

Evaluating the Effectiveness of Educational Materials Used in Teaching English: Experiences and Insights from Teachers

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تقييم فعالية المواد التعليمية المستخدمة في تدريس اللغة الإنجليزية: التجارب والرؤى من المعلمين

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Abstract:

The objective of the study is to ascertain the resources employed for instructing English as a Foreign Language (EFL) reading and the challenges in selecting materials that address learners' requirements and capabilities. The objective is to evaluate 'educators' perspectives on. English Language Teaching (ELT) materials used in reading sessions and the criteria employed in the selection or creation of these materials. This study employed a qualitative method. The data were gathered via pre-interviews, analysis of lesson plans, and post-interviews involving three English as a Foreign; Language (EFL) instructors from Libyan international schools. The data was examined with semantic analysis. The study revealed that the prevalent reading resources utilised by English as a Foreign Language (EFL)' instructors were reading texts, quizzes, images, and music videos.; Research has demonstrated that the determinants affecting educators' perspectives on the selection of reading materials include; motivation, competency, interest, and topic matter. ; This study revealed that educators' perceptions of reading materials are significantly shaped by their teaching experience, student characteristics, and contextual elements. However, the participants noted that the limited professional development; and training impedes them in obtaining; enough abilities in teaching English as a Foreign Language;(EFL) reading and in selecting resources. This study elucidates and substantiates the criteria established by the respective 'educators in the selection or creation of reading materials. It would aid educators and education policy planners through insights on the demands of English as Foreign Language (EFL) teachers in strengthening their knowledge in materials selection.

Keywords: educational materials, teaching English, EFL (English as a Foreign Language), teacher perspectives, material selection, professional development.

الملخص:

تهدف هذه الدراسة إلى تحديد الموارد المستخدمة في تدريس القراءة باللغة الإنجليزية كلغة أجنبية (EFL) والتحديات المتعلقة باختيار المواد التي تلبي احتياجات وقدرات المتعلمين. كما تهدف إلى تقييم وجهات نظر المعلمين حول المواد المستخدمة في تدريس اللغة الإنجليزية (ELT) في دروس القراءة والمعايير المتبعة في اختيار أو إعداد هذه المواد. اعتمدت الدراسة منهجًا نوعيًا، حيث تم جمع البيانات من خلال مقابلات تمهيدية، وتحليل خطط الدروس، ومقابلات ختامية مع ثلاثة معلمين للغة الإنجليزية كلغة أجنبية من مدارس دولية ليبية. تم تحليل البيانات باستخدام التحليل الدلالي.

كشفت الدراسة أن الموارد القرائية الشائعة التي يستخدمها معلمو اللغة الإنجليزية كلغة أجنبية تشمل النصوص القرائية، والاختبارات، والصور، ومقاطع الفيديو الموسيقية. وأظهرت الأبحاث أن العوامل المؤثرة في وجهات نظر المعلمين حول اختيار المواد القرائية تشمل الدافعية، والكفاءة، والاهتمامات، وموضوع المادة. كما أظهرت الدراسة أن تصورات المعلمين حول المواد القرائية تتأثر بشكل كبير بخبراتهم التدريسية، وخصائص الطلاب، والعناصر السياقية. ومع ذلك، أشار المشاركون إلى أن قلة التدريب المهني تعيقهم عن اكتساب المهارات اللازمة لتدريس القراءة باللغة الإنجليزية كلغة أجنبية (EFL) واختيار الموارد التعليمية المناسبة.

توضح هذه الدراسة وتدعم المعايير التي يضعها المعلمون المعنيون في اختيار أو إعداد المواد القرائية، مما يساعد المعلمين ومخططي السياسات التعليمية على فهم احتياجات معلمي اللغة الإنجليزية كلغة أجنبية (EFL) لتعزيز معرفتهم في اختيار المواد التعليمية.

الكلمات المفتاحية: المواد التعليمية، تدريس اللغة الإنجليزية، اللغة الإنجليزية كلغة أجنبية (EFL)، وجهات نظر المعلمين، اختيار المواد، التطوير المهني.

Introduction

It is indisputable that the venues of English Language Teaching (ELT) have been fast evolving in correspond to the modernization and globalization. Language educators have been convinced that the method learners are learning the language at today is radically different from the way that they themselves were learning it in the past (Abdallah, 2011). Teachers are expected to be regularly updated with the transformation in education in order to guarantee that they are able to offer successful lectures. To be an English as a foreign language (EFL) teacher, one needs have both theoretical and practical understanding of EFL teaching, including subject knowledge of the English language itself (Lim, 2014). Textbooks and related teaching and learning materials or media have been

changed regularly to the ever-changing and expanding problems and demands of learning English as a foreign language (Lin & Lee, 2010). They further underlined that reading materials have also been modified to new results in foreign or second language research and theory creation. Advances in information technology, academic viewpoints. On the function of the textbook and advice on how to utilise it in regular classroom practice very frequently represent little more than personal opinion and/or common sense. In some circumstances, teaching and learning materials are used to supplement the teaching and learning processes whereas some teachers prefer to utilize the materials as the groundwork of the subject matter of the lessons, as the equilibrium to the language skills taught, and as the tie that keeps students engage in the classroom.

