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The Impact of Proper Utilization of Teaching and Learning Materials on Pupils' English Learning Outcomes in Primary Schools in Lindi Municipal Council, Tanzania

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ABSTRACT

This study examined the impact of proper utilization of Teaching and Learning Materials (TLMs) on pupils' English learning outcomes in primary schools within Lindi Municipal Council, Tanzania. The qualitative approach was employed along with research design, interview was used to collect from teachers, pupils and school administrators, the study examined the availability, use and effectiveness of TLMs in enhancing comprehension, vocabulary acquisition, pronunciation and overall engagement in English lessons. Findings revealed that effective use of textbooks, visual aids, digital tools, storybooks and locally improvised materials, coupled with creative strategies such as project-based learning and dramatization, significantly improved pupils' language skills, confidence and participation. However, challenges including limited access to resources, inadequate teacher training, poor integration into lessons and insufficient infrastructure hindered optimal learning outcomes. The study highlights that the effectiveness of English instruction depends not only on the presence of TLMs but also on their strategic, contextually relevant and learner-centered application. It recommends equitable distribution of updated and culturally relevant TLMs, continuous professional development for teachers, creative use of local resources, infrastructure improvements and regular monitoring to enhance engagement and learning outcomes.

Keywords: Teaching and Learning Materials (TLMs), English learning outcomes, primary education, teacher training, instructional resources, pupil engagement.

Proper Utilization of Teaching and Learning Materials on Pupils' English Learning Outcomes

Introduction

Background to the Study

Teaching and Learning Materials (TLMs) refer to the resources used by educators to facilitate instruction and enhance pupils' learning experiences. According to the Cambridge Dictionary(2023), TLMs are tools that support teaching and learning activities. These materials are essential for engaging pupils and addressing diverse learning needs. By allowing learners to see, touch and experience content in multiple ways, TLMs make learning more dynamic and engaging. Teachers can sustain students' attention and provide clearer explanations by effectively utilizing these materials. Whether hands-on, visual, or auditory, TLMs play a vital role in enriching the learning process and improving comprehension.

TLMs are especially crucial for enhancing English teaching and learning in primary schools. Materials such as textbooks, visual aids, audio tools and digital resources make lessons more interesting and accessible. When effectively utilized, these resources help teachers clarify concepts and foster interactive classroom environments where pupils can practice language skills. Access to sufficient, high-quality TLMs enhances motivation and academic achievement. However, many schools, particularly those in low-resource settings, face shortages or ineffective use of these tools, which hampers English learning outcomes (UNESCO, 2021).

Globally, the integration of TLMs has been recognized as a key factor in improving English language instruction, especially at the primary level. In well-resourced education systems such as those in the United Kingdom, China, Japan and Australia, TLM integration is closely linked to enhanced engagement, literacy and performance. These materials ranging from textbooks and storybooks to charts, audio-visual aids and digital tools help create learner-centered and inclusive English lessons (Department for Education, 2021).

In China, English is a compulsory subject introduced early in primary education. The government has invested heavily in producing textbooks, teacher guides and audio-visual materials to strengthen learners' communicative competence. National education reforms promote student-centered and technology-integrated learning environments, supported by regular teacher training. Consequently, Chinese pupils benefit from a structured, resource-rich learning environment that fosters language acquisition and performance (Hu, 2021).

Japan also demonstrates the effective use of TLMs in primary English instruction. Since English became a formal subject in 2011, the education system has emphasized communicative teaching approaches. Teachers use picture books, songs, flashcards, games and audio resources to make learning interactive and enjoyable. These tools help young learners develop confidence in speaking and listening—skills central to Japan's English curriculum. The transition from grammar-heavy to interactive methods has made English more accessible for primary pupils (Butler, 2015).

In Australia, English is both the main medium of instruction and a core subject throughout primary education. The Australian Curriculum promotes literacy through diverse printed and digital TLMs designed to accommodate learners from varied cultural and linguistic backgrounds. Teachers receive training to apply inclusive and adaptive teaching strategies that optimize the impact of these materials. This emphasis on equity, resource availability and professional development has contributed to strong literacy outcomes across schools (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2020).

