

CHAPTER ONE

INTRODUCTION

This study is on **Perception of English Teachers on the Use of Textbook.**

This chapter consists of general background of the study including the general idea about curriculum, syllabus and course of the study related to materials in language teaching. The relationship between textbooks and the course of studies takes place a small space of this chapter. The importance of the textbooks, types of textbooks and issues in the use of textbooks are also discussed here. Review of related literature, objectives of the study, and finally the significance of the study are the main components.

1.1 General Background

Simply, a language is the most important tool for human communication through which we can express our thoughts, feelings, ideas, facts, information, desires, emotions, etc. Language is accepted as a social phenomenon that is used in a society to establish a good relationship and mutual understanding among human beings. Chomsky (1957, p.13) defines, "... language is a set (infinite or infinite) of sentences, each finite in length and constructed out of a finite set of elements."

Language is the property of only human beings. Man is the only living species with the power of speech. It is supported by Bhattarai (1994, p.1) and says that language is the most important and valuable single possession of human race. Wardaugh (1998, p.1) says, "A language is what the members of a particular society speak".

Importance of the English language is accelerating day by day in huge pace for the sake of global communication and a doorway to the world knowledge. The use of English in academic field, media, administration, international communications, information technology, human rights and development has become inseparable. Today, English is used more often as a lingua franca than

a native language. Lingua franca in the words of Richards et al. (1999, p. 214) is “a language that is used for communication between different groups of people, each speaking a different language.” Linguists are talking about ‘World Englishes’ or ‘Global English’. World English belongs to everyone who speaks it, but it is nobody’s mother tongue. As a result, the non-native speakers of English are more than its native speakers today. In this regard, Harmer (2008, p.13) states, “English is also, of course, a mother tongue for many people in the world, though, as we shall see, such native speakers are increasingly outnumbered by people who have English as a second or third language and use for international communication.” This change in the role of English has significant impact in teaching of it.

Simply, language is ‘a means of communication’. But this definition is not sufficient to define the language in the sense that not all means of communication may come under the language. Language is a voluntary vocal system of human communication. Thus, finally, to be language, both source and receiver should be human.

1.1.1 An Introduction to Rasuwa District, my Study Area

Rasuwa district a part of Bagmati zone, is one of the seventy-five district of Nepal. The district covers an area of 1,544 km² with Dhunche as its district headquarters. A famous religious Gosaikunda lake is located in the district. Rasuwa is rich in natural resources. Lantang mountain range and Langtang National park stand to the north of Rasuwa. Rasuwa district is one of the famous place for tourism. Gosainkunda Lake, Lamtang mountain, Ganesh mountain, Tatopani, Tamang village and so on are the major highlight of Rasuwa for tourism. The Goshainkunda lake is also known as frozen lake which is one of the most beautiful mountain lake lies in the Lantang region. There are about 108 Kunds in this area and mainly visible from the Gosainkunda trekking routes are Saraswatikund, Bhairabkund, Suryakund and Gosaikund are most important one. Langtang valley is another attraction in Rasuwa which is

aptly called the valley of glaciers. The valley offers pine forest, swift mountain streams, rugged rock and snow-capped peaks, grassy down and meadows strewn with daises and wild animals. Lantang Valley Trek is famous for trekking package among the adventure trekkers which visits the Lantang valley.

(Retrieved on August 12 from http://en.wikipedia.org/wiki/Rasuwa_District)

In Rasuwa district, there are altogether 116 schools including all levels (primary, lower secondary, secondary and higher secondary) and government and private schools. Among them 20 schools are holding secondary level program, (Flash I report 2012, DEO, Rasuwa) . In these schools, five-hundred and eleven teachers out of private sources and other supported are teaching different subjects in different schools. 58 teachers at secondary level, 73 teachers at lower secondary level and 380 teachers at primary level are involving in teaching profession in Rasuwa district. Almost all primary teachers are trained and above 80 percent secondary teachers are trained (Flash II report 2011, DEO, Rasuwa). According to the record of School Administration of DEO (District Education Office), Rasuwa (2068 B.S), all teachers of all level have taken TPD (Teacher Professional Development) module training for 7 to 10 days organized by NCED (National Centre for Educational Development). However, most of the lower secondary teachers are from same district but secondary teachers are in small number. In 2068 B.S., 12034 students at basic level, 1722 students at secondary level and 2854 students at higher secondary level studied and textbook of all subjects from Nepal government had managed to all students in Rasuwa district (Flash II report 2011, DEO, Rasuwa).

1.1.2 Language Education

Increasing globalization has created a great need for people who can communicate in multiple languages. The uses of common languages are in areas such as trade, tourism, international relations, technology, media, and science. Many countries frame education policies to teach at least one foreign

language at the primary and secondary school levels. The need of learning foreign languages is almost as old as human history. Language learning is seen as basically the same as any other learning. Language education may take place as a general school subject. There are many methods of teaching languages. Approach, method and technique are most frequently used terms in the field of language teaching and learning. The terms approach, method and technique are hierarchical concepts. An approach is a set of correlative assumptions about the nature of language and language learning, but it does not provide any details about how such assumptions should use into the classroom setting. Methods are applied into language classroom as in the form of different techniques.

Language teaching includes teaching of language aspects such as speech sounds, words, sentences, meaning and text. Richards et al. (2001, p.1) say as follows:

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century, as applied linguistics and other sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing field of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching in twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies.

To be specific, language teaching is teaching any languages for purpose of communication. The globalization has accelerated its importance in high pace with demand of multilingual society. For language teaching, new teaching methods are competing with each other by overcoming the drawbacks.

1.1.3 Curriculum, Syllabus and Course of Study: Introduction

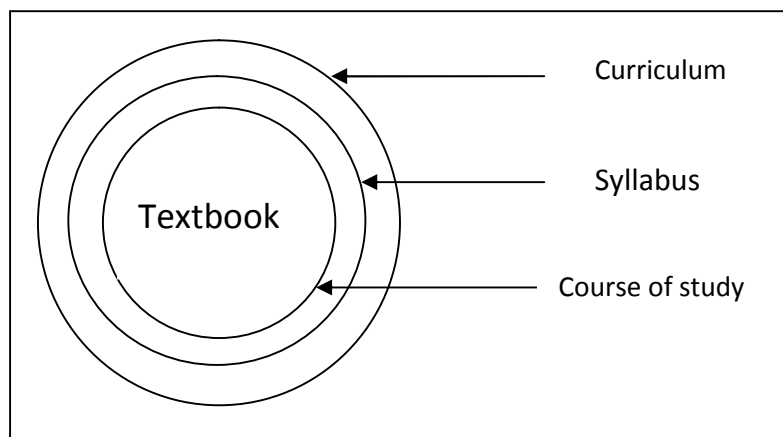
In the field of education, the terms curriculum, syllabus and course of study are commonly used. Curriculum is used in a broad sense that refers to the program as a whole. Syllabus refers to the particular subject which is narrower than curriculum. Within one syllabus, there can be many syllabuses. In the same way, on the basis of syllabus, a course of study is designed. Generally curriculum refers to an overall planning of an educational program which is specified in order to meet the objectives of education. Nunan (1998, p.2) defines as:

Curriculum is a large and complex concept, and the term ‘curriculum’ is used in a number of different ways. In some contexts it is used to refer to a particular program of study (for example the ‘science curriculum’, or the ‘Mathematics curriculum’). In other contexts, it is used more widely. I shall use ‘syllabus’ to refer to the selecting and grading of content, and ‘curriculum, more widely to refer to all aspects of planning, implementing, evaluating and managing an educational program.

A syllabus of a particular subject, as a part of curriculum, involves course of study and its order in which they are to be presented, taught and learnt. White

and Valeria (1991) says, “..... ‘Syllabus’ refers to the content or subject matter of an individual subject, whereas ‘curriculum’ refers to the totality of concept to be taught and aims to be realized within one school or educational system.” A course is a series of lessons or lecture on a particular subject. Nunan (1991, p.5) mentions, “Syllabus is seen as being concerned essentially with the selection and grading of content, while methodology is concerned with the selection of learning tasks and activities.”

