

**TEACHERS' AND STUDENTS' PERCEPTIONS TOWARDS
TEXTBOOK ADAPTATION**

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

Submitted by

Shanti Devi

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2017

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2017

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DECLARATION

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

Date: 31-12-2017

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

Dedicated

to

My affectionate Son

Adarsha Acharya

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SHANTI DEVI

ABSTRACT

This study entitled **Teachers' and Students' Perceptions towards Textbook Adaptation** was conducted to find out the perceptions of English teachers and students towards textbook adaptation. The population of this study consisted of all the English teachers teaching compulsory English in class 11 and all the students studying in the same level in different schools of Kathmandu valley. Fifteen teachers and 15 students were selected as sample by using purposive non-random sampling procedure. Both primary and secondary sources of data were utilized to collect required information. The primary sources of data were collected from teachers and students of various schools and colleges of Kathmandu valley. The separate questionnaire for teachers and students were used as the tools of data collection which included close ended as well as open ended questions.

Information obtained from these tools was discussed and analyzed descriptively following mix method approach. Results of the study revealed that teachers and students both have positive perceptions towards textbook adaptation; teachers adapt textbook when they find it not matching the teaching context to satisfy the learners' needs, interests and to address the cultural gap. Students also like their teachers' textbook adaptation because it makes them easy to learn satisfying their needs, contextualizing the texts in their context and making up the weaknesses of the textbook.

This thesis consists of five chapters. Chapter one is an introductory part which includes background of study, statement of problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. Chapter two consists of review of related theoretical literature, review of empirical literature, implication of review for the study and conceptual framework. Likewise, chapter three is methods and procedure of the study which includes design of the study, population sample and

sampling strategy, research tools, sources of data, data collection procedure, data analysis procedure and ethical considerations. Similarly, Chapter four incorporates analysis of data and interpretation of results on the basis of the perceptions of teachers and students. Finally, the last chapter deals with findings conclusion and recommendations. The overall discussion is followed by references and appendices.

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LIST OF ABBREVIATIONS AND SYMBOLS

&	: And
CUP	: Cambridge University Press
CD- ROM	: Compact Disc, Read - Only - Memory
Dr.	: Doctor
EAP	: English for Academic Purposes
EFL	: English as a Foreign Language
Eg.	: For Example
ELT	: English Language Teaching
Et.al.	: And others
HSEB	: Higher Secondary Education Board
M.Ed.	: Master of Education
No.	: Number
P.	: Page
PP.	: Pages
PPP	: Presentation Practice Production
Prof.	: Professor
Regd.	: Registration
T.U.	: Tribhuvan University

CHAPTER ONE

INTRODUCTION

The introduction part of this study consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Teaching materials are important tools of language teaching. All the materials that can be used in classroom to facilitate learning are teaching materials. They are strong weapons of motivation of students. Teaching materials and aids include any material, program or machine that can be used to help the teacher present or explain his or her lesson better. Following Tomlinson (1998) teaching materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a white board or black board. However, teaching materials in isolation cannot meet the needs of individual students. They need an innovative teacher having the skill of material adaptation to suit the situation in which they are working.

Textbooks are the most significant elements of EFL teaching and learning process. They are instructional materials for teachers and learning tools for learners. They are the good combination of content and instructional techniques. Textbooks are probably the most valuable resource of teachers and students as they work together through the school curriculum. Ur (2013) views textbook as the material which is used as the basis for a course. Textbooks are normally well organized and help us progress step by step through everything the curriculum wants us to work on. Cunnings worth (1995) explicitly defines textbook as an effective resource for self-directed learning, an effective source of presentation of materials, a source of ideas and activities, and a reference source for students, a syllabus where they

reflect predetermined language objectives and support for less experienced teachers who have yet to gain confidence. This statement clarifies the usefulness of textbook as they play dominant role in the entire teaching and learning process.

Textbooks are produced by experts in a specific field. They are created to be used by teachers who work in different schools and with the students who study in the same class but have different level of knowledge and ability. So, the textbooks written for a generalized group rarely address the specific needs of our students. While it is difficult to design a single activity that will address the needs and interests of all the students of a class, certainly it is very difficult to design an entire course book for a whole country. Therefore, a teacher needs to be creative to use a textbook. Textbooks are not simply read to or by students, instead they are enlivened by teachers who help students construct their own meaning from the content. In this strand, Tomlinson (1998) opines that course books are tools which only have life and meaning when there is a teacher present who can make decisions to supplement, to animate or to delete the things mentioned in the book that is not relevant in their particular situations. A creative teacher makes changes in teaching materials to suit the situation in which they are performing their job.

When the teachers need something that the textbook does not provide, they need to adapt textbook in order to address the needs and interests of their students.

Textbook adaptation is the altering of materials to improve or make them more suitable for a particular type of learner or a group of learners. All groups of learners are unique with different needs and interests. Therefore, a teacher needs to change or modify course materials in order to make them more accessible for English language learners. While adapting materials a teacher makes changes in the materials in order to improve them or make them more suitable for particular type of learners. Adaptation includes omitting, adding, reducing, modifying, replacing, reordering, supplementing and so on (Madsen & Bowen 1978, Richards 2001, Harmer 2007). It is necessary to understand the different perceptions that the

teachers have about the textbooks and their role in ELT programs in order to understand how and why teachers use textbook. In other words, practices of the teachers are guided by their perceptions. According to Cunnings worth (1995) these practices reflect the nature of partnership between teacher and course book. In his opinion, the book will be followed very closely and in the exact order of presentation in which countries syllabus is set centrally and an officially approved course book is prescribed for use. There will be more balanced relationship between teachers and course book where teachers select the main course book; but it is used selectively and is supplemented by other materials whenever necessary.

The First situation is in existence in Nepal. Heavy dependence on the textbook reduces importance of teachers, interrupts innovation and limits flexibility (ibid). Therefore, many teachers in Nepal also started to use the textbook by adapting it, these days; however, they have no right to select it. On the other hand, the impact of textbook adaptation directly goes on the students. Therefore, the reaction of the learners to textbook adaptation needs to be taken into consideration. Textbook is the very important tool for the learners. The main objective of textbook adaptation is to meet needs, interests, and abilities of learners considering their culture. Attitudes of students play an important role in textbook adaptation. Additionally, they would feel that their needs are respected and they would feel much more motivated to successfully finish the course (Graves, 2000). Hence, it is better to understand perceptions of students towards textbook adaptation. How teachers and students both perceive textbook adaptation is the main focus of this study.

1.2 Statement of the Problem

Teachers in Nepal do not get opportunity to select the course books themselves. Even though private schools select their textbooks themselves on the basis of centrally set syllabus, teachers are not the responsible persons; instead school principals and administrators are. In such situations, such textbooks cannot meet

the expectations of teachers and needs and interests of students. Textbook adaptation can be proper solution of that problem and I want to know the opinions of teachers and students both towards it.

When I worked as an English teacher in some private schools, the school principals sometimes asked me to go through some of the books brought by publishers as specimen copy and select the best one. I would not find the perfect one in the piles of those books. Then I came to realize that no textbooks are perfectly fit for language program (Richards, 2001). So, I think, it is necessary to adapt the textbooks according to the needs and interests of the students to make more suitable in a particular situation. Thus, I would like to test whether other teachers opine so or not and what the students think about it.

In a small scale research that I carried out in partial fulfillment of ELT seminar and report writing in M. Ed. fourth semester, I found that teachers in rural areas of Nepal use textbook as sole source whereas in urban areas teachers use textbook as chief resource supplementing it with other necessary materials. Therefore, I want to find out their perceptions towards textbook adaptation and whether their students prefer it or not.

1.3 Objectives of the Study

The objectives of this study are:

- a. to find out the perceptions of English teachers towards textbook adaptation;
- b. to identify the perceptions of students towards textbook adaptation; and
- c. to suggest pedagogical implication based on the study

1.4 Research Questions

This study tried to explore the answers of the following research questions:

- a. How do the English teachers perceive textbook adaptation?
- b. What do the students think about textbook adaptation?
- c. What do the teachers believe regarding textbook use?
- d. How do the students prefer to use the textbook?
- e. What are the challenges of textbook adaptation?

1.5 Significance of the Study

This study entitled "Teachers' and Students' Perceptions towards Textbook Adaptation" will be significant for many people concerned with. This study is an attempt to find out the perceptions of English teachers and students of class 11 from Kathmandu valley towards textbook adaptation. They will represent the common perspectives regarding textbook adaptation.

Furthermore, this study will be beneficial for those teachers who want to make their classroom interesting instead of existing boring and monotonous situation because of the traditional use of textbooks. Similarly, this study will be significant for the curriculum developers as well as textbook designers by getting insight about the suitable activities and materials to be included in the textbook. Likewise, this research study will serve as reference material in the field of the given topic as there are no sufficient research studies in this area in context of Nepal.

1.6 Delimitations of the Study

This study was limited as follows considering the time and expense constraint: This study was confined to finding out the perceptions of teachers and students towards textbook adaptations. The sample size of this study was 15 English

teachers and 15 students. The English teachers teaching Compulsory English in class 11 and their students took part in this study. This study was strictly based on survey research design. The separate questionnaire for teachers and students consisting of close-ended as well as open-ended questions were the tools for data collection. The collected data was analyzed descriptively following mixed method approach. The findings of this study were discussed in relation to textbook adaptation. The sample for this study was from Kathmandu valley.

1.7 Operational Definitions of the Key Terms

Adaptation: act of altering materials in Compulsory English textbook of class 11 to make up its shortcomings

Perception: interpretation or meaning of textbook adaptation to English teachers and students of class 11

Textbook: Compulsory English course books of class 11 prescribed by Higher Secondary Education Board

Modification: act of changing contents in Compulsory English textbook of class 11 to meet needs and interests of the learners

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

To complete this study, I have gone through different theoretical ideas to support this topic of study which helped me to develop the insights regarding the topic. These theoretical ideas in relation to the topic are presented in the following sub-sections.

2.1.1 The Role of Textbook in ELT

Textbook plays an important role in language teaching and learning. However, the discussion over the role of EFL textbook amongst the professionals in the field is very controversial (Sheldon, 1998). All the authors do not perceive the role of textbook positively. Some authors advocate the crucial role of textbooks in ELT program (Cunnings worth 1995, Gabrilatos 2000, Harmer 2007) while others opine that textbooks can be harmful to the performance of students (O'Neil 1982, Allwright 1981). Those who advocate in support of textbooks opine that textbooks are essential tools and guides in the process of teaching and learning, their importance as tools of multiple functions and as flexible tools that appeal creativity of the teachers. On the other hand, the professionals who are against the textbooks think textbooks may not meet needs and interests of students and teachers and they are inflexible tools that control the process of teaching and learning.

Some of the authors believe that textbooks not only play crucial role but they also create problems in language teaching. According to Sheldon (1988, p. 237), "Textbooks are the visible heart of any ELT program." This statement states the importance of textbook. However, he further reveals (p. 239) that "Textbooks

merely grow from and imitate other textbooks and do not admit winds of change from research, methodological experimentation, or classroom feedback.” Though textbooks play vital role in English language teaching, they bring noticeable problems as well. Similarly, Gabrielatos (2000) says that teachers take textbooks as ‘the bible, a guide, a crutch, a necessary evil, or a burden’. This statement indicates that a textbook can be both, a boon or burden. It even makes teachers aware of necessary use but not over dependency on it.

Textbooks really have very crucial role in language teaching. They perform multiple functions in ELT programs. According to Cunnings worth (1995) textbooks have a great role on serving several purposes in ELT curriculum. He says that textbooks are very useful resources for self-directed learning, a reference source for students, a source of ideas and activities, and a syllabus that helps to reflect pre-established objectives and a support for less experienced teachers who need more confidence in exerting their profession. As textbooks have several functions in ELT contexts, their crucial role cannot be ignored.

Similarly, some experts characterize textbooks as teaching and learning guides. According to Harmer (2007, p.181) “They come up with detailed guides of teachers, which not only provide procedures for the lesson in the books of students, but also offer suggestions and alternatives, extra activities and resources”. This statement supports textbooks to be flexible tool. O’Neil (1982) mentions that textbooks facilitate revision and preparation of lessons of students, that they are ‘labor-saving tools’ in terms of time and money and that “they can and should allow for adaptation and improvisation”. Thus, textbooks can be taken as flexible guides of English language teaching and learning that save time and money.

Likewise, textbooks are taken as flexible tools that enhance creativity of teachers. Gabrielatos (2000) reveals a textbook as a helpful tool that teachers can use

flexibly, and combine with other resources. Therefore, textbooks are regarded as helpful tools that provide to teachers the opportunity to give a personal “touch” to the process of teaching by allowing adaptations. It is noticeable that textbooks even have importance in the process of professional growth of teachers.

On the other hand, textbooks sometimes are considered as harmful tools, mainly concerning performance of students. According to Swales (1980, as cited in Sheldon, 1988) textbooks represent a problem and in extreme cases they are examples of educational failure. When textbooks are used in classroom as one and only resource despite their shortcomings, they are seen as poor compromises between what is educationally desirable on the one hand and financially viable on the other (ibid). Because of different interests of textbook designing, commercialism and usage, textbooks may have a negative impact on the performance of students. So, they may be characterized as harmful tools.

In addition, textbooks are seen as inflexible tools that control the process of teaching and learning. Allwright (1981, p. 9) opines “The whole business of the management of language learning is far too complex to be satisfactorily catered by a pre-packaged set of decisions embodied in teaching materials”. In other words, textbooks are considered as inflexible tools as they control English language teaching and learning.

