school principals.

To ensure informed consent, each participant was given a clear explanation of the research aims and their role in the process. For student participants under the age of 18, permission was also obtained from school authorities and, where possible, from parents or guardians. Participation in the study was entirely voluntary, and individuals had the right to withdraw at any time without any negative consequence.

Confidentiality was strictly maintained. No published data included names of participants or schools. All transcripts and final reporting removed pseudonyms. The interview recordings, transcripts, observation notes and survey responses were kept confidential and in a locked file to which only the researcher had access. The adoption of this ethical stance meant that the research was undertaken with integrity, building trust with participants.

3.11 Chapter Summary

This chapter outlined the theoretical and methodological foundations of the study. It first presented the guiding frameworks of Culturally Responsive Pedagogy, Contextualized English Language Teaching, and Social Constructivism, which together informed the perspective on material design and classroom practice. The research design was then explained, identifying the use of a mixed-methods approach to combine qualitative depth with quantitative breadth.

The chapter further described the study area, participants, and sampling strategies, along with detailed profiles of the student, teacher, and administrator groups. Instruments for data collection including classroom observations, semi-structured interviews, and structured surveys were introduced, alongside the processes of availability and piloting to ensure clarity and cultural appropriateness. The data analysis procedures were discussed in terms of both qualitative thematic analysis and quantitative descriptive statistics, followed by the ethical considerations undertaken to ensure integrity, confidentiality, and voluntary participation. To summarize, this chapter establishes a rigorous methodological foundation for the study. The next chapter presents the results and discussion, bringing together the findings from qualitative and quantitative data to address the research questions.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents and interprets the key findings of the study, drawing upon three primary data sources: classroom observations, semi-structured interviews with English teachers, and survey responses from rural secondary schools in Bangladesh. Together, these sources provide a comprehensive understanding of how English language learning materials are used in practice and how they are perceived by both educators and learners. The chapter contributes to understanding how curricular intentions align or fail to align with classroom realities in rural English language education. It notes the gaps between the nationally designed English curriculum and the actual practices, constraints, and perceptions observed in rural schools.

The findings are presented thematically, organized around the major issues that emerged from the data. Each theme is discussed with both descriptive summaries and analytical interpretations, supported by direct participant quotations and observation notes to situate the results in context. The discussion is guided by the theoretical frameworks outlined in Chapter 3, ensuring that the interpretation remains conceptually grounded while also being firmly rooted in empirical evidence.

In the sections that follow, each theme is presented through an integrated approach that combines findings and interpretation. This structure ensures that the analysis is not only data-driven but also reflective of the broader pedagogical and contextual challenges of English language education in rural Bangladesh.

4.2 Cultural and Contextual Relevance of Materials

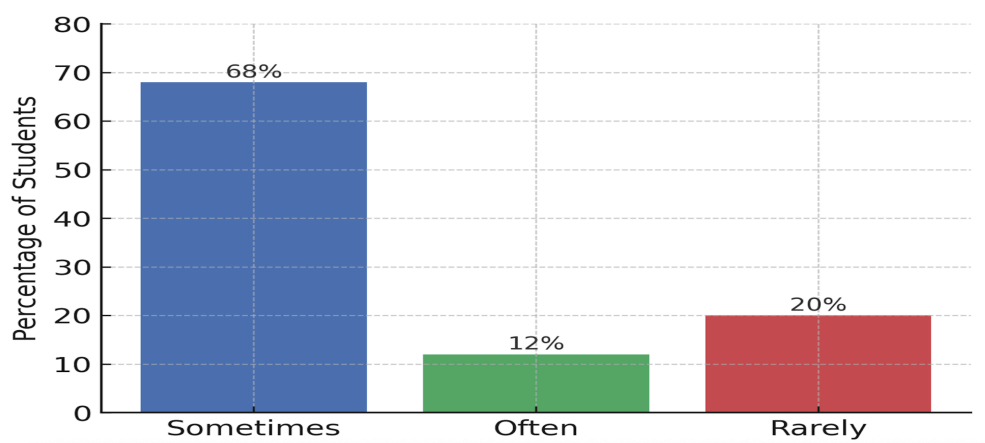
Findings

Classroom observations showed that English lessons occasionally included culturally familiar topics such as *Pahela Baishakh* and *A Village Fair* (often taught for paragraph writing). Students appeared to understand these lessons well and showed higher engagement. They could relate the content to their own lives and were able to share personal experiences. Similarly, the chapter *The Greed of the Mighty Rivers*, especially the character of Meherjan, was strongly connected to students' realities. Teachers in all observed schools mentioned that students engaged deeply with Meherjan's story of displacement caused by river erosion, as this reflected challenges faced in many of their own communities.

In contrast, some lessons contained abstract or less familiar topics, such as those in the *World Heritage* unit. Students found these more difficult to relate to because the examples and locations described were far from their everyday experience. One teacher stated, "I don't change any content; I just follow the book and explain it in Bangla" (Teacher 1). This reflects both limited opportunity and insufficient training to adapt materials to students' cultural contexts.

Survey results supported these observations. When asked if classroom materials reflected their own life, surroundings, or cultural background, 68% of students answered "sometimes," 12% said "often," and 20% said "rarely." This suggests that although some lessons include culturally relevant content, most students do not find such connections on a regular basis. Teachers also expressed doubts about the suitability of certain topics for rural learners, noting that students respond better to lessons about village life or local problems. Figure 1 below illustrates the distribution of student responses regarding the extent to which English language learning materials reflect their cultural background and everyday life.

