

CHAPTER ONE

INTRODUCTION

This introductory chapter basically deals with the theoretical background of the study. It introduces language in general and English language in particular. It tries to explore the scope and necessity of English language here. Furthermore, it introduces the teaching materials and their importance in language classes. Along with the general introduction to higher secondary English curriculum, it deals with the introduction, historical scenario, objectives and importance of studying the use of Teacher's Guide in language classes. It deals with the definition of attitude and methods of scaling it. Then it swifts at the review of the related literature, the objectives and the significance of the study

1.1 General Background

Language is a means of communication through which we, human beings share our ideas, feelings, emotions, desires, thoughts with one another. It is a vital tool for our life as it is used to fulfil our basic needs.

Language is a voluntary vocal system of human communication. To quote Sapir (1921,p.8), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. "(as cited in Verma and Krishnaswamy, 2009,p.16). Language is possessed to human beings only. To quote Lyons (2009, p.2)," It is the possession of language which most clearly distinguishes man from other animals." It is the human being born with the power of language to communicate in this universe. It is a special gift to human beings which has been impossible in other animals. So, human

beings and language are closely associated with one another. In the absence of one, the existence of another is questionable.

To sum up the whole ideas, Yadava (2004, p.1) writes,

Language is common to all and only human beings. It is the most unique gift that sets them apart from the rest of living beings.

It is the greatest accomplishment of human civilization. It is a means by which we can perform several things communication, thinking, group solidarity, inter- linguistic conflict, nation building, control, creation and so on. We cannot think of any social, academic and artistic activities going on without language.

It is perhaps the most significant asset of human life.

1.1.1 The English Language

Language is only for human beings. In order to communicate with one another in this universe, they are found to have used it. There have been found several languages existed in the world. But the number of them is not accurate. Regarding the number of languages, Rai (2065, p.146) states, "There are nearly 4000 to 7000 languages spoken all over the world". Among them English is acknowledged as the language of the world as it is used in many countries of the world in different sectors such as, business, education, science and technology, engineering and so on.

English is one of the languages under the Indo-European language family of the world. It is widely accepted by most of the countries of the world such as the USA, Canada, South Africa, New Zealand, the U.K., Australia etc. But, Oxford Advanced Learners' Dictionary (2006, p.382) defines, English as "the language of England, used in British commonwealth, the USA and some other countries." At present, it is not limited to those countries only. It is now

widely used all over the world. So, its status is higher than other languages of the world.

In this regard Lederer (1990, as cited in Sthapit et. al. 1994, p.1) states,

English is the most widely used language in the history of our planet. One in every seven human being can speak it. More than half of the world books and three quarters of international mails are in English. Of all languages, English has the largest vocabulary- perhaps as many as two million words one of the noblest body of literature.

This shows that English is a fully developed language. It has gained the prestigious status in the world. It has now become the most significant lingua franca used for international communication. Its scope is very wide as it is used in the field of science and technology, tourism, trade, foreign aid, diplomacy, higher education and so on.

To conclude the whole ideas, English is the most significant lingua-franca without which one cannot observe and understand the worldwide affairs.

1.1.2 ELT Situation in Nepal

Nepal is a developing country. It needs English to have access to the scientific and technical knowledge of the modern world for its development.

It is the appropriate international language for Nepal. It has become a vital tool to make us successful in national and international communication as it is a major language of the world.

In our country Nepal, English is regarded as a foreign language (FL) and is taught in every schools and colleges. English teaching is started from grade one up to Bachelor as a compulsory subject. It is also taught as an

optional subject starting from Secondary level to University level. Apart from these, English is taught from pre-primary level to higher studies in private schools of Nepal. Except Nepali, all other subjects are written in English. Besides these, English has been the medium of instruction at the higher level education. Most of books are found to have written in English language.

To quote Kansakar (1998 as cited in Oli, 2009, p.5), "Since the teaching of English in Nepal has assumed greater importance in view of development needs of the country, ELT has now become an essential component in Nepal's educational strategy." It shows that ELT has significant role in planning education system of Nepal.

All of the above proves that the Government of Nepal (GON) has given the priority to the English language in its education system.

Making the provision of teaching English as a compulsory subject and medium of instruction are considerable things that prove English as the prestige gained language in Nepal.

Conclusively, English language teaching entered in Nepal with the establishment of Durbar High School in 1853 A.D. Arriving at this situation English is limited to formal usage of it. It could not arouse the sense on Nepalese learners to create a natively English speaking community in Nepal.

1.1.3 Importance of the English Language

English has now become the language of great importance. At first, it used as a means of international communication, it serves the function of lingua franca. Most of the technologies are found to have been in English. It is necessary to learn English for a businessman to conduct his or her business well. It has been found widely used in education. This, worldwide

use of English language has forced us to learn English. If we understand English, we can look over the world very closely and clearly.

English is considered as the library language. Almost all the important books of higher education and researches of the world are found to have written in English.

The scope of English in the present days of the world is very wide. It has been found using English for specific purpose (ESP), English for academic purpose (EAP), English for occupational purpose (EOP), English for science and technology (EST) and so on so forth. First of all, it is used as international communication. Knowledge of English enables people to communicate their feelings, ideas, and emotions and so on to the English speakers and to see the broader vision of the world. Similarly, good English users can have several opportunities to grasp highly significant national and international jobs as well. A business man cannot keep his/ her global business without the sound knowledge of English. So, it has been the language of business. Moreover, English has been must for everyone to keep up with the rapid pace of science and technology, that's why, English is the window through which one can experience the real world today.

To conclude, English is used in almost all the sectors. This world wide use and increasing popularity of English necessitated everyone to learn English. So it is the language of the greatest importance.

1.1.4 Teaching Materials and Their Importance in Language Classes

Language teaching is a very complex and challenging job in these days. It has ever been in a state of change. The language teachers have had about a dozen of methods and techniques recommended at different times. But they have not had the complete solutions of the language teaching problems.

To quote Karn (2010, p.56),

Teaching that began with the Grammar Translation Method passed through Direct Method , Audio-lingual Method, Silent Way, Total Physical Response, moved on communicative Language Teaching and has also witnessed very recently Task-based , content- based learning, Participatory approaches, Co-operative learning and Multiple Intelligences. Nevertheless, no method has proved a panacea and therefore, today the era of method is to said to have come to an end and ELT is now deemed to be in the post – method thinking.

This shows that no method has proved a universal remedy for the problems of language teaching. Therefore, the teachers have to play the dynamic and resourceful roles in order to make their teaching productive and live. For this, the teacher needs support of other materials. Those materials which are used in teaching to make learning behavioural and purposive are known as teaching materials. They help the language teachers to make language used in classroom more realistic and live, stimulate imagination, and facilitate the understanding of the students.

Different kinds of audio, visual, audio- visual and printed materials assist the teachers in their teaching. They arouse interest on the parts of the learners. In other words, they pave the route of learning smoothly to make the learners walk easily. They create the rapid pace of learning.

On the whole, the importance of teaching materials in language teaching is great as they assist teachers in showing the clear concept of the knowledge and assist learners in fast and convenient learning.

1.1.5 Introduction to Higher Secondary English Curriculum

Curriculum is a systematic plan for learning which includes the goals, objectives, contents, processes, resources and means of evaluation of all learning experiences planned for the students both in and out of the school. It shows the clear, straight and convenient route to the teachers and learners to go ahead. It is a minimum material for teachers and learners without which any systematic teaching - learning can be imagined.

Regarding the curriculum, Secondary Curriculum Introductory Training Book (SCITB) (2056, p.79) clearly states, "To carry out the teaching - learning process systematically and smoothly, we need a curriculum."

So far as English language teaching curriculum is concerned, the scientific and systematic curriculum was constructed in 2028 B.S. After that the curriculum and textbooks based communicative approach were developed and implemented in school level in our country, Nepal.

So far as the higher secondary curriculum is concerned, it has been taken as the bridge between Undifferentiated and Differentiated Education. It has provided students with the opportunities to select the subject as per their wishes.

To quote higher secondary school curriculum for Grade XII (2065, p.1), "It has included the subject matter of national and international concern such as Population Explosion, Energy Conservation, Environment Protection, Pollution and Human Rights and so on".

The following scheme has been prepared for the curriculum of Higher Secondary Education:

A) Compulsory Subject	
English	200 marks
Nepali	100 marks
B) Optional Subjects	700 marks
<hr/>	
Total: 1000	

Table No 1

The Structure of Higher Secondary Curriculum

Grade XI			Grade XII		
S.N.	Subjects	F.M.	S.N.	Subjects	F.M.
1	Compulsory English	100	1	Compulsory English	100
2	Compulsory Nepali	100	2	
3	Optional-I (Part -1)	100	3	Optional-I (Part -2)	100
4	Optional-II (Part-1)	100	4	Optional-II (Part-2)	100
5	Optional-III (part-1)	100	5	Optional-III (part-3)	100
6			6	Optional-IV	100

Source :(CDC, 2065, p. 3)

Higher secondary Education curriculum has made the provision of teaching English as compulsory and optional subject both. For this, two hundred marks for compulsory English and two hundred and fifty marks for optional English have been distributed for teaching English in the higher secondary level students.