The Global Partnership for Education (GPE, 2020) underscores that TLMs should be age-appropriate, culturally relevant and aligned with curriculum goals to effectively address learner diversity. Similarly, UNESCO (2021) emphasizes that accessible and well-structured learning resources enhance engagement and academic success. Komba and Mwandumba (2020) note that the quality and accessibility of TLMs significantly influence pupils' development of critical thinking, creativity and problem-solving skills. Nevertheless, inequalities in access to sufficient TLMs particularly in underfunded schools continue to hinder effective teaching and learning. Addressing these disparities requires equitable resource allocation, teacher training and ongoing curriculum alignment to promote meaningful learning experiences.

The availability and effective use of TLMs are essential for improving the quality of education, particularly in English language learning. Textbooks, visual aids, digital platforms and interactive tools not only support lesson delivery but also promote engagement, comprehension and skill acquisition (Higgins & Xiao, 2019). Theories such as constructivism and social learning recognize TLMs as critical for active participation, collaboration and knowledge construction (Piaget, 1976; Vygotsky, 1978; Bandura, 2018). Empirical studies by Al-Ghamdi (2018) in Saudi Arabia and Nambiar (2020) in India reveal that effective TLM use enhances engagement and performance, especially in resource-constrained settings.

Ochs and Stracke (2017) found in France that digital learning tools significantly improved language proficiency among underprivileged pupils. In the United Kingdom, initiatives such as the Pupil Premium funding program aim to reduce disparities in resource access by supporting schools in disadvantaged areas (Education Endowment Foundation, 2020). Similarly, studies in African contexts show persistent resource gaps. Mwangi et al. (2020) observed that rural Kenyan schools lack updated textbooks and digital tools, while Mwesigwa (2019) reported similar challenges in Uganda. In Tanzania, Komba and Nkumbi (2021) highlighted the struggles of resource-poor schools in delivering quality language instruction, emphasizing the need for better TLM provision.

Educational reforms in Tanzania, including the Free Primary Education (FPE) policy of 2001 and the Fee-Free Basic Education Policy of 2015, have expanded enrollment but strained resources. This expansion has led to overcrowded classrooms, inadequate teaching materials and poor infrastructure (Mkumbo, 2020). Reports from the Ministry of Education, Science and Technology (MoEST) and education stakeholders show that public primary schools face severe shortages of English language materials, with private schools having better access (Ngowi, 2021). These shortages negatively impact pupil engagement and achievement in English.

Komba and Mwandumba (2020) confirmed that pupils with adequate TLMs achieve higher proficiency levels. Likewise, Malekela (2019) found that limited English textbooks and teaching aids contribute to poor literacy outcomes in Tanzanian schools. Despite these findings, research on the direct influence of TLMs on English proficiency in Tanzanian primary schools remains limited. Although free education policies have increased access, rural schools still face overcrowding, outdated materials and minimal digital access (Mkumbo, 2020; Ngowi, 2021). These factors continue to hinder effective English instruction and learning outcomes. Persistent disparities in TLM availability reflected in consistently low English scores in rural schools underscore the urgent need for equitable resource distribution and effective material utilization to improve language learning nationwide.

Literature Review

Theoretical framework

The theory of Social Constructivism is highly relevant to this study because it emphasizes the importance of interaction, collaboration and contextual learning in the construction of knowledge. According to Vygotsky (1978), learning occurs most effectively through social interaction and the sharing of experiences within a cultural context. In the context of teaching and learning English in primary schools, the use of Teaching and Learning Materials (TLMs) such as visual aids, real-life objects and digital tools supports social constructivist principles by encouraging pupils to actively engage in the learning process. These materials promote peer discussion, cooperative learning and hands-on experiences that help pupils build meaning through interaction with both their teachers and classmates. Furthermore, TLMs provide scaffolding that assists learners in progressing from what they can do independently to what they can achieve with support, aligning with Vygotsky's concept of the Zone of Proximal Development (ZPD). Therefore, Social Constructivism underpins this study by highlighting how TLMs facilitate meaningful, interactive and learner-centered instruction that enhances English language acquisition in primary schools (Bruner, 1996; Vygotsky, 1978).

