

# CHAPTER ONE

## INTRODUCTION

### 1. 1 General Background

Language is one of the most important characteristic forms of human behavior, it is a means of communication . It is a system of human communication by means of structured arrangements of sounds to form larger units, e.g., morphemes, word and sentences. It is a form of social behavior.

In spite of the existence of so many languages in the world, English language is spoken all over the world. It is the world's most widely used language. Most of the important books are written and published in English. It has become indispensable vehicle to the transmission of modern civilization. It is a passport through which one can visit the whole world, and the one, who knows English can enjoy all the advantages of the world.

It is a powerful lingua - franca. It is spoken as the first language in America, Britain, Canada, Australia and in many other countries. Some of the countries like India use it as the second language. It is serving as official language in more than 60 countries of the world. It is also the language of science and technology, trade, business, medicine, academic institutions and so forth. English language began to permeate throughout the eastern hemisphere with the expansion of British Empire in India. It entered into the Indian sub - continent as a language of trade and business. Gradually It entered Nepal with the foundation of Durbar High School in 1853 AD.

#### 1.1.1 Need and Importance of English Language in Nepal

The historical development of English language in Nepal is closely connected with the rise of Rana regime. After Junga Bdr. Rana became the prime minister in 1846 A.D. In, 1850.A.D, he visited England with a purpose

to strengthen his ties of friendship with the powerful British government. Then only he realized the importance of English language in Nepal. Consequently, he invited English scholars to teach his sons the English language. He also established Durbar High School in 1853 A.D. to teach English to the other Rana. Later the school was open to all.

Nepal needs English for various purposes such as trade, business, industrial activities, development of science and technology, academic activities, and relation with foreign countries. It is used as a foreign language. It is learnt and taught as a compulsory subject from grade one to graduate level and optional subject from secondary to postgraduate level. Furthermore, a number of English medium academic organizations, under the supervision, guidance and control of the Ministry of Education, are running using English as medium of instruction.

### **1.1.2 Introduction to Curriculum, Textbooks and Teacher's Book**

Curriculum guides text book writers, teachers and students. According to the Encyclopedia of Education Vol -2, "A curriculum includes the goals, objectives, contents, processes, resources and means of education of all the teaching experiences planned for pupils both in and out of the school and community through classroom instruction and related programs. "A curriculum is a plan for learning" Taba (1962). Similarly, Goods (1973) defines it as, "a general verbal plan of the content or specific materials of instruction that the school should offer the student by the way of qualifying him for graduation or certification for entrance into a profession or vocational field."

Hence, curriculum is a package of various activities that can be organized in and out of the school. It is the foundation of textbook writing. A textbook is a book used as standard work in any branch or course of study, a book that forms the basis for regular class instruction. A textbook is a coherent body of teaching materials which may consist of either just the course book or a

learning package, consisting of several parts. It is the sole source of achieving the pre-determined objectives. Therefore, textbook should be designed according to the level, interest and background of the students.

Teaching foreign language is an extremely difficult task. If a teacher is untrained, he does not know any guidelines to be followed, he can not teach well. Therefore, to accomplish this requirement, the teachers are provided with teacher's book. It is like a compass to the teachers which help them to follow the right direction in their class room teaching, to run the classes effectively and involve the students activities.

The Teacher's Book of grade XI is prepared by the same writers, i.e., Adrian Doff, Christopher Jones and Keith Mitchell, Who also prepared the student's book, work book and test book of grade XI. It is printed in Medium size which is a bit smaller in size than the student's book. It is blue in colour. The original copy of it is published by Cambridge University Press, Cambridge, New York but for the South Asia it is published by Foundation Books, New Delhi. It costs only Rs. 150/-

Meaning into Words is a course in general English, which takes students from intermediate level to the level of the Cambridge First Certificate examination.

It is divided into two parts: an intermediate course and an upper-Intermediate course. The two parts can either be used as a single continuous course, or separately as two independent courses.

The course systematically covers the functional, notional and grammatical area that are important to students of this level. In each unit, students are taught the relationship between structures and meanings and learn how to use structures in a communicative context.

The intermediate course contains 24 units, providing 100-130 classroom hours. This Teacher's Book provides unit-by-unit teaching notes, which, for each exercise, gives summary of the language taught, guidance on procedure and answers to some of the exercises. In addition, there are introductory sections which give background to the course and they are provided with a tape script of the drill, a guide to the test answers and a list of the contents of the students book, cassettes. (Meaning into Words, Teacher's Book).

## **1.2 Review of Related Literature**

Although several attempts have been made in the field of ELT situation of Nepal, only of them can be seen in the field of Text Book analysis.

Awasthi (1979), studied the attitude of the different groups of people towards the English language in the secondary schools of Kathmandu. He found that the different groups of people had positive attitudes towards the English language.

Bastola (2002), studied on the effectiveness of grade IX text book He found that the Teacher's Guide is very useful and practical.