Regarding the higher secondary English curriculum, the following objectives have been indicated as mentioned in CDC (2065, p.2):

-) To provide students techniques in the use of English for academic and communicative purpose,

-) To train them in the functional, notional and grammatical areas of English language use,
-) To make them see the relationship between structures and meaning, and
-) To teach them structures in a context.

To sum up the whole ideas, higher secondary English curriculum is a short, remedial or bridge or refresher course between English at secondary and higher level. It is functional, academic and communicative in nature. It is aimed at providing students with the interesting materials for information, knowledge and pleasure.

1.1.5.1 Teacher's Guides for English Language Textbooks

Teacher's Guide is also known as teaching guidance or teaching manual. It is directly associated with the textbook. It may contain everything found in the textbook. It gives more or less elaborative teaching not appended to its teaching unit.

Teacher's Guide is a book through which a teacher can prepare his / her class. In other words, it is a mirror of the work the teacher doing in the class. It is an effective teaching material designed on the basis of the curriculum and textbook of a particular subject of a class.

To quote Secondary Curriculum Introductory Training Book (2056, p.96),

In general, a Teacher's Guide helps the teachers to carry out classroom teaching successfully. It means the book through which or from which the teacher can prepare the class. The Teacher's Guide deals with every language items, methods, techniques and varieties of activities which the teacher can use for effective teaching and learning.

It shows that the Teacher's Guide is a book that gives texts, information, advice, introduction or answer to the questions included in the textbook to help the teachers to teach in the class. It deals with every language items, method, and materials for teaching and learning. It serves as a great guide to the teacher as it is a record of his or her doing work plan with the students.

1.1.5.2 Use of Teacher's Guide in Nepal

Teacher's Guide is an authentic teaching material which assists the teachers to conduct their classroom teaching effectively. Stepwise procedures of presenting language items are mentioned there. It assists the learners to develop their communicative competence. By bringing out the changes in conventional ways of teaching, Teacher's Guide guides the teachers to explore and apply new techniques in classroom teaching and testing. So, it should be used in language class.

The history of using the Teacher's Guide in Nepal is not so long.

To quote Sharma (2003, p.266), "Due to the lack of systematic plan the Teacher's Guides were not being written before 1971 A.D."

National Education System Plan (NESP) was formed in 1971 A.D.

It submitted its report with the spirit of improving the entire education system of the country and brought the concept of developing and using the Teacher's Guide. In the report of NESP-1971, it has been clearly stated that Teacher's Guide has to be compulsorily prepared along with textbook and workbook for the students and teachers. It brought the progressive concept in the education system of Nepal as it stressed to develop the Teacher's Guide. Since then several subject wise Teachers' Guides, for school level classes were developed. Before NESP - 1971, only the G T method was in existence and the teaching of English was considered as the transmitting of culture in Nepal.

Government of Nepal (GON), Ministry of Education has given the responsibility of preparing, and developing the Teacher's Guides for Primary level to National Centre for Educational Development (NCED) and Secondary level to Curriculum Development Centre (CDC), Sanothimi Bhaktapur, Nepal. After the preparation, development and publication of Teacher's Guide, they are distributed to schools through its different agencies. But for higher secondary English teaching, mostly Nepalese English teachers do use the Teacher's Book written by a foreign writer, Doff et al. to teach 'Meanings into Words' at Grade XI and XII.

1.1.5.3 Objectives of Teacher's Guide

Teaching materials are prepared for their application especially in the classroom teaching so as to facilitate the teachers and learners in teaching learning process. The knowledge, in learners, becomes permanent and effective by the help of teaching materials.

So far as the use of Teacher's Guide is concerned, the following objectives have been indicated in Secondary Curriculum Introductory Training Book (2056, p.97):

-) To assist the English teachers in their classroom teaching,
-) To help the teachers to consolidate students' understanding and to build the foundation of comprehension of the English language,
-) To familiarize teachers with the new approaches, methods and techniques in the field of ELT,
-) To cater to the teachers' needs for a variety of activities with due regard to the learners' needs and demands,
-) To enable teachers to use the tapes or tape scripts properly and improve the students' listening proficiency in English,

) To acquaint English teachers with functional language teaching,
and

) To achieve the national curriculum objectives.

In addition to the above mentioned objectives,
the Teacher's Guide is designed to:

- a) give everything found in the text book,
- b) elaborate teaching items ,
- c) indicate methods and techniques,
- d) enable semi-skilled language teachers to use methods adequately,
- e) give step by step teaching plan for each lesson ,
- f) bring uniformity in language teaching ,
- g) suggest the order of presentation of the teaching unit and so on.

1.1.6 Attitudes and Methods of Scaling

This study is an attitudinal, so the concept of attitude has been attempted to clarify by giving the definition of attitude and some prominent methods of scaling it here.

1.1.6.1 Definition of Attitude

Attitude generally refers to belief about things or objects or situation or value, around the circumference that a person has in his/ her mind. In other words, it is a set of thought or feeling about something to be existed in the minds of human beings.

To quote Freeman (1962, p.596 as cited in Oli, 2009, p.10), “An attitude is a dispositional readiness to respond to certain situations, persons or objectives in a consistent manner which has been learned and which has become one’s

typical mode of response.” Furthermore, he states, “An attitude has a well defined object of reference.”

On the basis of the above mentioned definitions it can be concluded that attitude is the predisposition or tendency to react especially towards an object, situation or value, usually accompanied by feeling and emotion which is possessed to each human being.

1.1.6.2 Methods of Scaling the Attitude

As attitude is possessed to human being, it cannot be understood without reference to some object or situation or value. It may be different from one person to another, one institution to another.

Identifying attitude is really a difficult task. For this certain criteria or circumstances are necessary for measuring it. Different methods for scaling the attitude which are based on the following assumptions are mentioned below:

- a) The scale should deal with a controversial question.
- b) An individual’s feelings and insights in regard to the question will determine his responses to the various statements that are made pro and con.
- c) The statements can be scaled regarding the degree to which they favour, or are opposed to ,the question under consideration.(Freeman 1962, as cited in Oli,2009, p.13)

Mainly three types of attitudinal scales which are widely used are listed and briefly discussed below:

- a) Summate rating scale
- b) The equal appearing –interval or differential scale
- c) The cumulative scale

They are briefly discussed as below:

a) Summate Rating Scale

It is also named as Likert scale. It is based on the assumption that each statement possesses the equal ‘attitudinal value’ or ‘importance’ in terms of reflecting an attitude towards the issue in question. It is simpler than other methods. Each item in the ‘attitudinal’ scale is followed by five responses, one of which is checked by the subject. In this scale, arbitrary scores are assigned for the responses (i.e., SA=5, A=4, U=3, D=2, and SD=1 or SD=5, D=4, U=3, A=2, and SA=1) and the data are analysed accordingly.

For example,

Teacher’s guide should be used in the language classes.

Strongly Agree(SA)	Agree (A)	Undecided(U)	Disagree (D)	Strongly Disagree(SD)

b) The Equal Appearing Interval or Differential Scale

It is also named as Thurstone Scale. It calculates the ‘weight’ or ‘attitudinal value’ for each statement with which the respondent is given and ‘attitudinal’ score is equivalent to the ‘attitudinal’ value of the statement. It remains silent about the neutral points. In other words, this scale determines the actual rather than relative concept. For example,

Teacher’s guide should be used in the language classes.

i) Yes ii) No

c) The Cumulative Scale

It is also named as Guttman scale. In this scale, multiple choice options are assigned to the respondents and the analysis is done by cumulative set of scores. It is the most difficult scales to construct so it has been found rarely used. For example,

From which level the Teacher's Guide should be used?

- a) Primary Level
- b) Lower Secondary Level
- c) Secondary Level
- d) Higher Secondary Level

For the study, the researcher used both Summate rating scale and the cumulative scale in order to measure the attitude of the teachers and the principals towards the Teacher's Guide for Grade XII English, 'Meanings into Words.'

1.1.7 Importance of Studying the Use of Teacher's Guide

Various Teacher's Guides have been prepared for the sake of convenient to both the teachers and the students in their teaching - learning processes. There are yet some schools where the Teacher's Guides are not found to have used in classes even though there are trained teachers and principals.

The quality of education depends on the quality of the principals and the teachers working in those schools. The main responsibility of conducting the school well is of the principal. Where the principals are found trained, in those school, they encourage their teachers to use the varieties of teaching

materials along with the Teacher's Guide. For the next side some teachers are found trained and some are untrained. Due to their biased manners, they use their own random strategy of teaching and neglect the use of teaching materials like Teacher's Guide which may not always lead them towards the right directions so, it should be checked up.

The government makes its policy for its stakeholders for its implementation but it has not been found checking up strictly. The responsibility of checking up the implementation of its policy goes to the government. For this, systematic study becomes necessary to submit its real report of the scenario.

