

# **CHAPTER: ONE**

## **INTRODUCTION**

### **1.1 General Background**

Purposed study entitled “Perception of Teachers on using Teachers’ Guide” begins with general background of study including elaboration of different topic related to the title. It attempts to describe Teachers’ Guide and Teachers’ attitude. It also contains Methodology of purposed study.

Language is the means through which information and ideas are exchanged among human beings. It is regarded as the inevitable part of human beings that establishes rapport among the people. The world has been heading up in the rank of post modern development as its changing phenomenon and language is one major catalyst to do so. Language is the expression of human beings. It is the form of social behavior that enables the individual to co-operate with others in group. The major function of the language is to communicate. Any social, academic and artistic activities and their ongoing process cannot be imagined if there is no language. It is the powerful medium through which we store knowledge and transmit message, knowledge and experiences from one person to another. Thus language is the special gift for human kind because of which human beings seem to be superior to all species. It is one of the most valuable possessions of human beings. Human beings use language to communicate each other and to perform different social activities.

There is no comprehensive definition of language due to its complex phenomenon. Oxford Advanced Learner's Dictionary (2005, P. 721) defines language as "The system of communication in speech and writing that is used by people of a particular country or area". Block and Trager (1942) concludes:, "Language is a system of arbitrary vocal symbol by means which social groups cooperates" (as cited in Yadav, 2002, p.3). Sapir (1921) defines

"Language is a purely human and non instinctive method of communicating ideas, emotions, and desires by means of voluntary produced symbols" (as cited in Yadav, 2002, p. 8). Thus, language is means of communication through human vocal sounds and here such sounds are arbitrary and voluntary. Similarly another definition by Richards et al. (1999) is "Language as the system of human communication which consists of structures arrangement of sounds for their representation into larger units e.g. Morpheme, Words, Phrases, Sentences, Utterances, etc." (p.196). In the Encyclopedia Britannica (2001) language is defined as "an arbitrary system of vocal symbols by means of which human beings as member of a social group and participants in a culture interact and communicate"( as cited in Bhatta, 2008, p.1). Bloomfield (1933) opines "language is the totality of the utterances that can be made in a speech community" (as cited in Allen, J.P.B. and S. Pit Corder. 1974, 72). In this way various scholars define language in various ways. No definition, however, seemed to be complete in itself. Regarding this Chomsky (1957, p. 13) says," Language is a set (finite and infinite) of sentences, each finite in length and constructed out of a finite sets of elements" (as cited in Yadav, 2002, p. 7).

There are many languages in the world. Actually, no language can be thought to be superior or inferior to the other language in terms of communicative values. However, some languages play more dominant role in a particular situation. English is the widely accepted lingua franca and has prestigious international value which has made international communication possible.

### **1.1.1 Importance of English**

English has gained the most important status in Nepal. Although, it is not the language with the largest number of native or first language speaker, it has become a largest lingua franca. So, it has been the main language of the trade, transport and communication, media, publication, commentaries and so on. At present, English has been the language of vital importance because of its

particularity. Along with the development of science and technology, an effective acquisition of English has been primarily prerequisite for the promotion of technical education and transmission of modern civilization.

As English has obtained highest reputation in Nepal, its importance is being increased day by day. English is studied as compulsory subject from Nursery to Campus level. Every student has to pass this subject in SLC and higher level of formal education. Hence, it is inevitable for academic and communicative purpose. The role of English in such developing country like Nepal can be under estimated as concerning to the global wise standard and prestige of English language. English language teaching procedure is practised in Nepal for different purposes. However it can be taught for international purposes that are for carrying an international relation as a means of international linguafranca and a medium of global communication. In different international organizations and institutions English is widely adopted as official language and Nepal has got active membership of international organization like UNO, UNESCO, SAARC etc.

Similarly, the concept of globalization is increasing day by day and many professions have been proved as the platform for international competition. Many distinguished personalities tend to keep their titles famous in international level as well. Hence English has been proved as only the medium of communication for such distinguished figures like doctors, engineers, pilots and foreign diplomats and high technical personalities. According to Patton (1990, p.226) "English has become indispensable vehicle to the transmission of modern civilization in to the whole world and one who knows English can enjoy the advantage of world citizens."

This shows that we can never take advantages of the rapid progress and innovation in the field of science and technology, trade, industrial development, international relationship without the knowledge of English. Perhaps realizing the importance of the English in Nepal, it has been

prescribed in a curriculum of school and collage as a compulsory course. In addition to the government collage and school, many English medium schools and colleges have been established in private sectors at which the students are taught in English medium.

### **1.1.2 English Language in Nepal**

The establishment of Darbar High School in 1853 in Kathmandu through the effect of Janga Bahadur Rana is well-known as the starting point of English language teaching in Nepal. In the higher education English was started formally with the establishment of Tri-Chandra College. Politically the country witnessed a drastic change in 1950. Democracy was introduced for the time under the leadership of king Tribhuvan. After the advent of democracy in 1951, an educational wave spread all over the country. A number of schools and colleges were established throughout the kingdom but no contribution was made as to how the school would run, what kind of education should be given and what type of textbook would be provided. So the government took step to establish a system. Consequently, many commissions were constituted to formulate plan and execute them.

Nepal National Education Plan Commission (NNEPC) was established in 1954 A.D. It was one of the most important attempts made by the government to develop the education system as per the contemporary time and people. NNEPC submitted its report suggesting improvement of existing situation after studying the view of people from various sectors. The commission was said to have played a very significant role to direct the whole education system in the right path. However all the suggestions made by the commission were not implemented. Similarly, All Round Education Commission (ARNEC) was formed in 1962 A.D. This commission insisted the government on implementing the suggestions given by NNEPC (1954) with slight modification. In addition, it was recommended extending the secondary education up to Grade eleven but it was not implemented.

In 1971, National Education System plan (NESP) was implemented for the systematic development of education system of Nepal. It studied the whole education system and gave suggestions for revising the existing curricula. Curricula were prepared according to the suggestion of NESP allocating 100 full marks of English subject at the school level, i.e. from Grade four to ten. Before the implementation of this new curriculum development in 1971 English Language Teaching was based on oral structural and situational approach. To execute this curriculum effectively, new textbooks, improved teaching methods, teachers' training, efficient supervision system were introduced. In fact NESP was the first attempt made to overhaul the total education system

Then with the view to overhauling the existing education system, National Education Commission (NEC) was formed in 1989. It presented its report in 1991/92. This commission, studying the education system of past and present, had given suggestions that were to be implemented. Accordingly school education system has undergone various changes. One of them is the replacement of the old NESP (1971, revised 1981) curricula by the new ones. The curricula and textbooks based on the communicative approach were developed and implemented for Grade one to ten phase-wise replacing the OSS Approach based on old curricula and textbooks implemented by NESP, 1971.

Gradually, Higher Secondary Education emerged in the scene. According to the recommendation of the Council of Higher Secondary Education Act (1989) and the National Education Commission (1992), the government for the first permitted 37 secondary schools to start Higher Secondary Education which includes Grade XI and XII.

### **1.1.3 A Brief History of English Language Teaching in Nepal**

The history of English language in Nepal is connected with Janga Bahadur Rana, who became prime minister in 1846 A.D. He visited England in 1850 A.D. to strengthen the ties of friendship with the powerful British Government as that was the power of the time. When he got warm reception by Victoria, he realized the need and importance of English language to communicate and enhance the relationship with English Emperor which would ultimately make his position ever stronger in Nepal. After his arrival he invited an Englishman to teach English language to his sons in his palace. Then, he arranged the system of teaching English education to the children of Rana families by establishing Darbar High School in 1853 A.D near Rani Pokhari which is known as Bhanubhakta secondary school today.

The doors of Darbar High School were opened to the public during Chandra Samser's tenure. Chandra Samser also opened another public school at Patan. In fact, Ranas were not in favor of opening schools for common people because they had doubt that education for general public might create revolution against their dictatorship. So, the expansion of the English language started with the spreading modern education in Nepal.

The teaching and learning at higher levels was started when Chandra Shamser established "Tri- Chandra Collage" in 1975 B.S. At the implementation of New Education System Plan (2028 B.S) some radical changes took place in education system of Nepal. The great changes were brought in the English Curriculum accordingly.