Figure 1: Students’ perceptions of the cultural relevance of English language learning materials



Interpretation/Discussion of Findings

These findings indicate a partial but important gap between English language materials and the lived experiences of rural students. According to Culturally Responsive Pedagogy (Gay, 2018), materials should affirm learners’ identities and build on their background knowledge. Lessons such as *Pahela Baishakh*, *A Village Fair*, and *The Greed of the Mighty Rivers* meet this goal by enabling emotional and cognitive connections. In contrast, unfamiliar topics like *World Heritage* may reduce interest and limit comprehension (Alhamlan, 2023).

The survey and observation data align with Mostafa and Jahan’s (2024) view that national textbooks often reflect an urban-centric bias, overlooking rural realities. In this study, students responded more positively to familiar topics, confirming that cultural relevance supports engagement and learning potential.

Teacher comments also reveal the constraints of a centralized and rigid curriculum. The statement, “I just follow the book and explain it in Bangla,” suggests limited autonomy and insufficient professional development in adapting content. This supports Tomlinson’s (2012)

argument that teachers need both flexibility and institutional support to create culturally relevant learning experiences.

From a Contextualized ELT perspective (Choudhury, 2014), reliance on a single textbook model reinforces a one-size-fits-all approach that ignores local diversity. From a Social Constructivist perspective (Vygotsky, 1978), culturally relevant content is essential for activating the Zone of Proximal Development (ZPD). When content connects to learners' everyday lives, it is easier to scaffold, more meaningful, and more likely to result in genuine communicative competence. Without such relevance, classroom interaction can become mechanical and disconnected from real-life language use.

While cultural relevance plays a critical role in making learning meaningful, it is only one dimension of instructional quality. Even culturally familiar content can fail to achieve learning outcomes if it lacks alignment with pedagogical goals, learner needs, or effective instructional strategies. The next section therefore examines the pedagogical appropriateness of English language learning materials, focusing on how well they support targeted skills, promote active participation, and align with the broader objectives of English language education in rural Bangladesh.

4.3 Pedagogical Fit and Instructional Approaches

Findings

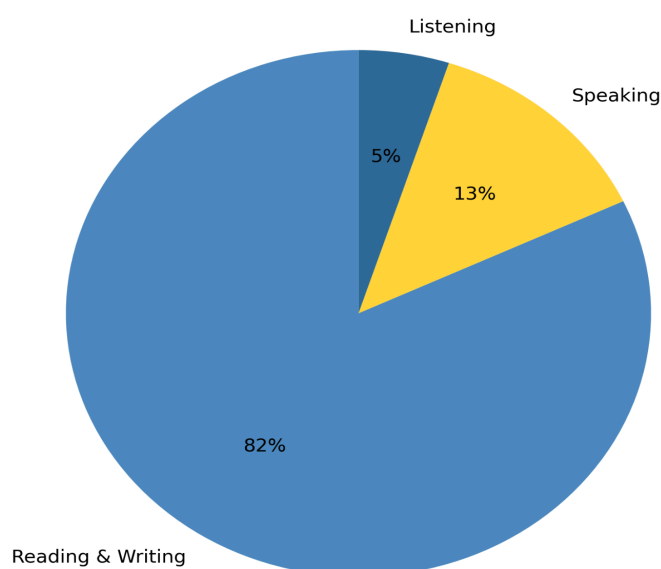
Classroom observations indicated that the English teaching materials were only partially aligned with the national curriculum's communicative goals. While the curriculum promotes the development of all four language skills listening, speaking, reading, and writing most classroom tasks focus heavily on reading comprehension and grammar-based writing exercises. Speaking

and listening components were rarely practiced during lessons, and group discussions or pair work were seldom observed.

Teachers admitted that their instructional approach was driven by examination requirements. One teacher explained, *“We teach according to their exam syllabus, so they are able to develop their writing skills.”* This indicates a tendency to prioritize writing proficiency over other communicative skills. Another teacher mentioned, *“I have opened a language club for all students, but the students are not that interested. Their only intention is to pass the exam.”* This reveals a deeply ingrained exam-oriented mindset, both among teachers and students.

Surveys also supported these findings. When asked which skills were most frequently practiced using English materials, 82% of students selected reading and writing, while only 13% selected speaking, and 5% chose listening. Additionally, only 10–15 students out of classes of 50+ were observed participating actively in lessons, indicating a passive learning environment. Figure 2 illustrates this imbalance in skill development, showing how current English materials overwhelmingly focus on reading and writing at the expense of oral communication skills.

Figure 2: Language skills most frequently supported by current English materials.



Interpretation/Discussion of Findings

These findings demonstrate a clear mismatch between pedagogical practices and the goals of Communicative Language Teaching (CLT), which forms the foundation of Bangladesh's national English curriculum (NCTB, 2012). According to Rahman and Pandian (2018) and Nuby et al. (2019), this gap is widespread and often results from entrenched exam-focused teaching and inadequate teacher training. In this study, the dominance of reading and writing, along with grammar drills, suggests that instructional decisions are guided more by test preparation than by communicative competence.

The quote, *"We teach according to their exam syllabus, so they are able to develop their writing skills,"* reflects a teaching culture where curriculum flexibility is limited and speaking/listening skills are undervalued. This undermines the holistic development of language proficiency and restricts students from using English in real-life contexts.

