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# The Impact of Authentic English Teaching Materials on Grade 10-12 Students' Learning Experience and Academic Performance

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**Abstract:** *This study aimed to evaluate the perceptions of students regarding the effectiveness and usability of these materials in terms of content and structure, identify challenges faced by students in using the current materials, and provide recommendations for enhancing the quality and relevance of English teaching materials. The participants were 419 students studying Fundamental English 1-6, grades 10-12 and obtained Science-mathematics major, Mathematics-English major, English Chinese major, and English Japanese major at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University in academic year 2025. The Google form questionnaire, surveying participants' demographics, the effectiveness of the teaching materials, and the recommendation for enhancing the quality and relevance of teaching materials, was applied to explore the views, experiences, and beliefs in English teaching materials. The results revealed that:*

- 1. Grade 10 has the highest number of students with 146, while Grade 11 has the fewest with 134. Grade 12, with 139 students.*
- 2. Higher-level English skill development and preparation for university examinations were rated as "Excellent," with mean scores of 4.52 and 4.55, respectively, highlighting the materials' strong alignment with advanced learning goals.*
- 3. The most mentioned benefit is that good materials cater to different learning styles (8 mentions).*

**Key words:** English teaching materials, learning experience, academic performance

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## INTRODUCTION

Thailand, a country in Southeast Asia, has recognized the importance of English as a global language and has integrated it into its national education system. English is a compulsory subject in Thai schools, starting from primary education through to higher education. Despite this emphasis, many Thai students struggle with English proficiency, particularly in grammar, which is crucial for both written and spoken communication. This struggle is influenced by various socio-cultural, educational,

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and linguistic factors that create a challenging environment for both teaching and learning English grammar.

The predominant use of traditional teaching methods, such as the grammar-translation method, is another major problem. These methods focus on the rote memorization of grammar rules and vocabulary, often at the expense of communicative practice. While students might be able to recite grammatical rules, they often cannot use them correctly in conversation or writing. Boonsuk and Ambele (2020) argue that these methods do not foster the development of communicative competence, which is essential for using grammar accurately and fluently in real-life situations.

Many Thai students perceive English as a difficult and irrelevant subject, which negatively impacts their motivation to learn. This perception is often rooted in the high complexity of English grammar compared to Thai, as well as a lack of understanding of the practical benefits of learning English. When students are not motivated, they are less likely to engage actively in learning activities and put in the effort required to master grammar. Laohawiryanon (2011) found that negative attitudes towards English significantly contribute to low motivation and engagement in the classroom, creating a significant obstacle to effective grammar learning.

The focus of the English curriculum and standardized assessments in Thailand often emphasizes grammatical knowledge over practical usage. This exam-oriented approach drives teachers to prioritize test preparation, which typically involves drilling grammatical rules and structures, over fostering genuine language use. As a result, students may perform well on tests but lack the ability to use grammar correctly in real-life communication. Rachmajanti (2008) argues that the emphasis on passing exams leads to a superficial understanding of grammar, as students learn to memorize rules rather than understand and apply them contextually.

Moreover, English teaching materials in Thai classrooms frequently prioritize examination preparation over holistic language development. The focus on standardized tests drives teachers to use materials that emphasize test-taking strategies and grammar drills rather than fostering a deeper understanding and use of the language (Noom-ura, 2013). This approach limits students' ability to use English creatively and effectively in various contexts. Furthermore, Thai classrooms are diverse, with students exhibiting a wide range of English proficiency levels. However, many teaching materials are not designed to accommodate this diversity. The one-size-fits-all approach fails to provide adequate support for both struggling and advanced learners, leading to disengagement and frustration (Noom-ura, 2013). Effective materials should include differentiated activities and scaffolding to meet the varied needs of students.

The study of English teaching materials for high school students in Thailand, particularly for grades 10-12, is a crucial aspect of understanding the effectiveness and efficiency of English language education in the country. With English being a global lingua franca, proficiency in the language is essential for Thai students to compete in international arenas, including higher education and employment markets. Over the years, Thailand has undergone various educational reforms aimed at improving English language instruction, reflecting its importance in the national curriculum. However, challenges remain in terms of the quality, relevance, and application of teaching materials (Kirkpatrick, 2012).