### **1.1.4 Teaching English and Role of Teaching Materials**

Language teaching does not mean merely presentation of teaching items. Hence, it faces different challenges. Only chalks and talks are not sufficient to serve these purposes. For this teachers need support which can be supplied by teaching materials. Any effective teaching needs proper application of teaching

materials to develop skills concepts as well as learning experiences and comprehension. A successful teaching and learning activities aimed to bring desired changes in students' activities. Teaching materials can be used to give concrete perception of abstract concept which ultimately makes teaching easy. Teaching materials in teaching English as foreign language can hardly be exaggerated. Teaching materials helps to make language used in classroom more realistic and alive, stimulate imagination, and facilitate the understanding of the pupils. Following are the objectives of using teaching materials:

- ) To make teaching and learning effectives.
- ) To teach as the needs and interests of the learners.
- ) To achieve the objectives of curriculum practically.
- ) To make the learners active and bring out the innate capacity of them.
- ) To make the active participation of the learners.
- ) To make the teaching activities easy.
- ) To develop teachers' professional capacity.

Adhikari, (2009, p.175)

The importance of the teaching aids and materials in the English language teaching is immense and their presence is indispensable. They give simple emphasis to boosting the confidence and enhancing the skills of the participants in making various teaching materials and using them effectively in actual classroom teaching. Such a prominent and integral element of teaching English should not be ignored and its wise application is expected to increase the quality of our education

### **1.1.5 Teachers' Guide**

Language learning is completely psychological process and a teacher can perform the role of initiator, facilitator, motivator etc. A teacher has to consider

different aspects of learning directly and indirectly to make the students ready to learn. Learners should be encouraged in learning process psychologically. So, different aspects such as students' needs and interests, learning environment, curricular objectives, teaching activities and teaching aids and their application should be taken in consideration while teaching properly. Teachers' Guide is considered as an effective supplementary teaching aid. It plays crucial role to make teaching active, easy and effective as well as to provide proper guideline to overcome the problems of teaching task. Teachers' Guide presents curriculum based teaching contents and their objectives, teaching aids, teaching methods and evaluation process and approach. In this context, Bastola (2002, p.73) Concludes:

The literature on Teacher's Guides combines knowledge of discipline-related content and pedagogy-related content in reference to the objectives and contents of the Ministry of Education curriculum. It serves as a self-study tool that provides guidelines of how to teach in light of the various changing goals and needs of the teacher.

Teachers' Guide is the systematic presentation of pedagogical related instructions based on National curriculum which aims to provide explicit instructions to the teachers as self learning materials. To define Teachers' Guide, Bastola (2002, p.71) says:

Teachers' Guide, a guiding manual, designed in a very simple language, is a very practical document. It helps teachers and encourages students for active participation in classroom activities. Simplicity in instructional language, step wise instructions for teachers in each exercises, tape script, model lesson plan, glossary



in its appendix part, indication of linkage between the Textbook and the curriculum, elaboration of subject matter, chunks of unit in different lesson, different approaches, methods and techniques used for the presentation of the subject matter etc. are its highly admirable aspects.

Teachers' Guide explicitly directs the teachers, who are applying so called traditional methods in teaching so far, about effective application of new textbook. It encourages them to use curriculum as solo base of teaching activities. The use of Teachers' Guide can be presented as below.

- ) To make instructional plan.
- ) To select teaching method.
- ) To onwards inclusive teaching.
- ) To select appropriate teaching aids.
- ) To do effective evaluation.
- ) To choose appropriate teaching activities.

Adhikari, (2009, p.285)

Before implementation of Nepal Education System Plan (NESP) teaching English was considered to be the transmitter of culture. As NESP was implemented in 1971 the concept of developing and using Teachers' Guide was introduced with the changes that were going to be made in almost all the aspects of existing education system. The education report of it has clearly stated that the Teacher's Guide has to be compulsory prepared along with Textbook and Work book for the students (Sharma, 2003, p.266).

The new curricula of lower secondary classes were implemented from the academic year 1995/96 (2052/53 B. S.) in Grade six and phase wise in other

higher classes but the Curriculum Development Center failed to produce Teacher's Guide for Lower Secondary classes except for the Grade eight that too only for English. New curriculum was implemented phase wise to Grade two, three, four and five from the academic year 2050/51 to 2053/54 (BS) respectively and the Teacher's Guide, for each Grade was developed and distributed along with the implementation of new curriculum.

The present lower secondary English curriculum is based on communicative approach to language teaching. This approach emphasizes the teaching of language function along with the grammatical items and language structures. The curriculum of such nature has been developed realizing the fact that the old curriculum, based on OSS approach, was not effective enough to attain the goal of the curriculum and enables the students to meet their present day needs.

The main thrust of the new curriculum is to develop the communicative competence in the students as it was prepared with the view that language teaching should be directed to enable the students for effective communication because the development of communicative competency ought to be the ultimate goal of language teaching. This means the students should be able to communicate in both spoken and written English, not only by using grammatical correct sentence but also by using the appropriate sentences according to the demand of situation.

The present curriculum and textbook implemented by Curriculum Development Center are different from old ones. It is, therefore, essential to familiarize teachers with modern approaches, methods and techniques that they need to follow while they use the textbook in the spirit of new curriculum. Thus, Curriculum Development Centre has developed a Teacher' Guide taking into account the practical problems that teachers will face during their actual classroom teaching. The Teacher's Guide of lower secondary level English has the following objectives:

- ) To assist teachers to use the new textbook effectively.

- ) To optimize students' classroom learning.
- ) To familiarize the teacher with new approaches to English language teaching including functional language teaching.
- ) To enhance teachers' subject matter confidence.
- ) To cater the teachers' needs for a variety of activities that requires students' active involvement.
- ) To achieve the national goals of the curriculum.
- ) To help the teachers to be more creative to present each language item.

Awa, (2010, p.2)

The English Teacher's Guides present the curriculum and textbook materials with step by step. They provide advice and guidance on how teachers can actively involve students in classroom. They deal language items, functions, methods and techniques in details and suggest a variety of activities which the teacher can apply or adopt accordingly to the demand of their class-room teaching. They are designed to help teachers in their classroom teaching effectively by involving the students actively. Possible activities and answer for each topics/ exercises are provided in the book.

### **1.1.6 Teachers' Attitude and Teachers' Guide**

English Language is taught in Nepal as a second language as it has gained high international prestige in comparison to other languages. Nowadays, it is highly used as an essential means of communication to work with the external world. So, most of the people want to learn themselves and teach to their children English Language in order to have good English competence. In view of this truth Nepal has made the provision to start English as the subject from Grade one in all Government Schools. But all of the teachers may not have the knowledge of how to teach second language i.e. English. Teaching Second

language is much difficult than teaching first language of the child, So training and other exposures should be provided to the teachers which helps to teach effectively as well as develop professional competence among them.

Regarding teaching English many teachers have been compelled to face difficulties as they have to spend more time on learning other aspects of English Language which are totally different from our environment and culture. The applied pedagogical approaches on English classroom are also unclear and inconsistent. Regarding the pedagogical approaches in second language teaching Bastola (2002, P.70) mentions:

Most of the teachers are ignoring the presentation of language completely, in the belief that learners would simply pick language or as gaps appeared on learners' proficiency. They are leading them to learn about the language rather than encouraging language development through use. An additional problem is that the content is very often disconnected from the lives of the learners themselves. The wealth of knowledge that students have – their ideas, attitudes, experiences, feelings, performance, hopes and dreams are given no space in the classrooms.

All the teachers' efforts should be centralized to establish students' behavioural changes as the philosophy of learning must change the students' behaviour. A teacher facilitates the learners to learn different knowledge, skills etc.

Regarding the teaching activities the role of teaching materials is significant.

The use of teaching materials and aids not only to make teaching meaningful appropriate but also relieves the teachers from exhausting presentation.

Teachers often complain that they have no time for preparing materials.

However, the truth is that if they make materials, they will have more time for

thinking. For the first time it will be time consuming but once they complete one cycle, they can save the materials in the materials bank and keep using them next time.

Teachers' Guide mentions contents and their objectives, teaching materials, teaching learning activities, teaching methods, evaluation, model questions and required periods as the prescription of curriculum in an academic year. Thus, it helps the teachers to make sure that what s/he intends to teach is appropriately taught and time is well managed. This applies not only to daily teaching learning but also to the whole year planning. In his thesis Bastola (2002, p.74) concludes:

Teachers' Guide of grade X is developed according to the principles of teaching language. The recommended approaches, methods, techniques and the procedures in the Teachers Guides for the teachers and students are suitable for the teachers and students and all teachers and experts have positive attitude towards the teacher's guide which is helpful to encourages mutual respect among the learners.