Similarly, textbooks may not meet needs and interests of teachers and students. There is a gap between what is produced and what teachers would like to have. Textbooks are thus “the jumping-off point of teacher and class” that, “like any other medium, have inherent limitations” (O’Neil, 1982, p.110). Therefore, taking into consideration that sometimes textbooks do not meet needs and interests of teachers and students, they may not be useful in some particular situations, it is better to adapt them.

The researchers who claim textbooks are useful guides and resources like to use textbooks as one of several resources available to the teachers. On the other hand, professionals, who advocate that textbooks are too inflexible and that there are interests of different types behind their creation, suggest the independent use of textbooks instead of using them as the only resource in the classroom. Regardless, it is noticeable that textbooks can play a crucial role in the ELT curriculum and they should be regarded as helpful tools, which can be used in combination with other resources or even adapted for the effectiveness of the process of teaching and learning.

2.1.2 The Use of Textbooks in ELT

Textbooks are the mostly used teaching materials around the world. Both teachers and students sometimes follow the book strictly and use it as the sole material in the classroom. According to Harmer (1998) teachers and students “get locked into the book” and in such circumstances the textbooks becomes like a “milestone around the necks of all concerned, removing, as it does, the very possibility of engagement which its writer(s) hoped to provoke in the first place”. In such situation when teacher and students both heavily depend upon the textbook, the students may not be actively participated.

On the contrary, there are some teachers who prefer to rely on their own ideas and on a variety of teaching materials. Khati (2014) opines that one need not base entire teaching and learning activity on a single textbook, it needs to be used judiciously because no textbook is perfect. Thus, when teachers use their own ideas and other sources, rather than rely only on the textbook, there is an effective engagement of teachers on the process of teaching, which might provoke, on its turn, involvement of students in the lesson. However, course books exert more validity, reliability and credibility than teacher-made materials though they have maximal relevance to local needs of students (Sheldon, 1988).

Ur (2013) mentions three ways of using textbooks: Textbook as the basis for course; curriculum as the basis and personally selected teaching materials are used when necessary; textbook not as the basis but selectively supplemented with other materials. Some teachers strictly follow the textbook in ELT classroom as it is the curriculum itself. Others make the curriculum basis and personally select necessary teaching materials. Next group of teachers use textbook not as the basis but as the main source and they adapt it in the particular situation when it is not able to meet the needs and interests of learners. Teachers in Nepal use textbook either as the basis or by adapting it when necessary but they do not select all the teaching materials themselves. Therefore, two types of textbook use can be highlighted here. On the one hand, there is the use of textbooks as curriculum, in which they control the teaching and learning, most of the time not allowing any modifications. On the other hand, there is the use of textbooks as resources, in which creativity of teacher is requested, as far as necessary modifications are concerned. In fact, how teachers perceive textbooks (as curriculum or resources) they are likely to use them and depending on how they use the textbook they evaluate the same textbooks in a different way.

2.1.3 Evaluating ELT Textbooks

Textbooks play an important role in the process of teaching and learning English language. They should be evaluated before being selected for certain ELT program. In addition; the textbook evaluation process helps educators in getting familiar with the chosen textbook. Sheldon (1988) indicates that the process of evaluating course books is a helpful tool for educators. In fact, it helps them to be familiar with their content enabling them to identify the strengths and weaknesses of textbooks and to make effective use of their strong and weak points (ibid).

Textbook evaluation is a way of determining the appropriateness of the textbook for the specific group of learners. Evaluating textbooks provides opportunities for

a practical experience of teachers and help them in the achievement of professional goals. We evaluate textbooks because it is a process that gives validity to the process of textbooks selection by helping us make decisions and reflect on our teaching and learning experience. Evaluating textbook even helps teachers reflect on the way they use textbook and make decisions if they really want to use them as ultimate tools that do not need any adaptations or as flexible resources with adaptation. Textbooks are evaluated by teachers, reviewers, experts as well as by educational administrators.

Evaluation can be done by considering something in relation to its purpose. Tomlinson (1998) opines it as the systematic appraisal of the value of materials in relation to the objectives of the materials as well as the learners. A textbook can be the best suited in one situation; however, the same textbook in the next situation can be unsuitable. Before evaluating the textbook, the role of the textbook, the teacher and the students in the program should be taken into consideration (Richards, 2001). Many authors attempted to help the authors and material developers to develop criteria for evaluating materials. Cunnings worth (1995) purposes the following four criteria for evaluating textbooks:

- They should match the aims and objectives of the language-learning program.
- They should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help equip the students to use the language effectively for their own purposes.
- They should take account of needs of students as they should facilitate their learning processes, without imposing a rigid “method”.
- They should have a clear role as a support for learning. Like teachers, they mediate between the target language and learner.

Many experts such as Cunnings worth (1995), Brown (1997), Sheldon (1998), Harmer (2001) and Ur (2013) suggest evaluation checklists on the basis of relevant criteria for evaluating textbooks.

According to McGrath (2002) textbook evaluation may take place pre, during, and post-use though pre-use evaluation is the most common. The first or 'pre-use' evaluation examines the potential of a textbook and helps to select. The second or 'in-use' evaluation examines the currently use textbook and helps teachers to adapt the textbook necessarily. The third or 'post-use' evaluation measures the effectiveness of the use of a textbook in an educational institution and helps to find solutions whether to continue the same textbook or not. McDonough & Shaw (1993) suggest two stage model of textbook evaluation: External evaluation and internal evaluation. External evaluation can be done by looking at what has been stated explicitly in the 'blurb' or claims made on the cover of the textbooks and the introduction and table of contents. In internal evaluation, the internal consistency and organization of the materials is examined to discover the extent to which external claims made by the author / publisher correlate with the internal content.

No textbooks exert all the necessary elements perfectly. However, they may have more or less of them in comparison to others. While evaluating textbook teachers have to check whether they meet the needs of learners or not; they address the learning context or not; they match the objectives of language learning program or not; they facilitate learning or not; they are updated or not. Textbook evaluation not only helps to select the best textbook for certain program but also helps to adapt the selected textbook necessarily.

Though teachers do not have responsibility to select the course book in Nepal, they can make in-use evaluation for their personal use. Such evaluation will help them to adapt the textbook necessarily.

2.1.4 Adapting ELT Textbooks

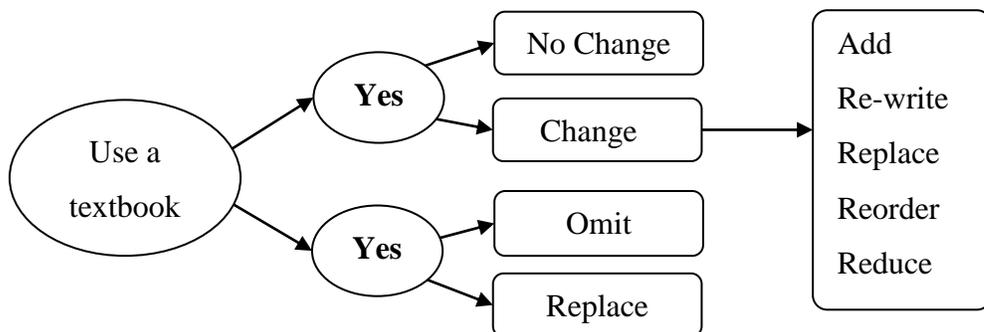
The term ‘adaptation’ is commonly used to describe the process of making changes to an existing work. This word can also be replaced with revise, modify, alter and so on. It is an act of making change. Textbook adaptation refers to an act of making changes in textbook. In other words, textbook adaptation means the techniques of changing the appearance of the text or changing the instruction and activities built around the text. Fukumura (2008) says, “Textbook adaptation is to use parts of a textbook and make communicative activities.” Textbook adaptation refers to the way of using textbook creatively to meet the needs, interests and ability of learners addressing their culture.

Textbook adaptation is a technical job which can be done only by creative teachers. Nascimento (2007, p. 62) mentions, “Textbook adaptation reflect the way of using and evaluating textbooks by teachers.” Textbook evaluation helps teachers to find out the strength and weaknesses of the textbook. Therefore, it should be based on the results of textbook evaluation. Lamie (1999) says that no matter however good the textbook is, it will never be perfect for teaching situation of every teacher. Even the nationally prescribed textbook may not be culturally appropriate since there are diverse cultures in a single state. In some respect it will always need adapting, modifying or supplementing. Likewise, Madsen and Bowen (1978) claim that adapting textbooks motivates learners for learning and facilitates the acquisition of the language by providing sufficient practice, logical explanations, plus examples or exercises that are on the level of the learner. Every teacher is an adaptor of the textbooks and materials s/he uses (ibid). Hence, teachers are always adapting their teaching materials, mainly textbooks, even if they are using the “ideal text”, for the sake of needs and interests of their students and for their own teaching method. Textbooks in ELT classrooms play a very crucial role. However, they are produced on the basis of prescribed curriculum, they may not correspond the needs, interests and ability of learners (Kitao &

Kitao, 1997) and expectations of teachers. As they are designed for general purposes they may not address any particular culture. They may be out dated as well. According to Khati (2014) textbooks contain old data and generate single perspective on a concept and encourage homogenous learning. Such kinds of characteristics of textbooks may not be suitable for ELT classrooms. Richards (2001) opines that no commercial textbook will ever be a perfect fit for a language program. It is not possible for ELT textbooks to suit everywhere as every learning situation is unique. According to Cunningsworth (1995) despite the range and variety of published material on the market, it is rare to find out a perfect fit between learner needs and course requirement in the one hand and course book contents on the other hand. It is more difficult when teachers are compelled to use the materials imposed by the authorities. The right solution of all above problems is textbook adaptation.

Teachers should be able to modify their materials for the benefit of students and for their own. In other words, teachers should regard a textbook as a reference document that should be used selectively and usually needs supplementing and adapting. Moreover, the effectiveness of a textbook depends actually on what teachers do with it rather than what it is. Thus, textbook adaptation reflects creative use of teachers by making necessary changes in textbooks for best performance. Teachers should make decisions whether to use a particular textbook lesson or change it by evaluating it. Harmer (2007, p. 183) divides such decision making into two options as shown in the figure following page:

Figure 1: Options for using textbook



(Harmer, 2007)

Above figure explains that there are two options for teachers whether using a textbook or not. If the teachers like to use a textbook, they again have an option whether to change the material or not. If the teachers choose to change or adapt materials, they have various techniques such as adding, rewriting, replacing, re-ordering and reducing materials and activities on textbook.

2.1.5 Techniques of Textbook Adaptation

Even though a textbook is well written, it may not meet the educational aims, teaching style and level of particular group of learners. Therefore, teachers always adapt their teaching materials when they use them in the classroom. Madsen and Bowen (1978) opine that the good teacher is constantly adapting. They further mention that the teacher adapts even when he refers to an exercise covered earlier, or when he introduces a supplementary picture, song, realia, or report. In their opinion, the teacher has to employ a variety of techniques in adapting a textbook: supplementing, editing, expanding, personalizing, simplifying, modernizing, localizing or modifying cultural/situational content. Likewise, Grant (1987) proposes four techniques which are omission, replacement, addition and adaptation in order to overcome the problem of

textbooks inappropriateness. In the same way, Gabrielatos (2000) suggests a variety of textbook adaptation techniques: omit, re-order, replace, change, combine and add. Similarly, Richards (2001, p.4) suggests these techniques:

- *Modifying content:* Content may need to be changed because it does not suit the target learners perhaps because of factors related to the age, gender, social class, occupation, religion or cultural background of the learners.
- *Adding or deleting content:* The book may contain too much or too little for the program. Whole units may have to be dropped, or perhaps sections of units throughout the book omitted. For example a course may focus primarily on listening and speaking skills and hence writing activities in the book will be omitted.
- *Reorganizing content:* A teacher may decide to reorganize the syllabus of the book, and arrange the units in what s/he considers a more suitable order. Or, within a unit the teacher may decide not to follow the sequence of activities in the unit but to reorder them for a particular reason.
- *Addressing omission:* The textbook may omit items that the teacher feels are not important for exam; a teacher may add vocabulary activities or grammar activities to a unit.
- *Modifying tasks:* Exercises and activities may need to be changed to give them an additional focus. For example listening activities that focuses only on listening for information is adapted so that the students listen a second or third time for a different purpose. Or, an activity may be extended to provide opportunities for more personalized practice.
- *Extending tasks:* Exercises may contain insufficient practice and additional practice tasks may need to be added.

From the above discussion, the useful techniques of textbook adaptation are addition, omission, modification, reduction, replacement, re-ordering and supplementation. Adapting textbook by using any of the above techniques when

necessary helps teachers to personalize the textbook as well as individualize it for a particular group of learners. It is necessary for the teacher to be familiar with the textbook. Thus, textbook adaptation should be done after textbook evaluation.

2.1.6 Areas of Textbook Adaptation

A textbook gives a great contribution in teaching learning process. However, it may not meet the diverse needs of the learners. This demands textbook adaptation to meet needs, interests, ability, and learning style of our learners addressing their particular cultures. Gabrielatos (2000 & 2004) purposes several areas where adaptation is needed. They are: aims, topics, tasks, guidelines, texts, quizzes, explanations, visuals and questionnaires. If all or any of the areas are inappropriate in the textbook, teacher needs to adapt them where necessary. According to Cunnings worth (1995, p. 136) we may need to adapt course books because they are not ideal as they stand in any of the following areas:

- methods (e.g. an exercise may be too mechanical, lacking in meaning, too complicated)
- language content (e.g. there may be too much emphasis on grammar items that your students learn easily and not enough emphasis on those that they find difficult)
- subject matter (e.g. topics may not be interesting to the students or they may be outdated or not authentic enough)
- balance of skills (e.g. there may be too much emphasis skills in the written language or on skills in the spoken language, or there may not be on integrating skills)
- progression and grading (the ordering of language items may need changing to fit an outside syllabus or the staging may need to be made steeper or shallower)

- cultural content (there may be some cultural references that need omitting or changing)
- image (a course book may project an unfriendly image through poor layout, low quality visuals, etc.)

