CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is a vital part of human life. We share ideas, knowledge, feelings, inventions, discoveries, and so on through the means of language. We can not think of any social, academic and artistic activities going on without language. Through language we store knowledge and transmit message, knowledge and experiences from one person to another. It is regarded as a very much complex psychological and social phenomenon in human life. So it is a special gift of humankind because of which human beings seem to be superior to all species in this world.

Similarly, language is defined variously by different linguists. To quote Block and Trager (1942), "language is a system of arbitrary vocal symbols by means of which social groups cooperate" (as cited in Yadava, 2002: p. 3). Sapir (1921) defines "language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (p.8). Similarly, Hall (1968) defines language as "an institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols" (as cited in Lyons, 1981, p.4).

To conclude, language is a voluntary vocal system of human communication. It is the most highly developed and most frequently used means of communication which involves transmission of information from a sender to a receiver.

To be specific, language is the most widely used means of communication because it provides a way for people to communicate with one another which is comprised of set of symbols.

Language appears in several forms: oral language (listening and speaking) reading and writing; all are linked through the integrated language system. The interrelationship of oral language, reading and writing serve to build the core of language system. To put it in other words, the language system encompasses the language forms of listening, speaking, reading and writing which are generally known as language skills. "The acquisition of these language skills follows a general sequence of development: listening, speaking, reading and writing" (Lerner 2003, p.352). Because the oral skills of listening and speaking are developed first and language is primarily regarded as speech, they are considered as primary language skills and reading and writing are considered the secondary language skills because they are just the representation of the oral skills and not obligatory to learn to be the speaker of that language.

1.1.1 Importance of English Language

There are several languages in the world through which people of different speech communities communicate with each other. Of them, English is the most widely used language in the modern world. Although, English is not the language with the largest number of native or 'first' language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a 'second' language. So, it has been the main language of trade, transport and communication, media, publications, commentaries and so on.

At present, English has been the language of vital importance because of its practical utility. Along with the development of science and technology, an effective acquisition of English has been the primary prerequisite for the promotion of technical education and transmission of modern civilization.

The English language, the most widely used language in almost all the sectors is equally important to a developing country like Nepal for the promotion of its present status in terms of economy, science and technology. It is undoubtedly

of vital importance for accelerating the modernization process in Nepal. In this world of science and technology, Nepal cannot afford to remain isolated from wide contact and exposure. We can never take advantages of the rapid progress and innovation made in the field of science and technology, trade industrial development, international relationship without knowledge of English. Perhaps, realizing the importance of English in Nepal, it has been prescribed in the curricula of schools and colleges as a compulsory course. In addition to the government colleges and community schools, many English medium schools and colleges have been established in the private sectors at which the students are taught in English medium right from the nursery classes.

1.1.2 Language Teaching

Traditionally, teaching was defined as an activity in which someone becomes the teacher, stands in front of the students in the classroom reads out the text and explains it in this or that way. It was the processes of drilling the contents and the activity of preaching them. Teaching, in its modern and real sense, is facilitating the learners in learning it. "The objective of teaching thing is to help the learners in learning it. Teaching, therefore, should be geared to facilitating learning on the part of the learners. This is true of language teaching as well. Hence the objective of teaching a language is to facilitate the learners in learning it "Sthapit (2000. p.47)

"Good language teachers do not work by rule of thumb or recipe. They process, like good cooks a set of principles which guide their work, in other words, some general notions about what is going on when people learn language, an informal 'theory' about how language are taught and learned" (Allen and Corder, 1974, p.1).

The teacher definitely needs well-developed language competence-knowledge of the language and knowledge of how to use the language-so, as to effectively teach that language to the learners.

"Good teaching in this capacity-building approach to language education evolves teachers not only in being competent in using the language themselves, but also in their ability to mange the learning process, 'including organizing the learning process of fit students' current level of development" – Larsen- Freeman (2007, p.67).

Thus, language teaching means teaching skills viz. listening, speaking, reading and writing and language aspects, viz. vocabulary, pronunciation, spelling grammar etc.

The teacher is not to explain everything. S/he gives the directions and guidelines whenever necessary. The teacher has to make comprehensive preparations for implementing a lesson. S/he seeks answers to the following questions in his planning.

1. What are the objectives to be achieved by learning the language unit?

2. What type of pupil activity will be needed to achieve them? What accessory materials and aids would be necessary for the acquisition of the knowledge, skills, attitudes, etc?

3. How can the children get interested in pursuing the learning activity of language?

4. How can the outcomes of language learning be measured in terms of the objectives?

All good lessons will have a preparation stage (for motivating pupils), a development stage (activities for mastering the knowledge, skills, etc.), a consolidation stage and an evaluation stage. The teacher may employ a variety of methods as needed: explanation , lecture, demonstration, drawing, dramatizing etc. but the main activity will be for the pupils viz. observing, reading, discussing, calculating answering, recording, experimenting, drawing

inferences, collecting data, creating, writing reports, working out projects, etc. So, the most reliable means of building up an efficient system of education is by maintaining a team of competent and devoted teachers. It is in recognition of this fact that the Crowther (1998) report remarks that the most potent single factor in education is the teacher (as cited in Lohithakshan, 2004, p.15). Many of the deficiencies in the other components of the educational machinery can be made up by the efforts of the teachers, to a considerable degree. For this, teacher education in Nepal began in 1948 with the establishment of Basic Teacher Training Center. This institution was later developed into the Normal school in 1956. With the normal School, different mobile training teams came into existence to deliver training in different parts of the country. These mobile teams and normal school were later changed into Primary Teaching Training Center after the recommendation made by the All Round National Edcuation Committee in 1961.

1.1.3 English Language Teaching in Nepal

English language teaching entered in Nepal with the establishment of Durbar High school in 1854 in Kathmandu. In the higher education English was started formally with the establishment of Tri-Chandra College in 1999.

Politically the nation witnessed a drastic change in 1950. Democracy was introduced for the first time under the leadership of king Tribhuvan. After the advent of democracy in 1951, an educational wave slept all over the country. A number of schools and colleges were established through-out the kingdom but no considerations were made as to how the schools would run, what kind of education should be given and what type of textbooks would be prescribed. So, the government took steps to establish a system. Consequently, many commissions were constituted to formulate plan and execute them.

Nepal National Education Planning Commission (NNEPC), established in 1954 A.D., was one of the attempts made by the government to develop the education system as per the demand of contemporary time and people. NNEPC

studied the view of people from various sectors such as laymen, teachers, education administrators and educationists and submitted it's report suggesting improvement of the existing situations. This commission is said to have played a very significant role to direct the whole education system in the right path although, all the suggestions made by the commission were not implemented. Similarly, All Round National Education Commissions (ARNEC) was found in 1962 A.D. This commission insisted the government to implement the suggestions given by NNEPC (1954) with slight modification. In addition, it had recommended extending the secondary education upto grade eleven but it was not implemented.

National Education System Plan was implemented in 1971 for the systematic development of education system of Nepal. It studied the whole education system and gave suggestions to revise the existing curricula. Curricula were prepared according to the suggestions of NESP, allocated 100 full marks of English subject at the school level, i.e., from grade four to ten. There was also provision of optional English at secondary classes i.e. in 8, 9 and 10. Before the implementation of this new curriculum English used to carry 200 full marks. The new English curriculum developed in 1971 was based on oral structural situation al approach. To execute these curricula effectively new textbooks, improved teaching methods, teachers' training, efficient supervision system were introduced. In fact, NESP was the first attempt made to overhaul the total educational tradition.

Then with the view to overhauling the existing education system, National Education Commission (NEC) was formed in 1989. It presented its report in 1991/92. This commission, studying whole education system of the past and present, has given suggestions that were to be implemented. Accordingly school education system has undergone various changes.

1.1.4 Teachers' Guide

School level textbooks and teaching/learning recommendations of the National Education Commission 2049 B.S. and the High Level National Education Commission 2055 B.S. The aim of revising the school curricula and textbooks is to give students the knowledge and skill they need. They encourage national unity, patriotism and truly democratic society.

Language learning is a psychological process. Therefore, effective learning takes place only when learners are ready to learn. To make them ready to learn, a teacher has to consider different aspects that directly or indirectly influence teaching and learning. For example, student's interest, curricular objectives, teaching activities, instructional aids and school environment.

The revised lower secondary curriculum is based on a functional or communicative approach to language teaching. It emphasizes the teaching of language functions. Teacher's Guide has been designed to help teachers make their classroom teaching effective by involving the students actively. Possible activities and answers for each topic/exercise are provided in the book. In addition to that, 'Listening texts' are given at the back of the book.

As its name suggests, teacher's guide is one of the significant teaching materials designed in order to help the teachers in their classroom teaching and to run the class effectively. It is prepared to facilitate the language teachers to apply the techniques and use other related materials that help to develop learners' communicative competence.

The New Grade Seven Teachers' Guide presents the curriculum and text-book materials with step-by-step advice and guidance on how teachers can actively involve students in the classroom. It deals with language items, functions, methods, and techniques in detail and suggests a variety of activities which the teacher can apply or adopt according to the demands of their class- room teaching.

