

Use of Textbooks in English Language Teaching

2023

Praweshika Majhi

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

**Submitted by
Praweshika Majhi**

**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu, Nepal**

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Recommendation for Acceptance

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Declaration

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

Date: 25/06/2023

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Praweshika Majhi

Dedication*Dedicated**To**Respected, loving and caring persons of my life**My teachers and parents who always boosted me at today's position.*

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Abstract

This research entitled **Use of Textbook in English Language Teaching** was an attempt to explore the use of textbook while teaching English at basic level. The main objectives of this study were to explore the experiences of the basic level English teachers towards the use of textbook in English language teaching. This study was based on survey research design. Twenty basic level English teachers from ten community schools (two teachers from each school) located at Bardibas, Municipality, Mahottari district were selected by using simple random sampling procedure. The study found that the teaching English is problematic to the teachers because of the factors like lack of training, poor grammatical knowledge, poor vocabulary power and use of mother tongue. Most of the teachers have used textbook in English language teaching due to unfamiliarity with the course content. Developing knowledge of grammar and vocabulary is very complicated task in teaching English language. Finally, some suggestions are provided for the improvement of teaching English language.

This thesis has been divided into five chapters. The first chapter includes background of the study, statement of the problem, objectives of the study, research questions, and significance of the study and operational definitions of the key terms. Similarly, the second chapter is related to the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, third chapter deals with methods and procedures of the study under which design of the study, population and sample, sampling procedures, data collection tools, data collection procedures, analysis and interpretation procedures and ethical consideration are mentioned. In the same way, the fourth chapter consists of results and discussion of the study. The fifth chapter includes the findings, conclusion and recommendations of the study. Finally, it includes references and appendices.

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List of Symbols and Abbreviations

%	Percentage
CDC	Curriculum Development Centre
e.g.	For Example
EFL	English as a foreign language
ELT	English Language Teaching
M.Ed.	Masters in Education
NELTA	Nepal Education Language Teachers' Association

Chapter I

Introduction

The introduction part of the study entitled **Use of Textbooks in English Language Teaching** includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Textbook is a branch of instruction. It is because it provides a series of information related to the field. Its primary aim is not to impart information about a specific subject but to enable one to develop proper understanding of subject. A textbook is defined as a book that teaches a particular subject and that is used especially in school and colleges. A good textbook takes into consideration the method of teaching in view new development and changing methodology of teaching.

Textbooks have been part of the stock in trade of the educators about a book. It is accessible to anyone who can read the language in which it has been written. Textbook provides administrators and teachers with a complete program. It is the fountainhead for leading individual coupled with notified objectives. The series is typically based on the latest research and teaching strategies in real classroom. Good textbooks are excellent teaching aids. They are a source for both teachers and students. For the learners and teacher, the textbook is one of the most valuable sources of contact they have with the language.

Textbook is the main and reliable instrument for the teachers' and learners' activities. It is manual of instruction in any branch of study. It is a book used for the study of a subject. Textbook is also known as published material specially written to help learners to improve their linguistic and communicative activities. It is also used to learn fact and methods about a certain subject.

Human beings possess specific ability to acquire or learn language. It is their innate property. Other animals, except humans, cannot learn language although they have their own communication system. Varshney (2005, p.2) states, "language is the

most unique gift that sets human beings apart from the rest of the living beings". Thus, the uniqueness of human beings lies in the way they communicate through language.

Learning the language is becoming the global trade now a day whether it is English, Chinese, Korean. While learning the language, major focus lies in develop the four language skills that are listening, speaking, reading and writing in language teaching and learning process. It is not a single activity but a combination of these four skills.

Textbook is such material which should be designed and written to fit and suit the target students. This means the textbook should be appropriate and suitable to the students to whom it is designed and written. A good textbook should address the students' needs and interests. A proper textbook always covers the needs and interests of the students and teachers. It is prescribed as a part of a certain curriculum. Moreover, it is an organized body of the knowledge which is prescribed for a certain grade or level.

The textbook works in the frames of various educational conceptions, declaring different demands. It means textbooks give us knowledge for educational purposes such has wide significance, what role it can play in ELT language learning, what are the relationship between teachers and the learners, why it serves as a guide for a teacher and students. A textbook is a book that is developed keeping in new particular level of education and students processing specific cognitive abilities.

Textbooks are the most significant elements of EFL teaching and language learning. They are instructional materials for both teachers and learners for learning tools. They are the strong weapons to assimilate for those who are eager to learn. Recent studies have found that textbooks are the materials which are used as the basis for a learner. So it emphasizes that the relationship between teacher, learner and course book is inherent each other and also taken as a supporting detail. Similarly, as Alefiyah views that the context of textbooks is no doubt essential, but the gathering framework of ideas and concepts to be taught is no less important. Yes of course, still having significance the context of in ELT learning the concept and ideas as well as its norms and values are equally pivotal.

Textbooks play a vital role in the teaching and learning English language. No other teaching aid or tool can replace the vitality of it. Even in the times of advanced technology that we are subjected to these days use of textbooks still remains of primary importance. A child first expose to studies begins with books by the guidance of his parents or the teachers of the school. They more personal, handy and nobody requires making any prior presentations to use them. “Textbooks are designed to give cohesion to the language teaching and learning process by providing directions”. It means textbooks are made according to the level of language process, so it needs to be thought while preparing textbooks.

Moreover, textbook is a main source of teaching and language learning. A textbook is a comprehensive compilation of content in a branch of study. Ur, (1996) states that textbooks give both teachers and learners a clear framework. It provides insightful knowledge, skills and good attitudes to the both teachers as well students. Textbooks are considered as the most important source of knowledge and the most organized tool for achieving the goals of a specific foreign language curriculum. (O’Keefe, 2003). There is no doubt that textbook is a universal element of language teaching. Textbook is a basic teaching and learning materials which enable students to acquire the necessary knowledge, develop critical, creative and dialectical thinking and develop their mental skills. It carries a wide range of new and interesting facts and opens the door to a new world of a whole new experience. Textbook does not only content authentic and knowledgeable as well as prepares and increases learner’s interests in language learning. Good textbook provides the essential information in a way that student can truly understand without much background knowledge.

Teaching and learning is the process of acquiring new or modifying existing, knowledge, behavior, skills value or preference. The ability to learn is possessed by human, animals and some machines there is also evidence for some kinds of learning in certain plants, in today’s is technologically based fast moving world. One must be able to understand and flexible while recognizing the needs to learn. The most essential and all encompassing need of the hour is to be excellent in communication skill for communicating at the global level. English is most accepted medium knowledge of the English language keeps one abreast of the world.

Teaching and learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences. Learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning. The change in the learner may happen at the level of knowledge, attitude or behavior. As a result of learning, learners come to see concepts, ideas and the world differently.

Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences. Teaching learning is a process through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner in order to attain the pre- set – goals. Both teaching and learning require skills, creativity, and intelligence and operate on definite principles. Good teaching requires good communication skill and good learning requires good listening skills.

The English Language Teaching (ELT) materials play pivotal role in many language classrooms. It is also a part for the betterment of the quality of education. Prescribe textbooks institutionally prepared material, learners own instructional materials generally serve as the base for much of the language input that learner receive and practice. Beside that the tasks included on the textbook should authentic, practicable and cognitive. Richards (2001) elaborates that the tasks in the textbook should be flexible, and appeal to styles and strategies and should not favor one type of learner over another.

Textbook is the main resource material to be used in the English language teaching and learning. It is an essential tool for making English language teaching and learning activities effective, purposeful and successful. It is not only for the students but also for the teachers. It is meant to help students learn the target language which they can use in their real life situations. A textbook is a book containing facts about a particular subject that is used by people studying subject. A textbook is a very useful material prepared for the purpose of English language teaching and learning. English textbook is the main book used by teacher and students in schools and colleges as the basis for the syllabus. It is very useful material to make the teaching and learning language purposeful, effective and successful. It is designed to achieve the objectives

of the syllabus or language course. A good textbook should suit the needs, interests and abilities of the students. It should contain different kinds of reading texts such as poems, stories, advertisement.

Nowadays, English is an international language. So, English textbook play a vital role in the present context of Nepal. In fact, a textbook provides a clear framework to the teachers and students to conduct teaching and language learning activities sequentially. It provides subject matters and task in an appropriate level of the students which helps to save the time of the teachers. A textbook provides clear guidelines to a novice teacher. At the same time, it provides such guidelines even to the experienced teachers as well.

In the present context of Nepal, English is an essential part of our life. It is because English is widely used all over the world. So, English textbook helps us to speak fluently English. It also developed listening skill, Communication skill and reading skill. Moreover, English textbook helps to learn English language for beginner's learners and novice teachers. Textbooks can provide support for students and teachers whose language is not English.