Literature Review

Theories of language acquisition and development

The theories that guide this study are Cognitive Theory by Jean Piaget (1983), Schema Theory by Barlett (1932) and Second Language Acquisition – Input Hypothesis Theory by Krashen (1989). The theories mentioned are chosen because the process of teaching and learning reading cannot be separated from the thinking activities and external factors from the learner's environment. These theories aim to provide a framework to explain how materials are an indispensable part of the teaching and learning process in reading lessons.

Cognitive Theory

Modern cognitivists have developed new trends and theories that provide theoretical models for explaining and conceptualizing reading comprehension by utilizing a set of related concepts, such as critical thinking, prior knowledge, inference-making, and metacognitive skills (Limbach and Waugh, 2010; Zabit, 2010). Piaget's theory of cognitive development has broad reached consequences for planning, implementation, assessment of instructional materials in schools (Simatwa, 2010). Therefore, teachers should take learners' cognitive growth into consideration in designing and selecting educational materials. Learners' structured cognitive growth is vital in raising their knowledge on the topics provided in the classroom. Piaget's Cognitive Theory is one of the theories that focus on growth and learning. Piaget's Theory of Implication admits that all children go through the same order of development, although they do so at varying rates. Piaget (1983) emphasised that an essential aspect of this theory is adaptation of education to the learner's developmental stage. The substance of education needs to be compatible with the developmental level of the learner. Teachers must make a particular effort to develop classroom activities for individuals and small groups, rather than for the overall class group (Helgesen, 2016). In this situation, the teacher's responsibility is to assist learning by offering a range of instructional resources that boost learning progress. Piaget highlights the chances that allow learners of different cognitive levels to work together and assist less mature pupils to advance to generate knowledge. A further implication for education is the utilisation of tangible hands-on experiences to assist learners understand new recommendations. Teachers should give chances to classify and group material to enable the integrating new information with past knowledge. Piaget's theories also focus on the phases of development. He thought that all children advance through four phases and they do so in the same sequence. With abilities like as categorisation, compensation, and satiation emerging throughout this period, instructors should give abundant opportunity to organize groupings of things on "increasingly complex levels" (Woolfolk, A., 2004). Thus, it is vital for instructors to be able to detect the learners' requirements and developmental stage in order to successfully employ acceptable resources in the classroom

Schema Theory and Reading Comprehension

Schema theory, which is regarded as a theory about knowledge—how knowledge is represented and organised, and how that representation and organisation facilitate the use of a reader's prior knowledge to improve reading comprehension—is one of the trends developed by cognitivists (Aloqailli, 2012). Barlett initially proposed this hypothesis in 1932. According to Barlett (1932), it was described as "an active organisation of past reactions or experiences." Schema theory states that understanding a text involves an interaction between the reader's prior knowledge and the text, and that effective comprehension necessitates the capacity to connect the text to one's own prior knowledge (Shuying, 2013). To promote comprehension and meaningful input, reading materials utilised in the classroom must be able to access students' schemata. To meet the goals of reading lessons, teachers must include this quality into the creation of important teaching resources. According to Yui Hui et al. (2010), there are three possible causes for students' difficulties comprehending classroom reading materials. One of the causes is that students may possess the right schemata yet not relate to the materials they are reading. Although it is true that it will be preferable if the students can comprehend the text and have a sufficient vocabulary to rule out misunderstandings, the materials should also be able to stimulate the students' schemata in order to address this problem. Despite significant advancements in the field of second language (L2) reading over the past 20 years, schema theory—a viewpoint that offers an expectation-driven conception of the role of knowledge and holds that pre-existing knowledge provides the primary guiding context through which information is processed and interpreted—has been the subject of nearly all attempts to explain the role of knowledge in L2 comprehension (Nassaji, 2007). The majority of studies in this field seem to concur that students are better able to understand the assigned reading when they are familiar with the text's topic (i.e., possess content schema), aware of the genre's discourse level and structural composition (i.e., possess formal schema), and skilled in the decoding features

required to identify words and understand how they fit together in a sentence (i.e., possess language schema) (Al-Issa, 2006).