The teachers' Guide has the following objectives:

） to assist teachers to use the new text-book effectively.

） to optimize students' classroom learning.

） to familiarize teachers with new approaches to English language teaching including functional language teaching

） to enhance teachers' subject matter confidence.

） to cater for teachers' needs for a variety of activities which require students' active involvement.

） to achieve the national goals of the curriculum.

<div align="center">(Awa, 2005, p.2)</div>

Hence, it is supposed that the grade seven teachers' guide has been designed on the basis of the new curriculum. The teachers' guide includes a step-by-step advice and guidance. It is a very useful tool which helps to achieve the national goals and objectives. It's a new trend at the school level of Nepal to supply TG with a text-book.

National Education System Plan (NESP), 1971, brought the concept of developing and using teachers' guide along with the changes that were going to be made in almost all the aspects (such as curricula, textbooks, teaching methods, etc.) of the existing education system. Before the implementation of NESP, teaching English was considered to be transmitter of culture. Most of the teaching items provided them were literary. The education report of it has clearly stated that the teacher's guide has to be compulsorily prepared along with textbook and workbook for the students.

It shows that NESP had strongly recommended preparing and using TGs of all subjects in schools throughout Nepal. The contribution of different

commissions should be regarded significant in this context. The next commission i.e. NEC submitted its report in 1992 A.D. which has also put great emphasis on the development and effective use of TGs to achieve the desired aim of school level education.

As school level education is the foundation of the higher education, to make it accessible and affordable to all the people of Nepal, government had implemented various educational projects. Of them Basic Primary Education Project (BPEP) is one and vital which was implemented in 1992 (2049 B.S.) with the objectives of improving the quality of primary education and making primary education accessible for the children living in each nook and corner of the country. In the same year i.e. in 1992 BPEP in coordination with one of the important sections of CDC, Primary Curriculum and Textbook Development Unit (PCTDU) produced teachers' guides of all subjects for grade one and distributed freely through district education offices throughout the country as new curriculum of grade one was recently implemented and text books prepared in accordance with new curriculum were stated to be used for the first time.

Similarly, the new curricula of lower secondary classes were implemented from the academic years 1995/96(2052/53) in grade 6 and phase wise in other higher classes but the CDC failed to produce teachers' guide for lower secondary classes except for the grade eight that too only for English. While asked about the reason a curriculum development officer of CDC, informed that it happened due to the lack of fund. New curriculum was implemented phase wise to the grades 2, 3, 4 and 5 in the academic years (2050/51), (2051/052), (2052/053) and (2053/054) respectively. And the TG, for each grade was developed and distributed along with the implementation of new curriculum.

National Education Commission (1992), studying whole education system of the past and present, has given suggestions regarding the policies that are to be

implemented. After the implementation of the suggestions of this commission, curriculum development center (CDC), a vital government institution, revised and developed the curriculum based on communicative approach, the most famous and prevalent approach to language teaching at present.

Since 1992 Teacher's Guides (TGs) have been developed by CDC. Although only the TGs of primary level were distributed in the early stage, the TGs of all levels ranging from primary to higher secondary level have been developed and distributed later on.

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

The main thrust of this curriculum is to develop the communicative competence in the students as it was prepared with the view that language teaching should be directed to enable the students for effective communication. Because the development of communicative competence ought to be the ultimate goal of language teaching. This means the students should be able to communicate in both spoken and written English, not only by using grammatically correct sentences but also by using the appropriate sentences according to the demand of situation. According to Sthapit (2000). " . . .for a learner to be able to use given language effectively and appropriately he needs to know not only the rules of usage and vocabulary of language, but also the rules of use and rules of interpretation".

The present curriculum and textbook implemented by CDC are different from old ones. It is therefore, essential to familiarize teachers with modern approaches methods and techniques that they need to follow while they use the textbook in the spirit of new curriculum. Thus, CDC has developed a 'Teachers'

Guide taking into account the practical problems that teachers will face during their actual classroom teaching.

1.2 Review of the Related Literature

A number of researches have been carried out in Teachers' Guide. Some of them are as follows:

Bastola (2002) carried out a research entitled "Teachers' Guide for Grade IX English: An Attitudinal Study". The objective of the study was to find out the attitudes of the teachers and experts towards the teachers' guide for grade IX English. And the major finding of this study was that the attitude of them towards TGs was completely positive. Likewise, Sapkota (2004) carried out a study entitled "The Attitude of Teachers towards Grade X Teacher's Guide". And the objective of the study was to present the attitude of the teachers towards the TGs for grade ten English. He found that all the teachers and experts have positive attitudes towards it.

Whereas Lamichhane (2004) carried out a study to find out the effectiveness of grade nine English Teachers' Guide. The study was fully concerned with listening and speaking aspect of TGs. The finding of the study revealed that the TGs were very effective to teach the exercise related to listening and speaking given in the textbook. Similarly, Pandey (2004) made a practical study on 'The Effectiveness of TG of Grade Eight.' The objective of his study was to find out the effectiveness of TG in teaching English at grade eight. And the finding of the study was that the role of TG in teaching English is inevitable. And Sharma (2000) carried out a study with the objective of finding out the effectiveness of inductive or deductive methods in teaching reported speech. The finding shows that inductive method was more effective.

The presented study is different from above mentioned research works in the sense that the above mentioned studies are directly related to the attitudes and effectiveness of Teachers' Guide but the present study is directly concerned

with finding the availability and use of Teachers' Guide at lower secondary level of Dhading and Kathmandu. So, the present study seems to be significant and specific one.

1.3 Objectives of the Study

The main objectives of this study were as follows:

a. to find out the conditions of availability and use of TG.

I) Use of TG in teaching language aspects:

i.   Vocabulary

ii. Grammar

II) Use of TG in teaching language skills:

i.   Listening

ii.   Speaking

iii. Reading

iv.   Writing

b. to suggest some pedagogical implications.

1.4   Significance of the Study

Teachers' Guide is one of the teaching materials. It is created to facilitate the language teachers to apply the techniques and use other related materials that help to develop learners' communicative competence. Thus, the study on such an inevitable teaching material will be significant mainly for language teachers and for curriculum designers, textbook writers, guide writers, researchers and CDC as well.

CHAPTER - TWO

METHODOLOGY

2.1 Sources of Data

Both primary and secondary sources were used for the collection of data. The sources are as follows:

2.1.1 **Primary Sources**: The lower secondary level English teachers were used for the collection of primary data.

2.1.2 **Secondary Sources**: The researcher went through lower secondary English curriculum (compulsory) Grade 7, English textbook for Grade 7, Teachers' Guide for Grade 7 and other books and journals related to the research area such as Cross, 1992, Doff 1988, Harmer 1997, etc.

2.2 Sampling Procedure

The population of the study was the teachers of lower secondary level of Kathmandu and Dhading. Thirty English Language teachers were selected as a sample population. They were selected non-randomly. They were all experienced i.e. they had been teaching the new course. The data were collected from 15 teachers of Kathmandu and 15 teachers of Dhading. Most of the schools of Dhading are in remote areas and they are not well-equipped.

2.3 Tools of Data Collection

Questionnaire is the major tool for the collection of data in survey research. In order to collect the data for this study, a set of questionnaire was prepared. The set included both open and closed ended questions. It consisted a letter to the concerned teachers requesting them to fill the questionnaire. The letter contained brief personal information of the respondents, about 35 items altogether. Some of the questions had two alternatives viz. 'Yes' and 'No' and rest of the questions had five alternatives viz. 'Strongly Agree', 'Agree'. 'Partly Agree', 'Disagree' and 'Strongly Disagree.'

The respondents were requested to tick ( ) against any of the alternatives. The researcher had included some open-ended questions also. The researcher found that closed ended questions are better than open-ended questions to test the view of the respondents (See Appendix II).

2.4 Process of Data Collection

In the process of data collection, the researcher approached the concerned population, made her purpose clear first and presented a questionnaires with a request letter. Then, she distributed questionnaire and visited the concerned schools after a week to collect them. In order to collect secondary data, the researcher went through the relevant materials such as textbook, teachers' guide and curriculum and others.

2.6 Limitations of the Study

The study had the following limitations:

a. The study was limited to lower secondary schools of Kathmandu and Dhading districts.

b. The study was limited to the twenty community schools of Kathmandu and Dhading districts.

c. The study was limited only to 30 teachers of two districts.

d. The study was limited only to the class seven.

e. The study was limited only to teaching language aspects (vocabulary and grammar) and language skills.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

The main concern of the researcher in the present study is at finding out or analyzing the condition of availability and use of TG and analyzing the use of TG in teaching aspects (vocabulary and grammar) and language skills. The data for the study have been analyzed and interpreted here under the following headings.