From a Social Constructivist perspective (Vygotsky, 1978), learning should be interactive, social, and student-centered. However, observations revealed minimal peer collaboration or scaffolded support, limiting the potential for learning within the Zone of Proximal Development (ZPD). The lack of group work and communicative tasks suggests that students are not given enough opportunities to co-construct meaning or engage with authentic language use.

The teacher's statement, *"I have opened a language club for all students, but the students are not that much interested,"* reflects not just student disengagement, but also a broader cultural emphasis on exams over communicative competence. This resonates with Suharto et al. (2024), who emphasize that motivation for language learning is often shaped by how success is measured if exams only test writing, then students and teachers will focus exclusively on that skill.

Finally, these instructional patterns also challenge the principles of Contextualized ELT (Choudhury, 2014), which advocates for materials and teaching practices that align with students' actual needs and local realities. In rural settings, where learners may have few opportunities to practice English outside class, the exclusion of speaking and listening activities further limits their communicative development.

4.4 Learner-Level Appropriateness and Differentiation

Findings

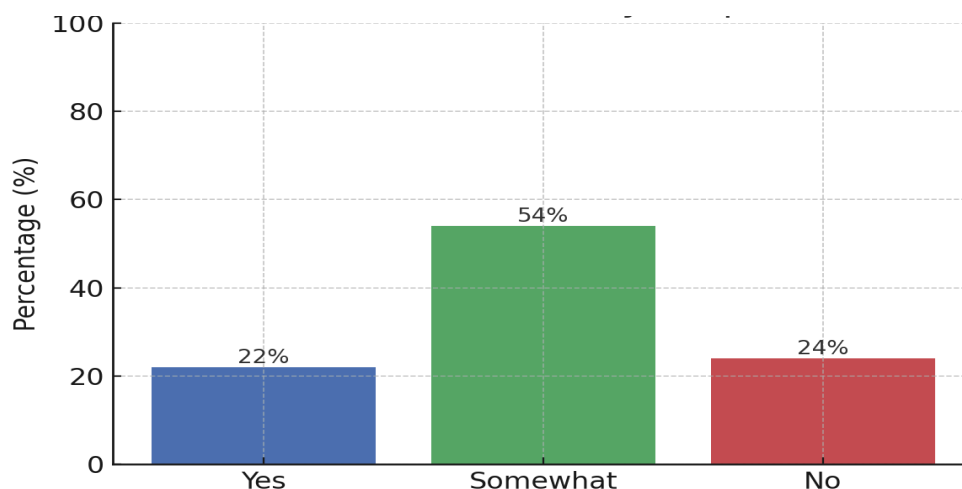
Classroom observations showed that many students struggled to complete learning tasks without teacher assistance. Teachers often stopped to clarify instructions or translate English content into Bangla. Most learners hesitated to answer questions unless directly asked, and active participation usually came from the same small group of 7–10 students. This reflected low confidence and uneven proficiency levels within the classroom.

All students were taught using the same materials, with no visible differentiation in content or activities. There were no simplified texts, leveled exercises, or scaffolding strategies for learners with different proficiency levels. One teacher stated, *“We use the same textbook for everyone, and we just go topic by topic. If someone is not able to follow, I explain it in Bangla.”* While translation helped with immediate understanding, it did not promote independent language development or address varied learning needs.

Survey results supported these observations. Only 22% of students felt that the English materials matched their level, 54% said “somewhat,” and 24% said “no.” Additionally, 80% of students reported that they often required teacher support to complete textbook activities. This shows a clear gap between material difficulty and learners' ability to work independently. Figure 3

illustrates students' perceptions of whether current English materials match their proficiency levels.

Figure 3: Student perceptions of English material difficulty.



Interpretation/Discussion of Findings

These findings indicate that English materials are only moderately suitable for the range of abilities in rural classrooms. The lack of differentiation adapting materials to meet diverse learner needs shows a one-size-fits-all approach that reduces learning equity. According to Tomlinson (2012), materials should be flexible and responsive to individual strengths and weaknesses, especially in mixed-ability settings. Without differentiated input, weaker learners may fall behind, while stronger learners may not be sufficiently challenged.

The reliance on translation into Bangla reflects a teacher-led model rather than a learner-centered approach. From a Contextualized ELT perspective (Choudhury, 2014), materials must be not only culturally relevant but also accessible in terms of language difficulty. In rural areas, students do not have many opportunities to be exposed to English outside the classroom, this is why scaffolding and simplified language input are so necessary for them to learn in the best way.

The teacher's comment, "we use the same textbook for everybody," reveals low autonomy as well as little familiarity about the adaptation of content. This approach contradicts personalized pedagogy, which is based on adapting teaching to student needs. According to a Social Constructivist perspective (Vygotsky, 1978), the lack of varied input restricts scaffolding possibilities in the Zone of Proximal Development (ZPD). And students are not assigned tasks placed just above their current capability, but with a nurturing hand to move them forward.

These findings support Faisal and Ali (2021) who concluded that rural teachers are not only restricted in training, but are also institutionally repressed against the timely and appropriate modification or supplementation of textbooks. "This is because (they) feel training is all about money", said one teacher in this study, illustrating financial as a barrier to professional development. Even if instructors have that understanding, systemic issues like budget constraints and inadequate professional development opportunities prevent them from putting it into practice.

