

**Perceptions of Teachers on English Textbook of Grade Nine**

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

**Submitted by  
Manoj Bahadur Dhama**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2024**

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### **Recommendation for Acceptance**

This is to certify that **Mr. Manoj Bahadur Dhimi** prepared this thesis entitled **Perceptions of Teachers on New English Textbook for Grade Nine** under my guidance and supervision. I recommend the thesis for acceptance.

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### **Declaration**

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

Date:2024/07/03

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**Manoj Bahadur Dhama**

**Dedication**

*Dedicated*

*To*

*My loving parents who taught me first letter of my life and who spent  
whole life to make me what I am today.*

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This study is an output of the continuous encouragement of my respected thesis supervisor, teachers, dear friends, seniors, and participants, who provided me untiring support and proper guidance during this process. I therefore would like to thank to each individuals for their regular inspiration.

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**Manoj Bahadur Dhama**

## Abstract

This research entitled **Perceptions of Teachers on English Textbook of Grade Nine** was an attempt to explore secondary level English teacher's perception in terms of the language skills, grammatical aspects and language functions included in the textbook. The main objectives of this study were to explore the language skill, grammatical aspect and language function with the provisions given in the textbook, differences between old and new textbook, problems faced by the teachers to develop language skills, grammatical aspect and language function on the students and solutions of the problem. This study was based on qualitative research design based on case study research method by using purposive sampling procedure. The study found that the textbook is well designed by incorporating wide range of reading texts from different genres, important vocabularies are highlighted in red colour, equal focus is given on all language skills, language functions are included within speaking skill, sufficient grammatical exercises are given and extra bit is also given in the textbook for student's additional information. Teaching English is problematic to the teachers because of the factors like lack of training, poor grammatical knowledge and complexity of vocabulary. Developing knowledge of grammar and language function is very complicated task in teaching English language. Finally, some suggestions are provided for the improvement of teaching English language.

This thesis has been divided into five chapters. The first chapter includes background of the study, statement of the problem, objectives of the study, research questions, and significance of the study and operational definitions of the key terms. Similarly, the second chapter is related to the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, third chapter deals with methods and procedures of the study under which design of the study, population and sample, sampling procedures, data collection tools, data collection procedures, analysis and interpretation procedures and ethical consideration are mentioned. In the same way, the fourth chapter consists of results and discussion of the study. The fifth chapter includes the findings, conclusion and recommendations of the study. Finally, it includes references and appendices.

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## Chapter I

### Introduction

This research, titled "**Perceptions of Teachers on English Textbook of Grade Nine**" aims to investigate how secondary level English teachers perceive the recently introduced English textbook for ninth grade students in terms of language skills, grammatical aspect and language function in Dadeldhura district. The introductory section encompasses the study's background, statement of problem, significance of the study, objectives of the study, research inquiries, limitations of the study, limitation of the study and definitions of the key terms.

### Background of the Study

According to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges". Textbooks serve as essential learning materials commonly utilized in the teaching-learning process, often becoming the primary resource in classrooms. Hutchinson and Torres (1994 p. 315) state that " the textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to them in various countries. No teaching learning situation, it seems is complete until it has its relevant textbook". A textbook is one of the many resource materials. Its main goal is to help people get a thorough knowledge of the subject, not to teach them facts about a particular subject. A textbook is a book that is primarily used in schools and colleges to teach a certain subject. An excellent textbook considers the way that teaching is done in light of new developments and evolving teaching methodologies. Richards (2010) says, textbook provide structure and a syllabus for a programme. Textbooks help standardize instruction. Textbook plays a significant role in language classroom. Anyone who can read the language in which it has been written can access it. Teachers and administrators can access a comprehensive curriculum through textbooks. It is the starting point for motivating people to achieve specific goals. Usually, the series is based on the most recent research and instructional techniques used in actual classrooms. A quality textbook is a great teaching tool.

The primary and most dependable tool for educators and students' activities in the classroom use is the textbook. It is an instruction handbook for any field of study. It's a study guide for a certain subject. A textbook is often referred to as published content that has been specifically created to assist students in developing their language and communication skills.

Textbooks are normally prepared by the subject experts and they can be used by the teachers, trainers, test item developers, school supervisors and other stakeholders. These are educational resources meant to serve as learning aids for educators and students alike. For individuals who are willing to study, these are the powerful tools to internalize. According to recent research, a learner's foundational materials are their textbooks. Thus, it underscores how intrinsically linked the student, teacher, and course book are to one another and how they are also viewed as supporting details. Ur, (2009) defines a textbook as a framework, which leads learners and teachers in a specific direction. He has taken the textbook as a road map through which teachers and students know where they are going and where they should go. The textbooks are written to meet the aims and objectives as mentioned in the curriculum. Textbook contains varieties of figures, pictures, subject matter and illustrations which are organized systematically and properly. Sheldon (1987, p. 23) defines "a textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities". It means textbooks are designed by keeping the students in mind. Similarly, Musteata (2009, p. 2) said, "textbook is a specific instrument of the mass information". It means single textbook can contain lots of information regarding various areas. One can get mass information through textbook as it contains a lot of information.

A textbook holds significant importance for several reasons as it assists teachers in identifying the sequencing of language items to be taught, it provides guidance on instructional methods to be employed in the classroom, and textbooks offer necessary materials in an appealing, organized, and cost-effective manner. They serve as valuable learning aids for students, aiding comprehension and retention.

The present study was based on identifying secondary level English teacher's perception on English textbook of grade nine in terms of language skills, grammatical aspects and language function included in the textbook. The new English curriculum

of secondary level is designed based on communicative approach to language teaching in 2022 A.D. The communicative approach to language teaching focuses on teaching language function along with grammatical items and language structures. It means the students should be able to communicate both in spoken and written English, not only by using grammatically correct sentences but also by using the appropriate utterances according to the demand of situation. The new English curriculum and the textbook of grade nine is different from the old one. It is therefore, crucial to identify how the teachers reflect their perception. The grade nine compulsory English textbook was published in 2022 by the government of Nepal, Ministry of Education, Science and Technology, Curriculum Development Center, Sanothimi, Bhaktapur, Nepal. The textbook contains varieties of materials from various genres and exercises that engage the students to achieve the competencies set in the curriculum. The textbook has altogether 18 units. Language skills and grammatical tasks are given separately in each unit.

### **Statement of the Problem**

A textbook is a book for studying regularly in the classroom. It is designed by incorporating the contents, activities, exercises and tasks as directed by a curriculum. So, textbooks are prepared on the basis of curriculum. Government of Nepal, Ministry of Education, Science and Technology, Curriculum Development Center has recently changed the school level curriculum as per the recommendation given by National Curriculum Framework 2076. The English textbook for grade nine was published in 2022. It is very important to identify teacher's perception when the new textbook is implemented because teachers are the main resource who play significant role in curriculum implementation. Therefore, through this research I would like to identify secondary level English teacher's perception on new English textbook for grade nine in terms of language skills, grammatical aspect and language function included within the textbook in Deldhura district.

### **Significance of the Study**

The study's findings hold significance for various stakeholders involved in English language teaching and learning, including authors, syllabus designers, examiners, researchers, trainers, textbook writers, educational planners, and subject specialists.

This study offers valuable recommendations and suggestions for enhancing textbooks, providing insights into their effectiveness. These days, English Textbook is a vital portion of our standard of living. It is since English has been set up as a worldwide dialect. The changing status of English may moreover energize individuals to think on how and why English is instructed and in fact what sort of English is taught. In this way, English as a worldwide dialect features an extraordinary part within the specific settings of the world where it is utilized. English is taught and learnt in numerous settings and conditions of the world. The school and college software engineers have included English as a subject for the scholarly sessions of these schools and colleges.

So, textbook is a vital portion of English dialect instructing. Particularly for the English instructors and understudies who are including within the dialect instructing and learning prepare. It makes a difference to create communication expertise, talking ability, understanding ability. Individuals learn it because it gives a chance to improve their proficient lives.

In outline, this research is advantageous for those who are straightforwardly or in a roundabout way included in English instruction like instructor coaches, instructor preparing teacher, eyewitness instructors, approach producers and learner instructors. English language teachers stand to benefit from this research as it aids in evaluating the suitability of textbooks for classroom use. Additionally, it is valuable for students of English language learning. Moreover, individuals directly or indirectly engaged in English Language Teaching (ELT) in Nepal and abroad can derive equal benefits from the study's outcomes.

### **Objectives of the Study**

1. To identify secondary level English Teacher's Perceptions on English Textbook of Grade Nine in terms of language skills, grammatical aspects and language functions.
2. To suggest some pedagogical implications.

## Research Questions

The following research questions were used in the study:

1. What is the teachers' perception on the new English textbook of Grade Nine in terms of language skill, grammatical aspects and language functions?
2. Is the textbook appropriate for Grade Nine students?

## Delimitations of the Study

The delimitations of the study were as follows:

- The field of the study was limited to Dadeldhura district.
- The investigation was confined to English textbook for Grade Nine.
- The population of the research work was limited to three English teachers with at least one year's teaching experience in government school.
- This study was limited to identify secondary level English teacher's perception on English textbook of grade Nine in terms of language skills, grammatical aspect and language functions.

## Operational Definition of the Key Terms

**Perception:** "Perception" means the way in which something is regraded, understood or interpreted. In this research work, perception means how secondary level English teacher's perceive new English textbook for grade Nine in terms of language skills, grammatical aspects and language functions included in the textbook.

**Teacher:** In this research context, "teacher" denotes educators instructing English at the secondary level within Dadeldhura district.

**Textbook:** It is the most asset material to be utilized within the instructing learning handle. English Textbook makes a difference to the instructor for effective teaching learning process. It is a book for studying regularly in a class. It is designed by incorporating the contents, activities, exercises and tasks as directed by a curriculum. In this research, textbook refers to a book named "English for grade Nine", which is new addition on 2022AD.

## **Chapter II**

### **Review of Related Literature and Conceptual Framework**

Reviewing literature is a crucial aspect of any research endeavor. As Kumar (2009, p. 30) emphasizes, "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step." This review is typically organized into two main subheadings:

#### **Review of Theoretical literature**

##### **Textbook**

Textbooks are often known as coursebook. Textbooks are the major vehicle of the curriculum to achieve its objectives. They are useful for both teachers and students. According to Cortazzi and Jin (1999) refer to a textbook, a map, a resource, a trainer and an authority. as a teacher, a textbook gives student relevant vocabulary and grammar. As a map it shows an outline of linguistic and cultural elements as a structured programme. A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. Similarly, it can also be a trainer for the novice teachers who need valuable instructions, support and guidance. As an authority, a textbook is seen as valid, reliable written by expert. The course reading is one of the major devices within the hands of English dialect educating. An instructor and understudies can be learnt without any textbook, but that will result in superfluous reiterations. On the off chance that a dialect is instructed without a Textbook there may be critical exclusions moreover. There would be parts of squander of vitality and time. The advance will be less arranged if a Textbook is legitimately arranged and utilized at that point it'll be a useful instrument for both the educator and understudy. It can offer assistance within the taking after way. It gives the meaning and reason of the dialect educating. It offices and stabilizes understudy instructing. It strengthens what the understudies have learnt orally. It plans ground for composing. It makes a difference for supplementing pupil's dialect involvement. It serves as a direct to the educator and understudies.