A course can be defined as a series of lessons on a particular subject which includes different tasks to be performed by the target readers. Curriculum, syllabus and course of study are entirely related to each other. The terms have whole and part relationship which is presented in diagram as below.



By analyzing the above diagram, it can be said that syllabus is designed under curriculum covering some parts of it and course of study and textbook are made for the purpose of fulfilling the objectives determined in the syllabus. In other words, textbooks help to achieve level-wise objectives which are specified in the syllabus. In the absence of one, others may not work well. So, these all are equally important in overall educational program.

According to Richards (1998), many textbooks used in the classroom embody the curriculum themselves. They reflect the objectives of the language program, the kind of syllabus used, the skills being taught and the learner (Littlejohn and Windeatt, quoted in Johnson 1989: 155). For teachers, they offer a framework of

guidance and orientation (Hutchinson and Torres 1994). For learners, they are perhaps the most important source of language input apart from contact with the teacher. They can help to scaffold teaching and learning the interaction between teacher and learner. In particular, experienced teachers, who are comfortable in their knowledge of the subject matter may feel confident in will not be available to the less experienced teachers who may then depend heavily on the textbook for guidance.

1.1.4 Materials in Language Teaching

What do we mean by ‘instructional materials’? At the beginning of this century, the answer might have been simply textbooks and workbooks. Today, however, the range has broadened considerably, including paperback novels, magazines, computer software, videotapes, and many more. The focus, then, is not on selection in the narrow sense of textbook adoption, but on curriculum and program planning that ensure the selection of a wide range of materials that can be used in whole-class study, small-group work, and by individual students. They should consider not only purchased materials, but also materials that are provided free or on loan and those prepared by the teacher and even the students (e.g., student writings discussed in class or small groups). Sometimes the most effective learning experiences are used as instructional materials.

Materials are categorized differently on the basis of different criteria. They can be printed, non-printed and both printed and non-printed on the basis of form. Printed materials such as books, workbooks, worksheets, or readers, non-printed materials such as cassette or audio materials, videos, or computer-based materials and materials that comprise both print and non-print sources such as self-access materials and materials on the internet are in used. Richards (2001, p.252) mentions:

Authentic materials refer to the use in teaching texts, photographs, video selections, and other teaching resources that were not specially

prepared for pedagogical purposes. Created materials refer to textbooks and other specially developed instructional resources. Some have argued that authentic materials are preferred over created materials, because they contain authentic language and reflect real-world uses of language compared with the contrived content of much created materials.

The things which are used for the purpose of the enhancement of teaching learning program are called instructional materials. Instructional materials are essential tools in the English language classroom. They allow students to interact with words, images, and ideas in ways that develop their abilities in speaking, listening, viewing, thinking, reading, writing, and using media and technology. Because instructional materials are primary resource for English language teachers, they must be selected wisely. The effectiveness of all these materials is to be studied on the basis of the objectives specified in the syllabus or curriculum. Pedagogically, sound selection of materials should be in the English language program.

Each school should develop its own criteria for selecting materials for inclusion in English language programs, but virtually all criteria relate to two general requirements for selections. Materials must have a clear connection to established educational objectives and address the needs of the students for whom they are intended.

Instructional materials in the English language program should arrange with the general philosophy of the school, subject teacher, the curriculum goals and objectives of the English language program, and the learning outcomes of the particular course or grade/level. For instance, some materials may be included because they reflect the school's philosophy of encouraging critical thinking in

relation to controversial situations or materials may be included because they meet the curriculum objectives or to address specific learner outcomes.

Conningsworth (1995, p.7) summarizes the role of materials (particularly course books) in language teaching, (as cited in J.C. Richards 2002, p. 251)

-) a resource for presentation materials (spoken and written)
-) a source of activities for learner practice and communicative interaction
-) a reference source for learners on grammar, vocabulary, pronunciation, and so on
-) a source of stimulation and ideas for classroom activities
-) a syllabus (where they reflect learning objectives that have already been determined)
-) a support for less experienced teachers who have yet to gain in confidence

1.1.5 Textbook/Coursebook

In this post-modern world of technological advancement, rapidly changing markets and increasing competition, teachers are faced with new academic and pedagogical challenges. In order to broaden the head of students, teachers must teach more challenging and extensive subject areas. Having a high-quality curriculum to guide instruction is an important part of meeting these challenges. Therefore, reforming curriculum needs to take place time and again. Curricula and the textbooks should be more meaningful and relevant for the life experiences of the students and should prepare them for real life.

Maxwell (1985, p.73) states:

Certainly textbooks need improvement; what aspect of the profession of schooling doesn't? And certainly teachers need help in making intelligent use of the textbooks we have and

those the future will hold for us. And certainly students, especially, the more capable ones, should be led to see textbooks as only the beginning, a springboard for further explorations into other sources of knowledge.

A textbook is related to a particular subject and that is used especially in schools and colleges. Textbooks are at the heart of educational program. The curriculum involves general objectives, level-wise objectives, subject-wise objectives and syllabus of different levels and subjects. According to the syllabuses of a particular subject of a particular level, textbooks are written for different classes in order to provide the students adequate opportunities to practice. Teachers are also facilitated by providing as a teacher's guide. A textbook is also known as course book which includes the materials in an order. It mainly consists of reading materials, exercises and others which are simply taught by the teachers. It is also taken as an authorized material of teaching and learning processes. The contents of a textbook are systematically selected and arranged. Textbooks are not only means of curriculum but also they help in realizing the objectives of education. Textbooks are the most important components for preparing effective instructional procedure and evaluating the change of behaviour.

A textbook is taken as one of the most important teaching materials which is designed to achieve the objectives specified in the syllabus. It is also a guideline for preparing a workbook and a teacher's guide. Primarily, it is intended to a particular level's target groups. It is mainly for both the students and teachers and directly and indirectly needed for all the individuals concerned. Westbury (cited in Oakes and Saunders, 2004, p. 2) says, "The textbook is, in fact, the heart of the school and without the ubiquitous text there would be no schools, at least as we know them."

Textbooks condense vast amounts of knowledge into them that can be covered during the academic year. The sole purpose of textbooks is to inform the readers. They provide a balanced presentation of information. One textbook can replace many other resources, providing the teacher and students with all essential information on a given topic. Textbooks have a clear structure and lead the student through each topic in a logical order. Each unit builds on the basis of previous unit, reviewing the information, covering new concepts and giving a preview of what is to come. This structure makes personal study more effective for the students and helps the teacher organize the course.

Textbooks give teachers effective methods of instruction. Courses within the textbooks, such as unit reviews, activities, experiments, writings, glossaries and appendices, also help teachers present the material effectively and assess student learning based on objectives of the course.

Textbooks are important references for research. Due to their empirical nature, they are a valid starting point for any investigation. Textbooks also make good references because of their structure. All information is carefully categorized and can be found easily in index. Textbook citations and bibliographies provide students with further references to consult if more in-depth research is needed. They examine a given subject thoroughly and present it from various angles.

1.1.5.1 Relationship between Textbook and Course of Study

The relationship between textbook and the course of study is whole and part. Curriculum is whole educational plan which includes more than one syllabus and within one syllabus many course of studies are designed. On the basis of course of study, textbooks are written by different subject experts. In other words, the failure and success of one is directly related to the next. If the curriculum is successful, the syllabus will be certainly successful. In fact, a textbook is a document which reflects the objectives and teaching learning items specified in the syllabus. So, there is complete relationship between

textbook and syllabus. The textbook is the main learning educational material for learners and main teaching material for teachers in the context of Nepal.