Second Language Acquisition (Input Hypothesis) and reading comprehension

According to Krashen (1989), Input Hypothesis presumes that we acquire language through comprehending the ideas delivered during learning process. The device used in language acquisition leads to consequential input in classroom environment. Krashen (1985) also claimed that language is acquired subconsciously as learners focus on the input rather than the form in the reading materials. Apart from that, selecting or constructing reading materials should revolve around learners' interest. Fluency is a result of building reading proficiency through lots of interesting reading (Beglar, Hunt, & Kite, 2011). In Krashen's interview with Wang (2013), he outlined a guideline, which orbits around Input Hypothesis, for teachers to use reading materials effectively in the classroom and thus promote comprehension:

- Make sure there are an extensive number of comprehensible and compelling (not just interesting) reading available (Krashen, 2011): comic books, graphic novels, magazines, and/or novels that learners are attracted to.
- Allow some time for Sustained Silent Reading (SSR), but need not require students to bring their own books. Make sure there are good things to read that are easily retrieved.

The Comprehension Hypothesis (Input Hypothesis) also applies to literacy: Our reading ability, our ability to write in an acceptable writing style, our spelling ability, vocabulary knowledge, and our ability to handle complex syntax is the result of reading (Krashen, 2004). Language teachers are strongly impacted by this theory; namely, that their language instruction (reading materials) should be opulent with consequential input that is generally pitched according to learners' appropriate level in the class. Therefore, being able to construct reading materials that encourage learners' subconscious language acquisition is evidently vital.

This theory is used as the foundation for the 'Subsumability' theory by Ausubel in 1963. Effective instructional materials include active learning and assessments. Ausubel believes that meaningful learning involves the activation of schemata where learners correlate what they know with what they are learning. His theory in 1963 encompassed how learners learn meaningful instructional materials through spoken and written presentation in classroom setting. According to him, the development of knowledge starts with our observation and recognition of events and objects through the concept we already have.

Ausubel also stresses on the relevance of instructional materials in boosting reception and meaningful learning. Meaningful learning, as according to Ausubel's theory, concentrates on interaction between relevant ideas which the learners already know with instructional materials in classroom and how the materials impact learners' perception of the lessons. Ausubel recommends the use of advance organizers as a tool to allow learners to link new learning materials with previous relevant ideas. Advance organizers are functioned to support learners throughout the process of learning when complex and intricate contents are prepared. Ausubel's hypothesis of advance organizers fall into two categories: comparative and expository. The basic purpose of comparative organizers is to activate existing schemas and is employed as reminders to bring into the working memory of its importance you may not know. A comparative Organizer is also used both to integrate as well as discriminate. It integrates new ideas with fundamentally similar concepts in cognitive structure, as well as increasing discriminability between new and current ideas which are essentially distinct but confusedly similar (Ausubel, 1963). In contrast, expository organizers supply new knowledge that students will need to grasp the next content (Ausubel, 1963). Expository organizers are commonly utilised when the new learning material is foreign to the student. They commonly link what the learner already knows with the new and unfamiliar content—this in turn is designed to make the unfamiliar material more reasonable to the learner.

Teachers' Cognition on Materials to Teach Reading

Perceptions give impacts not only on how people act around particular environment but also what they can comprehend and distinguish in desired environment. Teachers' perceptions are habitually rendered during lessons and it is easily translated to their learners.

Despite the diverse terms presented above; cognition, conceptions of teaching, images, conceptions of practice, maxims and BAK, they generally refer to the fact that teacher cognition refers to the role of teacher knowledge, beliefs and assumptions in informing teachers' instructional decisions in conducting their lessons (Safinas, 2011). When teachers are interested and excited about a topic, it is often carried over in their teaching practice (Harvey & Goudvis, 2007). With the aim of reading effectively in foreign language or second language; learners require extensive support from their teachers. Thus the teacher's job signifies providing learners with the applicable mental tools in their potential reading situations in and out of L2 classrooms, moreover, the teacher needs to be a reading guide in the learners' process of becoming thriving independent readers (Miangi, 2015).

Teachers' perceptions and belief in reading instruction affect how they deliver the reading lesson. Teachers' decisions in teaching are influenced by a set of complex and conflicting cognitions about language, learning in general, L2 learning and learners current behaviour, attitudes towards the language and their motivation to read (Borg, 2006). In a study done by Maingi (2015), she outlined a schematic conceptualization of teaching within which teacher cognition plays an essential role. Teacher cognition can help to shape classroom experience, and it may affect existing cognition. In addition, it influences teachers' perceptions and classroom practice.