3.1 Analysis of the Data Obtained from Questionnaires Addressed to the Teachers of Dhading.

The questionnaires were administrated to those teachers who had been teaching Our English at grade seven. They were provided with the questionnaires. The questions which were directly and indirectly related to the objectives of the study are analyzed below:

Table No.1

Yes/No Responses

Q. No.		Responses			
		Yes		No	
		No. of Res.	%	No. of Res.	%
1.	Having TG	8	53.33	7	46.66
2.	Essentials of TG	15	100.00	0	00.00
3.	Usefulness of TG	10	66.66	5	33.33
6.	Language of TG	5	33.33	10	66.66
7.	Sufficiency of TG	6	40.00	9	60.00
9.	Planning of Activities	10	66.66	5	33.33
16.	Vocabulary Teaching	10	66.66	5	33.33
19.	Emphasis of TG on	12	80.00	3	20.00

	Grammar Teaching				
22.	Main Focus of TG	14	93.33	1	6.66
25.	Use of TG in Teaching Grammar	7	46.66	8	53.33
27.	Satisfaction with the Techniques	11	73.33	4	26.66
37.	Problems in Using TG	3	20.00	6	40.00

In response to **question no.1** "Do you have TG for grade seven?" the respondents replied that nearly fifty three percent of them had TG for grade seven. And around forty six percent respondents did not have it. According to them, it happened due to the negligence of the school administration. The response to the **question No.2** "Do you think, it is essential to use TG?" showed that all the respondents that is fifteen out of fifteen replied it was essential.

As some hints for designing instructional materials were given in the TG, in response to **question No.3** "Do you find any usefulness of TG in designing instructional materials?" ten respondents out of fifteen found usefulness of TG in designing instructional materials, five respondents did not find any usefulness. It may have happened due to the lack of knowledge of using it.

The majority of the respondents that is around sixty seven percent in **question No.6** replied the instructional language in TG was simple. But immediately, around thirty three percent respondents replied it was complex. The researcher found simplicity in language of TG.

The response to the **question No.7** "The instructions for teachers in TGs are not sufficient, do you agree?" Showed that sixty percent respondents replied the instructions for teachers in TGs were sufficient and forty percent replied they

were insufficient. It shows that the respondents who replied the instructions were insufficient they used other materials as well.

In response to the **question No.9** "Are the activities proposed in the TG well planned?" nearly sixty seven percent informants responded that the activities proposed in the TG were well planned. And around thirty three percent informants responded that they were not well planned.

In response to the **question No.16** "Most of the texts are full of new vocabulary, are there any techniques suggested by TG for vocabulary teaching" nearly sixty seven percent informants responded that there were different techniques suggested by TG for vocabulary teaching. But around thirty three percent respondents did not agree with those activities.

The response to the **question No.19** "Does the TG emphasize grammar teaching in grade seven" showed that eighty percent respondents said the TG emphasized grammar teaching in grade seven. Twenty percent respondents said that the TG did not emphasize grammar teaching.

In the response to the **question No.22** "Is the main focus of TG on the development of students' communicative competence" nearly ninety three percent informants responded that the main focus of TG was on the development of students' communicative competence. Only seven percent informants responded that the main focus of TG was not on the development of students' communicative competence since it focused on grammar teaching.

In the response to the **question No.25** "Do you use TG while teaching grammar" nearly forty seven percent informants responded that they used TG while teaching grammar. Undoubtedly, the Teachers' Guide is helpful for them it is not perfect in itself. An efficient teacher can follow his or her own technique and procedure also. There are many supplementary materials available in the market. So, nearly fifty three percent informants responded that they did not use TG while teaching grammar.

The response to the **question No.27** "Are you satisfied with the techniques/methods given in the TG" showed that around seventy three percent respondents were satisfied with the techniques/methods given in the TG. And as energetic teachers, nearly twenty seven percent respondents were not satisfied with the techniques/methods given in the TG. They wanted to consult the supplementary materials found in the market to handle their class. In conclusion, majority of the respondents supported on the appropriateness of the Teachers' Guide.

The response to the **question No.37** "Do you find any problems in using TGs" presented the respondents' view regarding the problems in using TGs. Twenty percent respondents found problems in using TGs. According to them, they felt problem due to complexity in language. And forty percent respondents replied that there was no problem in using the TG. Rest of the respondents that is twenty percent respondents did not reply the question. In conclusion, majority of the respondents supported on the usefulness of the Teachers' Guide.

Table No. 2

Agreement or Disagreement with the Questions

Q.No.		Responses							
		Strongly Agree		Agree		Partly Agree		Disagree	
		No.of Res.	%	No.of Res.	%	No.of Res.	%	No.of Res.	%
8.	Functions of TG	1	6.66	13	86.66	1	6.66	-	-
10.	Emphasis of TG	1	6.66	13	86.66	1	6.66	-	-
12.	Writing Practice	2	13.33	4	26.66	9	60.00	-	-
13.	Communicative Competence	3	20.00	6	40.00	5	33.33	1	6.66
14.	Writing Exercises	-	-	3	20.00	11	73.33	1	6.66
17.	Techniques for	4	26.66	9	60.00	2	13.33	-	-

	Vocabulary Teaching								
18.	Planning of Activities	3	20.00	9	60.00	3	20.00	-	-
20.	ELT Principle in TG	3	20.00	12	80.00	-	-	-	-
32.	Teaching Speaking Skill	1	6.66	11	73.33	3	20.00	-	-

In the response of **question No.8** "The TG has been prepared to teach the textbook effectively, to achieve the goals and objectives of the curriculum. Do you agree? around eighty seven percent of the respondents agreed with the statement. One/one respondent strongly agreed and partly agreed. In conclusion, almost all the respondents agreed with the statement.

In **question No.10** "The TG emphasizes accuracy rather than fluency" nearly eighty seven percent respondents agreed with the statement and one/one respondent strongly agreed and partly agreed with the statement.

In **question No.12** There are enough hints for writing in the Teachers' Guide. The respondents agreed that there were enough hints for writing in the TG. There are different types of compositions included in the TG. Guided composition, parallel writing, free writing, picture describing etc are given in the text as well. There are some hints which are useful for both teachers and students to write compositions. All the respondents agreed with the statement but sixty percent of them partly agreed with the statement.

In the response to the **question No.13** "The TG provides enough exercises and practice for developing communicative competence" twenty percent respondents strongly agreed with the statement, forty percent respondents agreed, nearly thirty three respondents partly agreed and only around seven

percent respondents disagreed with the statement the TG provided enough exercises and practice for developing communicative competence.

In **question No.14**: "There are some writing exercises which are not sufficiently related to the experiences and interests of the students," twenty percent respondents agreed with the statement, the majority of the respondents that is around seventy three percent respondents partly agreed and only one respondent disagreed with the statement. It shows that the TG had not given emphasis on writing practice.

In **question No.17** "The TG has recommended various techniques (Pair work, group-work, role-play etc.) to implement for vocabulary teaching", nearly twenty seven percent respondents strongly agreed, sixty percent respondents agreed, nearly thirteen percent respondents partly agreed with the statement. No respondents disagreed with the statement.

In **question No.18** "The activities proposed in the TG for teaching different language skills are well planned," the statistical report proved that the activities were well planned. Twenty percent respondents strongly agreed, sixty percent respondents agreed and twenty percent respondents partly agreed with the statement. No respondents disagreed with the statement.

In **question No.20** "The TG is developed according to the principle of English Language Teaching," twenty percent of the respondents strongly agreed with the statement, eighty percent respondents agreed with the statement the TG was developed according to the principle of English Language Teaching.

In **question No.32** "Is drilling appropriate for teaching speaking skill at grade VII", nearly seven percent respondents strongly agreed with the appropriateness of drilling for teaching speaking skill at grade seven. Around seventy three percent respondents agreed with the appropriateness of drilling for teaching speaking and twenty percent respondents partly agreed with the statement.

3.1.1 Other Questions

Table No. 3

TG is Essential for

Q. No.	Responses							
	For beginner teachers only		For untrained teachers only		For trained teachers only		For all	
	No.of Res.	%	No.of Res.	%	No.of Res.	%	No.of Res.	%
4 TG is Essential for	-	-	-	-	-	-	15	100.00

The above table shows that all the respondents that is hundred percent replied the statement the teachers' guide was essential for all.

Table No. 4

Use of TG

Q. No.	Responses							
	Daily		Once in a weak		Once in a month		Never	
	No.of Res.	%	No.of Res.	%	No.of Res.	%	No.of Res.	%
5. Use of TG	15	100.00	-	-	-	-	-	-

It is crystal clear that all the respondents said that a teacher should follow the teachers' guide daily.

Table No. 5

Emphasis on Techniques of TG

Q. No.	Responses							
	Group work		Pair work		Dramatization		Role play	
	No.of Res.	%	No.of Res.	%	No.of Res.	%	No.of Res.	%
21. Emphasis on Techniques of TG	4	26.66	11	73.33	-	-	-	-

The above table shows that nearly twenty seven percent respondents said that group work was highly emphasized in TG. And around seventy three percent respondents said that pair work was highly emphasized in TG.

Table No.6

Method of Grammar Teaching

Q. No.	Responses					
	Deductive		Inductive		Both	
	No.of Res.	%	No.of Res.	%	No.of Res.	%
26. Method of Grammar Teaching	-	-	5	33.33	10	66.66

The above table shows that nearly thirty three percent respondents said that they used inductive method while teaching grammar and nearly sixty seven percent respondents said that they used both methods while teaching grammar.