1.1.5.2 Importance of Language Textbooks

The textbook is one of the most important tools for language teaching and learning processes. A textbook which is used as a guide and a support for this process is useful for both students and teachers. It helps for better understanding and achieving the determined objective of a particular syllabus effectively. Its material and activities help students learn language and use it in their real life. Chambliss & Calfee (1998, p.7) mentions, “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience.” The importance and uses of a language textbook can be summarized as below:

1. Textbooks are especially helpful for beginning teachers: The material to be covered and the design of each lesson are carefully spelled out in detail.
2. Textbooks provide organized units of work: A textbook gives you all the plans and lessons you need to cover a topic in some detail.
3. A textbook series provides with a balanced, chronological presentation of information.
4. Textbooks are a detailed sequence of teaching procedures that tell what to do and when to do it. There are no confused, everything is carefully spelled out.
5. Textbooks provide administrators and teachers with a complete program. The series is typically based on the latest research and teaching strategies.
6. Good textbooks are excellent teaching aids. They're a resource for both teachers and students.

In addition, the textbook is a very helpful and useful device in teaching-learning processes. However, it should be used as a means not an end. It should be used in interesting way to keep the students' attention in learning. It should be up-to-date and should be revised in right time to avoid the unnecessary things and should address the needs and interest of the society.

1.5.5.3 Types of Textbooks

In the field of language teaching and learning, different types of textbooks are in practice. Grant (1987, p.12) categorizes two broad types of textbooks. They are namely traditional and communicative textbooks.

a. Traditional Textbooks

Traditional textbooks offer the learners to learn the language as a system. Once they have learnt the system, it is hoped that they are equipped to use the language for their own purposes in any way they think. Traditional textbooks give emphasis on the forms or patterns of the language. All four language skills are not equally focused. Reading and writing skills are given more emphasis than primary language skills viz: listening and speaking. It lacks the proper use of language contextually.

b. Communicative Textbooks

Communicative textbooks have come in existence overcoming the drawbacks of the traditional textbooks. They provide enough room to the learners for using language as required in their real life. They aim to develop communicative competence of the students through reflecting the students' needs and interests. They emphasize teaching language not about language reflecting the communicative functions of language, e.g. asking for permission, apologizing, asking the way, etc. They usually keep a good balance among the four language skills. They believe that all language skills are taught and learnt integrative focusing on fluency rather than accuracy. They highly encourage

pair works, group works, project works, etc. with heavier demands on teachers' organizational abilities.

1.1.5.4 Issues in the Use of Textbook

There are different opinions about the use of textbook. Some believe that a textbook is the most important material which cannot be ignored. Others opine that a textbook is to be used selectively. A few of them argue that a textbook must not be used (Retrieved on Aug 08, from http://www.ehow.com/info_7995386_do-use-textbooks-teaching.html). In a broad sense, there are two views: in favour of using a textbook and against using a textbook. Ur (1984, p.6) mentions these ways as below:

Using a Textbook

1. Framework ('coursebook' is used in the place of 'textbook')
2. Syllabus
3. Ready-made texts and tasks
4. Economy
5. Convenience
6. Guidance
7. Autonomy

Against Using a Textbook

1. Inadequacy
2. Irrelevance, lack of interest
3. Limitation
4. Homogeneity
5. Over-easiness

Although, there are debates over whether textbooks are the best learning tools for students or not, they are still being used as a necessary part of learning. The

value of the use of textbooks is often dependent on the type of course. The majority of textbooks nowadays have accepted and adapted to modern technology. In addition, textbooks are usually accompanied by useful traditional learning materials, such as workbooks and sometimes even study guides. Textbooks aim to present content in age as well as developmentally appropriate ways. They present the corpus of knowledge and skills considered essential in becoming an educated person. They symbolized a set of values and assumptions about one's nation and world and one role and place within them.

Textbooks are a key component in most language programs. In some situations, they serve as the basis for much of the language input and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons. The textbooks provide enough room for practising language skills to the students. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners, the textbook may provide the major source of knowledge of the contents apart from input provided by the teacher. In the case of inexperienced teachers, textbooks may also serve as a form of teacher training that they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of textbooks. Learning how to use and adapt textbooks is hence an important part of a teacher's professional knowledge.

A textbook is a collection of the knowledge, concepts, and principles of a selected topic or course. It's usually written by one or more teachers, college professors, or education experts who authorize in a specific field. Most textbooks are accompanied by teacher guides, which provide you with supplemental teaching materials, ideas, and activities to use throughout the academic year. Harmer (1983, p. 257) says:

A textbook has obvious advantage for both teachers and students.

Good textbooks often contain lively and interesting materials. They

provide a sensible programming of language items clearly showing what have been studied so that students can revise grammar, functional points that have been concentrated on.

The use of textbooks in language teaching has both advantages and disadvantages, depending on how they are used and the contexts of their use.

Among the principal advantages are:

- a) **They provide structure and a syllabus for a program:** Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.
- b) **They help standardized instruction:** The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.
- c) **They maintain quality:** If a well developed textbook is used, students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced aptly.
- d) **They provide a variety of learning resources:** Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.
- e) **They are efficient:** They save teachers' time, enabling teachers to devote time to teaching rather than material's production.
- f) **They can provide effective language models and input:** Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

- g) They can train teachers:** If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.
- h) They are visually appealing:** Some textbooks have high standards of design and production and hence are appealing to learners and teachers.

However, there are also disadvantages on the use of textbooks. Some of them are given below:

- a) They may contain inauthentic language:** Textbooks sometimes present inauthentic language texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.
- b) They may distort content:** Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts, controversial topics are avoided.
- c) They may not reflect students' needs:** Since textbooks are often written for global markets. They often do not reflect the interests and needs of students and hence may require adaptation.
- d) They can deskill teachers:** If teachers use textbooks as the primary source of their teaching, the teacher's role can become reduced and become a technician whose primary function is to present materials prepared by others.
- e) They are expensive:** Commercial textbooks may represent a financial burden for students in many parts of the world.

Both the benefits and limitations of the use of textbooks need to be considered, and if the textbooks that are being used in a program are judged to have some negative consequences, remedial action should be taken, e.g. by adapting or supplementing books or by providing appropriate guidance and support for teachers in how to use them appropriately.

1.2 Review of Related Literature

Every new job needs the knowledge of previous background which can help and direct each new target for finding out new things or ideas. The jobs carried out in the past by different researchers in the Department of English Education are primarily based on textbook, curriculum, materials, and so on. There are some research works that are carried out on textbook in the field of educational program. A number of research works can be found in textbook analysis. The concerned use of textbook is different aspects. The related literature to the research study is as follows:

Lamichhane (1990) has carried out a study entitled “An Analysis of the New English Textbook for Grade Eight” to find whether the objectives for developing speaking and writing skills set out in the curriculum are fulfilled by the exercise given in the textbook. He has arrived at the conclusion that the materials have been organized systematically based on psycholinguistic principles, progressive development of principles from known to unknown, easy to difficult and shorter to longer ones. He also studied the physical aspects of the textbook but other skills and aspects remained untouched. He has interviewed 20 teachers from different schools. Most of the teachers have agreed that the exercises given in the textbook are sufficient for developing communication skills and writing skills but they have put negative views on other points.

Chapagain (1999) carried out a research entitled “Use of Teaching Materials and its Impact in English Language Learning.” The aim of this study was to

determine the impact of teaching materials by comparing the students' achievement who are taught using and are taught without using them. The population of the study was all sixth graders of the public schools in Panchthar district. It was found that teaching materials were effective and reliable supplement in teaching English for better learning. They had positive impact in learning the English language.

Dahal (2001) has analyzed new English textbook on the title "English for Grade X: A Textbook Analysis". He has carried out the research in terms of physical aspects, organization of the materials and its presentation. His study is positive towards the organization and the presentation of the materials but it is negative on physical aspects of the book. He has found that cover page design is not attractive and durable. Binding of the textbook is weak, the hand written drawn pictures of the textbook do not clarify the abstract concepts. The textbook lacks drills and the textbook has not provide any model of postcard writing, bio-data, notices and advertisement although the curriculum has started that students will be able to produce a variety of authentic text type.