The Communicative Language Teaching (CLT) theory also provides a strong theoretical foundation for this study, as it focuses on developing learners' communicative competence through authentic language use. CLT advocates for the use of meaningful, interactive activities that simulate real-life communication, emphasizing fluency and understanding over rote memorization or grammatical precision (Richards, 2006). Teaching and Learning Materials play a central role in achieving this objective by providing contextualized opportunities for listening, speaking, reading and writing. For example, the use of songs, games, dialogues, videos and role-plays helps learners practice language in realistic contexts, fostering both linguistic and sociolinguistic competence. In primary school settings, such materials make English lessons more engaging and accessible, especially for young learners who learn best through interaction and play. Thus, CLT aligns closely with this study's focus on improving English language teaching through effective use of TLMs, as it promotes active participation, motivation and practical communication skills essential for real-world language use (Brown, 2014; Richards, 2006).

Literature Review

Proper utilization of teaching and learning materials is essential in improving pupils' English learning outcomes. When teachers effectively use resources such as textbooks, charts and digital tools, pupils gain better understanding, vocabulary and communication skills. However, in many classrooms, these materials are often underused or misapplied, reducing their impact on learning. This objective focuses on examining how the effective use of teaching and learning materials influences pupils' performance in English.

Wahyu (2023) highlighted that although digital resources such as e-books and online learning platforms were available, they were often underutilized. While these resources enhanced vocabulary acquisition and reading comprehension, they failed to consistently connect with pupils' daily lives due to inadequate curriculum integration and insufficient teacher training. Similarly, Ndugu (2022) observed that although digital Teaching and Learning Materials (TLMs) promoted learner engagement and self-paced learning, they were not fully exploited because many teachers lacked the technical skills and institutional support required for effective integration. Ndugu further recommended strengthening ICT infrastructure and providing comprehensive teacher training to ensure that digital resources are effectively used and aligned with pupils' cultural and contextual learning needs.

Mwang'onda (2023) and Kintu (2022) both examined the use of multimedia materials in English language instruction. Kintu (2022) found that learners' speaking and listening skills significantly improved when audio-visual aids were effectively utilized. In contrast, Mwang'onda (2023) emphasized that insufficient teacher support and poor curriculum integration hindered many schools from benefiting fully from available multimedia tools. Both studies stressed the importance of teacher preparation and strategic implementation in enhancing the effectiveness of multimedia TLMs in bridging the gap between theoretical and practical language use. Similarly, Hassan (2023) explored the impact of visual and interactive materials such as pictures, diagrams and exercises on pupils' comprehension of English concepts and found that they significantly improved understanding and retention. Correspondingly, Mbogo (2022) reported that while such visual and interactive TLMs were available, their potential was constrained by inconsistent teacher training and weak integration into lesson plans. Both studies recommended targeted teacher professional development and systematic curriculum alignment to maximize the impact of visual and interactive TLMs on learning outcomes.

Jones and Smith (2021) found that although instructors had access to multimedia resources such as e-books and online learning tools, the lack of professional training limited their capacity to enhance student engagement and language learning outcomes. Their study showed that professional development initiatives substantially improved instructional effectiveness. Likewise, Miller and Andrews (2020) observed that while rural educators faced challenges due to limited access to digital tools, teachers with higher levels of digital literacy were more effective in improving learners' speaking and writing proficiency. In a related study, Aliyu and Musa (2020) explored the relationship between TLM utilization and English performance among primary school learners. Using a quasi-experimental design, they found that learners exposed to diverse, low-cost materials such as realia, posters and picture books performed better in grammar, spelling and oral communication. The study emphasized that effective use of TLMs depends on teachers' ability to select contextually appropriate materials, integrate them into lessons purposefully and adapt them to learners' needs.