From the above discussion we determined that images, aims, contents, methods, texts, tasks and topics are some of the areas that can be adapted when all or any of them are inappropriate. Teachers, first of all have to evaluate the textbook and find out what is inadequate in the textbook. Then they should adapt the textbook with suitable materials creatively. They need to have a good knowledge of the materials to be adapted and experience of working in the particular teaching /learning situation. If so, textbooks will be enlivened in the particular situation.

2.1.7 Reasons for Textbook Adaptation

In spite of the great effort of textbook writers, no textbooks can be considered as perfectly suitable one to meet the needs of the users. Textbooks need to meet needs, interests, ability of learners addressing their culture; expectations of teachers as well as national curriculum. Not only the commercial textbooks but the textbooks published by the national authority also cannot meet all those expectations. It is because the textbooks are written for general purposes thus are inadequate for the specific learning situations. Therefore; teachers have to adapt the textbooks. The most important reason of textbook adaptation is mismatch between what is needed and what is provided by materials. Among the reasons McGrath (2002) offers teachers to consider when they are contemplating adaptation of material:

- To localize it by replacing a western setting or context with local or regional ones that let students focus more on language objectives, rather than on the culture (e.g. preview a lesson on city life by showing and

discussing with students a photo of a local police officer before they read a text centered on a British ‘bobby’).

- To personalize it, by devising examples and activities that relate directly to students, ones that reflect their academic or professional interests and let them use their life experience learned knowledge (e.g. help students create menus in English featuring their favorite local dishes before they read a text focusing on a western restaurant menu.
- To modernize it, by updating language or cultural settings that seem out of date (e.g., read aloud or have students read a recent article in English on a work related issue, such as the use of mobile phones in the workplace, from an online news source or local newspaper before they listen to a dialogue set in a conventional office.
- To simplify it, by streamlining procedures to make activities more accessible. (e.g., edit texts to reduce linguistic difficulty or break down complex tasks into more manageable pieces.

Similarly, following Gabrielatos (2004) there are at least two reasons why teachers need to adapt published materials. First, “course books are not always clear regarding the methodology they use in terms of ‘what’ and ‘how’ to teach. Second, course books cannot be suitable to all teaching and learning contexts. Hence, due to the unclear methodology and inappropriateness to the context of some textbooks, it is effective to use textbooks in a flexible way, making adaptations if necessary.

Materials in a textbook needs to be adapted when they fail to fulfill the goals and objectives specified by national or local syllabuses or curriculum, fail to fulfill the goals and objectives of schools where the materials are used, cannot be finished in the time available, require facilities or equipment or other supporting materials that are not available, not engaging the personality of the learners, harmful to the culture of the learners, not cater for the interests of the learners. Materials in a

textbook can be improved by adapting them to suit the particular situation where the textbook is used. A textbook is adapted to maintain the inadequacies taken place in the textbook for any particular situation.

2.1.8 Levels of Textbook Adaptation

No textbooks are completely suitable in any teaching contexts. They contain the inadequacies, irrelevancies and cultural gaps inside them. It is because they are not written for the particular learners. To make them suitable in a particular teaching context and learners textbook can be adapted in different levels necessarily.

Maley (1998, as cited in Tomlinson, 1998) suggested three levels of textbook adaptation: Macro adaptation, unit adaptation and Activity adaptation. The first level of textbook adaptation is macro adaptation which is ideally done before the language program begins. After comparing what is covered in a textbook and what is required by the syllabus or examination, the teacher may find that certain area or even whole units of the book can be omitted and certain contents need to be supplemented. Macro Adaptation is very important because it helps to avoid waste of time and energy of the teacher and the students as well. It also helps the teacher to see in advance what he or she needs to supplement so that s/he can keep an eye on materials that could be used. The second level is unit adaptation. This could be reordering the activities, combining activities, omitting activities, rewriting or supplementing exercise material and so on. Unit adaptation helps to make the classroom teaching more smooth and cohesive. It also helps the teacher to better fulfill the aims of a unit. The third level is adaptation of specific activities in a unit. Occasionally an activity is regarded as valuable, but it is not well designed or it is not feasible in a particular class. If the teacher does not want to give up the activity, s/he needs to adapt it.

Similarly, Graves (2000) also has stated three levels of textbook adaptation. They are activity level adaptation, unit level adaptation and syllabus level adaptation. In

the activity level the majority of teachers adapt the activities to fit the learning context as well as to make the learners more interested and active in the learning process. The adapted activities should focus on needs of learners, give more control to the learner and allow their creativity. In the unit level of adaptation, teacher may add exercises to give extra practice to items that need extra time to learn and may skip over confusing or not relevant parts of a unit. In addition, the teacher may re-sequence the parts of the unit to fit the course. A textbook can be adapted at the syllabus level by adding items or even whole units that are important to students or omitting the less prioritized ones. It is better to adapt the textbook in co-operation of teachers and learners if it is the case of higher level.

Nepali teachers do not adapt syllabus as a whole or at micro level as they do not get opportunity of selecting textbook. They do not take risk of adapting it even while using authority imposed textbook. The reason behind it is the examination system of Nepal. They adapt the textbook only in activity level and unit level without making any changes in the aims of any activity or unit after in-use evaluation. However, this study attempted to find out the perceptions of teachers and students regarding the adaptation in different levels, their practices and challenges they meet while adapting it in different levels.

2.1.9 Textbook Adaptation in Nepal

Syllabus in Nepal is centrally set and an officially approved textbook is prescribed for use. There is no practice of selecting textbooks by teachers. Some private schools seem to adopt textbooks of Indian and other international publication as well. Teachers even in private schools do not select the textbooks; principal and school administrators do in most of the cases. All of the students of class one to ten get their textbooks free of cost in public schools. Obviously, the teachers and students in these schools make use of those authority imposed textbooks published on the basis of national curriculum.

In case of class 11, both public and private schools have uniformity. There are altogether four books prescribed by Higher Secondary Education Board.

Compulsory English Course in class 11 is designed with 100 full marks and 150 teaching hours. According to Higher Secondary Education Board (1999), general objectives of this course are to develop proficiency in using English language for academic and Communicative purposes and to enable them to withstand, comprehend and interpret English texts.

Textbooks prescribed for this course are ‘Meaning into Words’ (Students’ book and workbook), ‘Link English’ and ‘Magic of Words’. Among them ‘Meanings into Words’ is for listening and speaking skills, language functions and grammar which is published by an international publication, Cambridge University Press in 1983(ibid). On the other hand, “Link English” was first published by Sajha Prakashan a Nepali publisher in 1980 and it was edited fourth times in 1997 and it was reprinted many times without any edition after 1997(ibid). Link English is designed as a course for linking the SLC English Syllabus with the first Year University English Syllabus or the first Year English Syllabus of the higher Secondary level. This course was initially prepared by Mr. Robert R. Jordan of the University of Manchester in Consultation with the chairman and a few members of the compulsory English subject committee. During the time he was British council fellow at the Central Development of the English T.U., Kirtipur for a month. ‘Magic of Words’ was published by M.K. Publishers and distributors in 1997 and reprinted necessarily without edition. It is compiled and developed by a team of Experts designated by HSEB of Nepal for developing reading, writing and critical thinking skills for learners. The course of compulsory English of class 11 was designed 20 years back and has been used without any updates. Therefore, teachers have to adapt it to fulfill the needs, interests and cultural aspects of students making them up to date.

In my experience as a student and teacher of the same course, not only the books published by foreign publications but the books published by the local publishers also advocate the foreign culture. Many teachers still heavily rely on textbooks. According to Giri (2017), “ELT in Nepal is textbook centric. Teachers, learners and test- takers all circle around the (holy) textbook.” They make very little or almost no changes in the textbooks. Learners are imposed to follow the culture that is not suitable to them. There are at least two reasons of using the textbook as the sole material in Nepal. The first is the lack of resources in the rural areas and the second is the obligation of completing the course as questions in Board exam are asked being based on the textbooks (Khati, 2014). On the other hand, some teachers reject the heavy dependence on textbook and wish to make substantial changes on it believing no readymade textbooks ever fit every language program perfectly.

Language teaching is a very difficult work. It is more challenging because of socio-economic and cultural diversities that we have in our schools. So that teachers need great effort to teach every lesson. It is because particular learner prefers to learn various ways in our diversified classes. Even the learners of same age group vary in terms of maturity, intelligence, cultural background and so on (Karki, 2007). So, a teacher better choose the interesting topic or activities to the students rather than imposing whatever is provided by the textbook.

There are number of teaching materials to make language teaching easier. Among them textbook is a key component in most language programs (Richards, 2001). Though textbooks are produced according to the demands of the educational institutes on the basis of prescribed curriculum, they may not be culturally suitable for our learners. The textbook should better focus on the culture of the learners rather than the culture of the country where the book was written and published. Instead, even the textbooks published in Nepal focus on the culture of foreign English speaking countries. The textbooks published in India and other foreign

countries have a lot of cultural gaps with the culture of our learners. Therefore, learners are confused because of the materials which have no affinity to them. We cannot expect the solution of this problem from those textbook writers who do not teach in the classroom and even if they do, they do not share the same culture to ours. Therefore, textbook adaptation is inevitable in Nepali classrooms.

2.2 Review of Empirical Literature

There are many researches carried out on “Textbook Adaptation” and related areas in international level but I found a single research carried out on the same topic in Nepalese context. Therefore, I am trying to study on “Teachers’ and students’ Perceptions towards Textbook Adaptation” in Nepal. I have reviewed some of the researches that are related to the topic of my study. They are presented as follows:

Johansson (2006) on her research essay “Teaching Materials in the EFL Classroom- Teachers’ and Students’ Perspectives” aimed to study why some teachers at upper secondary school choose to work with alternative material in the English classroom, whereas others choose a combination of alternative material and course books. The investigation further deals with how alternative material is used, what students think about various kinds of material and whether they are encouraged to influence the choice of material has been considered as well. The research design to carry out this study was qualitative case study in which in-depth interviews were the tools to collect data with three teachers and six students. The study showed that course books should not be the only teaching material used in the classroom; the use of course-books alone would be boring and not very stimulating for the students. Course books combined with alternative material were considered to work very well as teachers and students benefit from the advantages of both. Furthermore, alternative material would be used more if it was not such a time-consuming business for the teachers. Concerning how the teachers made alternative material, practice varied. One teacher who mainly used

alternative material and also made it herself had many different sources, whereas the other two teachers mostly used books and movies. Regarding the students, their requests of teaching material varied. The majority however preferred either alternative material or a combination with course books.

Similarly, Karki (2007) in her action research on “A Skillful Adaptation of Textbooks in Language Teaching” aimed to investigate how students can learn without a textbook and to identify the best way to teach language. Samples of the study were 31 students of Sunrise Boarding School. She used sample writing tests, reflective journal, interviews and classroom observation as research tools. Her study mentions that good adaptation of textbook which is not to be blindly followed by the teachers would be a good option to carry out an interesting and effective language class.

Furthermore, Nascimento (2007) in her research conducted on “The Use of Capeverdean Secondary School: The Relation between Use, Evaluation and Adaptation of Textbook” aimed to understand the way teachers are using their textbooks and to find out the relationship among the use, evaluation and adaptation of textbooks. The methodology used to carry out this study was survey research design. Fifty- three English teachers of eight secondary schools were the sample of this study. Open- ended and close ended questionnaires were the tools for data collection. The findings of this study were that the way teachers use their textbooks influences the way teachers adapt them however the use of textbooks does not necessarily influence the way teachers adapt them and Capeverdean English teachers are using their textbooks as resources in which several textbooks are used in combination with one another. Furthermore, this study revealed that teachers still need more confidence concerning the way they use, evaluate and adapt available textbooks although they assume that they are doing their best.

Likewise, Yan (2007) carried out a research on "Investigating English Teachers' Material Adaptation." The objectives of this study were to investigate what teachers actually do in materials adaptation, including why they make the changes and to what effect their adaptation influences their teaching. This research was carried out by arranging the teaching practice of a teacher training program in the methodology module for two weeks towards the end of the course in which the researcher was the trainer. Questionnaires were utilized as the main data collection instruments and lesson plans of trainees were utilized as a supplementary source of information. Research participants of this study were 30 trainees. The findings of this study revealed that the trainees used 'adding', 'deleting' and 'modifying' to make the textbook more suited to their students after identifying areas for changes by evaluating the textbook. Adaptations of the trainees were guided by four major principles: they wanted to develop a solid language base and communicative competence, to meet the needs of the students, to achieve a balanced development of language skills and to satisfy their own preferences and needs.

In the same way, Diniah (2013) on her research entitled on "Teachers' perceptions towards the Use of English Textbook in EFL Classrooms" focused on investigating the perceptions of teachers towards the use of textbook, their strategies and difficulties in using the textbook in the classroom. This was descriptive study using qualitative method. The participants of the study were two English teachers at an Islamic senior high school in Cirebon. The findings revealed that the teachers perceived positively towards the textbook. The teachers considered that the textbook suited the needs of the teachers, students, syllabus and examination. In using the textbook, the teachers used strategies to make an adaptation on textbook by modifying task, adding and omitting the materials. There were two difficulties faced by teachers: level of difficulties of the material and limited aids for teaching.