. Textbooks are of great value and effect in the process of teaching and learning. Textbooks are considered an essential component of any EFL course so that the use of EFL published materials is more widespread than ever. They serve teacher with guidelines, teaching methodologies, and the materials to be taught. Here care should be done in choosing the best suitable text for a particular context. Textbooks are valuable in each language classroom, and they have several roles in English language teaching curriculum and help the process of language teaching and learning. A textbook has a very virtual role in teaching and learning English language. textbooks are the main sources that can convey the knowledge and information to the learner in an easy way.

Statement of the Problem

Textbook is one of the commonest forms of teaching and learning material. Particularly, textbook is designed for the students and teachers, all students will have textbook. It is because the students can practice the language materials in the absence

of the teacher as well. English is second language in the context of Nepal. Government of Nepal has prescribed English textbook in school for learning English language. Similarly, English language is not our mother tongue. As it is used as foreign language in the context of Nepal, teaching English is not an easy task for English teachers because of lack of training, poor grammatical knowledge, poor vocabulary power, use of mother tongue. Teaching English is different from teaching other languages.

Though the teachers are expected to teach by consulting the curriculum, most of the teachers depend upon the textbook fully all around the world and Nepal cannot be the exception. English textbook is an important part of our daily life. English textbook help us to develop our speaking, reading and writing level. In fact, English language is the most dominant language in the world and has been growing as a global language. So, English an international lingua franca, is extremely important in a country like Nepal. So, textbook help us in English language teaching.

In Nepal, English language teaching and learning entered formally with the opening of Durbar High School by Jung Bahadur Rana in 1910 B.S In fact, the opening of Tri-chandra College in 1975 B.S. realising the importance of English language in Nepal it is taught as a compulsory subject from primary level to graduate level. English language teaching is developing as a profession in Nepal. English has become inevitable for academic and communicative or practical purposes.

Many books, newspaper, magazines and journals are also publishing in English language. Especially the young generation has much attraction towards English. All these facts prove the importance of English textbook in Nepal. Similarly, many teachers are untrained and unqualified and they don't know the proper way of teaching English. They use the traditional methods for teaching and learning English.

Objectives of the Study

The objectives of the study were as follows:

-) To explore the experiences of the basic level English teachers towards the use of textbook in English language teaching.
-) To suggests some pedagogical implications for the study.

Research Questions

This research study had the following research questions:

-) How essential is the English textbook in the language classroom?
-) How is the textbook beneficial for teaching English language?
-) What experiences do the teachers have about the use of textbooks in English language teaching?
-) How can textbook be importance for English language teaching?

Significance of the Study

This study on “use of textbooks in English language teaching” tries to explore these of textbook in English language teaching at basic level in public school of the Mahottari district. Therefore, this study will be significant to the stakeholders and practitioners involved in the field of English language teaching.

Nowadays, English textbook is an important part of our daily life. It is because English has been established as a global language. The changing status of English may also encourage people to think on how and why English is taught and indeed what type of English is taught. Thus, English as a global language has a special role in the particular contexts of the world where it is used. English is taught and learnt in many contexts and conditions of the world. The school and university programmers have included English as a subject for the academic sessions of these schools and universities.

So, textbook is an important part of English language teaching. Especially for the English teachers and students who are involving in the language teaching and learning process. Its helps to develop communication skill, speaking skill, understanding skill. People learn it as it provides a chance to enhance their professional lives.

This research will be significant for the prospective researchers, who want to undertake further researchers in teaching English language. This study will equally be significant to those teachers who are teaching English language in public schools of remote areas.

In summary, this study is beneficial for those who are directly or indirectly involved in English education like teacher trainers, teacher training institutions,

supervisors, observer teachers, policy makers and trainee teachers. This study is beneficial to all who are directly or indirectly involved in the field of teaching especially in ELT.

Delimitations of the Study

This study had the following delimitations:

-) This study was only limited to basic level English language teachers.
-) This study was limited to use of textbook in English language teaching.
-) The research was limited to 20 basic level English teachers from 10 schools.
-) Two teachers were selected from each school.
-) The area of study was limited to public schools of Mahottari district.
-) Questionnaires were used as the main tools of data collection.

Operational Definitions of the Key Terms

The key terms related to my study have been defined below:

Basic level. In this research the learners who study in grade 1 to 8 considered basic level. The learners who study from grade 1 to 8 considered to be basic level learners.

English textbook. English textbook is the important textbook for private schools as well as government schools. English textbook is the main resource material to be used in the teaching learning process. English textbook helps to the teacher for effective teaching learning process. Similarly, its help students to learn the target language for using it in their real life situations. It is equally important to both teachers and students.

Teaching. Teaching is the use of field of education. Teaching environment involves a teacher and a student. Language teaching has traditionally involved face to face classes. Moreover, teaching the language is becoming the global trade now a day whether it is English Chinese and others. While teaching the language, major focus lies in develop the four language skills that are listening, speaking, reading and writing in language learning process. It is not a single activity but a combination of these four skills.

Chapter II

Review of Related Literature and Conceptual Framework

Review of related literature and conceptual framework are necessary for any research work. This section broadly deals with the literature or theory related to this research. It also deals with implication of those literature or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. In this section, the researcher goes through the different sources available related to proposed study. Generally, this section includes review of the related theoretical literature, review of related empirical researches, implications of the review for the study and conceptual framework.

Review of Related Theoretical Literature

This subchapter deals with the different theoretical practices related to the title “Use of textbook in English language teaching”. It is the best way to find out the gaps and problems to explore new ideas from existing theories and findings. Moreover, to get an idea systematically and scientifically, the researcher conceptualizes the things to carry out the research. I discussed on the following sub-headings:

ELT situation in Nepal. Among thousands of languages spoken in the world. English is a major international language. It is a means of communication among people having various linguistic background; known as a lingua franca. It is also one of the six official languages of the United Nations. Among south Asian countries also, it is a language of exchange.

Addressing its international importance, English is taught from grade one up to university level in Nepal. The teaching and learning of English in Nepal has a long history. Its importance has been realized from the very beginning of formal education in Nepal.

English language is playing a vital role for the process of modernization and development in Nepal. That is why, English language has been of great importance in the education system of our country. Language teaching came into own as a profession in the early 20th century.

Modern English language teaching in Nepali standard with the foundation of Durbar High School in Kathmandu in 1854 A.D.

Jung Bahadur Rana was inspired to establish this school after his visit to the United Kingdom. He was highly impressed by the education system of Britain and was also convinced to the importance of this global language. But the school was basically meant for giving education only to the Rana families and their favorite people. It was only after the time of Bir Shamsheer that common people of Nepal got opportunity to read in Durbar High School. The higher education in Nepal started only after the establishment of Tri-Chandra college in 1918 A.D. during Rana period, very few of educational institutions were established in Nepal. This period is also known as dark period of education and development in Nepal.

After the political change of 1950 A.D. many schools were opened in different parts of the country. Actually, modern development in the field of education started only after this. In 2028 B.S. new education plan was introduced in Nepal. It was the first organized attempt for the promotion of education and development of same standard for education nation widely. It was a revolution in the education system of our country. After the restoration of the democracy in 1990, qualitative and quantitative development of education got acceleration. Furthermore, the national education commission. Presently, English is a compulsory subject grade one to bachelor level and an optional subject up to Masters level. The English curriculum for primary level education is developed with a view to fulfilled immediate needs of children learning English and building a basic foundation for their further studies.

In Nepal, there are mainly two types of schools. The Government schools and The Private schools. In most of the Government schools, they use English textbook prescribed by Curriculum Development Centre. The Private schools use additional English textbook along with the textbook prescribed by CDC. They provide more exposure to their students for learning English. In these schools, the medium of education is completely English.

Need and importance of English in Nepal. Nepal hosts a number of tourists every year as it attracts people from all over the world. Again, we need English to communicate with these tourists/visitors. Another factor for the need of English

education is that many of the advanced countries have been helping Nepal in its development process by providing her with financial assistance and technicians. We need to deal with such technicians through English. Likewise, the recruitment of Nepalese young men in the British Army boosted the importance, need and value of English education. For all these reasons, the knowledge of English has become a 'must' in Nepal, particularly to the students for their study and also to those who work in tourism, foreign affairs and international trade.

The textbooks for ELT. The term 'curriculum', and 'textbook' are frequently used in the field of education. Actually, curriculum is an educational plan designed to achieve the goal of the education. It includes the objectives, the content to be taught, teaching methods and activities and evaluation.

A textbook, also known as the course book, is a book that is written according to a particular syllabus to achieve its objectives. It gives information about a particular subject and used in formal education. It is an authorized material of teaching and learning process. It contains different kinds of reading materials, activities, illustrations and usually content at the beginning and a glossary at the end. It is a means to an end, not an end itself. It is equally important for both teachers and students.