Acharya (2001) conducted a research entitled "The Effectiveness of Recorded Materials in Teaching Listening: A Comparative Study." The objective of this study was to find out the effectiveness of recorded materials and live materials in teaching listening. The population of the study was all seven class students from government school. It was found that recorded materials are slightly better than the live materials in teaching listening.

Ghimire (2003) carried out a research entitled "An Analysis of the Link English Course for PCL First Year and Grade Eleven". The objective of his research was to analyze the Link English course in terms of its physical as well as adequacy of the contents. The analysis and interpretation of the textbook has been done towards the academic aspects of the textbook. Some drawbacks regarding the physical aspects of the textbook are also included in his findings.

Bohora (2004) conducted a research entitled “A Descriptive Study of the English Textbook for Grade One” and found that some vocabulary items are missing in textbook. He found that 217 vocabulary items are in text but the textbook presents a list of only 183 items. Only the cardinal numbers are found in the textbook. In the same way, he found that printed letters are found a bit dark and bold, and the binding of the textbook is not attractive. But this study does not care about the appropriateness of language and exercises.

Regarding the identifying the perceptions of secondary English teachers of Rasuwa district towards the use of textbook, no research has been carried out. So, the present study aims to explore it. From this point of view, this study is different from the other studies. Though some of the studies on it have been done by the foreigners in their own environment, this study is particularly based on context of Rasuwa district of Nepal to find out the techniques of using textbooks.

1.3 Objectives of the Study

The present study had the following objectives:

- a) To identify the secondary English language teachers' perceptions towards the use of textbook.
- b) To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Research

Teaching profession is not a simple job. To make teaching effective, there should be the well combination of different things. For example, trained and creative teacher, enough physical facilities, students' interest, well selected materials for the demand of content, clear objectives of teaching learning, and so on. Among them, available and proper use of textbook is an important factor

to make teaching learning effective. This study will be helpful for the better ways of using textbooks for their teaching learning processes. This study will be useful to provide the feedback to the teachers, students and others who are directly/indirectly concerned parties. It will help for curriculum and syllabus designers as well as textbook writers. It identifies appropriate use of the textbook by secondary English teachers. This study will also be significant to those who are interested in studying on perception and use of textbook in the context of Nepal.

CHAPTER TWO

METHODOLOGY

I adopted the survey method in this study. I tried to find out the related facts regarding perception and the use of textbook by the secondary level English teachers in Rasuwa district.

2.1 Sources of Data

The study was based on both primary and secondary sources of data. The primary sources were used to collect the data, whereas secondary sources helped in forming the theoretical part of the research.

2.1.1 Primary Sources of Data

The English teachers teaching at secondary level in Rasuwa district were the primary sources of data for this study.

2.1.2 Secondary Sources of Data

I consulted books, dissertations, journals, reports, articles, research works and other internet sources related to the research area. Some of them were Ghimire (2004), Acharya (2001), Bohora (2004), etc.

2.2 Population of the Study

The population of the study were the English teachers who were teaching at secondary level in Rasuwa district. The teachers were from both the government and private schools.

2.3 Sampling Procedure

There were twenty one government aided and five private schools which run secondary level program in Rasuwa district. The sample size of this study was altogether 30 English teachers from secondary level of Rasuwa district. Through purposive non-random sampling procedure, twenty-five of them were selected from government aided schools and five of them were selected from private schools.

2.4 Tools for Data Collection

I used a set of questionnaire to collect the data from the informants. The questionnaire included both close ended and open ended questions which were constructed basically to find out the teachers' views on the use of textbook. They were also requested to present their attitudes regarding the ways of using textbook and reasons behind it, if any.

2.5 Process of Data Collection

I collected the data from primary sources by administering a set of question. I adopted some steps for this purpose. At first, I selected the schools, talked to the authority, built rapport with them and explained them the purpose of the study to get their permission to consult English language teachers. After getting the permission from the authority, I talked to the English teachers, built the rapport with them, explained the purpose of the study and requested them to take part in responding the questionnaire. After making them ready, I distributed questionnaires to them and at last I collected the questionnaire thanking the informants, authority and school for their co-operation.

2.6 Delimitations of the Study

This research had the limitations as follows:

1. This study explored the English teachers' perception on the use of textbook.
2. The area of the research was Rasuwa district.
3. The study was based on twenty one government and five private schools situated in Rasuwa district.
4. The population of the study was only thirty teachers; twenty five from government and 5 from private schools of Rasuwa district.
5. Only secondary level schools and teachers were population of the study.
6. A survey design was adopted as a tool to elicit the data.
7. The questionnaire demanded only the perception towards the textbooks of English teachers and the use of them at secondary level.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is concerned with analysis and interpretation of the data collected from the primary sources. Thirty secondary English teachers teaching in Rasuwa district were the primary sources of data and a set of questionnaire was the tool or data collection from teachers. I used descriptive research design to analyze and interpret data in the following two sub-headings.

- i. Holistic Analysis of Teachers' Perceptions
- ii. Perceptions of Teacher on the Use of Textbook

3.1 Holistic Analysis of Teachers' Perceptions

Here, I have tried to present responses obtained from the respondents to the closed-ended questions holistically in simple figures. Item no. refers to the question numbers which are given in appendix-I. The number of items is not in serial because of dissimilar nature of options of questions. I have tried to select the questions randomly considering similar nature of options and analyzed them under related tables. The number of respondents and percentage are also calculated on the basis of acceptance, agreement and opinion as below.

i) On the Basis of Acceptance

The respondents were asked to draw out positive or negative views on different areas. I got different views on them. The responses of the respondents on the

basis of acceptance calculated in number and percentage are presented in the following table.

Table No. I
Acceptance of the Teachers

Item No./questions	Responses	Respondents	
		No. of Teachers	Percentage
1. Possession of textbook	Yes	28	94
	No	2	7
2. Use of textbook	As a main material	14	47
	As a supported material	16	53
13. Order of contents	Yes	26	87
	No	4	13
19. Used textbook	Traditional	10	33
	Communicative	20	67

The above table shows that out of thirty teachers twenty eight of them (93%) have textbook. Likewise, fourteen of them (47%) used it as the main material whereas sixteen (53%) of them (53%) used textbook as the supporting one. Twenty six teachers (87%) agreed that the contents included in the English textbook had been arranged in natural order (in sequence) but four of them (13%) did not agree on it. Ten teachers (33%) had taken to the secondary English textbook as traditional textbook whereas twenty of them (67%) accepted as communicative one. According to above presented table, we can say that the communicative textbook is an important teaching material for secondary English teacher in Rasuwa district.

ii) On the Basis of Agreement

The following table displays agreement or disagreement of the respondents toward s the views. The responses are calculated and presented below.

