

Practices of Selecting ELT Textbooks in Institutional Schools

**A Thesis Submitted to Department of English Education
In Partial Fulfillment for Master of Education in English**

**Submitted by
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**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal**

2021

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Declaration

I hereby declare that to the best of my knowledge this research is original; no part of it was earlier submitted for the candidature of research to any university.

Date: 27/12/2021

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Recommendation for Acceptance

This is to certify that **Niroj Pudasaini** has completed his M.Ed. thesis entitled **Practices of Selecting ELT Textbooks in Institutional Schools** under my guidance and supervision.

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Dedication

Dedicated to

My parents who brought me in this world and devoted their entire life to make me what I am today and whose blessing is with me forever.

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Niroj Pudasaini

Abstract

This study entitled **Practices of Selecting ELT Textbooks in Institutional Schools** aimed to explore the reasons behind the selection of textbooks in institutional school and to find out the ways of selection of textbooks in institutional school. It is also one of the curious matters in academic field. I used qualitative research method adopting narrative inquiry research design to carry out the study. The population of the study included in Nuwakot and Kathmandu districts respectively. Three principals and two scholars (a Professor and a Reader of central university campus, Kirtipur) were selected as the sample for the study by using purposive non- random sampling procedure. Required data were elicited conducting open ended in-depth interview and virtual mode. The data were analyzed by using thematic approach. From the analysis and interpretation of the data, it was found that selection of textbooks from different publications are distinguished from one another, some institutional schools are selecting the textbooks for their benefit such as commission, discount, profit and constructing building. Some of them have used the books as recommended by Private and Boarding School's Organization Nepal (PABSON) and National Private and Boarding School's Association (N-PABSON) while others have selected as per their choices. It was also found that some textbooks are selected with the decision of subject teacher committee and the principal under the PABSON. Furthermore, it was also found that while selecting textbooks in institutional schools they follow the guidelines of Curriculum Development Center (CDC).

This thesis consists of five chapters. The first chapter consists of background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitations of the study and operational definitions of the key terms. Similarly, second chapter deals with the review of theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, the third chapter incorporates the research methodology of the study which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. In the similar view, the fourth chapter includes the results and discussion. Finally, the fifth chapter incorporates the conclusions and recommendations of this study.

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Lists of Abbreviations

ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
CDC	Curriculum Development Center
SLCB	School Leaving Certificate Board
MOE	Ministry of Education
PU	Purbanchal University
PABSON	Private and Boarding School's Organization Nepal
N-PABSON	National Private and Boarding School's Association
NCF	National Curriculum Framework
SSRP	School Sector Reform Plan
SSDP	School Sector Development Plan

Chapter I

Introduction

Background of the Study

Textbook is a main source of teaching and learning. A textbook is a comprehensive compilation of content in a branch of study. Ur, (1996) states that textbooks give both teachers and learners a clear framework. It provides insightful knowledge, skills and good attitudes to the both teachers as well students. Textbooks are considered as the most important source of knowledge and the most organized tool for achieving the goals of a specific foreign language curriculum. (O'Keefe, 2003). There is no doubt that textbook is a universal element of language teaching. The research problems of textbook adoption and selection fall into the great research group "the development of textbook" (Johnson, 1993). It means while carrying out research the number of research books should be looked pointing out its strengthening and weaknesses appropriately. It is also considered as the visible heart of any English language teaching. It is useful for different particular needs, interests, and purposes and so on. According to Poljak (1983), textbook is a basic teaching and learning materials which enables students to acquire the necessary knowledge, develop critical, creative and dialectical thinking and develop their mental skills. It carries a wide range of new and interesting facts and open the door to a new world of a whole new experience. Textbook does not only content authentic & knowledgeable as well as prepares & increases learner's interests in language learning. Good textbook provides the essential information in a way that that student can truly understand without much background knowledge.

The textbook works in the frames of various educational conceptions, declaring different demands (Westbury, 1994). It means textbooks give us knowledge for educational purposes such has wide significance, what role can it play in ELT language learning, what are the relationship between teachers and the learners, why it serves as a guide for a teacher and students and so on. A textbook is a book that is developed keeping in new particular level of education & students processing specific cognitive abilities. If textbook content is not accordance with the psychological needs and cognitive level of the students, the students will exhibit fatigue and disinterest which lead to waste its academic and educational sources. A good textbook attracts

the students in many ways if it is developed according to the established principles. Buckingham (1960) states that the textbook in modern sense is a learning instrument usually employed in schools and colleges to support a program of language instruction.

Textbooks are the most significant elements of EFL teaching and learning process. They are instructional materials for both teachers and learners for learning tools. They are the strong weapons to assimilate for those who are eager to learn. Recent studies have found that textbooks are the materials which is used as the basis for a learner. So it emphasizes that the relationship between teacher and course book is inherent each other and also taken as a supporting detail. Similarly, As Alefiyah views that the context of textbooks is no doubt essential, but the or gathering framework of ideas and concepts to be taught is no less important. Yes of course, still having significance the context of in ELT learning the concept and ideas as well as its norms and values are equally pivotal.

So, textbook is a branch of instruction. It is because it provides a series of information related to the field. Its primary aim is not to impart information about a specific subject but to enable one to develop proper understanding of subject. According to Oxford Advanced Learner's Dictionary (2010), a textbook is defined as "a book that teaches a particular subject and that is used especially in school and colleges." A good textbook takes into consideration the method of teaching in view new development and changing methodology of teaching. Textbooks have been part of the stock in trade of the educators about a book. It is accessible to anyone who can read the language in which it has been written. Textbook provides administrators and teachers with a complete program. It is the fountainhead for leading individual coupled with notified objectives. The series is typically based on the latest research and teaching strategies in real classroom. Good textbooks are excellent teaching aids. They are a source for both teachers and students. For the learners, the textbook is one of the most valuable sources of contact they have with the language. "It is a framework and guide that helps them to organize their learning. It is helpful to involve in the process of adapting textbook (Gauravkhurana, 2018)". Therefore, textbook may assist to organize the ideas and involve in real textbook adaptation process.

“The textbook is an almost universal element of English language teaching” (Hutchinson & Torres, 1994, p. 315). It is learned and taught in every corner of the country and expand the knowledge the horizon through different learning materials.

Textbooks play a vital role in the teaching and learning process. No other teaching aid or tool can replace the vitality of it. Even in the times of advanced technology that we are subjected to these days use of textbooks still remains of primary importance. A child first expose to studies begins with books by the guidance of his parents or the teachers of the school. They more personal, handy and nobody requires to make any prior presentations to use them. “Textbooks are designed to give cohesion to the language teaching and learning process by providing directions (Wong, 2011, p. 5)”. It means textbooks are made according to the level of language process, so it needs to be thought while preparing textbooks.

A textbook is equally essential for student as well as teacher. For students, it gives them a guideline of what learning is expected as their level and hence available. For teachers, it gives the objectives why a particular part is to be taught and which educational goal it satisfies. So, textbook may serve different meaning and may have different usage which is primarily dependent upon the students/participants’ level of knowledge and understanding. Researchers such as Allwright 1981, Porreca (1984), Catchcart, (1989), Carrell and Korwitz, (1994) and Rennor (1997) have expressed contrary views, arguing that textbook lack authentic texts since they depict preferences and biases of their author and therefore may generate misjudgment, misconception, prejudices and stereotypical representation of people from other countries. In their view such teaching material are not suitable and convenient for classroom language.

Statement of the Problems

A textbook is a manual of instruction or a standard book in any branch of study. Textbook should not merely concern to the related knowledge although according to Lemmer, Edwards and Rapule (2008) it includes the basic information in proper deepness as well as technical correctness. They are indispensable part of the world of education as they serve numerous purposes, for teachers, they often become the embodiment if the curriculum the extent that many instructors believe in teaching

their students the entire content of these books from cover to cover. For learners, these not only constitute the corpus of the subject matter on their grade level, but also provide structure and reinforcement to their learning by the way they are organized and illustrated (Miller & Benry, 1962). The content of textbook is no doubt essential but organizing framework of ideas and concept to be taught is no less important.

To cater the various needs of a student, like the provision of visual appeal, the enhancement of subject understanding, the improvement of content retention and stimulation of creative thinking and in order to effectively organize textbooks, designers must employ these communication process in creating a spectrum of impressionistic, abstract and representative art (Mayer, 1997). I carried out this research being based on how teachers view on the book selection for teaching. Similarly, what the students prefer to read and what are the basis for textbook selection. This research principally was completely based on to explore the reasons behind the selection of textbooks in institutional school and to find out the ways of selection of textbooks in institutional school. Similarly, another purpose of my research study is to suggest some pedagogical implications for those concern bodies. Furthermore, I discussed the present scenario of why most of the institutional schools are using textbooks from different publication. I tried to study this research through telescopic view. Similarly, I also I tried to analyze critically on why different textbooks are used in institutional schools to teach in the classroom? what could be the factors that determine the choices of textbook? Similarly, why this study is beneficial for academic as well as professional development? What the students prefer to read and what are the basis for textbook selection? So, I carried out this study being based on these questions properly.

Rational of the Study

This study entitled “Practices of Selecting Textbook in Institutional School” is significance for those who are concerned with it. Furthermore, this research study will also be beneficial for the researcher to develop his/her research skills and get an in-depth insight regarding the topic. This research study attempts to identify the reasons of selection of textbooks from different publications in institutional school and the ways of selecting these textbooks. Similarly, this study will also be significance to analyze and interpret the data through developing the themes by using collected data.

Likewise, it will also serve as reference material in the field of given topic as there are no sufficient research studies in this area in the context of Nepal. Furthermore, this study will be directly and indirectly significant to the professionals, language practitioners, policy makers, textbooks designers, Curriculum Development Centre, printing press, teachers, students and the people who are involved in teaching and learning activities.

Objectives of the Study

The objectives of this study were as follows:

- To find out the ways of selection of textbooks in institutional schools.
- To explore the reasons behind the selection of textbooks in institutional schools.
- To suggest some pedagogical implications for the study.

Research Questions

The objectives of this study were as follows:

- What are the reasons behind the selection of textbooks from different publications?
- How do institutional schools select different textbook from different publication?

Delimitation of the Study

This study is qualitative in nature. The required information was drawn from in-depth interview and questionnaire. The sample of the study was consisted two private school principals and scholars from the related fields and selected from purposive non-random sampling strategy. I gathered data from three institutional schools' principals of Nuwakot district and two scholars (a professor and a reader of University Campus, Kirtipur) who have been serving there since long time. This study was strictly based on narrative inquiry. Interview was taken through face-to-face and virtual mode. The main purpose of the study was to explore the reasons behind the selection of textbooks in institutional school and finding out the ways of

selection of textbooks in institutional school. Similarly, another objective of this research study was to suggest some pedagogical implications for the study. To make cohesive and coherence ideas for this research study, the researcher analyzed and interpreted the data through developing the themes appropriately.

Definitions of the Key Terms

Narrative inquiry: The term narrative inquiry refers to the process of gathering information for the purpose of research through story telling. In my study, teacher's narratives are the study of teacher who use different strategies for making meaning class being based on their own experience that they encounter during their personal and professional life.

Textbook: A textbook is a manual of instruction in any branch of study. It is produced according to the demands of educational institutions.

Institutional school: Institutional School is a school which is established, conducted and primarily supported by a non-governmental agency.

Practices: Generally, the term practices refer to the culture of selecting textbooks from different publications in institutional school.

Chapter II

Review of Related Literature

This chapter consist of details of reviewed study and their implication in this study. This chapter provides information of previous research works and other related literature including theoretical and empirical literature on “Practices of Selecting ELT English Textbooks at Institutional Schools”. Moreover, the number of books, articles and journals are included in theoretical part of the study. It also helps to find out research gap of certain research studies. In this section of study, related review of theoretical literature, review of empirical literature, implication of review for study and constitute framework are indulged.