Similarly, Tevdovska (2015) on her research article “Selecting and Adapting Materials in the Contexts of English for Academic Purposes - Is One Textbook Enough?” aims to analyze the process of selection, adaptation and use of teaching materials in the context of English for Academic Purposes courses by examining in more detail the existing teaching practices and attitudes of students towards textbooks and supplementary materials. It further attempts to answer the dilemma that EAP practitioners frequently encounter about selecting and using teaching materials. The research design of this study was survey conducted to 53 students who attended EAP courses offered by language center. The questionnaire designed on a five- point Likert scale, consisting of 11 items were the tools for data collection. The findings of the study were that the best choice of materials in the context of EAP course would be a blend of materials, based on an appropriate textbook and upgraded with supplementary materials/ handouts. The input of the teacher and the cooperation among the group mates is still considered to be significant even in an EAP course. Therefore, both students and teacher can be considered as relevant for material design and selection. Above all, we need to remember that there is no such thing as a perfect textbook or material. Therefore, the materials need to be constantly upgraded, changed and adapted.

There are number of researches carried out on textbook analysis, textbook evaluation and so on in context of Nepal. However, there is a single thesis on textbook adaptation. On the other hand, there are sufficient theses and researches carried out in the foreign context. The above mentioned empirical studies are similar to my study, to some extent, as they all are carried out in relation to textbook adaptation. However, this study is different from the above mentioned empirical studies as it aimed to find out the perceptions of teachers and students both in Nepalese EFL classroom. It is because not only perceptions of teachers but attitudes of students also play an important role in textbook adaptation. Since practices are guided by perceptions, this study is, to some extent, able to show the

mirror of Nepalese EFL classrooms regarding textbook adaptation. On the other hand, my study is more specific to the textbooks of class 11 in Nepal which intends to find out perceptions of teachers and students regarding the necessity, ways and challenges of adapting the textbooks.

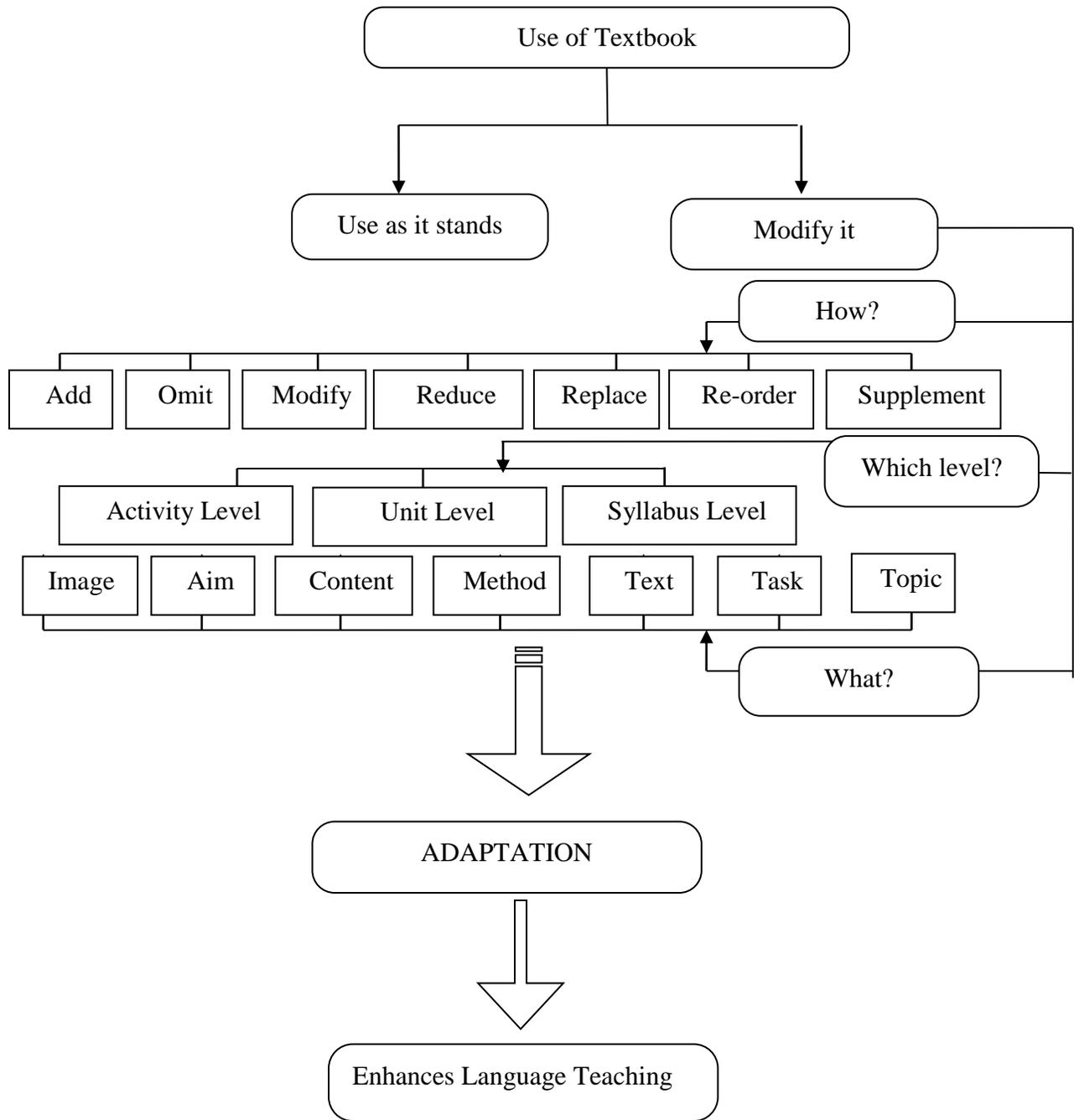
2.3 Implications of the Review for the Study

The central focus of literature review is to examine the relevance of its information to our own research. Literature review helps to obtain the theoretical and practical knowledge from the previous studies as well as books and articles. For this study, I reviewed six of the research works related to the topic. The reviewed empirical literatures directly and indirectly supported this study. The study of Johansson (2006), Karki (2007), and Diniah (2013) helped me to broaden my theoretical knowledge regarding textbook adaptation. Similarly, Nascimento (2007) helped me to broaden my theoretical knowledge, to conceptualize the findings of this study and formulate the questions for teachers. Moreover, Yan (2007) helped me to formulate the questions for teachers and students in my study. Furthermore, the review of Tevdoska (2015) and other aforementioned literatures also assisted and they also were beneficial for me to get the ideas of analyzing the collected raw data. Likewise, other theoretical literatures were helpful to broaden theoretical knowledge related to textbook adaptation and Nunan (1992), Creswell (2013), and so on were helpful to broaden the theoretical knowledge regarding research methodology.

2.4 Conceptual Framework

Conceptual framework in any research helps to identify the research variables. It refers to the mental picture of the things to be considered in the study. The conceptual framework of this study is shown in the following page:

Figure 2: Conceptual framework



Textbook is a very useful instructional tool of language teaching. No teachers like to exclude it from teaching learning process because of its crucial role. English teachers in Nepal use textbook in two ways. Some teachers use textbook as it stands. Other creative teachers tend to use it by modifying images, methods, contents, aims, texts, tasks and/or topics to match the particular situation. No textbooks can be perfect fit to the particular learner in a particular learning situation. Hence, teachers add, reduce, omit, replace, re-order and/or supplement the textbook materials in order to meet the needs and interests of the learners. They apply these techniques in activity level, unit level and syllabus level. Such use of textbook is textbook adaptation which enlivens the textbook and enhances language teaching.

CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

3.1 Design of the Study

I adopted the survey research design to complete this study. Survey research always addresses the current issues either to find out the existing situation or to find out the solutions of current problems. It is very useful for assessing opinions. It is one of the most commonly used methods of investigation in educational researches which may range from small scale to large scale investigation. Survey is usually done in the natural setting. Data in survey design are collected through questionnaires, interviews, test scores, attitude scales etc. It is based on the samples of specified target population. Sample of individual unit is taken to make it representative of defined population and so that it can be generalized.

According to Creswell (2013), "Sampling from a population, collecting data through questionnaires or interviews, designing instruments for data collection, and obtaining a high response rate are the characteristics of survey research." Similarly, Nunan (1992) opines, "Survey is to obtain a snapshot of conditions, attitudes and events at a single point of time." That means it is conducted in cross-sectional manner or the data is collected only one time from multiple respondents. The findings of the survey research are generalizable and applicable to the whole group and it provides descriptive inferential and exploratory information.

This study was mainly carried out to find out the perceptions of English teachers teaching Compulsory English in class 11 and their students towards textbook adaptation. Separate questionnaire for teachers and students were used as the tools for data collection. Purposive non-random sampling was used to sample the population of the study. Thus, this study was based on survey research design.

3.2 Population, Sample and Sampling Procedure

The population of this study consists of all the teachers teaching compulsory English in class 11 and all the students studying in the same level in various schools of Kathmandu valley.

It is not possible to include all the population in the study because it takes longer time and more expenditure. Considering the time and expense constraints, I selected the sample out of defined population by using non-random purposive sampling procedure. In this type of sampling, the researcher selects the sample according to his/her interest or accessibility. Therefore, I adopted this sampling procedure, to select the sample according to my convenience. Fifteen English teachers and 15 students from Kathmandu valley were the sample of this study; altogether 30 respondents were selected for this study.

3.3 Research Tools

I used the separate questionnaire for teachers and students as the tools for data collection. The questionnaire consisted of open-ended as well as close-ended questions both to collect the opinions of English teachers and students. The questionnaires were used to collect the appropriate data, make data comparable and manageable to analysis and make questions engaging and varied. Therefore, I used these tools for collecting data.

3.4 Sources of Data

To complete this study I used primary as well as secondary sources of data. Primary data were collected from teachers and students from various schools of Kathmandu valley. For secondary sources, I studied different books, scholarly articles, journals and so on.

3.4.1 Primary Sources

Primary data was collected from 15 English teachers teaching in class 11 and 15 students of same level one each from the classes of 15 teachers. They were from different schools of Kathmandu valley. Separate questionnaire consisting of close ended and open ended questions were used as the tools for collecting needed information from them.

3.4.2 Secondary Sources

Similarly, for the purpose of collecting secondary data, I went through the books and scholarly articles related to the topic like; O'Neil (1982), Grant (1987 &1990), Sheldon (1988), Nunan (1992), Cunnings worth (1995), Harmer (1998), Lamie (1999), Tomlinson (1998), Richards (2001), McGrath (2002), Gabrielatos (2000 & 2004), Awasthi (2006), Harmer (1998, 2007 & 2008), Gak (2011), Chea, Klein & Middlechap (2012),Creswell (2013), Ur (2013), Khati (2014), Giri (2017) and so on. Furthermore, I also went through the researches carried out on the related topic of this study like Johansson (2006), Karki (2007), Nascimento (2007), Yan (2007), Diniah (2013) and Tevdovska (2015).

3.5 Data Collection Procedure

To collect the required data for this study, at first, I visited the selected schools of Kathmandu valley. Then, I explained the purpose of my visit and asked for permission with the authority and built rapport with the teachers and their students. After getting permission, I provided the questionnaire to the selected sample. I collected the distributed questionnaire from the English teachers and students. After getting back the questionnaire, I thanked the school administration (authority) and the respondents. While collecting data I have a bitter experience as well. Some of the teachers cooperated very well; some of them returned back the questionnaire after following up many times; some others did not return back.

3.6 Data Analysis Procedure

I used separate questionnaire for teachers and students consisting of open-ended as well as close-ended questions as the tool for data collection. The process of analyzing the collected data started with the coding of raw data. In this study, data analysis is involved breaking the data into manageable themes. While analyzing the raw data, focus was given to get insight into textbook adaptation. This study is intended to describe the perceptions of selected English teachers and students. All the questions given to the respondents were categorized by developing the thematic idea of the questions. I analyzed the responses elicited from the respondents descriptively following mix method approach.