Concept of textbook in ELT. The textbook one of the major tools in the hands of English language teaching. A teacher and students can be learnt without any textbook, but that may result in unnecessary repetitions. If a language is taught without a textbook there may be significant omissions also. There would be lots of waste of energy and time. The progress will be less planned If a textbook is properly planned and utilized then it will be a useful tool for both the teacher and student. It can help in the following manner.

-) It gives the meaning and purpose of the language teaching.
-) It facilities and stabilizes student teaching.
-) It reinforces what the students have learnt orally.
-) It prepares ground for writing.
-) It helps for supplementing pupil's language experience.
-) It serves as a guide to the teacher and students.

A textbook has to play a vital role in our education system. It is important how to research can influence educational theory and practice to justify its worthiness and usefulness. The aims of education cannot be achieved if we provide poor quality of textbooks to our teacher and students. Textbook have been a controversial issue in education. We cannot give the truthful knowledge of English student without proper textbooks and teaching aids.

The present research will be useful if it will throw light on the various qualities of the English textbook in the basic level. In our daily life we have heard that the textbook are not up to the mark. English is newly introduced subject for these classes. So the evaluation of textbooks becomes very important to know its shortcoming. The researcher will try to know different aspects of this particular textbook. The information gathered by this study will be helpful to the teachers, students, publishers, authors and others who are interested related to education.

Textbooks are the most significant elements of ELT teaching and learning process. They are instructional materials for teachers and learning tools for learners. They are the good combination of content and instructional techniques. Textbooks are probably the most valuable resource of teachers and students as they work together through the school curriculum. Ur (2013) views textbook as the material which is used as the basis for a course. Textbooks are normally well organized and help us progress step by step through everything the curriculum wants us to work on. Cunnings worth(1995) explicitly defines textbook as an effective resource for self-directed learning, an effective source of presentation of materials, a source of ideas and activities, and a reference source for students, a syllabus where they reflect predetermined language objectives and support for less experienced teachers who have yet to gain confidence. This statement clarifies the usefulness of textbook as they play dominant role in the entire teaching and language learning process.

Textbooks are produced by experts in a specific field. They are created to be used by teachers who work in different schools and with the students who study in the same class but have different level of knowledge and ability. So, the textbooks written for a generalized group rarely address the specific needs of our students. While it is difficult to design a single activity that will address the needs and interests of all the students of a class, certainly it is very difficult to design an entire course book for a

whole country. Therefore, a teacher needs to be creative to use a textbook. Textbooks are not simply read to or by students, instead they are enlivened by teachers who help students construct their own meaning from the content. In this strand, Tomlinson (1998) opines that course books are tools which only have life and meaning when there is a teacher present who can make decisions to supplement, to animate or to delete the things mentioned in the book that is not relevant in their particular situations. A creative teacher makes changes in teaching materials to suit the situation in which they are performing their job.

The role of textbook in ELT. Textbook plays an important role in English language teaching and learning. However, the discussion over the role of EFL textbook amongst the professionals in the field is very controversial (Sheldon, 1998). All the authors do not perceive the role of textbook positively. Some authors advocate the crucial role of textbooks in ELT program (Gabrielatos2000, Harmer2007) while others opine that textbooks can be harmful to the performance of students (O’Neil 1982, Allwright 1981). Those who advocate in support of textbooks opine that textbooks are essential tools and guides in the process of English language teaching and learning, their importance as tools of multiple functions and as flexible tools that appeal creativity of the teachers. On the other hand, the professionals who are against the textbooks think textbooks may not meet needs and interests of students and teachers and they are inflexible tools that control the process of teaching and language learning.

Some of the authors believe that textbooks not only play crucial role but they also create problems in language teaching and learning. According to Sheldon (1988, p.237), “Textbooks are the visible heart of any ELT program.” This statement states the importance of textbook. However, he further reveals (p.239) that “Textbooks merely grow from and imitate other textbooks and do not admit winds of change from research, methodological experimentation, or classroom feedback.” Though textbooks play vital role in English language teaching and learning, they bring noticeable problems as well. Similarly, the vision of NELTA is to enhance quality of English language teaching and learning in Nepal and promote professionalism among the ELT professionals.

Textbooks really have very crucial role in language teaching and learning. They perform multiple functions in ELT programs. Textbooks have a great role on serving several purposes in ELT curriculum. Textbooks are very useful resources for self- directed learning, a reference source for students, a source of ideas and activities, and a syllabus that helps to reflect pre-established objectives and a support for less experienced teachers who need more confidence in exerting their profession. As textbooks have several functions in ELT contexts, their crucial role cannot be ignored. Similarly, some experts characterize textbooks as teaching and learning guides. Textbooks facilitate revision and preparation of lessons of students. Thus, textbooks can be taken as flexible guides of English language teaching and learning that save time and money.

A textbook is prepared on the basis of the designed curriculum. It is used by both the students and teachers for the particular course of study. In other words, a textbook is a tool dealing with a definite subject of study systematically arranged intended to use at specified level of institution and used as principal source of study, material for a particular course.

Similarly, for Grant (1987, p. 12), “Textbook is used to refer to a course book which typically aims at covering all aspects of the language and supplementary textbook, devoted to particular topic or skill area” .

The above discussion suggests that a textbook is defined as a backbone of teaching learning process. A textbook is the material generally available at the learners’ hand. It stands on the ground of curriculum and is taught in the classroom with the purpose of achieving aims defined in the curriculum. The selection of a new textbook cannot be a haphazard process. It should be changed according to the specific objectives in mind. A textbook contains different kinds of reading materials and activities involving all the language skills and aspects. So, it is perhaps the prime means that supports the whole educational programmer in the country like Nepal.

Grant (1987, p. 118) suggests three conditions that a textbook should satisfy:

1. It should suit the needs, interest and abilities of the students.
2. It should suit you (the teacher).

The textbook must meet the needs of official public teaching syllabuses or examinations.

Likewise, Harmer (1983, p. 13) provides the following roles of textbooks; to provide the students and teachers the subject matter which help them achieve the target goal. To limit the subject matter to the extent which the students need to master. To include language function and form systematically in a gradual progression that fosters easy learning. To support a programme of instruction. To reflect the teaching items set in the curriculum. To present instruction and exercises for practice in what students have just learnt. To bring coordination in examination. To provide stimulus for student writing assignments. To offer a systematic revision of what they have done and to guide what they are going to do.

In the context of Nepal, textbooks possess an extreme importance as they are probably the only source of instructional materials in most of the schools.

Textbook is a form of discourse is not only teaching and learning material it is an agent of social change; it should be free from any sort of biasness and prejudice. There in a textbook we can find some kind of cultural, gender or linguistic discrimination or biases. So, textbook analysis helps to make a text unbiased. Although the primary function of textbook is to convey information about a specific subject area, textbooks also attempt to instruct children ethical and moral values. They portray what is good, desirable and justice. They provide the children/students with a vision of the future and support them in establishing personal goals for the future.

Likewise, textbooks are taken as flexible tools that enhance creativity of teachers. Textbook as a helpful tools that teachers can use flexibly, and combine with other resources. Therefore, textbooks are regarded as helpful tools that provide to teachers the opportunity to give a persona ‘touch” to the process of teaching by allowing adaptations. It is noticeable that textbooks even have importance in the process of professional growth of teachers.

It is generally observed that the textbooks employed in the classroom play a crucial role in English language teaching. They are a media through which teacher

and pupils communicate with each other in an effort to forward the teaching and language learning.

In most educational systems, the relationship that may exist between teacher, students and textbook is extremely important. As with all examples in favor of textbooks, there are also potential negative effects forwarded by scholars in using textbooks in classrooms. For instance, Richards and Rodgers(2001) stipulated that if teacher's use textbooks as the primary sources of their teaching, the teacher's role can become reduced to that of a technician whose primary function is to present materials prepared by others.

To sum up, the role of the textbook is to be the service of teachers and learners. So the relationship between teacher and the material is a partnership which shares common goals to which each side brings its special contribution. Besides, the aims of the course book should seek to meet the needs of the learner to the highest degree.

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

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

Textbook is student's reading material and it is designed written keeping the students as learners in minds. But in the context of Nepal, textbook is used by both teachers and the students. A book is the cheapest way of providing learning materials for the learners and teachers. Similarly, a coursebook can provide useful guidance and support to those teachers who are inexperienced and new in teaching field.

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

Characteristics of a good textbook. Textbooks are written documents to fulfill the aims and objectives of curriculum. They are very useful materials for both teachers and students. Books contain different types of reading materials such as poems, stories and advertisements. Textbooks present the amount of vocabularies as well as sentences structures. They usually contain contents at first and glossary at last and there are many practical studies and instructions for students and teachers as well. The good textbooks have the following characteristics:

-) It should have enough exercise and activities for practice.
-) It should be based on the age, needs, levels and interest of students.
-) It should specify the teachers' and students' role.