Review of Related Theoretical Literature

This subchapter deals with the different theoretical practices related to the title “Practices of Selecting English Textbooks in Institutional Schools”. It is the best way to find out the gaps and problems to explore new ideas from existing theories and findings. Moreover, to get an idea systematically and scientifically, the researcher conceptualizes the thing to carry out the research. I discussed on the following sub-headings:

Conceptualizing textbook. A textbook is a book containing a comprehensive compilation of contain in a branch of study with the intention of explaining it. Textbooks are produced to meet the needs of educators, usually at educational institutions (Wikipedia). The history of textbook dates back to ancient civilizations. For example, Ancient Greeks wrote educational texts. The modern textbook has its roots in the mass production made possible by printing press. Early textbooks were used by tutors and teachers as well as individuals who taught themselves. Before the invention of Greek alphabet 2,500 years ago, knowledge and stories were recited aloud, much like Homer’s epic poems. Next revolution in the field of books came with 15th century with the invention of printing with changeable type. The invention is attributed to German metalsmith Johannes Gutenberg, who cast type in molds using a melted alloy and constructed a wooden-screw printing press to transfer the image onto paper. Recent technological advances have changed the way people interact with

textbook. Online and digital materials are making it increasingly easy for students to access materials other than the traditional print textbooks. Students now have access to electronic books (e-books, online tutoring system and video lecturing).

Textbook is a containing fact about a particular subject that is used by people studying that subject. According to Sheldon (1988, p. 237), “Textbooks are the visible heart of any ELT program”. Textbook is still a valuable resource as a part of balanced program of studies. The textbook has been around since the beginning of the schooling. As long as, if maintain its course of evolution and growth, it will continue to be part of it until the end of formal schooling.

Appropriateness of textbook. Textbook is a book giving instructions in the principle of subject of study, especially one used as the basis of a course of study. The pedagogy of the textbooks can also have an important impact on the design of initial teacher education and continuous professional development courses for teachers. Selecting the right textbook is one of the most important decision a teacher has to make. According to Sheldon (1989, p. 237), “Textbooks not only present the visible ELT program, but also offer extensive benefits for both students and teachers”. It gives a clear framework for them who are eager to learn and uplift their professional lives. Richards and Rodgers (2001) state that “course books are an unavoidable element of the curriculum because they specify content and defined coverage for a syllabus item”. A textbook provides them with opportunity to go back and reverse. They also can use textbook for self-study and as reference source. Moreover, it is thought that a textbook provides teachers with a resource for presentation materials, source of ideas and activities, giving him/her some useful advice on the best technique for presenting the materials. (Crawford 1990, as cited in Richard and Renandya, 2002) views appropriate textbook may assist in experienced teachers to come to items with content and wage of teaching of different learners. “A textbook can be seen as agent for change” (Mouladinafchi, 2014). This can be achieved if three conditions are made. First, the book should include appropriate learning-how to learn suggestion. Second, the textbook must provide support and help with classroom management. Thus, freeing the teacher to cope with content and procedure. Third, it should provide a clear picture of what change the book and how to implement in the classroom. Additionally, a textbook can be used as structuring tool. In other words,

textbooks provide negotiation that reduces unpredictability of interaction of language classroom (Richard & Renandya, 2002, p. 83). Textbooks save teachers time and effort in preparation. They provide structured learning experiences that include both teacher- directed and students- directed learning in order to achieve a balance between role- learning and deeper learning. According Richard (2010), the appropriates of textbook for language teaching are mentioned below:

- They provide structure and syllabus for program
- They help standardize instruction
- They maintain quality
- They provide a variety of learning resources
- They are efficient
- They can provide effective language models and input
- They can train teachers
- They are visually appealing

So, textbook should be used as a means not an end. It should be used in interesting way to keep the students' attention in learning, be up- to date and should be revised in right to incorporate the updated content.

Importance of textbooks in EFL classroom. Textbook plays a significance role in EFL scenario. "Textbook is a book designed for classroom use carefully prepared by experts in the field and equipped with the usual teaching devices", P.V. Balcon as cited in Ghimire, 2021. It is believed that textbook consists of series of lessons which are supposed to well selected and properly graded. Textbooks play a vital role in the process of teaching and learning English language. Although textbook can be used globally, the present thought suggests that they should be prepared locally. This is very important in the case of ELT textbooks. It represents a useful resource for teachers as a course designers and learners as person who are acquiring the English language. "The textbook is a book used as standard source of information for former study of a subject and an instrument for teaching and learning" (Grabes, 2000, p. 175). It should be regarded as one of the many resources teachers can draw upon in creating an effective lesson and may offer framework of guidance and orientation. It is not only the teachers who have a significant impact on the use and

modification of textbooks, the learner's reaction to textbooks needs to be taken into consideration. River (1988, p. 475), stated that the importance of textbook cannot be over-estimated. It will inevitably determine the major part of the classroom teaching and the students' out of class learning. Textbook should match the aims and objectives of the language program. Even there should be linearity between teacher and the academic objectives of the particular textbook. Not only this, textbook should reflect the uses of situational use of language in real life, so that the learners will make of the language in response to their contextual demands. Textbooks should be chosen that will equip students to use language effectively for their purposes. Cunninworth (1995, p. 72) presents a checklist for textbook evaluation and selection organized under the following categories:

- Aims and objectives
- Design and organization
- Language content
- Skills
- Topic
- Methodology
- Teacher's book
- Practical consideration

All These above considerations of textbook evaluation are very practical selection as it covers the whole scenario of language- teaching spectrum and also linked with its vitality.

Regarding this, Monashi K, (a former teacher at Pioneer Academy, 2017-2018) says the following important of textbook:

- It serves as guide to the syllabus,
- Textbook transmits knowledge, skills, attitudes and values,
- Textbook provides the guidelines for the teachers and students apparently,
- It serves the time and energy of both teachers and students in searching information as it is the source of the material,
- It makes teaching of various subject systematic,

- Textbook plays major role for weak student to achieve good marks.

Similarly, Alexander Adely (MMS General Management, London Business School, 2020) says that:

- Textbook provides students with lots of information,
- It guides the teaching and learning of the curriculum,
- It helps students to organize their studies,
- It is one of the excellent sources of information for any subject.

In the same way, in Cuning Worth's view (1995, p. 7), the roles of the textbook are identified as:

- An effective resource for self-directed learning and self-study,
- A valuable resource for presentation materials,
- A source of ideas and activities for learner practice and communicative information,
- A resource for students,
- A syllabus,
- A support for less experienced teacher to gain confident and demonstrate new methodology

The roles and functions of textbooks. The role and function of textbook is equally significance for language teaching and learning. It is a material and activities which help students learn language and use it in their real life. Textbooks are the commonest form of teaching materials in language teaching. "Textbooks tend to have a constraining effect on the freedom of action of the teacher, predetermining the content and procedures for learners and preempting creativity and exploration on the part of teachers" (Prabhu, 1988). Because, textbooks are typically produced centrally by a group of specialists for another group to use locally in a top-down fashion. Gabrilatos (2000), says that teachers take textbooks as the bible, a guide, a crutch, a necessary evil, a burden. This statement indicates that textbook can be both a boon or burden. It even makes teacher aware but not over dependency on it. Similarly, textbook is important for the promotion of students self- directed and metacognitive learning in allowing students to become increasingly aware of their own abilities to

remember, learn and solve problems and more strategic and reflective in their learning, thinking and problem solving. On the other hand, textbooks sometimes considered as harmful tools, mainly concerning performance of students. The sole dependence on textbook is harmful for both the teachers and learners. It limits their horizon of knowledge of knowledge and experience. Using the same all the time in the classroom often becomes monotonous and boring for the students. So, textbook should be developed according to the needs and demands of the students to fight with global competitive scenario. According to Swales (1980, as cited in Sheldon, 1988), textbooks represent a problem and extreme cases they are examples of educational failure. When textbooks are used in classroom as one and only resource despite their shortcomings, they are seen as poor compromises between what is educationally desirable on the hand and financially viable on the other. Because of different interest of textbook designing, commercialism and usage, textbook may have a negative impact on the performance of student. So, they may be characterized harmful tools. Textbooks are used often supported by workshops, cassettes and teacher's guides. They are especially helpful for a beginning teacher. In a textbook, the materials to be covered and design out each lesson carefully spelled out in detail. Textbook provide organized units of work. Bell and Gower (1988, P. 117) state the following roles and functions of textbooks:

- Course books fulfill a wide range of practical needs, particularly in context where English is being taught in a non-English speaking environment,
- The textbook helps a route map for both teachers and learners,
- Textbooks provides structures and predictability, which help to participants in social interactions,
- Textbooks provide teacher, particularly those lacking in training and experience, with a sense of self-confidence and security,
- Textbooks can act as agent for change, allowing innovative ideas to be introduced within their structured framework in a way that enables teachers and learners to develop in harmony with these new ideas.

Textbooks are a key component in most language program. In some situations, they serve as the basis much of the language input learners receive and the language practice that occur in classroom. "Textbooks provides an idea on how to

plan and teach lessons as well as formats that teacher can use” (Richard, 2001).

According to him the roles and functions of textbooks are presented below:

- They provide structural and a syllabus for a program,
- They help standardize instructions,
- They maintain quality,
- They provide a variety of resources,
- They can provide effective language models and inputs,
- They can train teachers,
- They are visually appealing.

Textbooks are a vital ingredient of successful learning. Interesting and enthusiastic textbooks develop curiosity and interest in the subject matter. So, the roles and the functions of textbooks in ELT program are really important.

A framework for the selection of textbooks. What aspects of materials are focused on in evaluating them will largely depend upon the purpose one has in looking at the materials. According to Littlejohn (1988), “it is possible to describe materials in terms of quality of paper and binding, pricing, layout size, typeface and so on, but more pedagogies focus, rather than simply a pragmatic one, would lead one-to-one examine those aspects of materials that more directly aid teaching-learning process”. By supporting this Tomilnson (2014, p. 45) argues that while considering the selection of materials as involving two stages of analysis, the first would consist of assessing the content of the book in relation to its professional aim and second stage of analysis would involve assessing the effectiveness of materials in terms of the specific needs and contents of the indeed learners as well as how will they serve in teaching-learning process. It is subject specific, and tries to give ample information in a branch of learning. It consists of series of well- selected and properly graded lessons. Ideally speaking, textbook is useful for the students and teachers as well.

If a textbook state as an underlying principle of its materials that students need to engage in authentic communication in order to develop real-life communication skills. Textbooks are considered as a part of the ELT curriculum (Brown, 1995 as cited of Richards, 1988), not only for selecting appropriate teaching materials that can

contribute to successful curriculum implementation but also to truly bring to life the spirit of knowledge for the student, especially the good one. “A framework for creating clear concise and flexible would be more useful than detailed unbending checklists and that more useful attention should be given to help teachers to evaluate the effect of materials that they are using and modifying” (Tomilnson, 2012 p. 148 as cited Mukundan & Ahour, 2010). It means while selecting the criteria from different publications, it should be considered on clear and concise textbooks which could help the learner's interests in subject matter and gain knowledge accordingly.

Textbook policy in education improvement. The process of developing a textbook is valuable in itself. It can help align what are often described as the “quality” components of education- that is, the curriculum textbooks and assignment systems- in golden triangle that lies at the heart of what takes place in the classroom and learning students. In spite of recent technology advances, the importance if textbooks have not diminished. “A textbook (or learning and teaching materials) policy can help with difficult decisions about how to invest in new technology to support teaching and learning while retaining and upgrading traditional textbooks and learning materials” (Jagannathan, 2019 p. 2). A continuously updated textbook policy can facilitate allocation of budgets to physical textbooks and digital materials, ensure coherence between curriculum, classroom processes, and learning objectives and bring innovations to the teaching and learning process. So, textbook policy is significant in educational process it is because policy determines the variant areas of related topic, how to implement, what are the procedures should be followed, how much cost does it fall while implementing the policy and what are the ways to be investigated whether it is appropriate or not. So, the task of initiating educational activities throughout Nepal lies with the ministry of Education (MOE). The ministry is responsible for educational planning and management, as well as in improving services delivery systems across the country. MOE is composed of three divisions: Planning, General administration and educational administration. The role of Curriculum Development Center, Secondary Leaving Certificate Board, The Secondary Education Development Centre, Janak Educational Materials Centre are equally significance for the maintenance, transmission and renewal of curriculum. Similarly, PU also selects textbook writers on the basis of subject knowledge, classroom experience and sample materials reviewed by teachers/ subjects’ experts.