Despite significant investments in educational reforms, many Thai students still struggle with English proficiency (Noom-ura, 2013). The effectiveness of teaching materials used in grades 10-12 is a key

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factor influencing students' language acquisition. This study aims to examine the current state of English teaching materials, identifying gaps, strengths, and areas needing improvement.

### **Objectives of the Study**

The primary objectives of this study are:

1. To evaluate the perceptions of students regarding the effectiveness and usability of these materials in terms of content and structure.
2. To identify challenges faced by students in using the current materials.
3. To provide recommendations for enhancing the quality and relevance of English teaching materials.

### **Research Questions**

The study will address the following research questions:

1. What are the students' perceptions of these teaching materials in terms of content, structure, and usability?
2. What challenges do students face when using these materials?
3. What improvements can be made to the current English teaching materials to better support student learning?

### **Significance of the Study**

This study is significant as it provides insights into the quality and effectiveness of English teaching materials in Thai high schools. By identifying strengths and weaknesses, the findings can inform policymakers, educators, and curriculum developers in their efforts to enhance English language instruction. Improved teaching materials can lead to better educational outcomes, equipping students with the necessary skills to succeed in a globalized world (Hayes, 2010).

## **LITERATURE REVIEW**

### **The Need for Materials Evaluation**

Materials evaluation refers to a review of the usefulness or appropriateness of the materials in relation to a few factors such as learners and teachers' expectations, methodological preferences, the perceived needs of the learners, syllabus requirements and personal preferences (Cunningsworth, 1995). To make the most effective use of a coursebook, teachers must decide which coursebooks are appropriate for their needs. The quality of a coursebook might be so important that it can determine the success or failure of a course (Green, 1926). However, coursebooks are often purchased without careful analyses (Green, 1926). A few studies have proposed that most current ELT coursebooks are developed for commercial purposes but are not based on principles of language acquisitions and development recommended by scholars and educators (Tomlinson, 2010).

Materials, especially coursebooks, need to be evaluated at every stage of the course to find the weaknesses and improve them. Hutchinson and Waters (1987, p. 97-8) believe that evaluation is a process of matching needs to available solutions. However, Robinson (1991, p. 59) proposes three types of material evaluation: "preliminary, summative, and formative." She states that preliminary evaluation takes place before the course begins and a checklist can be used to evaluate or select a coursebook. Summative evaluation is performed at the end of the course and investigates whether the coursebook is effective or has any deficiencies. Formative evaluation is carried out during the lifetime of the course and the weaknesses are identified and possible modifications are made. McDonough and Shaw (1993, cited in Jordan, 1997, p. 138) mention two types of evaluation: external evaluation

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(investigating cover, table of contents, and introduction) and internal evaluation (investigating every aspect in detail).

### **The Authentic Materials**

The need for and usefulness of authentic materials have been increasingly acknowledged in recent years (Porter and Robert, 1981). Most language teachers recognize the value of using authentic materials for teaching and learning purposes (Wong et al. 1995). It is believed that authentic materials are a rich source for planning and conducting teaching and learning activities. Wong et al. (1995) state that authentic materials can help us to achieve the aims of enriching students experience in the learning and use of English, sensitizing them to the use of English in the real world, and helping them to generate a learning strategy for learning not only English but also other subjects. This means that to help students learn the language in the real-life situation and give them the opportunity to practice using the language the way in which the target language speakers use it, authentic materials play a significant role to expose to real language use in foreign language teaching learning processes.