Teachers are obviously responsible in constructing or selecting reading materials for their learners. The teachers have a very high degree of freedom to make instructional choices in terms of their own local views of the needs and goals of the students. (Wood, 2010). However, they are not entirely responsible for what the learners acquire. Teachers can present the information, assist students as much as possible and assign tasks meant to help students make sense of the topic, but if students do not want to learn the material, the teacher's hands are tied (Hansel, 2011). This shows that the aspect of teachers' perceptions also includes negative elements. Hansel (2011) also claimed that there are few challenges that the language teachers face in their reading lessons. The primary challenge is that learners have previous experiences which led them to become passive readers. Inadequate training received by the teachers should also be considered as a barrier in an effective reading lesson. Likewise, Hall (2005) proved that most of the teachers feel that they are not the cause of the problem and resort to putting the blame on other aspects like their colleagues, learners and the textbooks.

Figure 2.1 (Borg, 1997) highlights the features of teachers' cognition in selecting and designing resources. It illustrates that instructors have cognitions about all areas of their profession, and includes repeated terminology used to characterise the numerous psychological constructs which is generally referred to as teacher cognition. The figure also highlights linkages identified by mainstream educational research among teacher cognition, teacher learning through professional education, and classroom practice. In conclusion, there is considerable evidence that instructors' experiences as learners may inspire cognitions about teaching and learning which continue to exert an impact on teachers throughout their career. There is also evidence to suggest that although professional preparation does shape teachers' cognitions, programmes which ignore their prior beliefs may be less effective at influencing these, and research has also shown that teacher cognitions and practices are mutually informing, with contextual factors playing an important role in determining the extent to which teachers are able to implement instruction congruent with their cognitions. Figure 2.1 illustrates a schematic conceptualisation of teaching within which teacher cognition plays a vital role in teachers' lives.

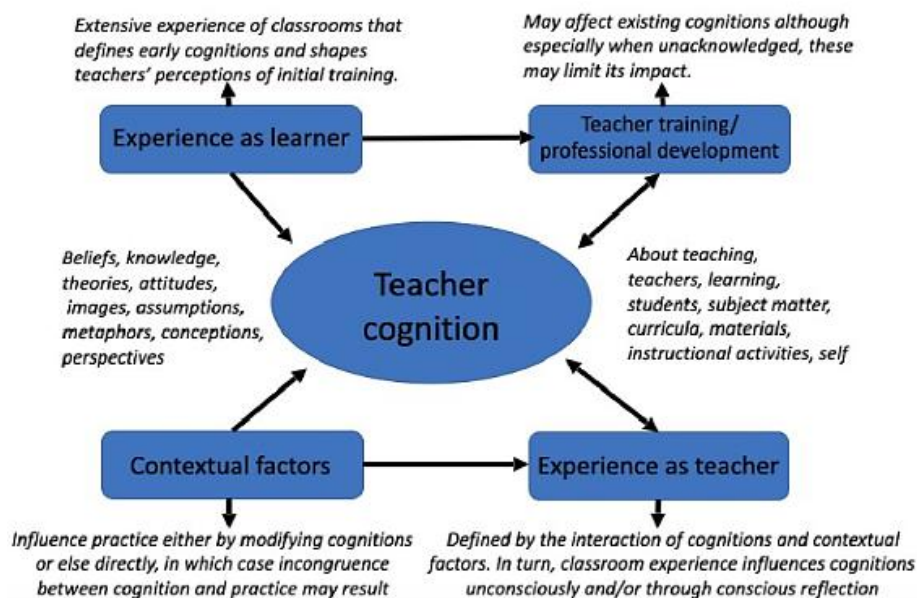


Figure 1: Teacher's cognition, schooling, professional education, and classroom practice (Borg, 1997).

Research Objectives

The purpose of this study is to analyze the perception of teachers on ELT reading materials and how they use existing materials to implement classroom sessions and are able to achieve the learning objectives of their students. In addition, it also consequently help other researchers to design better and suitable reading materials for the use of EFL teachers. The objectives of this research are as follows:

- To identify the teaching materials used by the teachers to teach reading
- To investigate the factors which influence the use of the chosen materials to teach reading
- To explore the perceptions of the teachers on the teaching materials used in the classroom to teach reading

Research Questions

Following from the objectives mentioned above, this research is guided by the following questions:

- What are the instructional materials selected by the teachers to teach reading?
- What are the factors that influence the teachers to use the chosen materials to teach reading?
- What are the perceptions of EFL teachers on the teaching materials used in teaching reading?

Significance of Study

In order to achieve the objectives, set before the reading lessons commence, teachers should be prepared with reading materials that cater to learners' needs and abilities. This study will help the teachers to weigh in certain criteria in designing and selecting reading materials in the classroom. Apart from EFL teachers, this study is also beneficial for ESL teachers as the content is similar. The study is also good for teachers in gaining knowledge on strategies in teaching reading and instructional materials to be used in the teaching and learning process of reading skills in English language. This study will provide better understanding towards teachers' attitude and reactions in using instructional materials in reading lessons. In addition, this study is important in transforming the experience of EFL students with the use of effective instructional materials in Libyan reading classroom. Therefore, the education planners can also benefit from this study as they are required to understand the justifications made by the EFL teachers for using intended materials in reading classroom. This study can contribute to further studies that are aiming in designing guidelines for reading materials selection in classroom. On top of that, this study can contribute deeper insights of this issue in Libyan context since very few researches were done in the context.