3.7 Ethical Considerations

I addressed the ethical concerns in this study. The approval was obtained from Tribhuvan University. Permission was taken from the school administration, teachers and students. This study included the informed consent along with the questionnaire. All identifiable personal information was kept confidential in this study. Participation of the respondents was entirely voluntary. In this study, the informants were free to withdraw from research at any stage of research. Some teachers did not return the questionnaire back.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Analysis of Data and Interpretation of Results

I collected data from 15 English teachers who have been teaching compulsory English in class 11 for at least three years and 15 students, one each from the classes of 15 teachers. After that I analyzed those data and categorized them into different themes. The data collected from questionnaire for teachers and students are categorized into different themes and discussed thematically in following sub headings:

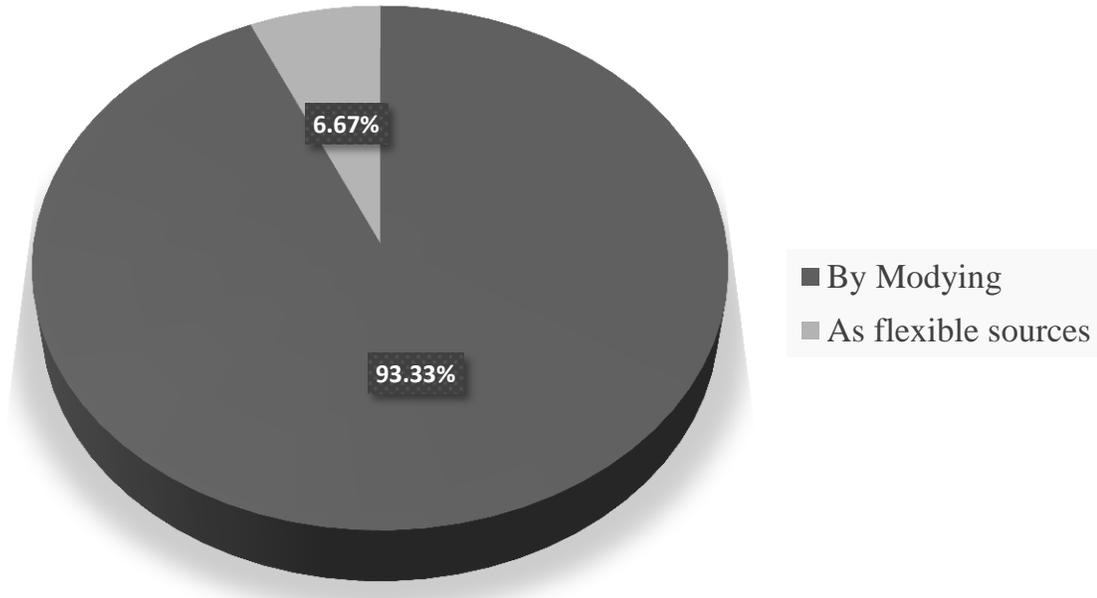
4.1.1 Perceptions of English Teachers

I asked open-ended as well as close-ended questions being based on English courses of class 11 to find out the perceptions of English teachers regarding textbook adaptation. Thematic discussions of their opinions are as follows:

4.1.1.1 Belief of teachers about textbook use

Before finding out opinions regarding textbook adaptation, it is necessary to know the beliefs of teachers how would they use textbook. To find out their belief about textbook use, I asked the teachers to select the statement that most corresponds to them. The figure in the following page shows their opinion:

Figure 3: Belief of teachers

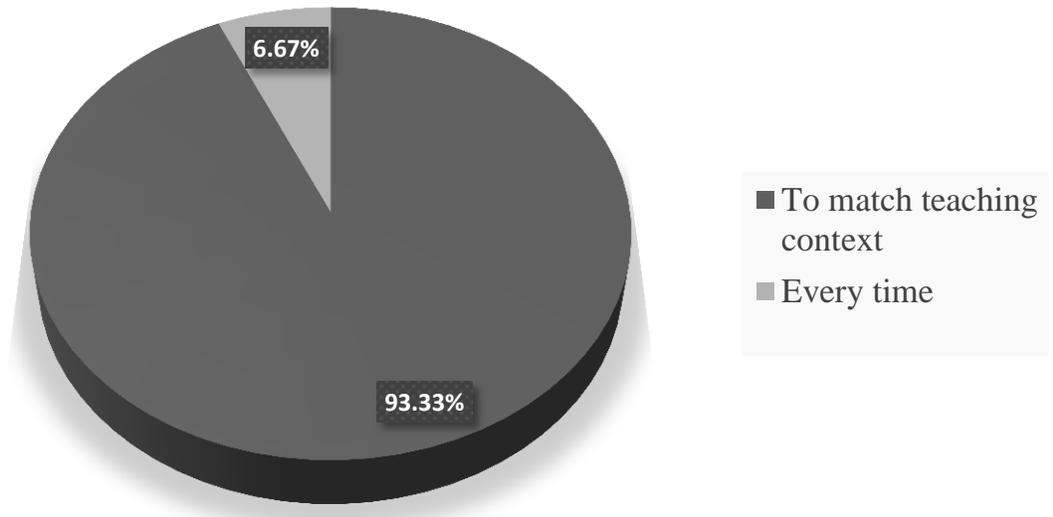


The figure shows that 14 teachers (93.33 %) believed textbook should be modified to meet needs and interests of learners and to address their culture whereas a teacher (6.67%) believed that they should be used as flexible sources combining with others. Therefore, it can be concluded that majority of the teachers believed they should modify textbook to meet the needs of learners, satisfy their interests and address their culture.

4.1.1.2 Frequency of textbook adaptation

Frequency shows the necessity of textbook adaptation. Therefore to know the frequency of textbook adaptation I asked the teachers how often the textbook should be modified. They stated as in the figure next page:

Figure 4: Frequency of textbook adaptation



According to the above figure, 14 teachers (93.33%) opined that textbook should be modified when teachers found it not matching the learning context whereas a teacher (6.67%) stated that it should be modified every time they taught. It means most of the teachers reported that textbook should be modified when teachers found it not matching the learning context.

4.1.1.3 Areas of textbook adaptation

There are different areas of textbook adaptation. Some areas may be more necessary to adapt in relation to others. Therefore, to find out the most often adapted areas of textbook, I asked the teachers to rank the given areas most often to least often. The table in the following page shows what they stated:

Table1: Areas of textbook adaptation

Image	No.	-
	%	-
Aim	No.	-
	%	-
Contents	No.	3
	%	20%
Method	No.	-
	%	-
Text	No.	4
	%	26.67%
Task	No.	8
	%	53.33%
Topics	No.	-
	%	-

The above table shows that eight teachers (53.33%) most often adapted tasks whereas four (26.67%) of them most often adapted texts and three (20%) of them most often adapted the contents. According to their rank, most of them sometimes adapted methods and topics whereas they least often adapted images and aims. Thus, it can be concluded that task, text and contents are most often adapted areas in Nepal, topics and methods are sometimes adapted and aims and images are never adapted.

4.1.1.4 Techniques of textbook adaptation

Among the techniques, some can be used more frequently in comparison to others. To find out which of the techniques were most often adapted by the teachers, I asked to rank the techniques of textbook adaptations most often to least often. The figure in the following page shows the teachers' responses.

Table 2: Techniques of textbook adaptation

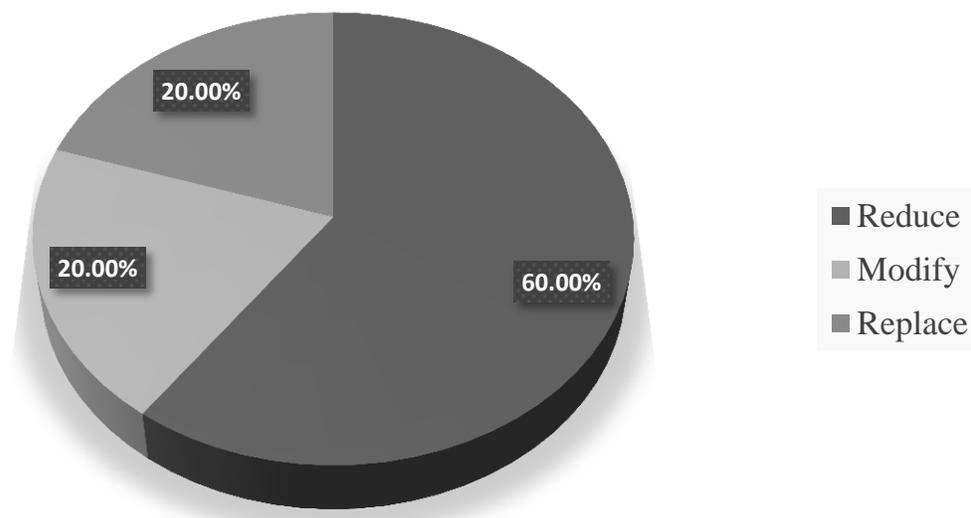
Omission	No.	1
	%	6.67%
Replacement	No.	-
	%	-
Addition	No.	-
	%	-
Modification	No.	8
	%	53.33%
Re- ordering	No.	3
	%	20%
Reducing	No.	1
	%	6.67%
Supplementing	No.	2
	%	13.33%

The table above shows that eight teachers (53.33%) opined they used modification technique most often whereas three teachers (20%) used re- ordering technique most often. On the other hand, two teachers (13.33%) used supplementation technique most often whereas a teacher (6.67%) used omission technique and a teacher (6.67%) used reducing technique most often. Therefore, it is found that Nepalese English teachers most often used modification, re-ordering, supplementing, reducing and omission techniques.

4.1.1.5 Textbook adaptation when exercises are too easy

The texts in the textbook are sometimes very easy. To know which technique of textbook adaptation should be better to use in such situations, I asked the teachers about it. The figure in the following page shows their responses:

Figure 5: Easy exercise adaptation

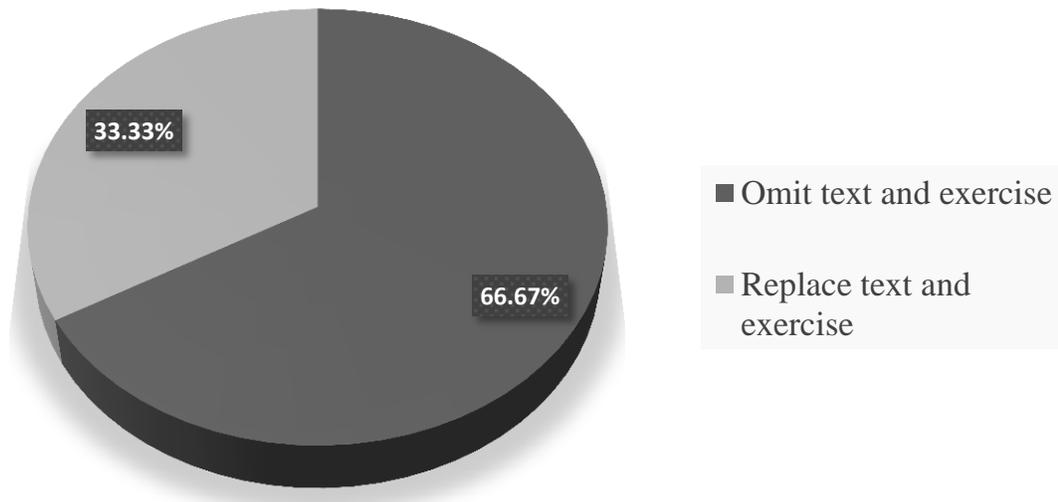


According to the above table, nine teachers (60%) opined that they should reduce exercises when they are too easy; three teachers (20%) responded that they should replace exercises and rest of the three teachers (20%) claimed that they should modify exercises. Thus, it can be concluded that most of the teachers reduce exercises when they are too easy.

4.1.1.6 Adaptation of unfamiliar texts followed by the exercises

Sometimes the texts are totally unfamiliar to learners; still they are followed by the exercises. I asked all the teachers how the unfamiliar texts followed by the exercises should be adapted. The figure in the following page shows their responses.

Figure 6: Unfamiliar text adaptation



According to the above figure, 10 teachers (66.67%) mentioned that they should omit text and exercises both and five teachers (33.33%) claimed that they should replace text and exercises both. Therefore, majority of the teachers opined that they should omit text and exercises both when the text is unfamiliar and followed by exercises.

4.1.1.7 Cultural relevance of the textbook ‘Magic of Words’

Addressing culture of learners is one of the most important elements of a textbook. If the textbook does not address such needs, teachers should adapt it. In this regard, I asked the teachers whether the textbook ‘Magic of Words’ addressed the cultural needs of learners or not. Fourteen teachers (93.33%) stated that it did not address cultural needs of Nepali learners. One of them opined, *“It does not contain any of the texts from Nepalese contexts so the learners do not understand those texts easily.”* Similarly another teacher argued, *“Learners do not have any attachment to the foreign texts so that they are not interesting for them and the impact of those texts might be negative such as the learners might forget their own*

culture.” Likewise, the next teacher mentioned, *“None of the texts are from Nepali contexts. So the learners do not accept them by their heart.”* On the other hand, the teachers who opined the textbook ‘Magic of Words’ addressed cultural needs of Nepali learners responded that it was to some extent related to Nepali culture too. In this regard, one of the teachers responded, *“The themes and events of the text sometimes resemble our own cultural practices. Hence, the contents in the textbook ‘Magic of words’ partially address the cultural needs of Nepali learners.”* Therefore, it is found that the teachers have mixed opinion towards cultural relevance of the textbook magic of words.

4.1.1.8 Ways of addressing cultural needs of learners

When a textbook does not address the cultural needs of learners, teachers should adapt the textbook. In this connection, I asked the teachers how they can address the needs of learners when the texts in the textbook are from foreign contexts. One of the teachers opined, *“Teachers should better try to contextualize the foreign context in the context of learners with examples; teachers can add some texts of the local authors to address the cultural needs of Nepalese learners.”* Similarly, the next teacher opined, *“Teacher should create culture friendly environment, s/he can compare the context of the text with Nepali culture.”* Likewise, the other teacher argued, *“Teacher should modify according to local context, they should use culturally appropriate contents and they can take support from YouTube and other internet sources to make the students understand.”* The opinion of teachers showed that teachers should better try to contextualize the foreign context with examples; could add some of the texts of the local authors; compare the foreign and local teaching context; find similarities (if any) between the culture of texts and that of teaching context to address the cultural needs of Nepalese learners.

4.1.1.9 Adaptation of the textbook ‘Link English’

The textbook ‘Link English’ was published after fourth edition 20 years back and

it has been reprinted without any edition. Therefore, I asked the teachers whether the textbook 'Link English' was up to date or not. All of them opined that the textbook 'Link English' was not up to date. When I asked how it could be adapted, one of the teachers opined, "*The textbook Link English should focus on sound-sequence, meanings, parts of speech etc. and replace the printed dictionary use with digital dictionary.*" Similarly, other teacher also responded, "*The exercises related to printed dictionary use should be replaced as the use of printed dictionary was out of date; easy exercises should be upgraded to maintain the level of learners.*" Likewise, the next teacher argued, "*Exercises related to vocabulary, idioms and parts of speech should be added and cultural gaps in the passages should be reduced to improve the textbook 'Link English'.*" Therefore, it is found that the textbook 'Link English' could be adapted to meet the level of learners by updating printed dictionary use with digital dictionary use, by adding exercises related to vocabulary, idioms and parts of speech and by upgrading the easy exercises.