The NESP (1971) has clearly stated that teachers should use the Teacher's Guides in the schools of Nepal. Whether the teachers use the Teachers Guide or not? What factors affect them to use or not to use the Teacher's Guide? Whether the principals encourage or discourage their teachers to use the Teacher's Guide? What believes do the English teachers and principals have? It should be studied systematically.

1.2 Review of the Related Literature

Several researches have been carried out in the field of ELT. Many others are waiting to be come as the researchers are still carrying out studies under the several areas and sub- areas of ELT.

While studying, reviewing and analysing the previous research works done in the Department of English Language Education at the Campuses under T.U. I found some researches related to this present work though they reflect differences in their nature, scope, objectives, population, place and findings to which I reviewed as below:

Pandey (2004) carried out a practical study on ' The Effectiveness of Teacher's Guide in Teaching English at Grade Eight ' with the aim of finding out the effectiveness of Grade Eight English Teacher's Guide. Using test as a research tool, he elicited data from the thirty two students of Grade Eight studying at Bal Sudhar Secondary School Nayapti, Kathmandu. He concluded that the Teacher's Guide produced by CDC is significantly helpful in teaching language skills such as, listening, speaking, reading, writing and grammatical items such as, reported speech, tense and so on.

Oli (2009) carried out an attitudinal study entitled 'Attitudes of people Towards SLC Listening and speaking Test' with the objective of finding out the attitudes of different stakeholders. Using questionnaires as research tools, he elicited data from eighty SLC passed students, thirty English teachers, ten subject experts, fifteen monitors, fifteen administrators and twenty guardians of Surkhet District. He concluded that all the people have positive attitudes towards the present SLC listening and speaking test.

Sharma (2009) carried out an attitudinal study on 'The Revised English Textbook for Grade -X' with the objective of finding out the attitudes of secondary level English teachers. Using questionnaire as research tool, he elicited data from a hundred secondary level English teachers from Dailekh and Surkhet districts. He concluded that the revised Grade X English text book , more standard than the old one in terms of its coverage, layout and subject matters and all the English teachers have positive attitudes towards it.

Beside these, there is also the necessity of a study in the use of Teacher's Guide in higher secondary level. Keeping in mind that the attitudes of principals and English teachers directly affect the teaching -learning process, I wished to carry out the research work on it. As no one has carried out

a systematic study on the attitudes of people towards the Teacher's Guide for Grade-XII English in Dailekh district, I selected this topic to fulfill that need.

1.3 Objectives of the Study

The objectives of the study were as follow:

- a) To explore the use of Teacher's Guide to teach English at grade twelve in the higher secondary schools of Dailekh district,
- b) To find out the attitudes of the following people towards the Teacher's Guide for grade twelve English 'Meanings into Words':
 - a) Teachers,
 - b) Principals
- c) To list out some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the Study

The study on "Attitudes of People Towards Teacher's Guide for Grade XII English" was done for the partial fulfilment for the Master's Degree in English Language Education. This study was carried out to explore the use of Teacher's Guide to teach English at Grade XII in the higher secondary schools of Dailekh district and to find out the attitudes of principals and English teachers towards the Teacher's Guide for Grade XII English. From the study, the researcher found that the Teacher's Guide is an essential reference material which assists the teachers in preparing and presenting their teaching lessons for the students. By nature all the teaching materials arouse interests on the parts of the learners and make the teaching learning process fruitful. So, they are to be used in language classes and usable condition should be made systematic. For this it has been essential to conduct a research.

From the findings of the study many people such as, school principals, English teachers concerned authorities of CDC and NCED, and researchers can be benefited. All the English language teachers who teach English as foreign language in general and Grade XII English teachers of Nepal in particular, can be benefited. In addition to those people, some Teacher's Guide writers can obtain the useful information and they can be benefited.

Furthermore, it will also be significant to the CDC and NCED for writing the Teacher's Guides, and schools for making their policy of using the Teacher's Guide in their schools, researchers in English language teaching in carrying out further researches on the Teacher's Guide and so on so forth.

To conclude, the study to which the researcher carried out was attitudinal. It was purely based on the primary data. The findings of the study add something new to the existing body of knowledge about Teacher's Guide in the field of ELT. So, the study will be significant to all the above mentioned people.

CHAPTER TWO

METHODOLOGY

This chapter deals with the how aspect of the research works. It includes the methodology that the researcher adopted to carry out this research work. At first, it deals with the sources of data (i.e., primary and secondary) to which the researcher used while carrying this research. Then, it deals with the sample population of the study, sampling procedures, tools of data collection, process of data collection, process of data analysis, and limitations of the study.

The researcher adopted the following methodological strategies to carry out the research.

2.1 Sources of Data

While carrying out the research, the researcher used both the primary and the secondary sources of data. However, the primary sources became the main basis of the study.

2.1.1 Primary Sources of Data

The primary source of data were the responses obtained from the higher secondary English teachers of Dailekh district who have been teaching the compulsory English i.e., 'Meanings into Words' at Grade XII and the principals of those higher secondary schools .

2.1.2 Secondary Sources of Data

In addition to the primary sources of data the researcher also consulted some books such as 'Meanings into Words' for Grade XII English, Teacher's Book

for that Textbook, Secondary Curriculum Introductory Training Book (2056), Higher Secondary Education Curriculum(2065),Lyons (2009), Verma and Krishnaswamy (2009), etc, in course of this study.

To conclude, the researcher used the books, theses, journals etc listed in the references for the secondary source.

2.2 Sample Population of the Study

Taking Dailekh district as the study area, the researcher randomly selected thirty higher secondary schools out of thirty-nine by using the fishbowl drawing technique of random sampling method. The population for the study consisted of the principals and English teachers of higher secondary school. Altogether, fifty higher secondary level English teachers and thirty principals of different higher secondary schools of Dailekh were selected as the sample population of the study.

The sample is shown in the following table.

Table No 2
Sample of the Study

S.N.	Kind of Sample	No
1	Higher Secondary School	30
2	Principals	30
3	English Language Teachers	50

2.3 Sampling Procedure

For the purpose of this research work, the researcher reached the DEO Dailekh, consulted the record, and prepared the list of thirty nine higher secondary schools of same district. Then, the researcher selected, thirty higher secondary schools by applying the fishbowl drawing technique under

random sampling procedure. Similarly, thirty principals and fifty English teachers working in those schools were selected purposively by using non-random sampling procedure for the study.

2.4 Tools for Data Collection

Mostly in survey types of research, the questionnaire is commonly used to collect the necessary data from the respondents as a research tool.

For this study, the researcher prepared two sets of questionnaires, one for English teachers and the other for principals of the higher secondary schools of Dailekh district. (See Appendix- I and II)

2.4.1 Questionnaire for English Teachers

The first set of questionnaire was prepared for higher secondary level English teachers. It consisted of three parts altogether i.e., Part "A", Part "B", and Part "C". The Part "A" of the questionnaire was made for the general information of the respondents only, part "B" was for the information about the attitude of the teachers towards the Teacher's Guide for Grade XII English. Part "B" consisted of altogether twenty one items in the form of statements. Before each statement there is an empty bracket to insert the option suited to the opinion of the respondents. The Summate rating scale was developed for the convenience of the respondents. Before each statement the respondents should insert SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree) and /or SD (Strongly Disagree). Similarly, the part "C" was made for the inquiry of using or not using the Teacher's Guide. It consisted of one open-ended question to which the respondents were requested to define the Teacher's Guide and ten other close-ended (multiple choice items with three options) for each statement on which respondents had to put () marks against each option. (See: Appendix-I)

2.4.2 Questionnaire for Principals

The second set of questionnaire was prepared for the principals of the higher secondary schools of Dailekh district. It consisted of two parts altogether i.e., part "A" and part "B". The part "A" of the questionnaire was prepared for the general information about the principals and part "B" for informations about the attitude of principals towards the Teacher's Guide for Grade XII English. It consisted of twenty items related to the necessity, availability, writing tradition of the Teacher's Guide by the same team of writers of the textbook etc for the Grade XII English Teacher's Guide. Before each statement, there is an empty bracket in which the researcher had to insert SA or A or U or D or SD as requested in the rubric. (See: Appendix-II)

2.5 Process of Data Collection

In course of collecting the required data, the researcher developed two sets of questionnaires with the help of the thesis guide from Surkhet Campus (Education). Then, the researcher approached to the DEO Dailekh to take the data of the higher secondary schools, principals and English teachers of the same district. After visiting the selected higher secondary schools, the researcher met the principals and the Grade -XII English teachers at their convenient time and place and clarified his purpose by presenting questionnaires with a request letter to them. Then, he requested them to fill up the questionnaire and distributed to them. For some principals, the researcher himself interpreted the statements mentioned in the questionnaires into Nepali language in order to facilitate them in understanding the issues so as to obtain their attitudinal data. At last, he collected the duly filled questionnaires and thanked everyone for their help in the study.