Limitations of Study

This study only involves teachers in three schools, which are the Libyan International Schools that the researcher has chosen. The researcher is constrained by geographical limitations in involving more schools in this study. The research settings chosen are three Libyan international schools in Kuala Lumpur which respectively located in Damai, Jalan Ampang and Kajang. As the setting of the study focus on Libyan teachers and in EFL environment, the restricted number of Libyan international school in Kuala Lumpur becomes a major shortcoming to this study. This leads to the limited number of samples involved in this study.

Another limitation of this study is time constrain. This study can be explored more and resulted in a framework that can work as a guideline for EFL teachers, novice or pre-service EFL teachers particularly, if a longer timeline is given.

Methodology

This study is a case study. This approach comprises extensive comprehension of data from multiple sources. Case study can be conducted to explain, investigate or depict incidents. Case studies are designed to suit the case and research question and published case studies demonstrate wide diversity in study design (Hyett, Kenny & Dickson-Swift, 2014). It is used as it relies on participants' perceptions and cognition to reason their choices of reading materials. It is due to a number of reasons. The first one is because of the number of the number of sampling. This study has merely three participants; therefore, it suits a case study which the number of participants may vary. Then, it is because this study investigates and explains the rationale behind the participants' selection reading materials.

Analysis and results

- Objectives of the study:
 1. Examine characteristics of teaching materials.
 2. Investigate factors influencing material choice.
 3. Explore teacher perceptions of teaching materials.
- Data obtained through six participant interviews.

Teaching Materials Used

Bullet Points

- Reading materials include:
 - ▶ Reading texts (all participants).
 - ▶ Quizzes (one per participant).
 - ▶ Pictures (Participants 1 and 2).
 - ▶ Music video (Participant 1).
 - ▶ Poem (Participant 3).

Table1: Material Usage by Participants.

Material Type	Participant 1	Participant 2	Participant 3
Reading Text	✓	✓	✓
Quiz	✓	✓	✓
Picture	✓	✓	✗
Music Video	✓	✗	✗
Poem	✗	✗	✓

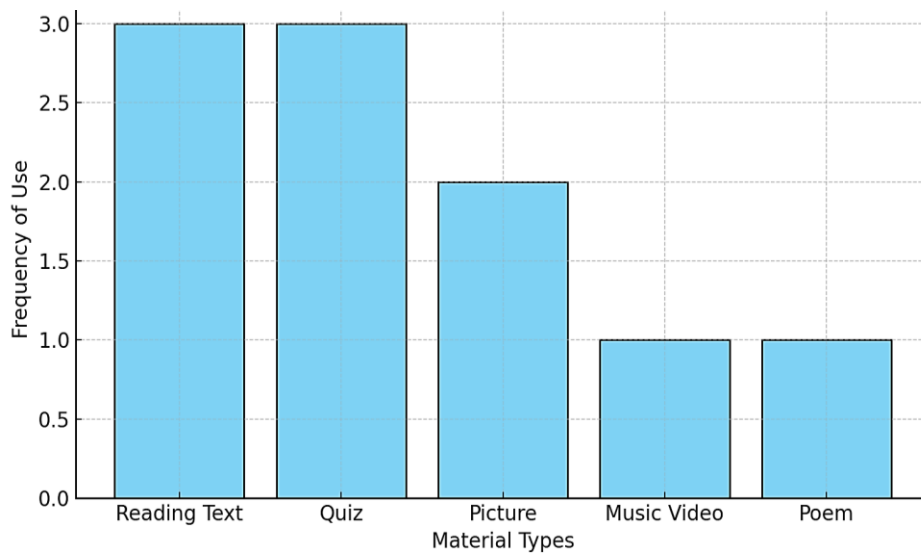


Figure 2: Material Usage by Frequency.

Factors Influencing Material Choice

Bullet Points

1. **Challenging Texts:**
 - Motivates skill enhancement and interest.
2. **Proficiency:**
 - Materials tailored to suit mixed proficiency classes.
3. **Interest:**
 - Rotated topics based on student preferences.
4. **Meaningful Content:**
 - Relevant to real-life and relatable to learners.

Table2: Key Influencing Factors.

Factor	Participant 1	Participant 2	Participant 3
Challenging Texts	✓	✓	✓
Proficiency	✓	✓	✓
Interest	✓	✓	✓
Meaningful Content	✓	✓	✓

Analysis Ratios

- **Proficiency-related focus:** All participants (100%).
- **Use of challenging texts:** All participants (100%).
- **Interest-based material:** All participants (100%).
- **Relatable/Meaningful content:** All participants (100%).