Thus, teachers' Guide is an essential curriculum based teaching material which directs the teachers explicitly regarding teaching. In Nepal most of the teachers are still untrained and in such context Teachers' Guide is one of the effective means to instruct the teachers to develop their professionalism. In Nepal some teachers are still far from the availability of teachers' Guide it is because of the negligence of schools and their inactiveness.

Teachers' guide is not a solo means for the effective instruction to the teachers. Beside it he/ she can apply his/ her own ideas and techniques. Moreover he/ she can carry out his /her classroom based research and imply its findings in

practice as well. The teachers should have the habit of using teachers guide and following it's instruction accordingly. Bhatta (2008, p.26) says:

Teachers should follow the Teachers' Guide always, while planning the lesson and do as the same as the Teachers' Guide has been designed to be consulting before, and not during the lesson, it should be consulted at the lesson planning stage.

Teachers' Guide is not sufficient to guide teachers and have problems in their teaching even after following the Teachers' Guide. So teachers should feel free to use the Textbook and Teachers' Guide. If the selected materials cover the prescribed curriculum, they can select of their own. If they use the idea from Teachers' Guide' it's fine, if they have better ideas they should go ahead. So, an effective teacher can use his own methods and techniques. So, Teachers' Guide is an alternative resource to make teaching and learning effective.

## **1.2 Review of Related Literature**

Teaching English has been a challenging profession as its status is still a foreign language in Nepal. For this reason students can not cope with this comfortably. As a result, in most cases students can not get success in English in final examination. Many researchers, writers and teachers have been studying and discussing the responsible factors of the high failure rate in English. Among many research studies, some of them have been conducted to find out the effectiveness of the use of other teaching aids and materials, impact of teaching materials such as flash cards, flannel boards, etc. Some have been conducted to find out the effectiveness of English language teachers' guide. Because of this the researcher has attempted to find out perception of teachers on using teachers guide.

Bastola (2002) carried out a research entitled "Teachers' Guide for Grade IX English: An attitudinal study" aimed to find out the attitudes of teachers and experts towards Teachers' Guide for grade IX English. He used questionnaire as research tool. He carried out an experimental research. The major findings of the study were that the attitude of them towards Teachers' Guide was completely positive.

A research, entitled "The attitude of teachers towards Grade X teachers Guide" was carried out by Sapkota (2004). The objective of his study was to present the attitude of the teachers towards the Teachers' Guide for Grade ten English. He used a set of questionnaire including different questions items as research tool .He found out that all the teachers and experts have positive attitude towards it.

Similarly, Lamichhane (2004) carried out a research on "The effectiveness of grade IX Teachers Guide" which aimed to find out effectiveness of Teachers' Guide in teaching listening and speaking aspects. He used questionnaire and observation to collect data. His study found that Teachers' Guide was very effective to teach the exercises related to listening and speaking given in the textbook.

Pandey (2004) carried out a research "The effectiveness of Teachers' Guide of Grade Eight: A practical Study", His study aimed at finding out the effectiveness of Teachers Guide in English teaching in Grade VIII. Both primary and secondary sources of data were used in carrying out his study. Primary data for his study were collected by administrating a pre test and post test. The total population of his study consisted of all the eighth graders studying in Bal Sunder Secondary School. His study found that the role of Teachers' Guide in teaching English is inevitable. He research found out that the recommended approaches, methods techniques and procedures in the Teachers' Guide are suitable for teachers and students.

Similarly, Bhatta (2008) in her study entitled "Availability and use of teachers Guide" aimed to find out the conditions of availability and use of Teachers' Guide. Questionnaire was the major tool for the collection of data in her survey research. Lower secondary level English teachers were selected as sampling population non-randomly. Major findings of her study were that the availability of the teachers' guide was satisfactory in many schools and most of the teachers were positive with the usefulness of Teachers' Guide in designing instructional materials.

Apart from these studies no any practical study has been carried out to find out perception of teachers on using Teachers' Guide. Thus, present study will be significant and specific one.

### **1.3 Objectives of the Study**

The study aimed to achieve the following objectives.

- a. To find out perception of teachers on using teachers' guide in lower secondary level of public schools.
- b. To analyze the role of the teachers' guide to make effective teaching.
- c. To provide some pedagogical implications.

### **1.4 Significance of the Study**

Each and every research work provides some fruitful views or guidelines for those who want to be familiar with that work. Teachers' guide is one of the teaching materials. It is created to facilitate the language teachers to apply the techniques and use other related materials that helps to develop learners' communicative competency. The main objective of this research is to find out perception of teachers on using teacher's guide in lower secondary level and its role to make effective teaching. Thus, this study will reflect the attitudes made by different teachers of different schools of Dhading district as well as their



manner of using Teachers' Guide while teaching. This study will be useful to those people who are involved in the field of teaching and want to study about teachers' guide as the effective teaching materials. Moreover this study is equally important for the teachers, learners, curriculum designers and subject experts as well. This study will also act as a guide for further study on teachers' Guide

## **CHAPTER: TWO**

### **METHODOLOGY**

This study intended to survey, analyze, compare and describe the opinions and attitudes of the lower secondary level English teachers in using Teachers' Guide. In order to accomplish the objectives of the study, the following methodology was adopted.

#### **2.1 Sources of Data**

Both primary sources and secondary sources of data were used for the collection of the required information. The primary sources were used to collect the data and the secondary sources of data were used in forming the theoretical part of the research.

##### **2.1.1 Primary Sources of Data**

This study was based on the data collected from the primary source. The English teachers of lower secondary level from different schools were the primary sources of data.

##### **2.1.2 Secondary Sources of Data**

Different books, journals, articles, materials from website and these were also used for the research as the secondary sources of data. Some of them were as follows:

English curriculum (Compulsory) of lower secondary level, English Textbooks of Lower secondary level, Teachers' guide for lower secondary level, other books and journals related to the research area such as Bhattarai (2005) etc.

## **2.2 Population of the Study**

Fifty Lower Secondary Level English teachers from different schools of Dhading District were the sample population of the study.

## **2.3 Sampling Procedure**

The population of the study was the English teachers of lower secondary level of Dhading District. Fifty English language teachers were selected as a sample population. They were selected through non-random sampling method.

## **2.4 Tools of Data Collection**

Questionnaire was used as the major tool for the collection of data in this type of survey research. Both open and closed ended types of questions were designed in order to collect data for the study. The questionnaire was related to their personal opinion towards the teachers' guide which was designed to apply while teaching English in Lower Secondary Level.

## **2.5. Process of Data Collection**

Following Procedures were adopted for the collection of primary data.

- ) At first, the researcher visited the concerned population, introduced and made his purpose clear.
- ) He presented the questionnaire along with request letter and distributed it.
- ) Then, he collected questionnaires from each respondent after a week.
- ) He went through the relevant materials such as textbook, teachers' guide, curriculum and other related books and journals in order to collect secondary data.

## **2.6 Limitations of the Study**

The study had following limitation.

- ) The study was limited to teachers of Dhading District.
- ) The study was confined only on teachers of public schools.
- ) It was limited to the fifty teachers who have been teaching English in lower secondary level of different schools.
- ) It was confined only to the English Curriculum, Textbook and Teacher's Guide of Lower Secondary Level.
- ) The study was only limited to attitude of lower secondary level English teachers in using Teachers' Guide.

## CHAPTER: THREE

### ANALYSIS AND INTERPRATATION

The main concern of this study was to find out and analyze the attitude of lower secondary level English teachers in using teachers' Guide, the data for study as described in chapter two were collected from fifty teachers who have been teaching English in lower secondary level on different schools of Dhading district

#### 3.1 Analysis of Respondents' Agreement and Disagreement with the Questionnaire

All fifty respondents were asked sixteen different closed – ended types of questions to assess their attitudes towards the Teachers' Guide. Every question had given five different alternatives to seek respondents' agreement and disagreement. The questions which are directly and related to the objectives of the study are analyzed as below.