Most teachers and researchers throughout the world agree that authentic materials are beneficial to the language learning process. Among these scholars, for instance, Philips (1997), Peacock (1997), Clarke (1989) as cited in Richards (2001) claim that authentic materials are preferable over contrived materials. They argue that authentic materials have a positive effect on the learner's motivation. They also point out that authentic materials provide learners with cultural information about the target culture. Martinez (2002) maintains that using authentic material in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons. He points out that authentic materials expose learners to real discourse, so they have an intrinsic educational value. He adds that they can produce sense of achievement and a language change is reflected in the materials so that students and teachers can keep abreast of such changes.

### **Materials Evaluation Approaches and Procedures**

The reasons for materials evaluation activities are also many and varied. One of the major reasons is the need to adopt new coursebooks. Another reason as Cunningsworth (1995) emphasized is to identify strengths and weaknesses in coursebooks used. Tomlinson (2002) also states that the process of materials evaluation can be seen as a way of developing our understanding of the ways in which it works and, in doing so, of contributing to both acquisition theory and pedagogic practices. It can also be seen as one way of carrying out action research (p.238). Grant (1987, p.8) claimed the perfect book does not exist, yet the aim was to find out the best possible one that will fit and be appropriate to a particular learner group. Once the materials have been used, further evaluation may be conducted to find out whether the materials have worked out for the purposes determined and this type of evaluation is called retrospective evaluation. As the definitions, both predictive and retrospective evaluations aim at making the teaching/learning environment more effective (Ellis, 1997).

Aims and objectives can reflect learners' needs in terms of both language content and communicative abilities. A coursebook should be selected which will help in attaining these objectives. The aims and objectives of a learning/teaching program should determine which course materials are used. In discussing the appropriacy of materials, adaptation of the materials will also be considered as some situation might necessitate several changes that will lead to greater appropriacy. This is most likely to be expressed in terms of a need to personalize, individualize or localize the content (McDonough and Shaw, 1993:87). Facilitating the localization of second language teaching materials aims at matching materials not only with learners' potential relevance and utility in real-life situation but also with their personality and preferences to achieve personal contact (Dat, 2003:171).

### **Materials Development**

Nunan (1991) points out that commercial textbooks are typically written by reputable authors or teaching experts in the field and the materials are generally well-designed and well-organized. However, teachers may need to slightly develop them. Swales (1980) indicate that material development plays an important role in programs as teachers need materials that serve their specific teaching and learning purposes. Howard and Major (2009) note the benefits of a teacher self-producing materials. The first benefit concerns the notion of Contextualization. Teachers can produce their own materials that fit the learners' educational and cultural context. The second benefit is that it caters to Individual Learner Needs. The teacher can create materials to suit individual learners in each context. The next benefit is Personalization or a personal touch. Teachers can add self-designed materials and can encourage and motivate learners in learning. Lastly, Timeliness means teachers can add up-to-date local or international issues in self- designed materials; therefore, learners are attracted to learn new current topics and events.

Teachers who wish to develop their own teaching materials are required to be familiar with the process of textbook writing. Jolly and Bolitho (1998) present a teacher's path on coursebook writing processes through on the production of new or adapted material. Seven stages in developing materials are presented:

- (1) Identification of need for materials is the needs analysis process;
- (2) Exploration of need is the way to consider the language, meaning, functions and skills prior to creating materials;
- (3) Contextual realization of materials is the process of considering the contexts and texts prior to creating materials;
- (4) Pedagogical realization of materials is the process of preparing the exercises, activities and the teaching technique before creating materials;
- (5) Production of materials is the process of creating the materials;
- (6) Learner use of material is the process that teachers pilot the produced materials in class; and
- (7) Evaluation of materials against agreed objectives is the process of getting feedback from the learners via peer-reviews or self-reflection.

### **METHODOLOGY**

#### **The Participants**

The participants were 419 students studying Fundamental English 1-6. They studied in grades 10-12 and obtained Science-mathematics major, Mathematics-English major, English Chinese major, and English Japanese major at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University in academic year 2025.