Table No. II
Agreement of the Teachers

Item No./questions	Responses	Respondents	
		No. of Teachers	Percentage
5. Textbook as inseparable	Strongly agree	6	20
	Agree	14	47
	Disagree	10	33
6. Achievement of objectives	Strongly agree	-	-
	Agree	14	47
	Disagree	16	53
8. Relations of textbook with curriculum	Strongly agree	10	33
	Agree	20	67
	Disagree	-	-
9. Use of textbook by trained teachers	Strongly agree	12	40
	Agree	6	20
	Disagree	12	40
10. Need of training	Strongly agree	16	53
	Agree	12	40
	Disagree	2	7
12. Learners' motivation	Strongly agree	2	7
	Agree	28	93
	Disagree	-	-
14. Sufficiency of language functions	Strongly agree	10	33
	Agree	16	53
	Disagree	4	14

Item No./questions	Responses	Respondents	
		No. of Teachers	Percentage
15. Appropriateness of tasks	Strongly agree	12	40
	Agree	18	60
	Disagree	-	-
17. Development of language skills	Strongly agree	18	60
	Agree	10	33
	Disagree	2	7
20. Addressing needs and interests of Learners	Strongly agree	2	7
	Agree	28	93
	Disagree	-	-

The above table displays that out thirty teachers, six of them (20%) agreed strongly, fourteen (47%) agreed whereas ten of them (33%) disagreed with the statement of item no. 5. Fourteen of the total respondents (47%) agreed and sixteen of them (53%) disagreed with the statement of item no. 6. Ten of the total respondents (33%) marked on strongly agreed and twenty of them (67%) agreed with the statement of item no. 8. Twelve of the respondents (40%) marked on strongly agreed, only six of them (20%) agreed and twelve of them (40%) disagreed with the statement of item no. 9. Sixteen (53%) teachers agreed strongly, twelve of them (40%) agreed and only two of them (7%) disagreed with the statement of item no. 10. Two of the total respondents (7%) marked on strongly agreed and twenty-eight of them (93%) agreed with the statement of item no. 12. Ten of the total respondents (33%) agreed strongly, sixteen (53%) agreed and only four (14%) disagreed with the statement of item no. 14. Twelve of them (40%) agreed strongly, eighteen (60%) agreed and none of them disagreed with the statement of item no. 15. Eighteen of total respondents (60%) agreed strongly, ten of them (33%) agreed and only two of them (7%) disagreed with the statement of item no. 17. Likewise, two of the total respondents (7%) agreed strongly, twenty-eight of them (93%) agreed and no respondents disagreed with the statement of item no. 20. From these

responses we can say that English textbook of secondary level is communicative one which is written on the basis of curriculum. It has organized sufficient contents, language functions, tasks and language skills in logical order. It is not needed alternative one but they expected accessible to all (including remote part of Nepal like Rasuwa) and training for better use of it.

iii) On the Basis of Opinions

Table No. III
Opinions of the Teachers

Item No./question	Responses	Respondents	
		No. of teachers	Percentage
3. Use other materials	Syllabus	12	40
	Authentic material	2	7
	Supplementary material	8	27
	Nothing	-	-
4. Number of materials used	Only one	2	7
	Two	6	20
	More than two	22	73
7. Use of textbook	Every time	14	47
	While preparing lesson	14	47
	While teaching only	2	6
	Giving tasks to the students	-	-
11. Development of learners' competence	Sufficient	6	20
	Partly	14	47
	No sufficient	10	33
16. Difficulty level of reading texts	Difficult vocabularies	10	33
	Beyond the level of student	8	27

Item No./question	Responses	Respondents	
		No. of teachers	Percentage
	Both of them	10	33
	None of the above	2	7
18. Textbook writer	Curriculum designer	10	33
	Subject expert	20	67
	Teacher	-	-
	Other people	-	-

The above table displays that out of thirty respondents twelve of them (40%) used syllabus, two of them (7%) authentic materials, eight of them (27%) used supplementary materials while they were teaching. Two of them (7%) used only one material, six (20%) used two and more than two materials were used by twenty-two of the total respondents (73%). The textbook was used every time by fourteen of them (47%), fourteen (47%) used it for preparing lesson, two (7%) used for teaching only and none of them used it for giving tasks to the student. Six of the total respondents (20%) thought that sufficient contents were included in the textbook, fourteen of them (47%) marked on partial and ten of them (33%) thought no sufficient contents. Ten of them (33%) thought that the use of vocabularies in textbook were difficult, eight (27%) thought beyond the level of students, ten (33%) thought both and two (7%) thought that none of the above was. Ten of the total respondents (33%) thought that textbook writer should be curriculum designers, twenty (67%) thought subject expert and no respondents thought about role of teachers and other people in textbook writing. From the above responses we can say that English teachers should be encouraged to use other instructional materials like authentic materials, supplementary materials, games, local materials etc. along with textbook. They expected to add more relevant contents and minimize the difficult vocabularies in it for developing the language competence.

3.2 Perceptions of Teacher on the Use of Textbook

In this sub-heading, the responses obtained from the respondents are analyzed and interpreted item wise individually. First, I have analyzed and interpreted the perceptions of English teacher on the use of textbook which were collected through close-ended questions. And second, opinions of them collected through open-ended questions on it are analyzed and interpreted as below:

3.2.1 Analysis and Interpretation of Close-ended Questions

The respondents were given a set of questionnaire. In that questionnaire, close-ended and open-ended questions were included. Here, the responses obtained from the respondents of closed-ended question were analyzed and interpreted under this sub-heading.

3.2.1.1 The Textbook with English Teachers

The respondents were given a question which was related to the general concept of using textbook while teaching. To find out whether the teachers have secondary level English textbook, the respondents were asked to the question 'Do you have English textbook'. The responses obtained from the respondents are schematically presented below.

Table No. 1
Textbook with English Teachers

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
1. Possession of textbook	Yes	28	93
	No	2	7
Total		30	100

The table shows that twenty-eight respondents (93%) used textbook and two of them (7%) did not used it for teaching purpose. Hence, It is concluded that

textbook is the only material used while teaching English in rural area, Rasuwa district. But a few of them used other materials besides textbooks.

3.2.1.2 Consideration of Teachers towards Textbook as Material

Selection of a particular material is very difficult job for teaching purpose. The material which is appropriate in one situation may not be fit in another situation. The selection of appropriate materials depends on the level of the students, nature of the course and knowledge and skill of the teachers. In the context of Nepal, textbook is being selected as teaching tool. To find out the consideration of English teachers whether they are using the textbook as a main material or supported material for teaching at secondary level. The teachers were asked to respond to the question ‘If yes, how do you use it.’ The responses obtained from the respondents are presented below.

Table No. 2

Consideration of English Teachers towards Textbook as Material

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
2. Use of textbook	As a main material	14	47
	As a supported material	16	53
Total		30	100

As above table displays fourteen teachers (47%) use the textbook as a main material in English language classroom. Similarly, only sixteen teachers (53%) use the textbook as a supported material. To sum up, majority of teachers are aware of teaching materials that they had used textbook as supported tool for teaching. However, some teachers had not clear ideas about instructional materials that they said textbook as main material for teaching program.

3.2.1.3 Selection of Material while Teaching English

All the materials are equally important and useful in their own place for teaching English language. The materials which is very useful to teach English at primary level may not useful to teach at secondary, higher secondary and campus levels. The selection of materials in the absence of textbook depends on the level and interest of the students, nature of the contents and knowledge and skill of the teachers and environment of the classroom. To find out the attitudes of the teachers towards the selection of the material to teach at secondary level, they were asked to respond to the question 'If no, which material do you use while teaching English language.' The responses obtained from the respondents are presented below.

Table No. 3
Selection of Material while Teaching English

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
3. Use of other materials	Syllabus	12	40
	Authentic material	2	7
	Supplementary material	8	27
	Nothing	-	-
Total		30	100

The responses in the above table shows that twelve of the total respondents (40%) use syllabus, two of them (7%) use authentic material and eight of the total respondents (27%) used supplementary material in the absence of textbook while they were teaching. From the responses obtained shown in the above table, we can conclude that most of the teachers were aware of syllabus that they use it in the lack of textbook. But they were neglecting the importance of authentic material which plays important roles in teaching.

3.2.1.4 Number of Using Materials

While teaching someone, the teachers use different materials according to the nature of the contents, availability of the materials, etc. Some are used regularly and some are not. In other words, some materials play vital roles for fulfilling the objectives specified in syllabus whereas some materials do not. For that purpose, some teachers use only one material and some use more. To find out the fact that how many materials are used by English teachers for their teaching purpose, they were asked to respond to the question 'How many materials do you have.' The responses obtained from the respondents are presented in the following table.

Table No. 4
Number of Using Materials

Item No.	Responses	Respondents	
		No. of Teachers	Percentage
4. Number of materials used	Only one	2	7
	Two	6	20
	More than two	22	73
Total		30	100

The responses in the above table show that two of the total respondents (7%) said that they used only one teaching material. Similarly, six teachers (20%) out of them used two types of materials and more than two materials were used by twenty-two English teachers (73%) who were teaching in Rasuwa district. The conclusion is that though, syllabus was used by a few, majority of them said more than two materials were used in the lack of textbook.