According to Sheldon (1998 p. 237) "textbooks symbolize the visible heart of any ELT programme and they offer significant advantage for both teachers and students".

Textbook is a course book. It is a teaching resource that deals with a particular subject and is used in a formal approach to education. It can also be defined as a document that reflects the objectives and teaching items set out in the curriculum or syllabus. A language textbook is intended to help students learn the target language. Its functions are to help conduct teaching and learning activities in the class.

Textbook is an aid to facilitate learning. It gives instruction in a subject. It is the written or printed part of a certain message. It is prescribed for the study as a part of syllabus. It is used in a formal education. It reflects the objectives and teaching items as set in the syllabus. It is for both teachers and students. A good textbook often contains lively and interesting materials. It provides a meaningful progression of language items. The textbook clearly shows what has to be learnt and even summarizes what has been studied. It presents exercises, illustrations, listening, speaking, reading and writing materials, vocabulary items, printing size, binding, paper quality, etc. it has its physical aspect too such as size, coverage, printing size, binding, paper quality, etc.

A textbook has many advantages for both teachers and students. 'Good textbooks often contain lively and interesting materials. They provide sensible progressive language items clearly showing what has been studied so that students can revise grammatical and functional points they have been concentrating on' (Harmer, 1983). For Grant (1987, p.12) 'The textbook is used to refer to course book which typically aims to cover all aspects of the language and supplementary textbook devoted to particular topics or skill areas'. Bhattarai (2000) says: Textbooks are prepared by a team of writers evaluate by a team of experts and updated and modified from time to time. However, there are records of follow up studies on the effectiveness of textbook and textbook evaluation. Thus, it can be said that a textbook is a good tool of teaching and learning for teacher and students. It helps to achieve the objectives of the curriculum. It elaborates the syllabus.

A textbook serves as a comprehensive course book utilized in formal education to facilitate teaching and learning in a specific subject area. It reflects the objectives and teaching items outlined in the curriculum or syllabus, aimed at assisting students in mastering the target language. Functioning as a vital aid to learning, a textbook provides structured instruction, serving as the written or printed component of

educational material prescribed within a syllabus. Catering to both teachers and students, a quality textbook comprises engaging content and a logical progression of language items. It offers various materials such as exercises, illustrations, listening, speaking, reading, and writing exercises, along with considerations for physical aspects like size, coverage, printing, binding, and paper quality.

The benefits of textbooks are manifold. They contain lively and interesting materials, aiding in the comprehension and retention of grammatical and functional points. According to Grant (1987, p.12), textbooks encompass all the language aspects and may include supplementary materials for specific topics or skill areas. Textbooks prepared by a team of writers and evaluated by experts, textbooks undergo periodic updates and modifications to ensure relevance and effectiveness. Bhattarai (2000) emphasizes the importance of textbook evaluation studies to gauge their efficacy.

In conclusion, textbooks serve as valuable tools for both teachers and students, facilitating the achievement of curriculum objectives and providing detailed elaboration of syllabus.

### **Introduction of English Textbook of Grade Nine**

The textbook entitled "English grade 9" was developed to address the main aims of Secondary Education. It aligns with the intent pursued by the National Curriculum Framework for School Education, 2076 and was developed fully in accordance with the Secondary Level English Curriculum, 2078. This textbook is developed by adopting the spirit of communicative approach. Communicative approach is one of the most popular approach of English language teaching which keeps communicative competence the sole goal of language teaching. The textbook contains a total of 18 different units including leaflets, poems, interviews, stories, essays, notices, movie reviews and articles. Each reading text contains two different reading text. The textbook is well designed making the provision of all language skills, grammatical aspects, communicative language functions separately in each unit.

Name of book	English Grade 9
Publisher	Government of Nepal Ministry of Education, Science and Technology

	Curriculum Development Centre Sanothimi, Bhaktapur
First Edition	2022
Printed at	Janak Education Materials Centre Ltd. Sanothimi, Bhaktapur
Total pages	248
Total units	18
Binding	Side Stitching
Size	24 cmx18cm.

The English Textbook for grade 9 in Nepal was distributed on May 20, 2022, adjusting with the most recent educational programs measures for auxiliary instruction. Created in understanding with the National Educational programs System for School Instruction, 2076, and the Auxiliary Level English Educational programs, 2078, it addresses the key targets of auxiliary instruction. The Textbook, at first wrote by Mr. Nim Prakash Singh Rathaur, Mr. AnandaDhungana, and Mr. Pashupati Pandya, experienced amendment by a group driven by Dr. Gopal Prasad Pandey, Dr. Neil David Rose, Mr. Ramesh Dhakal, Mr. Shankar Adhikari, and Mr. NabinKhadka. Commitments from people such as the Executive Common, Mr. Ana Prasad Neupane, and subject committee individuals altogether molded the book's improvement, with eminent input from specialists like Mr. Parshu Smash Tiwari and Mr. MatrikaSubedi. The outlines were created by Ms. ShailiMalla and KushalAdhikari, with craftsmanship altering by Shreehari Shrestha.

Textbook examination includes orderly examination of the content, structure, and learning helps. It makes a difference recognize qualities and shortcomings, subsequently improving quality. Criteria for examination incorporate physical highlights like format and inside viewpoints such as dialect aptitudes and substance scope. Course reading assessment systems like those proposed by McDonough and Shaw emphasize both outside and inside assessments, considering convenience and versatility. Nonstop appraisal amid utilization empowers educated choices on adjustment.

Additionally, Textbook examination includes different strategies such as testing, looking over, evaluation, and inquire about. Testing includes test utilize in classrooms to survey viability. Studies accumulate suppositions from partners postimplementation, supporting in distinguishing qualities and shortcomings. Evaluation includes intensive prepublication assessment by master groups. Investigate centers on scholastic angles like substance and dialect abilities, as well as physical highlights such as estimate and authoritative, guaranteeing by and large quality upkeep.

### **Communicative approach**

Dr. ShaikMowla says "the Communicative Approach is a learner centered approach which gives the learner not only grammatical competence but also a social skill as what to say, how to say, when to say and where, in order to satisfy his daily needs or larger aims". The communicative approach in language teaching focus on enabling students to communicate effectively and appropriately in real life situation. This approach emphasizes interaction, meaning, and fluency over mere grammatical accuracy. This approach is based on the idea that the primary function of language is communication. David Nunan (2008) says that "Communicative approach is basically a communicative language teaching approach and it is not merely a system of rules but it is system of human interaction through various behaviors and expressions both in speech and writing". Present Secondary Level English Curriculum is also designed on the basis of communicative approach. The Communicative approach revolves around the arrangement of information within a text. Readers engage with the text to comprehend its content along with the supporting details. This method aids learners in extracting new information from what they already know. It's essential to encourage learners not only to grasp the conveyed message but also to analyze how the text is structured. The organization of a passage isn't solely dictated by its content; rather, it's often a deliberate choice made by the author, influencing the message conveyed. Scholar outlines six Communicative patterns through which texts can be organized, including main ideas and supporting details, chronological sequence, descriptions, analogy and contrast, classification, and argumentative and logical organization. Attention should be drawn to how the order of elements in a sentence can alter the message. Implementing the Communicative Approach in schools in Nepal can help

students develop practical language skills that are relevant to their everyday lives and future career opportunities. By focusing on communication and meaningful interaction, this approach prepares students to become confident and competent language users in a globalized world.

Language serves as both a means of communication and a medium for thought, essential for enhancing communication skills. Communicative Language Teaching (CLT) is fundamentally learner-centered, yet its interpretation varies among individuals. Richards and Rogers (2009, p. 66) note the absence of a singular authoritative source or model for CLT, with some viewing it as an integration of grammatical and functional teaching. While CLT may be applied differently in language instruction, its overarching aim remains consistent. Originating as a Western concept in Europe, CLT has now gained global acceptance, though its implementation poses challenges influenced by factors such as teachers, students, and the learning environment.

Littlewood (2000) highlights CLT's systematic focus on both functional and structural aspects of language, emphasizing the importance of structurally sound and functionally appropriate language use. He asserts the necessity of integrating all four language skills in English Language Teaching (ELT) classes through genuine communicative activities. Similarly, Richards (1985) stresses the communicative competence as the goal of language learning within the communicative approach.

The essence of CLT lies in employing real life situations to facilitate language learning effectively, as articulated by Littlewood (2000). This approach emphasizes systematic attention to both functional and structural language aspects, integrating them into a communicative framework. These discussions underscore the significance of activity based instructions in addressing the goals of CLT, while also advocating for equal emphasis on all language skills during instruction. Arguments in English Language Teaching (ELT) overwhelmingly support activity based communicative language teaching as a means to foster communicative competence in learners. Course readings are the for the most part utilized instructing and learning materials around the world. Both instructors and understudies now and then take after the book entirely and utilize it as the sole fabric within the classroom. Agreeing to Harmer (1998) instructors and understudies “get bolted into the book” and in such

circumstances the textbook is a milestone around the necks of all concerned, expelling, because it does, the exceptional plausibility of engagement which its writers trusted to incite within the to begin with place". In such circumstance when instructor and understudies both intensely depend upon the Textbook, the understudies may not be effectively taken part.

On the opposite, there are a few instructors who lean toward to depend on their possess thoughts and on a assortment of educating materials. Khati (2014) opines that one require not base whole educating and learning action on a single course reading, it should be utilized reasonably since no course reading is idealize. Teachers and Students Role on CLTCourse reading plays avital part in English dialect educating and learning. In any case, the talk over the part of EFL Textbook among the experts within the field is exceptionally questionable (Sheldon, 1998). All the creators don't see the part of course reading emphatically. A few creators advocate the significant part of Textbook in ELT program (Gabrielatos2000, Harmer2007) whereas others opine that course readings can be destructive to the execution of understudies (O'Neil 1982, Allwright (1981). Those who advocate in back of Textbook opine that textbooks are fundamental instruments and guides within the handle of English dialect instructing and learning, their significance as apparatuses of different capacities and as adaptable apparatuses that request inventiveness of the instructors. On the other hand, the experts who are against the course readings think course readings may not meet needs and interface of students and instructors and they are resolute devices that control the method of instructing and dialect learning.