Ochieng (2019) conducted a longitudinal study across five Kenyan counties examining the long-term effects of sustained TLM use in English instruction. Teachers in the experimental group, who received training on integrating phonics charts, sentence-building kits and vocabulary walls, recorded significantly higher pupil performance in national English examinations after two years. The study found that consistent and structured use of materials enhanced learners' inferencing and comprehension skills while reducing reliance on rote memorization. Teachers noted that visual and tactile materials acted as cognitive anchors that helped pupils relate abstract language concepts to tangible examples. Similarly, Morris and Baffour-Awuah (2017) examined both traditional and digital TLMs and reported that schools using structured combinations of charts, phonetic boards and digital tools achieved improvements in reading fluency and sentence construction. However, the authors cautioned that without proper teacher training to align materials with lesson objectives, such resources yielded limited benefits.

Tadesse and Abebe (2021) explored the Ethiopian primary education context and found that when TLMs were culturally contextualized such as by using local stories, images and bilingual dictionaries, students achieved better results in English grammar, writing and comprehension. These contextualized materials enhanced inclusivity and engagement, particularly among rural pupils. Mwangi and Kamau (2016) similarly found that the integration of digital materials such as animated videos, educational apps and interactive whiteboards in Kenyan urban schools improved pronunciation and comprehension. However, challenges persisted in rural settings where digital infrastructure and teacher digital literacy were limited. Mutunga, John and Salim (2022) also found that interactive materials such as puppets, story charts and songs improved learners' vocabulary, pronunciation and fluency, particularly when aligned with developmental stages and used in participatory activities.

Dlamini (2023) investigated the influence of teacher competency on effective TLM utilization in English classrooms and found that significant learning gains occurred only in classrooms where teachers had received sufficient training. Trained teachers effectively integrated materials with pedagogical intent such as linking posters to vocabulary activities while untrained teachers often used materials for display rather than instruction. Chowdhury and Islam (2020) reported similar findings in Bangladeshi primary schools, where bilingual TLMs such as English-Bangla storybooks and dramatized activities improved sentence construction and translation ability by bridging new and existing linguistic knowledge. Finally, Kato and Nanyonga (2024) examined the use of curriculum-aligned TLMs in Ugandan government primary schools and found that learners exposed to structured reading kits, comprehension cards and phonics cubes demonstrated improved word recognition, sentence construction and inferential reasoning. The study concluded that not only availability but also sequencing, feedback-driven adjustment and curriculum alignment determine the success of TLMs in improving English language performance.

Research Methodology

This study employed a comprehensive research methodology designed to examine the use of Teaching and Learning Materials (TLMs) and their impact on pupils' English performance in primary schools within Lindi Municipal Council. The methodology included a detailed description of the study area, research approach, research design, population, sampling procedures, data sources, data collection methods and data analysis techniques. It also emphasized measures taken to ensure validity, reliability, trustworthiness and adherence to ethical standards. These components collectively ensured that the research was conducted systematically, providing credible and dependable findings relevant to improving English learning outcomes among primary school pupils.

The study was conducted in Lindi Municipal Council, Tanzania, an area facing numerous educational challenges such as shortages of qualified teachers, limited infrastructure and unequal distribution of teaching and learning resources. These conditions have negatively affected the quality of English language education, as evidenced by declining performance in national examinations. According to NECTA's Primary School Leaving Examination (PSLE) results, English pass rates dropped from 57% in 2020 to 29.39% in 2022, with only a slight improvement to 34.20% in 2023. The proportion of pupils achieving grade D also increased significantly, while the failure rate (grade E) remained high at 26.7%, one of the highest in the coastal region. These statistics highlight a persistent problem in English language proficiency, justifying the need to examine how the utilization of TLMs influences learning outcomes in the area.