**Table No.1**  
**Agreement and Disagreement of Teachers with the items**

S N	Questions	Responses									
		strongly Agree		Agree		Undecid ed		Disagree		Strongly Disagree	
		No. of Res.	%	No. o Res.	%	No. of Res.	%	No. of Res.	%	No. of Res.	%
1	There is co - relation among English curriculum, textbook and teachers' guide of lower secondary level	15	30	35	70						
2	Teachers' guide is essential for every teachers	24	48	15	30	3	6	7	14	1	2

3	The recommended teaching approaches, methods, technique and teaching procedures are appropriate for the teachers and students	14	28	23	46	6	12	4	8	3	6
4	Teachers' Guide follows all the principle of teaching English Languages	3	6	26	52	7	14	14	28	-	-
5	Teachers' guide is incomplete to provide explicit teaching instructions	13	26	24	48	6	12	7	14	-	-
6	English Teachers face problems in their teaching even they are using the instruction of Teachers' guide accordingly	13	26	16	32	8	16	7	14	6	12
7	There is no room for the teachers creativity in teachers' guide	9	18	14	28	8	16	12	24	7	14
8	Teachers' guide discourages the use of mother tongue	7	14	17	34	7	14	12	24	7	14
9	Teachers' guide helps the teachers to maintain inclusive classroom environment as following inclusive teaching methods	11	22	26	52	4	8	6	12	3	6
10	The language used in teachers' guide is not understandable for the teachers of lower secondary level	8	16	6	12	4	8	22	44	10	20
11	All language skills are proportionally emphasized in teachers' guide	5	10	20	40	2	4	8	16	15	30
12	Some exercise and activities in teachers' guide are beyond from needs, interest, experiences and comprehension level of the students.	8	16	27	54	2	4	6	12	7	14
13	The distribution of textbook exercise in to	6	12	30	60	4	8	8	16	2	4

	different lesson in teachers' guide is not proportionate										
14	The main focus of teachers' guide is on the development of students' communicative competence	16	32	19	48	7	14	5	10	3	6
15	Concerned authorities have to organize some programs as teacher training, seminar, workshop etc. to familiarize teachers with teachers' guide	22	44	13	26	4	8	9	18	2	4
16	Teachers' guide does not emphasize grammar and vocabulary teaching	4	8	25	50	3	6	10	20	8	16

In response to item No.1, thirty percent respondents were found strongly agree and remaining seventy percent respondents were found in agree. So that, no any respondents were found on other titles.

Item No. 2 was intended to find out the view of the respondents regarding necessities of TG for every teacher. According to their responses forty eight percent respondents had selected the alternative of strongly agree. Likewise, the same statement was agreed by thirty percent respondents. Six percent respondents were found in undecided. Fourteen percent teachers were found in the disagreed with the statement. Moreover, two percent out of total respondents were seen in strongly disagreed with the statement.

Item No. 3 was asked to elicit the respondents' views regarding the appropriateness of recommended approaches methods, techniques and teaching procedures. According to the respondents' responses, it was strongly agreed by twenty eight percent respondents. The same item was agreed by forty six percent respondents whereas twelve percent respondents were remained in undecided but eight percent respondents were found in the disagreement with the statement. Similarly, the same item was strongly

disagreed by six percent respondents out of total. By the responses of the teachers to this item, it can be concluded that the recommended approach, techniques, methods, and procedures in the textbook are suitable for teachers and students.

Uniformity cannot be seen in the response to the item No.4. Only six percent respondents were found under the option of strongly agreed and fifty two percent respondents were found under the option of agreed but fourteen percent respondents were found in undecided. Same as, twenty eight percent respondents were disagreed with the statement. It can be concluded that the Teachers' Guide is well designed according to the principle of teaching English language.

In the item No. 5, twenty six percent respondents were found in strongly agreed. Similarly, forty eight percent respondents were found in agreed whereas twelve percent respondents were remained in undecided state. In the option of disagreed fourteen percent respondents were found. In a nutshell, for this question, all the instructions of Teachers' Guide are not applicable in to the classroom.

Item No. 6 was designed to elicit the respondents' response regarding the problems that the teachers might have been facing while using the instructions of TG accordingly. It was strongly agreed by twenty six percent and agreed by thirty two percent respondents. Sixteen percent respondents were remained in the option of undecided and fourteen percent respondents were remained in the option of disagreed whereas twelve percent respondents were strongly disagreed with the statement.

Same as in the item No. 7, eighteen percent respondents were found under the option of strongly agreed. Similarly, twenty eight percent respondents were remained with the option of agreed whereas sixteen percent respondents were remained undecided. Twenty four respondents were found in the option of disagreed and fourteen percent respondents in the option of strongly disagreed.



So, it is clear that Teachers' guide is seemed failure to encourage teachers' creativity while teaching.

In the responses of item No.8, fourteen percent respondents were found in the option of strongly agreed and thirty four percent respondents in agreed. Same as forty percent respondents could not make any decision where as twenty four percent respondents were found in the option in disagreed and fourteen percent were found in the option of strongly disagreed. Thus, Teachers' Guide has not left any room to use mother tongue while teaching English and actually, the principle of English language teaching also discourages the use mother tongue while teaching.

In the responses to item No. 9, twenty two percent respondents were found in the first option, strongly agreed and fifty two percent respondents were in agreed. Eight percent respondents were remained in undecided whereas twelve percent respondents were found in disagreed and six percent respondents in strongly disagreed. It has proved that Teachers' Guide can be used as an important material to maintain inclusive classroom environment.

Item No.10 was strongly agreed by sixteen percent and agreed by twelve percent respondents. Eight percent respondents were remained in undecided. High percent of respondents that is forty four percent were in disagreed and twenty percent respondents were in strongly disagreed. Though the highest percent of respondents disagreed with the statement, it can be concluded that the language used in Teachers' Guide is beyond from the comprehension level of some lower secondary level English Teachers.

In response to item No.11, ten percent respondents were found in strongly agreed and fifty percent respondents were found in agreed whereas four percent respondents were remained in undecided. As sixteen percent respondents were found in disagreed, thirty percent respondents are in strongly disagreed. As the conclusion of the respondents' responses Teachers' Guide is unsuccessful to provide equal room to all four language skills.

The response to the item No.12 showed that sixteen percent respondents were found in strongly agreed and forty four percent of respondents were found in agreed. Four percent respondents were remained in undecided but twelve percent respondents were found in disagreed. Similarly, fourteen percent respondents were found in strongly disagreed. Thus, the result of the study shows that Teachers' Guide has some activities and exercise which are far from the excess of the students need, interest and comprehension.

Item no.13 was strongly agreed by twelve percent respondents, agreed by sixty percent respondents and undecided by four percent respondents. With the same statement sixteen percent respondents were found in disagreed and four percent respondents in strongly disagreed. It can be concluded that there is still problem in teaching some exercises in to different lesson which are not mentioned in Teachers' guide.

In response to item no.14, Thirty two percent of respondents were found in strongly agreed and thirty eight percent respondents were found in agreed. Among the total respondents fourteen percent respondents were in undecided option. Similarly, ten percent respondents were found in disagreed but six percent of the respondents were found in strongly disagreed. So, by the interpretation of the survey data, the researcher draw a conclusion that Teachers' guide aims to develop the communicative competence as curriculum and textbook do.

In the response of item no.15, forty four percent respondents were found in strongly agreed whereas only twenty six percent respondents agreed with the statements. Same as eight percent respondents were remained on undecided. Eighteen percent of respondents were found in disagreed and four percent respondents were found in strongly disagreed. The result of the study showed that concerned authorities have not organized different program as teacher training, seminar, workshop etc. to familiarize teachers with Teachers' Guide so far. As the aspiration of respondents such programmes should be conducted

because some teachers still have no ideas about constructive and productive ways of using the Teachers' Guide.

Item No.16 was strongly agreed by eight percent respondents and only agreed by fifty percent respondents. Six percent respondents were found in undecided where as twenty percent respondents remained in disagreed and sixteen percent respondents were found in strongly disagreed .Majority of the respondents were seemed in agreed with the statement. So, it is obvious that the Teachers' Guide does not emphasize grammar teaching in lower secondary level. It is because lower secondary level English has given priority to the communicative function of the language rather than structural form of the language that is grammar. However, it should be done because lower secondary level denotes the level of making the base of language.

### 3.2 Item-wise Analysis of Closed-ended Items

The questionnaire had consisted three sections. They are A, B and C. The part B had included eleven closed ended items. The possible answers for all the closed ended items had been set in the questionnaire and the respondents had to tick the category that best described the respondents' answer. Three items were extremely useful for eliciting the factual information. All seven items have been analyzed on the basis of percent of the frequency.