4.1.1.10 Adaptation of teaching methods

The textbook 'Meanings into Words' has prescribed the Presentation Practice Production (PPP) model for teaching language functions and grammar. The one and only method may not be useful to teach English language functions and grammar in all the cases. In this regards, I asked the teachers whether they followed the PPP model to find their opinion regarding adaptation of teaching methods. Twelve teachers (80%) opined that they followed the other methods as well. As mentioned by Grant (1987) one of the teachers reported "*Inductive/deductive methods, interpretation/elicitation methods, grammar translation method/communicative activities and different student-centered and teacher-centered methods could be integrated rather than using any single method. They could be used necessarily along with PPP model as well.*" Similarly, next teacher mentioned, "*It is better to adapt other methods such as inductive method,*

interpretation method, elicitation method etc.” Likewise, the other teacher stated, “*Different students centered methods and communicative methods such as group work, pair checking and so on should be used as well as PPP model.*” However, four (20%) teachers follow only the prescribed PPP model. It shows that majority of the teachers do not depend on the prescribed teaching method only, instead they integrate the appropriate methods with it themselves.

4.1.1.11 Adaptation of aims of lesson

Aim of any lesson is an important area of textbook adaptation. Therefore, I asked the teachers whether modification of aims in Nepal was logical or not to find their perceptions regarding adaptation of aims of any lesson. Majority of the teachers mentioned that it was not logical to modify aims of any lesson in Nepalese context. According to them, the final exam of three hours determines the quality of students’ education and questions in that exam are asked according to the aims of curriculum on the basis of which texts are designed so that, it was not logical to adapt the aims of any lesson. Regarding this, a teacher opined, “*Aims are designed by curriculum designers and they are formulated to be learnt by the learners, even the questions asked in the final examinations are based on aims. Therefore, they cannot be adapted.*” However, few of other teachers opined that teachers should adapt aims. One of them claimed, “*Teachers should adapt the aims of any lesson to make the contents culturally appropriate and comprehensible to the learners and to meet the needs and interests of the learners.*” Thus, majority of the teachers opined that the aims of any lesson should not be adapted.

4.1.1.12 Adaptation of topic of the text

Topic should be suitable to the text. If it is not suitable, it can be adapted. To find the opinion of teachers regarding adaptation of any topic, I asked them whether it was necessary to adapt topic of any text or not. Most of the teachers opined that the topic of any text should be modified. In this regard, a teacher argued, “*The*

topic of any text should be modified to establish its connection with the text when they are not related to each other; to make the students interesting, curious and easy to learn.” Likewise, the other teacher responded, *“Topic can be modified when the information of any topic is unable to be at the periphery of the topic or when the topic and information under it are not related.”* Therefore, it shows that most of the teachers believed topic of any lesson should be adapted necessarily.

4.1.1.13 Adaptation of reading passages

The textbook ‘Meanings into Words’ is published by foreign publication. It consists of the texts from foreign contexts. I asked the teachers whether the reading passages of the textbook ‘Meanings into Words’ were contextual for Nepali learners to find their perception regarding the adaptations of reading passages. All the teachers opined that the passages of the textbook ‘Meanings into Words’ were not contextual for Nepali learners. I further asked their opinion regarding the ways of adapting such passages. Then one of them responded *“They could be adapted by replacing some of the texts with the passages of Nepali context; contextualizing the texts in the context of learners, providing lots of examples and finding similarities and differences between the culture of the texts and local one”*. Similarly, the other teacher stated, *“Foreign texts are not appropriate to Nepali learners, teachers should contextualize by replacing, adding and comparing the foreign context with our own context.”* Likewise, the next teacher mentioned, *“Reading passages should be replaced with the passages which are based upon Nepali background, society, culture and tradition.”* Hence, it can be concluded that reading passages which are not contextual in learning context can be adapted by replacing texts with Nepali contexts, comparing the context of the text with the context of learners, providing lots of examples from the context of learners and so on.

4.1.1.14 Adaptation of audio contents

The textbook 'Meanings into Words' is designed for teaching all four language skills of English. However, most of the teachers do not have any audio-material with the book. Therefore, I asked the teachers whether audio material for listening activities with the textbook 'Meanings into Words' was available. All the teachers reported that audio material for listening activities was not available. When I asked them how they could fulfill listening needs of the learners, a teacher opined, *"Teachers can teach listening by recording their voice, asking some students to have conversation and others listen."* Similarly, the next teacher stated, *"We can supplement the audio texts from YouTube and other sources and record our own materials by taking help of colleagues and students."* Likewise, the other teacher opined, *"We can refer the students listen English music, watch English movies, read English newspapers and so on to fulfill their listening needs."* It is found that teachers adapt the audio contents by recording their own materials, supplementing from various sources, making conversations among students and referring students to listen English music, watch English movies, read English newspapers and English literature and so on.

4.1.1.15 Adaptation of the task

The tasks given in the textbooks are not always in proper quantity. Sometimes lots of tasks might have given and sometimes they are not sufficient. I asked the teachers if the tasks given in every exercise were in proper quantity. They argued that tasks in the textbook were not in proper quantity. They responded that teachers can add, replace with more exercises or supplement the exercises when the given exercises were not sufficient and teachers should reduce or replace with fewer exercises when the given exercises were unnecessarily too much. In this regard, a teacher mentioned, *"If the exercises given are not sufficient teachers can add or replace with more exercises, likewise, if they are unnecessarily too much*

teachers can reduce.” Other teachers also opined in the same ways which shows that teacher can add exercises when they are not sufficient and reduce them when they are too much.

4.1.1.16 Challenges of textbook adaptation for the teachers

Everything has its demerits. Textbook adaptation also might have challenges that teachers have to overcome. Therefore, I asked all the teachers to share the challenges of textbook adaptation. As reported by Gak (2011), the teachers stated that unavailability of resources; time consuming; lack of support of authority, colleagues and students; syllabus constraints; lack of training and experience for teachers in textbook adaptations; are some of the challenges of textbook adaptation. In this regard, a teacher opined, *“Materials and adaptations are less valid, reliable and credible than textbooks; adaptation needs creative teachers and a lot of resources which sometimes lacks.”* Even Sheldon (1998) believes that teacher made materials exert less validity, less credibility and less acceptability than textbooks. Therefore, it is found that unavailability of resources; time consuming; lack of support of authority, colleagues and students; syllabus constraints; lack of training and experience for teachers in textbook adaptations and less validity, credibility and acceptability are some of the challenges of textbook adaptation.

4.1.2 Perceptions of Students

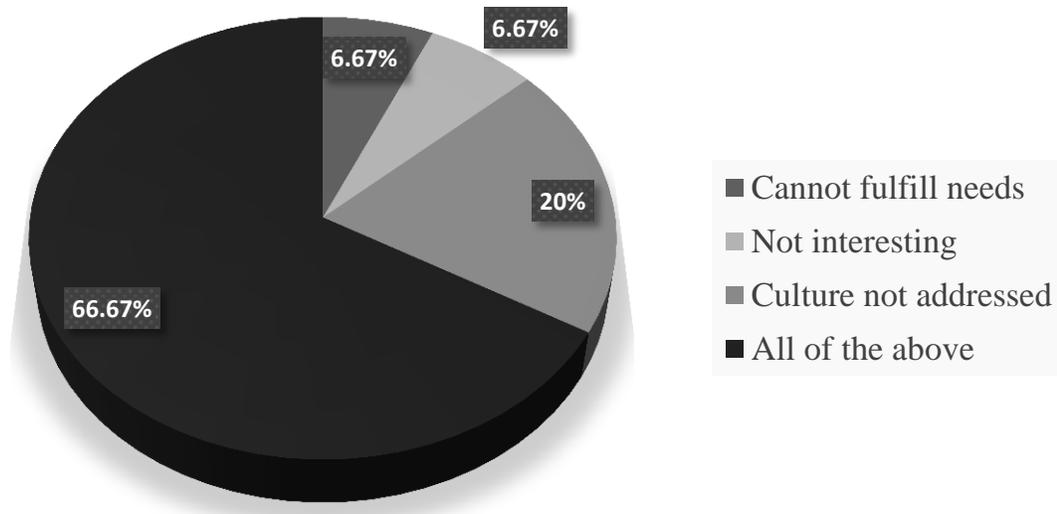
To find the perceptions of students towards textbook adaptation and to examine whether the opinions of teachers have impact in their practice, I asked close ended as well as open ended questions for 15 students one each from the classes of 15 teachers. Thematic discussions of the questions asked the students are as follows.

4.1.2.1 Suitability of English textbook

All the contents in any textbook may not be suitable. To find perceptions of

students towards suitability of English textbook I asked them whether contents of their textbook were suitable for them or not. Their opinions regarding suitability of English textbook are shown in the following figure:

Figure 7: Suitability of textbook



The above figure shows that a student (6.67%) claimed all the contents in the textbook were not suitable because they could not fulfill their needs, next one (6.67%) student stated that they were not interesting, next three (20%) students mentioned that they did not address cultural aspects and rest 10 (66.67%) students opined that their textbook had all of those weaknesses. Therefore, it is concluded that all the contents of the textbook of class11 are not suitable for them because they cannot fulfill the needs of the students, they were not of their interest and they did not address the cultural aspects.

4.1.2.2 English Teachers' ways of using Textbook

Generally, Nepali Teachers use textbook in two ways- as it is or by modifying necessarily. To find out, how Nepali English teachers really use textbook in the

class I asked the students whether their teacher taught only the contents of textbook or made necessary changes. All the students reported that their teachers made necessary changes while using textbook. It was in consonance with their teachers. Thus, it is found that all the teachers adapt textbook to some extent.

4.1.2.3 Areas that English teachers often modify

Teachers have given their opinions regarding the areas of textbook adaptation that they often do. To check whether perceptions of teachers have impact in their practice or not, I asked their students which of the areas did their teachers often modify. Their responses are shown in the following table:

Table 3: Areas often modified

Image	No.	-
	%	-
Aim	No.	-
	%	-
Content	No.	15
	%	100%
Method	No.	15
	%	100%
Text	No.	15
	%	100%
Task	No.	15
	%	100%
Topic	No.	15
	%	100%

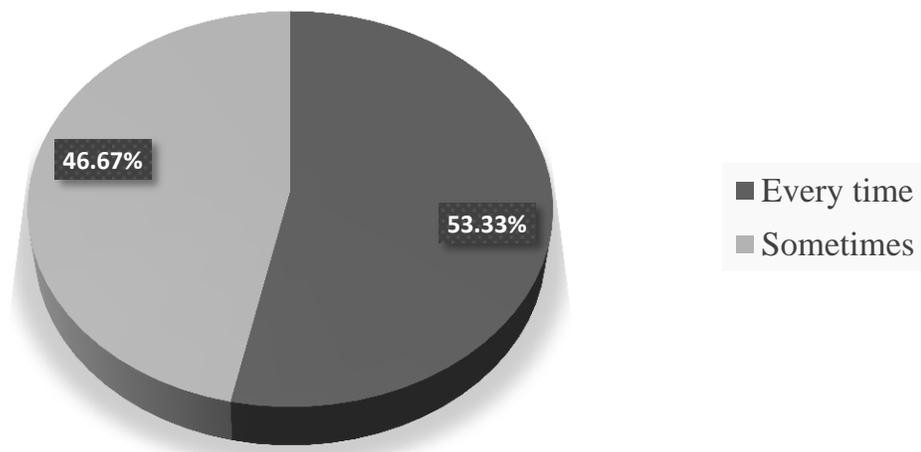
The above table shows the response of the students that teachers often changed contents, methods, texts, tasks and topics but not images and aims. Even the responses of the teachers show that they most often adapt task, text and contents and all the teachers responded that they least often adapt aims and images. Twelve teachers (80%) responded they should adapt teaching method and 13 teachers

(86.67%) stated they should adapt the topic necessarily. According to the respondent teachers, they did not adapt aims and images. I think they did not want to take risk of adapting aims as questions in board exam are asked on the basis of aims and they neglect the images in higher level. Thus, we can say majority of the English teachers adapt task, text, contents, topics, methods of textbook but they do not adapt the aims and images.