2.6 Process of Data Analysis

After collecting the data, the researcher tabulated and analysed them by applying simple statistical measure, i.e., simple percentage. The open-ended question to which the respondents answered freely was presented analytically and descriptively. But the close-ended questions on which the responses were set out in the questionnaire were tabulated and counted the frequencies, tested in percentages and analysed them descriptively.

2.7 Limitations of the Study

The study entitled "Attitudes of People Towards Teacher's Guide for Grade XII English" is one of the areas of ELT, related to teaching materials. It cannot cover the whole area of teaching materials. So, the researcher limited this study to the following points:

1. The area of study was confined to Dailekh district only,
2. The research design was limited to survey, analytical and descriptive processes only,
3. The information was limited to thirty higher secondary school, thirty higher secondary school principals and fifty Grade XII English teachers only,
4. The study was limited to the higher secondary level Grade XII English Teacher's Guide only,
5. The data was limited to the pre-designed two sets of questionnaires by the researcher only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of the data, collected from the primary sources. At first it deals with the presentation, analysis and interpretation of the data on the use of Teacher's Guide in teaching English at Grade XII English, secondly it deals with the attitudes of teachers towards the Teacher's Guide for Grade XII English, thirdly it deals with the attitudes of principals towards the Teacher's Guide for Grade XII English, fourthly it deals with the comparison of teachers' attitudes and principals' attitudes and fifthly, it deals with the analysis and interpretation of the teachers' responses on the open-ended item.

3.1 Analysis of the Teachers' Use of Teacher's Guide

For the study, higher secondary English teachers were asked seven items regarding the use of Teacher's Guide in language classes .The first item was developed for the inquiry of using it or not, the second item for the times of using it , the third item for the inquiry of completing the course in time, the fourth item for the reason of completing the course in time, the fifth item for their techniques applied to complete the course in time, the sixth item for the identification of the motivator of using the Teacher's Guide and the seventh item was for the reason of not using the Teacher's Guide in language classes.

Altogether, fifty English teachers were selected to respond on the following items, regarding the use of Teacher's Guide, from the thirty higher secondary schools Dailekh district as the respondents. The responses of the English teachers on those items were found mixed which are presented in the following table.

Table No 3
Responses of Teachers on the Teacher’s Guide

S. N	Items Alternatives	Frequency (50)				Percentages (100%)			
		a	b	c	Total	a	b	c	Total
1	Do you use Teachers Guide in your classroom teaching?	40	-	10	50	80	-	20	100 %
2	If yes, how often do you use it?	30	10	-	40	75	25	-	100 %
3	Do you finish your course in time?	25	-	25	50	50	-	50	100 %
4	If no, why?	18	7	-	25	72	28	-	100 %
5	If yes, how does it become possible?	14	6	5	25	56	24	20	100 %
6	If you use Teacher's Guide who encouraged you to use it?	14	8	18	40	35	20	45	100 %
7	If you do not use, why is that?	-	2	8	10	-	20	80	100 %

As shown in the table no. 4, in response to item no.1, most of the teachers (i.e., eighty percent) favoured the response “Yes” and twenty percent of them favoured the response “No”.

In response to item no.2, among the respondents of “Yes” (i.e., forty), majority of them (i.e., seventy five percent) opted for the regular use of the Teacher’s Guide and twenty five percent opted the occasional use of it.

As shown in the table, in response to item no.3, fifty percent of the teachers went for completing the course in time and fifty percent of the teachers went for not completing the course in time that's because of less time allotment on some books like 'Meanings into Words' (according to seventy two percent of the not users of the Teacher’s Guide) and lack of using the Teacher's Guide (according to twenty eight percent of the not users of the Teacher’s Guide), in response to item no. 4 .

In response to item no.5, majority (i.e., fifty six percent) of the teachers voted for using Teacher's Guide, (twenty four percent) of the teachers favoured for using the exam oriented method and twenty percent teachers favoured for using teacher centred method to complete the course in time in the higher secondary schools of Dailekh district.

Regarding the motivator of using the Teacher's Guide, In response to item no.6, majority (i.e.,52.5 percent) of the English teachers opted for motivation by principals, (forty five percent) teachers opted for self- motivated and 7.5percent of the teachers opted for motivated by other teachers.

In response to item no.7, among the not users of the Teacher's Guide (i.e., ten), eighty percent of the teachers favoured the poor availability of the Teacher's Guide and twenty percent of them favoured the carelessness of the principals.

3.2 Analysis of Teachers' Attitudes Towards Teacher's Guide

Under this topic, the higher secondary English teachers were asked twenty one items. Their attitudes on different categories such as necessity of Teacher's Guide, time techniques and materials mentioned in the Teacher's Guide, language used in the Teacher's Guide and so on have been measured using the five-points Summate rating scale and analyzed as follow:

Table No 4
Responses of Teachers on Teacher's Guide for Grade XII English

SN	Items	Responses											
		F (50)						P (100%)					
		S A	A	U	D	S D	T	SA	A	U	D	SD	T
1	Teacher's Book is necessary for teaching English at Grade - XII.	23	27				50	46	54				100%
2	There is co-relation among the curriculum, Student's Book, Work Book and Test Book and Teacher's Guide for Grade - XII English		35	15			50		70	30			100%
3	The recommended time, techniques and materials are suitable for teachers and learners.		22	10	18		50		44	20	36		100%
4	Teacher's Book for Grade XII English 'Meanings into Words' emphasizes on grammar and its use in communication.	6	34	10			50	12	68	20			100%
5	It is concerned with getting to develop an understanding and command of grammar in	22	18	10			50	44	36	20			100%

	terms of form, meaning and use.												
6	The students learn to associate the choice of grammatical form or structure with the expression of a conceptual choice.		38	12			50		76	24			100%
7	The Teacher's Guide includes a general description of the course as well as detailed teaching notes on each unit.		40	10			50		80	20			100%
8	The instructional language used in the Teacher's Guide is complex.			10	34	6	50			20	68	12	100%
9	Grammatical structure and their use in language functions in communication have been emphasized in the Teacher's Guide.	4	36	10			50	8	72	20			100%
10	Regular use of Teacher's Guide makes the classroom teaching live and so do I.	5	25	10	7	3	50	10	50	20	14	6	100%
11	The use of Teacher's Guide only in difficult lessons is the better way		10	10	23	7	50		20	20	46	14	100%

	of using it and so do I.												
12	Other reference materials are more necessary the Teacher's Guide in higher level		22		26	2	50		44		52	4	100%
13	Trained English teachers use the Teacher's Guide efficiently	14	36				50	28	72				100%
14	Untrained English Teachers can also provide sufficient knowledge to students use the Teacher's Guide efficiently		24	16	10		50		48	32	20		100%
15	Teachers Guide for Grade XII English guides the Nepalese teachers and learners towards learning English.		50				50		100				100%
16	Time allocated to teach "Meaning into Words" is not sufficient.		18	10	22		50		36	20	44		100%
17	Student's Book is sufficient materials for the students.				41	9	50				82	18	100%
18	Five stages to be followed in teaching each unit are suitable.		30	10	10		50		60	20	20		100%

19	Writing Teacher's Book by the same writer of the Text Book helps the teachers and the learners to have better understanding of main gist of the course.		29		21		50		58		42		100%
20	Unless the teacher followed the Teacher's Book, s/he would not complete the course within 80-100 teaching hours.		14	10	20	6	50		28	20	40	12	100%
21	The teachers who use the Teacher's Book can optionalize some exercises.		30	10	10		50		60	20	20		100%

As shown in the table no.4, all the teachers are agree on the necessity of Teacher's Guide. In response to item no. 1 and 12, majority (i.e., forty four percent) of the teachers see the Teacher's Guide more necessary than other reference materials. This shows that the English teachers of higher secondary school of Dailekh district have the greatest portion of positive attitude towards the Teacher's Guide for Grade XII English. Therefore, eighty percent of the teachers are found using it in teaching English at Grade XII. The remained (i.e., twenty percent) of the English teachers are eager to use it. They are in search of Teacher's Guide. If they found it, they would use it in their class room teaching.

Regarding the relationship of Teacher's Guide with curriculum and text book as asked in item no.2 mixed types of responses were found. Majority (seventy percent) of the English teachers who use Teacher's Guide are agree on the good relationship of Teacher's Guide with them. Similarly, twenty percent of the teachers who have not used the Teacher's Guide seem neutral and ten percent teachers who had not used it did not see the complete relationship among them.

In response to item no.2, majority (i.e.,forty four percent) of the English teachers are agree on the suitability of time techniques and materials prescribed for teaching 'Meanings into Words', twenty percent of the teachers are undecided on this matter and thirty six percent of the teachers are disagree with that statement.

As asked in item no. 8, the attitude of English teacher towards the language of Teacher's Guide, majority (i.e.,eighty percent) of the teachers are disagree on the statement that the instructional language used in Teacher's Guide is complex and the remained (i.e.,twenty percent) of the teachers who have not used the Teacher's Guide are undecided about it. So, the study shows that the Teacher's Guide includes the simple instructional language.