3.2.1.5 Textbook : An Inseparable Tool

The important of materials is vital in teaching learning program which accelerates the understanding and makes strong concept of the contents or

subject matter of the students. In comparison, some materials play great role in this program and some do less. Generally, most of the people consider that a textbook plays more important role than other materials. To find out the perception of English teachers teaching in Rasuwa district whether the textbook is inseparable tool or not, they were asked to respond to the statement, ‘The textbook is inseparable tool for English teaching at secondary level.’ The responses obtained from the respondents are presented in the following table.

Table No. 5
Textbook: Inseparable Tool

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
5. Textbook as inseparable	Strongly agree	6	20
	Agree	14	47
	Disagree	10	33
Total		30	100

As shown in the table, six of the total respondents (20%) strongly agreed, fourteen (47%) marked on agreed and ten (33%) disagreed with this statement. From these responses what can be inferred is that majority of the teachers opined that the textbook is indispensable part of language teaching. A few of them said in the absence of textbook, they can conduct teaching program by using other materials.

3.2.1.6 Textbook: Sufficient to achieve the objectives

The achievement of teaching learning objectives is determined by the quality of materials. Some materials include necessary things as much as possible to achieve the objectives specified in syllabus but some do not have. To find out the attitude of English teachers about the textbook whether it is sufficient to achieve the objectives, they were asked to respond to the statement ‘The

textbook is sufficient to achieve the objectives specified in syllabus.’ The responses obtained from the respondents are presented in the following table.

Table No. 6
Textbook: Sufficient to achieve the objective

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
6. Achievement of objectives	Strongly agree	-	-
	Agree	14	47
	Disagree	16	53
Total		30	100

The above table shows that none of the respondents strongly agreed with this statement. Similarly, fourteen of the total respondents (47%) agreed and sixteen teachers (53%) disagreed with the statement. From this result, we can conclude that teachers expected revised textbook which help to achieve the objectives specified in curriculum.

3.2.1.7 Ways of Using Textbook

The respondents were provided an opportunity to put their view on the ways of using textbook to teach English at secondary level. To find out when for what purpose English teachers use the textbook, they were asked to respond to the question ‘When do you use textbook.’ The responses obtained from the teacher of Rasuwa district are presented in the following table.

Table No. 7
Ways of Using Textbook

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
7. Use of textbook	Every time	14	47
	While preparing lesson	14	47
	While teaching only	2	6
	Giving tasks to the students	-	-
Total		30	100

The above table shows that fourteen of total respondents (47%) used textbook every time, fourteen teachers (47%) used it while preparing lesson before entering the actual classroom and only two of the total respondents (6%) used it while they were teaching. From the above listed data, we can conclude that English teachers who were teaching at secondary level said that textbook was used in several time for several purposes. It is important while teaching.

3.2.1.8 Textbook on the Basis of Curriculum

We believe that the textbook which is used at school level is developed on the basis of curriculum. The textbook helps to achieve the objectives specified in curriculum. But some textbooks may not be so. To find out the perception of English teachers whether the textbook is related to curriculum, the teachers were asked to respond to the statement, ‘Secondary level textbook is written on

the basis of curriculum or developed relating to curriculum.’ The responses obtained from the respondents are presented in the following table.

Table No. 8
Textbook on the Basis of Curriculum

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
8. Relation of textbook with curriculum	Strongly agree	10	33
	Agree	20	67
	Disagree	-	-
Total		30	100

The above table shows that ten of the total respondents (33%) strongly agreed with this statement and twenty of them (67%) agreed. The textbook was developed on the basis of curriculum. On the basis of result obtained, we can say that most of the teachers were aware of the curriculum and textbook. The practicing textbook book was based on it.

3.2.1.9 Textbook Used by Teachers

There is no doubt that textbook plays important role in teaching and learning program. But another important aspect is proper use of it. Every teacher has their own way of using it. Some teachers use it artistically and get success to achieve objectives but some cannot. Still, we have a question that who were trained or untrained teachers can use textbook properly. The teachers were asked to the statement to the statement ‘Only trained teachers use textbook

properly.’ The responses from the respondents are presented in the following table.

Table No. 9
Textbook Used by Teachers

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
9. Use of textbook by trained teacher	Strongly agree	12	40
	Agree	6	20
	Disagree	12	40
Total		30	100

From the table above it is clear that twelve of the total respondents (40%) strongly agreed with the statement, six (20%) marked agreed and twelve (40%) marked disagreed option. From the responses given to this statement, we can conclude that in comparison, trained teachers used textbook better. However, untrained teachers can also use it.

3.2.1.10 Teacher Training for better Use of Textbook

Generally, training is organized to sharpen the particular skill of a person. Truly, it brings changes on previous knowledge and skill. All teachers are not equally capable to use textbook. In the same way, different trainings are conducting on different subjects. But less or no training is conducting on the better use of textbook for secondary level English teachers in the context of Nepal. To find out the opinions of teachers about the training on the use of textbook, they were asked to the statement, ‘It is necessary to organize training

to the teachers for better use of textbook.’ The responses obtained from the respondents are presented in the following table.

Table No. 10
Teacher Training for better Use of Textbook

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
10. Need of training	Strongly agree	16	53
	Agree	12	40
	Disagree	2	7
Total		30	100

As it is presented in the table above, out of thirty respondents, sixteen (53%) strongly agreed, twelve (40%) marked agreed and two (7%) marked disagreed with the statement. These responses inferred that teachers expected training for the better use of textbook.

3.2.1.11 Contents for Developing Students’ Competence

The achievement of objectives of developing students’ competence determines the contents included in textbook which have to be based on a particular syllabus. To find out the satisfaction level of teachers to the teaching contents of textbook based on syllabus, the teachers were asked to respond to the statement, ‘The contents included in English textbook are sufficient for

developing the students' proficiency level.' The responses obtained from them are presented in the following table.

Table No. 11
Contents for Developing Students Competence

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
11. Development of students competence	Sufficient	6	20
	Partly	14	47
	No sufficient	10	33
Total		30	100

The above table shows that six of total respondents (20%) strongly agreed with the teaching learning contents are sufficient for developing the students' proficiency level, fourteen of them (47%) agreed and ten of them (33%) marked disagreed with the statement. So, we can conclude that they needed to be changed the contents to develop the students' competency.

3.2.1.12 Interesting Contents for Students

The English textbook of secondary level has included large amount of contents which are selected according to the level and interest of students and arranged in logical order for the purpose of developing communicative competence of the students. But sometime may not happen so, as a result it does not become interesting textbook to the teachers as well as students. To find out the attitude of the teachers about suitability of contents of secondary level English textbook that can drag the interest of the students towards learning, they were asked to respond to the statement, 'The contents included in the English textbook arise

learning curiosity of students while teaching.’ The responses obtained from the respondents are presented in the following table.

Table No. 12
Interesting Contents for Students

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
12. Learners’ motivation	Strongly agree	2	7
	Agree	28	93
	Disagree	-	-
Total		30	100

The table above explicitly shows that out of the total respondents, two (7%) showed their strong agreement with the statement, twenty-eight (93%) marked agreed and none disagreed with the statement. These data show that the contents included in secondary level English textbook are interesting to the students.

3.2.1.13 Order of Contents

To arrange the order of contents is important thing in the process of textbook writing. We have practical experiences that learning takes place from simple to complex, near to far, known to unknown, whole to part, and so on. If the contents of textbook are arranged in this order, the learners feel easy to learn along with the level of their maturation. To find out the opinions of teachers towards contents arrangement in English textbook, they were asked to respond to the question, ‘Are the contents included in the English textbook arranged in natural order?’ The responses obtained from the respondents are presented in the following table.