-) It should be properly selected and graded.
-) It should have provision for revision, testing and evaluation.
-) It should include plenty of authentic materials.
-) It should be culturally acceptable.
-) It should follow the norms of curriculum and syllabus.
-) It should have appropriate peripheral features such as reasonable price, appropriate margin, attractive cover page.
-) It contains varieties of reading and writing materials e.g. poems, stories, dramas, developing story, essay writing, dialogue writing.

Review of Empirical Literature

A number of research studies related to the task have been carried out and some of them are reviewed in this section.

In the same way, Lamichhane (1999) carried out a research on “An Analysis of New English for Grade 8”. The objective of his research was to find out whether the language materials used in the new English textbook of grade 8 are sufficient to meet the objectives set out in the curriculum related to spoken and written English or not. He used the questionnaires for the data collection and the data were collected from 40 lower secondary English language teachers. Here, non random sampling was used and survey design was used. He found out that the textbook is appropriate and is based on psycholinguistics principles. The materials have been organized systematically from known to unknown, simple to complex, individually relevant to distantly and shorter to longer ones.

Bohara (2004) conducted a research entitled, “A Descriptive study of the English Textbook for Grade one”. The main objective of his research was to find out utility of the contents of English textbooks for grade one. Sixty English teachers of primary level were selected through judgmental sampling strategy. He used a set of questionnaire for his study. He found that some vocabulary items were missing on the textbook. He found that 217 vocabulary items are included in the 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 printed letters, a bit dark and bold, and the binding of the

textbook was not attractive. But his study had not covered the appropriateness of language and exercises.

Olinger (2005) conducted a research on “Selecting Textbooks and Other Curriculum Support Materials for School in Karachi, Pakistan”. The main aim of this study was to investigate the student’s perception towards layout and organization and their evaluation of textbook ease of learning. And another objective was to find out whether the layout dynamics of school textbooks make any difference in students’ interest in studying or subject understanding. He has used survey method as chosen using questionnaire for the study to gauge student’s perception of textbooks they use. The selection of the sample population was carried out on the basis of the availability of students at the elementary level which includes classes 1 to 8. The research has informed verbal consent was sought from the participants and they were briefed regarding the items on the scale and any ambiguities that occurred in the items were clarified accordingly. The researcher concluded that students at the elementary level value supervisor textbook print and colorful pictures more than good quality paper. Same as students are more satisfied with the overall textbook in relation to units, that’s chapter.

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

Diniah (2013) on her research entitled on “Teachers’ Perceptions towards the use of English Textbook in EFL classroom “focused on investigating the perceptions of teachers towards the use of textbook, their strategies and difficulties in using the textbook in the classroom. This was descriptive study using qualitative method. The participants of the study were two English teachers at an Islamic senior high school in Cirebon. The findings revealed that the teachers perceived positively towards the textbook. The teachers considered that the textbook suited the needs of the teachers, students, syllabus and examination. In using the textbook, the teachers used strategies

to make an adaptation on textbook by modifying task, adding and omitting the materials. There were two difficulties faced by teachers: level of difficulties of the material and limited aids for teaching.

Similarly, Tharu (2015) carried out a research on entitled “An Analysis of the Textbook Learning English”. His main objectives were to examine the textbook in terms of its peripheral and academic features. He utilized only secondary data to complete his study. He used observation checklist and questionnaire as data collection tools in his study. The researcher found that the textbook ‘Learning English ‘ was good in terms of its academic features except some lacking while the peripheral features of the book are not of satisfactorily good quality.

Moreover, Basnet (2016) carried a survey research study entitled “An Analysis of New Textbook for Grade Eight”. The major aim of his study was to analyze the textbook in terms of the strength and weakness regarding the academic aspects from the perspectives of teachers and students. The populations of this study were the both private and public schools’ students and teacher of Dakshidhakali Municipality, Pharping, and Kathmandu. Among them thirty English teachers were selected using quote sampling and 40 students from grade eight using non random sampling procedure as a sample study. The data were collected using questionnaire and checklist. Data were analyzed both in statistically and descriptively. The major findings of his study were the content inclusion and subject matter of the textbook were found interesting and suit for the level of the students. The exercises were also based on communicative approach and task based approach but ratio of the exercises was not appropriate. Grammar and project work activities were found very less in number.

In addition to, Hasan (2016) has carried out the study entitled “A Critical Analysis of Task in EFL Textbook”. The purpose of the study was to extract and classify the types of tasks included in sunrise- 12 English instructions textbook. His study was mainly a qualitative study investigating different tasks types of sunrise-12 English language textbook. He found that cognitive task was not adequately presented in the textbook and all units’ grammar aspect of English language is presented deductively.

Similarly, Shahi (2017) carried out a study on “An Analysis of the Textbook of Grade Nine.” The objectives of his study were to analyze the English textbook for grade nine in terms of content, language skills and exercises. He interpreted the data based on the framework proposed by (Harmer, 2007). His research was based on a survey research design and he used a purposive non random sampling strategy for selecting the sample. He used the checklist as a data collection tool. He found that the textbook used authentic language, the contents were sufficient and suitable, the instructions were clear, the exercises were interesting and the content and pictures were relevant. According to his findings, the book was designed to develop the communicative skill of the learners, particularly those who are curious to learn the English language in daily life. He presented some weaknesses of this textbook like the book lacked information gap activities and jigsaw activities; it included an exercise that ignores the appropriateness of the situation. The textbook did not contain the realistic cultural values of Nepalese society. However, the textbook for grade nine contained plenty of exercises and communicative activities. He provided some suggestions to improve the quality of this book. In this view, interesting and funny materials like communicative games, songs, stories, simple poems and cartoons should be added to the textbook. The pictures should be made attractive, colorful and clear for clarifying the abstract concept.

Similarly, another research conducted by Khadka (2019) entitle “Feminist Analysis of English Textbook for Grade Nine” attempts to analyze critically the representation of females in the English textbook of Grade Nine. The major objectives of this research were to explore the representation of males and females and to explore gender based differences in terms of status, roles, occupation and activities. Data were collected an analysis was made based on four key principles suggested by Lazer and Fairclough’s three dimensional critical discourse analysis framework. After the completion of this research it has been found that females are exploited, relegated and domination in the English textbook of grade nine and females are presented as weak, secondary and inferior to the males.

Implications of the Review for the Study

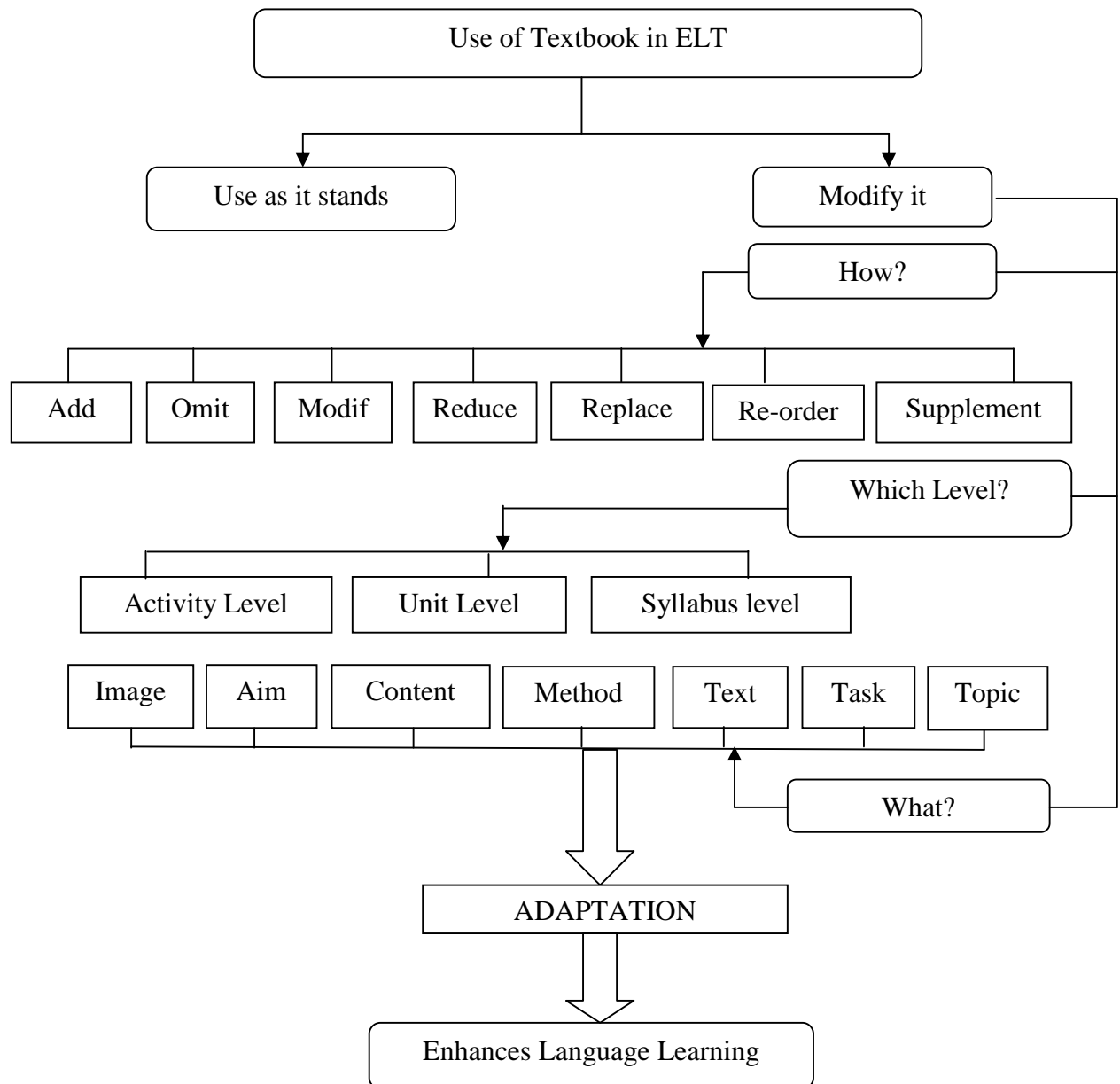
The central focus of literature review is to examine the relevance of its information to our own research. Literature review helps to obtain the theoretical and