Some of the Teacher's Guides are found to have written by the same writers of text book whereas some others are written by the other writers. For this study, the researcher tried to check up the attitude of higher secondary English teachers towards the writing tradition of Teacher's Guide by the same writer of the textbook. In response to item no. 19, majority (i.e., fifty eight percent) of the teachers are positive towards the writing tradition of the Teacher's Guide by the same writer of the text book to have better understanding of the main gist of the course, whereas the remained (i.e., forty two percent) of the teachers are still disagree on it.

In response to item no. 4,5,6,7,9,18 and 21, majority (i.e., 73.71 percent) of the teachers are positive on the subject matter of Teacher's Guide for Grade XII English. Similarly, twenty percent of the teachers are undecided about it. However, eighty percent of the teachers are agreeing on the subject matter of Teacher's Book for Grade XII English 'Meanings into Words' concerned with getting to develop communicative skills by using the grammatical structures on the parts of learners. All the teachers are found to disagree on the statement that student's book is sufficient book for the students. Furthermore, majority (i.e., sixty percent) of the teachers are agreeing on optionalizing some exercises for students, which is only possible by the use of Teacher's Guide. Similarly, twenty percent of the teachers still disagree and twenty percent of the teachers who have not used Teacher's Guide are undecided with this statement.

Teacher's Guide for Grade XII English are not available everywhere in the market. Majority (i.e., eighty percent) of the teachers are using the photocopy of Teacher's Guide and remained (i.e., twenty percent) of the teachers are even not seeing it. However, all the teachers are agreeing on the poor availability.

The principals of higher secondary schools have the great responsibility of managing, administering and guiding the school. The quality of the school depends on the efficiency of the principal working there.

Regarding the role of principals all the teachers favour the role as that of a manager and leader.

In response to item no.10, 11, 13 and14 the attitude of teachers seems positive towards the use of Teacher's Guide in language classes. Majority (i.e., seventy five percent) of the teachers are agree on the regular use of Teacher's Guide

and twenty five percent of the teachers agree on its use in some lesson occasionally.

As a whole, the attitudes of English teachers towards Teacher's Guide affect its use in his/her class. If they possess the positive attitude they use it in their teaching as per their need and if they possess negative towards the Teacher's Guide they create their own ideas and randomly lead their journey of teaching.

At this study all the English teachers of different higher secondary schools of Dailekh seem positive towards the Teacher's Guide for Grade XII English. Majority (i.e., eighty percent) of the teachers use it in their teaching as they have made it available and the remained (i.e., twenty percent) of the teachers who havenot made it available are not using it. If they found it, they would use it unanimously.

3.3 Analysis of Principals' Attitudes Towards Teacher's Guide

The attitudes of the principals directly influence the teaching learning environment. Trained principals, with the sound knowledge of managing, administering and leading, watch every aspect and conduct the school well.

Under this topic higher secondary school principals were asked twenty items related to the necessity, availability, application of Teacher's Guide for Grade XII English (i.e., 'Meanings into Words') and so on. For the study, their attitudes have been collected and analysed on different categories:

The responses of the principals on different items are mentioned below:

Table No 5
Responses of Principals on Teacher's Guide for Grade XII English

SN	Items Attitudinal Scale	Responses											
		F (30)						P (100%)					
		SA	A	U	D	SD	T	SA	A	U	D	SD	T
01	Teacher's Book is a necessary material for teaching English at Grade XII		24		2	4	30		79.99		6.66	13.33	100%
02	Before starting the new session, Teacher's Book should be provided to each English teacher.		27			3	30		89.99			9.99	100%
03	Use of Teacher's Book affects the exam result.		16		10	4	30		53.33		33.33	13.33	100%
04	The Teacher's Book is the only available material for untrained teachers.				25	5	30				83.33	16.66	100%
05	The Teacher's Book includes a general description of the course as well as	12	18				30	39.99	59.99				100%

	detailed teaching notes on each unit.												
06	Getting Teacher's Book is a difficult task.	2	22		6		30	6.66	73.33		19.99		100%
07	The recommended time, techniques and materials are suitable for teachers and students.		4	24	2		30		13.33	79.99	6.66		100%
08	The Teacher's Book for Grade XII English guides the Nepalese teachers and learners towards teaching and learning English.	7	23				30	23.33	76.66				100%
09	Text Book is sufficient materials for the teachers and learners.		4	4	22		30		13.33	13.33	73.33		100%
10	The Teachers' Books are not necessary for higher level as they cannot provide the varieties of ideas of teaching and learning.		2	4	24		30		6.66	13.33	79.99		100%

11	The Teacher's Books are rough guides for teachers and they should be used only in difficult lessons for controlling the ideas of teaching.		12		18		30		39.99		59.99		100%
12	The experienced teachers should not use the Teacher's Book in the sense they can teach better by following their own ideas than of the ideas mentioned in the teacher's Book.				28	2	30				93.33	6.66	100%
13	Regular use of Teacher's Book makes the classroom teaching live.		18		12		30		59.99		39.99		100%
14	Unless the teacher following the Teacher's Book, s/he cannot complete the course in time.		22		8		30		73.33		26.66		100%
15	The Teacher's		30				30		100				100%

	Books as well as other reference materials are necessary for all trained and untrained teachers as they can refresh their knowledge of subject matter and methodology.												
16	Writing Teacher's Book by the same writer of the student's Book helps the teachers and the students to have the better understanding of the main idea of the subject matter.		21		9		30		69.99		29.99		100%
17	Writing Teacher's Books should be done for every for every years so that they can provide the fresh knowledge of techniques to the teacher.		24		6		30		79.99		19.99		100%
18	Each teacher should		20		10		30		66.66		33.33		100%

	be provided with the training in better ways of using the Teacher's Book, where they should explicitly exchange their own experiences with one another										
19	The government should make its policy to make its teachers competent and update with recent era of knowledge.		30			30		100			100%
20	The Teacher's Book as well as other reference materials should be made available in each schools and encourage the teachers to use them..		16	14		30		53.33		46.66	100%

As shown in the table no 5, in response to the necessity of Teacher's Guides as inquired in item no 1, 10, 15 and 20 majority (i.e., 79.99 percent) of the higher secondary schools' principles are positive. Similarly (i.e., 19.93 percent) of the principals who disregard the necessity of Teacher's Guides are in favour of not using the Teacher's Guides at higher level. But all the

principals favour the necessity of Teacher's Guides as well as other reference materials for all the trained and untrained teachers. This shows that Teacher's Guides alone is not sufficient for the teachers. Including other references are also necessary for them to run their class room teaching effectively.

Similarly majority (i.e., 53.33 percent) of the principals seem to encourage their teachers to use Teacher's Guides. This shows that trained principals have the strong believes on the Teacher's Guides.

In response to items no. 4, 11, 12, 13 and 14 all the higher secondary schools' principals favoured to use Teacher's Guides. Majority (i.e., 59.99 percent) of them are positive on using it regularly in the classroom teaching for making the plans. Similarly (i.e., 39.99 percent) of the principals are even in favour of using it sometimes as per the necessity of the teachers. But all the principals are positive on the statement that the trained and experienced teachers with the sound knowledge of the subject matter can create their own idea to complete the course in time.

In response to items no. 2, 3 and 4, the principals show the mixed opinions. Majority (i.e., 89.99 percent) of the principals favour on providing each English teacher the Teacher's Guides before starting the new session. Similarly (i.e., 53.33 percent) of the principals are agree on the effect of Teacher's Guides in the exam result. Furthermore, majority (i.e., 79.99 percent) of the principals are agreeing in the complexity of findings the Teacher's Guides everywhere in the market. But the remained (i.e., 19.99 percent) of the principals who are in the headquarter near higher secondary schools do not see it difficult to find out Teacher's Guides. This shows that they are positive to supply the Teacher's Guides in time.

In response to item no 16, 17 and 18, the principals show the mixed responses in their views. Majority (i.e., 69.99 percent) of the principals favoured the Teacher's Guides written by the same writers of the textbooks as they help the teachers and students to have the better understanding of the subject matter of the course whereas the remained (i.e., 29.99 percent) of the principals who disagree on this view favoured the Teacher's Guides written by the other writers than that of textbooks. Similarly, majority (i.e., 79.99 percent) of the principals were found positive in developing the new Teacher's Guides every year. But the remained (i.e., 19.99 percent) of the principals who were disagree this view saw this system of developing the Teachers' Guides every year saw it immature because the effectiveness of Teachers' Guides can't be found within the practice of one year.

All together 4 items (5, 7, 9 and 19) were asked to find out the attitudes of the principals towards the subject matters of the Teacher's Guide. All the principals showed the positive attitude on the statement that the Teacher's Guide includes a general description of the course as well as the detailed teaching notes on each unit. Majority (i.e., 79.99 percent) of the principal who were from other subject background except the English are undecided about the language of Teacher's Guide time techniques and materials mentioned in it. Similarly 13.33 percent of the principals who were from English background are agree on the suitability of the time techniques and materials mentioned in the Teacher's Guides of Grade XII and (6.66 percent) who were also from the English background opted the disagree on this view. But all the principles who were from English background were given on the view that the time disturbed for meaning into words to complete within 80-100 teaching hours is less.