4.1.2.4 Frequency of textbook adaptation

Teachers opined that they adapt textbook every time they find it not matching the context. To check whether perceptions of the teachers impacted in their practice or not, I asked their students how often their teachers adapted textbook. Their responses are shown in the figure below:

Figure 8: Frequency of textbook adaptation



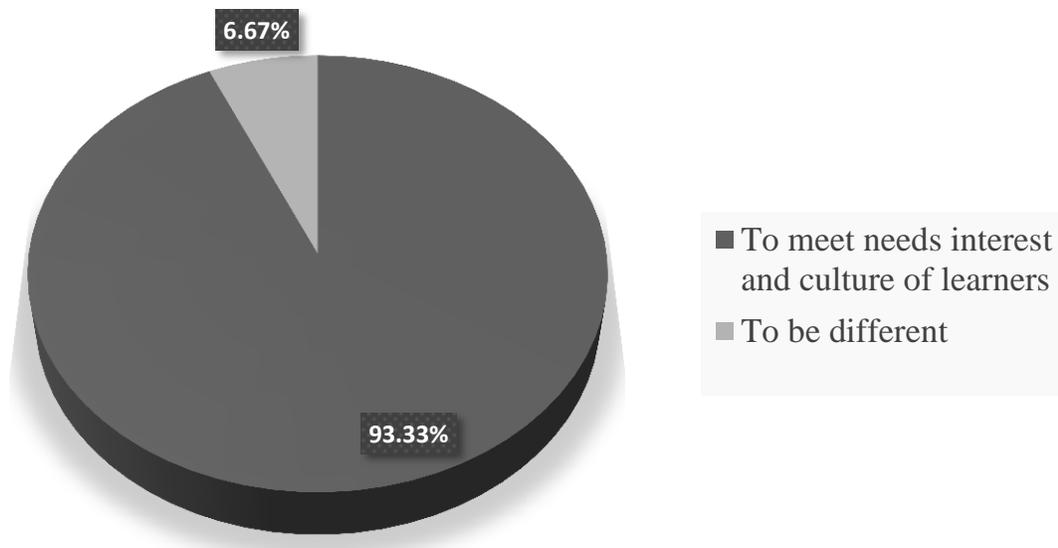
According to the figure above, eight students (53.33%) claimed that their teachers adapted textbook every time they taught and seven students (46.67%) responded that they adapted sometimes. It was in consonance with almost all the teachers (93.33%) too. It shows that teachers adapt textbook when they found it not matching the teaching context. If they found it not matching every day, they adapt

it every day and if they found it not matching sometimes they adapt it sometimes.

4.1.2.5 Reasons of textbook adaptation

The students might not have positive attitudes regarding why teachers adapt textbook. Therefore, I asked the students about reasons of textbook adaptation by their teachers to find their perceptions. The following figure shows their opinion:

Figure 9: Reasons of textbook adaptation



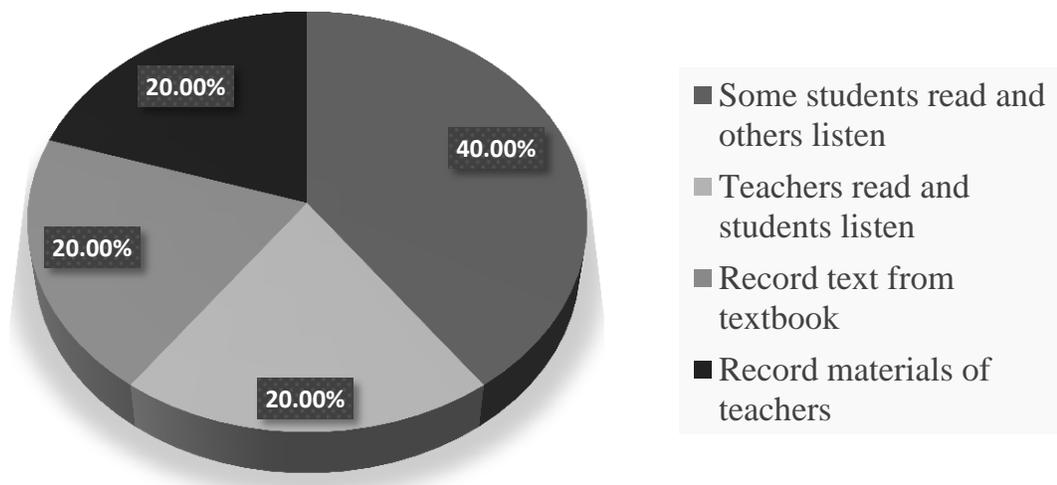
The above figure shows that 14 (93.33%) students claimed their teachers changed textbook to meet needs, interests and culture of the students whereas only one (6.67%) student stated that the teachers changed their textbook to be different from others. It was in consonance with the teacher too. Hence, we can say majority of the teachers adapt textbook to meet needs, interests and culture of the students.

4.1.2.6 Textbook adaptation for listening needs

Teachers have given different opinions on how they fulfill the listening needs of

students. To check the responses of the teachers, I asked the students what their teachers did to fulfill their listening needs. Their opinions are shown in the following figure:

Figure 10: Adaptation for listening needs



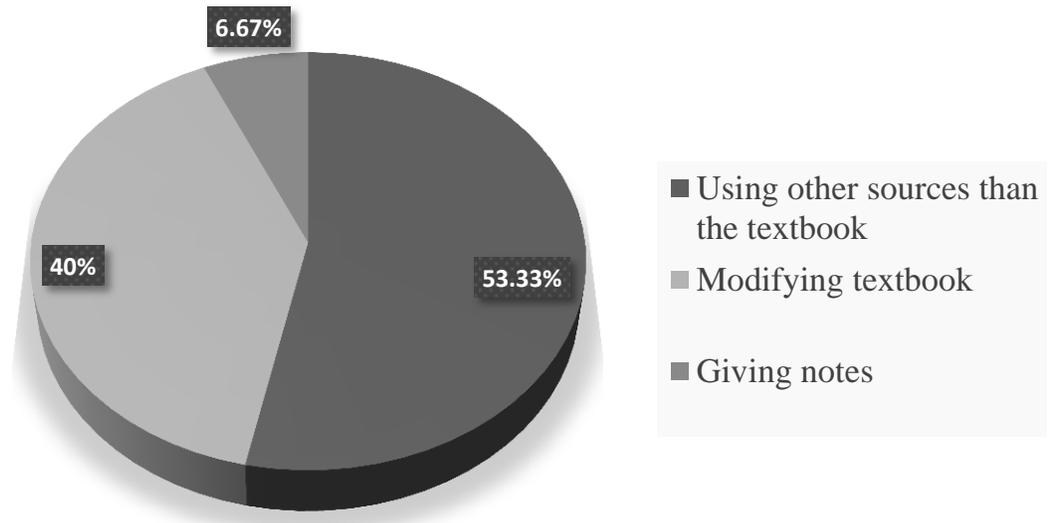
According to the figure above, six students (40%) stated that their teachers made some students read and others listen, next three students (20%) responded that their teachers recorded their own materials, next three students (20%) reported that their teachers record the materials from textbook and rest of the other students (20%) opined that their teachers read the texts and they listen to adapt textbook for listening needs. Even the responses of teachers showed the similar result. Thus, it can be concluded that most of the teachers make some students read the given text and others listen to fulfill the listening needs.

4.1.2.7. Activities of teachers that students liked the most

Teachers opined that they use various techniques of textbook adaptation. To find out which of the techniques of textbook adaptation the students liked most, I asked

them which activities of their teachers they liked most with four options. They mentioned as shown in the following figure:

Figure 11: Most liked activities of teachers

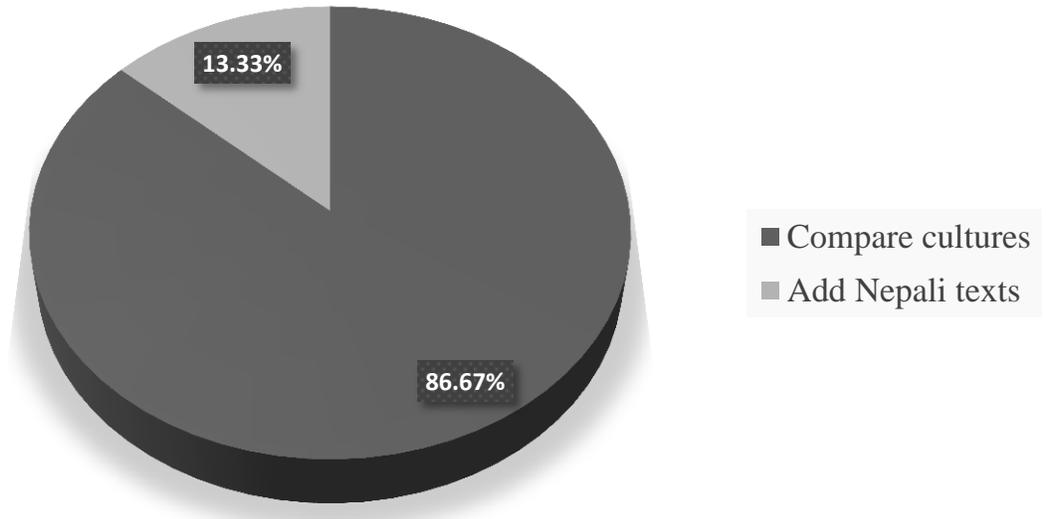


The above figure shows that eight (53.33%) students stated they liked using other sources than textbook by their teachers, six (40%) of them reported they liked modifying textbook and rest one (6.67%) student liked giving notes by their teachers. Therefore, it can be concluded that most of the students liked the activity of using other sources than textbook (supplementation) and modifying textbook by their teachers.

4.1.2.8 Ways of adapting cultural aspects

Teachers have given various opinions regarding the ways of adapting cultural aspects. To check responses of teachers with students I asked them what their teachers did to adapt the cultural aspects. The students have opined differently. The figure in the following page shows their responses.

Figure 12: Adapting cultural aspects

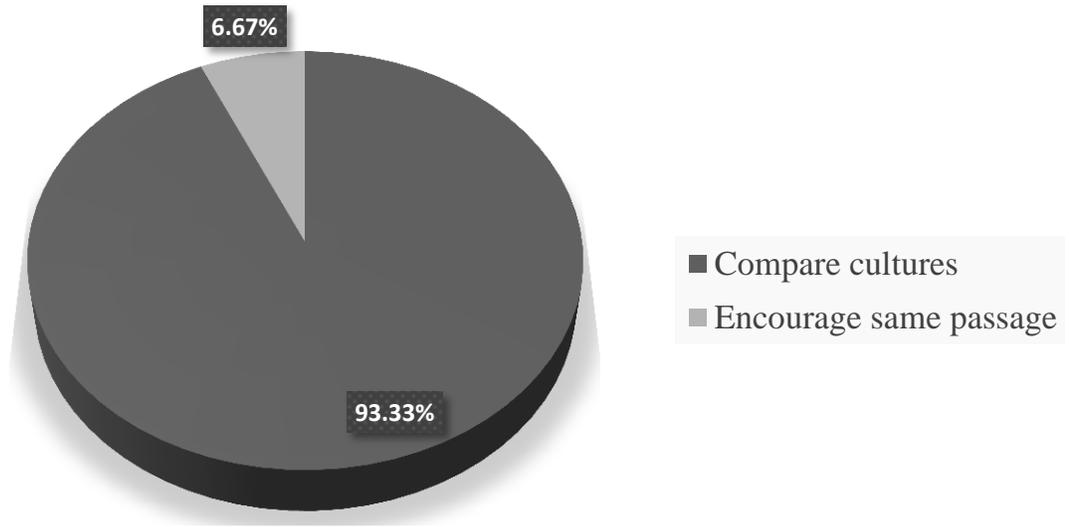


The above figure shows the opinion of students on how their teachers adapt the cultural aspects which were lacking in their textbook. Thirteen students (86.67%) opined that their teachers compared the foreign culture with their own and two students (13.33%) stated that their teachers added some Nepali texts to adapt the cultural aspects. Hence, we can conclude that though the teachers mentioned many other ways of adapting cultural aspects, most of them only compared the cultures in practice.

4.1.2.9 Adapting the context of the textbook ‘Meanings into Words’

The textbook ‘Meanings into Words’ is not supposed contextual for Nepali learners. In this connection, teachers have given their opinion. To compare the responses of teachers and students I asked the students how their teachers modify the passages of the textbook ‘Meanings into Words’. Their opinions are shown in the figure following page:

Figure 13: Adapting 'Meanings into Words'



According to the figure above, 14 (93.33%) students opined that their teachers compared the contexts of the texts with their own whereas a student (6.67%) claimed that the teacher encouraged the same passage to read without any adaptation. Most of the teachers stated various solutions to adapt it however some of them opined that they did not focus on the reading passage in the textbook 'Meanings into Words'. Thus, it can be concluded that majority of the teachers only compared the cultures to adapt the passages of the textbook 'Meanings into Words' in practice.

4.1.2.10 Adapting foreign context in the textbook

The texts in any textbooks should be culture friendly to the learners. The textbooks of class 11 compulsory English advocate the foreign culture. I asked all the students whether they like foreign contexts in their textbook or not. Most of the students stated that they did not like the foreign context in their textbook.

Regarding this, a student reported, "The culture is different from Nepali culture that takes time to understand it as well as it lacks interests to us as we do not have

any attachment with it.” Likewise, next student stated, *“It has negative impact such as learners may forget their own culture and we should not give priority to foreign culture instead we should protect our own cultural identity.”* Similarly, one of the students claimed, *“Only foreign context in the textbook may lack interest in reading and the culture in the textbook may enforce the learners forget their culture.”* It is found that students do not prefer the foreign contexts in their textbook

4.1.2.11 Text adaptation of the textbook ‘Magic of Words’

The textbook ‘Magic of Words’ contains supernatural stories from foreign contexts. To know the interests of students in the kinds of texts to be included in the textbook ‘Magic of Words’, I asked the students what kinds of texts would be better to include in the textbook ‘Magic of Words’. Regarding this one of the students responded, *“The textbook ‘Magic of Words’ should include the texts related to science and technology and its latest inventions instead of stories of super natural power and some texts related to Nepali cultures.”* Similarly, next student stated, *“Magic of Words should contain some of the texts from Nepali context; some of them related to science and technology and latest inventions instead of supernatural stories.”* It shows that the textbook ‘Magic of Words’ should include the texts related to science and technology and its latest inventions instead of stories of supernatural power and some texts related to domestic cultures in spite of whole texts from western culture.