A few of the writers accept that course readings not as it were play pivotal part but they moreover make issues in dialect educating and learning. Concurring to Sheldon (1988, p.237), "Textbooks are the obvious heart of any ELT program." This explanation states the significance of Textbook. In any case, he assist uncovers (p.239) that "Textbooks only develop from and mimic other course readings and don't concede winds of alter from inquire about, methodological experimentation, or classroom feedback." In spite of the fact that Textbook play imperative part in English language teaching and learning, they bring discernible issues as well. Essentially, the vision of NELTA is to improve quality of English dialect instructing and learning in Nepal and advance polished skill among the ELT experts.

## **Communicative English Language Teaching**

As people grow up, they actually obtain their mother tongue. In any case, when it comes to learning a moment or remote dialect, people ordinarily require a few shape of instruction or direction. Dialect instructing serves as the facilitative handle in supporting students' dialect securing. Agreeing to Richards and Rodgers (2010, p.1), "Dialect educating came into its claim as a calling within the twentieth century," stamping its development as a recognized field. With the developing noticeable quality of English dialect instructing, it has ended up a sought after calling.

In Nepal, English is taught and learnt as a compulsory subject from grade one to bachelor level. The headway of science and innovation has intensified the importance of English language teaching in Nepal. English stands as the overwhelming worldwide dialect, reinforced by its financial, social, and political impact, making it crucial for survival in today's globalized world. As one of the official dialects of the Joined together Countries and the essential lingua franca in worldwide communication, capability in English is vital. An endless store of profitable data is available only in English, setting its status as a prerequisite in worldwide trade and communication. Subsequently, a solid command of talked and composed English is basic to explore the time of data and innovation successfully.

In Nepal, English holds a vital part, especially in scholastic, proficient, and specialized spaces. Its verifiable advancement inside the Nepalese setting underscores its persevering noteworthiness.

### **Language Skills**

Language skills are the abilities that enable people to express their thoughts, opinions, ideas, and views coherently and communicate with other people. Teaching language skill means making the students familiar with all four language skills; listening, speaking, reading and writing. The four language skills are discussed as follows.

#### **Listening skill**

Listening is the activity of paying attention to and trying to get meaning from something we hear. According to Rost (2009) listening helps us to understand the word around us and is one of the necessary elements in inventing

successful communication. It is the ability to identify and understand what others are saying. This involves understanding the speaker's accent and pronunciation, his grammar and vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously. In fact, it is the first language skill that a child acquires.

### **Speaking skill**

Speaking is the most important of all language skills. Speaking refers to expressing one's ideas, emotions and feelings through the oral medium fluently. Harmer(2007: 284) says speaking is the ability to speak fluently and presuppose not only knowledge of language features but also the ability to process the information and language 'on the spot'. Many foreign language learners are primarily interested learning to communicate in the target language. We can engage our students in speaking activity by different ways such as, letting them act out speech bubbles given in the textbook, working in pair and having conversations based on given structural clues, act out the conversation, working in pair and take turns to speak, describing pictures given in the textbook and so on.

### **Reading skill**

Reading is the process of extracting required information from a written text. According to Harmer (1983: 153) reading is an exercise dominated by the eyes and the brain. It is the amalgamation of visual and nonvisual experience or behavior. It is one of the receptive skills of language as we receive information by reading. Reading involves the total understanding of a message contained in a text. Reading can contain different types of text such as, essays, novels, poems, stories, articles, interviews, leaflets, emails, letters and so on.

### **Writing skill**

Writing is one of the productive language skills. It is often regarded as the visual representation of speech through some conventional symbols and powerful medium of expression. Harmer 2004:31) says that writing is a way to produce language and express idea, feeling and opinion. It is the process of expressing one's ideas, opinions,

emotions and views through the conventional symbols. This requires students to think of gathering, manipulating, organizing and communicating the information. Writing is nothing but a reflection of spoken form of language. Writing can be of different types such as, letter writing, writing paragraph on the basis of guiding questions, email writing, interpreting chart or table, essay writing, news story writing, rules and regulation writing, writing message of condolence, recipe writing and so on.

### **Grammatical Aspects**

Different scholars have offered diverse definitions of the term "grammar." Thornbury (1999, p. 15) describes it as "a kind of sentencemaking machine," highlighting its function in organizing words within formal patterns to convey meaning. This suggests that within defined parameters, numerous meaningful sentences can be constructed. Similarly, Chomsky (1957, p. 64) articulates:

Every language spoken worldwide adheres to grammatical rules, offering a structured framework for understanding that language. These finite rules offer a solid understanding of the language in question, aiding speakers in generating countless utterances based on their exposure to the language over time.

The aforementioned statement underscores grammar's role as a tool for generating an infinite array of utterances within a language framework governed by specific rules. Ur (2005, p. 85) defines grammar as "a set of rules that define how words, apart or together, are combined and modified to create meaningful units within a language." Thus, it examines the arrangement of language's smallest units to form cohesive larger units of communication, whether spoken or written.

Grammar encompasses the utilization, categorization, and structuring of words to construct coherent communication. It delineates how words are assembled into sentences, facilitating the exploration of structural relationships within a language, encompassing aspects such as pronunciation, meaning, and linguistic evolution. In the classroom, grammar instruction can take various forms, utilizing appropriate methods and techniques to engage learners effectively.

Effective grammar teaching involves instructional strategies that direct learners' attention to specific grammatical forms, aiding their understanding and internalization

of linguistic processes and production. To facilitate effective learning and teaching, educators must possess a repertoire of teaching principles, methods, and techniques. Hence, teaching grammar necessitates educators' familiarity with diverse instructional approaches to ensure efficiency and efficacy in the educational process. Range of grammatical topics are included in the textbook like, tense, voice, reported speech, conditional sentence, causative verb, transformation, question tag, articles, conjunction, relative pronoun, relative clause, adjective, adverb and so on.

### **Language function**

A function of language refers to the purpose for which an utterances or unit of language is used such functions are often described as categories of behavior, example greeting, requesting commanding, offering etc. The functional use of language cannot be determined simply by studying the grammatical structure of sentences but also the propose for which they are used. Various language functions are included in the textbook such as, expressing future plan, advising, suggesting, ask for permission, ask for confirming, accepting or denying, giving direction, giving instruction, expressing purpose or use, ask for information and so on.

### **Review of Empirical Literature**

Several researchers have conducted studies on textbook analysis in Nepal, examining various aspects of English language textbooks. Here are summaries of some previous research works in this field:

Yadav (2015) conducted research titled "An Analysis of the language functions covered in the English textbook of grade one." The study aimed to analyze and compare language functions covered in grade one English textbooks with the prescribed primary level curriculum, focusing on coverage, forms, structures, and contextualization in exercises. Five different English textbooks from various publications were used as data sources. The study employed a checklist and questionnaire as research tools, presenting analysis through tables. Findings revealed insufficient vocabulary and inappropriate presentation order of language functions.

Adhikari (2016) examined "When English rings the bell: A Textbook for the Seventh Grade," aiming to identify criteria for a quality textbook correlated with Indonesia's

curriculum. Using qualitative methods and Communicative coding, the study found the textbook adequately covered communicative functions needed for students' competence. However, it noted discrepancies in age appropriateness despite alignment with the curriculum.

Akef (2016) evaluated the English language textbook "Iraq Opportunities 6" by surveying 60 English teachers from public and private intermediate schools in Baghdad. The questionnaire covered categories such as objectives, content, reading, writing, listening, speaking, teaching aids, and methodological guidance. Results indicated several sections of the textbook, including objectives, content, and teaching aids, were not effectively designed. Furthermore, the study highlighted a lack of consideration for students' needs and abilities in the textbook content.

Belbase (2017) conducted research on "Analysis of Textbook Writing Skills: A Problem Solving Approach" focusing on the English textbook for BBS second year. The study aimed to evaluate the textbook's writing skills using both external (intended audience, proficiency level, context, organization of language) and internal (presentation of language, grading, sequencing, tests, exercises, materials, self-study provision) criteria. The researcher employed unstructured qualitative methods and nonparticipant observation. The sample selection involved two stages, initially selecting various books followed by choosing the specific book for analysis through judgmental nonprobability sampling. The evaluation model by MC Donough and Shaw (2017) was utilized. Findings revealed contextual writing skills and meaningful organization in the book, along with strong presentation and problem solving approach. However, weaknesses included the lack of author overview, focus solely on writing activities, and insufficient additional practice materials.

Subedi (2018) examined the "Learning English" textbook for B.Sc. first year, analyzing both academic and peripheral features. Secondary data, observation checklists, and questionnaires were used. While academic aspects were deemed satisfactory, peripheral features were lacking, leading to pedagogical implications.

Pandey (2019) investigated the "Meaning into Words" English textbook for Grade Twelve, focusing on language function presentation and exercise contextualization. Data collection involved observation and intensive study using purposive nonrandom

sampling. The study identified various language functions presented linearly with systematic revision units interspersed.

Shahi (2020) analyzed the Grade IX English textbook in terms of content, language skills, and exercises using McDonough and Shaw's framework. Survey research and purposive nonrandom sampling were employed. Findings revealed a focus on developing communicative skills but noted shortcomings in information gap and jigsaw activities.

Dhami (2021) explored the Grade X English textbook from a gender perspective, assessing representation and identifying strengths and weaknesses. Purposive nonrandom sampling was utilized, along with an observation checklist. Qualitative descriptive analysis revealed gender stereotypes in portrayal, with males depicted as powerful and females as powerless.

Moreover, Basnet (2022) carried a survey research study entitled "An Analysis of New Textbook for Grade Eight". The major aim of his study was to analyze the textbook in terms of the strength and weakness regarding the academic aspects from the perspectives of teachers and students. The populations of this study were the both private and public schools' students and teacher of Dakshidhakali Municipality, Pharping, and Kathmandu. Among them thirty English teachers were selected using quote sampling and 40 students from grade eight using non random sampling procedure as a sample study. The data were collected using questionnaire and checklist. Data were analyzed both in statistically and descriptively. The major findings of his study were the content inclusion and subject matter of the textbook were found interesting and suit for the level of the students. The exercises were also based on communicative approach and task based approach but ratio of the exercises was not appropriate. Grammar and project work activities were found very less in number.

Gyanwali (2023) analyzed the "How to Teach Grammar" textbook for M.Ed. First Year students, focusing on language, content, exercises, material organization, and illustrations. The study used a questionnaire and checklist for data collection among academic individuals. The research identified strengths in boosting students' grammar

confidence but noted weaknesses such as inadequate exercises hindering selfstudy and communicative activities.

These studies demonstrate the need for systematic textbook analysis, with each research contributing unique insights into various aspects of English textbooks. The proposed research on analyzing the "English Grade 9" textbook aims to fill this gap by comprehensively evaluating its academic, grammatical, and communicative aspects, which has not been previously explored.