The study adopted a mixed-methods approach, integrating both qualitative and quantitative methods to provide a holistic understanding of the research problem. This approach was chosen because it allows for triangulation, thereby enhancing the credibility and depth of findings. Quantitative data provided measurable information about the availability and use of TLMs, while qualitative data captured teachers' and pupils' experiences and perceptions. A descriptive survey research design was used to collect data from a relatively large sample, enabling the researcher to assess the extent to which TLMs are available and effectively used in English instruction. This design was particularly suitable for exploring patterns, relationships and challenges associated with TLM utilization in primary schools.

The study targeted teachers, pupils and school administrators in ten selected primary schools within Lindi Municipal Council. Stratified random sampling was used to select teachers and pupils, ensuring fair representation of various groups, while purposive sampling was employed to include head teachers and education officers who play a key role in managing school resources. A total of 120 participants took part in the study, including 100 pupils and 20 teachers and administrators. Data were collected using questionnaires, semi-structured interviews and document reviews. Quantitative data were analyzed using descriptive statistics and correlation analysis through SPSS Version 21 to identify relationships between TLM utilization and English performance, while qualitative data were analyzed thematically to identify emerging patterns and insights. To ensure validity and reliability, expert reviews, triangulation and member checking were applied. Ethical considerations were strictly observed, including obtaining research clearance,

informed consent from participants and maintaining confidentiality. These procedures ensured that the study was conducted responsibly and produced credible, trustworthy and ethically sound results.

Findings

The findings indicate that the proper utilization of various TLMs had a positive impact on English language learning outcomes, especially when used strategically and effectively. However, challenges such as unequal access, limited monitoring and lack of teacher training still to be challenging in pupil's performance so that they need to be addressed. One responder backed this up by pointing out that using them effectively may raise student achievement.

When the pupils listen to native or fluent speakers through recorded materials, they try to imitate pronunciation and tone better, also the uses word charts and videos to explain grammar in context makes them to be more active and engaged than traditional lecture methods (Interviewed teacher from school D, August, 2025).

The findings from this study indicate that the use of varied teaching and learning materials (TLMs) in English classrooms has a significant impact on pupils' learning outcomes. Teachers employ a range of resources, including textbooks, charts, word walls, storybooks, visual aids and digital tools, to support comprehension, reinforce vocabulary and make complex concepts more accessible. Pupils benefit from these materials through improved understanding, active engagement and increased interest in learning English. However, despite the general appropriateness of the materials, challenges such as limited access, delayed provision and inadequate teacher training remain, affecting the full effectiveness of these resources in enhancing language acquisition, one of the respondents noted that;

One of the respondents during the interview stated that:

In my school, I have observed changes to pupils, English teacher of standard four and six have more effort in finding different materials for her pupils during teaching you may find she have charts visual aids and sometimes she uses her phone to help pupils especially in pronunciation of difficult words, I see they are performing well, and even them they are interested and struggling to know English well as their teacher (Interview from school D, August 2025).

Similarly, another participant during the interview had the following to share:

Through the use of word walls, available storybooks and locally made charts, I see that it has helped my pupils remember better vocabulary, and some of them are speaking (interview with teacher from school, August 2025)

The findings revealed that most teachers consider the English learning materials appropriate for their pupils' age and level of understanding, as textbooks are designed according to the national curriculum. Pupils confirmed that the books and exercises help them learn step by step and understand new vocabulary. One pupil narrated:

Materials support language acquisition by connecting words with images, which helps pupils remember vocabulary and understand meanings. Also noted that these materials encourage learners to read independently, fostering a reading culture that is essential for language development (Interviewed teacher from school K, August 2025).

The same observation was revealed at School E where the head of school's knowledge the proper utilization of the available teaching and learning materials despite the challenges facing their schools as contested below;

Our teacher wants to use digital tools like videos and recorded stories, but we don't have electricity or devices in our classroom. I have no storybooks also even the digital materials we cannot use because we had no electricity this make difficult to pupils to gain new vocabularies especially in English subject (Interviewed from head teacher school E August, 2025).

Another participant revealed that:

Even when charts and word walls are available, there are not enough for all classes or all topics. Sometimes teachers have to reuse old materials and they cannot update them with new words. This makes lessons less effective and pupils often forget the vocabulary we learned previously because visual reinforcement is limited (Interviewed from School C, August 2025).