Table No. 13
Order of Contents

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
13, Order of contents	Yes	26	87
	No	4	13
Total		30	100

As it is explicitly displayed in the table above, twenty-six of the total respondents (87%) accepted and four (13%) marked against with this question. On the basis of above data, we can conclude that majority of teachers think that contents of English textbook are arranged in natural order. However, some teachers hoped for rearrange the order of it.

3.2.1.14 Language Functions in English Textbook

The statement was given to the respondents, which was intended to find out whether the language functions included in English textbook are sufficient for developing communicative competence. The actual statement was ‘Language functions included in English textbook are sufficient for developing communicative competence.’ The responses obtained from the respondents are presented below:

Table No. 14
Language Functions in English Textbook

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
14. Sufficiency of language functions	Strongly agree	10	33
	Agree	16	53
	Disagree	4	14
Total		30	100

The table above explicitly shows that out of total respondents, ten (33%) showed strong agreement with the statement, sixteen (53%) marked agreed and four (14%) disagreed with the statement. We can conclude that teachers had satisfaction with language functions for that level to develop the communicative competence. There was no need to change in language functions.

3.2.1.15 Tasks Given in English Textbook

A task is an activity designed to achieve a particular learning outcome such as receiving the telephone, drawing maps, writing a letter to the relatives or reading instruction etc. To find out the perception of teachers whether tasks included in English textbook are suitable for that target level, they were asked to respond to the statement ‘Tasks given in English textbook are suitable for secondary level students.’ The responses obtained from the teachers are presented in the following table.

Table No. 15
Tasks Given in English Textbook

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
15. Appropriateness of tasks	Strongly agree	12	40
	Agree	18	60
	Disagree	-	-
Total		30	100

From this table above, we can see that twelve of the total respondents (40%) strongly agreed with the statement and eighteen of them (60%) marked agreed with the statement. These data show that the teachers believed that there was no need to change the tasks given in textbook. The tasks given in textbook were suitable and sufficient for that level.

3.2.1.16 Difficulty Level of Reading Text

To find out the perception of teachers that the reading texts include are beyond the level of students, they were asked to the statement ‘Students feel difficulty in reading texts given in textbook because of.....’ The responses obtained from the respondents are presented in the following table.

Table No. 16
Difficulty Level of Reading Texts

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
16. Difficulty level of reading texts	Difficult vocabularies	10	33
	Beyond the level of students	8	27
	Both of them	10	33
	None of the above	2	7
Total		30	100

As shown in the table, ten of the total respondents (33%) felt that reading text given in textbook were difficult due to difficult vocabularies, eight of them (27%) felt it because of beyond the level of students, ten of them (33%) felt like so because of both difficult vocabularies and beyond the level of students and two of them (7%) did not agree with above factors. These data above shows that there was not only one factor that made reading text difficult. There may be more than one factor such as difficult vocabulary, beyond the level of students, etc.

3.2.1.17 Used Language Skills in textbook

Teaching language means somehow teaching language skills. They are listening, speaking, reading and writing. Without getting mastery over these skills, it is impossible to be mastered over language. So, these skills have to be taught and learnt well. There is a debate about teaching language skills.

Traditional assumptions were that language skills have to teach separately one after another but modern concept have changed that all skills are taught and learnt integratively. So, to find out the teachers' perception on language skills used in secondary level English textbook for developing all skill simultaneously, they were asked to respond to the statement 'The English textbook helps to develop all language skills intergratively.' The responses obtained from the respondents are presented in the following table.

Table No. 17
Used Language Skills in textbook

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
17. Development of language skills	Strongly agree	18	60
	Agree	10	33
	Disagree	2	7
Total		30	100

From the table above, it is clear that eighteen of the total respondents (60%) strongly agreed with the statement, ten of them (33%) marked agreed and two (7%) disagreed with the statement. Since majority of the respondents opined that textbook covers to enhance all language skills simultaneously. It does not infer to do anythings more.

3.2.1.18 Textbook Writer

A textbook is taken as one of the important teaching materials which is designed to achieve the objectives specified in the syllabus. Textbooks are written for different classes in order to provide the students adequate opportunities for practicing. It, mainly, consists of reading materials, exercises and others which are taught by teachers. It is also known as hand-book of teacher as well as students. One textbook can replace many other resources. For preparing such an important material, there are still various in opinion on it. To

find out the opinions of teachers about the textbook writer, they were asked to respond to the statement ‘Textbook writer should be.....’ The responses obtained from the respondents are presented in the following table.

Table No. 18
Textbook Writer

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
18. Textbook writer	Curriculum designer	10	33
	Subject expert	20	67
	Teacher	-	-
	Other people	-	-
Total		30	100

The table above clearly shows that ten of the total respondents (33%) voted for curriculum designer and twenty of them (67%) voted for subject expert. No teachers are agreed that the textbook is written by teacher or other people. These data indicate only subject experts can write textbook.

3.2.1.19 Practicing Textbook at Secondary Level in Nepal

In the field of language teaching and learning, different types of textbooks are in practice. Namely, they are traditional and communicative textbooks. Traditional textbook aims to develop linguistic competence in the learners and communicative one aims to develop communicative competence in the learners. To find out general understanding about textbook of English teachers, they were asked to respond to the statement ‘Current English textbook practicing at secondary level in Nepal is’ The responses obtained from the respondents are presented in the following table.

Table No. 19
Practicing Textbook at Secondary Level in Nepal

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
19. Used textbook	Traditional	10	33
	Communicative	20	67
Total		30	100

The table above displays that only ten of the total respondents (33%) evaluated practicing textbook as a traditional and twenty of them (67%) evaluated it as a communicative one. These data present that the majority of teachers were closed with the nature of practicing textbook which was indicated as communicative one. However, some teachers were not aware of the nature of textbook.

3.2.1.20 Reflecting Textbook to the Needs and Interests of the Students

Curriculum is designed to address needs of society. So, the textbook is written on the basis of it which should reflect the needs and interests of the students. To find out the teachers' perception that using textbook at secondary level was addressing needs and interests of the students, they were asked to respond to the respondents to the statement 'Current practicing textbook is addressing needs and interests of the students.' The responses obtained from the respondents are presented in the following table.

Table No. 20
Reflecting Textbook to the Needs and Interests of the Students

Item No./question	Responses	Respondents	
		No. of Teachers	Percentage
20. Addressing needs and interests	Strongly agree	2	7
	Agree	28	93
	Disagree	-	-
Total		30	100

As shown in the table, two of the total respondents (7%) strongly agreed, twenty-eight of them (93%) marked agreed and none of them disagreed with the statement. These data indicate that majority of the teachers perceived that the present textbook was addressing needs and interests of the students.

3.2.2 Analysis and Interpretation of Open-ended Questions

For my study, closed-ended and open-ended questions were asked to respond to the respondents. Closed-ended questions were given with pre-structured options in which respondents were bounded to choose the best option what they felt which are analyzed and interpreted in above sub-heading. In open-ended questions, they were given opportunity to state their own opinions freely on the basis of their experiences as well as secondary English textbook. Here, the opinions of the respondents had been listed and briefly analyzed below.