### **Implications of Review for the Study**

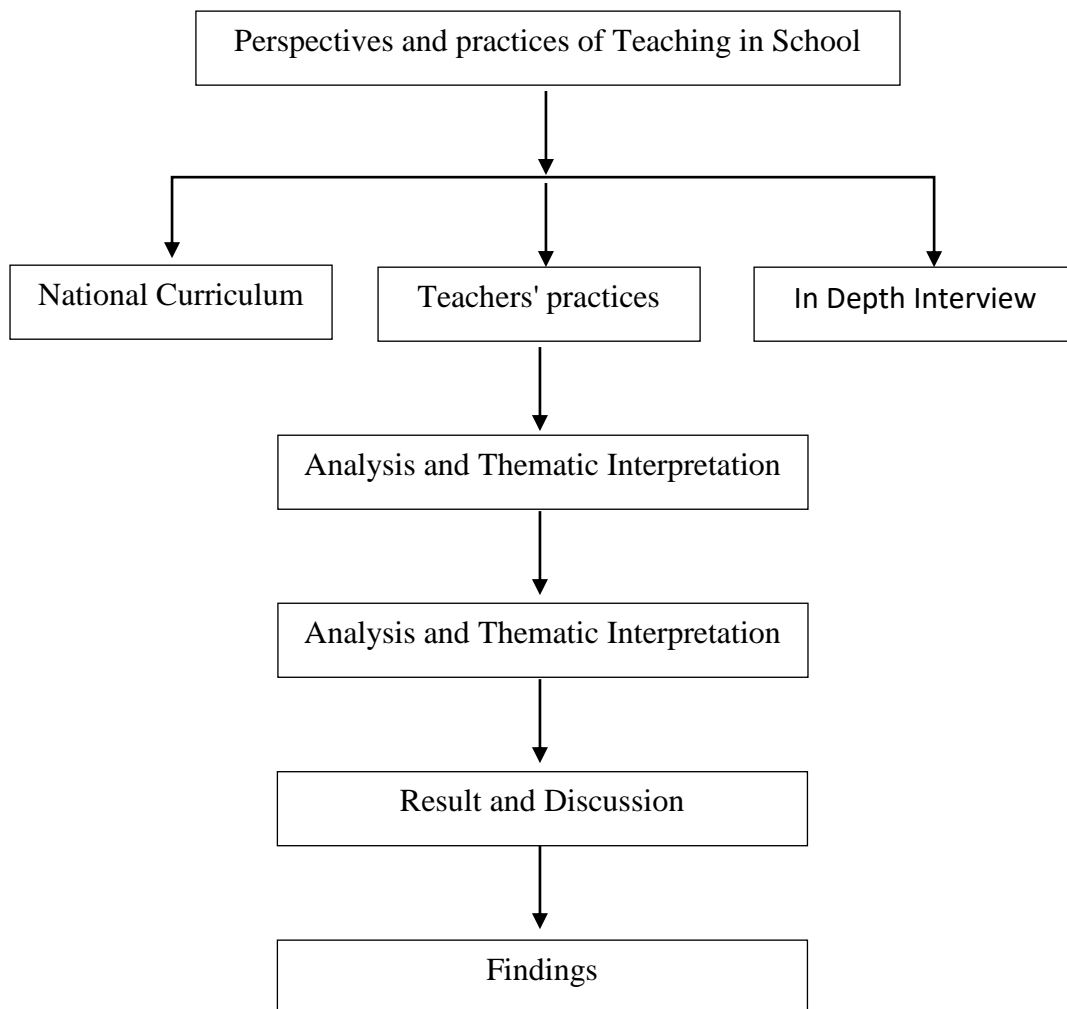
The literature review is a crucial component of any research endeavor, offering valuable insights into the specific topic under investigation. It aids in the development of the theoretical and conceptual framework, methodological tools, and analysis strategies for the research outcomes.

In this study, a comprehensive review of both empirical and theoretical literature has been conducted to gain a deeper understanding of the research problem, formulate objectives and research questions, and refine the theoretical and conceptual framework. By delving into previous research studies, such as those conducted by Yadav (2015), Adhikari (2016), valuable insights into past and current research trends have been obtained. Course readings are composed archives to fulfill the points and goals of educational modules. They are exceptionally valuable materials for both instructors and understudies. Books contain distinctive sorts of perusing materials such as sonnets, stories and promotions. Reading material display the sum of vocabularies as well as sentences structures. They ordinarily contain substance at to begin with and glossary at final and there are numerous viable thinks about and enlightening for understudies and instructors as well.

These literature reviews have not only helped in familiarizing with the research landscape but have also played a pivotal role in shaping the objectives, refining research questions, and selecting appropriate methodologies for this study. Therefore, both theoretical and empirical literature reviews have been equally indispensable in enhancing understanding and informing the approach of this research.

## Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship between different variables. It is a written or visual representation that explains either graphically or in narrative form, the main things to be studied.



*Figure 1 Conceptual Framework*

## **Chapter III**

### **Methods and Procedures of the Study**

This chapter encompasses the research design, target population, sampling methodology, research instruments, data sources, data collection procedures, data analysis techniques, and ethical considerations. The methodology outlined below was employed to achieve the objectives of this study.

#### **Design and Method of the Study**

Research design serves as a blueprint for the structure and operation of case study, providing a detailed framework for conducting an investigation. It delineates how the research process unfolds, from case study to analysis, shaping the overall appearance and methodology of the study. Essentially, it encompasses the methods employed for interview collection, the instruments utilized, the procedures for their application, and the intended approach for gathering information. Thus, research design can be considered an art of planning and organizing the study.

Among many research methods, the researcher opted a case study research method to fulfill the objectives of the investigation. The case study method is considered as a type of qualitative analysis (Goode, 1962). Case study allows for in-depth review of new or unclear phenomena whilst retaining the holistic and meaningful characteristics of real life event. In other words, case study means any individual, group, organization, program or event that is bounded by a certain quality or features are selected by looking at the problems or issues within it through various methods such as observation, interview or discussion etc. The researcher used qualitative in-depth interview research method to collect the data. It is a prevalent and significant approach in educational research, ranging from small-scale studies by individual researchers to large scale governmental inquiries. It is primarily descriptive in nature, aiming to gather data about existing conditions or to identify standards for comparison, as well as to determine relationships between specific events or variables.

### **Population, Sample and Sampling Strategy**

The study population comprised English language teachers instructing at the secondary level in government schools in Dadeldhura district. Specifically, the focus was on secondary level English teachers with a minimum of one year of teaching experience in Grade Nine. A total of three English language teachers from three government schools in Dadeldhura district were purposively selected as the sample population for the research.

### **Sources of Data**

Sources of data was the prospective things, places, person where solution to the problem lies. As sources of data, the researcher used both primary and secondary sources. The researcher used following sources to fulfill the objectives of the study:

**Primary Sources:** The primary sources of this study were the English Language teachers of secondary level from three government schools of Dadeldhura district.

**Secondary Sources:** The textbook of Grade Nine entitled “English Grade 9”, secondary level English curriculum, previously carried out researches related to textbook analysis, different articles, journals, reports, dictionaries etc. are the secondary sources for data collection.

### **Data Collection Procedures**

The researcher collected data using the following procedure.

- The researcher brought the textbook for Grade Nine entitled “English Grade 9” and should collect other related materials.
- Then the researcher studied the textbook from A to Z.
- The researcher prepared a set of interview questions for the data collection.
- The researcher visited three community schools of Dadeldhura district and took interview with three English language teachers.

### **Data Collection Tools and Techniques**

In order to collect the data, the researcher studied thoroughly the textbook and prepared interview questions for conducting interview with teachers. The questions were about language skills, grammatical topics and language functions on the basis of provisions, difference between old and new textbook, problem faced by the teachers and solutions of the problem.

### **Data Analysis and Interpretation Procedures**

Data analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important. The systematically collected data are analyzed, interpreted and presented into several themes. For this purpose, first, the researcher organized raw data which is received from interview. After that, the researcher transcribed the audio data in written form. Then, data was coded the main line. Finally, the researcher built the themes and findings.

### **Ethical Considerations**

As it is most essential and important part to consider the ethical aspects, the participants were informed every information and plan about the study and the data collection time and place was the basis of their approval. No activities was done that may harm the participants' reputation, physical, mental and psychological aspects. Similarly, as participants may wish, the secrecy of the information was maintained. The collected data, findings and conclusion was presented honestly and systematically with no reduplication. The collected data and findings will not be used for any other purposes.

## Chapter IV

### Analysis and interpretation

A course reading, moreover known as the course book, may be a book that's composed agreeing to a specific syllabus to realize its targets. It gives data almost a specific subject and utilized in formal instruction. It is an authorized fabric of educating and learning handle. It contains distinctive sorts of perusing materials, activities, illustrations and as a rule substance at the starting and a glossary at the conclusion. It may be a implies to a conclusion, not a conclusion itself. It is similarly imperative for both instructors and understudies.

#### Listening Skill:

**Provisions given in the textbook to develop listening skill:** In order to develop listening skill on the learners, basically two types of activities are given in the textbook. The first one is that the students have to look at the colourful pictures and guess the answer of the questions given in the textbook and the second one is that students have to listen recorded audio clip developed by Curriculum Development Center and answer the questions, choose the correct answer, true/false, fill in the gap and matching. For example,

#### Listening

**A. Look at the picture and guess the answers to the following questions.**

- a. Who is the lady?
- b. Who is she talking to?
- c. What is she talking about?



**B. Listen to the audio and fill in the gaps with suitable words/phrases.**

- a. The name of the hotel is .....
- b. The \$200 room is quite ..... for the customer.
- c. All the non-smoking rooms are ..... on 22<sup>nd</sup> March.
- d. The non-smoking room costs \$ .....
- e. The customer finally books the room for ..... March.

#### Difference between old and new book of grade nine in terms of listening skill

Regarding the difference between old and new English textbook for grade nine, respondent 'A' of Bhageshwar Secondary school said,

*"In the old textbook black and white pictures were used so that students felt difficult to understand the picture but the new English textbook for grade nine contains highly motivating colourful pictures so that students feel easy to understand the pictures."*

As the researcher understands, the old textbooks used pictures that were only in black and white, which made it hard for students to understand them easily. However, in the new English textbook for ninth grade, they have used colorful pictures that are very interesting and engaging. These colorful pictures are designed to help students understand the information more easily and enjoy studying from the textbook.

### **Problems faced by the teachers to develop listening skill**

In order to develop listening skill on the learners, it was found that teachers were facing range of problems such as lack of ICT materials, pronunciation of audio clip is a bit different than the teacher, written form of audio clip is not available, limited vocabulary of the students, limited listening exposure and using cellphone as a sole material for students to listen audio clip.