In brief, the lack of differentiated materials and techniques, and a lack of enough preparation and support for teachers has built classrooms that are exclusionary and where a celebratory only a few privileged are welcomed. This disjuncture of learner need and course offering and learning and teaching materials affect both the equity and quality of English as a language in rural-based high schools.

4.5 Engagement, Motivation, and Autonomy

Findings

Classroom observations showed that student engagement varied greatly depending on the cultural relevance of the lesson content. Lessons featuring familiar contexts such as *A Village Fair*, *Pahela Baishakh*, or the Meherjan narrative from *The Greed of the Mighty Rivers*

generated higher participation. In these sessions, students were eager to share personal experiences, draw connections to their own lives, and take part in discussions. Teachers in all observed schools noted that Meherjan's struggles with river erosion resonated strongly, as many students came from communities facing similar challenges.

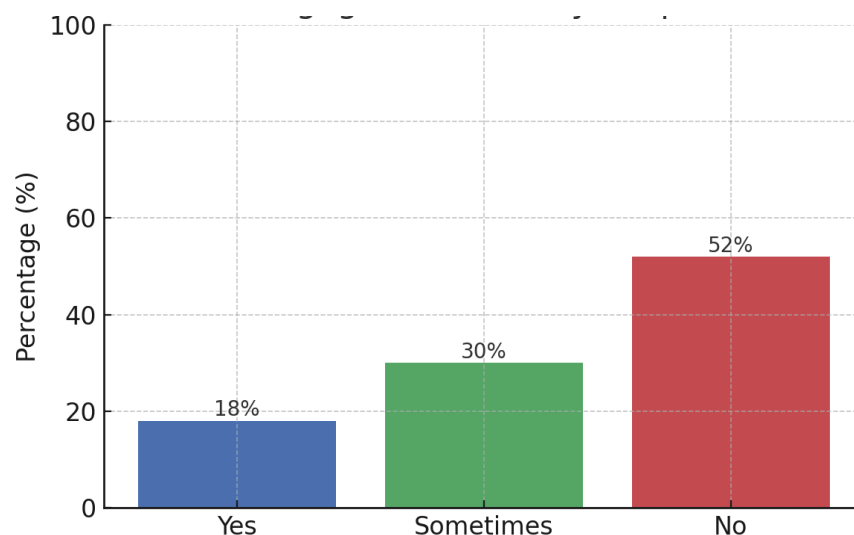
In contrast, lessons built around abstract or unfamiliar topics, such as those in the *World Heritage* unit, often failed to maintain interest. During such classes, many students appeared passive, with little voluntary participation.

Student autonomy was generally low. Most activities were completed under direct teacher guidance, and there were few opportunities for independent learning, group collaboration, or peer interaction. The classroom remained teacher-centered, with limited space for student-initiated discussions or inquiry-based activities.

Teachers acknowledged difficulties in sustaining student motivation beyond exam preparation. One teacher explained, "I have opened a language club for all students, but the students are not that interested. Their only intention is to pass the exam." Another noted that students expected direct preparation for tests rather than engaging in interactive or creative tasks.

Survey results confirmed these trends. When asked whether they found English class activities "interesting," only 18% of students answered "Yes," 30% responded "Sometimes," and 52% said "No." This suggests that more than half of the students viewed English class activities as unengaging or irrelevant to their own lives. Figure 4 shows student responses on whether they find English class activities interesting.

Figure 4: Student perceptions of interest in English class activities.



Interpretation/Discussion of Findings

The findings show that students' engagement with English materials is strongly linked to cultural familiarity and relevance. Lessons that incorporate rural life, local festivals, or relatable stories such as Meherjan's experience prompt greater emotional and cognitive involvement. This supports Culturally Responsive Pedagogy (Gay, 2018), which emphasizes validating students' identities and experiences to enhance learning. Alhamlan (2023) also notes that emotional connection to content can improve both motivation and retention.

However, despite moments of strong engagement, overall motivation remains low. The comment, "Their only intention is to pass the exam," highlights how the exam-driven education system narrows learning goals to test preparation. This leaves little room for curiosity, creativity, and critical thinking all essential for effective language acquisition.

From a Social Constructivist perspective (Vygotsky, 1978), learning is most effective when it involves collaboration, interaction, and guided exploration within the Zone of Proximal Development (ZPD). Yet, the teacher-centered approaches observed in these classrooms limit

opportunities for peer scaffolding and learner autonomy. The lack of group tasks, project-based learning, and student-led activities means that students are often passive recipients rather than active users of English.

This pattern is further reinforced by structural challenges. Even when teachers attempt to create engaging opportunities, such as language clubs, they often face student disinterest as a result of a system that rewards rote memorization over communicative competence.

In brief, engagement, motivation and autonomy – three challenges faced in English classes in rural schools, are inhibited by a combination of culturally unaligned content, exam-pointed teaching and absence of scope for interactive learning. The inclusion of culturally relevant narratives like Meherjan’s among classroom projects that are more student focused and collaborative might enhance motivation, active engagement and meaningful opportunities for use of language in the world.