3.2.2.1 Strong and Weak Points of Textbook

Everything has negative and positive aspects. In the same way, the respondents were asked to respond on the strong and weak points of practicing English textbook at secondary level in Nepal. The responses obtained from the respondents are listed below:

Strong Points

-) based on curriculum
-) used students centre methods
-) make students involve in conversation
-) activities are based on daily usage of students
-) given enough illustrations
-) focus on language functions
-) enough exercises for practicing
-) enhance the creativity of the students
-) help to develop communicative competence of the students
-) given equal balance to all skill
-) focus on language pattern and vocabulary
-) given pre questions as warning up
-) given room to literature
-) emphasize on students' participation
-) based on communicative approach
-) each texts followed by exercises
-) texts easily understandable
-) necessary grammar included
-) icons provided for clear instruction
-) identifies level and grade

Weak Points

-) not enough pictures and figured and not coloured
-) not related to real life situation of the students
-) given less drawing
-) not contents changed with time and needs of the students
-) not CD available for listening skill
-) not sufficient vocabulary given

-) less grammatical exercises given
-) only based on the SLC question model
-) not ample room for guided writing
-) not more illustrations given
-) not based on spiral curriculum
-) difficult texts included
-) not presented the contents in natural order
-) make students depend on it
-) not cover all objectives given in syllabus

The above listed responses obtained from the respondents shows that there are so many strong and weak aspects of textbook. Primarily, most of the teachers agreed that the English textbook of secondary level is based on curriculum, student centre method and daily use language of students. They also pointed out that it involves the students in different activities such as conversation, doing exercises, using vocabulary and language pattern in their language, question answer, reading poetry, etc. They indicated that it is communicative textbook which is designed on the basis of communicative approach focusing on language functions rather than forms. It helps to develop communicative competence of the students keeping on balance with linguistics competence. Different icons are given on the textbook for clear instruction, they pointed out as positive aspect and each text is preceded by pre question as warming up and followed by exercises for practice. According to them, it identifies grade and level.

Nothing is free from drawbacks. In the same way, the respondents also pointed out some negative points of secondary level English textbook. They indicated that the pictures and figures are not coloured and it includes less drawing for practicing to the students. They mentioned that it is not being made up to date with needs and demands of the contemporary society and the contents included are not related with real life situation of the students. Here, it gives less priority

to grammar, new vocabulary, guided writing, literature, illustrations, spiral curriculum, logical order of contents and objectives specified in syllabus. According to them, the textbook has made the students as well as teachers select it as authentic and main material. As a result, in the absence of textbook, teaching learning activity cannot run and it replaces use of other materials that the objectives are partially achieved.

3.2.2.2 Making better Textbook

The respondents were provided with a question to state their views on the ways to make better English textbook. The responses obtained from them are listed below.

-) add drawing and more new vocabulary
-) provide colourful pictures
-) prepare CD/DVD for listening practice
-) design teacher guide
-) conduct teacher training on the use of textbook
-) add more communicative activities
-) add more exercises for new vocabularies, guided writing, etc.
-) add grammatical rules, unseen passage, etc.
-) add free writing
-) make natural order

The above listed responses shows that more than fifty percent teachers opined to make better English textbook, more drawing, colourful pictures and more new vocabularies should be added, . The respondents viewed on the use of textbook that teacher guide should be designed and teacher training should be conducted. More communicative exercises, grammar, unseen passages, guided-writing, free writing, etc. should be added on textbook and more than 60 percent SLC question-answer should be from textbook, they suggested.

3.2.2.3 Suggestions from Teachers as Regards the Use of Textbook

The respondents were asked to respond to suggest on the use of textbook. The responses obtained from them are listed below.

-) taken as reference materials
-) changed with time and needs of learners
-) teaching learning based on curriculum.
-) used as supported materials
-) taken as non authentic materials
-) used technically and properly
-) apply various techniques and strategies
-) prepare teacher guide, key books, etc.
-) make it accessible everywhere
-) relate to real life situation
-) make CD/DVD available
-) relate with the objectives of the syllabus
-) provide enough room for practice
-) reduce contents
-) prescribe additional books

From above list, we can say that textbook should be taken as a reference or supported materials making it up to date. While using textbook, the teachers should apply various techniques and strategies for making students understand. They suggested that textbook should be used technically and practically making accessible everywhere along with teacher guide, key books, CD/DVD etc. Students are given enough room for practice related to the objectives specified in syllabus. All teaching learning activities are based on communicative approach.

CHAPTER IV

FINDINGS AND RECOMMENDATIONS

Presentation of the findings and recommendations or pedagogical implications of the study is mentioned in this section. In general, the style of presenting them listing the major findings is by numbering.

4.1 Findings of the Study

The important aspect of this research was identifying the perception of teachers on the use of textbook. So, the major focus of this research was to identify and analyze the perception of English teachers on the use of textbook of both private and public schools in Rasuwa district. For successful completion of the research, the researcher selected twenty secondary schools (both private and public schools) in Rasuwa district. Thirty English teachers from those schools were randomly chosen for the research study. The researcher prepared a set of questionnaire and distributed to the teachers. Then the questionnaire was collected back and presented in table and analyzed statically. Thus, from the analysis and interpretation of the data findings of this present study are summarized as below:

1. The major finding of the study was that the teachers (government aided and private schools) used textbook as the only important instructional material to handle teaching learning program in the remote part of country like Rasuwa district.
2. Majority of the English teachers (93%) used textbook for their teaching learning purpose in Rasuwa district.
3. Majority of teachers (60%) think that trained teachers can use textbook better. So, they expected the need of teacher training for better use of textbook.
4. The teachers (40%) used syllabus in the absence of textbook. But a few of them (7%) neglected the importance of authentic materials.

5. Majority of teachers (73%) are aware of the roles of instructional materials in classroom and they used more than two materials.
6. Majority of teachers (67%) thought that textbook is inseparable while teaching.
7. Eighty seven percentage teachers opined that the contents included in English textbook were not sufficient.
8. All teachers thought that the tasks given in English textbook were suitable for secondary level students. Adaptation of tasks was not needed there.
9. CD/DVD is prescribed in syllabus as well as textbook but not available in Rasuwa.
10. Various techniques and strategies were needed while using textbook.

4.2 Recommendations for Pedagogical Implications

After finding of some things fact and summering the finding of the present study, the researcher would like to forward the following recommendation.

1. Teachers should use textbook as supported material and should use other additional instructional material as much as possible while teaching.
2. 'English' subject should be taken as language rather than subject.
3. Managers should manage accessible prescribed and recommended materials such as CD/DVD, teacher guide, syllabus, other authentic materials, etc.
4. Government should conduct teacher training, workshop, seminar, etc. on the use of textbook,
5. Textbook should be changed or revised according to the demand of contemporary society.
6. Textbook writer should add more new vocabularies, interesting texts, more room for grammar practice, etc. and remove unnecessary things, bulky items and exercises, etc. while writing textbook.

7. Textbook should give enough room for students' creativity that explores the potential capacity of them in real life situation.
8. Colourful textbook should be managed as much as possible that attracts the attention of the students towards it.
9. Various teaching techniques and strategies should be recommended in teacher guide that untrained as well as trained teacher can choose any one or more.
10. The ultimate goal of teaching and learning is development of language proficiency and language skills rather than exam-oriented.
11. There should be the provision of teacher training to up to date the knowledge. Teacher should be tactful enough and should be well trained.

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APENDIX-1

Questionnaire Sheet

Dear Respondents.

This questionnaire sheet has been prepared as an aid to my research work entitled **Perception of English Teachers on the Use of Textbook** under the supervision of Dr. Laxmi Bahadur Maharjan, Reader, Department of English Education, T.U., Kirtipur, Kathmandu. All the information collected through the questionnaire will be kept confidential. Please feel free while filling in the questionnaire. Your participation is voluntary and once you decide to take part, you are still free to withdraw at any stage. It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher

Shyam Kumar Rai

T.U., Kirtipur, Kathmandu

Name:

Name of School:

School (Please tick on that best suits you): Government Private

Teaching experience years:

17. The English textbook helps to develop all language skills integratively.

- a. strongly agree
- b. agree
- c. disagree

18. Textbook writer should be

- a. curriculum designer
- b. subject expert
- c. teacher
- d. other people

19. Current English textbook practicing at secondary level in Nepal is textbook.

- a. traditional
- b. communicative

20. Current practicing textbook is addressing needs and interests of the students.

- a. strongly agree
- b. agree
- c. disagree

21. What are the strong and weak points of the practicing textbook?

Strong points:

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Weak points:

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22. What things should be added to make better in practicing textbook?

Mention your opinions.

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23. Do you want to suggest any as regards use of textbooks?

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Thank You