The teaching materials was clarified, revised and categorized by English teachers. Then, all teachers shared their ideas and made a conclusion which English grammar points or English structures or English knowledge might be appeared in the university examination based on the test of the National Institute of Educational Testing Service (NIETS). The English teachers could group the test into six parts as follows: 1. Situations / Dialogues, 2. Error identification, 3. Writing Ability (Grammar Structure), 4. Vocabulary, 5. Reading Comprehension, and 6. Sentence Completion.

**Method of Data Collection**

The study was survey research conducted in the first semester of the 2025 academic year using Google Forms via Line Application. There were nine classes of grades 10-12, and all grade 10-12 students were required to answer the questionnaire. Before the survey, the researchers explained the objective of the study and asked grade 10-12 students to do the survey via Line Application. The researcher allowed students to do the survey before the English classes ended, which took about 10 minutes.

**Instruments of Data Collection**

The Google form questionnaire was applied to explore the views, experiences, and beliefs in English teaching materials of grade 10-12 students. The Google form questionnaire is divided into 3 Parts:

Part 1: Participants' Demographics

Part 2: The Effectiveness of the Teaching Materials

Part 3: The Recommendations for Enhancing the Quality and Relevance of Teaching Materials

The Google form questionnaire used in this study was designed in English version because students' English proficiency is good. The construction procedures followed these sequences: First, a variety of related research, books, and journals concerned with teaching materials were reviewed. Next, one English teacher and ten students from grades 10-12 were interviewed to elicit English use. Then, information from these interviews and reviews of related research, books, and journals were used to provide a guideline in the initial draft of the questionnaire. After that, a pilot study was conducted with ten students from grades 10-12 before the Google form questionnaire was used in the main study. The participants of this study were requested to fill out the questionnaires, comment on the content and wording, and give suggestions on items that should be added or excluded. Finally, the final draft of the questionnaire was revised before it was distributed via Line Application to grade 10-12 students at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University, in the academic year 1/2025.

**METHOD OF DATA ANALYSIS**

The sequences applied to analyze the data are as follows: The results of the Google form questionnaire were interpreted, categorized and tabulated on computer sheets and were calculated into the statistical values as follows:

(a) The data concerning students' demographics and the effectiveness of the teaching materials were presented in Percentage. Moreover, the researcher could utilize the data of the recommendations for enhancing the quality and relevance of teaching materials to support the checklist for evaluating teaching materials to develop the new materials to suit students' needs.

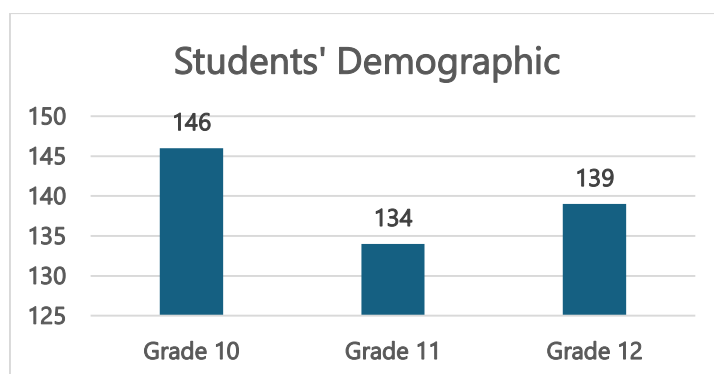
(b) A five-point Likert scale was used to score the levels of the importance of the effectiveness of the teaching materials. It is a scale used in questionnaires to specify the level of agreement or disagreement based on the following criteria of Rensis Likert (1932):

Scale	Opinion	Mean Range
5	Excellent	4.50 - 5.00
4	Good	3.50 - 4.49
3	Fair	2.50 - 3.49
2	Poor	1.50 - 2.49
1	Very poor	1.00 - 1.49

(c) Mean was used to interpret the average importance of the effectiveness of the teaching materials of grade 10-12 students based on the criteria of John W. Best (1970). The higher mean score

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of each activity indicates higher agreement. On the other hand, the lower mean score indicates less agreement in performing the same activity.