The PU manager also arranges distribution of the draft materials to be tasted in schools and validated by teachers' group. The managing editor, unit specialist, subject committee members, advisers and specialist all visit schools to collect comments which are subsequently relayed to the writers. National Curriculum Framework (NCF) has also laid emphasis on the development of students- centered textbooks to systematize school education. It provides an outline of topics to work for both teachers and students. The education system in Nepal prescribes two levels of school education: Basic school education (grades 1 to 8) and secondary school education (grades 9 to 12). In Nepal curriculum Development Center (CDC) is the apex body that develops the school curriculum and other curriculum materials. Similarly, School Sector Reform Plan (SSRP,2009-2015 AD.), School Sector Development Plan (SSDP,2016-2023 AD.) have also emphasized right policy for right output in educational sector.

Adapting classroom materials. Adapting means making something suitable for a new use, or situation or modify something. Most teachers are not creators of teaching materials but providers of good materials. A good provider of materials will be able to:

- Select appropriately from what is available,
- Be creative with what is available,
- Modify activities to suit learners' needs,
- Supplement by providing extra activities.

"Materials adaptation can span a range of procedures from adapting carefully contextualized role plays with the objective of providing more opportunities to communicate not finishing a pronunciation drill because of time constraints" (Tomlinson, 2014, p. 27). An awareness of various reasons for adapting materials can be pivotal when considering how best to use the materials adopted for the classroom. While adapting textbooks, teachers and other responsible persons should be able to find out its both positive and negative aspects. Richard, 2010 as cited in Ghimire, 2021 "The evaluation of a textbook is also affected by the concern of the evaluator". One teacher may look of a book in terms of its usability, whereas another teacher may look it much more critically in terms of its theoretical orientation and approach.

Therefore, in any language program, a published checklist should be used put with necessary adaptation. Based on the factors in each situation, questions specific to that situation need to be generated around the main issue involved in textbook evaluation and selection, there issues are: program factors, teachers' factors, learners' factors, content factors and pedagogical factors. One reason for adaptation is the concern published materials are necessary constrained by the syllabus, unit template and other space concerns. So, it is inevitable material in the country like Nepal where do not have competent teachers and other supporting materials. Ghimire (2021, p. 283) states that while selecting the textbook from different publications we need to see its primary features such as: content, topics, language, exercise, instructions, methodology, language skills and aspects, cultural appropriacy, selection and gradation. He also adds that peripheral features of the textbook should look its layout, letting and spaces, printing and binding, paper quality, pricing, pictures and illustration and availability. Textbook There are always sound practical reasons for adapting materials in order to make them as accessible and useful to learners as possible. According to Cunningsworth, adaptation depends on factor such as:

- The dynamic of the classroom
- The personalities involved
- The constraints imposed by syllabus
- The availability of resources
- The expectations and motivations of the learners

“In favor of using a coursebook on the condition that its use be limited a jumping- off point for teachers and the class” (O’Neil 1992 as cited in Park 2013 p. 92). This statement states that before beginning the implemented curriculum in the classroom the it must to need to see its significance and vitality for productive outcomes. The role of the government is crucial to implant to see of knowledge and skills through taking- out the new policy which suits for the whole round development of both teaches and students regarding textbook implementation. Old and outdated policy cannot bring the positive result to the nation. Since most textbooks are developed nationally or even internationally but used locally, they cannot address the specific needs of the learner of a particular region. The textbooks are developed by keeping the average learners in mind and therefore they may not be

suitable for all kind of learners. Therefore, commercial textbooks can never be used without some form of adaptation to make them more suitable for the particular content. This adaptation may take a variety of forms (Richards, 2010):

- Modifying,
- Adding or deleting content,
- Reorganizing content,
- Addressing omission,

So, adapting textbooks is an essential skill for teachers to develop teaching resources, and individualize particular group of learners. Similarly, the government should be quick and straight- forward while making a policy regarding textbook implementation.

Harmer (2008) gives the following for textbook adaptation:

Price and availability	How much does the course book cost? Will students have to buy any extra material? Are all components (course book, workbook, teacher's guide, audio etc.) available?
Adds – ons and extras	Apart from the course book, what other extras are offered with the course? Are there internet sites with extra material or with 'meeting places' for users? What else does the publisher offer to support the course?
Layout and design	Is the book attractive? Is its design appropriate for the students and the teachers? Does the design of the book make it easy to follow?
Instructions	Are these instructions clear and unambiguous? Are they written in language that students understand? Can the course book be used by the students working own or is it necessary to show them how to use?
Methodology	What kind of teaching and learning does the course book promote?

	<p>Is there a good balance between study and activation?</p> <p>How do the authors appear to think that people's languages and do we agree with them?</p>
Syllabus	<p>Is the syllabus appropriate for our students?</p> <p>Does it cover the language areas that we would expect?</p> <p>Do we and our students like the sequencing of language and topics, etc?</p>
Language skills	<p>Does the coursebook have the appropriate balance of skill?</p> <p>Is the skills work really designed to promote the skills?</p> <p>Are these possibilities for both study and activation in the skills areas?</p>
Topics	<p>Does the book contain a variety of topics?</p> <p>Are the topics likely to encourage the students?</p>
Cultural appropriacy	<p>Is the material appropriate for the cultural situation that the students are in?</p> <p>Do the texts contain culturally insensitive material?</p> <p>Are the activities appropriate for the learning culture?</p>
Teacher's guide	<p>Does the textbook have an accompanying teacher's guide?</p> <p>Is it easy to use?</p> <p>Does it explain things clearly?</p> <p>Does it offer alternatives to the coursebook activities?</p>

Empirical Literature Review

Many researchers have carried out research in the field of "Practices of Selecting English Textbook in Institutional School". These researches are directly and indirectly linked with our topic of study in professional life. Following are some of the researches that have been carried out in the field of selecting textbook in private school. The reviewing such is briefly mentioned here.

John, (1991) dug-out a research on "Choosing the College Textbook Selection Checklist for Instructor Use". The project developed a checklist for examining college texts for adoption in situation in which several instructors use the same text to teach a large introductory multi-sectioned college course. Fifteen students from

Brenau College (Georgia) and thirty-three faculty members from several Georgia College were interviewed. It is found that, most textbooks choices are made examining copies of the text and the ancillary materials that accompany them. The checklist was reviewed according to their suggestions.

In addition to, Sikorova (2004) investigated a research on "The Textbook Selection in Primary and Secondary School" in which the main aim of this research was to identify & describe the role of the teachers in the textbook selection and evaluation in school of Czech Republic. The research sample was presented by 784 teachers of general education subjects in Ostrava region. The sample was selected on the base of stratified choice and includes 5 groups of respondents, primary school teachers, lower-secondary school teachers from 3 types of upper-secondary schools. She used questionnaire method with multiple choices structured. Interview was applied in pilot and pre-search studies. The findings of this research are: The idea of an optimum textbook is false. It is very difficult to specify the selection of one textbook & any other. The decision on textbook selection must be made in the light of specific characteristics of their users.

Olinger, (2005) conducted a research on Selecting Textbooks and Other Curriculum Support Materials for School in Karachi, Pakistan. The main aim of this study was to investigate the student's perception towards layout and organization and their evaluation of textbook ease of learning. And another objective was to find out whether the layout dynamics of school textbooks make any difference in students' interest in studying or subject understanding. He has used survey method as chosen using questionnaire for the study to go gauge student's perception of textbooks they use. The selection of the sample population was carried out on the basis of the availability of students at the elementary level which includes classes 1 to 8. The research has informed verbal consent was sought from the participants & they were briefed regarding the items on the scale & any ambiguities that occurred in the items were clarified accordingly. The researcher concluded that students at the elementary level value supervisor textbook print and colorful pictures more than good quality paper. Same as students are more satisfied with the overall textbook in relation to units, that's chapter.

Similarly, Allakbari has carried out a research on the topic of “The Place of Culture in the Iranian ELT Textbooks in High School Level” in 2005. The present study is an attempt to investigate the way culture is addressed in ELT in Iran in general and the place of culture in ELT at the high school level education in particular. He has used survey design to gather the data. The main finding of this research study was, the current materials and textbooks are shallow and superficial with respect to their treatment of culture. They are therefore inadequate to the task of teaching culture specifics to their deeper sense or cultural skills.

In the same way, Park (2013) has conducted a research on “Adapting Classroom Materials Using Process Drama Strategies”. This study explores a group of 26 Korean secondary teachers’ experience with process drama during an intensive teacher training program conducted in the spring. The researcher carried out this study as the instructor of a course attempting to improve current Korean secondary English classrooms by investigating the participants’ ongoing reflections, questionnaire results, adapted materials completed by participants and instructors’ teaching log throughout the course. The result of the study shows that all of the teachers want to use process drama technique in their classroom since it offers meaningful context as well as engaging atmosphere for the students to communicate spontaneously.

In the same way, Alefyah, (2015) carried out an article on "Students Perception of Textbook Layout and Learnability in Private School". The objective of this study is to find out whether the layout dynamics of school textbooks make any difference in student's interest in studying or subject of understanding. Seventy-three students from various private schools of Pakistan Cosmopolitan city Karachi responded to a quantitative survey that measured their perceptions regarding textbook components such as paper, print, color and textbook pedagogical features.

Similarly, Jerrim, (2015) dug out a research on Private Schooling, Educational Transitions and Early Labour Market outcomes: Evidence from Three Anglophone countries, which has published by Oxford University Press in 2015. The main aim of this research was to find that privately educated children's more advantaged family backgrounds & higher levels of school achievement are the main reasons why this ground is more likely to enter university & work in professional jobs. He has used a

binary response regression model as a methodology. In his research, three nationally representative data sets were analyzed whether he did research in Australia, England & United States. The main findings of this research were, there is a large & statistically significant difference between private and state school children in all these three countries. And another major finding is in each country there is notable reduction in the parameter estimates, demonstrating that at least part of the private state school gap is due to social selection.

Devi, has conducted a research on Teachers' and Students Perceptions towards Textbooks Adaptation in 2017. The main aim of her research study was to find out the perceptions of English teachers towards textbooks adaptation and to identify the perception of students towards textbook adaption. The population of this study consisted of all the English teachers teaching compulsory English in class 11 and all the students studying in the same level of different schools of Kathmandu valley. Result of this study revealed that teachers and students both have positive perception towards textbooks adaptation.

National Education Commission Report (2049 BS) has suggested that the publication of different textbook should be developed on the basic of competition. Similarly, the textbooks which are used in the school should be acknowledged by the relevance agency.

Moreover, Education Rules, (2059 BS) emphasized the terms and condition to be fulfilled by the school. According to the rule, the curriculum and course books approved by the government of Nepal shall be implemented. Additional course books or study materials shall not be used without approval of curriculum development center. Same as Private school shall, at the beginning provide boarding facility to at least 10 percent of the total students of the school.