4.6 Access, Technology, and Infrastructure

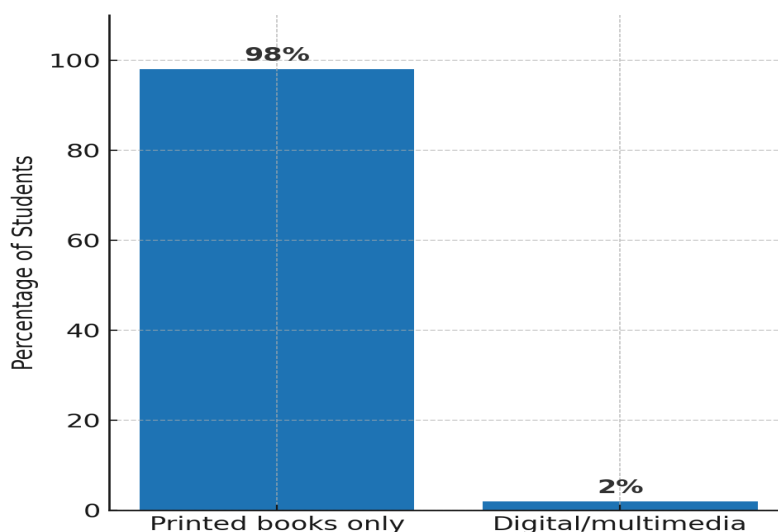
Findings

Classroom observations showed that the print textbooks provided by the government, and a widely used commercial grammar guidebook, to be the main teaching materials for English learning. During the observed lessons, no digital content (like videos, slides, or interactive exercises) was used. Realia, postures, or other teaching aids are also rarely observed. Teachers largely used chalk-and-talk teaching methods, and at times, they would write a grammar rule in chalk on the board and have students read the rule, word after word, from their textbook.

Survey responses supported these findings. To the driven question of what kinds of resources students had used in English class, 98% chose “printed books only” and 2% cited digital or multimedia ones. Regarding access to technology outside school, a majority of students indicated

they had access to a mobile phone at home, but internet connectivity was often unstable or unavailable. Inside school, however, students reported minimal to no access to devices. Figure 4.5 illustrates the distribution of material types used in English classes as reported by students.

Figure 5: Distribution of English Language Material Types Reported by Students



Teachers cited several infrastructural and budget-related challenges. One teacher said, “Though we visited the computer lab sometimes, it is not for all-time access.” This suggests that while some digital infrastructure may exist, it is neither consistent nor integrated into regular teaching. Another teacher mentioned, “*Sometimes I use my mobile phone to show photos or videos related to unfamiliar chapters,*” indicating occasional personal efforts to integrate multimedia resources. Others reported that electricity disruptions, especially during summer and monsoon seasons, made it difficult to rely on digital tools. Budget constraints were also mentioned as a key barrier to upgrading classrooms or providing ICT training.

Interpretation/Discussion of Findings

These findings bring out a clear digital divide between national-level English language teaching (ELT) policy goals and rural classroom realities. While ELT innovations worldwide increasingly integrate technology to enhance engagement and autonomy (Tomlinson, 2016), such practices are largely absent in rural Bangladesh due to infrastructural and financial limitations.

The statement, “Though we visited the computer lab sometimes, it is not for all-time access,” reflects how intermittent availability reduces both teacher readiness and student familiarity with technology-based learning. Without regular access, teachers cannot effectively plan for or integrate multimedia content, and students miss opportunities to develop digital literacy alongside language skills.

From a Contextualized ELT perspective (Choudhury, 2014), materials and delivery methods should be adapted to the realities of the learning environment. In under-resourced rural contexts, where electricity, internet connectivity, and digital literacy are inconsistent, overreliance on high-tech solutions is impractical. Instead, low-cost, low-tech resources such as printed story cards, illustrated posters, and culturally relevant dialogues could provide a more sustainable alternative.

The heavy dependence on printed textbooks also limits the variety and richness of language input. As Al Amin and Greenwood (2022) note, the absence of visual, auditory, and interactive elements contributes to lower engagement and restricts the development of communicative competence. Similarly, Faisal and Ali (2021) found that inadequate infrastructure and limited budgets prevent rural teachers from adopting modern teaching approaches.

In conclusion the national curriculum endorses technology to enhance teaching of English, but rural schools have many obstacles in place to do so. Solutions to these challenges will entail

resource-appropriate interventions placing (low-cost, culturally relevant, low-tech) learning materials at the top of the heap as well as strategic investment in infrastructure, teacher training and in-service technical support.

4.7 Chapter Summary

This chapter presented and discussed the findings of the study, integrating classroom observations, teacher interviews, and student surveys to provide a holistic view of English language education in rural secondary schools of Bangladesh. The results revealed several interconnected challenges. First, while some lessons incorporated culturally familiar contexts, most materials reflected an urban or foreign bias, limiting relevance and engagement. Second, there was a clear misalignment between the communicative goals of the national curriculum and classroom practices, as teaching remained exam-driven and focused largely on reading and writing, with minimal attention to speaking and listening. Third, there was no differentiation of instruction and learners with different proficiency levels faced difficulties in contributing to the discussion, heavily depending on the teacher for translation and scaffolding. Fourth, engagement, motivation and learner independence were generally low, restricted by exam focus and teacher-centred approaches, while culturally authentic material would, at times, arouse excitement. Last, access to technology and infrastructure was minimal, with rural classrooms heavily depending on printed textbooks and confronted by chronic challenges such as connectivity, resources, electricity.

Collectively, these findings highlight the enduring divide between what schools and teachers say they strive for and what they're actually doing. They demonstrate that despite the importance of English as vehicle of social and economic progress for rural teachers and students, systemic constraints, outdated and culturally distant materials, exam pressure, lack of differentiation,

unengaging approaches and inadequate infrastructure hinder its effective implementation. These challenges call for the design and production of locally appropriate cheap materials, training of teachers for adaptation and differentiation and sensitivity innovations that translate between national policies and rural classroom practice.