Karki (1989), studied the attitudes of the campus students towards English language. She found their positive attitudes towards English as a foreign language.

Khanal (1999), studied the attitudes of secondary Level students towards learning English. He found the negative attitudes of the students towards text books, method of teaching material and references available in schools and existing exam.

Similarly, Lamichane (1999), analyzed new English textbook of grade VIII. He found most of the teachers' positive attitudes on some statements related to develop communication skill though they are negative in other points.

But no study has said anything about Teacher's Book though aforementioned studies are more or less related to the present topic. So, the present study aims at finding out the teachers' perception towards grade XI Teachers' Book with reference to the textbook and its teaching.

### **1.3 Objectives of the study**

The present study had the following objectives.

- i. To find out the teachers' perception towards grade XI Teacher's Book.
- ii. To list some pedagogical implications.

### **1.4 Significance of the study**

The writers have produced the Teacher's Book to help the teachers for their effective teaching. It is believed that it directs the teachers to the right direction in their teaching. It is being followed by the teachers but no attempt has been made to find out its strengths and weaknesses. So, the findings of the study is supposed to be significant to those who are involved in teaching. It will also be helpful to those who are concerned with this field, i.e. language learners, textbook writers, subject specialists and education planners.

# CHAPTER TWO

## METHODOLOGY

As the present study is analytical, descriptive, and comparative in nature, an attempt has been made to analyze, compare and describe the opinions of the teachers to find out the teachers' perception towards Teacher's Book of grade XI.

### 2.1 Sources of Data

To collect the data, both the primary and secondary sources were used for this research.

**2.1.1 Primary sources:** The 30 English teachers.

**2.1.2 Secondary sources:** The researcher went through Grade XI

Text Book, Teacher's Book for grade XI English, the curriculum, the questionnaire for the collection of secondary data.

### 2.2 Sample population

The population for the study consisted of 30 Higher Secondary level English language teachers. Altogether 30 English language teachers 10 from Lamjung, Katmandu and Tanahun each were selected as sample population. Random sampling method was adopted to select the teachers' opinion.

### 2.3 Tools of the study

Questionnaire was the chief tool for the collection of data in survey research. A set of questionnaire was used for the collection of data for the present study. The questionnaire consisted of two parts altogether, part A and B. Part A of the questionnaire was only for the collection of general information. Part B consisted of 50 items 5 different parts altogether. The five

point likert type scale was developed for the convenience of the respondents. Against each statement, there were five options labeled as Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree bearing the number as shown in the Table below.

**Table No. 1: Five Point Likert Type Scale**

<b>Statement</b>			
<b>positive Statement</b>		<b>Negative Statement</b>	
<b>Options</b>	<b>Value</b>	<b>Options</b>	<b>Value</b>
Strongly agree	5	Strongly agree	1
Agree	4	Agree	2
Undecided	3	Undecided	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly disagree	5

The respondents were requested to tick ( ) against one of the five options. At the beginning of each part, they were requested to respond against the items.

Before going to the field for data collection, the set of questionnaire was presented to the supervisors for necessary correction and creative suggestions. After getting feedback from the supervisor, the questionnaires were reprinted and administered to the teachers.

## **2.4 Process of Data Collection**

The researcher approached to the concerned population, made his purpose clear first and presented the questionnaire with a request letter. Then, he distributed the questionnaire and collected filled up by the teachers.

## **2.5 Data Analysis Procedures**

The collected data were tabulated and analyzed by applying statistical measures  $\chi^2$  (Chi-square) and simple percentage. But the responses to the open-ended items, in which the possible answers were not given in the questionnaire, were mixed and analyzed together. The responses to the open-ended items were presented analytically, descriptively and logically.

## **2.6 Limitations of the Study**

The researcher limited his research to the following :

- i. The area of study was confined in three districts, Kathmandu, Lamjung and Tanahun
- ii. Only 10 English Language teachers from each districts were selected.
- iii. The study was limited to the curriculum, Grade XI textbook and Teacher's Book only.

# CHAPTER THREE

## ANALYSIS AND INTERPRETATION

The main concern of the researcher in the present study was to find out the teachers' perception towards Teacher's Book of grade XI. The data for the study as described in chapter two were collected from teachers and then thus the collected data were analyzed and interpreted.

### 3.1 Teachers' Perception Towards Grade XI Teacher's Book

Teachers were asked 50 closed ended questions to assess their perceptions towards the Teacher's Book. The items were divided into five different sections. The following tables below present the  $\chi^2$  value and the conclusion of each item.

All the items with their  $\chi^2$  values are shown in the following tables.