Implications of the Review for the Study

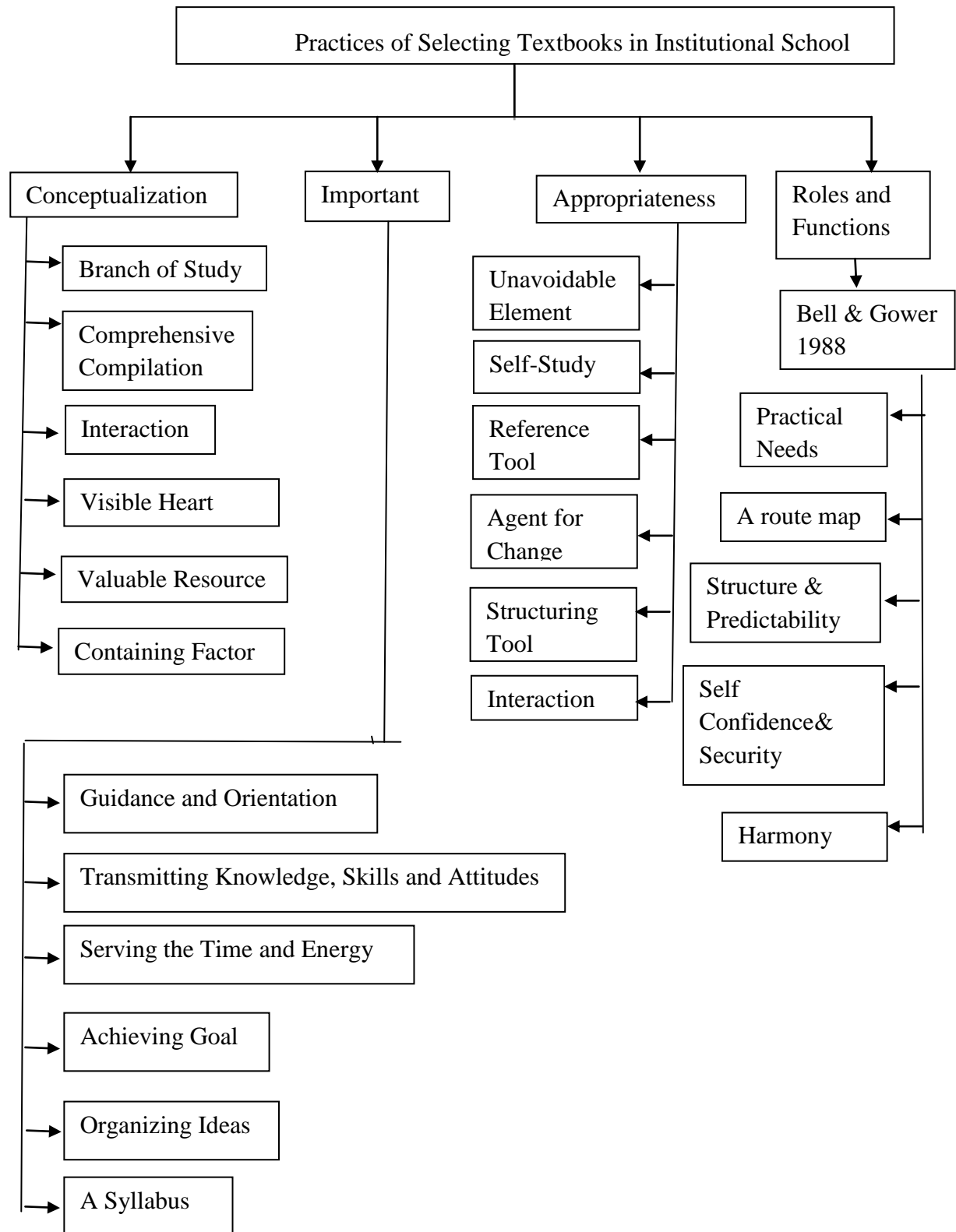
Literature of any field of study has great importance to lead the path towards any study. It provides guidelines to the researchers in several stages of study. These research studies that I have reviewed above provided me insightful ideas on moving this study ahead. Kumar (2005) says "literature review is an integral part of research

process. It serves supporting tool from the beginning of the study to its end. It has very important place in any research”. Literature review has remarkable implications from the selection of topic to deriving the findings. To choose the remarkable new topic in practices of selecting textbooks in institutional schools, I reviewed as many literatures as possible which already carried out. These works had recommended some possible researchable topics that had helped me to find out the gap between what I had already found out and what was remained to explore. This revealed any researchable topics has to have background insights through literature review because all the problems may not be research topics. Similarly, theoretically review is implied to extend the knowledge of practices of selecting textbooks in institutional schools.

According to Kumar (2011, p.32), “going through literature acquaints you with methodologies that have been used by others to find answers to research questions similar to the one you are investing”. Literature review is an important part of the research study because it helps to examine and evaluate what has been done and what has not been done yet for findings new area for further research. Above reviewed theoretical and empirical literature helped me in a number of ways. The study carried out by John (1991) helped me to draw some insights regarding practices of selecting textbooks in institutional schools. The study carried out by Sokorova (2004) helped me to draw some knowledge on the related topic. Similarly, Olinger (2005) the study showed me to understand the theoretical knowledge in this research. In the same way Allakbari (2005) this study helped me to understand the current materials and textbooks shallowed and superficial with respect to their treatment of culture. Likewise, Park (2013) helped me to prepare the data collection tools and have some insights in methodology. On the other hand, Alefyah (2015) study showed that the layout dynamics of school textbooks make any difference in student's interest in studying or subject of understanding. In addition to Jerim (2015) this study study showed that positive learning outcomes associated with selection of textbook in institutional schools. Similarly, Devi (2017) research study helped me to have understanding the perceptions of English teachers and students towards textbook adaption. Similarly, National Education Commission Report (2049) insights me the knowledge on the publication of different textbook should be developed on the basic of competition. Similarly, the textbooks which are used in the school should be acknowledged by the relevance agency.

To warm up, there are so many other literatures, all of which more or less supported me to understand the concept of selecting textbooks in institutional schools, reasons of selecting textbooks and the policies and practices in the context of Nepal. From above reviewed research work, I came up with research process and methodological tools which are very significant to any research work. Those related study helped me to make my research study systematic, scientific and more academic.

Conceptual Framework



Chapter III

Research Methodology

This chapter deals with methodology which includes designs and methods of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical consideration.

Design and Method of the Study

Research design is a roadmap which directs the researcher to the way he/she is heading to. Kumar (2005), states that a research design is a procedural plan that is adopted by the researcher to answer question. It is also referred as the research method which includes the procedures or the ways or carrying out the study in order to achieve the objectives efficiently within the fixed time frame. To be specific, it is the outline because of which the study proceeds ahead. Therefore, my research study was based on narrative inquiry. In narrative research design, as a distinct from qualitative research. “A narrative typically focuses on studying single person, gathering data through the collection of stories, reporting individual experiences and discussing the meaning of these experiences for the individual” (Craswell, 2009). To make this study systematic and achieve the objective the study, I used a narrative inquiry research design. Narrative inquiry is a research design from which I collected information from the detailed small population using unstructured research tool. Through this design, I explored the practices of selecting English textbook in intuitional schools and in their views regarding this. It can be taken as the best design to get in-depth data for the research study.

Population Sample and Sampling Strategy

The population of the study was taken from the teachers of Nuwakot and Kathmandu districts respectively. Among them, I selected three principals and two scholars (a professor and a reader of university campus, Kirtipur) as sample population using purposive non- random sampling procedure because it is in-depth data for the research study.

Research Tools

The main tool of data collection was driven from open-ended in-depth interview and virtual interview which will help me to gather the data for the study.

Sources of Data

Both primary and secondary sources of data were used for the data collection of required data. The primary sources were used to get the information of practices of practices English textbooks in institutional schools by the teachers whereas secondary sources of data were used in forming the theoretical part of the research.

Primary sources of data. Three principals of institutional schools and two scholars (a professor and a reader of university campus, Kirtipur) were taken as the primary sources of data.

Secondary sources of data. In order to complete this study, various books, journals, thesis, articles and visited some related websites for secondary sources of data.

Data Collection Procedures

In order to collect the data, the following stepwise procedures were carried out in the investigation:

- a) First of all, participants were selected on the basis of the objectives of my study.
- b) Then, I visited the selected principal institutional schools and virtually the scholars (a professor and a readers of University Campus) in Nuwakot and Kathmandu districts respectively and established rapport building with them.
- c) Next, I informed them about my research work and objectives of my study.
- d) Then, I consulted and explained them about the purpose of the study and requested them to take part in it. I assured them the confidentiality in terms of ethics regarding the obtained information through interview.

- e) After that, I conducted the open-ended in-depth interview of the talked in detail about the practices of selecting English textbooks with the participants for more details when necessary.
- f) After that, I kept the record of the interview.
- g) At last, I thanked them heartily for their kind co-operation.

Data Analysis and Interpretation of the Procedures

This section deals with the interpretation and analysis of the data, which was mainly concerned with the systematic procedures of analysis and thematic interpretation. To fulfill the objectives of my study, the analyzed data were presented thematically. I used thematic approach to determine what stories were told and what stories were revealed about each individual teachers and what practices were there while selecting textbooks form different publications. On the other words, the narratives were first viewed holistically and then analyzed thematically.

Ethical Consideration

Ethical considerations are so significant in the field of research. This study was conducted according to the academic rules and ethical conduct. While collecting data participants were informed the purpose of writing and duration of the research and the benefits and discomfort of participation. They were assured of the confidentiality and anonymity of their responses and their right to withdraw from the research at any point. There were no coercion or deception as well as negative consequences for them if they don't assist me in my research. Similarly, my research was not included any intentional falsification, fabrication, suppression and misrepresentation of the data.

Chapter IV

Result and Discussion

This section deals with the interpretation and analysis of the data, which was mainly concerned with the systematic procedures of analysis and thematic interpretation. To fulfill the objectives of my study, the data has been presented thematically. Their views reflected on what practices are there while selecting textbooks from different publications. The data were accumulated from five participants. The information found in this section was obtained from interview, written stories and informal talk which were decoded with the themes and sub-themes. The data were analyzed and interpreted descriptively on the basis of my research questions.

Analysis of Data and Interpretation of Results

The data collected from the primary and secondary sources were analyzed in this section. To fulfill the objectives of my study, I collected the data through in-depth interview narratives by selecting five respondents. The selected respondents were the ones who are principals of institutional schools in Nuwakot district and scholars (a professor and two readers of Tribhuvan University) who have been serving there for a long time. And they were asked about the practices of selection of textbooks in institutional schools.

Hence, the responses from the participants have been further analyzed and interpreted by using thematic approach. I used thematic approach to determine what stories were told and what stories revealed about each individual and what kind of practices they have been using these textbooks. After collecting their ideas, I wrote the stories in my own language. Then subsequently, I categorized the themes in different sections based on the similar responses. Finally, narratives were viewed holistically and analyzed thematically. Following major themes have been derived from accumulated data through interview, written stories and informal talk with the participants.

Background of the Participants

Every person has their own background. The background of people plays a crucial role in determining the selection of their profession so they cannot be away from this kind of culture. All the participants have different family, social, economic and political background which is a part of selecting job. Through the discussion with my participants, I came to know that selection of ELT textbooks is differed from one another for their purposes. Participants belong to the different background and they shared their ideas. In this regard, one of the participants,

Sudeep Said,

Okey, so introducing myself this is me Mr. Sudeep Pudasaini. I have been teaching in secondary level as an English teacher since 2071 as well as a principal of Samudayik Vidhya Mandir, Nuwakot and a member of PABSON Nuwakot too. I have completed my master's degree from the central department of English Education, Tribhuvan University, Kirtipur, Kathmandu. In our school textbooks from different publications such as Bhudiupuar, Readmore, Yakata and Atharai have been using for a long time.

On the other hand, another participant Lokmani shared his family and social background. He told his story like this:

Well ...my name is Lokmani Joshi. I am a principal of Orchird Academy. I am a secondary level English teacher too. I have been involving as a member of PABSON, Nuwakot for five years. Our school has been teaching the textbooks from different publications such as Atharai, Readmore and United publucatons. We decide the textbooks from different publications and verify its strengths and weakness and choose appropriate textbooks to be launched.

Similarly, one of the respondents said that:

Thank you so much. It's me Ramraja Bhandari. I am a principal of Goodwill Academy. I have been teaching here as a secondary level English teacher for three years. One more thing, I am a member of PABSON Nuwakot too. The textbooks from publications such as Readmore, Buddha, Atharai have been

using in our school. Specially we select those textbooks from different publications which can assist to students' whole round development through different activities, teaching learning process, method, strategies and well composed knowledge.

In the same way, another participant shared his stories in the following way:

It is me Bishnu Bahadur Gurung. I am a professor of central department of English education, T.U.Kirtipur. I have been teaching here for five years and it has been wonderful experiences that I have collected throught my teaching career. Similarly, got opportunity to know different things regarding selecting the selecting textbooks. In fact, textbooks are selected as per the needs and demands of the society what has been prevailing in the contemporary society. Similarly, by analyzing the significance of it, it is given to approve the curriculum development center.

Similarly, the remaining respondents said that:

It is me Renisha Pudasaini. I am a reader of central department of English education, T.U.Kirtipur. I have been teaching here for six years. I have well known experience of teaching learning activities as well as the procedures of textbooks selection from different publications. Many publications try to focus on those textbooks which can foster on teaching learning activities as well as exercises for students on the basis of its objectives.