CHAPTER FIVE : CONCLUSION AND RECOMANDATION

5.1 Introduction

This research explores the cultural sensitivity, pedagogical fit, learner-level consistency, relevance, and access of English language learning materials in rural secondary schools in Bangladesh. Employing a mixed-method approach including classroom observations, interview and survey, the study investigated how these materials operate in actual classroom contexts and how teachers and students respond to these materials.

The results indicated that some lessons like Pahela Baishakh, A Village Fair, and Meherjan's Story from The Greed of The Mighty Rivers attracted students a lot, whereas numerous textbook-units included lessons of an abstract or urban nature, which proved uninteresting or too abstract in comparison to the earlier rural students' own experiences. This lack of a cultural fit often resulted in lowered motivation and decreased opportunities for involvement.

In pedagogical terms, the classroom practices were focused on reading and grammar based writing activities with less stress on speaking and listening. This exam-oriented approach undermined the communicative goals of the national curriculum. Materials were delivered in a one-size-fits-all format, with no differentiation to address varying proficiency levels, resulting in most students requiring frequent teacher support. Engagement and autonomy were further hindered by teacher-centered instruction, limited collaborative opportunities, and a narrow focus on test preparation.

Access to digital or interactive resources was severely constrained by infrastructural limitations, including unstable electricity, limited ICT facilities, and budget shortages. As a result, instruction

relied almost exclusively on printed textbooks, restricting the variety and richness of learning input.

Broadly, the study highlights a clear gap between national curriculum intentions and classroom realities. Bridging this gap requires materials and teaching approaches that are culturally relevant, pedagogically balanced, differentiated, and adaptable to low-resource contexts.

5.2 Summary of Key Themes

This study summarizes the major findings from classroom observations, teacher interviews, and student-teacher surveys. The results reveal a series of interrelated challenges affecting the effectiveness of English language materials in rural secondary schools.

Cultural and Contextual Relevance

English materials only occasionally reflect the cultural backgrounds and lived experiences of rural students. Lessons that incorporate locally grounded topics such as *A Village Fair*, *Pahela Baishakh*, and the Meherjan story from *The Greed of the Mighty Rivers* were found to increase engagement and participation. However, many lessons contain urban-centric or unfamiliar content, which reduces motivation and comprehension.

Skill Balance and Pedagogical Fit

Classroom practice remains dominated by reading and grammar-based writing tasks, with limited opportunities for speaking and listening. Teachers prioritize exam preparation over communicative skill development, which undermines the goals of the Communicative Language Teaching (CLT) approach in the national curriculum.

Learner-Level Appropriateness and Differentiation

The use of a single, uniform textbook for all students fails to address differences in language

proficiency. Most students find the materials slightly difficult and require frequent teacher assistance. Differentiated instruction and scaffolded activities are absent, leaving weaker learners behind while offering insufficient challenge to more advanced students.

Engagement, Motivation, and Autonomy

Student engagement is highest when content is culturally familiar. However, the overall learning environment is teacher-centered, with limited opportunities for independent learning, group collaboration, or student-led activities. The prevailing exam-oriented culture narrows student motivation to passing tests rather than developing communicative competence.

Access, Technology, and Infrastructure

Rural English classrooms rely almost entirely on printed textbooks, with minimal or no use of digital tools. Limited infrastructure, unreliable electricity, and budget constraints prevent the integration of multimedia resources. Teachers often lack the training and resources needed to introduce low-tech, interactive materials.

5.3 Implications of this Research

The findings of this study carry several important implications for curriculum design, material development, teacher training, and educational policy in rural Bangladesh.

Firstly, the study reinforces the necessity of embedding cultural and contextual relevance into English language learning materials. Lessons that reflected rural students' lived experiences such as *Pahela Baishakh*, *A Village Fair*, and Meherjan's story from *The Greed of the Mighty Rivers* generated higher engagement and motivation, confirming the principles of Culturally Responsive Pedagogy (Gay, 2018). This underscores the need for textbooks and supplementary resources that validate learners' identities and make language learning personally meaningful.

Secondly, the research highlights a misalignment between curriculum goals and classroom practices. Although the national curriculum promotes Communicative Language Teaching, the dominance of exam-oriented, reading-and-writing-focused instruction limits the development of speaking and listening skills. Policymakers and curriculum planners must address this gap by aligning assessment systems with communicative objectives.

Thirdly, the absence of differentiated instruction suggests that many students are excluded from optimal learning opportunities. The one-size-fits-all approach observed in classrooms particularly disadvantages weaker learners, while failing to challenge stronger students. This finding has direct implications for teacher professional development, which should emphasize strategies for scaffolding, leveling, and adaptive material use.

Fourthly, the study's documentation of limited technological integration points to a broader structural challenge in rural education. While global ELT increasingly incorporates digital tools, infrastructural constraints in rural schools necessitate a focus on low-cost, low-tech, yet interactive alternatives.

Finally, the results suggest that improving rural English language education requires systemic change, involving not only better materials and pedagogy but also institutional support, funding, and teacher autonomy. Without coordinated efforts at both policy and classroom levels, the gap between curriculum intentions and rural classroom realities will persist.