Furthermore (79.99 percent) of the principals are disagree on the statement that the textbook is a sufficient materials for the student. Likewise, 13.33 percent principals see it sufficient and 6.66 percent of the principals are undecided about it. All the principals are positive on the statement that the government should make its policy to provide its teachers with the training so as to make them competent and update with the recent era of knowledge and skills.

To conclude, the data shows that the attitude of principals towards the conduction schools is courageous in the higher secondary schools of Dailekh district. The Attitude of the principles towards the necessity of Teacher's Guides is positive as they are agree in the view that each teacher should be provided with the Teacher's Guide before starting the new session. The attitudes of principles towards the writing tradition of Teacher's Guide by the same writers of the textbook are even positive.

3.4 Comparison of Attitudes of Teachers and Principals

The attitudes of English teachers and principals on some points such as necessity of the Teacher's Guide, time, techniques and materials mentioned there, and writing tradition of the Teacher's Guide by the same team of the textbook writers have been compared and shown in the following table:

Table No 6
Comparison of Attitudes of Teachers and Principals

S N	Points of Comparison	Teachers' Attitudes						Principals' Attitudes					
		Positive		Neutral		Negative		Positive		Neutral		Negative	
		F.	P.	F.	P.	F.	P.	F.	P.	F.	P.	F.	P.
1	Teacher's Guide is necessary for teaching English at Grade XII.	50	100%					24	79.99%			6	19.99%
2	Recommended time, techniques and materials are suitable for teachers and learners.	22	44%	10	20%	18	36%	4	13.33%	24	79.99%	2	6.66%
3	Teacher's Guides written by the same team of writers of the Text book are more explicit to use.	29	58%			21	42%	21	69.99%			9	29.99%

As shown in table no 6, in response to item no.1, regarding the necessity of the Teacher's Guide for teaching English at Grade XII, all the English teachers(i.e., hundred percent) opted for it, and majority(i. e.,79.99 percent) of the principals opted for it whereas 19.99 percent of them opted against to it.

In response to item no. 2, regarding the suitability of the time, techniques and materials, forty four percent of the teachers favoured for its suitability, twenty

percent of them were remained neutral on it and rest of others (i.e., thirty six percent) went against it.

Similarly, in response to item no. 3, regarding the explicitness of the Teacher's Guide to use it, majority (i.e., fifty eight percent) of the teachers voted for it and forty two percent of them voted against to it.

3.6 Analysis of Teachers' Responses on the Open-ended Item

The researcher developed two sets of questionnaires the first one is for the English teacher and the second set for the principals of the higher secondary schools. In the first set of questionnaire, developed for English teachers there has been inquired an open ended question regarding the definition of Teacher's Guide.

The item was asked to assist teachers, learners, researchers for defining the Teacher's Guide. The item demanded the responses from the respondents who use the Teacher's Guide. The key points which are different in the responses of the teachers are mentioned below.

- a) Teachers Guide is a useful material which really guides or directs the teachers in course of teaching.
- b) It is a book which shows the right track to the teachers and saves them from using the monotonous or personally biased teaching using random methods.
- c) It is a book directly associated to the Textbook of a particular class.
- d) It is a reference material which includes the step by step procedure of using the text book.
- e) It assists the teachers in making plan for effective teaching.

- f) It is a useful book which makes the teaching learning process effective and interesting.
- g) It is a key book which opens the lock of difficulties.
- h) It is the authentic resource material to which the authentic source of information is included.
- i) It is a guidance book for teachers.
- j) The book which provides the procedural information of teaching and learning is a Teacher's Guide.
- k) It is a guiding manual for all sorts of trained and untrained teachers.
- l) An instructional book for teachers and learners is a Teacher's Guide.
- m) To use Teacher's Guide is to go straight to achieve the goals without spending much time and psychological energy of the teacher.
- n) It is a book which removes the confusions from the minds of the teachers and provides equal opportunities to all the students.
- o) It helps teachers to use the textbook and familiarizes them with the new way of teaching English language.
- p) It makes teachers creative.
- q) It is a detail operation of the text book.
- r) It is a book designed with the emphasis of behavioural aspects of ELT.
- s) It is helpful for ELT in changing the environments.
- t) It is a supportive guide to all the concerned teachers.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

From the analysis and interpretation of the collected data through two sets of questionnaires, the researcher reached the following conclusive points as the findings of the study which are stated under different topics as follow:

4.1.1 Findings on the Teachers' Use of Teacher's Guide

Teacher's Guides are prepared for their implementation. The main place for implementing the them is school. For the study, Teacher's Guide for GradeXII English was selected. On the basis of data the following points were found:

- a) Out of the total respondents, majority (i.e.,sixty percent) of the teachers are positive in regularly using the Teacher's Guide to teach compulsory English at Grade–XII, twenty percent of the teachers are positive in occasionally using it and twenty percent of the teachers are not using it in the higher secondary schools of Dailekh district.

- b) Teacher's Guide is used for optionalizing some exercises, making teaching notes and dealing with the difficult exercises mentioned in the text book. Out of those users both regular and irregular users of the Teacher's Guide, majority (i.e., seventy five percent) of the teachers were found using the Teacher's Guide in optionalizing some exercises mentioned in the text book and making teaching

notes and the remained (i.e., twenty five percent) of them use it for dealing with some difficult exercises for them.

- c) As a whole, eighty percent of the English teachers use the Teacher's Guide to teach English at Grade XII and twenty percent of them were do not use it in the higher secondary schools of Dailekh district. This shows that the Teacher's Guide is used to teach English at Grade XII to a great extent.

4.1.2 Findings on Attitudes of the English Teachers and Principals

Findings on attitudes of higher secondary school English teachers and principals of Dailekh district have been separately listed as below:

4.1.2.1 Findings on the Attitudes of English Teachers

Teacher Guide is a book especially designed for guiding the teachers. It should be written in simple language. The methods techniques and materials are to be mentioned as per the level, interest and necessity of the learners to which the teacher would easily handle them. The level to those items mentioned in the Teacher's Guide determines the level of the attitude of its stakeholders. In this study, the researcher found the following conclusive points regarding the attitudes of teachers towards the Teacher's Guide for Grade XII English as follow:

- a) Teachers guide is necessary for teaching English at the higher level as all higher secondary English teachers agree that it is necessary.
- b) Teacher's Guides is equally co-related to higher secondary English curriculum, text book, work book, test book, listening cassette as majority (i.e., seventy percent) of the teachers favour for it.

- c) The recommended time, techniques, method and materials are suitable for the teachers and student as majority (i.e., forty four percent) of the teachers agree on it.
- d) Teacher's Guide emphasizes on grammar and its use in communication.
- e) The language used in Teacher's Guides is not complex.
- f) The subject matter and methodology is adequate.
- g) Teacher's Guides are difficult to get everywhere in the book stores.
- h) Through the use of Teacher's Guide, the teacher can optionalize some exercises mentioned in the text book.
- i) Teacher's Guides written by the same writer of the text book are easier and more explicit to use than the Teacher's Guide written by other writers.
- j) As a whole, higher secondary English teachers are positive towards the Grade-XII English Teacher's Guide.

4.1.2.2 Findings on Attitudes of Principals

Principal is the responsible post of the school from different angles such as, administration, management, planning etc. Unless such accountable person becomes academically and administratively sound, the quality of education

can't be imagined in the school. Their attitudes on different aspects determine the quality of that school.

For this study, higher secondary schools' principals' attitudes towards the Teacher's Guide for Grade XII English were tested. From the collected data the following findings are conclusively made:

- a) Teacher's Guide is necessary for teaching English at Grade XII as majority (i.e., 79.99 percent) of the principals favoured for it.
- b) The schools which use Teacher's Guides produce better result. So; use of Teacher's Guide affects the exam result.
- c) The Teacher's Guide alone is not a sufficient material for teaching English language. Along with it other references are also necessary.
- d) The Teacher's Guide is equally a helpful material for both trained and untrained teachers.
- e) Majority (i.e., fifty three percent) of the trained higher secondary principals encourage their teachers to use Teacher's Guides.
- f) Regular use of Teacher's Guide assists the teachers to make effective plans for teaching.
- g) Although getting Teacher's Guide is a difficult task, majority (i.e., 89.99 percent) principals provide their teachers the Teacher's Guides before starting a new session.
- h) As a whole, the principals of higher secondary schools of Dailekh district are positive towards the Teacher's Guide for Grade XII English.

