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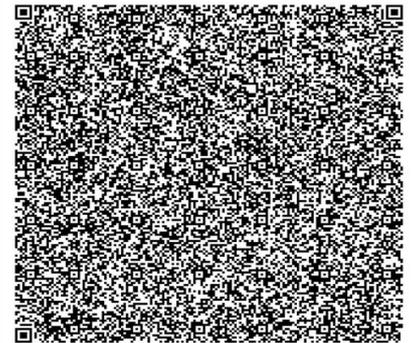
Assessment of Teaching-Learning Material on Languages

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Abstract

This study aims to assess the effectiveness and quality of teaching-learning materials (TLM) used in language education. It explores various types of TLM, including textbooks, digital resources, and interactive tools, analyzing their alignment with curriculum goals and their impact on student engagement and comprehension. The research uses both qualitative and quantitative methods, gathering feedback from educators, students, and experts to evaluate the relevance, accessibility, and pedagogical value of these materials. The findings highlight strengths in certain TLM, particularly digital resources, in fostering interactive learning environments. Challenges such as accessibility issues and the need for regular updates to reflect contemporary language trends are identified. Recommendations include the development of more inclusive and adaptable materials, integration of technology, and ongoing professional development for educators to maximize the potential of available resources.

Keywords: Language Education, Teaching-Learning Materials, Educational Resources, Curriculum Alignment, Student Engagement.



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Introduction

The teaching and learning process is complex and includes a variety of tools and methods to help students acquire language skills effectively. Teacher Learning Materials (TLMs) are extremely important to promote the acquisition of language skills by providing concrete resources to support both teachers and students in the language learning process. Evaluation of these materials is important to determine their effectiveness in promoting language development, meeting curriculum standards, and improving learner commitment. These materials simplify the complexity of language learning and provide a comprehensive approach to teaching. The purpose of this chapter is to discuss the evaluation of these materials and to examine the criteria, methods and challenges associated with assessing the effectiveness of educational materials (TLMs) in language lessons.

1. The importance of teaching materials in language acquisition

Candlin & Keobke (1999) stated that educational materials are directed in a way that students acquire skills and learn experiences. Teaching materials can be defined as the knowledge, skills, skills and attitudes placed in the classroom and used in the classroom to create a conducive learning atmosphere for the learning machine of the learning spot. The material should be tailored to the goals and needs of the learner. This highlights the important role that teaching materials play in designing learning processes. Teaching teaching materials should not only be a tool or resource, but also a carefully manufactured instrument that guides students how to learn, acquire skills and acquire meaningful experiences. These factors should be taken into consideration and effective educational materials should be designed to match the way students optimally absorb, process, process and use new information. Knowledge represents content that students must understand. Skills are related to the practical use of this knowledge. Attitudes include values, beliefs, and behaviours that students develop through learning. Integrating these three elements into educational

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materials ensures not only that we memorize facts, but also develop deeper, more comprehensive understanding and the ability to use this knowledge in real context.

The reference “placed and used systematically in the classroom” emphasizes the need for thoughtful planning and organization. The materials should not be arbitrary or inconsistent. Instead, they should follow a structured approach that is built on previous concepts and gradually deepens the student’s understanding. This systematic arrangement helps you create a consistent, seamless learning experience. This reflects the principles of learning-centric teaching where learning materials are tailored in such a way that students’ specific needs, interests and learning goals meet. A uniform approach to teaching materials shows that they are less effective than materials that respond to the requirements of learners in a particular classroom.

1.1. Cross-linking the gap between theory and practice

Language learning involves a combination of theoretical knowledge and practical applications. TLMS helps fill this gap by providing learners with the opportunity to practice language skills in context. For example, reading materials can help you to improve your understanding of reading, while hearing helps to hone your hearing skills and grammar worksheets help to promote structural recognition.

1.2. Dieting for different learning styles

Learners have different learning preferences, and TLM targets these differences by providing resources to accommodate many learning styles. Some students benefit from visual aids such as illustrations and diagrams, while others are characterized by hearing resources such as podcasts and songs. The flexibility provided by TLMS allows teachers to meet individual needs and ensure that students continue to commit.

1.3. Improve motivation and engagement

Effective TLM can motivate learners by making language learning comfortable and relevant. For example, the involvement of authentic materials such as newspapers, films, and authentic conversation transcripts combine learners with linguistic culture. Interactive resources, including language games and apps, provide an interesting and competitive environment and encourage learners to continuously improve their language skills.

1.4. Providing real context

Language learning is most effective when students can connect to real life situations. TLM using the Context -Rich scenario allows learners to recognize how language is used in their daily communication. Materials such as role activities, news reports, dialogue and other simulate practical language use and promote better understanding and voice equipment.