### **Solutions of the problem**

While talking about the solution of the problems faced by the teachers in order to develop listening skill on the students, respondent 'A', English teacher of Bhageshwar Secondary school said,

*"Simply, these are not any vast problems that we are facing. we can minimize these problems by different ways like, access to the ICT tools should be enriched, students should be motivated to listen English news, songs, speeches, commentaries and watch English movies. Moreover, listening practice should be conducted in the classroom regularly. Listening skill should be given equal priority as other skills of language."*

In the context solutions of the problem, the mistakes aren't big or awesome. They can be reduced or solved by doing a few things. For example, providing more access to ICT tools (like computers and the internet) can help. Having encouraged students to engage with English through activities like listening to English news, songs, speeches,

and watching English movies is also helpful. Another solution is to regularly practice listening in classrooms. It's important to treat listening skills as important as other language skills, like speaking, reading, and writing. These solutions can help improve understanding and proficiency in English among students.

## Speaking Skill

**Provisions given in the textbook to develop speaking skill:** For developing speaking skills on the learners, textbook has made varieties of provisions such as pre reading questions are given in the textbook for engaging students in speaking, colourful and attractive pictures are given in the textbook before each reading text and ask students to say something about picture, act out the speech bubbles, act out the conversation, working in pair and having conversation based on the given structural clues, working in pair and take turns to speak. For instance,

### Speaking

A. Read and act out the following conversation.

I'm thinking of going on a trip this year. The time has come. I think my parents will allow me to go.

I may not be able to convince my father. He does not believe in boys staying away from home for several days. We're going on a family trip, instead.



### Difference between old and new book of grade nine in terms of speaking skill:

While talking about difference between old and new English textbook for grade nine in terms of developing speaking skill on the learners, respondent 'B', English teacher of Shyalchaudy Secondary school said,

*"In the new English textbook language functions are integrated in speaking skill where as in the old textbook they are given separately. Similarly, new textbook is more communicative than the old one."*

As the researcher understand the new English textbook for grade nine is more communicative in nature than the old one and language functions are taught together with speaking skills. This combination helps students understand how to use language in real conversations. In contrast, the old textbook taught these language functions separately from speaking skills. The new textbook emphasizes communication more than the old one. This means it focuses more on helping students practice speaking English in meaningful ways, such as discussing topics or expressing ideas, which is key to improving their overall language ability.

### **Problems faced by the teachers to develop speaking skill:**

It was found that teachers were facing varieties of problems for developing speaking skill in their learners such as, hesitation, lack of vocabulary power, fear of making mistake, lack of words usages and grammar practice, low motivation, low participation, less dictionary usage, fear of criticism, nervousness and problems in pronunciation.

### **Solutions of the problem**

Regarding the solutions of the problems faced by the teachers in case of speaking skill, the respondents common opinion was that students should be encouraged to speak English, speaking activities should be run in the classroom regularly, students should be recommended to listen English songs, news, commentaries. Most importantly, vocabulary power of the students should be enriched.

### **Reading Skill**

**Provision given in the textbook to develop reading skill:** The textbook contains a total of 18 different units and each reading text has a couple of reading texts. Different reading texts are given in the textbook such as, poems, stories, interviews, biographies, letters, articles and essays. Students have to read these wide range of reading texts and do different activities based on the reading text such as, answer question, multiple choice, fill in the gaps, true/ false items, matching, arranging the event of the text in a correct order. For example,

### Poon Hill Yoga Trek in Nepal

The Poon Hill Yoga Trek provides a wonderful opportunity to witness the beauty of the Annapurna Range and the hidden treasures of Nepali culture. This programme will help you integrate the principles of Yoga into your daily life with magnificent views of snow-capped Himalayas and glaciers. The main benefit of joining this programme is that it supports and encourages a deep personal transformation process. This adventure journey passes through many tourist hotspots and icy waterfalls which are very pleasant sights.

Introducing Hatha Yoga and meditation alongside a trekking experience allows ample benefits for physical and mental health. The combination of Yoga and the Poon Hill Trek creates a more fulfilling physical exercise while strengthening and opening the mind for greater relaxation and awareness, all within the attractive natural environment.

This programme is open for all experience levels and is a unique chance for those interested in the strengthening of the body, mind and soul. This

### Difference between old and new English textbook in terms of reading skill

Talking about the differences between old and new English textbook in terms of reading skill, in the old textbook there was only a single reading text in each unit. Reading texts often included foreign culture and the vocabularies in the texts were not highlighted but in the new English textbook for grade nine, most important vocabularies are highlighted with red colour and reading texts included in the textbook are more likely to promote Nepali culture and tradition. Moreover, the new English textbook for grade nine is very rich in reading content.

### Problems faced by the teachers to develop reading skill on the learners

Talking about the problems faced by the teachers to develop reading skill in the learners, respondent 'C', English teacher of Durga Secondary school said,

*"Yes sir, there is a problem with reading comprehension. They do not have much vocabulary power so they do not get the sense from the reading text. Tough vocabularies are given in the textbook. Similarly, the language used in the textbook is not as per the level of students which creates problem for them. In addition, with this, complexity of grammar, inappropriate texts, reading habits and culture, lack of motivation to read, lack of schema activation are the problems that we are facing to develop reading skill in the learners".*

The above data revealed that students don't have enough vocabulary power because of this, they struggle to understand the reading passages. The textbooks have difficult words that they don't know. The grammar can be too complicated, the language used

in the textbook is not as per their level, and their reading habits and culture don't encourage reading much. They also do not feel motivated to read, and they do not have the background knowledge needed to understand what they read.

### **Solutions of the problem faced by the teachers**

The respondents suggested different solutions of the problem that the teachers were facing. First of all, they insisted that student's vocabulary power should be enriched. Next, students should be able to use context hints to get the meaning of unfamiliar words. Moreover, the language of the textbook should be as per the level of students and students should read time and again until they get the sense of the text.

### **Writing Skill**

#### **Provisions given in the textbook to develop writing skill**

The new English textbook for grade nine has included wide range of writing activities for developing writing skill on the learners such as, letter writing, writing paragraph on the basis of guiding questions, email writing, interpreting chart or table, essay writing, news story writing, rules and regulation writing, writing message of condolence, recipe writing, newspaper article writing, writing review of movie or book, biography writing, advertisement writing on the basis of given prompts, notice writing, developing readable story based on the given outline and so on.

#### **Writing II**

**Write a letter to your friend describing your travel plans for your upcoming holiday or visit. Take help from the following questions to write your letter.**

- Where do you plan to go?
- Who will you go with?
- Where will you stay?
- How long will you stay?
- What are you going to see?

#### **Project work**

Prepare a set of questions to find out your friends' plans and intentions for the future. Meet at least four of your classmates to get their views, and note them down. Share their plans and intentions with the whole class.

#### **Extra bit**

### **Difference between old and new English textbook in terms of writing skill**

Talking about the difference between old and new English textbook in terms of writing skill, respondent 'A', English teacher of Bhageshwor Secondary school said,

*"I don't see much differences in case of writing skill between old and new English textbook. In the old textbook there were less writing activities which intends to develop students writing skill but in the new one we can see a lot of writing activities for sharpening their writing skill".*

In terms of academic researcher, the researcher doesn't notice many differences in the way writing is taught between the old and new English textbooks. The old textbook had fewer exercises meant to improve students' writing skills. However, in the new textbook, there are many more writing activities designed to help students become better at writing. It shows that the new textbook provides more opportunities and exercises for students to practice and improve their writing abilities compared to the old textbook.

### **Problem faced by the teachers to develop writing skill on the learners**

It was found that teachers were facing number of problems for developing writing skill in their students like lack of vocabulary and sentence structure, grammatical errors, organization, content, punctuation, spelling, capitalization, cohesion and coherence. regarding this, respondent 'B', of Durga Secondary school said,

*"First of all, students have lack of sufficient vocabulary power that is why when we asked them to write something then they can't. Another problem is that students don't take writing seriously. Some students may have problem of over writing. They afraid with negative feedback. Students commit errors in punctuation and grammar when they write. Similarly, students forget to maintain cohesion and coherence in their writing".*

As the researcher found during the study grade nine many students don't have enough words in their vocabulary, so when the teachers asked them to write, they struggle. Another issue is that some students don't take writing seriously. Students often make mistakes with punctuation, cohesion, coherence and grammar when they write. They

sometimes forget to connect their ideas smoothly and clearly in their writing. These are the main problems we see when students write. This explanation shows common challenges students face in writing, such as vocabulary limitations, lack of seriousness towards writing, fear of criticism, and difficulties with grammar and coherence.

### **Solutions of the problem faced by the teacher**

The respondents suggested different solutions of the problem regarding the problem they are facing to develop writing skill in the learners. They suggested that students should go through the ways of writing. They need to brainstorm first. At a time of brainstorm teacher should help them. Students should be given easy and interesting topics of writing in the initial phase of writing. Students common mistakes shouldn't be corrected immediately but their serious errors should be corrected. They should be motivated and encouraged to write. Similarly, knowledge related to mechanics of writing such as punctuation, spelling and grammar should be given to the students.

### **Grammatical topics given in the textbook**

The textbook entitled "English for grade 9" has included different grammatical topics like, tense, voice, reported speech, conditional sentence, causative verb, articles, transformation, question tag, relative pronoun, relative clause. conjunction, preposition, adjective, adverb and so on.

### **Instruction given in the textbook to teach particular grammar item**

Mostly inductive approach of teaching grammar is given before some grammatical items. A kind of model or example is presented before some grammatical topics where students have to read and find out the rules from example. Inductive method is a method of teaching grammar where conclusions are drawn by going from the specific to the general. It is usually contrasted with deductive reasoning, where we go from general information to specific conclusion. It is also called logical method of teaching grammar.

### **Method used by teachers to teach grammar**

It was found that mostly they use inductive approach of teaching grammar but sometimes they use Grammar Translation method or deductive approach. Teachers

often teach grammar by using examples and exercises. They explain rules and show how to apply them in sentences. Students practice writing and speaking to reinforce learning. Teachers may use games, quizzes, or group activities to make learning grammar fun and engaging. Feedback helps students correct mistakes and improve. Gradually, students build confidence and proficiency in using grammar correctly in their writing and speaking. Teachers adjust their methods based on students' understanding and needs, ensuring everyone learns effectively.

### **Problems faced by the teachers to teach grammar**

Regarding the problems faced by the teachers to teach grammar, respondent 'C', of Shyalchaudy Secondary School said,

*"Firstly, our classrooms do not have enough materials to teach grammar. Students lack of preparation is another problem. Students take grammar as a boring activity. Lack of motivation to learn English grammar is also the problem".*

In terms of teaching grammar, the researcher noticed that our classrooms don't have enough materials to teach grammar properly. Another issue is that students aren't always well prepared to learn grammar. They might not have studied before class or completed their homework. Some students found grammar boring, which is another challenge. They might not feel interested or engaged in learning it. Also, many students lack motivation to learn English grammar, which makes it harder for them to improve. It shows common issues in teaching grammar: student preparation, lack of interest in grammar, and overall motivation to learn it.