practical knowledge from the previous studies as well as books and articles. For this study I reviewed five of the research works related to the topic. The reviewed empirical literatures directly and indirectly supported this study. The study of Lamichhane (1999), Bohara (2004) and Olinger (2005) helped me to broaden my theoretical knowledge regarding textbook. Similarly, each study and literature review is very essential part which helped us to set ideas and concept about particular research area. In this study also, literature review had precious implementation. To select exclusive topic in the area of textbook resources for English language teaching, I review some previous researches that helped me to gain background of knowledge in the area of using textbook in English language teaching. In the same way, theoretical review was helpful to expand the knowledge of resource in English teaching.

Likewise, the study of Karki (2007), Diniah (2013) and Tharu (2015) helped me to gather the idea on the usefulness of it for language and teaching learning. These research studies helped me to analyze the perception of learners' towards importance of textbook in teaching learning process. Similarly, Basnet (2016) Hasan (2016) Shahi (2017) and Khadka (2019) supported me to generate ideas about the English textbook in language teaching learning. From above reviewed research work, I came up with research process and methodological tools which are very significant to any research work. Those related study helped me to make my research study systematic, scientific and more academic.

Conceptual Framework

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



Chapter III

Methods and Procedure of the Study

This chapter includes design of the study, population sample and sampling strategy, source of data, data collection tools and techniques, data collection procedures and data analysis and interpretations procedures and ethical considerations.

Design of the Study

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

Nunan (1992) opines, “Survey is to obtain a snapshot of conditions, attitudes and events at a single point of time.” That means it is conducted in cross-sectional manner or the data is collected only one time from multiple respondents. The finding of the survey research is generalizable and applicable to the whole group and it provides descriptive inferential and exploratory information.

Similarly, according to Cohen, Manion and Marrison (2010), “Survey is the most commonly used descriptive method in educational research and may vary in scope from large governmental investigations through to all scale studies carried out by a single researcher”. They further state that the purpose of survey is generally to obtain snapshot of conditions, attitudes and or event at a single point in time. In this sense the survey research is different from other type of research in terms of population of the study, nature of collecting data. This is a single time data collection in a survey research and is conducted in a natural setting.

According to Creswell (2013), “Sampling from a population, collecting data through questionnaire or interviews, designing instruments for data collection, and obtaining a high response rate are the characteristics of survey research.”

Populations, Sample and Sampling Strategy

The population of the study was based on basic level English teachers of Mahottari District. The sample of the study consisted 20 ELT teachers from different schools. Two teachers were selected from different ten schools which are located at Bardibas, Mahottari district. Random sampling procedure was used to select the sample population.

Source of Data

Twenty professional English teachers were used as primary source in this research to collect required data. On the other hand, related journal, articles and books was used as a secondary source for this research study that helped to provide valuable ideas and techniques to conduct the research study for the fulfillment of the objectives.

Data Collection Tools and Techniques

As the tool for data collection, the researcher used questionnaire tool to elicit the required data for the study. Each and every detail answer was noted down on a diary in the form of points. The questions were related to research problem.

Data Collection Procedures

For the purpose of my collecting required data for my study First of all, I prepared a set of questionnaire and then after, I planned for the collection of data considering with nature of objectives. Then, I randomly selected 20 basic level English teachers who have been teaching English for several years but they belong other facilities rather than education as participants, and into my research study and its objectives. Similarly, I developed rapport with the participants by meeting and phoning as necessary. Similarly, I provided the questionnaire to the respondents and

request them help by responding to questionnaire. Then the questionnaire were collected from the respondents for further step.

Data Analysis and Interpretation Procedures

This chapter is mainly concern with the analysis and interpretation of the data was collected from the questionnaire. The systematically collected data were analyzed, interrelated and presented descriptively and correlatively on the basis of questionnaire as a research tool. I presented the facts in different list and tables. The data was collected from 20 teachers of English by distributing questionnaire. This study was carried out to explore the use of textbook in English language teaching at basic level and suggest some pedagogical implications. An attempt would have made here to describe in detail the use of textbook in English language teaching at basic level.

Ethical Considerations

Ethical consideration is one the most valuable ornament that a researcher should follow while conducting his\her research work. To accomplish the research work, the researcher needs to be considered ethical value. So the researcher was conduct survey research design by taking permission of authority and the researcher keep the participant consent form and participant information statement and keep the responses of the respondent's confidential one. The researcher ensure that all the ideas used in this research are my own ideas except cited one and the researcher have tried to keep it safe from plagiarism.

Chapter IV

Results and Discussion

This chapter presents the analysis and interpretation of the data collected through the questionnaire. For this study, close-ended questionnaires were used to collect the required data. In this chapter, the data which were collected from the questionnaires were analyzed and interpreted.

Analysis of Data and Interpretation of the Results

I have analyzed and interpreted the results from the collected data from primary sources. The primary data were obtained through questionnaire as a tool. I collected data from 20 basic level ELT teachers of Mahottari district. In this study, 20 close-ended questions were asked to find out the use of textbook in English language teaching at basic level. The responses of close-ended questions are analyzed separately under the following headings.” The use of textbook in English language teaching” at basic level teachers collected data have been analyzed, interrelated and presented descriptively.

Use of textbooks in English language teaching at basic level teachers. To explore the use of textbook in English language teaching at basic level. I collected the responses of 20 teachers who were from Mahottari district. I prepared twenty close-ended questions to collect data. The responses were analyzed by using both the statistical and descriptive tools.

Size of the textbook. The standard book size is six inches wide and nine inches long (6’’*9’’). Your book will probably be cheapest to print, easiest to read, and easiest to sell (e.g., it’ll fit on bookstore shelves) in this size. Larger books are harder to hold, carry, or put on a shelf. Textbook plays an important role for teaching English language. It provides insightful knowledge, skills and good attitudes to the teachers and students. The responses of the teachers on the size of textbook are presented below:

Table 1
Size of the Textbook

	Responses	No of Respondents(F)	Percentage
Size of the Textbook	Strongly Agree	0	0
	Agree	15	75
	Disagree	5	25
	Strongly disagree	0	0

This table 1 shows that 75 percent of the teachers agreed with the size of the textbook that is, the textbook is appropriate for the basic level students and 25 percent of the teachers disagreed with the size of the textbook is appropriate for the basic level students. In conclusion, most of the respondents agreed with the size of the textbook is appropriate for the basic level students.

Exercise for the development of language skills. Exercises play key role for teaching English language. An exercise is the important parts of English language teaching. An exercise is a teaching procedure that involves controlled, guided or open ended practice of some aspect of language. A drill, a close activity, a reading comprehension passage can all be regarded as exercises. The responses of the teachers on the exercises for the development of language skill are presented below:

Table 2
Exercises for the Development of Language Skills

	Responses	No of Respondents(F)	Percentage
Exercises for the development of language skills	Strongly agree	2	10
	Agree	5	25
	Disagree	13	65
	Strongly disagree	0	0

The table 2 shows that 10 percent of the respondents strongly agreed with the exercises for the development of language skill. similarly, 25 percent of the respondents agreed with the exercises for the development of language skill. And, 65

percent of the respondents disagreed with the exercises for the development of language skills. Since the majority of the respondents disagreed with the statement.