2. Important Criteria for TLMS Evaluation

System-based assessment of materials for teaching is essential to understanding their effectiveness in language lessons. This allows educators to make sound decisions about the materials they use and to meet the learners’ cognitive and linguistic needs. There is a need for a structured evaluation of TLMs. Without assessing their effectiveness, educators cannot determine whether the materials meet the specific needs of their students. References to cognitive and linguistic needs suggest that we should assess not only how well the assessment conveys language skills, but also how it includes students’ cognitive development. A well-rated TLM responds to a variety of learning skills, adapts to different knowledge in the class, and ultimately leads to a more personalized and more effective learning experience. Several criteria must be considered in order to evaluate these materials.

2.1. Related to curriculum and learning objectives

The key criterion for assessing TLMS is orientation between the curriculum and learning goals. Effective materials should address the goals listed in the language curriculum and provide content that promotes speaking, listening, listening, reading and writing skills. Materials should also support progress from one speech level to another, ensuring that learners are exposed to the appropriate content for their ability level.

2.2. Transparency and ease of understanding

In order for TLMS to be effective, you need to be able to have a clear and understandable content. Language materials should avoid overly complex vocabulary or confused grammatical structures, especially if they are aiming to be



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beginners or young learners. Clear instructions, accurate explanations, and well-organized content are important to promote understanding and minimize confusion.

2.3. Language Level Appropriateness

The language used in TLMS must be suitable for the learner's abilities. Although beginner-oriented materials should introduce simple vocabulary and sentence structures, the materials can include more complex grammar and vocabulary for advanced learners. Furthermore, the level of difficulty gradually increases, helping students progress gradually in their language skills.

2.4. Cultural Sensitivity

Integration of cultural content in language lessons is the basis for promoting character development among language learners (Cahya & Syafrizal, 2022; Porapanpong & Thongthew, 2010). Cultural immersion improves language ability by providing authentic context for language use and authentic context for promoting empathy, diversity, and intercultural understanding. By including cultural elements in language education materials and activities, educators can convey moral values and develop a sense of global citizenship among students (Amrina & Anom, 2019; Hasanah, 2016; Pratiwi & Latieß, 2015; Siswa et al., 2014). Within the Teffrin framework, where learners address the nuance of English as a foreign language within their local context, there is an increase in cultural content integration in the design of learners' character development. The quotes highlight how teaching language is beyond mastering grammar and vocabulary. It emphasizes the importance of cultural immersion and shows that when learners are exposed to culture, they are related to the language they learn. This process is useful for general character development. By addressing cultural content, learners not only acquire language skills, but also learn valuable life lessons such as empathy, respect for diversity, and being a responsible global citizen. When teaching English as a foreign language (TEFL), cultural integration becomes even more important as students learn English in an environment where English is not the primary language. Teachers can use this opportunity to create student attitudes and behaviours and help them improve their language skills in meaningful contextual environments.

2.5. Coordination and Interactive Features

Commitment is a critical factor in language records. TLMs that promote interaction, participation and active learning are more effective in motivating students. Interactive features such as quizzes, games, role-playing games, and peer-to-peer activities increase student participation and provide opportunities for practical use of language skills.

2.6. Flexibility and Adaptability

A key attribute of effective TLMS is its ability to adapt to a variety of educational contexts. Teachers may need to change the material to adapt the needs of a particular learner, class, or learning environment. Materials that provide flexibility in relation to difficulties, education and language focus are more versatile and more valuable in a variety of educational settings.

2.7. Technology Integration

Technology that has entered every field of our lives from life to every day has also influenced the field of education. Therefore, traditional teaching methods cannot meet expectations. Technology should be used in an educational environment, especially if it is assumed that digital local students prefer to learn in a technical environment (Kurt, Gunuc, Ersoy 2013). Using information and communication technologies (IKT) such as interactive boards, tablet PCs, smartphones, the Internet, and computers in education can increase class commitment, make teaching more productive and enjoyable, and learn more effectively and motivate students (Gunuc 2016). Furthermore, the use of ICT in education can increase student learning speed, reduce education costs, and address a variety of learning styles. In addition to all this, technology must be integrated to benefit from the use of ICT for teaching and learning purposes.

Integration of digital tools and multimedia language lessons greatly improves modern education. These tools offer more than just visual appeal. They allow students to take over their learning. The digital platform allows students to access a variety of resources, practice language skills at their own pace, maintain immediate feedback, and promote autonomy. This autonomy promotes active participation, which leads to deeper commitment and improved outcomes



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of language lessons. Overall, the use of digital tools promotes learning approaches that improve motivation and self-regulation.

Technological advances make the integration of digital tools in language learning more common. TLM, including technologies such as language learners, interactive websites, and multimedia materials, can improve the learning experience for students. These resources can also provide access to authentic material such as podcasts, videos, and virtual audio exchanges that are exposed to real language use.

3. Strategies for assessing TLMS

When evaluating language education materials, both qualitative and quantitative methods should be used. There are various ways to analyze TLM to ensure that all the criteria required for efficiency are observed.

3.1. Expert Reviews

One of the most common ways to assess TLMS is the review of experts who evaluate the material by experienced language teachers, curriculum designers, or education experts. These experts will check the content, layout, clarity and suitability of the material based on their knowledge and experience in language lessons. In many cases, expert reviews include a detailed assessment of educational quality, educational value, and appropriateness of target group resources.