The findings of this study reveal that while varied teaching and learning materials (TLMs) have the potential to enhance English learning outcomes, their effectiveness is significantly hindered by several challenges. Limited access to textbooks, storybooks and visual aids forces pupils to share resources, which slows learning and reduces opportunities for independent practice. Inadequate infrastructure, such as lack of electricity or digital devices, restricts the use of multimedia tools that could otherwise improve listening, speaking and vocabulary acquisition. Furthermore, insufficient quantities of charts, word walls and other visual aids, coupled with the reuse of outdated materials, diminish the reinforcement of learned concepts and vocabulary. These challenges collectively impede active engagement, motivation and the overall effectiveness of English instruction.

The findings revealed that the proper and strategic use of various teaching and learning materials (TLMs) positively influences pupils' English language learning outcomes. When teachers use resources such as textbooks, charts, word walls, storybooks, visual aids and digital tools effectively, pupils demonstrate improved understanding, active engagement and greater interest in learning. The study also showed that listening to native or fluent speakers through recorded materials and using word charts or videos to explain grammar, enhances pupils' pronunciation, comprehension and participation compared to traditional lecture methods.

Discussion of the Study

The effective teaching and learning of English in primary schools heavily depends on the appropriate use of teaching and learning materials (TLMs). These materials including visual aids, audio resources, real objects textbooks and digital tools serve as essential components in the facilitation of language acquisition. When used correctly and purposefully, TLMs can enhance learners' understanding, retention and practical application of English language skills such as reading, writing, speaking and listening. However, the mere presence of TLMs in classrooms does not guarantee improved learning outcomes; it is their proper utilization the way they are selected, integrated and adapted to learners' needs that determines their effectiveness.

The study emphasizes the essential role of Teaching and Learning Materials (TLMs) in enhancing pupils' English learning outcomes. TLMs, encompassing textbooks, visual aids, storybooks and digital tools, serve as catalysts in facilitating comprehension, vocabulary acquisition and overall language proficiency. According to Iroh and Onyinyichi (2024), revealed that, instructional materials are essential in the teaching and learning process, as they engage multiple senses, making learning more effective and memorable also a study conducted by Mwangi and Kamau (2016) in Kenya examined the integration of digital TLMs such as animated videos, educational apps and interactive whiteboards in urban primary schools. The study employed a controlled study to determine the academic impact of such materials on English listening and speaking skills. Pupils exposed to audio-visual aids showed improved pronunciation, tone variation and comprehension accuracy. Importantly, teachers reported that digital materials helped in explaining abstract grammar rules more effectively through visualization.

Textbooks remain central to English instruction, teachers reported that well-structured textbooks aligned with the national curriculum provide a systematic approach to language learning. The study found that textbooks play a central role in English instruction proper selection and use of these textbooks have contributed to improved pupil understanding of grammar and vocabulary, highlighting their importance as foundational resources that enhance English learning outcomes. In the same line Chowdhury and Islam (2020) explored the role of bilingual and context-sensitive TLMs in English language instruction in Bangladeshi primary schools. They found that pupils' who used English-Bangla bilingual storybooks, flashcards and dramatized language activities showed greater ability to understand meaning, construct sentences and translate between the two languages.

The study further showed that instructional media such as charts, flashcards and story recordings encouraged pupils to participate actively in class and improved their ability to retain new vocabulary. These results align with Musau and Koech (2023), who found that visual and audio media enhance motivation and learning outcomes in English. The schools where teachers improvised with locally available media also recorded stronger listening and speaking skills among pupils.