4.2 Recommendations

At the end of the study, the researcher reached at some points of academically and investigatively important. They are listed and recommended separately as below:

4.2.1 Recommendations for Pedagogical Implications

The findings of the study helped the researcher to show some points of recommendation that would be worthy enough for pedagogical implication in the academic institutions. They would be useful for schools and colleges to make policy of using the Teacher's Guide in bringing out changes in the ways of teaching English. Besides, they would be worthy enough for the CDC and the NCED, the authorized producers and distributors of Teacher's Guides in Nepal. The recommendations for pedagogically implicable are as follows:

- a) A significant number of higher secondary English teachers regularly use the Teacher's Guides in their classroom teaching and produce better exam results every year. Therefore, the English teachers should use Teacher's Guides to make their daily teaching plans for effective teaching and have the better exam results.
- b) Many of the teachers are disagreeing on the time allocation to teach 'Meanings into Words' for Grade XII English. All the prescribed books such as, Student's Book, Work Book, Test Book, Listening exercises are to be optionalizingly completed within 80 to 100 teaching hours. So, the CDC should lengthen the time span to teach this English course.
- c) The Teacher's Guides are to be written by the same team of experts of the Textbook writers to have the better understanding of the course.

- d) Sufficient Teacher's Guides are to be prepared for teachers and distributed to each school. The concerned authorities of education should also focus on the implementation of the policy of using the Teacher's Guides.
- e) The HSEB should also manage to train the higher secondary schools' principals and English teachers from time to time to keep them up with the emerging changes in Education.
- f) The Teacher's Guides are to be prepared developed and their implementation and effectiveness should be checked up from time to time.

4.2.2 Recommendations for Further Researches

This study entitled “Attitudes of People towards Teacher’s Guide for Grade XII English is a district wide survey research limited to the data from thirty higher secondary schools of Dailekh district. Under a limited number of items in two sets of questionnaires, carried out this research has opened the doors to many other areas of study to which the researcher has recommended are as follow:

- a) This attempt is an attitudinal study. It is limited to the responses of thirty principals and fifty English teachers of Dailekh district. District wise comparative study can be carried out under the same topic using more respondents and more schools.
- b) Findings of this study have shown that Teacher's Guides written by the same writers of Textbooks are more explicit to use in the classes. Therefore, a comparative study on the effectiveness of Teacher's Guides written by the same writers of the Textbooks and Teacher's Guides written by others than those of the Textbook writers can be carried out.

- c) This study shows that the Teacher's Guide for Grade XII English is co-related to HSEB English curriculum and Textbook for Grade XII English. Therefore, other Teacher's Guides can also be studied in terms of their co-relation to the curriculum and the textbooks of particular subject of a class.

REFERENCES

- Best, J.W. & Kahn, J.V. (1993). *Research in education*. Massachusetts: Allyn and Bacon.
- CDC (2056). *Secondary curriculum introductory training book*. Sanothimi Bhaktapur, Nepal.
- CDC (2065). *HSEB new syllabus*. Sanothimi Bhaktapur, Nepal.
- Doff et al. (1998). *Meanings into words: Upper - intermediate: Teacher's book*. India : New Delhi, CUP.
- Doff, et al. (2004). *Meanings into words: Upper - intermediate: Student's book*. India: New Delhi, CUP.
- Gardner, P. S. (2009). *New directions: Reading, writing and critical thinking*. India: New Delhi, CUP.
- Hornby, A.S. (2006). *Oxford advanced learner's dictionary*. India: New Delhi, CUP.
- Karn, S.K. (2010, Feb- Mar.). *Act locally think globally* ,Shikshak: Monthly,23, 56 -59.
- Longman Dictionary of Contemporary English (2009, 5th ed.). U. K.:Pearson Education Limited Edinburgh Gate Harlow.
- Luitel, B. (2009). *Research methodology in language education*. Kathmandu: Shubhakamana Publication.
- Lyons, J. (2009). *Language and linguistics: An introduction*. India: Replika Press Pvt. Ltd.
- Oli, H. (2009). *Attitudes of people towards SLC listening and speaking test*. An unpublished M.Ed. Thesis T.U. Surkhet.
- Pandey, S. (2004). *The effectiveness of teacher's guide in teaching english at grade eight*. An unpublished M.Ed. thesis T.U. Kathmandu, Nepal.

- Rai, K. K. (2065). *Paribarik bargikaranko dristima bharopeli bhasha paribar*. Sampreshan: Annual Nepali Journal. 5, 146-148.
- Sharma, D. (2009). *The revised english textbook for grade- X : An attitudinal study*. An Unpublished M.Ed. Thesis T.U. Surkhet.
- Sharma, G. (2003). *Report of education commissions in Nepal*. Kathmandu: Makalu Books and Stationars.
- Shubhechchhu, G. (2006). *Educational research methodology*. Kathmandu: New Hira Books Enterprises.
- Sthapit et al. (1994). *A course in general english*. Kathmandu: Sahayogi Press.
- Verma S.K. and Krishnaswamy, N. (2008). *Modern linguistics : An introduction*, India : OUP.
- Yadava, Y.P. (2004). *Linguistics: A basic course*. Kathmandu : Sahayogi Press.

APPENDIX-I
Questionnaire for English Teachers
Part 'A'

Name of the English Teacher:

Sex: Age: Qualification:

Permanent Address:

School:

Teaching Experience:

Part - 'B'

Please fill in each blank with SA (Strongly Agree), or A (Agree), or U (Undecided), or D (Disagree), or SD (Strongly Disagree) to reflect your opinion towards the following statements about the Teacher's Book for Grade –XII English

- [] 1. Teacher's Guide is necessary for teaching English at Grade XII.
- [] 2. There is co-relation among the curriculum, Student's Book, Work Book, Test Book and Teachers Book for Grade XII English.
- [] 3. The recommended time, techniques and materials in Teacher's Book are suitable for teachers and students.
- [] 4. The Teacher's Book for Grade-XII English "Meanings into Words" emphasizes or grammar and its use in communication.
- [] 5. It is concerned with getting to develop an understanding and command of grammar in terms of form, meaning and use.

- [] 6. The students learn to associate the choice of grammatical form or structure with the expression of a conceptual choice.
- [] 7. The Teacher's Book includes a general description of the course as well as detailed teaching notes on each unit.
- [] 8. The instructional language used in the Teacher's Book is complex.
- [] 9. Grammatical structures and their use in communication has been emphasized in the Teacher's Book.
- [] 10. Regular use of Teacher's Book makes the classroom teaching live and so do I.
- [] 11. Other reference materials are more necessary than Teacher's Guide
- [] 12. The use of Teacher's Guide only in difficult exercises is the better way of using it and so do I.
- [] 13. Trained English teachers use the Teacher's Book efficiently.
- [] 14. Untrained English teachers can also provide the sufficient knowledge to students if they use the Teacher's Book.
- [] 15. The Teacher's Book for Grade XII English guides the Nepalese teachers and learners towards the teaching and learning English.
- [] 16. Time allocated to teach "Meanings into Words" is not sufficient.
- [] 17. Student's Book is sufficient materials for the students.
- [] 18. Five stages to be followed in teaching each unit are suitable.

- [] 19. Writing Teacher's Guide by the same writer of the Text Book helps the teachers and the learners to have better understanding of main gist of the course.
- [] 20. Unless the teacher followed the Teacher's Guide, s/he would not complete the course within 80-100 teaching hours.
- [] 21. The teachers who use the Teacher's Book can optionalize some exercises.

Part - 'B'

Please respond to the following questions.

1. What, in your opinion ,is a Teacher's Guide?

Ans.....

2. Do you use it in your classroom?

- a) Yes b) I don't care c) No

3) If yes, how often do you use it?

- a) Always b) Sometimes c) Never

4) Do you finish your course in time?

- a) Yes b) I don't care c) No

5) If no, why?

- a) Because of less time allotment.
b) Because of the lack of using Teacher's Guide.
c) Because of the bulky course books

6. If yes, how does it become possible?
- a) By the use of Teacher's Guide
 - b) By selection only exam oriented materials
 - c) By using only teacher centred method
7. If you use Teacher's Guide in your classroom who encouraged you to use it?
- a) Principal
 - b) Other teachers
 - c) Self-motivated
8. If you don't use Teacher's Guide why is that?
- a) Lack of school's economy
 - b) Careless of principal.
 - c) Poor availability
9. What role of principal do you expect in your classroom teaching?
- a) As a manager
 - b) As a guide
 - c) As an instructor or director
10. Does the attitude of the principal towards teaching materials affect classroom teaching?
- a) Yes
 - b) I don't care
 - c) No
11. What type of principals have positive attitude towards teaching materials?
- a) Co-operative
 - b) Intellectual
 - c) Trained

Thanks for your intellectual, academic and moral support to complete this research work.

Ranga Nath Khanal

Researcher

Surkhet Campus (Education)

APPENDIX-II
Questionnaire for Principals
Part 'A'

Name of the Principal:

Sex: Age: Qualification:

Permanent Address:

School:

Working Experience as a Principal:

Training (If any):

Part - 'B'

Please fill in each blank with SA (Strongly Agree), or A (Agree), or U (Undecided), or D (Disagree), or SD (Strongly Disagree) to reflect your opinion towards the following statements about the Teacher's Book for Grade – XII English.