### **Solutions of the problem faced by the teachers**

The respondents have suggested number of solutions for minimizing problems related to developing grammatical knowledge of the students such as, access to the sufficient materials should be ensured, students should be well prepared and motivated to learn English grammar. Most importantly grammar should not be taught in isolation rather it should be taught in integrated form.

### **Language functions included in the textbook**

The textbook has incorporated a wide range of language functions in it such as, making plans and expressing intentions, suggesting, advising and warning, making request and responding to request, expressing condolence and sympathy, apologizing and responding to an apology, asking for permission, making, accepting and rejecting offers, describing people, place and things, getting things done, locating places, giving instruction, giving directions, describing purpose and function, narrating past events, talking about past actions with present significance, expressing ability to do something, expressing degree of certainty and making comparison.

### **Provisions made in the text books to teach language function**

In the new English text book for grade nine, language functions are not given separately rather they are incorporated under speaking skills where students have to act out various speech bubbles, dialogue and conversations. Teacher have to divide the students into pair or group and ask them to talk to each other in a certain context.

### **Problems faced by teachers to teach language function**

Regarding the problems to teach language function, respondent 'B', of Durga Secondary School said,

*"Yes, when we ask our students to speak, they hesitate to speak. They feel fear of making mistake so they don't speak. Lack of vocabulary power is another problem. Moreover, problem can be seen in their pronunciation".*

The above data revealed that mostly when we ask our students to speak, they could not, often hesitate. Some students have problems with their pronunciation, they may not speak clearly or correctly. These are the main problems that the researcher found during the study. This touches on common challenges students face when speaking: fear of making mistakes and difficulties with pronunciation.

### **Solution of the problems faced by the teachers**

The respondents have suggested number of things such as, students should try to speak English with their friends, they should be praised and rewarded for speaking English by the teachers. Teachers should provide certain roles to the students to play. More English exposure should be given to the students.

### **Shift in Teaching Methodology**

The respondents highlight a transition from traditional teacher-centered approaches to more student-centered methods in teaching. Reinforcing this idea, respondent 'C', English teacher of Shyalchaudy Secondary School stated,

*"In my view, learning happens when learners are active. So, in language skill activities, the students should remain engaged in the various activities. We have to adapt student-centered methods and techniques."*

Students learn best when they are actively involved. This means in language activities, students should participate actively in different tasks. We need to use teaching methods that focus on the students themselves. Student-centered methods are important. These are approaches where the students play a central role in their own learning. It's about creating activities and techniques that encourage students to participate, think, and learn actively. It shows to emphasize the shift towards teaching methods that prioritize student engagement and active participation in the learning process, which is believed to enhance learning outcomes in language skills. This indicates a shifting pedagogical philosophy among educators towards prioritizing active student engagement and participation, particularly in teaching language skill.

The suggestion of this shift from traditional to student-centered approaches in teaching resonates with evolving pedagogical trends highlighted in empirical literature reviews. Scholars like Brown (2018) have stressed the importance of incorporating interactive activities and fostering a supportive classroom environment to enhance students' language skill skills. Additionally, Lee (2020) has examined teachers' perspectives on the efficacy of technology in teaching language skill skills, indicating a growing recognition of modern teaching methodologies.

The observed shift in respondents' accounts aligns with the principles advocated by these scholars, reflecting a broader acknowledgment among educators of the necessity to adapt teaching practices to better tackle the challenges associated with teaching language skill skills. This alignment underscores the dynamic nature of pedagogy in ESL classrooms and ongoing efforts to enhance the effectiveness of teaching language skill.

There are various approaches to reading, distinguished by the selection, organization, and presentation of Textbooks. Among these, three major approaches can be identified:

### **Discussion**

All teachers agreed on the importance of teaching language skill in ESL classrooms. They acknowledged that language skill is a fundamental skill which is significant in English language learning. Teachers vary in the frequency of the organization of language skill activities with some doing it once in a month and others incorporating their teaching as they progress through the curriculum. Teachers generally believe that the time allocated for teaching language skill in the classroom is insufficient. They emphasize the need for more language skill practice to make students competent. The availability of audiovisual materials and ICT infrastructure varies among schools. Some teachers have access to resources, while others face challenges, such as students struggling to understand due to poor English background. The teachers are aware of the integration of language skill part in the present curriculum, and also they recognize its importance.

Some common challenges mentioned by the teachers include the pressure to finish the course on time, the need for additional materials, and the lack of emphasis on language skill in examinations. Teachers suggested that the administration should provide and manage the necessary equipment that is required to conduct the language skill in the real classroom. They also recommend revisiting the evaluation system to give more focus to language skill. The researcher tried to find out whether the teachers properly use the audiotape and other supporting materials like pictures, teaching manuals, cutouts etc. Three English teachers said that they have audiotape and cassettes but only two of them were found using them. None of the teachers were found using other teaching materials. They told reason behind not using audiotape for language skill comprehension because of the following reasons:

- Lack of interest of the teachers;
- Students are very poor in the English language;
- Poor economic condition of the school;
- Lack of knowledge to use audiotape;

- Comprehension problem of language skill text;
- Language skill and speaking are neglected;
- Reading and writing are focused.

### **Grammatical Themes**

The grammatical exercises were analyzed and interpreted on the basis of themes such as ordering, gapfilling, transforming, reformulation, composition and explanation.

There are 18 units in the text book and each of them has included grammar.

The researcher analyzed all the grammar exercises in regard with the above different themes.

Grammar represents the building blocks, the structure of the language. It is necessary to learn something about the way words work together, the way we use adjectives, adverbs, prepositions, the way we express different times or tenses and so on. The sentences with incorrect grammar are always meaningless and the message contained in them may be unclear. When students know the correct usage of vocabulary and the rules, it becomes easy for them to communicate. The message then becomes transparent and can be easily understood. The textbook has included different grammatical topics such as, tense, conditional sentence, causative verb, voice, reported speech, transformation, articles, preposition, conjunction, tag question, yes/no questions, relative clause, relative pronoun, adjective adverb, use the correct form of the verb given in the brackets. Choosing the right answer from the brackets. Matching question, with their answer. Joining two sentences with connective., changing the sentence as indicated in the brackets. Advising, suggesting, ask for permission, confirmation, accepting or denying, giving direction, giving instruction expressing purpose, ask for information etc. are the different language function included in the textbook.

- a. A: Did you call your mother?  
B: Oops, I've forgotten! I'll do it right now.
- b. I can't decide what to wear tonight. I think I'll wear my pink saree.
- c. The bus will arrive here soon.
- d. They have bought a lot of chocolates. They are going to have a party.
- e. The sky is overcast. It is going to rain.
- f. I'm meeting Jane at 8 o'clock on Saturday.
- g. A: We're having a party next Saturday. Would you like to come?  
B: I'd love to, but I'm quite busy that day.
- h. I'm visiting my grandparents next week.
- i. Are you doing anything interesting this weekend?

**B. Choose the correct answer to complete the following sentences.**

- a. It's really hot here. ....a window.  
i. I'll open      ii. I'm opening

## **Chapter V**

### **Summary, Conclusion and Implication**

This is the last chapter of this research study. This chapter incorporates the conclusions and recommendations of the study which are based on the results and discussion of the collected data.

#### **Summary**

#### **Language Skill**

**Listening:** Teachers emphasize the importance of developing listening on their learners. Basically, the English textbook of grade nine has made two types of provisions to develop listening skill of the students. The first one is that students have to look at the colourful pictures given in the textbook and guess the answer of the questions given in the textbook. The second one is that students have to listen the audio clip developed by curriculum development center and do the tasks such as answer question, fill in the gap, matching, true false item, multiple choice and so on.

**Speaking:** In order to develop speaking skill on the learners, the English textbook for grade nine has made number of provisions such as pre reading questions are given for engaging students in speaking. Colourful and attractive pictures are given in the textbook before each reading text and ask students to say something about those pictures. Speech bubbles and dialogues are also presented in the textbook which supposed to be practiced by the students.

**Reading:** The textbook contains a total of 18 units and each unit has a couple of reading text. Different reading texts such as poems, letters, essays, interviews, biographies, articles are given in the textbook. Students have to read those wide range of reading text and do the tasks such as answer question, fill in the gap, multiple choice, arranging in the correct order, true false item, synonyms and antonyms and so on.

**Writing:** The new English textbook for grade nine has included wide range of writing activities for developing writing skill on the learners such as, letter writing, writing paragraph on the basis of guiding questions, email writing, interpreting chart or table, essay writing, news story writing, rules and regulation writing, writing message of

condolence, recipe writing, newspaper article writing, writing review of movie or book, biography writing, advertisement writing on the basis of given prompts, notice writing, developing readable story based on the given outline and so on.

**Language Function:** In the new English text book for grade nine, language functions are not given separately rather they are incorporated under speaking skills where students have to act out various speech bubbles, dialogue and conversations. Teachers have to divide the students into pair or group and ask them to talk to each other in a certain context.

**Grammar** The textbook entitled "English for grade 9" has included different grammatical topics like, tense, voice, reported speech, conditional sentence, causative verb, articles, transformation, question tag, relative pronoun, relative clause, conjunction, preposition, adjective, adverb and so on.

### **Conclusion**

The collective visions from the study shows the undeniable significance of teaching language skills in ELT classrooms as a foundational element for language development and effective communication. While there is a recognition of the importance of language skill, the data reveals a lack of uniformity in the integration of language skill activities, with grammatical aspect and language function. The teacher revolves around the inadequacy of classroom time allocated for language skill instruction, compounded by disparities in resource availability and a perception that language skill is less prioritized in examinations. These findings highlight the need for a more standardized approach to curriculum integration, increased provision of audiovisual materials, and a reconsideration of assessment methodologies to better reflect the importance of language skills in the ELT classrooms. Ultimately, addressing these challenges will be pivotal in nurturing competent English language learners and improving language education outcomes in the country. In other words, language proficiency means one's mastery over the language. Moreover, it can be said that, teachers are being motivated to teach language using IT tools. Before the study, the researcher thought that secondary level English teachers are not performing well in their teaching and they only apply grammar translation method and lecture method.

## **Implication**

The study entitled "Perception of teachers on English textbook of grade nine" has many theoretical and practical outcomes that are eventually helpful for consequences in different contexts. The consequences of the finding were suggested as follows in the point of policy, level of practice and further research.

### **Policy Related Implication**

The following policy level actions can be made in order to reduce the problems with the current classroom language skill setting for preparing language skill activities as per the findings and conclusion of the research:

- Policy makers and curriculum designing committee should assess and internalize and allocate adequate time for language skill instruction and ensuring that language skill is given due weightage. Also, the needs and preferences of the learners should be studied and work on them accordingly.
- Education policies should prioritize the provision of audiovisual materials and ICT infrastructures in schools, especially in underserved areas. Equipping classrooms with these resources enable more effective teaching of language skill skills.
- Research could assess the impact of teacher training aimed at improving language skill instructions.