Presentation of pictures. Picture is a visual representation of a person, object scene. A picture consists of lines and shapes which are drawn, painted, or printed on a surface. Pictures can be used to transform abstract ideas into realistic ideas. Pictures can make learners more engaged in the lesson and also facilitate further learning. Moreover, pictures can be used to enhance students learning and to develop students' self-esteem. The responses of the teachers on the presentation of pictures are presented below:

Table 3
Presentation of Pictures

	Responses	No of Respondents(F)	Percentage
Presentation of Pictures	Strongly agree	2	10
	Agree	6	30
	Disagree	12	60
	Strongly disagree	0	0

The table 3 shows that 10 percent of the respondents strongly agreed with the pictures are well presented in the textbook and 30 percent of the respondents agreed with it. And, 60 percent of the respondents disagreed with it. So, that means most of the respondents disagreed with the pictures are well presented in the textbook.

Use and explanation of subject matter. First of all, teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another and address misconceptions. Textbook is a main source of teaching and learning. A textbook is a comprehensive compilation of content in a branch of study. The responses of the teachers on the use and explain of subject matter are presented below:

Table 4
Use and Explanation of Subject Matter

	Responses	No of Respondents (F)	Percentage
Use and explanation of subject matter	Sometimes	5	25
	Never	0	0
	Usually	5	25
	Always	10	50

The table 4 shows that 25 percent of the respondents sometimes use and explanation of subject matter and 25 percent of the respondents usually use and explanation of subject matter. Whereas, 50 percent of the respondents always use and explanation of subject matter. It means most of the respondents always use textbook for explain of subject matter.

Coverage of language skills. Language skills are the abilities that enable you to express your thoughts coherently and communicate with others. Textbooks cover listening, speaking, reading and writing skills. These skills provide structure and relevance to the information you wish to convey to the recipient. Textbooks are considered as the most important source of knowledge and the most organized tool for achieving the goals of a specific foreign language curriculum. Textbook is a universal element of language teaching. The responses of the teachers on the covers of language skills are presented below:

Table 5
Coverage of Language Skills

	Responses	No of Respondents (F)	Percentage
Coverage of language skills	Strongly agree	0	0
	Agree	15	75
	Disagree	5	25
	Strongly disagree	0	0

The table 5 shows that 75 percent of the teachers agreed with the textbook cover all the language areas like grammar, functions, vocabulary and punctuation. Similarly, 25 percent of the respondents disagreed with the textbook cover all the language areas like grammar, functions, vocabulary and punctuation.. It means most of the respondents agreed with the textbook covers all the language areas prescribe by syllabus.

The language of the textbook. A language textbook is not merely a collection of texts drawn from different genres; it reflects a particular pedagogic point of view arrived at by the textbook designers after taking into account the board educational objectives that inform the curriculum followed in a particular context. Textbook is a basic teaching and learning materials which enables students to acquire the necessary knowledge, develop critical, creative and dialectical thinking and develop their mental skills. The responses of the teachers on the language of the textbook are presented below:

Table 6

The Language of the Textbook

	Responses	No of Respondents(F)	Percentage
The language of the textbook	Strongly agree	10	50
	Agree	8	40
	Disagree	2	10
	Strongly disagree	0	0

The table 6 shows that 50 percent of the teachers strongly agreed with the language of the textbooks are clear and easily understandable to the students. Similarly, 40 percent of the teachers disagreed with the language of the textbooks are clear and easily understandable to the students. And, 10 percent of the teachers disagreed with the textbooks are clear and easily understandable to the students. In conclusion, most of the respondents strongly agreed with it.

The textbook promotes communicative competence. Communicative competence is the ability to achieve communicative goals in a socially appropriate manner. It is organized and goal oriented, i.e. it includes the ability to select and apply

skills that are appropriate and effective in the respective context. It includes verbal and non-verbal behavior. Moreover, it gives people the ability to understand language in a way that will enable them to confidently communicate with others in a range of meaningful contexts such as at school and in their social life. Textbooks play a vital role in the teaching and learning process. No other teaching aid or tools can replace the vitality of it. The responses of the teachers on the textbook promote communicative competence are presented below:

Table 7

Promotion of Communicative Competence

	Responses	No of Respondents(F)	Percentage
Promotion of communicative competence	Strongly agree	5	25
	Agree	10	50
	Disagree	5	25
	Strongly disagree	0	0

The table 7 shows that 25 percent of the teachers strongly agreed with the idea that the textbook promotes communicative competence. Similarly, 50 percent of the teachers agreed with the textbook promotes communicative competence. And 25 percent of the teachers disagreed with the idea that the textbook promotes communicative competence. It means most of the respondents agreed with the textbook promote communicative competence.

Objectives and alliance with the Demand . A textbook is a tool to be used in the teaching learning process to facilitate effective and meaningful learning. It helps in achieving the learning objective which identifies learning outcomes by describing what the students will be able to learn and do after the completion of the lesson. Textbook giving instructions in the principle of subject of study, especially one used as the basis of a course of study. The responses of the teachers on the objectives of the textbook are presented below:

Table 8
Objectives and Alliance with the Demand

	Responses	No of Respondents(F)	Percentage
Objectives and alliance with the demand	Strongly agree	12	60
	Agree	5	25
	Disagrees	3	15
	Strongly disagree	0	0

The table 8 shows that 60 percent of the teachers strongly agreed that the objectives and alliance of the textbooks are suitable to presents societies demand. Similarly, 25 percent of the teachers agreed with it. And 15 percent of the teachers disagreed with the objectives and alliance of the textbooks are suitable to presents societies demand. In conclusion, most of the teachers strongly agreed with the objectives and alliance of the textbooks are suitable to presents societies demand.

The textbook as a guide for teacher. Teachers can use them for revision, class work and home assignments. Textbooks help teachers to note down the summary, important points and views of scholars in their textbooks. Textbooks play a significance role in English language teaching. It is believed that textbook consists of series of lessons which are supposed to well selected and properly graded. Textbooks play key role for teaching English language. The responses of the teachers on the necessity of the textbook are presented below:

Table 9
The Textbook as a Guide for Teacher

	Responses	No of Respondents(F)	Percentage
The textbook as a guide for teacher	Sometimes	4	20
	Never	0	0
	Usually	5	25
	Always	11	55

The table 9 shows that 20 percent of the teachers sometimes said the textbook as a guide for teacher, 25 percent of teachers always said the textbook as a guide for

teacher and 55 percent of the teachers usually said the textbook as a guide for teacher. In conclusion, most of the respondents always used textbook while teaching English language.

Textbook as a resources of ELT. A written source of information, teacher guidance, newspapers, and magazines are the resources of textbook. Textbooks play vital role in English language teaching. Textbook resources give us knowledge for educational purposes such has wide significance, what role can it play in ELT language learning, why it serves as a guide for a teacher and students. The responses of the teachers on the textbook resources are presented below:

Table 10

Textbook as a Resources for ELT

	Responses	No of Respondents (F)	Percentage
Textbook as a resources for ELT	Sometimes	3	15
	Never	0	0
	Usually	4	20
	Always	13	65

The table 10 shows that 15 percent of the respondents sometimes use the textbook resources for English language teaching, 20 percent of the respondents usually use the textbook resources for English language teaching. And 65 percent of the respondents always use the textbook resources for English language teaching. It means majority of the teacher preferred the textbook resources for making teaching appropriate.

Effectiveness of ELT. Textbook is a basic teaching and learning materials which enable students to acquire the necessary knowledge, develop critical, creative and dialectical thinking and develop their mental skills. They can provide effective language models and input. English 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. The responses of the teachers on the Effectiveness of textbook in ELT are presented below:

Table 11
Effectiveness of ELT

	Responses	No of Respondents(F)	Percentage
Effectiveness of ELT	Sometimes	2	10
	Never	0	0
	Usually	4	20
	Always	14	70

The table 11 shows that 70 percent of the teachers said it helps always in English language teaching, whereas, 20 percent of the teachers said it helps usually in English language teaching. Similarly, 10 percent of the teachers said it helps sometimes in English language teaching. It means most of the teachers said it helps always in English language teaching.

Importance of ELT. English textbook is an essential part of education. A textbook is a book that is developed keeping in new particular level of education and students processing specific cognitive abilities. English is very useful for teachers in many ways. In terms of their own job market, their students' and for recreational purpose. Having a good command of English helps us to have more opportunities in life. So, English textbooks are importance for us. The responses of the teachers on the importance of ELT are presented below:

Table 12
Importance of ELT

	Responses	No of Respondents(F)	Percentage
Importance of ELT	Strongly agree	15	75
	Agree	5	25
	Disagree	0	0
	Strongly disagree	0	0

The table 12 shows that, 75 percent of the teachers strongly agreed with that the English textbook is important for language teaching. And 25 percent of the

teachers agreed with that the English textbook is important for language teaching. In conclusion, most of the teachers strongly agreed with the English textbook is important for language teaching.