#### 3.1.1 Content

**Table No 2: Items related to content with their  $\chi^2$  value**

S.N.	Description	Lamjung		Thanahun		Kathmandu	
		$\chi^2$ value	con.	$\chi^2$ value	con.	$\chi^2$ value	con.
1	It was produced together with the text books	24	s	11	s	17	s
2	The textbook and Teacher's Book are inter-related.	13	s	11	s	8	ns
3	It is prepared and evaluated by a team of experts.	5	ns	11	s	7	ns
4	It helps you to overcome the problems posed by text.	9	ns	5	ns	17	s
5	It helps you to overcome the problems posed by the setting of the text.	11	s	23	s	17	s
6	It suggests you additional	8	ns	11	s	8	ns

	and alternative teaching activities.						
7	It is necessary to read the teacher's book from cover to cover instead of referring to a section at a time.	8	ns	12	s	7	ns
8	It helps you make the adaptation by describing the grammatical structures to be taught.	23	s	17	s	3	s
9	It assumes that the teacher shares the writers attitude to the nature of language?	17	s	23	s	29	s
10	It equally emphasizes the four language skills.	11	s	9	ns	17	s
11	There is uniformity regarding the treatment of each teaching unit.	11	s	9	ns	5	ns
12	It helps to select the vocabulary items properly.	8	ns	8	ns	9	ns
13	The students can use the structures in the appropriate functional areas.	19	s	8	ns	11	s
14	It helps to introduces new language in motivating and realistic contexts.	5	ns	8	ns	11	s
15	There is uniformity regarding the treatment of each teaching unit.	9	ns	5	ns	7	ns
16	It assumes that the teacher has the time resources linguistic competence and confidence	19	s	11	s	13	s

### 3.1.1.i Conclusion

The items of this section were concerned with the content aspect of teacher's book. This table shows that the respondents have expressed

their ideas variously about the content. Only the items of one, five, eight, nine and sixteen were proved to be statistically significant at 0.05% level by all of the respondents of three districts. Similarly, item no. twelve and fifteen were found statistically significant negatively by them.

### 3.1.2 Methodology

**Table No. 3: Items related to methodology with their  $\chi^2$  value**

S.N.	Description	Lamjung		Tanahun		Kathmandu	
		$\chi^2$ value	con.	$\chi^2$ value	con.	$\chi^2$ value	con.
1	It tells about the different methods and techniques of teaching which are applicable into the class-room	11	s	7	ns	7	ns
2	These techniques and methods are applicable into the classroom	16	s	15	s	25	s
3	It helps the teachers to understand used the basic methodological approach necessary to follow if the different units of grade XI are to be effectively implemented.	17	s	13	s	16	s
4	It assumes that a teacher is already familiar with the particular methodology	13	s	9	ns	9	ns
5	It enables the teachers to teach the new materials successfully.	11	s	7	ns	23	s
6	It expects the teachers to tolerate ambiguity/uncertainty	11	s	9	ns	4	ns
7	It helps you to provide a balance of activities that is	10	s	7	ns	7	ns

	appropriate for your students						
8	In includes and practices the skills you intend to impart your students.	31	s	13	s	17	s

### 3.1.2.i Conclusion

The items included in this section were concerned with methodological aspect of teacher's book. This section contained only eight items. According to this table, only the three items (no. two, three and eight) were found to be statistically significant at 0.05% level by them but they expressed their mixed opinion to other remaining items.

### 3.1.3 Materials

**Table No. 4: Items related to materials with their  $\chi^2$  value**

S.N.	Description	Lamjung		Tanahun		Kathmandu	
		$\chi^2$ value	con.	$\chi^2$ value	con.	$\chi^2$ value	con.
1	It includes the tapescript of recorded materials.	5	ns	12	s	3	ns
2	It includes a complete set of answers to the exercises.	3	ns	2	ns	5	ns
3	It provides the solution for the teacher unfamiliar with the cultural context of the material.	12	s	4	ns	17	s
4	It provides keys to those exercises which do not have predictable answer.	17	s	9	ns	17	s
5	It gives some ideas about teaching materials.	19	s	15	s	24	s
6	These materials are perfect contextualized and authentic.	15	s	13	s	11	s
7	There is a copy of the	5	ns	4	ns	25	s

	proposed rules for the exam						
8	The materials are easily available	5	ns	4	ns	1	ns
9	There is a sufficient amount of communicative out put in the materials under consideration.	15	s	6	ns	5	ns
10	It describes the annual plan for teaching the whole of the curriculum.	7	ns	7	ns	10	s
11	It provides assistance for teachers wishing to evaluate learner's response to activities and exercise for which there is not be predictable answer.	19	s	17	s	16	s

### 3.1.3.i Conclusion

This part contained eleven items. These items were about the teaching materials. Only three items (no. five, six and eleven) were responded to be statistically significant 0.05% level by them. But they rejected two items (no. two and eight). They viewed variously to the other items.