Policymakers should invest in professional development programs for ESL teachers, focusing on enhancing their competence in teaching language skill. This training should include strategies for using authentic materials and designing engaging language skill activities.

### **Practice Related Implications**

ESL teachers should consider adopting more standardized approaches to integrating language skill activities into their lessons. This could involve setting a regular schedule for language skill instruction or adjusting teaching practices with curriculum guidelines. Teachers make the best use of available resources, whether they have access to audiovisual materials or not. Adapting teaching methods to suit the

resources that can help overcome challenges related to resource disparities. Teachers can advocate for changes in assessment practices within their schools or districts. Encouraging the alignment of examinations with curriculum goals, including giving more weight to language skill assessments, can enhance the importance of language skill skills in practice.

- The teachers can make a reference of this studies to involve students in the language skill classes in a good amount of frequency.
- Conduct comparative studies across different regions and schools in Nepal can provide a more comprehensive view of the challenges and successes in teaching skills.
- The school management committee can serve with the various materials in need of the teachers so as to effectively manage the classroom in teaching language skill.

### **Future ResearchRelated Implications**

No work is ever truly finished, and no research is ever finished on its own. In order to determine the present perspectives and practices of teaching language skill, it is crucial to conduct a large scale, comparable study that takes into account practically in all the teaching language skill classroom. In light of the study's shortcomings, the following directions for further research appear promising:

- Future research can explore the perspectives of ESL students to gain a better understanding of their experiences and challenges related to language skilldevelopment.
- Future research can investigate the validity and reliability of current language skill assessments used in ESL classroom in Nepal. This includes evaluating whether these assessments accurately measure language skill skills and whether they align with curriculum objectives.
- Research could explore the effectiveness of using authentic materials in teaching language skill skills

- Long term studies tracking the language development of ESL students in Nepal could provide valuable insights into the lasting impact of language skill instruction on overall language proficiency and academic success.

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**Appendices**  
**Appendix I**  
**Interview Questions for the Teachers**

1. What kind of provisions are given in the textbook to develop listening skill of the students?
2. What differences do you notice regarding the provision of developing listening skill on the learners between old and new English textbook for grade nine?
3. What sort of problems are you facing to implement prescribed activity to develop listening skill on the learners?
4. What can be the different ways to minimize those problems?
5. What kind of activities are given in the textbook to develop speaking skill on the learners?
6. What differences do you notice regarding the provision of developing speaking skill on the learners between old and new English textbook for grade nine?
7. What kind of problems are you facing to implement prescribed activity to develop speaking skill on the learners?
8. What can be the different solutions to reduce those problems?
9. What kind of activities are given in the textbook to promote reading skill of the students?
10. What differences do you find regarding the development of reading skill on the learners between old and new English textbook for grade nine?
11. What are the problems that you are facing to implement prescribed activity to develop reading skill on the learners?
12. What can be the solution to overcome those problems?
13. What provisions are made in the textbook to promote writing skill on the learners?
14. What differences do you find regarding the development of writing skill on the learners between old and new English textbook for grade nine?
15. What are the problems that you are facing to implement prescribed activity to develop writing skill on the learners?
16. What suggestions do you like to give to minimize the problems related with developing writing skill on the learners?

17. Which grammatical topics are given in the textbook?
18. What sort of instruction is given in the textbook to teach particular grammar item?
19. Which method do you use to teach grammar?
20. What problems are you facing to implement prescribed activity to teach grammar?
21. What suggestions do you want to give to minimize those problems?
22. What language functions are included in the textbook?
23. What provisions are made in the textbook to teach language function?
24. What kind of problems are you facing to implement prescribed activity to teach language function?
25. How those problems can be minimized?

Thank You

## Appendix II

### Interview with Teacher

#### Interview 1

**Researcher:** Good morning sir.

**Teacher:** Good morning.

**Researcher:** How are you?

**Teacher:** I'm good and what about you?

**Researcher:** I'm also good. Welcome to you in this interview session!

**Teacher:** Thanks.

**Researcher:** OK, as I informed you about my research topic and objectives, I'm here for taking a short interview from you. Shall I start interview?

**Teacher:** Ok.

**Researcher:** What kind of provisions are given in the textbook to develop language skill of the learners?

**Teacher:** OK, new English textbook for grade nine is just practiced in our government schools. The first edition of it was on 2022. This textbook is very beneficial for both students and teachers. Every unit has a language skill item. There are very good provisions for developing language skill of the students. Specially two types of provisions are given in the textbook to develop language skill of the learners. The first one is that the students have to look at the colourful pictures and guess the answer of given question and the second one is that the students have to listen the audio clip developed by Curriculum Development Center and do different activities such as answer question, true false, matching, fill in the gap and so on.

**Researcher:** What differences do you notice regarding the provision of developing language skill on the learners between old and new English textbook for grade nine?

**Teacher:** As I already told you that this textbook is new one which is designed following the spirit of communicative approach. We can find some differences between old and new textbook in terms of developing language skill on the learners such as in the old textbook there were black and white pictures that is why it became very difficult for the students to understand the picture but in the new textbook highly motivating colorful pictures are used and it is easy for the students to understand the picture. Similarly, in the new English textbook for grade nine, language skill contents are more in comparison to old one.

**Researcher:** OK, then what sort of problem are you facing to implement prescribed activity to develop language skill on the learners?

**Teacher:** Yes, this is very good question. This is the age of ICT. We Nepalese take English as a foreign language. Our students of classroom are from different linguistic and sociocultural background. So, as a teacher I'm facing some problems to implement prescribed activity to develop language skill on the students such as sound systems and ICT tools are not properly attached in our schools, multimedia and projectors are not available, pronunciation of recorded audio clip is a bit different than teachers, written form of audio clip is not available, using cellphone as a material for students to listen audio clip.

**Researcher:** What can be the different solutions to minimize those problems?

**Teacher:** Simply, these are not any vast problems that we are facing. we can minimize these problems by different ways like, access to the ICT tools should be enriched, students should be motivated to listen English news, songs, speeches, commentaries and watch English movies. Moreover, language skill practice should be conducted in the classroom regularly. Language skill should be given equal priority as other skills of language.

**Researcher:** What kind of activities are given in the textbook to develop speaking skill on the learners?

**Teacher:** Yes, language is for communication. Speaking is very essential skill of language. Regarding the development of speaking skill on the learners in our new English textbook for grade nine, before each reading text colourful attractive pictures

are given where students have to look at the pictures and talk about them. Students have to act out speech bubbles, conversations, dialogues given in the textbook.

**Researcher:** What differences do you notice regarding the provision of developing speaking skill on the learners between old and new English textbook for grade nine?

**Teacher:** Ok, in the new textbook, language functions are integrated in speaking skill where as in the old textbook they are given separately. Similarly, new textbook is more communicative than the old one.

**Researcher:** What kinds of problem are you facing to implement prescribed activity to develop speaking skill on the learners?

**Teacher:** Yes, there are some problems that I'm facing to develop speaking skill on the learners, first of all students hesitate to speak English since they do not have enough vocabulary power. We can see the problem in their pronunciation. They feel fear of making mistake.

**Researcher:** What can be the different solutions to reduce those problems?

**Teacher:** We should encourage students to speak English. Speaking activities should be run in the classroom regularly. Students should be recommended to listen English songs, speeches, commentaries. Most importantly, vocabulary power of students should be enriched.

**Researcher:** What kind of activities are given in the textbook to promote reading skill of the learners?

**Teacher:** Every unit has two reading texts and these reading texts are from different discipline such as health and hygiene, travelling, science and technology, life and death and so on. Different kinds of activities for reading comprehension are given in the textbook like, answer question, fill in the gap, true false, matching, arranging the events in the correct order, multiple choice etc.

**Researcher:** What differences do you find regarding the development of reading skill on the learners between old and new English textbook for grade nine?

**Teacher:** The new English textbook for grade nine is very rich in reading content but in the old textbook there was only one reading text under each unit.

**Researcher:** What are the problems that you are facing to implement prescribed activity to develop reading skill on the learners?

**Teacher:** Yes sir, there is a problem with reading comprehension. They do not have much vocabulary power so they do not get the sense from the reading text. Tough vocabularies are given in the textbook. Similarly, the language used in the textbook is not as per the level of students which creates problem for them.

**Researcher:** What can be the solution to overcome those problems?

**Teacher:** Of course, we can minimize these problems by developing student's vocabulary power. Students can use context hints to get the meaning of unfamiliar words. I would like to recommend policy makers to use the language in the textbook as per the level of students.

**Researcher:** What provisions are made in the textbook to promote writing skill on the learners?

**Teacher:** In the textbook we can find different types of writing activity. Writing activities are controlled, guided and free. It is a blend of all kinds of exercise. Mostly guided and free writing are given there and controlled writing are rarely given. The new English textbook for grade nine intends to develop various writing activities on the learners such as writing letter, essay, notice, paragraph, message of condolence, recipe, message of congratulation, rules and regulation, biography, describing charts etc.

**Researcher:** What differences do you find regarding the development of writing skill on the learners between old and new English textbook for grade nine?

**Teacher:** I don't see much differences in case of writing skill between old and new English textbook. In the old textbook there were less writing activities which intends to develop students writing skill but in the new one we can see a lot of writing activities for sharpening their writing skill.

**Researcher:** What are the problems that you are facing to implement prescribed activity to develop writing skill on the students?

**Teacher:** First of all, students have lack of sufficient vocabulary power that is why when we asked them to write something then they can't. Another problem is that students don't take writing seriously. Some students may have problem of over writing. They afraid with negative feedback. Students commit errors in punctuation and grammar when they write. Similarly, students forget to maintain cohesion and coherence in their writing.

**Researcher:** What suggestions do you like to give to minimize those problems?

**Teacher:** Students should go through the ways of writing. They need to brainstorm first. At a time of brainstorm teacher should help them. Students should be given easy and interesting topic for writing in the initial phase of writing. Students common mistakes shouldn't be corrected immediately but only their serious errors should be corrected. Similarly, knowledge related to mechanics of writing such as punctuation, spelling and grammar should be given.

**Researcher:** Which grammatical topics are given in the textbook?

**Teacher:** Grammatical items such as tense, speech, voice, conditional sentence, causative verb, transformation, question tag, articles, prepositions, conjunctions, adverbs, adjectives etc. are given in the textbook.

**Researcher:** What sort of instructions are given in the textbook to teach particular grammar item?

**Teacher:** Before some grammatical items, some models or examples of using grammar are given in the textbook. Students have to read and find out the rule from examples.

**Researcher:** Which method do you use to teach grammar?

**Teacher:** Mostly I use inductive approach.

**Researcher:** What problems are you facing to implement prescribed activity to teach grammar?

**Teacher:** Firstly, our classrooms do not have enough materials to teach grammar. Students lack of preparation is another problem. Students take grammar as a boring activity. Lack of motivation to learn English grammar is also the problem.