**Table No 2.  
Teachers with TG**

QN	Questions	Responses			
		Yes		No	
		No. of Res.	%	No. of Res.	%
17	Do you have TG?	50	100	0	0

The above table shows that hundred percent respondents had Teachers' Guide.

**Table No 3.**

**Source of TG**

QN	Question	Responses							
		Bought myself		From school		From DEO		From other sources	
		No. of Res.	%	No. of Res.	%	No. of Res.	%	No. of Res.	%
18	From where did you get the TG	9	18	35	70	3	6	3	6

Above table shows that eighteen percent respondents had bought Teachers' Guide themselves and seventy percent respondents had got it from school. Six percent respondents were provided by District Education Office and again six percent respondents had other sources to get Teachers' Guide. It proves that there is no any definite agency for the distribution of the Teachers' Guide. Most of the Teachers have got it from school and still some teachers have to buy it themselves.

**Table No 4.**

**Usefulness of TG to Design Instructional Materials**

QN	Question	Responses			
		Yes		No	
		No. of Res.	%	No. of Res.	%
19	Is there any usefulness of Teachers Guide to design instructional Materials	43	86	7	14

Above table shows that in the response of question number 19, eighty six percent of respondents assigned usefulness of TG in designing instructional materials. But, fourteen percent respondents did not see any usefulness of TG in designing instructional materials. So it can be concluded that the weight of Teachers' Guide is not merely confined as an instructional material itself but also an effective source which provides explicit guideline to design other instructional materials to make effective learning.

**Table No 5.**

**Frequency of Using TG in Teaching**

QN	Question	Responses							
		Always		once in a week		Once in a month		Never	
		No. of Res.	%	No. of Res.	%	No. of Res.	%	No. of Res.	%
20	How often do you use Teachers' Guide?	23	46	18	36	7	14	0	0

In the response of question number 20, the table shows that forty six respondents always followed TG and thirty six percent used once a week. There were fourteen percent respondents who used Teachers' Guide once in a month. Thus, the result of the survey showed that there are some teachers so far who do not use Teachers' Guide regularly while teaching. However, they have it and know the significance and usefulness of it.

**Table No. 6**

**Essential of TG for Different Teachers**

QN	Question	Responses							
		For beginner Teachers Only		For untrained teachers only		For trained teachers only		For all	
		No. of Res.	%	No. of Res.	%	No. of Res.	%	No. of Res.	%
21	Whom do you think TG is essential for?	4	8	6	12	8	16	33	66

In the responses of question No. 21, the table shows that eight percent respondents said that TG was essential for beginner teachers only. Twelve percent respondents said that TG was essential for untrained teachers only and sixteen percent said that it is essential for trained teachers. The highest percent of respondents which was sixty percent said that the TG was essential for all teachers.

**Table No. 7**  
**Time of Consulting TG**

QN	Question	Responses							
		While planning Lesson		While bearing problem		while being Confused		Always in Teaching	
		No. of Res.	%	No. of Res.	%	No. of Res.	%	No. of Res.	%
22	When do you use Teachers' Guide?	17	34	14	28	9	18	10	20

To analysis the response of the question number 22, thirty four percent respondents used TG while planning lessons, twenty percent used it while bearing problem, eighteen percent respondents used it while being confused and twenty percent respondents used it always in teaching. As the conclusion of above analysis, it can be mentioned that all the respondents accepted that TG has been designed to be consulted before teaching.

**Table No. 8**  
**Emphasis on Technique in TG**

QN	Question	Responses							
		Group work		Pair work		Dramatization		Role play	
		No. of Res.	%	No. of Res.	%	No. of Res.	%	No. of Res.	%
23	The most emphasized technique in TG is	22	44	19	38	0	0	9	18

In the response to the question number 23, the table shows that thirty eight percent of total respondents had said the emphasis of TG goes on group work, forty percent of respondents had said the emphasis of TG goes on pair work and eighteen percent of respondents had said the emphasis of TG goes on role play. This proves that TG is insufficient to include all the techniques equally.

**Table No. 9**

**Satisfaction of Teachers Using TG**

Q N	Questions	Responses			
		Yes		No	
		No. of Res.	%	No. of Res.	%
17	Are you satisfied with your classroom teaching with the help of TG?	31	62	19	38

To the Question number 24, the responses showed that sixty two percent of the total respondents were satisfied and forty eight percent respondents were not satisfied with their classroom teaching with the help of TG. From the conclusion of this analysis, we can say is that TG is still insufficient to satisfy all the teachers in their teaching. So, it needs other more endeavors as well as changes in TG to make it effective in the classroom.

**Table No. 10**

**Possibility to Follow all the Instruction of TG**

Q N	Question	Responses							
		Absolutely possible		Partly possible		Sometime Possible		Impossi ble	
		No. of Res.	%	No. of Res.	%	No. of Res.	%	No. of Res.	%
22	To follow all the instructional techniques of TG is	10	20	27	54	10	20	3	6

Teaching and learning can directly affected by geography and social variables; hence we have wide geographical and social diversity as well. So, it may not be absolutely to follow all the instruction of TG in each and every part of the nation. It is because TG is impossible to design considering the problems of every school and teacher. According to the above table twenty percent respondents claimed absolutely possible where as fifty four percent respondents claimed partly possible. Twenty percent respondents claimed sometime possible and six percent respondents claimed impossible.

**Table No. 11**

**Necessity of TG in Grammar Teaching**

QN	Questions	Responses			
		Yes		No	
		No. of Res.	%	No. of Res.	%
26	Do you think Teachers' Guide is essential in grammar teaching?	18	36	32	64

Regarding the response of question number 26, thirty six percent respondents responded it as essential but sixty four percent respondents responded that TG is not essential in grammar teaching. Thus, TG is unsuccessful to provide explicit approaches which can be applied in grammar

**Table No. 12**

**Sufficiency of TG in Teaching Language Skills**

QN	Questions	Responses			
		Yes		No	
		No. of Res.	%	No. of Res.	%
27	Are the text mentioned in the TG sufficient for teaching listening, speaking, reading and writing skills	14	28	36	72

In the response of question number 27, only twenty eight percent respondents accepted that it was sufficient whereas large number of respondents i.e. seventy two percent did not accept that it was sufficient. Thus, here it can be concluded that TG is incomplete to instruct all the teachers to teach all the language skills equally according to the objective of curriculum in the classroom teaching.

**3.3 Item-wise Analysis of Open-ended Items**

As the questionnaire was designed in three different sections A, B and C, section C had included open ended type of questions. All the questions of this



section were directly related to the objectives of the study. The main concern of this section was to elicit teachers' attitude, concept and thinking regarding different aspects of Teachers' Guide of English subject in Lower Secondary level. There was space after the questions to mention the respondents' possible answers in questionnaire. All the responses of the respondents are analyzed as below:

### **3.3.1 Definition of TG**

Q.N.28 what, in your opinion, is the Teachers' Guide?

Question No. 28 was an attempt to elicit teachers' opinion and concept regarding Teachers' Guide. The responses given by them are as below:

- ) The essential materials for teaching which mentions objectives of teaching items, teaching materials as well as teaching method and techniques.
- ) A guide which helps to make plans of teaching learning activities.
- ) A tool that helps the teachers to make their teaching fruitful.
- ) An important teaching material for effective teaching.
- ) A supporting material for teaching.
- ) A kind of instruction source which gives idea for untrained teachers.
- ) A teaching material which categorically deals with teaching techniques of every lessons.
- ) A source of teaching ideas.
- ) A way of achieving instructional objectives.
- ) A helpful material to teach properly.
- ) An effective material to teach effectively along with language forms and functions.
- ) A book that helps the teachers to teach easily without any difficult.
- ) An instructional material which helps teachers to form teaching objectives and use some pedagogical implications.

- ) A helpful guide to avoid teachers' doubt and confusion regarding teaching.
- ) An essential material which must be followed by every teachers.
- ) A facilitating tool for joyful teaching.
- ) A mirror of classroom activities.
- ) A director for the teachers in teaching.
- ) A documented teaching instructor.
- ) A friend of teachers to make their teaching motive oriented.
- ) A useful material for all teachers.
- ) A guideline and strong supportive material in teaching.
- ) A book that instructs the teachers about teaching procedures.
- ) A helpful material to solve the teachings problems.
- ) It plays the role as a driver plays in vehicle.
- ) A book that informs the teachers about various teaching strategies.
- ) A guide book to enhance the students' active participation in learning.
- ) A book that implies the way of teaching.