Table No. 7

Developing Reading Skill

Q. No.	Responses							
	Highly Appropriate		Appropriate		Inappropriate		Highly Inappropriate	
	No.of Res.	%	No.of Res.	%	No.of Res.	%	No.of Res.	%
33. Developing Reading Skill	1	6.66	13	86.66	1	6.66	-	-

The above table shows that nearly seven percent respondents said that the TG was highly appropriate; around eighty seven percent respondents said that the TG was appropriate and nearly seven percent respondents said that the TG was inappropriate.

3.2 Analysis of the Data Obtained from Questionnaires Addressed to the Teachers of Kathmandu

The responses from the teachers of the Kathmandu district are analyzed below:

Table No.8

Yes/No Responses

Q. No	.	Responses			
		Yes		No	
		No. of Res	%	No. of Res	%
1.	Having TG	8	53.33	7	46.66
2.	Essentials of TG	15	100.00	-	-
3.	Usefulness of TG	10	66.66	5	33.33
6.	Language of TG	1	6.66	14	93.33
7.	Sufficiency of TG	8	53.33	7	46.66
9.	Planning of Activities	9	60.00	6	40.00
16.	Vocabulary Teaching	9	60.00	6	40.00
19.	Emphasis of TG on Grammar Teaching	9	60.00	4	26.66
22.	Main Focus of TG	11	73.33	4	26.66
25.	Use of TG in Teaching Grammar	9	60.00	6	40.00
27.	Satisfaction with the Techniques	6	40.00	8	53.33
37.	Problems in Using TG	6	40.00	7	46.66

In response to the **question no. 1** "Do you have TG for grade seven?" nearly fifty three percent respondents had TG for grade seven. And around forty six percent respondents did not have TG for grade seven.

In response to the **question no. 2** "Do you think, it is essential to use TG" hundred percent respondents thought TG was essential. From this statement we came to know that whether they had or not all the teachers felt it was essential for an effective class.

The response to the **question no. 3** "Do you find any usefulness of TG in designing instructional materials" showed that nearly sixty seven percent respondents found usefulness of TG in designing instructional materials and nearly thirty three percent respondents did not find any usefulness of TG in designing them.

The response to the **question no. 6** "Do you agree the instructional language in TG is complex", showed that nearly seven percent respondents agreed with the statement the instructional language in TG was complex. And ninety three percent respondents agreed with the statement the instructional language in TG was not complex.

In response to the **question no. 7** "The instructions for teachers in TG are not sufficient. Do you agree", nearly fifty three percent respondents agreed with the statement the instructions for teachers in TG were not sufficient. And around forty seven percent respondents agreed with the statement the instructions for teachers in TG were sufficient.

The response to the **question no. 9** "Are the activities proposed in the TG well planned", showed that sixty percent respondents said that the activities proposed in the TG were well planned and forty percent respondents said that the activities proposed in the TG were not planned.

In response to the **question no. 16** "Most of the texts are full of new vocabulary, are there any techniques suggested by TG for vocabulary

teaching", sixty percent respondents said that there were different techniques suggested by TG for vocabulary teaching, such as: puzzle games, web words etc. And forty percent informants responded that the techniques were insufficient for vocabulary teaching.

In response to the **question no. 19** "Does the TG emphasize grammar teaching in grade VII" sixty percent respondents said that the TG emphasized grammar teaching in grade VII. And nearly twenty seven percent respondents said that the TG did not emphasize grammar teaching in grade VII.

The response to the **question no. 22** "Is the main focus of TG on the development of students' communicative competence" showed that nearly seventy three percent respondents replied that the main focus of TG was on the development of students' communicative competence. And around twenty seven percent students replied that the main focus of TG was not on the development of students' communicative competence because they felt the TG emphasized grammar teaching as well.

In response to the **question no. 27** "Are you satisfied with the techniques methods given in the T G" forty percent respondents where satisfied with the techniques methods given in the T G. We found the statement that they used other supplementary materials as well. In response to the question no.37 "Do you find any problems in using TGs forty percent respondents found problems in using TGs. According them, it is problematic regarding language and it did not focus in overall development of the students. And nearly forty seven percent respondents did not find any problems in using TGs.

Table No. 9

Agreement or Disagreement with the Questions

Q.No		Responses							
		Strongly Agree		Agree		Partly Agree		Disagree	
		No.of Res.	%	No.of Res.	%	No.of Res.	%	No.of Res.	%
8.	Functions of TG	5	33.33	7	46.66	2	13.33	1	6.66
10.	Emphasis of TG	1	6.66	8	53.33	4	16.66	2	13.33
12.	Writing Practice	2	13.33	1	6.66	11	73.33	1	6.66
13.	Communicative Competence	2	13.33	4	26.66	4	26.66	4	26.66
14.	Writing Exercises	1	6.66	6	40.00	6	40.00	1	6.66
17.	Techniques for Vocabulary Teaching	3	20.00	8	53.33	3	20.00	1	6.66
18.	Planning of Activities	1	6.66	6	40.00	7	46.66	1	6.66
20.	ELT Principle in TG	5	33.33	7	46.66	2	13.33	1	6.66
32.	Teaching Speaking Skill	1	6.66	6	40.00	3	20.00	5	33.33

In response to the **question no. 8** "The TG has been prepared to teach the textbook effectively, to achieve the goals and objectives of the curriculum. Do you agree?" nearly thirty three respondents strongly agreed with the statement, around forty seven percent respondents agreed with the statement, nearly thirteen percent respondents partly agreed and only seven percent respondents disagreed with the statement.

The response to the **question no. 10** "The TG emphasizes accuracy rather than fluency," showed that nearly seven percent respondents strongly agreed with

 the statement, around fifty three percent respondents agreed with the statement, nearly seventeen percent respondents partly agreed with the statement and only thirteen percent respondents disagreed with the statement. The new English curriculum is communicative. So this curriculum emphasizes fluency and ignores minor grammatical mistakes. That is why it emphasizes fluency rather than accuracy. But the statistical report of the study showed different response of the teachers. It may have happened due to lack of knowledge.

In response to the **question no. 12** "There are enough hints for writing in the TG," nearly thirteen percent respondents strongly agreed with the statement, around seven percent respondents agreed with the statement, the majority of the respondents that is around seventy three percent respondents partly agreed with the statement and only seven percent respondents disagreed with the statement that is they said there were not enough hints for writing in the TG, they were insufficient.

In response to the **question no. 13** "The TG provides enough exercises and practice for developing communicative competence", nearly thirteen percent respondents strongly agreed with the statement, around twenty seven percent respondents agreed with the statement, around twenty seven percent respondents partly agreed with the statement and twenty seven percent respondents disagreed with the statement the TG provided enough exercises and practice for developing communicative competence. Again, the respondents are in confusion because they just said that the TG emphasized accuracy rather than fluency and here the majority of the respondents replied the TG provided enough exercises and practice for developing communicative competence.

In response to the **question no. 14** "There are some writing exercises which are not sufficiently related to the experiences and interests of the students," nearly seven percent respondents strongly agreed with the statement, forty percent respondents partly agreed and around seven percent respondents disagreed with the statement.

The response to the **question no. 17** "The TG has recommended various techniques (pair-work, group-work, role play etc.) to implement for vocabulary teaching," showed that twenty percent respondents strongly agreed with the statement, nearly fifty three respondents agreed with the statement, twenty percent respondents partly agreed with the statement and only around seven percent respondents disagreed with the statement. In conclusion, the majority of the respondents said that the TG had recommended various techniques to implement for vocabulary teaching.

The response to the **question no. 18** " The activities proposed in the TG for teaching different language skills are well planned", showed that nearly seven percent respondents strongly agreed with the statement, forty percent respondents agreed with the statement, around forty seven respondents partly agreed with the statement and nearly seven percent respondents disagreed with the statement. In conclusion, almost all the respondents except seven percent respondents said that the activities proposed in the TG for teaching different language skill where well planned.

In response to the **question no. 20** "The TG is develop according to the principle of English language teaching," nearly thirty three percent respondents strongly agreed with the statement, around forty seven percent respondents agreed with the statement, around thirteen percent respondents partly agreed with the statement and around seven percent respondents disagreed with the statement. The statistical report showed that all the respondents except seven percent respondents said that the TG was developed according to the principle of English language teaching.

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The response to the **question no. 32** "Speaking skill is highly emphasized in the TG," nearly seven percent respondents strongly agreed with the statement, forty percent respondents agreed with the statement, twenty percent respondents partly agreed and around thirty three percent respondents disagreed with the statement.

3.2.1 Other Questions

Table No. 10

TG is Essential for

Q.No.	Responses							
	For beginner teachers only		For untrained teachers only		Fro trained teachers only		For all	
	No. Res.	%	No. Res.	%	No. Res.	%	No. Res.	%
4. TG is Essential for	1	6.66	1	6.66	-	-	13	86.66

The above table shows that nearly seven percent respondents said that the TG was essential for beginner teachers only, around seven percent respondents said that the TG was essential for untrained teachers only and around eighty seven respondents said that the TG was essential for all teachers.