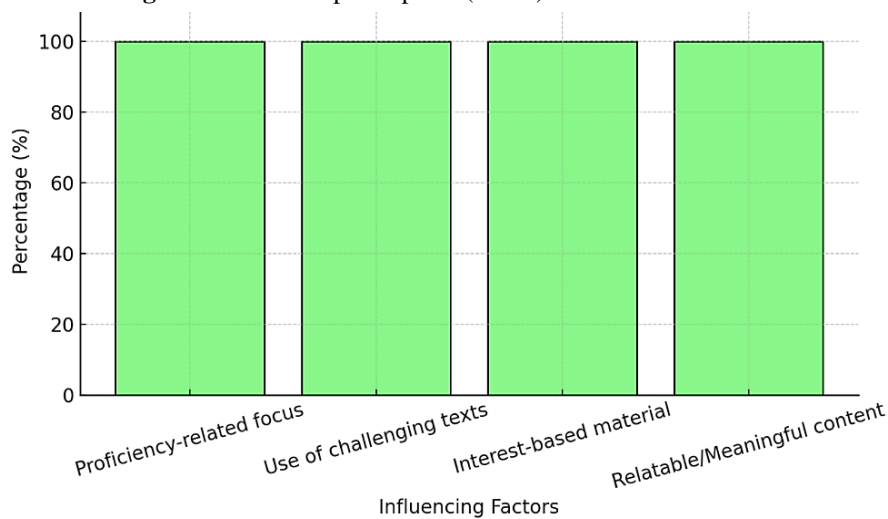


Figure 3: Distribution of Influencing Factors.

- Pie chart showing equal representation (25% each) for the four factors influencing material choice.

Teacher Perceptions on Materials

Bullet Points

1. **Skills Development:**
 - Focus on enhancing existing and new skills.
2. **Authenticity:**
 - Real-life application and relevance emphasized.
3. **Motivation:**
 - Designed to engage students and counter monotony.
4. **Integration of Skills:**
 - Encourages simultaneous use of listening, reading, speaking, and writing skills.
5. **Attractiveness:**
 - Materials chosen for engaging and fun characteristics.

Table 3: Perceptions of Material Effectiveness

Principle	Participant 1	Participant 2	Participant 3
Skills Development	✓	✓	✗
Authenticity	✓	✓	✓
Motivation	✗	✗	✓
Integration of Skills	✗	✓	✗
Attractiveness	✓	✓	✗

Analysis Ratios

- **Skills Development focus:** 66.7% (Participants 1 and 2).
- **Authenticity focus:** 100% (All participants).
- **Motivation focus:** 33.3% (Participant 3 only).
- **Integration of Skills focus:** 33.3% (Participant 2 only).
- **Attractiveness focus:** 66.7% (Participants 1 and 2).

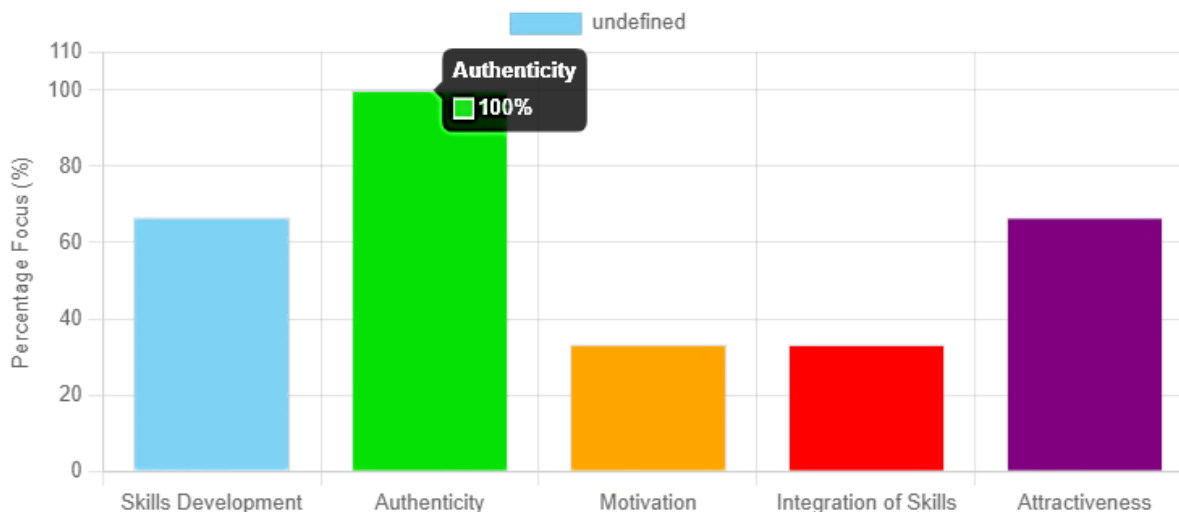


Figure 4: Perception Distribution.