In conclusion, all the respondents defined the Teachers' Guide in a various ways and some responses are repeated. With a glance to all the responses, it can be concluded that Teachers' Guide is a supplementary material for the teachers which works as a key, and helps the teachers to run the classes effectively. Sometimes it plays the role of the driver and controls all the experienced and inexperienced teachers. Anyway, it is a book which works as a key to English teachers to make their teaching effective and objective oriented.

### **3.3.2 Problems while Applying Teachers' Guide**

Questions no: 29, What problems do you find while applying Teachers' Guide?

Question No. 29 was an attempt to elicit teachers' opinion regarding the problems of the teacher that they are facing in the way of using Teachers' Guide. Some teachers did not have any problem while applying it but most of them had facing some problems like below:

- ) Problem in free writing.
- ) Some activities mentioned in the Teachers' Guide are beyond from the students' understanding capacity.
- ) Problem in classroom and time management while applying prescribed activities.
- ) Problem in collecting materials.
- ) Problem in making English speaking environment.
- ) All the prescribed activities are impossible to follow.
- ) Some instructions are not mentioned clearly.
- ) There is no sufficient time allotment regarding conducting pair work.
- ) Some students feel shy to perform some activities as the direction of the Teachers' Guide.
- ) Some exercises are given very randomly.
- ) It discourages my ways of teaching.
- ) Has not standard printing.
- ) Problem in conducting speaking activities.
- ) It is not explicit.
- ) Not available on time.
- ) The possible classroom environment is ignored.
- ) Problem in formation of group and pair.

The main concern of the question no. 29 was to find out whether teachers have problem or not while applying Teachers' Guide. Only Twenty nine teachers had some problem to use it whereas twenty one teachers had no problem. Many teachers had been facing problem in free writing because it lacks

explicit clues and information in Teachers' Guide. Similarly, some teachers had found it inappropriate to create English speaking environment and managing classroom and time as well. Because of the poor printing instructions, the texts are not explicit because of the lack of the necessary instructions teachers are unable to use Teachers' Guide properly and even it is not available on time.

### **3.3.3 Activities Followed by Teachers While Applying Teachers' Guide**

Q. N 30 What sorts of activities do you follow while using Teachers' Guide?

This question invites different types of activities which are applied by the teachers while teaching. The responses given by the respondents are as follow:

- ) Group work, role play and pair work
- ) All the activities of Teachers' Guide as far as possible
- ) Interaction Practices
- ) Dictation, pair correction and demonstration
- ) Guess ahead and discussion
- ) Dramatization
- ) All students oriented activities
- ) Language games.
- ) Gap filling, reading aloud, guided writing
- ) Drill
- ) Answering the questions
- ) Task based activities.
- ) Presentation, practice and production activities
- ) Listening and speaking activities.
- ) Gap filling

As conclusion, the question no. 30 encouraged the respondents to elicit different teaching activities prescribed in teachers' Guide which are mostly

used by them. Most of the respondents had given similar answer. Even, most of the respondents followed group work, pair work and role play. This seemed because Teachers' Guide has given explicit instruction on such activities. There are some teachers as well who had tended to follow all the prescribed activities as far as possible. Same as some of the teachers also followed other different activities such as, language games, dramatization, pair correction, demonstration etc.

### **3.3.4 Highly Focused Language Skill**

Question No. 31 Which Language skill is highly focused in Teachers' Guide and are you satisfied with it or not ?

The main attempt of this question is to find out the respondents thinking about all the activities of different language skills. Following are the answers given by them.

- ) Writing and Speaking and I am satisfied with it
- ) Reading is greatly focused and I am not fully satisfied
- ) Reading skill is highly focused and I am satisfied
- ) Reading skill and I am satisfied
- ) Reading and writing and I am satisfied
- ) All language skills are proportionately focused and I am fully satisfied
- ) Reading and Speaking skills are focused and I am not satisfied with it
- ) Reading and writing and I am not fully satisfied
- ) Listening and writing and I am a bit satisfied
- ) Speaking is highly focused and I am partially satisfied
- ) Listening and speaking and I am not fully satisfied

It is very difficult to find out the highly emphasized skill in the Teachers' Guide. Comparatively great numbers of exercises are repeated for reading and writing and little for listening and speaking. But the exercises for as listening and speaking are guided step by step in each unit but not the exercises for reading and writing as listening and speaking. So as a whole all four language skills have been emphasized equally.

### **3.3.5 Other Activities Which are Applied by the Teacher While Teaching Except Those Which are Prescribed in Teachers Guide**

Question No. 32 What are the other activities you apply while teaching except those which are prescribed in Teachers' Guide?

The main concern of this question is to find out other activities which are not mentioned by the teachers but teachers are applying them. The answers of respondents are listed as below:

- ) Dictation
- ) Spelling contest
- ) Group discussion
- ) Answers writing
- ) Guided writing
- ) GT and Direct method
- ) Drill in teaching vocabulary
- ) OSS approach
- ) Discovery method
- ) Telling summary in mother tongue
- ) Translation
- ) Brainstorming
- ) Caricature technique
- ) Teaching by leader

The question no 32 encouraged the teachers to elicit the teaching approaches, methods and techniques except prescribed in the Teachers' Guide but many of them have supplied their answer 'No' and similarly many teachers supplied their answers. Even the approaches, methods and techniques are not very new. Majority of the teachers seemed as applying Grammar Translation method though it is very old and almost dead one, because of very poor standard of the students and school environment. Others activities are dictation, spelling contest ,group discussion, answers writing, guided writing, OSS approach, discovery method, translation etc. are not new way of teaching because any person who has been involved in language teaching should not be far from such very common ways.

### **3.3.6 Teaching Materials Which are Used While Teaching as Following the Instructions of Teacher's Guide**

Questions No. 33 What type of materials do you use while using Teachers' Guide?

This question intends to find out the mostly used teaching materials while using Teachers' Guide. Following are the answers given by the respondents.

- ) Pictures
- ) Realia
- ) Books
- ) Audio-visual materials
- ) Sentence cards
- ) Daily used materials
- ) Easily available materials
- ) Flannel board
- ) Cut outs
- ) Flash cards
- ) Cassette Players

- ) Newspapers
- ) Charts
- ) Matchstick Figures
- ) Pocket Chart

Most of the answers were repeated. All respondent were using the materials as prescribed in the textbook. Most of the respondents were seemed as using pictures and flash cards. All the above mentioned materials are not any new in the field of English language teaching. There were some teachers who had been using cut outs, matchstick figures, newspapers etc.

### **3.3.7 Materials Which are not Mentioned in the Teachers Guide**

Question no. 34 Could you mention the name of the materials which are not mentioned in Teachers Guide?

This question item encourages the respondents to give the name of the materials which are not mentioned in the Teachers' Guide but can be applied to make effective teaching and the answers of the respondents are mentioned as below:

- ) Multimedia projector
- ) Over head projector
- ) Realia
- ) Television
- ) VCD
- ) Cassette players with the sound of native speakers
- ) Films but impossible
- ) Books of the conversation of all the listening exercises
- ) Work books
- ) Computer
- ) Maps
- ) Tape recorder



In brief, some of the teachers answered 'No'. The list of the answer showed that many of the teachers have not got even tape and cassatas. And some are in need of the practice book, workbook, newspaper etc. In such condition better quality from government school can not be expected. Some teachers had mentioned very scientific and expensive materials which are ambitious and almost impossible in the government schools of Nepal.

### **3.3.8 Good Aspects of Teacher's Guide**

Question no. 35 what are the good aspects of the Teacher's Guide?

This question encourages the respondents to elicit the positive features of the Teachers' Guide from their side. Their responses are presented as below:

- ) It is clear to use
- ) It is more reliable
- ) Easy to make teaching understandable
- ) It brings the teacher on the right track of teaching
- ) Avoids the teachers' confusion
- ) Instructs to form pair and group
- ) Saves time to prepare daily lesson plan
- ) It has focused communicative aspects of the language
- ) It has provided guidelines in simple language
- ) Easy in materials designing
- ) There is co- relation between textbook and Teachers' Guide
- ) Simplicity
- ) Makes teachers confident
- ) Situational appropriate exercises
- ) Helps the teachers to form teaching objectives
- ) Focuses all the language skills
- ) Completes all the requirements of the teachers
- ) Not so good aspects at all

- ) Students centered activities
- ) Even minor things are thoroughly addressed
- ) Its physical quality is ok
- ) It is written in simple and clear language
- ) Makes students active
- ) Tape script is one of the very good aspect of the teachers' guide
- ) Enough examples
- ) Saves time to design materials
- ) Prescribed objectives of every lessons

Almost all the respondents expressed their opinion in favor of the good aspects of Teachers' Guide. They appreciated and praised it. Only few of them showed their dissatisfaction towards it. With the major positive points of the Teachers Guide it can be concluded that it is a guiding materials, designed in very simple language. It is very practical and encourages the students to make their active participation in the classroom.