## FINDINGS AND DISCUSSIONS



**Figure 1 Students' Demographics**

Based on the data, a total of 419 students are enrolled across Grades 10, 11, and 12. Grade 10 has the highest number of students with 146, while Grade 11 has the fewest with 134. Grade 12, with 139 students, falls in between the two. This indicates a slight decline in enrollment from Grade 10 to Grade 11, but an increase again in Grade 12, although not reaching the Grade 10 numbers. The distribution shows a balanced student population across the grades, with only a 12-student difference between the highest and lowest grades. This data could imply that enrollment remains relatively stable through the upper secondary grades, with minor fluctuations year by year.

**Table 1 Effectiveness of Teaching Materials**

No.	Criteria	$\chi$	Mean Range
1	Support the understanding of the subject matter.	4.10	Good
2	Be well-organized and easy to follow.	3.93	Good
3	Accommodate different learning structures (Situations / Dialogues, Error identification, Grammar, Vocabulary, Reading Comprehension and Sentence Completion)	4.50	Excellent
4	Be relevant to personal learning goals.	3.95	Good
5	Be accessible to different learning needs and preferences.	4.16	Good
6	Focus on the knowledge, skills, and abilities that appropriate to the grade level.	3.83	Good
7	Encourage the development and application of higher-level English skills.	4.52	Excellent
8	Prepare for the realities of language use and university examination.	4.55	Excellent
9	How would you rate the current teaching materials in terms of overall quality?	4.40	Good

The evaluation of the current teaching materials based on specific criteria reveals positive feedback overall. Tomlinson (2002) states that the process of materials evaluation can be seen as a way of developing our understanding of the ways in which it works and, in doing so, of contributing to both

Publication of the European Centre for Research Training and Development UK acquisition theory and pedagogic practices (p.238). The materials received a high rating for supporting understanding of the subject (4.10) and being well-organized (3.93), both rated as "Good." They effectively accommodate diverse learning structures, such as dialogues, grammar exercises, and reading comprehension, scoring an "Excellent" with a mean of 4.50. Accessibility to different learning needs also scored well at 4.16 ("Good"). Regarding the focus on grade-level knowledge and skills, the materials achieved a mean of 3.83, indicating they are appropriate, though there may be room for improvement. The focus on **standardized tests** drives teachers to use materials that emphasize test-taking strategies and grammar drills rather than fostering a deeper understanding and use of the language (Noom-ura, 2013). Moreover, argues that the emphasis on **passing exams leads** to a superficial understanding of grammar, as students learn to memorize rules rather than understand and apply them contextually (Rachmajanti, 2008). So, higher-level English skill development and preparation for university examinations were rated as "Excellent," with mean scores of 4.52 and 4.55, respectively, highlighting the materials' strong alignment with advanced learning goals. Overall, the materials were rated at 4.40 for quality, suggesting they are generally effective and meet educational standards well.

### The Recommendations for Enhancing the Quality and Relevance of Teaching Materials

**What are the students' perceptions of these teaching materials in terms of content, structure, and usability?**

**Table 2 Students' Perceptions towards Content, Structure, and Usability**

No.	Opinion	Frequency (N=419)
1	Teaching materials make lessons more dynamic and interactive.	5
2	Teaching materials make complex concepts easier to understand by providing examples.	3
3	Well-designed teaching materials can bridge cultural and linguistic gaps, making language learning more accessible and enjoyable.	2
4	Good materials cater to different learning styles which helps grasp complex ideas more effectively.	8
5	Well-crafted teaching materials can spark curiosity and encourage exploration.	3
6	Quality materials can help connect theoretical knowledge to real-life contexts, making lessons more relevant and impactful.	5
7	Teaching materials encourage critical thinking, which are essential for mastering a language.	6