Bar chart comparing participant focus across principles.

Key findings:

- Material usage, influencing factors, and perceptions align with research objectives.
- Teachers emphasize real-life relevance, student interest, and proficiency alignment.

Discussion

Materials Selected by Teachers

Key Findings:

- Teachers follow extensive procedures to select reading materials, focusing on:
 - Encouraging critical thinking (aligned with Piaget's Cognitive Theory).
 - Activating prior knowledge (Schema Theory).

- ▶ Using diverse materials (e.g., texts, quizzes, pictures, music videos).
- ▶ Incorporating visuals for engagement (graphics attract attention during 80% of the reading process).

Table4: Analysis Ratios:

Material Type	Participant Usage (%)
Reading Texts	100%
Quizzes	100%
Pictures	66.7%
Music Videos	33.3%
Poems	33.3%

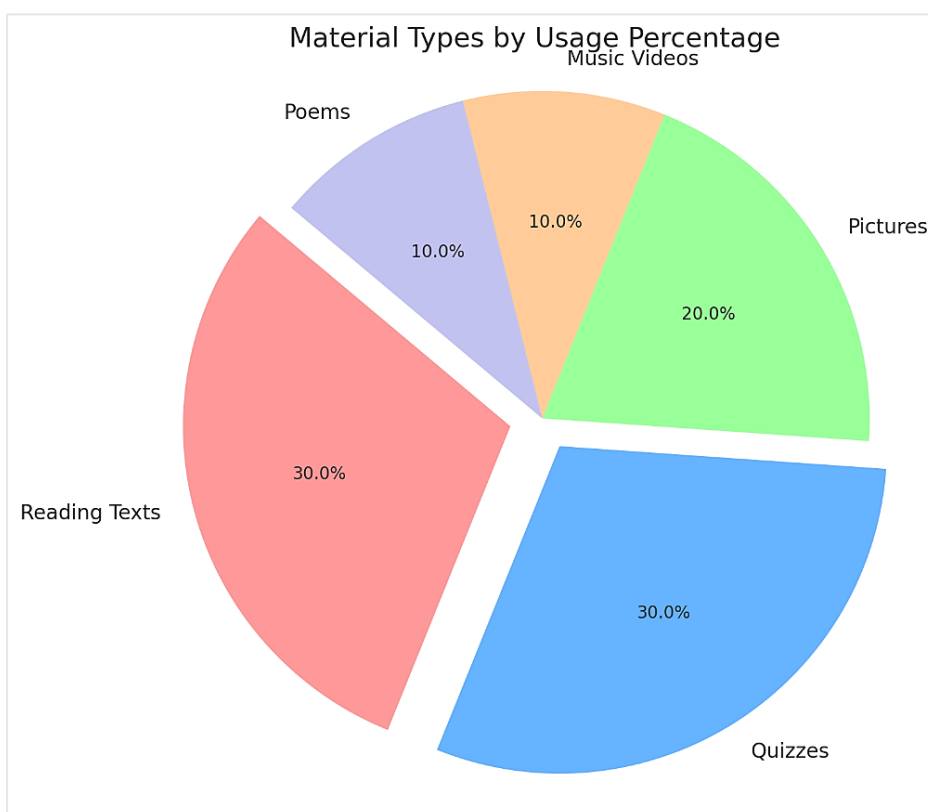


Figure 5: Pie chart showing material types by usage percentage.

Factors Influencing Teachers' Material Selection

Key Factors:

- Motivation:**
 - ▶ Materials should challenge and motivate students.
 - ▶ Gradual difficulty increases to build confidence.
- Proficiency:**
 - ▶ Accommodates mixed proficiency levels in large classrooms (20–30 students).
 - ▶ Materials link progression of skills and understanding (Howard and Major, 2004).
- Interest:**
 - ▶ Materials cater to students' interests (aligned with Krashen's Input Hypothesis).
 - ▶ Authentic and relatable tasks maintain engagement.
- Meaningful Content:**
 - ▶ Focus on relevance to real-life applications (supported by Piaget and Howard & Major).

Table 5: Analysis Ratios.

