



CASE STUDY OF L2 TEACHERS' PERCEPTIONS ABOUT ENGLISH LANGUAGE OF TEXTBOOKS TAUGHT AT SECONDARY LEVEL, SINDH PAKISTAN

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Abstract

This study aims at ascertaining what perceptions teachers' hold regarding the use of English textbook at secondary schools in Hyderabad district. Teaching and learning English through textbook is indispensable. This is because a textbook works like a tool that helps teachers as well as students plan their activities in the classroom and update their skills with respect to information regarding any given particular discipline. A textbook also acts like a catalyst in establishing their opinions and attitudes regarding the discipline being studied. The study also takes into account the issues related to the use of these books. The participants were ninth and tenth graders. They all had the experience of using the English textbook published by Sindh textbook board Jamshoro. Participants were selected through convenience sampling and the data was collected by using Questionnaires, classrooms observation and semi-structured interviews from 50 teachers, who have currently been teaching English textbooks on the secondary level in the district of Hyderabad in private and government schools. Some of the teachers were in the favor of using textbooks while the others were against the idea since more than 67% of the teachers found particularly English textbook having nothing to yield with no attractions and no skill-enhancing material in them, which would rather have a negative impact on their skills as well as future prospects.

Key word; Teachers' perceptions; evaluation; textbook evaluation; EFL teachers

1. INTRODUCTION

Education is the backbone of a society. A society can't grow up until it fulfills the timely educational demands. The value of textbook can't be denied in a teaching & learning process as it is the main source of imparting subject knowledge. An English textbook is supposed to fulfill two purposes i.e., to increase intellectual level of the students and to inculcate communicative skills in them.

Content analysis is an integral part of education as it has been noted by Wari (2010) that

the authentic information as well as it claims to cultural values is provided by the textbook.

The English subject is being taught in Pakistan since 1970's through various textbooks in government sector. It is made compulsory at all levels. It seems to be most important at secondary level because this level continues for higher classes,

This is where different skills pertaining to communications actually developed, so it's necessary to evaluate the books for secondary level in accordance with national curriculum to gauge the learners for this level.

Teacher's perception has many values in the point of carrying a particular target towards education and especially English textbooks. And only teacher's perception will unfold the salient shortcoming which is being held in the educational sectors and setting. Whatever the issues teacher of English textbooks have pointed out, would help ELT professions. This will particularly help the researchers who will like to bring some of the right text with its interesting aspects.

Literature Review;

A guide book specifically promoted to assist the learners to develop their abilities and skills (Sheldon, 1987) though textbook is also a tool to groom teaching (Ur, 1996).

These are helping language to enhance and gain for its imparters and gives instruction specially aiming the classrooms activities (Mares, 2003)

According to (Byrd 2001) contents of textbooks must be examined to fit apt to its curriculum.

The content of textbooks strongly has effect on learning and teaching manners for class (Johnson, 1989)

Evans and St. John (1998) points out the significance on content objectives.

The content of syllabus basically explained particularly expertise can be imported to learners (Cheng, 1994)

The textbook generally valued for imparting needs for learners to take account particularly textbook, it is use full for teacher to teach rich contents rather than without purpose.

Harmer (2007) states that contents of the textbook are the most important aspects, the teacher has to deal with the students. According to Hutchinson and Waters (1987) textbook conducting is generally a forward method to observe the text which is being taught ,usually in Sindh textbook at Secondary level not properly enhancing the language competency ,that also leads to higher classes when students of Secondary level move ,have to face linguistic hurdles. The text book should be helping to groom and finding rich

goal of development for L2 teachers. (Cunnings Worth,1995)

Chandan (2007) conducted a research with EFL teachers to know their perception of applying textbooks, but result was different, instructors prefer using commercial material rather than traditional textbooks.

2.1 Role of English textbooks for secondary level.

O'Neil(1982), Sheldon (1998) and Ur (1998) strongly approve that text book has always been more effective in teaching material which not only guides us but also decreases the amount of money and time.

It's also observed that a textbook is one of the cheapest tools as compared to other materials like photocopies, worksheet and other kits or computer assignment

Actual role of textbooks refer us and binds us with the particular thought of content and help us to grab position given by writers of their times.

It's also road map which helps English textbooks teacher to take students in the right direction and attach to its content.

But the textbooks of English for secondary level do not carry their standard to appeal the students for secondary level like the content, physical outlooks, activities and skills for improving English. Even the chapters relate to 50's and 60's which do not bring interest to students belonging to class 9 and 10 for the subject of English.