### 3.1.4 Instruction

**Table No. 5: Items related to instruction with their  $\chi^2$  value**

S.N.	Description	Lamjung		Tanahun		Kathmandu	
		$\chi^2$ value	con.	$\chi^2$ value	con.	$\chi^2$ value	con.
1	It gives clear ideas for teaching every exercise in the text.	8	ns	3	ns	7	ns
2	It gives concise advice about how teachers should approach communicative language teaching in general.	23	s	11	s	13	s

3	It describes the teaching activities in detail.	7	ns	4	ns	8	ns
4	It can direct you on the right direction.	11	s	9	ns	11	s
5	You can get the clear instructions to be followed.	11	s	12	s	5	ns
6	The guidelines are complete and adequate.	6	ns	8	ns	3	ns
7	It provides detailed guidance which still requires careful interpretation.	7	ns	9	ns	3	ns
8	It points out the ways of the teaching of grammatical structure for the different functional areas covered by the books.	24	s	8	ns	13	s
9	The materials contain clear guidance for the teacher about how they can be used to the best advantage.	13	s	5	ns	8	ns
10	The materials are clearly stated to use for your students	9	ns	7	ns	8	ns
11	It suggests to use the real language i.e. like real – life English	13	s	16	s	23	s

### 3.1.4.i Conclusion

This section was about the instructional aspect containing eleven items. All the respondents of the three districts concluded only two items (no. two and eleven) to be significant at 0.05% level, while they denied the 5 items (no. one, two, six, seven and ten). For other rest of the items they gave mixed ideas.

### 3.1.5 Physical Feature

**Table No. 6: Items related to physical feature with their  $\chi^2$  value**

S.N.	Description	Lamjung		Tanahun		Kathmandu	
		$\chi^2$ value	con.	$\chi^2$ value	con.	$\chi^2$ value	con.
1	The book is attractive and affordable	7	ns	23	s	11	s
2	The Binding and printing are good.	6	ns	12	s	7	ns
3	It is well – designed.	1	ns	9	ns	8	ns

#### 3.1.5.i Conclusion

The last part of questionnaire was related to the physical feature of the teacher's book. It contained only three items. Out of three items, item no three was rejected by the respondents of all three districts and for remaining two items they opined variously.

### 3.2 Analysis of open – ended items

The researcher developed a set of questionnaire. It consisted of four parts, i.e., A,B,C and D. These items were divided into four different parts to elicitate opinions, attitudes and perceptions of the respondents on various aspects of Teacher's Book. The number of items on each part was equal.

The data, thus, collected were analyzed analytically and descriptively as mentioned below, sometimes more than one teachers expressed the same opinion using different words and phrases, such opinions have not been repeated. So, only the different ones have been enlisted.

#### 3.2.1 Content and Organization

The items in this part were set to elicit the opinion of the teachers contents and organization aspect of Teacher Book.

**Q.No.1 How are the contents of Teacher's Book organized? On what principle are they based?**

Some of the representative responses of the teachers are cited below:

- They are based on simple to complex.
- They are based on simple text book and organized in a practical way.
- They are organized properly.
- They are based on tautology.
- They are based on finding objectives and meaning of title.
- They are organized on the basic of the text book.
- They are in simple way.
- They are based on inductive method.
- They are well and based on functions, language, and grammar.
- They are based on communicative approach.
- They are based on discussion and class activities. They are organized systematically.
- They are based on the principle of language learning.
- They are based on structural way.

**3.2.1.1 Conclusion**

All the teachers answered the questions variously. Keeping their responses in view, it can be concluded that the contents of teacher's book are

systematically and properly given and they are based on the natural principle of language, learning where the role of student is emphasized.

**Q.NO.2 It is assumed that the present Teacher's Book is complete, natural and comprehensive. Do you agree? Give reasons.**

- Yes, I agree because the way of presenting language item is given and complete idea on each lesson is given.
- Yes, it is comprehensive enough to the teacher and students. It is partially true because it can't solve all the problems.
- Yes, in some extents but some chapters are quite difficult according to the level of the students.
- Yes, it is only guideline for teacher. The teachers learn basic things during their student life in university.
- It is not complete, natural and comprehensive. Some of the language structures are incomplete and incomprehensive.
- Yes, it is because it includes the different kinds of techniques to develop student's creativity.
- Yes, it provides us with exercises to further what we've learnt in Student Book. Yes, because it is based on communicative approach.
- It is useful but not complete.
- It is comprehensive but not complete because it shouldn't be text oriented but performance.
- I'm not fully satisfied because some of its instruction is difficult to apply.

- Yes, it is designed on the basis of modern approach.
- It is complete but not natural, so it's not comprehensive for all the students of our culture.

### **3.2.1.2 Conclusion**

The objective of this question was to survey the completeness, naturalness and comprehensiveness of the Teacher's Book, out of 30 teachers, only 5 teachers agreed with this statement. A teacher found it natural and comprehensive but incomprehensive because of its setting in the foreign culture.

**Q.NO.3 Each unit of the Teacher's Book has been designed on different stages. Are these stages applicable? Explain.**

- I think some are not applicable because the principle and assumption are varying from our context.
- That can be done if effort is paid by the teacher. They are applicable in our context.
- Most of them are applicable.
- They are not applicable because they are not complete, natural and well managed.
- Most of them are applicable but in some cases, the teachers should give her own technique.
- Yes, but it is a little more difficult.
- Some are applicable but some are not.
- Not all the stages are equally applicable.