Guidelines used by teachers while teaching learning activities. Guidelines is a main key in teaching learning activities to make effective classroom. According to Harmer (2007, p. 181) "Textbooks come up with detailed guides of teachers, which not only provide procedures for the lessons in the books of students, but also offer suggestions and alternatives, extra activities and resources ".To make teaching and learning activities effective and productive the teacher, regard the learner not as a passive recipient of the wisdom of the ages but an active, thinking, feeling human being who needs to be stimulated, directed and guided toward the realization of all his inherent potentialities. Sheldon (1988, p. 238) states that textbooks are considered to be the "the route map" of an effective and well- structured English course. In this

regard, respondent A tells that *“The ultimate goal of classroom order is to enable instruction. So, for this collaborate with your students and teach through a good environment”*. Similarly, respondent B says, *“if you truly want to build an effective and positive learning environment, you should always keep the best interests of your students in mind”*.

As we all know that teaching learning activities can be fruitful if there is maintained good environment between the teachers and students. To make teaching learning activities interesting, easy and enable to express concepts the teacher should be supportive, motivative, encouraging and a co-operative.

In addition to respondent C *emphasizes on continue reinforce classroom rules*. Same as respondent’s D and E expresses, *use positive language and have a good attitude”*.

The guidelines used by teachers in teaching learning activities can build relationships among the teachers and students, strive to be respectful to all, involve relevant stakeholders. Similarly, it encourages all to take responsibilities and provide the opportunities for equitable dialogue and decision- making. Sensory and Dangelo (p. 8) has given some guidelines for effective teaching classroom:

- Strive for intellectual humility. Be willing to grapple with challenging ideas.
- Differentiate between opinion – which everyone has and informed knowledge, which comes from sustained experience, study, and practice. Hold your opinions lightly and with humility.
- Let go if personal anecdotal evidence and look at broader group- level patterns.
- Notice your own defensive reactions and attempt to use these reactions as entry points for gaining deeper self – knowledge rather than as a rational for closing off.
- Recognize how your social personality (e.g., race, class, gender, sexuality, ability) informs your perspectives and reactions to your instructor and those whose work you study in the course.
- Differentiate between safety and comfort. Accept discomfort as necessary for social justice grown.

- Identify where your learning edge is and push it. For example, whenever you think, I already know this ask yourself, how can I take deeper? Or, how am I applying in practice what I already know?

Selection of textbook of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial or even political investment. It seems we must need every effort to establish and apply a wide variety of relevant and contextually appropriate criteria for the selection of textbooks that we use in our language classroom. So, it always needs to consider that while following the guidelines in teaching learning activities the teacher must think the needs, interests and the demands of the students to take out the positive output in ELT classroom.

Using different publications book for enhancing second language acquisition

Second language acquisition (SLA), sometimes called second language learning otherwise called to as L2 acquisition, is the process by which people learn second language” Lydia (2003). English language acquisition and competency has become an educational priority in today’s global community” (Morgan Glazer, Kara Harris, Dottie Ost and Mariah Gower, 2017). Second language acquisition is also the scientific disciplined devoted to studying that process. In this regard respondent A cites that *Second language acquisition plays a vital role in language learning and cultural acceptance from one to another. It seems there are so many books from different publications are using in institutional school in the name of acquiring second language. People believe that use of different publications books in school can accelerate theirs’ speed of knowledge and level of competences.*

Textbook is a key component of any languages program. They have the great value and effect in the process of teaching and learning. According to Zohrabi, Sabouri and Behroozian (2012), textbooks are considered an essential component of any EFL course so that the use of EFL published materials is more widespread than ever. They serve teachers as guidelines concerning syllabus, teaching methodologies and the materials to be taught. So, these different textbooks play a significance role to foster second language acquisition providing knowledge and information to the learners and the teachers in easy and organized way.

By supporting this view, respondent B responds *“with an ever- growing global economy and an increasingly diverse national population, speaking a second language is a desirable trait for many employees”*. In the same way respondent C asserts that, *“ use of different books from different publications can broaden the knowledge of their pupils and enhance their language proficiency. This is the age of science and technology, everything is changing rapidly in each and everything, so the students should be made up to date in language learning matter by applying the best version of second language books. Similarly, respondents “D and E clarify that we also need to remember that books contain a richer and more refined form of language by which we can gain many more knowledge and insight second language acquisition. Knowing many languages and being updated with the global scenario is one of the most important in this century. We should be as advanced as others so that the books which have been chosen in institutional schools should be good enough in all these aspects.*

The textbook is an important educational tool that mediates knowledge to new generations (Pallo, 2006). Learning-oriented curricula does not only bring a great deal of autonomy for teachers, but it also enables various content and pedagogical approaches for the authors. Using different publication’ books help to enhance second language acquisition and also fosters to both teachers and students’ knowledge and try to adjust with the new culture efficiently.

Importance textbook in academic field. The textbook is a main source of teaching and learning which has crucial role in academic field. Ahour and Ahmdi (2012, p. 176) state, *“textbooks are the main source that can convey the knowledge and information to the learners in an easy and organized way”*. They have important influence in instructional process. Sheldon (1988, p. 237) states that, *“textbooks represent the visible heart of any ELT program”*. Textbooks are used in classroom to make an arrangement for the chain of instruction and study. It is widely accepted as a common feature of classrooms worldwide and are important vehicles for the promotion of curricula. Textbooks save teachers time and effort in preparation. They provide structured learning experiences that include both teacher- directed and student. According to both Ravitch (2003) and Valverde et al, (2002), textbook is vitally important, they play a significant role in shaping teachers’, students’ and families views of school subject. It directs learning in order to achieve balance

between rote- learning and deeper learning. In this regard respondent A says that *a textbook is an indispensable tool for the teachers, it is essential to the teacher to be familiar with the different type of textbook before use. This familiarity with a textbook can be used through a critical cooperative study of the textbooks". They may provide the basic for the content of the lessons, the balance of skills taught and the kind of language practice the students take part in. So, they serve as the basis for much of the language practice that occurs in the classroom"*.

Textbook plays a vital role in the teaching -learning process. The main aim of textbook is providing comprehensible input for second language learners. The role of textbook is crucial in ELT because it promotes critical ideas, language practices and students' activities inside the classroom. Similarly, it does not only assist on enabling learners to use English fluently, confidently and appropriately rather it also fosters them to develop their references skills by encouraging them to use dictionaries and other references materials. The role of textbook varies greatly from classroom to classroom and teacher to teacher, however Gelfman, Podstruigich and Losinskaya (2004) provide a basic outline for the intermediary role of the textbook:

- To teach and encourage students to construct new knowledge,
- To balance detail and precision of information,
- To provide logical and consistent mathematical system,
- To bring about new questions,
- To provide students with active, creative, many-sided information.

In addition to respondent B adds that *Textbooks are a key component in most language program. Learning how to use and adapt textbooks is hence an important part of teacher's professional knowledge". In fact, textbooks influence the classes and learning process. It provides neat and clean framework for its users. To provide logical and comprehensive material, a good textbook emphasizes materials in systematic and comprehensive form. It gives the beginners a grasp of new matter. It also gives directions for further studies to enthusiastic pupils. Textbook provides a common ground which both the students and teachers may explore together. A good textbook is very important because it serves as guide to the syllabus, particularly suggesting what should be taught.*

Hutchinson and Torres (1994, p. 232) identify four ways in which textbooks can help in times of educational changes: first as “a vehicle for teacher and learner training”, second because they provide “support and relief” from the burden of looking for materials, third by providing, as a complete a picture as possible”, of what the change will look like,” and fourth through the psychological support they give to teachers.

Similarly, respondents C and D argue that, *Textbook does not only play a vital role to the teachers and students as well. Rather it has an equal role to the school administrations, community and its environment too. They provide the basic framework within which much of the classroom activities occur and also give every child the best possible opportunities for learning. Due to developing their reading and comprehension skills, enabling learners to use English fluently, helping them produce short texts, in spoken and written forms, sensitizing them towards vocabulary items, pronunciation and grammar it has huge importance in ELT practices.*

“A good textbook is the is the students’ most important source of knowledge since it helps them acquire knowledge and contributes to their personal development (Cigler,1997)”. Textbook does not happen in a vacuum. It must steer students towards specified learning objectives and ensure that these objectives are met. In this way, textbook assists both teaches and learners in perceiving and comprehending the world around them in putting knowledge acquired from sources other than the curriculum together and in mastering what they have learned.

Beside this, respondent *E* opines that, *one need not base entire teaching and learning activity on a single textbook, it needs to be used judiciously because no textbook is perfect. It should reflect the uses (present or future) which learners will make of the language. Textbooks equip the students to use the language effectively for their own purposes. Sometimes it is taken as an account of needs of students as they should facilitate their learning processes, without imposing a rigid “method”. It also has a clear role as a support for learning. Like they meditate between the target language and learners.*

Textbook purposes a learning path that is arranged into successive blocks of teaching modules. It provides a number of options for learning organization. They provide structure and syllabus for a program, maintain quality, provide variety of

learning resources, foster on effective language models and input. It also leads the learners towards the directed national curriculum to accomplish the aim of education. So, the textbook should be well contained and designed to grasp the different abilities of the teachers and students for their whole round development.

Teachers' perceptions while changing the textbooks within a year.

Teachers and students are the significance aspects are in language teaching. Teacher plays a very crucial roles such as learner, facilitator, accessor, manager, and evaluator in ELT classroom. Similarly, teachers have an important role in determining a good textbook for students. (Ramanov, 2007) states that “educators have underlined a position which teachers’ perceptions hold in education and agreed that teacher’s perceptions influence teacher’s practice, judgment and decision making”. For many years, textbook is pivotal for teachers and students in teaching and learning process. Regarding this respondent, A says that *changing a textbook within a year is inappropriate in fact. It is because when we change a book within a year, it would become costly and cannot bring appropriate result as we have expected to the students.* Similarly respondent B opines that, *Textbook is made for global context. At least we can try to make our pupils to fight with the global scenario in academic field. The more we provide good and quality education the more they will be able to knowledgeable on the contemporary aspects.* By supporting this view respondents C and D view that *when we change the books frequently it may gain an insightful knowledge simultaneously but seems costly to the students. By these causes they should afford more financially and might leave the school too. So, rater changing textbooks within a year it would better to keep up to three years which is appropriate for all the teachers, students as well parents too.* In addition to respondent E adds, *in fact, it is needed to change a book time and again to grasp the scientific knowledge and adjust with the pace of global knowledge but changing a book frequently within a year is an inappropriate it is because it is costly and may not take out the as an expected outcome from language learning.*

From the above-mentioned point of view what can be said that, changing a book from different publications is not appropriate in fact. Expanding a horizon of knowledge from different books is good but it is not sure that these selected textbooks from different publications may fulfill the knowledge or not because of its quality. Furthermore, it would be so costly for those middle class of people and difficult to

afford yearly. Therefore, we need to think critically before launching textbooks in the school.

Choices of textbooks in institutional school. Good textbooks are a key component of quality education together with good curriculum, teachers and other learning resources” (Jagannathan, 2018. p. 8). Improving student learning almost always includes enhancing the quality and relevance of textbooks. In this regard, respondent A says, *Textbooks are selected as per the PABSON's rules, regulations and criteria. Those books which have been launched by CDC cannot be changed self". Furthermore, some of the institutional schools are selling the books with the support of publications which is an unethical and immoral.* Similarly respondent B Views, *textbooks are selected according to the needs and demands of the society. Those books which have good and clear picture, qualitative paper, effective and complete exercises with creative ones are chosen for the school. So, textbook should be well illustrated and written in a simple language".* Furthermore, respondent C states, *in district level PABSON is a main organization of institutional schools. It is a non- political and non- profit-making organization. It also has its own terms and conditions regarding textbooks implementation. The main thing is that, before implementing the textbooks from the publications, PABSSON looks its vital aspects such as economy, size, contrast, clarity, exercises and description, page layout, language level and so on. By analyzing these aspects, they choose the best publications and use their textbooks. When they use these textbooks, they make rules and regulation on how to use and implement. Similarly, they also judge, analyze and critically suggest for its proper implementation."* Moreover, respondents D and E claims, *“Textbooks are selected on the basis of providing certain discount, gift and training to the teachers’ time and again by different publications”.*

From the above-mentioned views of different respondents, it is said that while selecting the textbooks, different terms and condition should be faithfully followed according to the PABSON and N-PABSON. If these schools do not follow the criteria made by the organization there is more chances to punish them. Textbooks are selected according to the needs and demands of the contemporary society to make the students globally competitive and educationally enrich. Not only this it also assists to students and teacher to interact as well as develop their social reformation. Moreover,

it is also found that, some of the institutional schools prefer to select the textbook by seeing and observing the paper quality, effective exercises, page layout, colorful pictures and content coverage. Because of which students can learn better according to their needs and interest. The ultimate goal is to bring positive outcome through liberal teaching. So, it assists to increase the learning aspects of the students and effects the educational scenario. It is also found that they prefer to select the textbook on the basis of discount, gift, commission, constructing building etc. which attracts the intention of parents, teachers and students holistically.