2.2 Importance of teacher's perceptions regarding English textbooks.

For teaching English textbooks, the major role of teachers who have their precious perception regarding English textbooks. Yu (1986) points out those teachers' perceptions have more impact inside the class and outside the class rooms. Because of their daily judgment create decisions to make an ideal class for their subjects. Here teachers have almost against of these textbooks rather in the favor of textbooks of English that is being given by Sindh textbooks Jamshoro in the district of Hyderabad.

3. Research Methodology

The research aims at investigating the above mentioned statements made by the teachers and the students. It has become very necessary to investigate those syllabic issues that hinder the covering basic skills of a language. This also explores the teachers perception regarding using the English textbooks, being taught at secondary level in the Hyderabad district.

3.1 The Participants

This research area aims is to study, how teachers of secondary level have gone through the textbooks of English that is being taught in the schools of Hyderabad district, with their perceptions. The participants were 50 from government and private schools for secondary level at Hyderabad district were carried out by professionals on the basis of convenient way.

3.2 Instrumentation (Questionnaire)

The survey having questionnaire of the study holding three parts, this was the main tool to find teachers' perception toward English textbook in district of Hyderabad. This tends to achieve background information of teacher toward textbook.

3.3 Classroom observation for secondary level.

This observation tends to know how teacher carries out English textbooks that are being taught for the Secondary level. The classrooms for secondary level guide us the real purpose of study regarding teacher's perception. While the classroom observations there were two types of teachers found, one was Pro-text and 2nd Anti-textbooks teachers were there.

3.4 Semi-structured interviews.

The semi-structured interviews mean to be conducted to find out the further information and data from particular teachers by asking deeper and cross check regarding teacher's perceptions toward English textbook for secondary level in the district of Hyderabad.

3.5 Data Collection Tools:

The data collected through questionnaire, semi-structured Interviews and classroom observations. First data was conducted by applying questioners for the secondary level in the district of Hyderabad Sindh by randomly by giving them free to choose the given points through SPSS25.0 statically with percentage, and qualitative data from complete analysis for secondary level English textbook in the district of Hyderabad.

3.6 Data Analysis.

This study is analysis from the given questionnaire to the target participates to see the teacher's perception regarding secondary level for Sindh textbooks. These responses were taken by using SPSS25.0 version and defined with statics particularly percentage with mean score to analyze the observed data and also by using charts, class observations and Interviews, were based on qualitative method. These are in three tables.

4. RESULTS

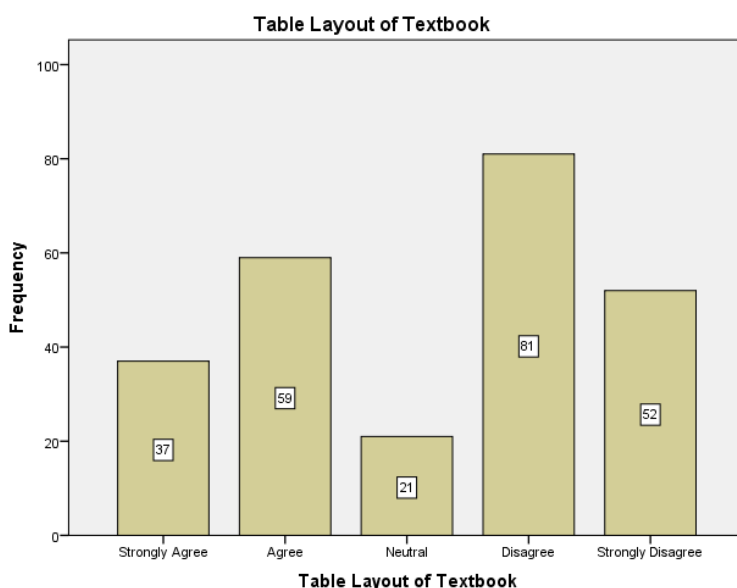
Result of this study shows us teachers' perceptions regarding English textbooks that are taught at secondary level in the district of Hyderabad. There were three main sources taken as finding the issues while teaching at secondary level in the district of Hyderabad. In the first physical characteristic (layout of the books) and secondly the text evolutions (content, culture, skills for language, grammar, motivational and activities) and the third one for teacher's perceptions.

1 Analysis for Quantitative (Questionnaire)

S. No	Table Layout of Text Book	SA= 1	A = 2	N = 3	D = 4	SD = 5	Mean	Std. Deviation
1	The Layout of textbook is comprehensive and attractive	8	11	4	9	18	3.36	1.55
		16	22	8	18	36		
2	The Text book is having all appearance	7	10	6	18	9	3.24	1.35

	(Physical Layout) but dull in thought.	14	20	12	36	18		
3	All the physical shape, appealing to Student attraction	8	12	4	18	8	3.12	1.38
		16	24	8	36	16		
4	Can text book be compared with other standard text books?	8	14	4	19	5	2.98	1.32
		16	28	8	38	5		
5	Does it contain quality paper with colorful picture regarding events of topic?	6	12	3	17	12	3.34	1.39
		12	24	6	34	24		

Characteristics of analysis of textbooks.