Table No. 11

Use of TG

Q.No.	Responses							
	Daily		Once in a week		Once in a month		Never	
	No. Res.	%	No. Res.	%	No. Res.	%	No. Res.	%
5. Use of TG	11	73.33	4	26.66	-	-	-	-

The above table shows that nearly seventy three percent respondents said that a teacher should follow the teachers' guide and around twenty seven percent respondents said that a teacher should follow the teachers' guide once in a week.

Table No. 12

Appropriateness of Materials

Q.No.	Responses							
	Highly appropriate		Appropriate		No so appropriate		Inappropriate	
	No. Res.	%	No. Res.	%	No. Res.	%	No. Res.	%
11. Appropriateness of Materials	3	20.00	10	66.66	1	6.66	1	6.66

The above table shows that twenty percent respondents said that the exercises and tape scripts for oral teaching were highly appropriate and helpful for the teachers, around sixty seven percent respondents said that they were appropriate, nearly seven percent respondents said that they were not so appropriate and around seven percent respondents said that the exercise and tape scripts for oral teaching were inappropriate.

Table No. 13

Emphasis on Techniques of TG

Q.No.	Responses							
	Group work		Pair work		Dramatization		Role play	
	No. Res.	%	No. Res.	%	No. Res.	%	No. Res.	%
21. Emphasis on Techniques of TG	5	33.33	6	40.00	2	26.66	2	26.66

The above table shows that around thirty three percent respondents said that group work was highly emphasized in TG, forty percent respondents said that pair work was highly emphasized in TG, nearly twenty seven percent respondents said that dramatization was highly emphasized in TG and around twenty seven percent respondents said that role play technique was highly emphasized in TG.

Table No. 14

Method of Grammar Teaching

Q.No.	Responses					
	Deductive		Inductive		Both	
	No. Res.	%	No. Res.	%	No. Res.	%
26. Method of Grammar Teaching	-	-	5	33.33	10	66.66

The above table shows that no respondents used deductive method while teaching grammar, nearly thirty three percent respondents used inductive method and the majority of the respondents that is around sixty seven percent respondents used both (inductive and deductive0 method while teaching grammar.

Table No. 15

Essentials of TG for Grammar Teaching

Q.No.	Responses					
	Sufficient		Undecided		Insufficient	
	No. Res.	%	No. Res.	%	No. Res.	%
31. Essentials of TG for Grammar Teaching	4	26.66	6	40.00	5	33.33

The above table shows that nearly twenty seven percent respondents said that the texts mentioned in the TG were sufficient, forty percent respondents said that they had not decided the statement whether they are sufficient or insufficient and around thirty three percent respondents said that the texts mentioned in the TG were insufficient to develop reading skill.

Table No. 16

Developing Reading Skill

Q.No.	Responses							
	Highly Appropriate		Appropriate		Inappropriate		Highly Inapproprate	
	No. Res.	%	No. Res.	%	No. Res.	%	No. Res.	%
33. Developing Reading Skill	1	6.66	12	80.00	1	6.66	-	-

This table shows that nearly seven percent respondents viewed the TG was highly appropriate, eighty percent respondents viewed the TG was appropriate and around seven percent respondents viewed the TG was inappropriate.

3.3 Analysis of the Data Obtained from Questionnaires Addressed to the Teachers in Average

The data of the responses calculated from the teachers of the two districts viz. Dhading and Kathmandu table are analyzed in the following table in average.

Table No.17

Yes/No Responses

Q. No.		Responses			
		Yes		No	
		No. of Respondents	%	No. of Respondents	%
1.	Having TG	16	53.33	14	46.66
2.	Essentials of TG	20	66.66	10	33.33
3.	Usefulness of TG	26	86.66	4	13.33
6.	Language of TG	6	20.00	24	80.00
7.	Sufficiency of TG	14	46.66	16	53.33
9.	Planning of Activities	19	63.33	11	36.66
16.	Vocabulary Teaching	18	60.00	11	36.66
19.	Emphasis of TG on Grammar Teaching	21	70.00	7	23.33
22.	Main Focus of TG	25	83.33	5	16.66
25.	Use of TG in Teaching Grammar	16	53.33	14	46.66
27.	Satisfaction with the Techniques	17	56.66	12	40.00
37.	Problems in Using TG	9	30.00	13	43.33

In response to the **question no. 1** "Do you have TG for grade seven" nearly fifty three percent respondents had TG for grade seven and nearly forty seven percent respondents did not have TG for grade seven. Although the government

had made the slogan of having TG at the hand of each teacher nearly forty seven percent respondents are lacking behind in getting the TG.

In response to the **question No. 2** "Do you think, it is essential to use TG", around sixty seven percent respondents said that TG was essential to use and nearly thirty three percent respondents said that TG was not essential to use.

The response to the **question no. 3** "Do you find any usefulness of TG in designing instructional materials," showed that nearly eighty seven percent respondents found usefulness of TG in designing instructional materials. But around thirteen percent respondents did not find any usefulness of TG in designing instructional materials.

The response to the **question no. 6** "Do you agree the instructional language in TG is complex", showed that twenty percent respondents said that the instructional language in TG was complex and eighty percent respondents said that the instructional language in TG was not complex.

In response to the **question no. 7** "The instructions for teachers in TGs are not sufficient," nearly forty seven percent respondents replied the instructions for teachers in TGs were not sufficient. But the majority of the respondents that is around fifty three percent respondents replied the instructions for teachers in TGs were sufficient.

In response to the **question no. 9** "Are the activities proposed in the TG well planned," nearly sixty three percent respondents said that the activities proposed in the TG were well planned and around thirty seven percent respondents said that the activities proposed in the TG were not well planned.

The response to the **question no. 16** "Most of the texts are full of new vocabulary, are there any techniques suggested by TG for vocabulary teaching" showed that sixty percent respondents replied there were different techniques such as glossaries, puzzle games, web words etc suggested by TG fro

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vocabulary teaching. But rest of the respondents replied there were insufficient techniques suggested by TG fro vocabulary teaching.

The response to the **question no. 19** "Does the TG emphasize grammar teaching in grade VII" showed that seventy percent respondents said that the TG emphasized grammar teaching in grade VII. But rest of the respondents replied the new textbook and TG are based on communicative approach so they ignore minor grammatical mistakes and focus on communication.

In response to the **question no. 22** "Is the main focus of TG on the development of students' communicative competence", nearly eighty three respondents said that the main focus of TG was on the development of students' communicative competence and around seventeen percent respondents said that the main focus of TG was not on the development of students' communicative competence, it emphasized grammar teaching and emphasized accuracy rather than fluency. In conclusion, majority of the respondents replied the main focus of TG was on the development of students' communicative competence.

In response to the **question no. 25** "Do you use TG while teaching grammar" nearly fifty three percent respondents said that they used TG while teaching grammar and around forty seven respondents said that they did not use TG while teaching grammar.

The response to the **question no. 27** "Are you satisfied with the techniques/methods given in the TG" showed that around fifty seven percent respondents were satisfied with the techniques/ methods given in the TG and rest of the respondents were not satisfied with the techniques/ methods given in the TG. They used their own technique and followed supplementary materials as well.

The response to the **question no. 37** "Do you find any problems in using TG" showed that thirty percent respondents found problems in using TG and rest of the respondents replied there was no problem in using TG.

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Table No.18
Agreement or Disagreement with the Questions

Q.No.		Responses							
		Strongly Agree		Agree		Partly Agree		Disagree	
		No.of Res.	%	No.of Res.	%	No.of Res.	%	No.of Res.	%
8.	Functions of TG	6	20.00	20	66.66	3	10.00	1	3.33
10.	Emphasis of TG	2	6.66	21	70.00	5	16.66	2	6.66
12.	Writing Practice	4	13.33	5	16.66	20	66.66	1	3.33
13.	Communicative Competence	5	16.66	10	33.33	9	30.00	5	16.66
14.	Writing Exercises	1	3.33	9	30.00	17	56.66	2	6.66
17.	Techniques for Vocabulary Teaching	7	23.33	17	56.66	5	16.66	1	3.33
18.	Planning of Activities	4	13.33	15	50.00	10	33.33	1	3.33
20.	ELT Principle in TG	8	26.66	19	63.33	2	6.66	1	3.33
32.	Teaching Speaking Skill	3	10.00	23	76.66	4	13.33	-	-

In response to the **question no. 8** "The TG has been prepared to teach the textbook effectively, to achieve the goals and objectives of the curriculum" twenty percent respondents strongly agreed with the statement, nearly sixty seven percent respondents agreed with the statement, ten percent respondents partly agreed with the statement and around three percent respondents disagreed with the statement. In conclusion except three percent all the respondents agreed with the statement.

The response to the **question no. 10** "The TG emphasizes accuracy rather than fluency", showed that nearly seven percent respondents strongly agreed with the statement, seventy percent respondents agreed with the statement, nearly seventeen percent respondents partly agreed with the statement and around seven percent respondents disagreed with the statement.