Teachers' view regarding selected textbooks. One of the most common resources in the classroom is the textbook. Novice teachers find this resource particularly valuable including suggestions such as using the text textbook as a guide for students, supplementing the textbook with outside reading and more. A textbook is usually lent to students by a school to accompany a course the school is teaching. So, textbooks have always been considered as a means of instruction in a given subject of study. In this regard, respondent A says, *"some of the textbooks from different publication have really brought improvement in teaching learning activities for both teacher and students as well"*.

“Textbooks have a great influence on the achievement of the curriculum goals (Hadar, 2017)”. Textbooks are made for specific purpose. Those textbooks which are designed with the level and the interests of the students assist to gain knowledge and skills appropriately.

Similarly, respondent B adds, *"Using textbooks from different publications helps to establish the good relationship between teachers and students. By supporting both teacher and student in teaching and learning process, the textbook can be a guidepost to growing educational attainments"*.

One of the key roles of a good textbook is to encourage students to acquire knowledge independently. Effective use of textbook helps in bringing and achieving the teachers' satisfaction and learner's outcome. Teacher can play an important and crucial role on nurturing and supporting each child's creative potential by proper use of textbook. It also helps teachers to become more inspirational and motivational too. So, different textbooks from different publications can help to establish collaboration

relationship and rapport- building between teacher and students emphasizing teaching learning activities.

In addition to respondent C states that *Textbooks are an important tool for developing students' knowledge and improve their performance. Selected textbooks from this publication do not only make versatile and creative ones as well as assist to be up to date with the contemporary issues. They provide an axis for coordinating inputs to improve learning outcomes.*

Textbooks are the very first essential things a child needs to embark on the learning process. Similarly, it also transmits knowledge, skills, attitudes and values. Textbook also serves as the guidelines for the teachers and students as well. So, it has a wide role in language learning process.

Likewise respondent D and E view, "*They are an effective resource for self-directed learning, an effective resource for presentation materials, a good source of ideas and activities*".

The content of textbook, developed in an appropriate way can guide and stimulate good pedagogy in the classroom to make the learning process more interactive and fruitful. So, it is needed to have such quality to foster both teachers and students in language learning process.

Adaptation of ELT textbook. Textbook gives a great contribution in teaching learning process. This demands textbook adaptation to meet needs, interests, ability, and learning style of learners addressing their particular cultures. Textbook are adapted to students if they consider their development level, experience and level of understanding. Adapting textbook may involve making changes to the text itself, supplementing the text, or giving students strategies to learn the material in some other way. "Course book must be adapted to your particular group of learners" (Graves, 2003, p. 230). Therefore, teacher in inclusive classroom must adapt textbooks so that students with different reading and comprehension levels can learn classroom content. Gabrielatos (2004) purposes several areas where adaptation is needed. They are: aims, topics, tasks, guidelines, texts. Quizzes, explanations, visuals and questionnaire. One of the benefits of using textbook is that you can free to adapt it to fit your needs. Regarding the textbook adaptation, respondent A cites that,

Adapting textbook motivates learners for learning and facilitates the acquisition of the language by providing sufficient materials. It is a part of a textbook and make communicative activities. It should reflect the way of using and evaluating textbooks by teachers.

Cunningsworth (1995) argues that textbooks are an effective resource for self- directed learning, an effective resource for presentation materials, a source of ideas and activities and a reference source for students. So, it should be made to fill the level of knowledge and increase their potentialities.

Similarly, respondent B emphasized that *Textbook adaptation objective should be consistent with the objectives of the lesson or the activity is replaced by another one. It should consider the needs and demands of the learners which could accelerate them to fight with the global competitive era. Advance organizers might be introduced. Teachers can demonstrate how to use this tool and then have students teach each other and review together using organizers.*

Textbook provides a guide for effective language teaching. Alibakshi (2007) points out the following objectives of textbook adaptation in ELT classroom:

- To eliminate the unnecessary content,
- To consider individual differences,
- To provide the content-based language strategies and cognitive styles of the learners,
- To accomplish the learner's interests and goals,
- To maximize the learner's involvement in teaching process,
- To reduce stress and anxiety on the part of the learners.

He further explains four useful techniques under the techniques for adaptation. They are: Adding, Simplifying, Reordering and Replacing.

By supporting this view respondents C and D state that, *rewriting passages, sections or chapters, highlight or emphasize certain sentences or paragraphs, supplementing the text with easier or more challenging books or articles on the same topic and summarizing contents into bullet points can be done while adapting textbook. Teacher should be modifying their materials for the benefit of their students*

and for their own. Moreover, it should be used selectively usually needs supplementing and adapting.

By theory, every teacher is a researcher, but by practice mostly teacher is transmitter of textbook knowledge. Therefore, the teacher should adapt the textbooks on the basis of supplementary materials, objectives, needs and demands of the learners and so on.

Similarly, E says that *textbook material should appropriate not only for teachers but also for students and the purpose of the institution conducting the English language teaching and learning itself. Materials adaptation techniques and activities might be various because of the different conditions where the textbook is used. Addition, extension, omission and deletion can be used while adapting a textbook.*

From the above-mentioned point of view, it is found that while adapting the textbooks, the teachers should be familiar with the textbook adaptation techniques and apply them properly in line with the various theories proposed by experts.

Challenges of textbook adaptation for the teachers. Teachers' belief, the implication they draw out of their experience and their educational background are among the reasons that lead teachers to adapt course materials (Graves, 2000). It is vital for the process of teaching-learning that teachers adapt the materials they use in their classes. When using materials that are already created teachers must study the context where they are going to and apply it. Adapting materials allows teachers to use very good resources in their perspectives. So, the context where the learning happens and the materials used for it are key to ensure that the students are acquiring new knowledge and retaining.

Teachers also faces the challenges while adapting the textbook. Teachers try to raise some factors that affect the practices of textbook adaptation in relation to their knowledge about textbook adaptation, in relation to schools, in relation to other teachers and in relation to the resource materials. In this regard, respondent A cites that, *Lack of trained and experienced teachers, lack of support of authority, time consuming, syllabus constrains etc. are the challenges of textbook adaptation. So, it is very important in order to make the textbook more suitable for students and in order*

to complete the textbook on time. In addition, textbooks cannot be adequate by themselves any situation or context. So, we teacher should perform textbook adaptation.

From the above-mentioned point of view, it is found that, the main challenges of textbook adaptation for the teachers are lack of trained and experienced teacher, time consuming, syllabus constraints etc.

Similarly, respondent B states that, *lack of knowledge and skills, inadequacy of materials that enable teacher to adapt textbooks, lack of time for preparation and assessment etc. are the main challenges of textbook adaptation for the teachers. So, every school needs to motivate teachers to adapt the textbook efficiently and bring positive output. The school should provide adequate resource materials and provide enough time for the preparation. In addition, lack of inadequacy of resource materials around the school and shortage of time for preparation are the basic challenges that restrain EFL teachers from the implementation of textbook adaptation.*

From the above-mentioned point of view, it is said that, lack of knowledge skills, inadequacy of materials time consuming are the main challenges for textbook adaptation for teachers. So, to make teaching learning activities fruitful there needs to provide sufficient time and materials as they need for the proper preparation.

In addition to respondent C emphasizes that *sometimes lack of skillful and trained teacher in school there seems hurdle in adapting the textbook. It is imperative for a teacher to form a healthy bond with the students. Every effort should be made by a teacher to know their students well. The biggest challenges for any teacher lie in understanding the different learning abilities. Students differ in their grasping, memory, concentration, ability to learn and write and show varied interest s in various subjects. Therefore, textbook adaptation is necessary in school to carry out the different innovative things into the school and put into practices so that students can learn easily and develop their creativity.*

According to Achinstein and Odell (2004) Some of the challenges occurring in relationship with students in adapting textbook is guiding students and advise them for appropriate textbook adaptation. Therefore, the teacher needs to make a healthy

relationship with the students to measure the challenges faced during the period of adapting textbook.

Similarly, respondents D and E say that *Textbook adaptation plays a significant role in creating conducive environment for learning. Most of the EFL are not aware of the principles and practices of textbook adaptation so the teachers should get adequate concept about textbook adaptation so as to equip them with different training program. Similarly, teacher should be given special attention so as to cater of their students' interest and make it more enjoyable.*

In holistically, it is found that unavailability of resources, time consuming, lack of support of authority, colleagues and students, syllabus and less validity, credibility and accessibility are some of the challenges of textbook adaptation. Politeness, patience, perseverance and assertiveness are all hallmarks of a great teacher. Teachers should rise up to these challenges, take them in their stride to make a difference and bring about a change in the society as a whole.

Process of Textbook adaptation in Nepal. Textbook adaptation reflects the way of using and evaluating textbook by teachers “(Nascimento, 2007, p. 62). Textbook evaluation helps teachers to find out the strength and weaknesses of textbook. Therefore, it should be based on the result of textbook evaluation. In this regard respondent A cites that, *syllabus in Nepal is centrally set and an officially approved textbook is prescribed for use. There is no use of selecting textbooks by teachers. Some private schools seem to adopt textbooks of Indian and other international publications. Teachers even in institutional schools do not select the textbooks, principal and school administration do in most of the cases.* Similarly respondent B opines, *in institutional school, some textbooks are selected prescribed by the government and some are run by the selection of school administration and the teachers. There is emphasized two things while implanting the textbook in private school. First one is, on the basis of the objectives and guidelines of Curriculum Development Center (CDC) in which approval is done by publisher itself.* In the same way respondent C argues that *“the teacher and students in these schools make use of those authority-imposed textbooks published on the basis of national curriculum. In case of class 11, both public and institutional schools have uniformity. There are altogether four books prescribed by Higher Secondary Education Board”.* In this way

respondent E views that “*the book which is implemented in institutional school are authorized by Curriculum Development Center and should be based open the criteria of PABSON and N-PABSON*”.

From the above-mentioned point of view, what can be said that some textbooks are selected prescribed by the government and some are run by the selection of school administration and the teachers. So, the policy makers should consider the role of textbooks in comprehensive quality learning framework: textbooks, curriculum, teacher training, pedagogy, supervision, and students’ assessment should all be integrated with each other in the policy of chain.

Parameter or bases of Textbook analysis. Textbook analysis is a means by which these features can be identified and hence the effectiveness of textbook is established” (Okeeffe, 2013, p. 1). It is the systematic analysis of the text materials including the structure, the focus, and special learning assists. Textbooks are such materials which are should be designed and written to fit and suit the target students. This means the textbook should be appropriate and suitable to the students to whom it is designed and written. “The aim of textbook analysis is to shed light on the effectiveness and usefulness of textbooks before they are exercised in classroom to verify that whether it suitable to support the educator and learner” (Nabi, 2018, p. 191). There are many criteria in terms of which every teacher can his or her job. But before evaluating the textbook the teacher must have come to conclusions about their students and what their needs are. The knowledge is the necessary for every evaluator to be able to evaluate the textbook in the light of the knowledge of the students who may finally use it. To be specific, there are two steps every textbook evaluator or analyst should follow before analyzing the textbook. They are:

- The first is to have a profile of the students and their needs which leads evaluator or analyst to the conclusions about the type of materials which would be appropriate for them.
- The second is to apply this kind of knowledge to complete material-evaluation- form which aims to measure how far the materials under consideration match up to their students’ needs and the general methodological principles which the teachers hold.