5.4 Summary Table of the Study

The table below summarizes the key findings from classroom observations, teacher interviews, and student-teacher surveys. It also outlines the implications for curriculum developers, material designers, and policymakers aiming to improve English language instruction in rural Bangladesh.

Theme	Key Findings	Implications
Cultural Relevance	Materials only occasionally reflect students' cultural backgrounds. Familiar content (e.g., <i>A Village Fair</i> , <i>Pahela Baishakh</i> , Meherjan's story from <i>The Greed of the Mighty Rivers</i>) increases engagement, while unfamiliar or urban-centric topics reduce motivation.	Integrate more locally grounded topics, examples, and settings to strengthen emotional connection, cultural identity, and learner motivation.
Skill Balance	Instruction heavily emphasizes reading and grammar-based writing, with minimal focus on speaking and listening. Teaching is largely exam-oriented.	Design materials that promote balanced development of all four language skills in line with CLT principles. Revise assessment practices to encourage communicative competence.
Learner Fit	A single textbook is used for all students regardless of proficiency. Most students find materials slightly difficult; 80% require frequent teacher assistance. No differentiation is practiced.	Develop materials at varied difficulty levels, using simplified tasks, scaffolded activities, and leveled input. Provide teacher training in differentiated instruction and material adaptation.
Engagement & Autonomy	Engagement increases with culturally familiar content, but overall participation is low. Group work, independent learning, and student-led activities are rare in teacher-centered classrooms.	Create interactive, culturally relevant tasks that promote collaboration and student agency. Shift towards learner-centered approaches to enhance autonomy.

Access & Infrastructure	English instruction relies almost entirely on printed textbooks. Digital tools and multimedia resources are rarely used due to inconsistent electricity, limited lab access, and budget constraints.	Prioritize low-cost, low-tech, and flexible materials suitable for rural conditions. Address infrastructural and training gaps to enable broader use of interactive resources.
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This summary reinforces that while some progress has been made, several gaps remain between curriculum intentions and classroom realities, particularly in areas of material design, instructional practice, and equitable access.

5.5 Recommendations

Based on the findings of this study, several recommendations are proposed:

- **Integrate culturally relevant content into all English materials**

Culturally relevant content should be systematically embedded in textbooks and supplementary resources so that rural learners see their own lives, festivals, livelihoods, landscapes, and challenges reflected in English lessons. When materials draw on familiar contexts such as agricultural practices, river-based livelihoods, or village fairs, students are more likely to engage, relate, and retain knowledge. To ensure authenticity and avoid tokenism, curriculum developers and policymakers should consult rural educators and community stakeholders.

- **Promote balanced skill development across speaking, listening, reading, and writing**

Balanced skill development is essential for achieving communicative competence. The current emphasis on reading and writing at the expense of speaking and listening must be addressed. Assessment systems should be revised to value all four skills equally, in line

with Communicative Language Teaching (CLT) principles. This shift would signal to teachers and students that oral communication is as important as exam writing.

- **Encourage flexible curriculum implementation for teacher autonomy**

Flexibility in curriculum implementation is crucial. Teachers should be granted autonomy to adapt or supplement materials based on their students' proficiency, needs, and local context. In mixed-ability rural classrooms, differentiated learning materials such as leveled texts, scaffolded tasks, and simplified input can help weaker learners keep pace while still challenging stronger students.

- **Differentiate learning materials for mixed-ability classrooms**

A one-size-fits-all approach does not support the diverse needs of rural learners. Differentiated learning materials such as leveled texts, scaffolded tasks, and simplified input can help weaker learners while also challenging stronger students.

- **Incorporate low-tech, interactive, and collaborative learning resources**

Where infrastructure is limited, low-tech, interactive resources can bridge the gap. Affordable tools such as illustrated story cards, role-play scripts, and culture-related dialogues can promote group work, role play, and project-based learning without the expensive technology. There is also peer learning; students become more autonomous and confident.

- **Strengthen teacher training in CRP, Contextualized ELT, and differentiated instruction**

There is still a clear lack of training for the teachers. Cultural Approaches to Teaching in Rural Schools, curriculum studies, social justice, and development must include practical content in Culturally Responsive Pedagogy, Contextualized ELT, and differentiation with

special emphasis on rural challenges. Training of this nature needs to be continuous, available, and endorsed by regional education offices.

- **Invest in affordable ICT solutions and improve infrastructural support**

Finally, infrastructure and resource support must be strengthened. Investment in low-cost ICT solutions, such as offline learning platforms and battery-powered devices, can extend learning opportunities in schools with unreliable electricity. Increased funding should also be allocated for supplementary materials and teaching aids that align with rural realities.

Improving rural English language education should be more than just a matter of book distribution: it involves re-building the system around culturally responsive, learner-centred and resource-sensitive approaches. In the confluence of content, pedagogy, and assessment in policy and practice for connecting the lives of rural learners, there may lie the greatest promise for more connected engagement, more equitable learning experiences, and the communicative competence necessary for meaningful participation in local as well as global contexts.