The response to the **question no. 12** "There are enough hints for writing practice in the TG" showed the teachers' view that nearly thirteen percent respondents strongly agreed with the statement that is there were enough hints for writing practice in the TG, around seventeen percent respondents agreed with the statement, around sixty seven percent respondents partly agreed with the statement and nearly three percent respondents disagreed with the statement.

In response to the **question no. 13** "The TG provides enough exercises and practice for developing communicative competence" nearly seventeen percent respondents strongly agreed with the statement, nearly thirty three percent respondents agreed with the statement, thirty percent respondents partly agreed with the statement and around seventeen percent respondents disagreed with the statement.

In response to the **question no. 14** "There are some writing exercise which are not sufficiently related to the experiences and interests of the students" nearly three percent respondents strongly agreed with the statement, thirty percent respondents agreed with the statement, nearly fifty seven percent respondents partly agreed with the statement and around seven percent respondents disagreed with the statement.

In response to the **question no. 17** "The TG has recommended various techniques (pair-work, group-work, role play, etc.) to implement for vocabulary teaching," nearly twenty three percent respondents strongly agreed with the statement around fifty seven percent respondents agreed with the statement around seventeen percent respondents partly agreed with the

statement and nearly three percent respondent disagreed with the statement. In conclusion, the majority of the respondents agreed with the statement the TG had recommended various techniques to implement for vocabulary teaching.

The response to the **question no. 18** "The activities proposed in the TG for teaching different language kills are well planned" showed that nearly thirteen percent respondents strongly agreed with the statement, fifty percent respondents agreed with the statement, nearly thirty three percent respondents partly agreed with the statement and around three percent respondents disagreed with the statement that the activities proposed in the TG for teaching different language skills were well planned.

The response to the **question no. 20** "The TG is developed according to the principle of English language Teaching" showed that nearly twenty seven percent respondents strongly said that the TG was developed according to the principle of English language teaching. Nearly sixty three percent respondents agreed with the statement, around seven percent respondents partly raged with the statement and around three percent respondents disagreed with the statement.

In response to the **question no. 32** "Speaking skill is highly emphasized in the TG" ten percent respondents strongly agreed with the statement, nearly seventy seven percent respondents agreed with the statement, nearly thirteen percent respondents partly agreed with the statement and no respondents disagreed with the statement. In conclusion, almost all the respondents said that speaking skill was highly emphasized in the TG.

3.3.1 Other Questions

Table No. 19

TG is Essential for

Q.No.	Responses			
	For beginner teachers only	For untrained teachers only	Fro trained teachers only	For all

	No. Res.	%	No. Res.	%	No. Res.	%	No. Res.	%
4. TG is Essential for	1	3.33	1	3.33	-	-	28	93.33

The above table shows that nearly three percent respondents said that the TG was essential for beginner teachers only, around three percent respondents said that the TG was essential for untrained teachers only and around ninety three percent respondents said that the TG was essential for all teachers.

Table No. 20

Use of TG

Q.No.	Responses							
	Daily		Once a week		Once in a moth		Never	
	No. Res.	%	No. Res.	%	No. Res.	%	No. Res.	%
5. Use of TG	26	86.66	4	13.33	-	-	-	-

The above table shows that nearly eighty seven percent respondents said that a teacher should follow the TG daily, nearly thirteen percent respondents said that a teacher should follow the teachers' guide once in a week.

Table No. 21

Appropriateness of Materials

Q.No.	Responses							
	Highly appropriate		Appropriate		No so appropriate		Inappropriate	
	No. Res.	%	No. Res.	%	No. Res.	%	No. Res.	%
11. Appropriateness	5	16.00	22	73.33	2	6.66	1	3.33

of Materials								

The above table shows that sixteen percent respondents responded their view that the exercises and tape scripts for oral teaching were highly approaoprate and helpful for the teachers. Nearly three percent respondents said that the exercise and tape scripts for oral teaching were appropriate and helpful for the teachers, around seven percent respondents said not so appropriate and nearly three percent respondents said inappropriate.

Table No. 22

Emphasis on Techniques of TG

Q.No.	Responses							
	Group work		Pair work		Dramatization		Role play	
	No. Res.	%	No. Res.	%	No. Res.	%	No. Res.	%
21. Emphasis on Techniques of TG	9	30.00	17	56.66	2	6.66	2	6.66

The above table shows that around thirty percent respondents said that group work was highly emphasized in TG, nearly fifty seven percent respondents said that pair work was highly emphasized in TG, around seven percent respondents said that dramatization was highly emphasized in TG and nearly seven percent respondents said that role play technique was highly emphasized in TG.

Table No. 23

Method of Grammar Teaching

Q.No.	Responses					
	Deductive		Inductive		Both	
	No. Res.	%	No. Res.	%	No. Res.	%

			10	33.33	20	66.66
26. Method of Grammar Teaching	-	-	10	33.33	20	66.66

This table shows that nearly thirty three percent respondents used three percent respondents used inductive method while teaching grammar and around sixty seven percent respondents used both inductive and deductive methods while teaching grammar.

Table No. 24

Essential of TG for Grammar Teaching

Q.No.	Responses					
	Sufficient		Undecided		Insufficient	
	No. Res.	%	No. Res.	%	No. Res.	%
31. Essential of TG for Grammar Teaching	8	26.66	15	50.00	7	23.33

The above table shows that nearly twenty seven percent respondents said that the texts mentioned in the TG were sufficient to develop reading skill, fifty percent respondents did not decide whether they were sufficient or not and nearly twenty three percent respondents said that the texts mentioned in the TG were insufficient to develop reading skill.

Table No. 25

Developing Reading Skill

Q.No.	Responses							
	Highly Appropriate		Appropriate		Inappropriate		Highly Inapproprate	
	No. Res.	%	No. Res.	%	No. Res.	%	No. Res.	%
33. Developing Reading Skill	2	6.66	25	83.33	2	6.66	-	-

The table shows that nearly seven percent respondents viewed the TG was highly appropriate, around eighty three percent respondents said that it was appropriate and around seven percent respondents said that the TG was inappropriate.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major concern of this study was to find out the availability and use of teacher's guide of grade seven of Kathmandu and Dhading districts. The data were collected by distributing the questionnaire. The respondents were selected by using non-random sampling procedure. The data were tabulated and analyzed on the basis of various variables according to the objectives.

The findings related to the availability and use of teachers guide is listed below.

Findings

1. TGs were not available to forty seven percent teachers. While asking the reason they said that it happened due to the negligence of school administration.

2. It was found that most of the teachers were positive with the usefulness of TG in designing instructional materials.

3. Nearly eighty seven percent of the respondents followed the TG daily. Only thirteen percent respondents followed once in a week.

4. Eighty percent respondents said that the instructional language in TG was simple and easy to understand.

5. Eighty percent respondents said that TG has recommended various techniques (pair- work, group - work, role - play, etc) for vocabulary teaching.

6. Sixty percent respondents said that different techniques suggested by TG for vocabulary teaching were useful.

7. It was found that around sixty one percent of the respondents used both inductive and deductive methods while teaching.

8. Half of the respondents agreed with the well planning of different teaching activities regarding language skills.

9. TG provides opportunities for pre, while and post listening activities and around seventy seven percent respondents agreed with the appropriateness of those activities.

10. Nearly fifty seven percent respondents agreed that emphasis given on speaking skill in the TG was sufficient.

11. Fifty percent teachers said the reading text were insufficient for giving reading practices.

12. Nearly sixty seven percent respondents partly agreed in availability of hints for writing practices in TG.

4.2 Recommendations

1. TGs should be made easily available for all the teachers.

2. The teachers should use teacher's guide while teaching language.

3. The teachers should try to use TG daily in course of language teaching.

4. Nearly thirty three percent respondents did not find any techniques suggested by TG for vocabulary teaching but the researcher found different glossaries are given in the TG and pair works and group works suggested. So, teachers should be given instruction on how to use TG.

5. The researcher found that different techniques such as cross word puzzles, simulation were given for vocabulary teaching in TG. The teachers should be trained on how to use those activities.

6. Concerned authorities should pay attention not only towards the TG but also ancillary materials such as tape cassettes, work books and visual materials so that the TG can be properly used by the teachers.

7. Clear instructions along with some clues should be given for writing practice.

8. The research is limited to only lower secondary level of Dhading and Kathmandu. So, other researches are recommended to be carried out at other levels and in other districts.

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APPENDIX - 1

QUESTIONNAIRE

Dear informants,

This test item is the part of my research study entitled, "Availability and use of Teachers' Guide at Lower Secondary Level" under the supervision of Dr. Anju Giri, the Reader of Department of English Education T.U. Kirtipur. Your co-operation in completing the questionnaire will be of great value to me. Please feel free to put your responses required by the test items. I may assume you that the responses made by you will be exclusively used confidentially only for the present study.

Researcher

Parbata Bhatta

Name:

School:

Class: **Age:**   **Sex:**

Please go through the following questions and tick the mark ( ) for your chosen–answers. Also, write some reasons to support your answers in the gaps.