The objects of the textbook. It is a tool to be used in the teaching learning process to facilitate effective and meaningful learning. It helps in achieving the learning objective which identifies learning outcomes by describing what the students will be able to learn and do after the completion of the lesson. The responses of the teachers on the objects of the textbook are presented below:

Table 13
The Objects of the Textbook

	Responses	No of Respondents(F)	Percentage
The objects of the textbook	Strongly agree	18	90
	Agree	2	10
	Disagree	0	0
	Strongly disagree	0	0

The table 13 shows that 90 percent of the teachers strongly agreed with that the objects of the textbooks are clear. And 10 percent of the teachers agreed with that the objects of textbooks are clear. It means most of the teachers strongly agreed with the objects of the textbook.

Usefulness of the textbook in ELT. Textbook is equally essential for students as well as teacher. Textbook is a manual of instruction or a standard book in any branch of study. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. The response of the teachers on the textbook is useful materials of ELT are presented below:

Table 14
Usefulness of the Textbook in ELT

	Responses	No of Respondents(F)	Percentage
Usefulness of the textbook in ELT	Strongly agree	4	20
	Agree	16	80
	Disagree	0	0
	Strongly disagree	0	0

The table 14 shows that 20 percent of the teachers strongly agreed with the textbook is useful material for English language teaching. And 80 percent of the teachers agreed with the textbook is useful material for English language teaching. In conclusion, most of the teachers agreed with the textbook is useful material for English language teaching.

Textbook based resources for ELT. Teacher guide, charts, real objects, photographs and tools are the example of textbook resources. Textbooks play an important role in language teaching and learning. Resource materials allow learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways. Textbook have very crucial role in language teaching. The responses of the teachers on the textbook based resources are presented below:

Table 15
Textbook Based Resources for ELT

	Responses	No of Respondents(F)	Percentage
Textbook based resources for ELT	Strongly agree	16	80
	Agree	4	20
	Disagree	0	0
	Strongly disagree	0	0

The table 15 shows that 80 percent of the respondents strongly agreed with the textbook based resources are helpful for English language teaching. And 20 percent of the respondents agreed with the textbook based resources are helpful for ELT. It

means most of the respondents strongly agreed that textbook based resources are very helpful for improve English language teaching.

Helpfulness of instruction in the book. Textbooks are the most significant elements of EFL teaching and learning process. They are instructional materials for teachers and learning tools for learners. Textbooks are probably the most valuable resource of teachers and students as they work together through the school curriculum. The responses of the teachers on the helpfulness of instruction in the book are presented below:

Table 16

Helpfulness of Instruction in the Book

	Responses	No of Respondents(F)	Percentage
Helpful of instruction in the book	Strongly agree	2	10
	Agree	3	15
	Disagree	10	50
	Strongly disagree	5	25

The table 16 presents above next clear that 10 percent of the respondents strongly agreed with the students can use textbook themselves with the help of given instruction in the book. Similarly, 15 percent of the respondents agreed with the students can use textbook themselves with the help of given instruction in the book. Similarly, 50 percent of the respondents disagreed with the students can use textbook themselves with the help of given instruction in the book. And 25 percent of the respondents strongly disagreed with it. That means most of the respondents disagreed with that the students can use textbook themselves with the help given instruction in the book.

Appropriacy of textbook design. Planning of textbook designing thus includes an overall planning having curriculum, content, biological and psychological implications, content planning, having facts, concepts, skills, values, attitudes to be included in the text ; assignments: reading, writing, calculation, practices. The responses of the teachers on the design of the textbook are presented below:

Table 17

Appropriacy of Textbook Design

	Responses	No of Respondents (F)	Percentage
Appropriacy of textbook design	Strongly agree	4	20
	Agree	8	40
	Disagree	4	20
	Strongly disagree	4	20

The table 17 shows that 20 percent of the respondents strongly agreed with the design of the textbook is appropriate for the basic level students. Similarly, 40 percent of the respondents agreed with the design of the textbook is appropriate for the basic level students. Similarly, 20 percent of the respondents disagreed with the design of the textbook is appropriate for the basic level students. It means most of the respondents agreed that the design of the textbook is appropriate for the basic level students.

The textbooks are beneficial for ELT. Textbooks are the mostly used teaching materials around the world. Both teachers and students sometimes follow the book strictly and use textbook as the sole material in the classroom. Textbook provides guidelines for teaching and learning English language. So, the teacher knows what is expected when teaching particular topics. They also know the best approach to help students assimilate better. The responses of the teachers on the useful materials are presented below:

Table 18

The Textbooks are Beneficial for ELT

	Responses	No of Respondents(F)	Percentage
The textbooks are beneficial for ELT	Strongly agree	7	35
	Agree	13	65
	Disagree	0	0
	Strongly disagree	0	0

The table 18 shows that 35 percent of the respondents strongly agreed with the textbooks are beneficial for English language teaching. Similarly, 65 percent of the respondents agreed with the textbooks are beneficial for English language teaching. So, most of the respondents agreed with the textbook are beneficial for English language teaching.

The writing, journals and articles are helpful materials to teach ELT.

Writing may be defined as any conventional system of marks or signs that represents the utterances of a language. A journal is the book of original entry which records transactions as they take place such an entry into the journal must contain a source document. An article is a word that is used to indicate that a noun is a noun without describing it. The responses of the teachers on the textbook materials are helpful to teach ELT are presented below:

Table 19

The Writing, Journals and Articles are Helpful Materials to Teach ELT

The writing, journals and article are helpful materials to teach ELT	Responses	No of Respondents(F)	Percentage
	Strongly agree	5	25
	Agree	10	50
	Disagree	5	25
	Strongly disagree	0	0

The table 19 shows that 25 percent of the respondents strongly agreed with the writing, journals and articles are really helpful materials to teach English language. Similarly, 50 percent of the respondents agreed with the writing, journals and articles are helpful materials to teach English language. And 25 percent of the respondents disagreed with the writing, journals and articles are really helpful materials to teach English language. It means most of the respondents agreed with the writing, journals and articles are helpful materials to teach English language.

Availability of the textbook in the internet. Textbook gives a great contribution in teaching learning process. Textbook is a manual of instruction or a standard book in any branch of study. The textbook is an almost universal element of English language teaching. Similarly, the internet is a fantastic resource for English

language learners. There are countless resources available to us through our internet connected personal computers, and many of these are useful for studying English. The responses of the teachers on the materials are available in the internet are presented below:

Table 20
Availability of the Textbook in the Internet

	Responses	No of Respondents (F)	Percentage
Availability of the textbook in the internet	Strongly agree	2	10
	Agree	5	25
	Disagree	10	50
	Strongly disagree	3	15

The table 20 shows that 10 percent of the respondents strongly agreed with the textbook related materials are easily available in the internet. Similarly, 25 percent of the respondents agreed with the textbook related materials are easily available in the internet. Similarly, 50 percent of the respondents disagreed with the textbook related materials are easily available in the internet. And 15 percent of the respondents strongly disagreed with the textbook related materials are easily available in the internet. It means majority of the respondents disagreed with the textbook related materials are easily available in the internet.

Findings

The focal point of every research study is its findings. It is the fulfillment of the objective of a study. The thesis entitled “Use of textbooks in English language Teaching” was an attempt to explore the use of textbook while teaching English language at basic level. Moreover, this study was an attempt to find out textbook of students as well as teachers’ while teaching English language. This study was mainly conducted considering the fact that the textbook in the field of ELT and helps English teachers to make them strong in their field. On the basis of analysis of data and interpretation of the results, the following findings have been made.

-) It was found that i.e.75 % of the teachers agreed with the size of the textbooks are appropriate for the basic level students and 25% of the teachers disagreed

with the size of the textbooks are appropriate for the basic level students.

Since the majority of the respondents agreed with the statement.