4.1.2.12 Preference of students towards textbook adaptation

Preference of the students is also necessary while adapting a textbook. To examine the preferences of students towards textbook adaptation of their teachers, I asked the students whether they liked the way their teachers modified textbook or not. All the 15 students liked the way their teachers modify the textbook. When I asked them to give reason, one of the students responded, *“Teachers adapt textbook to*

make them easy to learn, to satisfy our needs and to contextualize text with our culture.” Likewise, the other student mentioned, *“My teacher adapts textbook to make up the weaknesses of the textbook.”* Similarly, the next student stated, *“I like his textbook adaptation as he uses other materials than textbook to broaden our knowledge, saves time by reducing unnecessary tasks, inspires not to forget Nepali cultures etc.”* It shows that students also prefer the way their teachers adapt their textbook.

4.1.2.13 Necessity of adapting the textbook ‘Link English’

The textbook should be suitable for the learners. If not teachers should adapt it to make suitable. When I asked the students whether the exercises in the textbook ‘Link English’ were suitable for them or not, most of the students opined that they were not suitable for them. In this regard, a student responded, *“Exercises related to dictionary use and other too easy exercises are not suitable for us.”* Similarly, the other student opined, *“Exercises in the textbook ‘Link English’ are not able to meet the needs of higher secondary level students; it makes student dependent by giving answer keys and focus of printed dictionary is not much suitable in this digital age.”* It was in consonance with the opinions of teachers too. Therefore, it is concluded that the textbook ‘Link English’ is out of date, exercises are very easy and focus of printed dictionary use is not suitable.

4.1.2.14 Ways of Adapting the Textbook ‘Link English’

It is necessary for a textbook to be updated. I asked the students whether their textbook ‘Link English’ was up to date or not. Almost all the students mentioned that their textbook ‘Link English’ was not updated. Regarding this a student opined *“Link English book should be updated according to time and more advanced and standard syllabus should be designed.”* Likewise, the other student mentioned, *“The use of printed dictionary should be replaced with digital dictionary use; creative exercises of advanced level should be included;*

vocabulary items should be added and cultural gaps in the passages should be reduced to improve it.” Similarly, the other student stated, *“Printed dictionary use should be updated, use of modern technology should be included, level of exercises should be improved.”* It was in consonance with the opinions of teachers; in addition, they stated idioms and parts of speech also should be added in it. It is found that the textbook ‘Link English’ book should be adapted to meet the level of learners by updating printed dictionary use with digital dictionary use, by adding exercises related to vocabulary, idioms and parts of speech and by upgrading the easy exercises.

4.1.2.15 Reference materials of teachers

Teachers are supposed to provide reference materials to the students, when necessary. I asked the students whether their teachers encourage using other materials or not. Majority of the students stated that their teachers encouraged them to use other materials than textbook. A student responded *“Our teacher encourages us to use internet, different mobile apps and English dictionary.”* Similarly, the other student reported, *“Our teacher encourages us to watch English movies, documentaries and videos; to read English newspapers, stories, and novels; to have conversations with friends and to listen English music and news channels and so on.”* Likewise, the other student stated, *“My teacher often encourages me to use other different materials for learning English rather than textbook such as internet, conversation with friends and teachers in English language during English period.”* It shows that teachers encourage their students to use internet, different mobile apps, news channels, reading materials like English newspapers and other English literatures and so on as their reference materials.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Findings

After analyzing and interpreting the collected data from English teachers and students, the following findings have been derived:

- Most of the teachers (93.33%) believed that textbook should be modified to meet the needs and interests of learners and to address their culture. Similarly, all the students reported that their teachers made necessary changes while using textbook.
- Majority of the teachers (93.33%) claimed that they should modify textbook when they found it not matching in the teaching contexts. Likewise, most of their students (53.33%) reported that they adapted it every time they taught and some of them (46.67%) stated that they adapted it sometimes which shows the teachers adapted the textbook every time while teaching or sometimes on the basis of necessity of adapting it.
- Most of the teachers (53.33%) reported that they most often adapted tasks. Some others (26.67%) stated that they most often adapted texts and some others (20%) opined that they most often adapted contents. Likewise, all the students mentioned that their teachers often changed contents, methods, texts, tasks, and topics but not images and aims. It shows that teachers adapted contents, methods, texts, tasks and topics but they did not adapt aims and images.
- Since the teachers are not allowed to select textbook and they are beware of examination system, they adapted textbook in activity level and unit level not in syllabus level.
- Most of the teachers (53.33%) reported that they used modification technique most often and some others claimed that they used re-ordering,

supplementation, omission and reduction techniques.

- Almost all teachers (93.33%) said that the textbook ‘Magic of words’ did not address the cultural needs of the learners. They reported that they should better try to contextualize the foreign context in the context of learners with examples; they could add some of the texts of the local authors; compare the foreign and local teaching context; find similarities (if any) between the culture of texts and that of teaching context to address the cultural needs of Nepalese learners. Similarly, almost all the students (93.33%) opined that their teachers compared the contexts of the texts with their own. They stated that it should include the texts related to science and technology and its latest inventions instead of stories of super natural power and some texts related to domestic culture in spite of whole texts from western culture.
- All the teachers and students mentioned that the exercises related to printed dictionary use should be replaced since the use of printed dictionary was out of date; easy exercises should be upgraded to maintain the level of learners; exercises related to vocabulary, idioms and parts of speech should be added and cultural gaps in the passages should be reduced to improve the textbook ‘Link English’.
- Most of the teachers (80%) opined that they did not follow the PPP model only. They responded that inductive/deductive methods, interpretation/elicitation methods, grammar translation method/communicative activities and different student-centered and teacher-centered methods could be integrated rather than using any single method. They could be used necessarily along with PPP model as well.
- Teachers have mixed opinion regarding the adaptation of aims of any lesson. However, most of the teachers (66.67%) responded that it is not logical to adapt the aims of any lesson in Nepal because of the examination system.

- Majority of the teachers (86.67%) opined that the topic of any text should be modified to establish connection with the text when they are not related to each other; to make the students interesting, curious and easy to learn; to make the learners feel attached, to meet the level of students and to reduce any kind of biasness to the learners.
- All the teachers and majority of the students opined that the passages of the textbook ‘Meanings into Words’ are not contextual for Nepalese learners. They responded that they could be adapted by replacing some of the texts with the passages of Nepali context; contextualizing the texts in the context of learners, providing lots of examples and finding similarities and differences between the culture of the texts and local one.
- All the teachers mentioned that audio material for listening activities was not available. They opined that they can record the text given in the book for listening purposes in the voices of their own and fellow teachers necessarily; make one/some students read and others listen, add or supplement materials from different sources and refer the students listen English music and news channels, watch English movies, videos and documentaries, read English newspapers and English literatures, have conversations with friends and so on to fulfill listening needs of the learners. Most of the students responded that their teachers only made some students read and others listen to fulfill the listening needs in class. However, almost all the students (93.33%) reported that their teachers encouraged them to use other materials than textbook as stated by the teachers.
- All the teachers stated that tasks in the textbook were not in proper quantity. They responded that teachers should add, replace with more exercises or supplement the exercises when the given exercises were not sufficient and teachers should reduce or replace with fewer exercises when the given exercises were too much.

- All the students reported that some of the contents in their English textbook were not suitable for them. Most of them responded that they cannot fulfill their needs, they were not of their interest and they did not address the cultural aspects.
- All the students preferred textbook adaptation by their teachers as they adapt textbook to make them easy to learn, to satisfy their needs, to contextualize text with their culture and to make up the weaknesses of the textbook. Most of the students (53.33%) liked using other sources than textbook (supplementing) by their teachers.
- Majority of the students (73.33%) did not like the foreign context in their textbook because the culture was different from Nepali culture that took time to understand it as well as it lacked interest to them since they did not have any attachment with it; it had negative impact such as learners may forget their own culture and the students thought that they should not give priority to foreign culture instead they should protect their own cultural identity.
- Majority of the students in (86.67%) and all the teachers reported that some of the contents of the 'Link English' book such as exercises related to dictionary use and other too easy exercises are not suitable for them.
- Almost all the students (93.33%) and all the teachers said that the 'Link English' book was not updated. They suggested that it should be updated time and again, the use of printed dictionary should be replaced with digital dictionary use; creative exercises of advanced level should be included; idioms, parts of speech and vocabulary items should be added and cultural gaps in the passages should be reduced to improve the textbook.
- Majority of the teachers stated that unavailability of resources; time consuming; lack of support of authority, colleagues and students; syllabus constraints; lack of training and experience of teachers in textbook

adaptation, less validity, less credibility and less acceptability than original textbook materials are some of the challenges of textbook adaptation.

5.2 Conclusion

On the basis of above mentioned discussion and findings, it can be concluded that teachers and students both perceive textbook adaptation positively. They believe that textbook should be modified to meet needs and interests of learners and to address their culture. Some of the contents in the English textbooks are not suitable for the students. Therefore, teachers make necessary changes while using textbook to satisfy the needs and interests of students and address their culture.

They opined that textbook should be modified (adapted) when they found it not matching in the learning context. They most often adapt tasks, texts, contents, methods and topics where as they do not adapt images and aims in context of Nepal. I think, they do not want to take risk of adapting aims because of evaluation system of Nepal and they do not adapt images as they might not focus on images in higher secondary level. They use modification technique most often; however they even use re-ordering, supplementation, reducing and replacement techniques. Teachers should reduce, replace or modify exercises when they are too easy. In case of unfamiliar texts followed by exercises, teachers replace texts and exercises both if possible otherwise they omit both. Most of the English teachers in Nepal ask some students to read the texts given in textbook and others to listen to fulfill listening needs of the learners. They suggested that they can record their own materials with the help of their colleagues and students or supplement materials from other sources like YouTube. Teachers should add, replace with more exercises or supplement the exercises when the given exercises are not sufficient and they can reduce or replace with fewer exercises when the given exercises are too many.

As textbook adaptations help them in easy learning by fulfilling their needs, interests and cultural aspects, the students prefer textbook adaptations of their teachers. They like using materials other than textbook by their teachers among different ways of their textbook adaptation. English teachers are found encouraging their students to use various supplementary materials along with their textbooks for further learning, to make their learning interesting and to fulfill their needs.

The textbook 'Magic of Words' does not address the cultural needs of Nepalese learners as all the texts are from foreign contexts. Even the passages in the textbook 'Meanings into Words' are not suitable for Nepali learners in proportion to their cultural aspects. To adapt the foreign contexts, English teachers in Nepal contextualize the texts in the context of learners by comparing both the cultures and by providing examples. Most of the students do not like the foreign context in their textbook. In their opinion, the textbook 'Magic of Words' should include the texts related to science and technology and its latest inventions instead of stories of supernatural power and some texts related to domestic cultures in spite of whole texts from western culture. In regard to the textbook 'Link English', teachers and students both opined to update it with creative exercises, vocabulary items, idioms and parts of speech replacing the printed dictionary use with digital dictionary use. Therefore, adapting compulsory English textbook of class 11 is inevitable.

Unavailability of resources, lack of support of authority, colleagues and students, syllabus constraints, lack of training and experience of teachers for textbook adaptation, time consuming, less valid, less credible, less acceptable than textbook itself are some of the challenges of textbook adaptation.

In conclusion, this study reveals that teachers generally do not get opportunity to select the textbooks. Therefore and because of examination system, they adapt textbook in activity level and unit level but not in syllabus level. However, they

adapt textbooks necessarily. Most of the teachers are familiar with the concept, techniques, reasons and areas of textbook adaptations. Some teachers are adapting textbooks even unknowingly. Their perceptions regarding textbook adaptations have impact even in practice most of the cases though some teachers could not manage to practice their beliefs in some cases. Students have positive attitude towards their teachers' textbook adaptation and they love the way their teachers use the textbook.

5.3 Recommendations

Being based on the revelations of my study, I would like to suggest the following in the policy level, practice level and further research level.

5.3.1 Policy Related

Textbooks in Nepal are centrally prescribed and published. In case of higher classes they are prescribed even of International publications. Ability of students is certified by the paper pencil test of three hours (Khati, 2014). Their learning is not measured by other means. Similarly, test designers fully depend upon the textbooks (Giri, 2017). So, teachers have to complete the course in certain period of time. They are not allowed to replace contents of the texts. Because of these reasons teachers sometimes hesitate to adapt textbook. The findings of this study suggest that textbook adaptation is necessary for class 11 Compulsory English. Some policy related recommendations based on the study are as follows:

- Nepal government should provide the rights to select textbooks to the teachers themselves.
- Nepal government should update present Compulsory English textbooks of class 11 as soon as possible.
- Nepal government should train the teachers for textbook adaptation.

5.3.2 Practice Related

Practice level is the implementation level of policy. Teachers, administrators and other educational practitioners should be sensitive towards the necessity of textbook adaptation. Some recommendations for this level are as following:

- Teachers should adapt textbook to satisfy needs of the learners, to meet their interests and to reduce cultural gaps.
- Parents and administrators should support the teachers in textbook adaptations.
- Teachers should contextualize the texts of the book in the context of learners to address the cultural needs.
- Teachers can record the text given in the book or their own to fulfill the listening needs of the learners.
- Teachers should adapt teaching methods integrating traditional and communicative methods rather than any single method.
- Students should cooperate the teachers with active participation.

5.3.3 Further Research Related

My research study is limited to the perceptions of teachers and students towards textbook adaptations. It has many constraints. It has limited sample and is a very short study. Therefore, I would like to recommend the following further research studies in this area:

- A longitudinal study to find out the practice of textbook adaptation
- A large scale Survey to find out the perceptions of teachers and students representing all over Nepal regarding textbook adaptation

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