### **3.3.9 Needed Training Like Programme Related to Teachers' Guide and Expected Organizer**

Question No. 36 What type of trainings like programmes do you expect related to Teachers' Guide and who should organize it?

This item highlights the teachers' views regarding the different trainings, seminars etc. related to creative application of Teachers Guide which can be helpful to avoid their confusion while using it and make their teaching effective. The responses are presented as below:

- ) Skill developing and capacity building training and DEO or CDC should organize such programme
- ) Training related to applicability of Teachers' Guide and CDC or other concerned institution should organize such programme

- ) Interaction programme among the subject teachers of different school and the head teacher, school supervisor or resource person should be responsible to organize such programme
- ) Refreshment training related to TG and DEO and other concerned authorities should be programme.
- ) Training about teaching grammar using TG and DEO Should organize such programme
- ) Computer training should be organized by DEO or CDC
- ) Demand based training should be organized by DEO or CDC. The training should focus on different approaches of TG
- ) I do not expect any kind of training
- ) Teachers Professional training should be organized by DEO of RC
- ) DEO should organize seminar/workshop to make discussion about usefulness and problems while using TG
- ) Level wise training should be organized by CDC
- ) I expect different training from the side by CDC to familiarized the teachers with TG
- ) Training related to new pedagogy of communicative teaching with the help of TG and DEO, NELTA or CDC should organize such programme

Researcher intended to know whether respondents needed any kind of TG related training or not. Most of the respondents gave their answers as no any expectation but few of the respondents needed different training like programmes related to TG. As the analysis of their responses they required skill developing, capacity building like training so that they could use Teachers' Guide in more creative manner. In the same way they needed interactional type of training or workshop among the teachers which helps them to share their experiences regarding the application of Teachers' Guide.

Most of them suggested that DEO and CDC should organize such training. Few respondents had showed to RC, Head teacher, school supervisor, and other concerned institution should be responsible to conduct such training. Thus, here it can be concluded that other training like programme should be organized to enhance creative application of Teachers' Guide by different concerned authorities.

### **3.3.10 Weakness of Teachers' Guide**

Question no. 37 Please mention the weakness of Teachers' Guide (if any)

This question encourages the respondents to elicit the negative features of the Teachers' Guide from their side. Their responses are presented as below:

- ) Some prescribed activities in Teachers' Guide are not sufficient.
- ) Students' needs, interests and comprehension level are not well considerate
- ) Less focus on writing exercise
- ) All language skills are not focused equally
- ) All the activities of Teachers' Guide are not applicable in to the classrooms
- ) The language is tough
- ) Not focus on audio visual aids
- ) Picture should be colorful
- ) Icon used in textbook should also be used in Teachers' Guide
- ) Printing is poor
- ) Should have plastic cover
- ) No weakness at all

Most of the respondents replied to the questions as 'No, certainly not'. Few of the respondents left the space blank. Some of them answered the item. The respondents showed the weakness of the Teachers' Guide on both aspects i.e.

physical and content. Most of the respondents showed problem in following all the instruction of Teachers' Guide accordingly hence they are beyond from the students' needs, interests, and comprehension level. Some respondents found its language a bit tough. From the physical prospective some weakness were pinpointed on printing, cover page and color of pictures. Even the designers of the Teachers' Guide have realized some weakness in it.

## CHAPTER: FOUR

### FINDINGS AND RECOMMENDATIONS

The findings related to perception of teachers on using teachers' guide are listed as below.

#### 4.1 Findings

After analyzing the data the researcher makes the following findings of the study.

- ) All respondents had Teachers' Guide Thus, as a whole the researcher found, all the teachers have positive attitude in using Teachers' Guide.
- ) The recommended approaches, methods, techniques and procedures in the Teachers' Guide are suitable for teachers and students.
- ) Teachers' Guide is developed according to the principles of teaching English language.
- ) English teachers face problems in their teaching even if they apply the instructions of Teachers' Guide accordingly. As the result, Teachers' Guide is not sufficient to provide explicit instructions to all the exercises of textbook.
- ) Teachers' Guide is designed with the purpose of developing communicative competency of the learners.
- ) Teachers' Guide was found as an effective material to maintain inclusive classroom environment.
- ) Fifty four percent of respondents found Teachers' Guide insufficient to teach grammar and vocabulary.
- ) Seventy percent respondents needed different trainings to familiarize teachers with Teachers' Guide.

- ) Teachers' Guide was found as an effective source to design lesson plan and instructional materials.
- ) Most of the respondents had not been using Teachers' Guide regularly.
- ) Group work and pair work are the most emphasized techniques in the Teachers Guide.
- ) Sixty two percent respondents were satisfied in their teaching with help of Teachers' Guide.
- ) Seventy Four percent respondents found it as possible to follow all the instructions of Teachers' Guide.
- ) Listening materials like cassette and cassette player as suggested in Teachers' Guide are not available in the schools.
- ) The distribution of textbook exercises into different lesson in Teachers' Guide is not proportionate.
- ) Almost all the teachers have Teachers' Guide. Most of the respondents got it from school and some of them bought it themselves.
- ) Teachers Guide was found with poor printing and covering.

## **4.2 Recommendations**

After analyzing the findings of the study the researcher makes the following recommendations and suggestions while applying TG in order to make effective as well as teaching and learning activities in to the classroom.

- ) Teachers' Guide and Textbook should be made easily available simultaneously.
- ) Students' needs, interests and comprehension level should be taken in consideration while designing Teachers' Guide in the context of Nepal.
- ) Teachers' Guide should be used daily in course of teaching.

- ) Teachers' Guide should be used while planning the lesson not only while teaching.
- ) Teachers' Guide should be revised allowing the room for the techniques of teaching vocabulary and grammar.
- ) Concerned authorities and institutions should organize different trainings and seminars regarding the effective application of Teachers' Guide and to make the teachers familiar with it.
- ) Teachers' Guide is not a solo means of teaching. Concerned authorities should pay attention towards other teaching materials like cassette players, work book and visual materials.
- ) The instruction icons should be used even in Teachers' Guide.
- ) Teachers' Guide should take consideration of testing system as well.
- ) The Teachers' Guide should introduce the new innovation of teaching techniques like computer, multimedia projector etc.
- ) Teachers' Guide should be printed properly and better to have plastic cover.
- ) Some more approaches, methods and techniques should be mentioned so that teachers can select better one according to the situation of the classroom and level of the students.
- ) The tape script should be given either after or before every listening text but not at the end of the unit.

The purposed study was to find out perception of teachers on using Teachers' Guide. The researcher confined eight VDCs of Dhading district. Fifty teachers of different schools were selected as respondents through non- random sampling method. The researcher constructed a questionnaire consisting of three different sections including open ended items and closed ended items. The data were tabulated and analyzed on the basis of various variables according to the objectives.



## References

- Adhikari, B. (2066). *A book for secondary level teaching license examination*. Kathmandu: Aashish Pustak Bhandar.
- Allen, J.P.B. & S. Pit Corder (Eds.) (1974). *Papers in applied linguistics*. (Vol.2).Oxford: Oxford University Press.
- Awa, J. et. al. (Eds.). (2010). *Our English book teachers guide Grade Eight*. Bhaktapur: Curriculum Development Center.
- Awa, J. et. al. (Eds.). (2010). *Our English book teacher's guide Grade Seven*. Bhaktapur: Curriculum Development Centre.
- Awa, J. et. al. (Eds.). (2010). *Our English book teachers' guide Grade six*. Bhaktapur: Nepal Government Ministry of Education Curriculum Development Centre.
- Bastola, P. (2002). *Teachers' Guide for Grade IX English: An attitudinal study*. An unpublished M.Ed. thesis, Tribhuvan University. Kathmandu, Nepal.
- Bhatta, P. (2008). *Availability and use of Teachers' Guide*. An unpublished M.Ed. thesis, Tribhuvan University. Kathmandu, Nepal.
- Bhattarai, A (2005) Action research: A reflective cycle. *Journal of NEELTA*, Curriculum Development Centre. (2066). *Our English book Grade Eight*. Nepal Government Ministry of Education: Author.
- Curriculum Development Centre. (2066). *Our English book Grade seven*. Nepal Government Ministry of Education: Author.
- Curriculum Development Centre. (2066). *Our English book Grade six*. Nepal Government Ministry of Education: Author.
- Dhand, H. (1990). *Techniques of teaching*. Ashih Publication House: New Delhi.
- Ghimire, A. B. (2010). *Roles of teachers in English language classroom*. An unpublished M.Ed. thesis, Tribhuvan University. Kathmandu: Nepal.