-) It was found that i.e. 10 % of the respondents strongly agreed, 25 % agreed with the exercises gives for the development of language skills. And 65 % of the respondents disagreed with the exercises gives for the development of language skills. Since the majority of the respondents disagreed with the statement.
-) It was found that nearly i.e.10 % of the respondents strongly agreed, 30 % agreed with the pictures are well presented in the textbook. And 60 % of the respondents disagreed with the pictures are well presented in the textbook. Since the majority of the respondents disagreed with the statement.
-) It was found that i.e. 25 % of the respondents sometimes use and explain subject matter clearly in English language teaching. 25 % of the respondents usually use and explain subject matter clearly in ELT and 50 % of the respondents always use and explain subject matter clearly in ELT. Since the majority of the respondents always use textbook to explain subject matter.
-) It was found that i.e.75 % agreed with the textbook covers all the language skills prescribe by syllabus in ELT. And 25% disagreed with the textbook covers all the language skills prescribe by syllabus in ELT. Since the majority of the respondents agreed with the statement.
-) It was found that i.e. 50 % of the respondents strongly agreed, 40 % of the respondents agreed with the language of the textbook are clear and easily understand to the students. And 10 % of the respondents disagreed with the language of the textbook are clear and easily understand to the students. Since the majority of the respondents strongly agreed with the statement.
-) It was found that nearly i.e. 25 % of the respondents strongly agreed, 50 % of the respondents agreed with the textbook promote communicative competence in ELT. And 25 % of the respondents disagreed with the textbook promote communicative competence in ELT. Since majority of the respondents agreed with the statement.
-) It was found that nearly i.e. 60% of the respondents strongly agreed, 25 % of the respondents agreed with the objectives and alliance of the textbooks are suitable to presents societies demand. And 15 % of the respondents disagreed

with the objectives and alliance of the textbooks are suitable to present societies demand. Since majority of the respondents strongly agreed with the statement.

-) It was found that i.e. 20 % of the respondents sometimes said the textbook as a guide for teacher, 25 % of the respondents usually said the textbook as a guide for teacher and 55 % of the respondents always said the textbook as a guide for teacher. Since majority of the respondents always said the textbook as a guide for teacher.
-) It was found that nearly i.e. 15 % of the respondents sometimes use the textbook resources for ELT. 20 % of the respondents usually use textbook resources for ELT. And 65 % of the respondents always use textbook resources for ELT. Since majority of the respondents always preferred the textbook resources for making teaching appropriate.
-) It was found that i.e. 10% of the respondents said it helps sometimes in English language teaching. 20% of the respondents said it helps usually in English language teaching. And 70 % of the respondents always help in English language teaching. Since majority of the respondents always use textbook for effective language teaching.
-) It was found that i.e. 75 % of the respondents strongly agreed, 25 % of the respondents agreed with the English textbook is important for language teaching. Since majority of the respondents strongly agreed with the statement.
-) It was found that i.e. 90 % of the respondents strongly agreed and 10 % of the respondents agreed with the textbook have clear objects in language teaching. Since majority of the respondents strongly agreed with the statement.
-) It was found that i.e. 20 % of the respondents strongly agreed, 80 % of the respondents agreed with the textbooks are useful material for English language teaching. Since majority of the respondents agreed with the statement.
-) It was found that i.e. 80 % of the respondents strongly agreed and 20 % of the respondents agreed with the textbook based resources are helpful for improve English language teaching. Since majority of the respondents strongly agreed with the statement.
-) It was found that i.e. 10% of the respondents strongly agreed, 15 % of the respondents agreed with the students can use textbook themselves with the

help of given instruction in the book. And 50 % of the respondents disagreed, 25 % of the respondents strongly disagreed with the students can use textbook themselves with the help of given instruction in the book. Since majority of the respondents disagreed with the statement.

-) It was found that i.e. 20 % of the respondents strongly agreed, 40 % of the respondents agreed with the design of textbook is appropriate for English language teaching. And 20 % of the respondents disagreed, 20 % of the respondents strongly disagreed with the design of textbook is appropriate for English language teaching.
-) It was found that i.e. 35 % of the respondents strongly agreed and 65 % of the respondents agreed with the textbooks are beneficial for English language teaching. Since majority of the respondents agreed with the statement.
-) It was found that i.e. 25 % of the respondents strongly agreed, 50 % of the respondents agreed with the writing, journals and articles are helpful materials to teach English language. And 25 % of the respondents disagreed with the writing, journals and articles are helpful materials to teach English language. Since majority of the respondents agreed with the statement.
-) It was found that i.e. 10 % of the respondents strongly agreed, 25 % of the respondents agreed with the textbooks related materials are easily available in the internet. And 50 % of the respondents disagreed, 15 % of the respondents strongly disagreed with the textbooks related materials are easily available in the internet. Since majority of the respondents disagreed with the statement.

Chapter V

Conclusions and Recommendations

Conclusions

The study based on "Use of Textbook in English Language Teaching" aimed at finding out the experiences of the basic level English teacher towards the use of textbook in English language teaching. The researcher adopted both primary and secondary sources of data to come it findings. Textbook provides a wide knowledge to the teachers about the subject matter. Textbooks have always been considered as the heart of teaching methods which has standard means of instruction in a given subject of the study. A textbook is a learning instrument usually employed in schools and colleges to support the program of instruction. Textbooks are extremely necessary and useful material for the teachers and learners to teach English language.

Recommendations

Being based on my findings, it is provided policy related, practice related, further researcher related recommendations for the pedagogical implications:

Policy related. For the improvement of quality of education in basic level English language government should be aware of the practices, needs and importance of teaching English language. My study encompasses all the following things which are quite beneficial for policy makers:

-) The government of Nepal should give rights to select the textbook to the teachers.
-) Teacher training programmed organizers and teacher educators like NELTA, NCED should include and focus solving the challenges of teaching English language.
-) Sufficient teaching materials should be provided by the concern sectors.
-) The government of Nepal should update the textbook time and again according to the needs and demands of the contemporary society.
-) The related organizer should promote contentious inquiry of teachers' needs, demands and interests and facilitate them through active learning. For the

improvement of quality of education, government and other related factors (education) should make strong policies

Practice related. Only making policies and plans do not help to implement any program effectively. For this it needs to practice in real field as well. The following points can be practice related recommendations:

-) The expert trainers should deliver different trainings to English teachers teaching at basic level as their needs, level, and interests towards the use of textbook in English language teaching.
-) Teachers should use textbooks to fulfill the objectives of the textbook and to satisfy needs of the learners.
-) .Students should cooperative the teachers with active participation.
-) The administrations should provide adequate materials.
-) Teacher should use teaching methods integrating communicative methods rather than any single method.

Further research related. No work is final and no research is complete in itself. Since very little researches have been carried out in the field of language teaching and no single research has been carried out on use of textbook in ELT in the department of English education. So, it can function as a foundation for other researches. It can also broaden their knowledge for their research work. Similarly, this study attempts to find out the use of textbook in English language teaching at basic level. It should be more relevant to carry out researches separately for the in-depth study of English language teaching.

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Appendix

Questionnaire to the Teachers

Dear Sir/Madam,

This questionnaire is a part of my research study entitled **Use of Textbooks in English Language Teaching** under the supervision of **Dr. Gopal Prasad Pandey**, Reader and Head of the Department of English Education, Kirtipur, and Kathmandu. Your cooperation in completion of the questionnaire through the authentic and reliable information will be of great value to me. I would assure you that the responses made by you will be exclusively used confidentially only for the research purposes.

Name of the school:

Date:

Name of the teacher:

Gender:

Qualification:

Type of school:

Closed-ended question. (Tick the best answers)

- 1) The size of the textbook is appropriate for the basic level students.
 - a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
- 2) All the exercises gives for the development of language skill really engage the students.
 - a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
- 3) Pictures are well presented in the textbook.
 - a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree

- 4) Textbook easy to use and explain things clearly.
 - a) Sometimes
 - b) Never
 - c) Usually
 - d) Always
- 5) The textbook covers all the languages areas (grammar, vocabulary, functions, punctuation) prescribe by syllabus.
 - a) Strongly agreed
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
- 6) The language of the textbook is clear and easily understandable to the students.
 - a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
- 7) The textbook promotes communicative competence.
 - a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
- 8) The objectives of the textbook are alliance to presents societies demand.
 - a) Sometimes
 - b) Never
 - c) Usually
 - d) Always
- 9) The textbook as a guide for teacher in English language teaching.
 - a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree

10) Do you agree textbook as a Resource for making teaching material appropriate?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

11) The textbook help you in English language teaching.

- a) Sometimes
- b) Never
- c) Usually
- d) Always

12) The textbook is important for English language teaching.

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

13) The objects of the textbook are clear.

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

14) The textbooks are usefulness for English language teaching.

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

15) Textbook based resources are helpful for improve English language teaching.

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

- 16) Students can use textbook themselves with the help of given instruction in the book.
- a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
- 17) The design of the textbook is appropriate for the students.
- a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
- 18) The textbooks are beneficial for the learners.
- a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
- 19) The writing, journals and articles are helpful materials to teach English language.
- a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
- 20) The textbook related materials are easily available in the internet.
- a) Strongly agree
 - b) Agree
 - c) agree
 - d) Strongly disagree