- Yes but we have to think over time limit and exam.
- Yes, different language skills need different stages.

### **3.2.1.3 Conclusion**

The 3<sup>rd</sup> item encouraged the teachers to elicit the application of the different stages of Teacher's Book. 20 of the teachers found its stages quite applicable but 7 of them found it difficult because of the foreign setting. 3 of them also found that the teacher's have to pay special attention to them, only then it can be applied.

#### **Q. No .4 How does it help the teachers in going to the right direction?**

- It is path finder which focuses towards the goal.
- The teacher gets sample stepwise direction to teach.
- It helps as it is one of the formal reference materials.
- It helps by illustrations and its basic threads.
- It helps to complete the course in time and to grab the objectives.
- It helps presenting language structure and keys to those exercises which don't have predictable answer.
- It helps through audio-visual learning materials.
- It helps by providing materials. Methods, testing etc.
- It helps by providing instruction, exercises, possible answers etc.
- It helps by teaching structure of language.
- It helps by giving topics, chapters and units.

- It helps by providing answers and instruction.
- It helps by to overcome problems.
- It helps by telling the teaching process and methodology.
- It helps by avoiding confusion.

#### **3.2.1.4 Conclusion**

The 4<sup>th</sup> item was an attempt to survey the usefulness to guided the teachers. The teachers opined that it helps them variously. They said that it helps them by providing instructions, materials, exercises, key-structures avoiding confusion, it also helps them to complete the course within the limited period of time.

#### **Q.No. 5 Is there uniformity between the contents of Textbook and Teacher's Book? Give reasons.**

- We can not find uniformity because of the difference of the author's culture and context.
- Teacher's Book is based on text book, so there is uniformity
- The writers have tried to make so but failed in some.
- There is but it should have a little gague. It's garble.
- Separately there is uniformity but there is no uniformity entirely.
- Yes, every unit is concerned with its exercise.
- Yes, but still it needs further improvements to meet the requirements of teacher.
- Yes, in both there are sequences of presentation and practice.

- Yes, the related topics are arranged together.
- No, because only some of the contents are emphasized but some are ignored.

### **3.2.1.5 Conclusion**

This item was intended to find the teachers opinion on uniformity between the contents of textbook and Teacher's Book. Most of them found the uniformity between them. Out of 30, only one respondents of them did not find any uniformity due to the different culture and context of the authors and 25of them found only some of the contents emphasized but others ignored. One has suggested to improve it.

### **3.2.2 Methodology**

The items in this part were designed to elicit the teacher's ideas on the methodology to find if they are suitable and applicable or not.

#### **Q.No.1 what type of methods and techniques have been suggested to follow in the Teacher's Book?**

- Communicative method has been suggested.
- Functional and communicative methods and technique
- There are various methods and techniques but psychological and creative should be addressed.
- Discussion and lecture methods have been applied.
- Drill, Elicitation, pair work and group work.
- Inductive, student centered and various techniques

- Problem solving audio - lingual, drilling, direct, communicative and question answer.
- Inductive, student centered and various techniques. Communicative and OSS methods.
- The methods are common.
- OSS approach and direct method.

### **3.2.2.1 Conclusion**

25 teachers expressed their opinion in favour of the communicative approach. They responded in different words and structures but the conclusion was the same according to them it can be concluded that it is student centered but 5 of them also opined on direct, OSS, lecture, discussion etc.

**Q. No. 2 Each of the units of it provides teaching notes. Do you think that these notes are sufficient? Mention.**

- Only these notes are not sufficient for teaching learning situation.
- No, they are not sufficient. Teachers should also use his own intuition.
- For short answers, these notes are insufficient.
- More or less they are sufficient.
- They are not sufficient. We need the notes details. So that we can get clear concept.
- They are not enough in margin, but students book provides a good echo to the readers.

- They are only the hints and gists. They are not sufficient for 'a competent teacher to make his students competent in English.
- They are strongly helpful but not adequate. So the teacher needs extra exerciser to make the students competent.
- Some units lack the sufficient notes. They only provide short hints
- It depends upon the teachers manipulation. If we consult it thoroughly, it is almost sufficient.
- Some useful hints are also missing.

### **3.2.2.2 Conclusion**

This item was designed to find if the notes provided in the teachers book are sufficient. But 25 of the teachers found it insufficient. They viewed that they are only the hints for the teachers and some important hints are also missing.

### **Q.NO. 3 Do you find these methods and techniques easily applicable and interesting to use ? Describe.**

- We can apply some of them but many of them are not applicable easily and interestingly.
- Yes.
- In the context of Nepalese students, all are not easily applicable.
- Role play, pair work and group work can be easily applied.
- In most cases, they are applicable and appreciable but the interest depends upon the teacher's motivation as well.