- Ghimire, S. (2000). *Effectiveness of inductive and deductive methods in teaching tag questions*. An unpublished M.Ed. thesis, Tribhuvan University. Kathmandu, Nepal.
- <http://www.unixl.com/dir/education/languages/language-definition/>
- Khaniya, T. R. (2005). *Examination for enhanced learning*. Kathmandu: 99946-58-34-4.
- Lamichhane, S. (2004), *The effectiveness of Grade IX Teachers' Guide*. An unpublished M.Ed. thesis, Tribhuvan University. Kathmandu, Nepal.
- Oxford Advanced Learner's Dictionary* ( 7<sup>th</sup> ed.) (2005). Great Clarendon Street: Oxford University Press.
- Pandey, S. (2004). *The Effectiveness of teachers' guide of Grade eight: A Practical Study*. An unpublished M.Ed. thesis, Tribhuvan University. Kathmandu, Nepal.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. (2<sup>nd</sup> .ed.). Newbury Park, London: Sage.
- Richard, et. al.(1985). *Longman dictionary of Applied Linguistics*. England
- Sapkota, Y. (2004) “ *The Attitude of teachers towards Grade X Teacher's Guide*”. An unpublished M.Ed. thesis, Tribhuvan University. Kathmandu, Nepal.
- Sharma, C. 2056. *Curriculum and evaluation*. Kathmandu: M.K. Publishers and Distributers
- Subedi, D. (2009). *Assessing English language teaching student teachers on teaching practice*. Journal of NELTA, 14, 1-2.
- Timsina, G. (2003). *Teachers classroom practices: A socio-cultural study*: An unpublished M. Phill. Dissertation. Copenhagen: The Danish University of Education.

Appendix-1

**Questionnaire**

Dear informants,

These questionnaires are designed as the part of my research study entitled, "Perception of Teachers on using Teachers' Guide" under the supervision of Mr. Ishwori Pande. Your co-operation on the filling of questionnaire will be of great value to me. Please fill freely to put your responses required by the questions items. I may assume you that the responses made by you will be exclusively used confidentially only for the present study.

**Researcher**

Modanath Koirala

Name:

School:

Age:

Sex:

.....  
.....

**Section: A**

***Please tick (✓) on your response from the given alternatives. Also write some responses to support your answers in the given gaps.***

1. There is co-relation among the English curriculum, text book and teachers' guide of lower secondary level.

- a. Strongly agree                       b. Agree   
c. Undecided                       d. Disagree   
e. Strongly disagree

2. Teachers' guide is essential for every teacher.

- a. Strongly agree                       b. Agree

- c. Undecided                       d. Disagree
- e. Strongly disagree

3. The recommended teaching approaches, methods, techniques and teaching procedures are appropriate for the teachers and students.

- a. Strongly agree                       b. Agree
- c. Undecided                       d. Disagree
- e. Strongly disagree

4. Teachers' Guide follows all the principles of teaching English language.

- a. Strongly agree                       b. Agree
- c. Undecided                       d. Disagree
- e. Strongly disagree

5. Teachers' Guide is incomplete to provide explicit teaching instruction.

- a. Strongly agree                       b. Agree
- c. Undecided                       d. Disagree
- e. Strongly disagree

6. English teachers face problems in their teaching even they are going as the instructions of teachers' guide accordingly.

- a. Strongly agree                       b. Agree
- c. Undecided                       d. Disagree
- e. Strongly disagree

7. There is no room for the teachers' creativity in teachers' guide.

- a. Strongly agree                       b. Agree   
c. Undecided                       d. Disagree   
e. Strongly disagree

8. Teachers' guide discourages the use of mother tongue.

- a. Strongly agree                       b. Agree   
c. Undecided                       d. Disagree   
e. Strongly disagree

9. Teachers' guide helps the teachers to maintain inclusive classroom environment as following inclusive teaching methods.

- a. Strongly agree                       b. Agree   
c. Undecided                       d. Disagree   
e. Strongly disagree

10. The language used in teachers' guide is not understandable for the teachers of lower secondary level.

- a. Strongly agree                       b. Agree   
c. Undecided                       d. Disagree   
e. Strongly disagree

11. All the language skills are proportionally emphasized in teachers' guide.

- a. Strongly agree                       b. Agree   
c. Undecided                       d. Disagree   
e. Strongly disagree

12. Some exercises and activities in teachers' guide are beyond from the need, interest, experiences and comprehension level of the students.

- a. Strongly agree                       b. Agree   
c. Undecided                       d. Disagree   
e. Strongly disagree

13. The distribution of textbook exercises into different lesson in teachers' guide is not proportionate.

- a. Strongly agree                       b. Agree   
c. Undecided                       d. Disagree   
e. Strongly disagree

14. The main focus of teachers guide is on the development of students' communicative competence.

- a. Strongly agree                       b. Agree   
c. Undecided                       d. Disagree   
e. Strongly disagree

15. Concerned authorities have to organize some programmes as teacher training, seminar, workshop etc. to familiarize teachers with teachers' guide.

- a. Strongly agree                       b. Agree  
c. Undecided                       d. Disagree   
e. Strongly disagree

16. Teachers' guide does not emphasis grammar and vocabulary teaching.

- a. Strongly agree                       b. Agree   
c. Undecided                       d. Disagree

e. Strongly disagree

**Section: B**

***Please tick (✓) the best option you think to the English teacher guide of lower secondary level***

17. Do you have teachers' guide?

a. Yes.  b. No.

18. From where did you get it?

a. I bought it myself.  b. From school.

c. From District Education Office.  d. From other sources.

19. Is there any usefulness of teachers' guide to design instructional materials?

a. Yes.  b. No.

20. How often do you use teachers' guide?

a. Always.  b. Once in a week.

c. Once in a month.  d. Never.

21. Whom do you think teachers' guide is essential for?

a. For Beginner teachers only.  b. For untrained teachers  
only.

c. For trained teachers only.  d. For all.

22. When do you use teachers' guide?

a. While planning lesson.  b. While bearing problem.

c. While being confused.  d. Always in teaching.

23. The most emphasized technique in the teachers' guide is.....

- a. group work.  b. pair work.   
c. dramatization.  d. role play.

24. Are you satisfied to your classroom teaching with the help of teachers guide?

- a. Yes.  b. No.

25. To follow all the instructional techniques of teachers guide.....

- a. Absolutely possible.  b. Partly possible.   
c. Sometime possible.  d. Impossible.

26. Do you think teachers' guide as essential in grammar teaching?

- a. Yes.  b. No.

27. Are the texts mentioned in teachers' guide sufficient for teaching listening and speaking skills?

- a. Yes.  b. No.

**Section : C**

***Please respond to the following questions.***

28. What, in your opinion is the teachers guide?

.....  
.....  
.....  
.....

29. Are there any problems to you while applying teachers' guide?

.....  
.....  
.....  
.....



30. What sorts of activities do you follow while using teachers' guide?

.....  
.....  
.....  
.....

31. Which language skill is highly focused in teachers' guide and are you satisfied with it or not?

.....  
.....  
.....  
.....

32. What are the other activities you apply while teaching expect those which are prescribed in teachers guide?

.....  
.....  
.....  
.....

33. What type of the teaching materials do you use while using teachers' guide?

.....  
.....  
.....  
.....

34. Could you mention the name of the materials which are not mentioned in teachers guide?

.....  
.....  
.....  
.....

35. What are the good aspects of a good teachers guide in your opinion?

.....  
.....  
.....  
.....

36. What type of trainings like programmes do you expect related to teachers guide and who should organize such programmes?

.....  
.....  
.....  
.....

37. Please mention the weakness of the teachers guide. (if any)

.....  
.....  
.....  
.....

**Thanking for your kind of co-operation.**