1. Do you have TG for grade seven?

   a. Yes ☐   ☐ b. No

2. (i.) Do you think, it is essential to use TG?

   a. Yes ☐   ☐ b. No

   (ii.) If yes, did you find any kind of support by using TG in language teaching?

   …………………………………………………………………..

3. Do you find any usefulness of TG in designing instructional materials?

   a. Yes ☐   b. No ☐

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

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a. For beginner teachers only. ☐

b. For untrained teachers only. ☐

a. For trained teachers only. ☐

b. For all ☐

5. How often should a teacher follow the teachers' guide?

a. Daily ☐

b. Once in a week ☐

a. Once in a month ☐

b. Never ☐

6. Do you agree, the instructional language in TG is complex?

a. Yes ☐   b. No ☐

7. The instructions for teachers in TGs are not sufficient, do you agree?

a. Yes ☐   b. No ☐

8. The TG has been prepared to teach the text book effectively to achieve the goals and objectives of the curriculum. Do you agree?

i) Strongly Agree   ii) Agree   iii) Partly Agree

iv) Disagree

9. Are the activities proposed in the TG well planned?

a. Yes ☐   b. No ☐

10. The TG emphasizes on accuracy rather than fluency.
i) Strongly Agree   ii) Agree   iii) Partly Agree

iv)Disagree   v) Strongly Disagree

11. Are the exercise and tape scripts for oral teaching appropriate and helpful for the teachers?

i) Highly Appropriate   ii) Appropriate

iii) Not so Appropriate   iv) Inappropriate

12. There are enough hints for free writing in the TG.

i) Strongly Agree   ii) Agree   iii) Partly Agree

iv) Disagree   v) Strongly Disagree

13. The TG provides enough exercises and practice for developing communicative competence.

   i) Strongly Agree   ii) Agree   iii) Partly Agree

   iv) Disagree   v) Strongly Disagree

14. There are some writing exercises which are not sufficiently related to the experiences and interests of the students.

   i) Strongly Agree   ii) Agree   iii) Partly Agree

   iv)Disagree   v) Strongly Disagree

15. The techniques for grammar teaching suggested in the TG are... in the classroom.

   a. Highly Applicable   b. Applicable

   c. Hardly Applicable   d. Not Applicable

16 Most of the texts are full of new vocabulary, are there any techniques suggested by TG for vocabulary teaching?

   a. Yes   [   ]   b. No [   ]

   If yes, what are they?

   ....

17. The TG has recommended various techniques (pair-work, group- work, role-play etc.) to implement for vocabulary teaching.

   i) Strongly Agree   ii) Agree   iii) Partly Agree

   iv) Disagree   v) Strongly Disagree

18. The activities proposed in the TG for teaching different language skills are well planned.

   i) Strongly Agree   i) Agree   ii) Partly Agree

   iv)Disagree   v) Strongly Disagree

19. Does the TG emphasize grammar teaching in grade VII?

   a. Yes   [   ]   b. No [   ]

20. The TG is developed according to the principle of English language teaching.

   i) Strongly Agree   ii) Agree   iii) Undecided

   iv)Disagree   v) Strongly Disagree

21. Which of the following techniques is highly emphasized in TG?

    a. Group work   b. Pair works

    c. Dramatization   d. Role Play

    For which skill does it directly help to develop?

    i. Listening skill   ii. Speaking skill

    3 Reading skill   iv. Writing skill

22. Is the main focus of TG on the development of students' communicative competence?

    a. Yes ☐   b. No ☐

23. Which one of the language skills is highly emphasize in the TG?

    ....

24. To follow all the instructions from TG is ....

    i. Absolutely possible   ii. Partly possible   iii. Impossible

25. Do you use TG while teaching grammar?

    a. Yes ☐   b. No ☐

    - If yes, how often do you use?

    a. Always   b. Sometimes   c,. If Needed

26. Which method do you use while teaching grammar?

    a. Deductive   b. Inductive   c. Both

27. Are you satisfied with the techniques/ methods given in the TG?

    a. Yes ☐   b. No ☐

    If Yes, why.......................?,   If No, why ....?

28. What kinds of activities are prescribed to develop listening skill in TG?

    ....

29. To developed listening skill of students there are three activities mentioned in the TG, are they appropriate?

    a. Highly Appropriate   b. Appropriate

    c. Inappropriate   d. Highly Inappropriate

30. What types of text are given for grammar teaching?

    ....

31. Do you think, TG is essential for grammar teaching?

a. Highly Essential   b. Essential

c. Not so Essential   d. Highly Not Essential

32. Is drilling appropriate for teaching speaking skill at grade VII?

a. Highly Appropriate b. Appropriate

c. Inappropriate   d. Highly Inappropriate

33. Are the texts mentioned in the TG Sufficient to develop reading skill?

a. Sufficient   b. Undecided   c. Insufficient

34. Speaking skill is highly emphasized in the TG. Do you agree?

a. Strongly Agree   b. Agree   c. Undecided

d. Disagree   e. Strongly Disagree

35. What, in your opinion, are the good aspects of TG?

....

36. Kindly express your general impression towards the TG.

a. Highly Appropriate   b. Appropriate

c. Inappropriate   d. Highly Inappropriate

37.   Do you find any problems in using TGs?

a. Yes ⬚   b. No ⬚

Tabulation of the Responses Given by the Respondents of Kathmandu

S.N	Questionnaire items	No of Alternatives	No of Respondents	Percentage
1	Do you have TG for grade seven?	Yes No	8 7	53.33 46.66
2	Do you think it is essential to use TG?	Yes No	15 -	100.00 -
3	Do you find any usefulness of TG in designing instructional materials?	Yes No	10 5	66.66 33.33
4	Whom do you think the TG is essential for?	-For beginner teachers only - For untrained teachers only - For trained teachers only -For all	1 1 - 13	6.66 6.66 86.66
5	How often should teachers follow the teachers' guide?	-Daily -Once in a week - Once in a month - Never	11 4 - -	 73.33 26.66
6	Do you agree the instructional language in TG is complex?	-Yes -No	1 14	6.66 93.33
7	The instruction for teachers in TGs are not sufficient. Do you agree?	-Yes -No	8 7	53.33 46.66
8	The TG has been prepared to teach the textbook effectively to achieve the goals and objectives of the curriculum. Do you agree?	- Strongly agree - Agree - Partly agree - Disagree	5 7 2 1	33.33 46.66 13.33 6.66
9	Are the activities proposed in the TG well planned?	-Yes -No	9 6	60.00 40.00

10	The TG emphasizes on accuracy rather than fluency.	- Strongly agree - Agree - Partly agree - Disagree -Strongly Disagree	1 8 4 2 -	6.66 53.33 16.66 13.33 -
11	Are the exercises and tape scripts for oral teaching appropriate and helpful for the teachers?	-Highly appropriate - Appropriate - Not so appropriate - nappropriate	3 10 1 1	20.00 66.66 6.66 6.66
12	There are enough hints for writing in the TG.	- Strongly agree - Agree - Partly agree - Disagree -Strongly Disagree	2 1 11 1 -	13.33 6.66 73.33 6.66 -
13	The TG provides enough exercises and practice for developing communicative competence.	- Strongly agree - Agree - Partly agree - Disagree -Strongly Disagree	 2 4 4 4 -	 13.33 26.66 26.66 26.66 -
14	There are some writing exercises which are not sufficiently related to the experiences and interests of the students.	- Strongly agree - Agree - Partly agree - Disagree -Strongly Disagree	 1 6 6 1 -	 6.66 40.00 40.00 6.66 -
15	The techniques for grammar teaching suggested in the TG are .... in the classroom.	-Highly Applicable - Applicable - Hardly applicable - Not applicable	1 10 3 1 -	6.66 66.66 20.00 6.66 -
16	Most of the texts are	-Yes	9	60.00

	full of new vocabulary, Are there any techniques suggested by TG for vocabulary teaching?	- No	6	40.00
17	The TG has recommended various techniques (pair - work, group- work, role play, etc) to implement for vocabulary teaching.	- Strongly agree - Agree - Partly agree - Disagree -Strongly Disagree	3 8 3 1 -	20.00 53.33 20.00 6.66 -
18	The activities proposed in the TG for teaching different language skills are well planned.	- Strongly agree - Agree - Partly agree - Disagree -Strongly Disagree	1 6 7 1 -	6.66 40.00 46.66 6.66 -
19	Does the TG emphasize grammar teaching in grade VII?	-Yes -No	9 4	60.00 26.66
20	The TG is developed according to the principle of English language teaching.	- Strongly agree - Agree - Partly agree - Disagree - Strongly Disagree	5 7 2 1 -	33.33 46.66 13.33 6.66 -
21	Which of the following techniques is highly emphasized in TG?	-Group work - Pair Work - ramatization - Role play	5 6 2 2	33.33 33.33 26.66 26.66
22	Is the focus of TG on the development of student's communicative competence?	Yes No	11 4	73.33 26.66
23	Which one of the language skills in highly emphasized in the TG?	-Listing - Speaking - Reading - Writing	2 5 4 4	13.33 33.33 26.66 26.66
24	To follow all the instructions form TG is...............	-Absolutely possible - Partly possible	2	13.33