5.6 Limitations

Although the study contributes valuable findings regarding the contextual appropriacy and pedagogical efficiency of English language learning materials in rural Bangladesh, there are some limitations that must be recognized. First, the research was carried out across six rural secondary schools in Narsingdi district and this might affect the generalisability of the findings to other rural areas with distinct socio-economic, cultural or infrastructure conditions. Secondly, the data collection relied on classroom observations, semi-structured interviews, and surveys over a relatively short period. As such, the findings reflect a snapshot of practices rather than long-term trends in material use and pedagogy. Thirdly, although both qualitative and

quantitative methods were employed, the survey sample size particularly for teachers was relatively small, which may have restricted the statistical representativeness of the quantitative results. Fourthly, the study primarily examined teacher and student perceptions of material relevance and effectiveness. It did not directly measure learning outcomes such as proficiency gains, which would require a longitudinal or experimental design. Finally, the study faced practical constraints such as limited access to lesson recordings, absence of soft copies of survey responses, and occasional disruptions during classroom observations, which may have affected the depth of data collected.

5.7 Scope of Further Research

Building on the findings and limitations of this study, several avenues for further research are proposed. Firstly, future studies could adopt a comparative regional approach, examining material use and adaptation practices across different rural districts to identify patterns and variations influenced by local contexts. Secondly, longitudinal research could be conducted to explore how sustained use of culturally relevant and differentiated materials impacts learners' communicative competence, motivation, and academic performance over time. Thirdly, there is scope for intervention-based research, where locally adapted materials are developed, implemented, and evaluated in rural classrooms, to provide empirical evidence for best practices in Contextualized ELT. Fourthly, further studies could investigate the role of assessment reform in shaping pedagogical practices, particularly how changes to national exams might encourage more balanced skill development. Lastly, research could explore teacher professional development models that equip educators with the skills and autonomy to adapt materials effectively, even in low-resource environments. Such work could also assess how technology both low-tech and digital can be meaningfully integrated within infrastructural limitations.

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APPENDIX X

Classroom Observation Checklist

A. Cultural and Social Context

- Do the teaching materials reflect students' local culture or everyday life?
- Are examples, names, and visuals familiar to the students?

B. Pedagogical Fit

- Are the materials clearly aligned with the lesson's learning objectives?
- Are the tasks designed for the appropriate language skill focus (listening, speaking, etc.)?
- Do materials allow for differentiation based on learner ability?

C. Learner-Level Appropriateness

- Are the materials appropriate for the students' language proficiency?
- Are students able to complete tasks without excessive teacher help?

D. Engagement and Autonomy

- Do students appear motivated or emotionally connected to the materials?
- Are students encouraged to interact with peers while using the materials?

E. Resource Accessibility

- Are materials used that require expensive or unavailable technologies?
- Is there a balance between printed, handmade, and digital resources?

APPENDIX Y

Semi-Structured Interview Questions (for Teachers)

A. Cultural Context

1. How do you ensure your teaching materials reflect your students' cultural backgrounds?
2. Have you ever adopted a material to better fit your learners' community, traditions, or real-life experience?

B. Pedagogical Relevance

3. In what ways do the materials you use align with your lesson goals and teaching approach?
4. Do the materials support a balance between teacher explanation and student-centered activity?

C. Learner-Level Fit

5. How do you select materials based on your students' language proficiency or learning needs?
6. Do you often need to simplify, translate, or supplement materials for understanding?

D. Technological & Financial Considerations

7. What challenges do you face regarding technology or budget when selecting or using materials?
8. How accessible are digital or print materials for all your students?

E. Overall Reflections

9. How do students typically respond to the materials in terms of participation and engagement?
10. What changes or improvements would you suggest to make your materials more contextually relevant?

APPENDIX Z

Survey Questions (For teacher and students)

Section A: Types & Usage of Materials

1. What types of English learning materials do you use most often?
 - A. Printed textbooks
 - B. Teacher-made materials
 - C. Multimedia (audio/video)
 - D. Digital tools (apps/websites)
 - E. Community-based or locally adapted resources
2. How often do you use digital learning materials in class?
 - A. Daily
 - B. Several times a week
 - C. Occasionally
 - D. Rarely
 - E. Never

Section B: Accessibility & Affordability

3. Do you have regular access to necessary technology for using digital materials?
 - A. Yes, at school and home
 - B. Only at school
 - C. Only at home
 - D. No access

4. Do cost or infrastructure (electricity/internet/device) issues affect your use of materials?

- A. Frequently
- B. Sometimes
- C. Rarely
- D. Never

Section C: Cultural and Contextual Relevance

5. How often do your learning materials reflect your cultural or local context?

- A. Always
- B. Often
- C. Sometimes
- D. Rarely
- E. Never

6. Do you think the content (names, topics, situations) in the materials matches your real-life experience?

- A. Very closely
- B. Somewhat
- C. Minimally
- D. Not at all

Section D: Language Needs and Skill Development

7. How effective are the current English materials for your real-life communication needs?

(1 = Not effective, 5 = Very effective)

8. Which language skills do your materials help you develop the most?

- A. Reading

- B. Writing
- C. Listening
- D. Speaking
- E. All equally

8. How suitable are the materials for your current English proficiency level?

- A. Perfectly matched
- B. Slightly easy
- C. Slightly difficult
- D. Too hard

Section E: Pedagogical Engagement

10. Do your materials allow for collaborative/group work in class?

- A. Very frequently
- B. Occasionally
- C. Rarely
- D. Never

11. Do the materials encourage independent (self-directed) learning?

- A. Strongly support autonomy
- B. Somewhat support
- C. Mostly teacher-led
- D. Do not support autonomy

12. How visually engaging or interesting do you find the learning materials?

- A. Very attractive
- B. Adequate

C. Dull but usable

D. Unappealing