Regarding this, respondent A cites that *to describe the students' needs in terms of when the student is likely to use English and what skills they should acquire in the language description of students' use. Different type of appropriate materials should be needed for its better result. Contents included inside textbook should be educationally acceptable to target community with clear and attractive layout*".

According to Cigler (1997), a textbook's appearance should be attractive, especially in cover design, and its language should be appealing to the students. It categorizes and organizes themes in a way that students should learn. Learners depend on it because textbook is developed to communicate particular vocabulary and exercises for learners. So, the parameter of textbook should be based on the basis of needs, interests and the objectives of the learners.

Similarly, respondent B argues that *appropriate visual materials, learners' level various topics and tasks, contents clearly organized and graded should be needed for the implementation of textbook. Not only this, for the textbook analysis parameter the textbook should have good pronunciation and practice, fluency practice in all four language and so on*". Additionally respondent C and D views that *the textbook parameter should encourage learners to develop own learning strategies and increase independent in their learning*. In addition, E responds "*adequate guidance for the teachers, audio cassettes, practicality, adequate activities/exercises, guidance etc. are main parameters which are needed for the appropriate textbook analysis. These parameter or criteria assist any textbook analyst to select appropriate needs and expectations of the students. In fact, they bring real output in the classroom*."

Textbook is a main source of teaching and learning. If the parameter of textbook is selected appropriately before implementing the textbook into the classroom, better result can be taken out and ELT learning process also can be fruitful. It is basically comprising these proposed parameters, they are: involvement of critical thinking and ideas, concentration on skill development, motivate learner to learn, enhanced teaching methodology, guide for designed knowledge and learning, communicative content and do on. So that the teacher needs to consider what things are needed, how to implement and what are the ways of using criteria for the parameter and further analysis.

Evaluating ELT textbook. Textbook evaluation is basically a straightforward, analytical matching needs to available solutions (Hutchinson and Waters 1987 p.97). So, it is a way of determining the appropriateness of the use of the textbook for the specific group of learners. Textbook plays an important role in the process of teaching and learning English language. One of the useful starting points in any textbook evaluation is an analysis of the author's and publisher's credentials. According to Acar (2019, p. 1), different textbook evaluation checklist has been proposed to evaluate ELT textbooks. Among these, there are mainly two types of evaluation: predictive evaluation and a retrospective evaluation. while predictive evaluation is done by the teachers to decide which textbook to use, retrospective is done theoretically or empirically as action research to arrive at a final decision about the textbook". As Rea-Dickens and Germaine (1992) cites that evaluation is a dynamic process which investigates the suitability and appropriateness of an existing practice. Thus, many of the textbook evaluation guidelines in literature have been proposed to evaluate textbooks either to decide on which textbook to use or to judge the effectiveness of the textbooks that have already been used. Regarding this, respondent A cites that *while evaluating the textbook, the contents of the books are carefully described in terms of scope and sequence, organization, and the type of texts and exercises contained within. It means while analyzing the textbook, there is looked the aims and objectives of the book, level of the book, topic covered, time, cost, situation it is indeed for, organizations of units and so on.*

"Textbook evaluation can be used as worthwhile means of conducting action research and professional development. It reveals the strength and weakness for a particular textbook for textbook adaptation by textbook writers, teachers and administrators (litz,2005)". The textbook should be acceptable on the basis of quality, usefulness and appropriateness for the context and people with whom they are being used. Although Sheldon (1988) suggests that no general list of criteria can really be applied to all teaching and learning contexts without considerable modification, most of these standard checklists contain similar components that can be used as helpful starting points for ELT practitioners in a wide variety of situations.

Similarly, respondent B views that *the textbook should help teachers by providing a clear program which is appropriately sequenced and structured to*

include revision. The teachers' responsibility involves not only students' assessment but also evaluation of the teaching and learning process itself. It means the materials must be evaluated as well.

Textbook evaluation is very crucial for language learning and teaching, textbook writing, teacher training and professional growth. It stands for giving knowledge about the specific subject. Ellis (1997) claims that the process of textbook evaluation enables teachers to acquire a crucial, precise and systematic understanding of the whole nature of textbooks.

Moreover, respondent C and D say, *the textbook is selected and analyzed in English Language Teaching and learning while considering the source of practical teaching ideas, independent and autonomous learning, personalize learning with interesting and communicative activities, language production with presentation, incorporation of different media resources with flexibility of instructional options, abundant practices and so on.*

“The process of textbook 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 also can be seen as one way of carrying out action research” (Tomlinson,1996). Textbook also doubles benefits for students and teachers; They become familiar with large number of textbooks and they learn the significant features of those textbooks to have the knowledge of textbook evaluation. So, it should foster on practical teaching ideas, autonomous learning and communicative activities.

In the same way, respondent E opines that *textbook is analyzed in ELT practices on the basis of pedagogical objectives of the materials, content relevant to the students' interests, close to their world and presented in a meaningful context, clear explanation with having guidelines on how the materials should be used to take the maximum advantage out of it, fostering independent learning etc.*

“It is widely accepted that a key to the effectiveness of materials is the evaluator's teaching experience and knowledge of language theory, second language acquisition research and language teaching pedagogy (Tomlinson,2003)”. Similarly, according to J. Nehru, “we are the best planner but worst implementer”. Therefore,

while analyzing the textbook, there should be looked its aims and objectives, time, learning activities, sequenced and structured content, type of the text and exercise and so on apparently.

Findings

I found the live experiences of the participants regarding the practices of practices the textbook at institutional school. Their views gave me lots of insights while analyzing and interpreting the data that turn helped me to drive the findings of this study. some of these notable findings based on the analysis and interpretation of results are mentioned to the points.

- Selection of textbooks from different publications are distinguished from one another.
- Some institutional schools are selecting the textbooks for their benefit such as commission, discount and so on. However, textbook is selected as per the PABSON' s rules and regulation.
- There was no proper logic/standard for the selection of textbooks Different schools have selected the books of different publications.
- Some of them have used the books as recommended by PABSON's and N-PABSON's while others have selected as per their choices.
- Textbooks can't be changed self.
- It has also been found that some textbooks were selected with the decision of subject teacher committee and the principal under the PABSON
- It has also found that changing a textbook within a year is irrelevant and inappropriate for teachers, students and parents.
- In institutional school, some textbooks are selected prescribed by the government and some are run by the selection of school administration and the teachers.
- While selecting the textbook they emphasize on the basis of the objectives and guidelines of Curriculum Development Center (CDC) in which approval is done by publisher itself.
- Most of the teachers believed that textbook should be modified to meet the needs and interests of the learners and to address the culture.

- Majority of participants opined that the topic of any text should be modified to establish connection with the text when they are not related to each other and to make the learners feel attached.
- Students preferred textbook adaptation by their teachers as they adapt textbook to make them easy to learn and to contextualize text with their culture.
- Unavailability of resources, time consuming, lack of the support of authority, syllabus constraints, lack of trained and experienced teachers are the hurdles in textbook adaptation.
- While analyzing the textbook, there is looked the aims and objectives of the book, level of the book, topic covered, time, situation it is indeed for, organizations of units and so on.
- It is also found that with an ever- growing global economy and an increasingly diverse national population, speaking a second language the teacher has used different strategies to come up with the ideas and equip knowledge.
- The role of school administrations, teachers, students and the community are equal to accumulate the diverse knowledge from learning and gaining process.

Chapter V

Conclusion and Recommendations

Conclusion

Textbook is defined as a book used for instructional purposes, especially in schools and colleges. From the above result and discussion, it is concluded that, textbooks have always been considered as the heart of teaching methods which has standard means of instruction in a given subject of study. They are equally significance for our both academic as well as professional development. The major findings of this research are: Selection of textbooks of different publications are distinguished from one another. Some private schools are selecting the textbooks for their benefit such as commission, discount and so on. Similarly, textbook is selected as per the PABSON' s rules, regulations and criteria. Teachers and students perceive textbook adaptation positively. They opined that textbook should be modified or adapted when it is not matching in the learning context. In this regard, Education Act (2028 BS) 9th edition has emphasized on those books which are implemented into the school after the approval of curriculum development and evaluation council. Therefore, those responsible for textbook selection must be chosen carefully considering a number of factors that help them as sees a given textbook's appropriateness for the task. Furthermore, the school administration also should determine how frequently materials should be evaluated. In the same way, textbook's assessment should evaluate the instruction not drive it. As noted above timely revision is more important in some subjects that in others. Similarly, the aims and objective of the book, level of the book, topic covered, time, situation it is indeed for, organizations of units etc. should be analyzed before selecting the textbooks. This study also reveals that generally teachers do not get opportunity to select the textbooks rather it is selected by the administration or the principal or the PABSON. Students have positive attitude towards their teachers' textbook adaptation and they love the way their teachers use the textbook. Therefore, while selecting the textbooks from different publications the major components such as textbook design and practicality, methodological validity, the role of textbook in innovation, the authenticity of materials in terms of their representation, subject matter and cultural components etc. should be looked apparently. Last but not least until or unless the

concerned stakeholders understand the gravity of lack or shortage of textbooks and its trickle-down effect, education quality of private school cannot be improved, which will mean making children deprived of their right to education. So, all concern authorities must work to make quality textbooks available on time so as to enhance the quality of education as a whole.

Recommendations

In the light of finding obtained through the analysis and interpretation of the data, I would like to suggest the following in policy level, practice level and further research level.

Textbooks in Nepal are centrally prescribed and published. In case of higher classes, they are prescribed even of international publications. Teachers are compelled to complete the course within a period of time. They are not allowed to replace contents of the texts. Because of these teachers feel discomfort to adapt the textbooks in the classroom.

Policy related. For the development of any program, we need to proper, reachable and reliable planning. Making a policy is an essential for any program because it gives the right way to the implications. Therefore, this study includes the following points to be applicable to the policy makers.

- The government of Nepal should give rights to select the textbooks to the teachers.
- The government of Nepal should train the teachers for the textbook adaptation.
- The government of Nepal should update the textbook time and again according to the needs and demands of the contemporary society.
- Sufficient teaching materials should be provided by the concern sectors.
- Proper rules and regulations should be written in the constitution and implemented by the government for the textbook adaptation.

Practice related. Only making policies and plans do not help to implement any program effectively. For this it needs to practice in real field as well. The following points can be practice related recommendations:

- Teachers should adapt textbooks to satisfy needs of the learners, to meet their interests and to reduce cultural gap.
- The administrations should provide adequate materials.
- Teacher should adapt teaching methods integrating traditional and communicative methods rather than any single method.
- Parents and administrators should support the teachers in textbook adaptations.
- Students should cooperative the teachers with active participation.

Further research related. This research is qualitative in nature. So, further research can be carried out taking qualitative data. Similarly, this study helps to provide knowledge to conduct the research on the topics like practices of selection of textbook in institutional school. Moreover, it provides guidelines to the further researchers in another similar field. Current research has been limited in this area. So, new researchers are suggested to carry out their studies on the selection of textbook in institutional school. To assist the researcher for their research study, the following similar three research topic has been indulged:

- Selection of Textbook in Institutional Schools
- Strategies Used by Institutional Schools while Selecting Textbooks
- Teachers and Students Perceptions Towards Textbook Adaptation

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Appendices

Appendix "A"

Consent Form

Dear informant,

My name is **Niroj Pudasaini**. I am a researcher from Tribhuvan University, Department of English Education, Kirtipur Kathmandu.

I am doing my research entitled Practices of Selecting Textbooks in Institutional Schools under the supervision of **Dr. Purna Bahadur Kadel**, Reader, Department of English Education, T.U. Kirtipur, Kathmandu. I am interested to use open in-depth interview tool with principals of institutional schools and the scholars (A Professor and a Reader of Tribhuvan University, Kirtipur). I will conduct the study with those who are willing to participate in unstructured open in-depth interview. The purpose of my research is to explore the reasons behind the selection of textbooks in institutional school, to find out the ways of selection of textbooks in institutional school and suggest some pedagogical implications for the study.

The interview will take around an hour. The shared information during these sessions will be kept confidential. Every effort will be made to maintain the anonymity of the participants. The institution where you work will not be identified by name; details that might make it easy to identify will be changed. In addition, I will use pseudonyms to refer to all the participants, and characteristics that could be used to identify you will be altered. Your participation in this project is completely voluntary, and you are free to discontinue or refuse participation at any time.