The opinions gathered about the role of teaching materials highlight both their practical and transformative impact on learning. On a practical level, the most mentioned benefit is that good materials cater to different learning styles (8 mentions). However, many teaching materials are not designed to accommodate this diversity. The one-size-fits-all approach fails to provide adequate support for both struggling and advanced learners, leading to disengagement and frustration (Noom-ura, 2013). Additionally, teaching materials make lessons dynamic and interactive (5 mentions), connecting theoretical knowledge to real-life contexts, thus enhancing relevance and impact (also 5 mentions). These practical benefits make lessons more engaging and accessible. On the other hand, some opinions reveal the deeper influence of well-crafted materials on cognitive and cultural levels. For instance, quality materials can encourage critical thinking (6 mentions), and bridge cultural and linguistic gaps, making language learning enjoyable and accessible (2 mentions). While all benefits

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enhance learning, some focus on engagement and comprehension, while others emphasize the broader educational value, including cultural connections and critical thinking skills

## 2. What challenges do students face when using these materials?

**Table 3 Challenges Students Facing When Using Materials**

No.	Opinion	Frequency (N=419)
1	Articles, stories, and dialogues that reflect real-life language use are great for helping understand how English is used in various contexts.	3
2	Materials incorporating cultural references from English-speaking countries, such as festivals, traditions, and social norms, make learning more relevant and engaging.	7
3	Clear, contextualized explanations followed by varied practice exercises help reinforce language structures and word usage.	15
4	Materials that can be adjusted for different proficiency levels ensure that all students are challenged appropriately and can progress at their own pace.	8

The results highlight both benefits and challenges that students face when using English learning materials. On one hand, the inclusion of cultural references, such as traditions and social norms from English-speaking countries, is viewed positively by students, with 7 responses indicating it makes learning more engaging and relevant. Similarly, 3 responses emphasized the value of articles and dialogues that reflect authentic language use, which help students understand real-world English applications. In discussing the appropriacy of materials, adaptation of the materials will also be considered as some situation might necessitate several changes that will lead to greater appropriacy. This is most likely to be expressed in terms of a need to personalize, individualize or localize the content (McDonough and Shaw, 1993:87). As the results, the most frequently noted benefit, however, is the role of clear, contextualized explanations paired with varied practice exercises, as 15 responses stated that this format reinforces language structure and vocabulary effectively. On the other hand, while adaptable materials that cater to different proficiency levels are seen to appropriately challenge all students (8 responses), this finding indirectly hints at a common challenge: without customization, some students may struggle to keep up or feel under-stimulated. In conclusion, while cultural and real-life context in materials can boost engagement, the effectiveness largely depends on the clarity, contextualization, and adaptability of the exercises, addressing students' diverse needs and comprehension levels.

## 3. What improvements can be made to the current English teaching materials to better support student learning?

**Table 4 Improvements of the English Teaching Materials**

No.	Opinion	Frequency (N=419)
1	The teaching materials should provide language experience to improve communicative competence.	3
2	The materials should focus on grade-level appropriateness.	6
3	The teaching materials cover the essential topics and concepts that students need to learn.	15
4	The materials allow students to connect their learning with personal interests or aspirations.	16
5	The teaching material should be clear and easy to use.	2
6	The materials should link background knowledge and culture.	2
7	The teaching materials support the development of the knowledge, skills, and competencies that students need to master.	8

Since material development plays an important role in programs as teachers need materials that serve their specific teaching and learning purposes (Swales, 1980), the findings reveal both the current strengths of English teaching materials and areas for improvement to better support student learning. A common theme is the importance of aligning materials with students' interests and aspirations, with 16 responses suggesting that materials allowing personal connection enhance engagement because most language teachers recognize the value of using authentic materials for teaching and learning purposes (Wong et al. 1995). Wong et al. (1995) state that authentic materials can help us to achieve the aims of enriching students experience in the learning and use of English, sensitizing them to the use of English in the real world, and helping them to generate a learning strategy for learning not only English but also other subjects. Similarly, 15 responses indicated that the current materials effectively cover essential topics and concepts, suggesting they are comprehensive in content. However, there is room for growth in ensuring materials improve communicative competence, as only 3 responses suggested that existing resources effectively build this skill. Grade-level appropriateness is also highlighted by 6 responses, indicating that more attention could be given to tailoring materials to students' developmental stages. Although only 2 responses pointed to the need for clear, user-friendly materials and those that link background knowledge and culture, these areas represent potential enhancements for accessibility and cultural relevance. In conclusion, while current materials are viewed as comprehensive and supportive of essential concepts, adjustments in communicative focus, personalization, clarity, and cultural connection could optimize their effectiveness in fostering language mastery.