**Researcher:** What suggestions do you like to give to minimize those problems?

**Teacher:** Access to the sufficient materials should be ensured. Students should be well prepared and motivated to learn English grammar. Most importantly grammar should not be taught in isolation rather it should be taught in integrated form.

**Researcher:** Which language functions are included in the textbook?

**Teacher:** Various language functions such as making plans and expressing intentions, suggesting, advising, making request and responding to request, expressing condolence, asking for permission, describing people, place, thing, giving instructions, giving direction, narrating past events, expressing degree of certainty, making comparison, expressing ability to do something, making, accepting and rejecting offers, locating places and so on.

**Researcher:** What provisions are made in the textbook to teach language function?

**Teacher:** In the new English textbook for grade nine, language functions are not given separately rather they are incorporated under speaking skill where students have to act out various speech bubbles, dialogues and conversations. Teachers have to divide the students into pair or group and ask them talk to each other in a certain context.

**Researcher:** What kind of problems are you facing to implement prescribed activity to teach language function?

**Teacher:** Yes, when we ask our students to speak, they hesitate to speak. They feel fear of making mistake so they don't speak. Lack of vocabulary power is another problem. Moreover, problem can be seen in their pronunciation.

**Researcher:** How those problems can be minimized?

**Teacher:** We can minimize these problems by doing number of things like, students should try to speak English with their friends, they should be praised and rewarded for

speaking English by the teachers. Teachers should provide certain roles to the students to play.

**Researcher:** Thank you so much sir for your valuable time and insightful ideas.

**Teacher:** You are welcome sir.

**Interview 2**

**Teacher:** Namaste!

**Researcher:** How are you?

**Teacher:** I'm good and what about you?

**Researcher:** I'm also good. Welcome to you in this interview session!

**Teacher:** OK!

**Researcher:** OK, as I've already briefed you on my research topic and objectives, I'm here to conduct a brief interview with you. Are you ready for me to begin?

**Teacher:** Ok.

**Researcher:** What specific strategies or techniques does the textbook provide to enhance learners' language skill skills?

**Teacher:** Alright, the new English textbook for ninth grade has recently been introduced in our government schools, with its first edition released in 2022. This textbook proves to be highly advantageous for both students and teachers alike. Each unit within the textbook incorporates a language skill component, offering effective provisions to enhance students' language skill skills. Specifically, there are two notable approaches employed in the textbook for fostering language skill proficiency among learners. Firstly, students engage in activities where they analyze colorful illustrations to infer answers to given questions. Secondly, students listen to audio clips provided by the Curriculum Development Center, participating in various activities such as answering questions, determining true or false statements, matching items, filling in gaps, and more.

**Researcher:** What disparities do you observe in the strategies employed to cultivate language skill skills among learners between the old and new English textbooks for ninth grade?

**Teacher:** As I mentioned earlier, the new textbook is designed in line with the communicative approach. When comparing the old and new textbooks in terms of

cultivating language skill skills among learners, several differences become apparent. For instance, the old textbook featured black and white pictures, making it challenging for students to comprehend them. However, the new textbook incorporates highly engaging and colorful pictures, facilitating easier understanding for students. Additionally, the new English textbook for ninth grade contains a greater abundance of language skill content compared to its predecessor.

**Researcher:** OK, then what sort of problem are you facing to implement prescribed activity to develop language skill on the learners?

**Teacher:** Indeed, that's an excellent question. In today's era of information and communication technology (ICT), English is often perceived as a foreign language in Nepal. Our classroom comprises students from diverse linguistic and sociocultural backgrounds. As a teacher, I encounter several challenges when trying to execute prescribed activities aimed at developing students' language skill skills. These obstacles include the lack of properly integrated sound systems and ICT tools in our schools, unavailability of multimedia resources and projectors, discrepancies between the pronunciation in recorded audio clips and that of the teachers, absence of written transcripts for audio clips, and the potential use of cellphones as language skill devices for students.

**Researcher:** What can be the different solutions to minimize those problems?

**Teacher:** These challenges are not insurmountable. We can mitigate them through various means. Firstly, we can enhance access to ICT tools. Secondly, students can be encouraged to engage with English through language skill to news, songs, speeches, commentaries, and watching English movies. Additionally, regular language skill practice sessions can be conducted in the classroom. It's crucial to prioritize language skill skills on par with other language skills.

**Researcher:** What kind of activities are given in the textbook to develop speaking skill on the learners?

**Teacher:** Absolutely, communication is at the core of language learning. Speaking is undeniably a fundamental skill in language acquisition. In our new English textbook for ninth grade, there are innovative methods employed to foster the development of

speaking skills among learners. Prior to each reading text, vibrant and captivating pictures are provided, encouraging students to discuss them. Moreover, students are tasked with enacting speech bubbles, conversations, and dialogues presented in the textbook.

**Researcher:** What distinctions do you observe concerning the strategies for developing speaking skills among learners between the old and new English textbooks for ninth grade?

**Teacher:** Well, in the new textbook, language functions are seamlessly integrated into speaking skills, whereas in the old textbook, they were presented separately. Additionally, the new textbook emphasizes a more communicative approach compared to the old one.

**Researcher:** What kinds of problem are you facing to implement prescribed activity to develop speaking skill on the learners?

**Teacher:** Yes, there are indeed challenges I encounter when attempting to develop speaking skills among learners. Primarily, students often hesitate to speak English due to their limited vocabulary, which consequently affects their pronunciation. Additionally, they harbor a fear of making mistakes.

**Researcher:** What potential solutions can address these issues?

**Teacher:** To mitigate these challenges, we should actively encourage students to engage in English speaking activities. Regular speaking sessions should be incorporated into classroom routines. Moreover, students can benefit from language skill to English songs, speeches, and commentaries. It's crucial to focus on enriching students' vocabulary.

**Researcher:** What specific activities does the textbook offer to enhance reading skills among learners?

**Teacher:** Each unit in the textbook contains two reading texts covering various disciplines such as health and hygiene, travel, science and technology, life and death, and more. The textbook provides a range of reading comprehension activities, including answering questions, filling in gaps, determining true or false statements,

matching items, arranging events in chronological order, and multiple-choice questions.

**Researcher:** How do you perceive the disparities in the development of reading skills between the old and new English textbooks for ninth grade?

**Teacher:** The new English textbook for ninth grade offers a wealth of Textbook compared to its predecessor, which only included one reading text per unit.

**Researcher:** What challenges do you face in implementing prescribed activities aimed at developing reading skills among learners?

**Teacher:** One significant challenge lies in comprehension. Students often struggle to grasp the meaning of reading texts due to their limited vocabulary. The textbook contains complex vocabulary, and the language used may not be suitable for students' proficiency level.

**Researcher:** What measures can be taken to overcome these challenges?

**Teacher:** To address these issues, we can focus on enhancing students' vocabulary. Encouraging students to use contextual hints to decipher unfamiliar words can be beneficial. Additionally, I recommend that policymakers ensure the language used in textbooks aligns with students' proficiency levels.

**Researcher:** What provisions are made in the textbook to promote writing skills among learners?

**Teacher:** The textbook incorporates various writing activities, including controlled, guided, and free writing exercises. It offers a diverse range of tasks such as writing letters, essays, notices, paragraphs, messages of condolence, recipes, messages of congratulations, rules and regulations, biographies, and descriptions of charts.

**Researcher:** What differences do you observe regarding the development of writing skills between the old and new English textbooks for ninth grade?

**Teacher:** In terms of writing skills, there aren't substantial differences between the old and new textbooks. However, the new textbook provides a greater number of

writing activities aimed at honing students' writing skills compared to the older version.

**Researcher:** What challenges do you face in implementing prescribed activities to develop writing skills among students?

**Teacher:** Several challenges arise, including students' insufficient vocabulary, lack of seriousness towards writing tasks, tendency to overwrite, fear of negative feedback, and errors in punctuation, grammar, cohesion, and coherence.

**Researcher:** What suggestions do you propose to mitigate these problems?

**Teacher:** Students should familiarize themselves with various writing techniques and engage in brainstorming sessions with guidance from the teacher. Initially, they should be given easy and engaging topics to write about. Common mistakes can be addressed gradually, focusing primarily on serious errors. Furthermore, students should receive instruction on mechanics of writing, such as punctuation, spelling, and grammar.

**Researcher:** Which grammatical topics are covered in the textbook?

**Teacher:** Grammatical topics such as tense, speech, voice, conditional sentences, causative verbs, transformations, question tags, articles, prepositions, conjunctions, adverbs, and adjectives are included in the textbook.

**Researcher:** What type of instructions does the textbook provide for teaching specific grammar items?

**Teacher:** The textbook typically presents models or examples of grammar usage before introducing specific grammatical items. Students are required to analyze these examples to discern the underlying rules.

**Researcher:** What method do you employ to teach grammar?

**Teacher:** Primarily, I utilize the inductive approach.

**Researcher:** What challenges do you encounter in implementing prescribed activities for teaching grammar?

**Teacher:** Firstly, our classrooms lack sufficient materials for teaching grammar. Additionally, student preparation is often lacking, with many students perceiving grammar as a tedious subject. Motivating students to engage with English grammar presents another obstacle.

**Researcher:** What suggestions do you propose to address these challenges?

**Teacher:** Ensuring access to an adequate supply of materials is crucial. Additionally, students need to be adequately prepared and motivated to learn grammar. Importantly, grammar instruction should be integrated rather than taught in isolation.

**Researcher:** Which language functions are covered in the textbook?

**Teacher:** The textbook encompasses various language functions, including making plans and expressing intentions, suggesting, advising, making requests and responding to requests, expressing condolences, asking for permission, describing people, places, and things, giving instructions, giving directions, narrating past events, expressing degrees of certainty, making comparisons, expressing abilities, making, accepting, and rejecting offers, and locating places, among others.

**Researcher:** How are language functions taught in the textbook?

**Teacher:** In the new English textbook for ninth grade, language functions are integrated into the speaking skill section. Students engage in acting out various speech bubbles, dialogues, and conversations. Teachers typically divide students into pairs or groups and assign them specific contexts to converse in.

**Researcher:** What challenges do you face in implementing prescribed activities for teaching language functions?

**Teacher:** Indeed, when we encourage students to speak, many hesitate due to fear of making mistakes. Limited vocabulary and pronunciation issues are also common challenges.

**Researcher:** How can these challenges be minimized?

**Teacher:** Several strategies can mitigate these issues. Students should practice speaking English with their peers and receive praise and rewards from teachers for

their efforts. Providing students with specific roles to enact can also help overcome these challenges.

**Researcher:** Thank you for your valuable time and insightful ideas.

**Teacher:** You're welcome, sir.

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