- We can apply them if we have sufficient time and small number of students.
- No, they are really challenging to apply.
- No, they are not interesting because time is insufficient and for hastening it is impossible. Some of them are applicable and interesting but others are difficult according to the student's level.
- Though they are applicable and interesting but other are difficult of time.
- Some of them are unfamiliar and unclear.
- But we feel a little but difficult to some units.
- Yes, they are easily applicable through cars letter, tapescripts etc.
- Yes, they are some how applicable and interesting.

### **3.2.2.3 Conclusion**

This item was mainly concerned with the application of the methods and teaching mentioned in the teacher's book. 23 of the teaches found it easily applicable in the classroom but 7 of them found it a bit difficult and challenging because of the limitation of time, level of student, number of students and cultural different.

**Q.No.4 The teachers book has a wide variety of presentation material. Do you think that these methods of presentation are appropriate and based on modern approach of language teaching learning? Give reason.**

- The selected methods are psychological.

- There is gap between teacher's book and modern approach of language teaching.
- Yes, because they are based on inductive and communicative approach.
- It had been designed only for certain period but new technology goes on changing. So it must be flexible.
- Appropriate but it should provide newness according to the time.
- Due to the provided time, materials and student capacity they are not
- All the topics are not based on modern approach of language teaching.
- To develop communication fluency and creativity of the learners, they are appropriate.
- Yes, because they are based on natural principle of language learning.

#### **3.2.2.4 Conclusion**

This item was set to elicit the appropriateness of the methods of presentation from their responses, it can be concluded that since they are based on modern approach of language learning they are appropriate to apply. But 3 argued that the new inventions that take place to the time, they should also go on changing because they have been prepared for one fixed period of time.

**Q.No.5 Why does it suggest the teachers to be creative and use other extra activities ?**

- To enhance productivity.
- If the teacher is creators, then the students also became the same.
- To facilitate learning.
- To develop communicative competence.
- To reach the desired goal.
- To expect sound achievement.
- To achieve the objectives of the course.
- To make teaching/ learning effective.
- To guide the students.
- To make the students competent and active.
- To provide sufficient materials. Teacher's book is insufficient, so the teacher should be creative.
- It is because the given materials are only the guidelines.

**3.2.2.5 Conclusion**

This item no.5 was prepared to find the reasons of being teacher creative and using extra activities. To the response of this item, 28 of the teachers opined that the teachers should be creative and use other activities in order to develop the communicative competence and facilitate learning. One also said that the students are the follower of the teachers, so they become creative only when the teacher is creative. One of them opined that

since the teacher book is insufficient, the teacher should be creative to reach the desired goal and make the teaching and learning effective as well.

### **3.2.3 Evaluation**

The item types designed in this part are to elicit the teachers ideas about the evaluation aspect of teaching and learning which is essential in this field.

**QN. 1. How does The Teacher's Book suggest to test and evaluate the students?**

- By asking short questions.
- By using exercise.
- By taking test after each of the four units.
- Simply it does not suggest
- By giving the objectives and relevant questions and examples.
- Playing the cassettes and showing pictures.
- By reading and listening to the text.
- By testing them opportunity to have their say between teacher and student and among themselves.
- By giving additional exercise.
- Through problem solving methods.
- By testing what they are capable for.
- By developing the tools of test after each of the four units.

- By arranging group discussion and sharing their views with group.
- By involving them in communication.
- By making different groups.
- By providing the testing teaching and sample question.

### **3.2.2.1 Conclusion**

Regarding the testing and evaluating technique of this item, 29 teachers told about the question and answer and involving them in the discussion dividing into different groups and pairs, using various teaching materials such as tape recorder, pictures etc.

**Q.No.2 The tools of testing have been developed after each of the four units. Are they effective?**

- It is better to develop after each unit.
- Of course, they are effective.
- Yes, but it should be done between two units. Partially effective.
- The composition and situations are effective.
- Yes, but there are still not sufficient information.
- They can be but not as on whole.
- They all are not so in the context of questions asked in final exam.

### **3.2.3.2 Conclusion**

The item in this number was developed to find out the effectiveness of the tools of test that have been developed after each of the four units. 28 teachers agreed to the given statement but one argued that they should be developed after two units and another after each unit 2 of them also found it insufficient in spite of being effective.

**Q.No.3 Are these tools of testing and evaluation adequate and integrated ? Explain.**

- They are not sufficient and other devices also can be used according to our need and situation.
- They are not adequate.
- They are much more adequate many things depend on teacher's competency
- They are integrated but that depends upon teacher's competency.

### **3.2.3.3 Conclusion**

This item was set to find the adequacy and integration of the tools of testing. According to the responses of the teacher it can be concluded that it is not adequate so some other devices should also be said that it is adequate but depends on the competency of the teacher.

**Q.NO.4 On what principle are these tools developed?**

- Simple to complex.
- Communicative approach.
- Lecture, discussion and essay type questions.