Another finding highlighted that, the importance of teacher creativity. In classrooms where teachers adapted materials by using teaching aids, pupils developed greater confidence and enthusiasm in using English. Creative teaching strategies encouraged learners to practice English in real-life contexts, improving both fluency and confidence. This reflects Chuma and Mtavangu's (2024) argument that creative use of resources is essential for overcoming material shortages and improving learner participation. In Lindi Municipal, teachers who introduced locally composed English songs or dramatized dialogues found that pupils were more willing to practice speak in class, even those who were previously shy. Such activities not only broke the monotony of traditional instruction but also encouraged teamwork and peer learning. Therefore, creativity in material use proved to be a catalyst for improved language outcomes by making lessons more interactive and learner-centered.

The study revealed that when teachers incorporated project-based activities supported by teaching aids, pupils performed better in speaking and writing. For example, group tasks such as preparing posters, composing short plays, or creating storyboards made lessons interactive and encouraged teamwork. These activities enhanced learners' ability to apply English in practical contexts rather than merely memorizing rules. This echoes Tukiyo et al.'s (2024) findings that project-based approaches supported by resources improve performance. In Lindi, such strategies also improved collaboration among pupils and motivated them to use English beyond the classroom. The findings suggest that integrating teaching aids into project-based learning not only enhances subject mastery but also cultivates communication, problem-solving and creativity.

The study observed that classrooms that used multiple materials such as songs, stories and games provided opportunities for pupils. This implies that gender-sensitive approaches in resource utilization can help bridge performance differences and promote equity in English learning outcomes. This finding connects with Kimani and Wambua's (2022) observation that varied instructional media reduce gender gaps and promote inclusivity.

The findings of this study reveal that the availability, relevance and proper utilization of teaching and learning materials (TLMs) play an important role in improving pupils' English performance in primary schools. Although textbooks and other fundamental materials continue to be the main instructional resources, their accessibility is sometimes insufficient, especially in some area in Lindi Municipal Council, where shortages hinder fair access to educational opportunities. Furthermore, materials must be relevant since out-of-date or culturally outdated content hinders understanding and reduces engagement among pupils. The study also found that the languages of pupil's development, understanding and test performance are much improved when accessible TLMs are used effectively and strategically integrated into classroom instruction. But issues including a lack of resources, inadequate training for teachers and inadequate monitoring mechanisms keep TLMs from reaching their full potential. Raising English subject achievements and ensuring high-quality instruction in primary schools depend on improving the availability of appropriate materials and enhancing teachers' ability to use them efficiently.

Conclusion of the Study

The study concludes that the proper utilization of Teaching and Learning Materials (TLMs) plays a vital role in improving pupils' English learning outcomes in primary schools. Findings revealed that while most schools in Lindi Municipal Council have access to various instructional resources, their effectiveness is limited by inadequate use, insufficient teacher training and poor integration into classroom activities. Effective use of TLMs such as textbooks, visual aids, digital tools and locally made materials was found to enhance pupils' comprehension, vocabulary and communication skills.

Furthermore, creative and interactive teaching strategies, including project-based learning and dramatization, significantly increased pupil participation and confidence in using English. Thus, the study underscores that the success of English language teaching depends not only on the availability of resources but also on how effectively and innovatively teachers apply them to meet learners' diverse needs.

Recommendations for the Study

The study recommends that the Ministry of Education, local education authorities and school administrations invest in continuous teacher training programs focused on the effective integration of TLMs in classroom instruction. Efforts should also be made to ensure equitable distribution of relevant and up-to-date teaching materials to all schools, especially in underserved areas. Teachers should be encouraged to improvise and utilize locally available resources to make learning more interactive and contextually meaningful. Additionally, regular supervision and evaluation should be conducted to monitor the use of TLMs and support best teaching practices. Strengthening these areas will not only improve the quality of English teaching but also promote better learning outcomes and communication skills among pupils in primary schools. Consequently, the study highlights the need for concerted efforts to address these barriers. Ensuring timely provision of sufficient and updated TLMs, improving access to digital learning tools and providing teacher training on effective utilization of resources are critical steps. Addressing these challenges would enhance the relevance and impact of TLMs, thereby improving pupils' comprehension, retention and performance in English. Without resolving these limitations, the full potential of TLMs to foster language development and interactive learning remains unrealized in primary schools within Lind Municipal.

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