		- Impossible	12	80.00
			1	6.66
25	Do you use TG while teaching grammar?	- Yes - No	9 6	60.00 40.00
26	Which method do you use while teaching grammar?	- Deductive -Inductive -Both	- 5 10	- 33.33 66.66
27	Are you satisfied with the techniques methods given in the TG?	-Yes - No	6 8	40.00 53.33
28	To develop listening skill of students there are three activities mentioned in the TG, are they appropriate?	-Highly appropriate - Appropriate -Inappropriate - Highly Inappropriate	1 10 2 -	6.66 66.66 13.33 -
29	Do you think, TG is essential for grammar teaching?	- Highly essential - Essential - Not essential	 1 12 2	 6.66 80.00 13.33
30	Is drilling appropriate for teaching speaking skill at grade VII?	-Highly appropriate - Appropriate - Inappropriate - Highly Inappropriate	1 11 3 -	6.66 73.33 20.00 -
31	Are the texts mentioned in the TG sufficient to develop reading skill?	- sufficient -Undecided - Insufficient	4 6 5	26.66 40.00 33.33
32	Speaking skill is highly emphasized in the TG. Do you agree?	- Strongly agree - Agree -Undecided - Disagree - Strongly Disagree	1 6 3 5 -	6.66 40.00 20.00 33.33 -
33	Kindly express your general impression towards the TG.	- Highly appropriate - Appropriate - Inappropriate - Highly Inappropriate	1 12 1 -	6.66 80.00 6.66 -
34	Do you find any problems in using TG?	-Yes - No	6 7	40.00 46.66

APPENDIX - IV

A. Names of the School Used for Data Collection
in Kathmandu District

S.N	School's Name	Address	Teachers Name
1	Amar Jyoti Secondary School	Syuchatar	Pradeep Basnet Mukti Prakash Thapaliya
2	Bal Bodha Secondary School	Bhimdhunga	Basudev Upriti
3	Gyanodaya Secondary School	Purano kalimati	Ishwori Bhattarai Sabala Sigdyal Shadhana Baral
4	Laboratory Higher Secondary School	Nayabato	Ghan Shayam Karki
5	Namuna Machhindra Awasiya Madhyamic Vidyalaya	Lagankhel	Rupa Basnet Anita Budhathoki
6	Neel Barahi Secondary School	Kakimati	Hari Narayan Shrestha Ramesh Sharma
7	Paropakar Adarsha Higher Secondary School	Bhimsen Sthan	Sharmila Maharjan
8	Ratna Rajya Secondary School	Ramkot	Shreedhar Poudel
9	Sita Ram Higher Secondary School	Ramkot	Keshab Basnet

B. Names of the School Used for Data Collection
in Dhading District

S.N	School's Name	Adress	Teachiers Name
1	Achane Higher Secondary School	Khahare	Rudra Bd Danai Ambika Sharma
2	Chakra Mahakali Lower Secondary School	Gaunthale	Sita Ram Khatiwada
3	Chandeshwory Secondary Shool	Murali Bhanjyang	Hari parsad Itani
4	Chandrodaya Higher Secondary	Bisaltar	Kamal Raj Kanel Parbati Bhattarai
5	Kandala Devi Secondary School	Katunje	Mina Kanel
6	Kundaladevi Secondary School	Katunje	Vesh Raj Nepal
7	Machhindra Higher Secondary School	Khanikhola	Ram Pd. Rimal
8	Mandali Secondary School	Baseri	Rajendra Sapkota Buddhi Sagar Sapkota Yubraj Regmi
9	Samivanjyang Higher Secondary School	Maidi	Shiva Lal Shrestha
10	Siddheshwor Higher Secondary School	Nalang	Birendra Bd. Aryal Durga Pandit

Tabulation of the responses given by the respondents of Dhading district

S.N	Questionnaire items	No of alternatives	No. of respondents`	Percentage
1.	Do you have TG for grade seven	Yes	8	53.33
		No	7	46.66
2.	Do you think it is essential to use TG?	yes	15	100
		No	0	
3.	Do you find any usefulness of TG in designing instructional materials	Yes	10	66.66
		No	5	33.33
4.	Whom do you think the TU is essential for?	For beginner teachers only	-	
		for untrained teachers only	-	
		-for trained teachers only	-	
		-for all	15	100
5.	How often should a teacher follow the teacher's guide?	daily	15	100
		once in a week	-	
		once in a month	-	
		never	-	
6.	Do you agree the instruct ional language in TG. in complex	Yes	5	33.33
		No	10	66.66
7	The instruction for teacher in T.G. are not sufficient Do you agree?	Yes	6	40.00
		No	9	60.00
8.	The TG has been prepared to teach the text book effectively, to achieve the goals and objectives of the curriculum. Do you agree?	St. agree	1	6.66
		Agree	13	86.6
		Partly agree	1	6.66
		Disagree	-	-
9.	Are the activities proposed in the TG well planned?	Yes	10	66.66
		No	-	-
10	The TG emphasizes on accuracy rather than fluency	St. agree	1	6.66
		Agree	13	86.66
		Partly agree	1	6.66
		Disagree		

11.	Are the exercises and tape scripts for oral teaching appropriate and helpful for the teachers?	Highly appropriate	2	13.33
		Appropriate	12	80
		Not so appropriate	1	6.66
		Inappropriate	-	-
12	There are enough hints for free writing in the TG.	St. agree	2	13.33
		Agree	4	26.66
		Partly agree	9	6.
		Disagree		
		St. disagree		
13	The TG provides enough exercises and practice for developing communicative competence.	St. agree	3	20
		Agree	6	40
		Partly agree	5	33.33
		Disagree	1	6.66
		St. disagree		
14.	There are some writing exercises which are not sufficiently related to the experiences and interests of the students.	St. agree		
		Agree	3	20
		Partly agree	11	73
		Disagree		
		St. disagree		
15.	The techniques for grammar teaching suggested in the TU. are ....in the classroom.	Highly Applicable	1	6.66
		Applicable	13	86.66
		Not so Applicable		
		Inapplicable	1	6.66
16.	Most of the texts are full of new vocabulary, are there any techniques suggested by TG for vocabulary teaching?	Yes	10	66.66
		No	5	33.33
17.	The TG has recommended various techniques (pair works, group works, role play etc.) to implement for vocabulary teaching	St. agree	4	26.66
		Agree	9	60
		Partly agree	2	13.33
		Disagree		
		St. disagree		
18.	The activities proposed in the TG for teaching different language skills are well planned.	St. agree	3	20
		Agree	9	60
		Partly agree	3	20
		Disagree		
		St. disagree		
19.	Does the TG emphasize grammar teaching in grade-VII.	Yes	12	80
		No	3	20

20.	The TG is developed according to the principle of the English language teaching?	St. agree	3	20
		Agree	12	80
		Partly agree		
		Disagree		
		St. disagree		
21.	Which of the following techniques is highly emphasized in TG?	Group work	4	26.66
		Pair-work	11	73.33
		Dramatizati on		
		Role play		
22.	Is the main focus of TG on the development of students' Communicative Competence?	Yes	14	93.33
		No	1	6.66
23.	which one of the language skills is highly emphasized is the TG	Listening	3	20.00
		Speaking	10	66.66
		Reading	1	6.66
		Writing		
24.	To follow all the instruction of TG is -------	-Absolutely possible -Partly possible -Impossible	4 11	26.66 73.33
25.	Do you use TG which teaching grammar?	-Yes -No	7 8	46.66 53.33
26.	Which method do you use While teaching grammar?	-Deductive -Inductive -Both	5 10	33.33 66.66
27.	Are you satisfied with the techniques/ methods given in the TG?	-Yes -No	11 4	73.33 26.66
28.	To develop listening skill of students there are three activities mentioned in TG, are they appropriate?	-Highly appropriate -Appropriate -Highly inappropriate	2 13	13.33 86.66
29.	Do you think, TG is essential for grammar teaching?	-Highly Essential -Essential -Not so Essential -Highly not essential	2 13 - -	13.33 86.66 - -
30.	Is drilling appropriate for teaching speaking skill at	-Highly Essential	22	13.33

		-Appropriate Inappropriate -Highly inappropriate	12 1	80.00 6.66
31.	Are the texts mentioned in the TG sufficient to develop reading skill?	-Sufficient -Undecided -Insufficient	4 9 2	26.66 60.00 13.33
32	Speaking skill is highly emphasized in the TG. Do you agree?	-Strongly agree -Agree -Undecided -Disagree -Strongly Disagree	1 11 3 - -	6.66 73.33 20.00 - -
33	Kindly express your general impression towards the TG.	-Highly Appropriate -Appropriate -Inappropriate -Highly Inappropriate	1 13 1 -	6.66 86.66 6.66 -
34	Do you find any problems in using TGs?	- Yes - No	3 6	20 40