- Known to unknown, whole to part, Listening to writing.
- Inductive approach.
- Psychology of the students.

#### **3.2.3.4 Conclusion**

This item was developed to elicit on what principle the tools are developed. 20 of them responded that they are based on communicative approach. They also found it psychological. 2 of them also remained unanswered and 8 of them responded on different principles such as known to unknown psychological, lecturer, discussion etc.

#### **Q. No.5 Have they been designed in proportionate form?**

- All of them are not.
- No, they haven't been eloigned in such form.
- Of course, they have been designed in such form.

#### **3.2.3.5 Concussion**

This item was designed to know if the tools of testing and evaluation have been designed in proportionate form, 25 of the teachers expressed their opinion in favors of this statement but 5 of them did not find in proportionate rate.

#### **3.2.4 General out look**

The items designed in this section were to elicit the teachers view about the general out look of the teacher book, i.e, it was mainly concerned with the physical part of it. The main aim of it was it was to find the physical feature of it.

### **Q.No.1 What do you think about its printing and paper and size?**

- Printing is good but the binding and paper are poor.
- They are good /nice.
- It should be in stander size.
- They are normal.
- Printing is good, paper normal and size is carriable.
- Satisfactory.
- They should be attractive.
- Comparing the cost, its paper and printer can't be complained. But size can little be minimized.
- Everything except the size and information given in the pictures are not clearly seen.
- Printing and paper are of very low quality but the shape is acceptable.
- The size is appropriate but reprinted copy has low quality paper.
- Quite suitable for the level.
- No, Comment.
- They are acceptable.

#### **3.2.4.1 Conclusion**

The main aim of designing this item was to find out the quality of the printing, paper and size of the Teacher's Book. The teacher's did

not express one opinion about this question. 20 of them found it nice but some of them found the paper and paper bit low in quality. 10 of them found the printing good except the size and paper.

**Q.NO- 2. Is its covering well-designed and attractive? Why do you think so?**

- Designing is not attractive to look at but the cover is somehow considerable.
- Yes, because it is in blue color and title is written attractively.
- Figures are not attractive.
- Red and blue would be attractive.
- Because of the paper and color its not so.
- It must be plastic-coated as well as shiny and at attractive photograph. Satisfactory
- It can be more attractive to motivate.
- In relation to inside pages, it is nice.

### **3.2.4.2 Conclusion**

22 of them were in favor of this item. But 8 of them emphasized on mixed color, shiny pictures and plastic- coated covering so it can be concluded if it had (been) mixed color with shiny pictures it would be clear to see.

**Q. No. 3 It is believed that the Teacher's Book is easily available and affordable. Do you agree ?**

- It is not easily available though the cost is high.
- A large have of teaches have been ignorant of it. Finding god is easier than it.
- It is not available in the remote area.

### **3.2.4.3 Conclusion**

This item was designed to find the availability and price. 23 of the teaches were against this statement. Only the teachers of urban area were in favor of this statement. So it can be concluded from their responses that it should be easily available even in the market.

**Q. No. 4 How do you find its binding? Is it durable?**

- It is strong and durable. Better to keep hardcover.
- Tolerable.
- Not durable. It should be long lasting.
- Considerable.
- It's only the weak attachment of paper.
- It can be durable if we use carefully.
- It's normal.

- They are acceptable.

#### **3.2.4.4 Conclusion**

The aim of setting this item was to elicit their ideas about the durability of the Teacher's Book. While going through their responses, 24 of the teachers found it durable without any doubt. But 6 of them thought of it poor and only the weak attachment of papers, so it can be concluded that's the binding is satisfactory.

#### **5) How many people are involved to prepare it?**

- Three experts
- Many people
- Four
- Directly three but many might have contributed.
- It is not easy to give the exact number.]
- Five
- A team of experts.

#### **3.2.4.5 Conclusion**

This item was designed to elicit the teacher's response about the number of people involved to prepare it. Twenty seven of the teachers found a team of expert's involvement to prepare it thought the exact number was three. So it can be concluded that since directly or indirectly many people have been involved to prepare it, It should be appreciative work.

## **CHAPTER - FOUR**

### **FINDINGS AND RECOMMENDATIONS**

The purpose of the present study was to find out the teachers' perception towards the Teacher's Book of grade XI. The three districts namely Lamjung, Tanahun and Kathmandu were selected for the present study.

The major objectives of the study were to:

- a. find out the perception of the teachers' towards the Teacher's Book of grade XI English.
- b. list some pedagogical implications of the findings of the study.

#### **4.1 Findings**

From the research it was concluded that the Teacher's Book is very practical and highly helpful. Stepwise instruction for teacher in each exercise, tape script, general ideas with examples for teaching, different approaches methods and techniques used for presentation of the subject matter etc. are its highly positive aspects. Therefore, the Teacher's Book is very useful and effective.

From the study, the following conclusions have been drawn.