3.2. Learner Feedback

Learner feedback provides valuable insight into actual effective TLM. After using the material, learners can provide feedback on aspects such as clarity, commitment, relevance, and user-friendly. Research, interviews, and group discussions are common ways to gather feedback from learners. This feedback analysis will help identify areas where the material may need to be improved.

3.3. Teacher Observation

Teacher observations are another important source of information regarding the assessment of TLMS. Teachers have the ability to see how learners deal with the material and whether their interactions are productive. These observations can be formal (using several predefined reviews or checklists) or informal (based on the teacher's professional judgment and estimates). Teachers' comments often attach information about how materials work in the classroom.

3.4. Test and Pilot Tests

Tests and pilot tests include the use of materials in actual educational situations prior to the final evaluation. This method allows educators to assess the functionality of materials in the context of actual language learning. Pilot testing involves using material in a small group of students, gathering feedback and adapting based on results. This method is particularly useful for determining whether TLM is actually applicable and effective.

3.5. Statistical Analysis

The effectiveness of TLMS can be measured using quantitative measurements, such as statistical analysis, especially in large-scale studies. Students and teachers can receive surveys and surveys and look up responses to patterns. For example, analysis of data on student performance before and after using a particular educational material can demonstrate the impact of these materials on learning outcomes.

4. Types of educational learning materials in language education

TLM can be divided into different types based on its format and use. Each type serves a specific purpose in language learning.

4.1 Textbooks

These include textbooks, workbooks, grammar readers, dictionaries, and literature. Textual materials are the basis for establishing understanding of vocabulary, grammar and reading.

4.2. Audio Visual Materials

These include video, audio recordings, podcasts, and language learning apps. They are particularly effective in understanding listening and developing pronunciation. These resources support global communication and interaction with native speakers.



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4.3 Digital Resources

Websites, mobile apps, and interactive exercises provide real-time language practice and immersive learning experiences. These resources support global communication and interaction with native speakers.

4.4. Manipulation and visual aids

Index cards, posters, diagrams, and whiteboards contribute to strengthening the vocabulary, grammar, and set structure of classroom settings.

5. Issues in Evaluating TLMS

Evaluation of teaching and learning materials (TLMS) includes several challenges that affect effectiveness in the educational process. The main challenge is to ensure that the materials are directed towards learning goals and curriculum standards that can vary widely across education systems. TLMS requires that you be justice in different learning styles, skills and backgrounds, so different learners are different things that are learners. This makes it difficult to create universally effective resources. The adaptability of TLMS is also a problem. This is because they need to be flexible enough to change over a variety of contexts, disciplines and teaching methods. Furthermore, technology integration in TLMS can be a challenge in terms of accessibility, as not all students and educators have access to digital tools or the Internet. Finally, assessment of the long-term impact of TLMS on student learning outcomes can be complicated as improvements are not immediately visible or measurable.

5.1. Subjectivity

TLM evaluations may be subjective. This is because different evaluators have different perspectives in effective language education materials. Cultural, educational and personal biases can affect reviews, making it difficult to establish universal standards for assessment of TLMS.

5.2. With limited access to resources

In many educational contexts, particularly those that temperate the environment, teachers may not be able to access a variety of TLMs. This limitation can affect the quality of language lessons and make it difficult to evaluate a wide range of materials. Without access to various resources, teachers can rely on outdated or less effective materials, which limits the scope of assessment.

5.3. Technical barriers

Digital TLM offers considerable potential, but not all learners and institutions have access to the technology they need. Digital splitting issues such as limited internet access and outdated devices can hinder the use and evaluation of technically integrated materials. Ensuring access to these resources alone is a critical challenge in many regions.

5.4. Developmental Language Needs Language learning is a dynamic process that develops over time. Effective TLMs today can be outdated or less relevant when linguistic trends, cultural contexts, or educational practices change. Assessing the long-term effectiveness of materials can be a challenge due to rapid hiking of linguistic and educational landscapes.

Conclusion

Evaluation of educational materials (TLMS) plays an important role in ensuring that language education is effective, committed and relevant. These materials, whether traditional or digital, serve as essential tools in the language acquisition process, and support the development of a variety of language skills, including listening, speaking, reading, writing, and more. The TLMS assessment includes a study of several key criteria such as curriculum, clarity, cultural sensitivity, and adaptability, all contributing to an inclusive and meaningful learning experience. Furthermore, the integration of technology allows TLM to improve student autonomy and learn more dynamic and interactive languages. However, the evaluation of these materials is not without challenges. Subjectivity in assessment, limited access to resources, technical barriers, and the nature of language development has made it difficult to ensure the continued effectiveness of TLM. Ultimately, the goal is to select and design materials that are customizable, integrated and can meet the different needs of learners. While Language lessons are developing, the continuous assessment of TLM will continue to be an important factor in ensuring effective language acquisition and ensuring students acquire the language skills they need to succeed in an increasingly relevant world.



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