Name:

Signature.....

Mail Address:

Date:

Appendix “B”

Teacher Narrative Guidelines

Objectives of the study

- To explore the reasons behind the selection of textbooks in institutional school.
- To find out the ways of selection of textbooks in institutional school.
- To suggest some pedagogical implications for the study.

Research Questions

- What are the aspects behind the selection of textbooks from different publications?
- How does institutional school select the textbooks from different publications?

Research Questions

The following questions/ teacher guidelines had been asked based on the above objectives and research questions of the study:

1. Would you follow the guidelines while selecting the textbooks?
2. What is your view regarding the content of different running textbook in your school?
3. What types of parameters do you follow while selecting the books?
4. Do you think, different publications textbooks enhance to develop second language acquisition?
5. Do these launched textbooks really bring positive output to the students, teachers Stakeholders, parents and so on?
6. What are the roles of PABSON during the implementation of textbook?
7. What are the teacher and student’s perception while changing the textbook within a year or some of time?
8. What are the challenges of textbook adaptation for the teachers?

Appendix 'C'

Interview Transcript

Interviewer: Hello! I am Niroj Pudasaini, a thesis student at central department of English Education. I have come to you for the purpose of my research study. I am carrying out this research on Practices of Selecting English Textbook in Institutional School. The objectives of this study are: to explore the reasons behind the selection of textbooks in institutional school, to find out the ways of selection of textbooks in institutional school and to suggest some pedagogical implications for the study. I hope you feel easy to give interview regarding this.

Interviewee: Yes, Sure.

Interviewer: Would you follow the guidelines while selecting the textbooks?

Interviewee: Yes, I follow the guidelines while selecting the textbook.

Interviewer: What is your view regarding the content of different running textbook in your school?

Interviewee: It is good to run different publication's books in school because these run different textbooks from different publications can accelerate the horizon of knowledge and increase our level of competency.

Interviewer: What type of parameter do you follow while selecting the textbooks?

Interviewee: Different type of appropriate materials is used for its better result. Similarly adequate guidance for the teachers, audio cassettes, practicality, adequate activities/exercises, guidance etc. are main parameters which are used for the appropriate selecting textbooks.

Interviewer: Do you think, different publications textbooks enhance to develop second language acquisition?

Interviewee: Definitely, use of different publications book to enhance second language plays a very crucial role in language learning. It helps to connect the people from all around the world. We use language to share information, thought, and ideas, and these viewpoints collectively create culture. Learning a second language connects a whole new group of people and their culture".

Interviewer: Do these launched textbooks really bring positive output to the students, teachers, stakeholders, parents and so on?

Interviewee: Of course, textbook is the main source of teaching and learning which fosters to equip the source of knowledge and emphasizes to broaden them. Being a bridge between the management- parents and teachers' equation has changed today. Parents are more involved in the schooling and academics and parents' -teachers' meetings are well attended So, they are eager to know about the implemented textbooks and see the progressive result from them. So, they are satisfied with these launched textbooks to the school and encourages us for filling the gap between highly talented students and lower level of students in academic field.

Interviewer: What is the teacher' perception while changing the textbook within a year or some of the time?

Interviewee: changing a textbook within a year is inappropriate in fact. It is because when we change a book within a year, it would become more costly and cannot bring appropriate result as we have expected to the students.

Interviewer: What are the roles of PABSON during the implementation of textbook?

Interviewee: PASSON is a non- political and non- profit-making organization, is the most renowned, active, largest and widespread umbrella organization of private and boarding schools in Nepal. It acts as a nodal agency in coordinating with various government agencies, non – government agencies and other stake holders on all the matters of pertaining to school education, especially to those concerned with private sector education. It makes its own terms and condition while implementing the textbooks from different publications. Furthermore, some of the institutional schools are selling the books with the support of publications which is an unethical and immoral. If any institutional schools hesitate to follow its rule, they are given warning and chances not to remain as their members. So, they should follow their criteria and rules to implement the textbooks into the school.

Interviewer: What are the challenges of textbook adaptation for the teachers?

Interviewee: Lack of trained and experienced teachers, lack of support of authority, time consuming, syllabus constrains etc. are the challenges of textbook adaptation.

So, it is very important in order to make the textbook more suitable for students and in order to complete the textbook on time. In addition, textbooks cannot be adequate by themselves any situation or context. So, we teacher should perform textbook adaptation.

Interviewer: Last but not least, would you like to add anything related to what we discussed earlier?

Interviewee: Sir, you have come up with very wonderful idea. And selection of textbook in institutional school is somehow tough. It is because it takes so long time to see its all the aspects such as objectives, teaching learning activities, exercises, paper quality, colorful pictures, needs and demands of the text in present scenario and so on. On the Other hand, an important thing is that, we need to see its economy which is affordable to their students or not. Because all the parents are not well sufficient to bear its high cost. Similarly, PABSON also should not fall in the seduction of money providing by different publications as they launch textbooks time and again. Rather they should select that type of textbooks from publication which can accelerate both teachers and students in learning from that it could make them highly qualified to adjust with the present scenario.

Interviewer: Ok, thank you so much for your valuable time and the information sir.

Interviewee: Thank you so much for participating me as a participant of your research study.

Appendix 'D'

Interview Transcript

Interviewer: Namaste sir.

Interviewee: Namaste.

Interviewer: Hello! I am Niroj Pudasaini, a thesis student at central department of English Education. I have come to you for the purpose of my research study. I am carrying out this research on Practices of Selecting English Textbook in Institutional School. The objectives of this study are: to explore the reasons behind the selection of textbooks in institutional school, to find out the ways of selection of textbooks in institutional school and to suggest some pedagogical implications for the study. I hope you feel easy to give interview regarding this.

Interviewee: Yes, Sure.

Interviewer: Would you follow the guidelines while selecting the textbooks?

Interviewee: Yes, I Follow the guidelines while selecting the textbooks.

Interviewer: What is your view regarding the content of different running textbook in your school?

Interviewee: In fact, running different textbooks into the school is very crucial for both teachers and students. It is because it assists to create a meaningful classroom, builds confidence, promotes team works, encourages creativity and expand the horizon of knowledge. Using textbooks from different publications assist to establish the good relationship between them. By supporting both teacher and student in teaching and learning process, the textbook can be a guidepost to growing educational attainments.

Interviewer: What type of parameter do you follow while selecting the textbooks?

Interviewee: Appropriate visual materials, learners' level various topics and tasks, contents clearly organized and graded should be needed for the implementation of textbook. Not only this, for the textbook analysis parameter the textbook should have good pronunciation and practice, fluency practice in all four languages etc. are followed while selecting the textbooks.

Interviewer: Do you think, different publications textbooks enhance to develop second language acquisition?

Interviewer: Second language acquisition plays a vital role in language learning and cultural acceptance from one to another. It seems there are so many books from different publications are using in institutional school in the name of acquiring second language. People believe that use of different publications books in school can accelerate theirs' speed of knowledge and competences.

Interviewer: Do these launched textbooks really bring positive output to the students, teachers, stakeholders, parents and so on?

Interviewer: In fact, textbooks influence the classes and learning process. It provides neat and clean framework for its users. To provide logical and comprehensive material, a good textbook emphasizes materials in systematic and comprehensive form. It gives the beginners a grasp of new matter. It also gives directions for further studies to enthusiastic pupils. Similarly, it provides a common ground which both the students and teachers may explore together. A good textbook is very important because it serves as guide to the syllabus, particularly suggesting what should be taught. So, these launched textbooks are really significance for taking out positive output to all.

Interviewer: What is the teacher' perception while changing the textbook within a year or some of the time?

Interviewee: Textbook is made for global context. At least we can try to make our pupils to fight with the global scenario in academic field. The more we provide good and quality education the more they will be able to knowledgeable on the contemporary aspects.

Interviewer: What are the roles of PABSON during the implementation of textbook?

Interviewer: The main roles of PABSON during the implementation of textbooks are: judging, critically analyzing, observing and making the terms and conditions on the basis of institutional schools.

Interviewer: What are the challenges of textbook adaptation for the teachers?

Interviewer: Lack of knowledge and skills, inadequacy of materials that enable teacher to adapt textbooks, lack of time for preparation and assessment etc. are the main challenges of textbook adaptation for the teachers. So, every school needs to motivate teachers to adapt the textbook efficiently and bring positive output. The school should provide adequate resource materials and provide enough time for the preparation.

Interviewer: Ok, thank you so much for your valuable time and the information sir.

Interviewee: Thank you so much for participating me as a participant of your research study.

Appendix 'E'

Interview Transcript

Interviewer: Namaste sir.

Interviewee: Namaste.

Interviewer: Hello! I am Niroj Pudasaini, a thesis student at central department of English Education. I have come to you for the purpose of my research study. I am carrying out this research on Practices of Selecting English Textbook in Institutional School. The objectives of this study are: to explore the reasons behind the selection of textbooks in institutional school, to find out the ways of selection of textbooks in institutional school and to suggest some pedagogical implications for the study. I hope you feel easy to give interview regarding this.

Interviewee: Yes, Sure.

Interviewer: Would you follow the guidelines while selecting the textbooks?

Interviewee: Yes, I Follow the guidelines while selecting the textbooks.

Interviewer: Interviewer: What is your view regarding the content of different running textbook in your school?

Interviewee: Textbooks are an important tool for developing students' knowledge and improve their performance. In order to increase their knowledge, they are essential to use in the school. Selected textbooks from this publication do not only make versatile and creative ones as well as assist to be up to date with the contemporary issues. They provide an axis for coordinating inputs to improve learning outcomes.

Interviewer: What type of parameter do you follow while selecting the textbooks?

Interviewee: The textbook which should encourage the learners to develop own learning strategies and increase independent in their learning are used as a textbook parameter.

Interviewer: Do you think, different publications textbooks enhance to develop second language acquisition?

Interviewer: Of course. Use of different books from different publications can broaden the knowledge of their pupils and enhance their language proficiency. This is the age of science and technology, everything is going fast due to the massive change in each and everything, so students should be made up to date in language learning matter by applying the best version of second language books.

Interviewer: Do these launched textbooks really bring positive output to the students, teachers, stakeholders, parents and so on?

Interviewer: Definitely. Textbook does not only play a vital role to the teachers and students as well. Rather it has an equal role to the school administrations, community and its environment too. They provide the basic framework within which much of the classroom activities occur and also give every child the best possible opportunities for learning. Due to developing their reading and comprehension skills, enabling learners to use English fluently, helping them produce short texts, in spoken and written forms, sensitizing them towards vocabulary items, pronunciation and grammar it has huge importance in ELT practices. So, in holistically it has wide role in language learning process.

Interviewer: What is the teacher' perception while changing the textbook within a year or some of the time?

Interviewee: When we change the books frequently it may gain an insightful knowledge simultaneously but seems costly to the students. By this causes they should afford more financially and might leave the school too. So, rather changing textbooks within a year it would better to keep up to three years which is appropriate for all the teachers, students as well parents too.

Interviewer: What are the roles of PABSON during the implementation of textbook?

Interviewer: In district level PABSON is a main organization of institutional schools. It is a non- political and non- profit-making organization. It also has its own terms and conditions regarding textbooks implementation. The main thing is that, before implementing the textbooks from the publications, PABSSON looks its vital aspects economy, size, contrast, clarity, exercises and description, page layout,

language level and so on. By analyzing these aspects, they choose the best publications and use their textbooks. When they use these textbooks, they make rules and regulation on how to use and implement. Similarly, they also judge, analyze and critically suggest for its proper implementation.

Interviewer: What are the challenges of textbook adaptation for the teachers?

Interviewer: Sometimes lack of skillful and trained teacher in school there seems hurdle in adapting the textbook. It is imperative for a teacher to form a healthy bond with the students. Every effort should be made by a teacher to know their students well. The biggest challenges for any teacher lie in understanding the different learning abilities. Students differ in their grasping, memory, concentration, ability to learn and write and show varied interest s in various subjects. Therefore, textbook adaptation is necessary in school to carry out the different innovative things into the school and put into practices so that students can learn easily and develop their creativity.

Interviewer: Ok, thank you so much for your valuable time and the information sir.

Interviewee: Thank you so much for participating me as a participant of your research study.