1. It was produced together with text book.
2. The text book and teacher's book are closely related.
3. It is developed on the basis of the principles of teaching English language.
4. It helps to solve the problems.
5. It helps to evaluate the students.

6. The teachers are suggested to use the real language.
7. Teachers are satisfied with their classroom teaching with the help of teacher's book.
8. It helps to make the adaptation by describing the grammatical structures to be taught.
9. It assumes that the teacher shares the writer's attitude to the nature of language.
10. It helps in the teaching of grammatical structures for the different functional areas covered by the book
11. It enables teachers to teach new materials successfully.
12. The recommended approaches, methods, techniques and procedures of teacher's book are useful for teachers.
13. The methods and techniques are applicable in the classroom.
14. It sheds light on teaching materials.
15. Though most of the teachers have got it, it is not easily available everywhere.
16. The teacher's book provides tapescripts which has made the teaching/learning task easier.
17. It provides assistance to evaluate.
18. It provides keys to those exercises which do not have predictable answers.
19. It can direct to the right direction.

### **4.3 Recommendations**

1. It should be prepared and evaluated by the team of experts.
2. It should include a complete set of answers to the exercise.
3. The guidelines should be complete and adequate.
4. The materials should be made easily available.
5. The materials should contain clear guidance for the teacher about how they can be used to the best advantage.
6. It should be made easily available everywhere in time.
7. There should be a copy of the Modulor for the exam.
8. It should be appropriate according to the linguistics and cultural background of the learners.
9. It should help to introduce new language in motivating and realistic contexts.
10. It should provide the solution for the teacher who is unfamiliar with the cultural context of the materials.
11. It should help to solve the problems posed by the text.
12. It should describe the teaching activities in detail.
13. It should include a complete set of answers to the exercises.
14. It should provide keys to those exercises which do not have predictable answer.
15. It should be affordable.
16. The paper and binding should be good.
17. It should be well-designed.

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## Appendix- IV

To

Date:

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**Dear Sir/ Madam,**

As a student of master's degree under central Department of English Education, the present researcher is in the process of conducting a research on **"TEACHERS' PERCEPTION TOWARDS GRADE XI TEACHER'S BOOK OF MEANING INTO WORDS"** in partial fulfillment of master's degree in English Education under the guidance of Dr. Chandreshwor Mishra, Head, Department of English Education.

In course of the study real experiences, attitudes and opinions from teacher will be the main resource for the purpose of research. So, the researcher has presented a questionnaire to you to elicit your opinions. Please respond on them. your responses will be taken as the response from the experts/teachers to questionnaire. The utility and effectiveness of the study will depend on your unbiased and accurate response. the researcher will be obliged to you if you if you could presented herewith duly filled at your earliest convenience.

Thanking for Your kind co-operation.

Researcher Sasi Prakash Kunwor

## APPENDIX- I

S.N	Name of the Teacher	Name of the School	District
1.	Dasharath Ghimire	Amar H.S. School	Lamjung
2.	Ramji Sedhain	Shailaputri H.S. School	"
3.	Ram sharan Sharama	Jana Kalyan H.S. School	"
4.	Hari Gautam	Amar H.S. School	"
5.	Raja Ram Ghimire	Bir Bhakti H.S. School	"
6.	Shree Prasad Dhakal	Bhakti Namuna H.S. School	"
7.	Lekha Nath Ghimire	Shanti H.S. School	"
8.	Ganga Devi Neupane	Adarsha Bal H.S. School	"
9.	Hum Bdr. Karki	Bhakti Nanamuna H.S. School	"
10.	Dipak Khaniya	Jana Bikash H.S. School	"
11.	Kalyan Gautam	Aadikabi M. Campus	Tanahun
12.	Lal Prasad Bhattarai	Nirmal H.S. School	"
13.	Kanti Binod Neupane	Aadikabi M. Campus	"
14.	Jai Ram Sedai	Aadikabi M. Campus	"
15.	Ram Nath pokhrel	Parasar College	"
16.	Mahendra Neupane	Damauli College	"

17.	Shiva Adhikari	Damauli College	"
18.	H.B. Chettri	Jana Jagriti H.S School	"
19.	Ghana Shyam Poudel	Homa Raj Lohani H.S School	"
20.	Kalika Pd. Koirala	Tribhuvan H.S School	"
21.	Kamal Pandey	Rehdom College	Kathmandu
22.	Rishi Kapre	Rehdom College	"
23.	Amrit Joshi	ACMI Engineering College	"
24.	Krishna Bonara	Manamohan Memorial College	"
25.	Rishi Ghimire	Manamohan Memorial College	"
26.	Chtra Kumar Karki	NSS College	"
27.	Madhav Pd. Ghimire	Jorpati H.S School	"
28.	Dipak Saptota	Navajeevan College	"
29.	Rajendra Adhikari	Navodit College	"
30.	Akhanda khalal	Aasirbad College	"

**APPENDIX- II**

**APPENDIX- III**

**APPENDIX- IV**