Factor	Participant Agreement (%)
Motivation	100%
Proficiency	100%
Interest	100%
Meaningful Content	100%

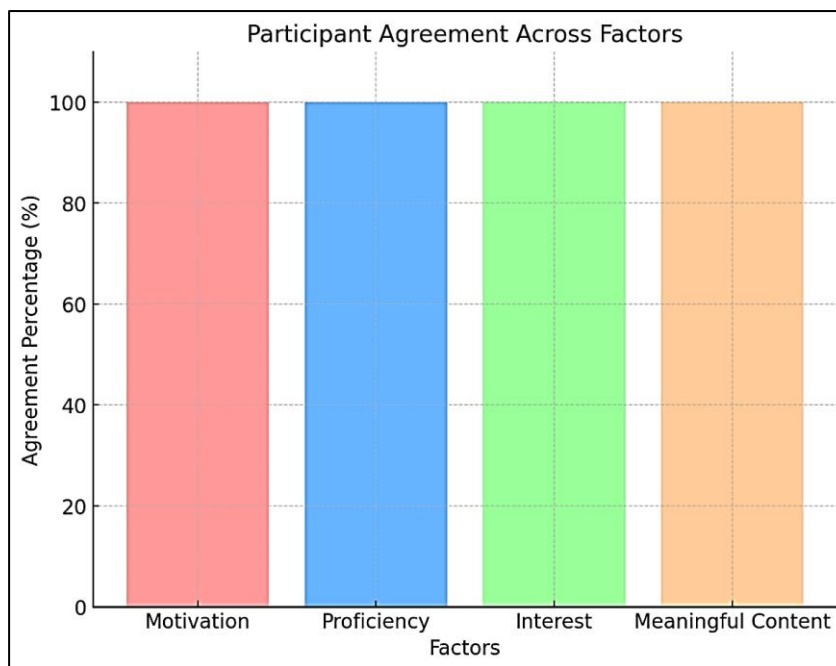


Figure 6: Bar chart displaying equal significance across all factors.

Teachers' Perceptions of Materials

Key Insights:

- Experience shapes perceptions (e.g., recognizing pre-reading importance over time).
- Professional coursework lacks adequate training.
- Contextual and learner factors significantly influence effectiveness.

Core Principles for Effective Materials:

1. Promote skill development (Howard and Major, 2004).
2. Authenticity, motivation, and attractiveness are crucial.
3. Integration of skills enhances learning.

Table6: Perceptions and Alignment with Principles.

Principle	Participant 1	Participant 2	Participant 3
Skills Development	✓	✓	✓
Authenticity	✓	✓	✓
Motivation	✓	✓	✓
Attractiveness	✓	✓	✓
Integration of Skills	✓	✓	✓

Limitations of the Study

1. **Time Constraints:**
 - ▶ Short duration limited participant interaction and classroom observations.
 - ▶ Participants' busy schedules restricted deeper exploration.
2. **Data Collection Methods:**
 - ▶ Absence of classroom observations.
 - ▶ Small sample size (three teachers from Libyan international schools).

Table7: Analysis Ratios.

Limitation Type	Impact (%)
Time Constraints	50%
Data Collection Methods	50%

Implications of Research

1. **Teacher Support:**
 - ▶ Schools must provide adequate resources and professional training.
2. **Textbook Issues:**
 - ▶ Materials should match students' environment, age, and interests.
3. **Influence of Students:**
 - ▶ Reading materials must align with students' needs, motivation, and proficiency.

Recommendations

1. **Expand Research Scope:**
 - ▶ Conduct further research on teachers' perceptions of teaching materials in other language skills, including writing, speaking, and listening.
 - ▶ Explore students' perspectives on teaching materials used in the classroom to provide a balanced view.
2. **Comparative Studies:**
 - ▶ Compare the views of experienced teachers and novice teachers regarding ELT materials.
 - ▶ Investigate the impact of teaching experience on material selection and the influence of modern teaching methods on novice teachers' choices.
3. **Develop Comprehensive Guidelines:**
 - ▶ Create updated and detailed guidelines for selecting ELT materials.
 - ▶ Ensure usability across all experience levels, with particular focus on supporting novice teachers.

Conclusion

This study aimed to analyze Libyan teachers' decision-making processes regarding English Language Teaching (ELT) reading materials, their utilization of these materials during classroom sessions, and their effectiveness in achieving student learning objectives. The findings indicate that the study successfully identified the criteria Libyan teachers use to select reading materials and how they employ the provided resources in classroom instruction.

The reading materials utilized include poems, reading texts, quizzes, music videos, and pictures. The results reveal that teachers actively diversify the types of reading materials to maintain student engagement and avoid monotonous lessons. Furthermore, the study explored factors influencing the selection of reading materials, which were identified as motivation, interest, meaningful context, and proficiency.

Additionally, the research examined teachers' perceptions of reading materials, finding that inadequate training and a lack of supplementary resources can significantly hinder the attainment of learning objectives. The study concludes that teachers recognize the critical role of reading materials in ensuring the success of reading lessons and highlights the importance of proper support and resources for effective teaching.

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