The feedback on potential improvements to English teaching materials highlights several key areas for enhancing student learning because teaching materials are preferable over contrived materials and have a positive effect on the learner's motivation (Philips,1997; Peacock,1997; and Clarke,1989; as cited in Richards (2001). The most frequently mentioned suggestion (16 responses) is that materials should allow students to connect their learning with personal interests or aspirations, which would make lessons more engaging and relevant. Another popular recommendation (15 responses) is ensuring that materials cover essential topics and concepts, emphasizing the importance of a solid foundational curriculum. Additionally, 8 responses pointed out that materials should support the development of essential knowledge, skills, and competencies, indicating a need for a well-rounded approach. There is also a call for grade-level appropriateness (6 responses), suggesting that materials should be tailored to meet specific developmental needs. Furthermore, while fewer responses, students expressed that teaching materials should provide language experiences to improve communicative competence (3 responses) and should link background knowledge and culture (2 responses). Overall,

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these suggestions underline the importance of relevance, comprehensiveness, and adaptability in creating effective teaching materials.

### **Limitations**

The study will focus on English teaching materials currently used at Wat Phrasimhadhat Secondary Demonstration School, Phranakhon Rajabhat University in Thailand for grades 10-12. It will include textbooks, workbooks, supplementary materials, and digital resources. The research will involve content analysis, surveys, and interviews with students. However, the study may be limited by the availability of materials and the willingness of participants to provide comprehensive feedback.

### **Suggestion**

In the Thai context, designing effective English teaching materials for high school students (grades 10-12) requires thoughtful consideration of their unique educational environment and needs. Below is an overview of research suggestions for maximizing their effectiveness in promoting students' English competency.

1. With an emphasis on communicative skills being critical, many Thai students may face limited exposure to English outside the classroom, and a focus on grammar-heavy, exam-oriented learning can impact their ability to use English conversationally or in practical settings. Therefore, integrating communicative activities, contextual learning, and culturally relevant content can be effective. Materials that engage students through real-life contexts are particularly beneficial for improving both comprehension and production skills.
2. The teaching materials should reflect Thai students' interests or current events helps them engage more deeply. It can also serve as a bridge for comparing Thai and English-speaking cultures, improving cultural awareness and motivation.
3. Balance activities between exam preparation (grammar, vocabulary) and practical usage (speaking, listening). Materials can be adapted to focus on high-frequency vocabulary and phrases that are useful both academically and in daily interactions.
4. Use rubrics, self-assessment, and peer feedback to help students understand their progress. Feedback should be constructive, pointing out specific ways students can improve.

In summary, effective English teaching materials for Thai high school students should balance teaching material consistency with interactive, real-world practice. By fostering a communicative, culturally relevant learning environment and encouraging both practical application and self-reflection, teachers can significantly improve students' competency and confidence in English.

### **CONCLUSION**

In the Thai context, English teaching materials for grades 10–12 must align with both local culture and the global language environment to effectively support students. These materials offer several advantages. They often include a variety of real-world resources, like interactive digital content, videos, and texts that expose students to authentic English language usage. This variety helps improve listening, speaking, reading, and writing skills in an engaging way. Additionally, culturally relevant materials can build students' confidence as they see familiar contexts. However, there are challenges. Some resources may not fully reflect Thai culture or language nuances, which can make certain concepts harder for students to grasp. To maximize these resources, teachers can supplement them with activities that connect the material to Thai culture, like discussing local current events in English

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or analyzing Thai English bilingual texts. By contextualizing materials in this way, teachers help students gain practical language skills and build confidence, ultimately promoting their English competency in ways that feel relevant and applicable.

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