- [] 1. Teacher's Book is a necessary for teaching English at Grade XII.
- [] 2. Before starting the new session, Teacher's Book should be provided to each English teacher.
- [] 3. Use of Teacher's Book affects the exam result.
- [] 4. The Teacher's Book is the only available material for untrained teachers.
- [] 5. The Teacher's Book includes a general description of the course as well as detailed teaching notes on each unit.
- [] 6. Getting Teacher's Book is a difficult task.

- [] 7. The recommended time, techniques and materials are suitable for teachers and students.
- [] 8. The Teacher's Book for Grade XII English guides the Nepalese teachers and learners towards teaching and learning English.
- [] 9. Text Book is sufficient material for the teachers and learners.
- [] 10. The Teacher's Books are not necessary for higher level as they cannot provide the varieties of ideas of teaching and learning.
- [] 11. The Teacher's Books are rough guides for teachers and they should be used only in difficult lessons for dealing with some difficult exercises for the teachers.
- [] 12. The qualified and experienced teachers should not use the Teacher's Guide in the sense that they can teach better by following their own ideas than of the ideas mentioned in the Teacher's Book.
- [] 13. Regular use of Teacher's Guide makes the classroom teaching live.
- [] 14. Unless the teacher follows the Teacher's Guide S/he cannot complete the course in time.
- [] 15. The Teacher's Guide as well as other reference materials is necessary for all trained and untrained teachers as they can refresh their knowledge of subject matter and methodology.
- [] 16. Writing Teacher's Guide by the same writer of the Student's Book helps the teachers and the students to have the better understanding of the main idea of the subject matter.
- [] 17. Writing Teacher's Guides should be written for every year so that they can provide the fresh knowledge of the techniques to the teachers and students.
- [] 18. Each teacher should be provided with the training in better ways of using the Teacher's Guide where they should explicitly exchange their own experiences with one another.

- [] 19. The government should make its policy to make its teachers competent and update with recent era of knowledge.
- [] 20. The Teacher's Guide as well as other reference materials should be made available in each school and encourage the teachers to use them

Thanks for your intellectual, academic and moral support to complete this research work.

Ranga Nath Khanal
Researcher
Sutkhet Campus (Education)

APPENDIX: III

LIST OF SELECTED HIGHER SECONDARY SCHOOLS OF DAILEKH DISTRICT

1. Adarsha HSS Ghumnekhali, Kusapani, Dailekh
2. Basanta HSS Kimugaun, Dailekh
3. Bhagawati HSS Kansikandh, Dailekh
4. Bhairab HSS Naumule, Dailekh
5. Bhanu HSS Bhukanha, Dailekh
6. Bhawani HSS Banhakot, Dailekh
7. Chamunda HSS Hadakot, Dailekh
8. Devi HSS Binayak, Dailekh
9. Dhuleshwor HSS Chgatra, Dailekh
10. Himalaya HSS Dadimadi, Dailekh
11. Janajyoti HSS Rakam Karnali, Dailekh
12. Janakalyan HSS Sermakot, Dailekh
13. Jayadev HSS Jambukandh, Dailekh
14. Jayanti HSS Kharigaira, Dailekh
15. Jwala HSS Bestada, Dailekh
16. Kalika HSS Sinhasain, Dailekh
17. Kalika HSS Tilepata, Dailekh
18. Krishna HSS Lakandra, Dailekh
19. Laxmi HSS Badakhola, Dailekh
20. Laxmi HSS Sattala, Dailekh
21. Mahendra HSS Sota, Dailekh
22. Panchadewal HSS Rawatkot, Dailekh

23. Panchakoshi Jwala HSS Gamaudi, Dailekh
24. Saraswati HSS Pathikanla, Dailekh
25. Saraswati HSS Singaudi, Dailekh
26. Saraswati HSS Tartang, Dailekh
27. Sita Janasahayog HSS Awalparajul, Dailekh
28. Tribeni Sangam HSS Chupra, Dailekh
29. Tribhuvan HSS, Dailekh
30. Vijaya HSS Dullu, Dailekh

APPENDIX: III

Definition of the Specific Terms

Attitude: It refers to the believe that the person has in his/ her mind. Here attitude denotes the principals' and English teacher's attitude towards the Grade XII English Teacher's Guide.

Calculate: It refers to the counting. Here calculate denotes the calculation of data of the teachers using Teacher's Guide in the higher secondary schools of Dailekh district.

People: People denotes the principals and the English teachers of the higher secondary schools of Dailekh district.

Principal: It refers to the head teacher of a higher secondary school of Dailekh district.

Teacher: The English teacher who is teaching at the higher secondary school of Dailekh district.

Teacher Guide: It refers to the Teacher Guide for Grade XII English "Meanings into Words." It is also named as Teacher's Book.

Questionnaire for English Teachers

Part 'A'

Name of the English Teacher: *Debandra Roy Sharma*

Male Age: *28* Qualification: *M. Ed*

Permanent Address: *Sattala - 5, Dalkh*

School *Kalika Higher Secondary School, Srinagar, Dalkh*

Teaching Experience: *6 years*

Part - 'B'

Please fill in each blank with SA (Strongly Agree), or A (Agree), or
I (Indecided), or D (Disagree), or SD (Strongly Disagree) to reflect your
opinion towards the following statements about the Teacher's Book for
Grade - XII English

- SA 11. Teacher's Guide is necessary for teaching English at Grade XII.
- A 12. There is co-relation among the curriculum, Student's Book, Work Book, Test Book and Teachers Book for Grade XII English.
- I 13. The recommended time, techniques and materials in Teacher's Book are suitable for teachers and students.
- SA 14. The Teacher's Book for Grade-XII English "Meanings into Words" emphasizes on grammar and its use in communication.
- SA 15. It is concerned with getting to develop an understanding and command of grammar in terms of form, meaning and use.

- 16. The students learn to associate the choice of grammatical form or structure with the expression of a conceptual choice.
- 17. The Teacher's Book includes a general description of the course as well as detailed teaching notes on each unit.
- 18. The instructional language used in the Teacher's Book is complex.
- 19. Grammatical structures and their use in communication has been emphasized in the Teacher's Book.
- 20. Regular use of Teacher's Book makes the classroom teaching live and so do I.
- 21. Other reference materials are more necessary than Teacher's Guide.
- 22. The use Teacher's Guide only in difficult exercises is the better way of using it and so do I.
- 23. Trained English teachers use the Teacher's Book efficiently.
- 24. Untrained English teachers can also provide the sufficient knowledge to students if they use the Teacher's Book.
- 25. The Teacher's Book for Grade XII English guides the Nepalese teachers and learners towards the teaching and learning English.
- 26. Time allocated to teach "Meanings into Words" is not sufficient.
- 27. Student's Book is sufficient materials for the students.
- 28. Five stages to be followed in teaching each unit are suitable.

[A] 19. Writing Teacher's Guide by the same writer of the Text Book helps the teachers and the learners to have better understanding of main gist of the course.

[A] 20. Unless the teacher followed the Teacher's Guide, s/he would not complete the course within 80-100 teaching hours.

[A] 21. The teachers who use the Teacher's Book can optionalize some exercises.

Part - C

Please respond to the following questions.

1. What, in your opinion, is a Teacher's Guide?

Ans. *Teachers guide is a book which assists the teachers to use textbook efficiently, it's a special book designed for teachers.*

2. Do you use it in your classroom?

- a) Yes b) I don't care c) No

3) If yes, how often do you use it?

- a) Always b) Sometimes c) Never

4) Do you finish your course in time?

- a) Yes b) I don't care c) No

5) If no, why?

- a) Because of less time allotment.
b) Because of the lack of using Teacher's Guide.
c) Because of the bulky course books.

6. If yes, how does it become possible?
- a) By the use of Teacher's Guide
 - b) By selection only exam oriented materials
 - c) By using only teacher centred method
7. If you use Teacher's Guide in your classroom who encouraged you to use it?
- a) Principal
 - b) Other teachers
 - c) Self-motivated
8. If you don't use Teacher's Guide why is that?
- a) Lack of school's economy
 - b) Careless of principal
 - c) Poor availability
9. What role of principal do you expect in your classroom teaching?
- a) As a manager
 - b) As a guide
 - c) As an instructor or director
10. Does the attitude of the principal towards teaching materials affect classroom teaching?
- a) Yes
 - b) I don't care
 - c) No
11. What type of principals have positive attitude towards teaching materials?
- a) Co-operative
 - b) Intellectual
 - c) Trained
- Thanks for your intellectual, academic and moral support to complete this research work.

Rangu Nath Khana
Researcher
Surdier Campus (Education)

- SA | 19. The government should make its policy to make its teachers competent and update with recent era of knowledge.
- SA | 20. The Teacher's Guide as well as other reference materials should be made available in each school and encourage the teachers to use them.

Thanks for your intellectual, academic and moral support to complete this research work.

Ranga Nathi Khanal
Researcher
Sutkhet Campus (Education)