Here **table 1**, presented physical characteristics of text book, where from paper quality to last attribution mentioned to its dust to beauty in the English text books for secondary level for Sindh textbooks. If we come to compare this English textbook for secondary level with other textbooks of other board and with Cambridge and Oxford their appearance may be different and attractive as compare to English textbook for secondary level Sindh textbooks. Most of the participants showed their disagreement towards the physical

characteristics of textbooks. 23.60% participants agreed and 32.40% were showing their unsatisfactory towards the effectiveness of layout and 20.80 % declared strongly disagreement with their statements, no attraction, no color full, found dull in appearance, according to layout survey more than half teachers found that the text books were unable to appeal students.

Table 2: Textbook Evolution (Content , Culture , Language , attraction , Motivation , Vocabulary , grammar , skills and activities).

S. No	Text Evolution (Content, Culture, Language, Attraction, Motivation, Vocabulary, Grammar, Skills and activities).	SA = 1	A = 2	N = 3	D = 4	SD = 5	Mean	Std. Deviation
1	Does text book lead us current Syllabus?	9	11	7	18	5	2.98	1.32
		18.0	22.0	14.0	36.0	10.0		

2	Does the textbook contain rich content?	8	10	4	20	8	3.20	1.37
		16.0	20.0	8.0	40.0	16.0		
3	Does the text book present our culture?	7	13	2	22	6	3.14	1.32
		14.0	26.0	4.0	44.0	12.0		
4	Does the text book serve us authentic Language?	6	10	4	20	10	3.36	1.34
		12.0	20.0	8.0	40.0	20.0		
5	Text books are enough to draw attention of students?	7	13	3	17	10	3.20	1.40
		14.0	26.0	6.0	34.0	20.0		
6	Do the chapters motivate the students?	4	8	4	22	12	3.60	1.25
		8.0	16.0	8.0	44.0	24.0		
7	Do the text books carry all skills of language like listening, reading, writing with speaking?	2	8	2	27	11	3.74	1.10
		4.0	16.0	4.0	54.0	22.0		
8	Vocabulary is given with current situation.	7	13	5	19	6	3.08	1.31
		14.0	26.0	10.0	38.0	12.0		
9	Does the textbook serve us grammar with its exercise?	6	11	7	18	8	3.22	1.30
		12.0	22.0	14.0	36.0	16.0		
10	Does the textbook present interesting activities with practice?	2	8	2	23	15	3.82	1.16
		4.0	16.0	4.0	46.0	30.0		

As in **table 2** mentioned that text evolutions with its all major components. In teacher's perception the most important element is how teacher examines things regarding textbooks published by Sindh textbooks. While in the survey of text evolution the major parts like Content, Culture, Language, attraction, Motivation, Vocabulary, grammar, skills and activities. 40.20% showed disagreed regarding all the important elements of the text evolutions. 18.20% showed strongly disagreement towards text and only 20.00%. More than 60% teachers disagreed on the major components regarding the textbooks for secondary level .if we talk about Content so it's not rich and attractive to draw their

attentions towards chapters and their titles. **Chapters like Mending puncture, a visit, shopping and African village**, they are with no attractive content moreover having dead vocabulary and dull in thoughts, and other departments of text evolution having same situations. We have regarding teacher's perceptions. It's very badly culturally presented and language of chapter belongs to 50's. Motivation is major element for students to move forward to better future, but lacking in this dept as well. In English textbooks must be having four skills but our textbooks having only reading skill with no attractions and having no activities regarding events of chapters.

Text Evolution (Content, Culture, Language, Attraction, Motivation, Vocabulary, Grammar, Skills and activities.

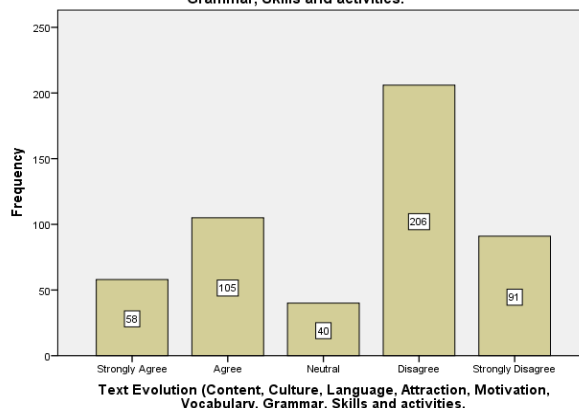
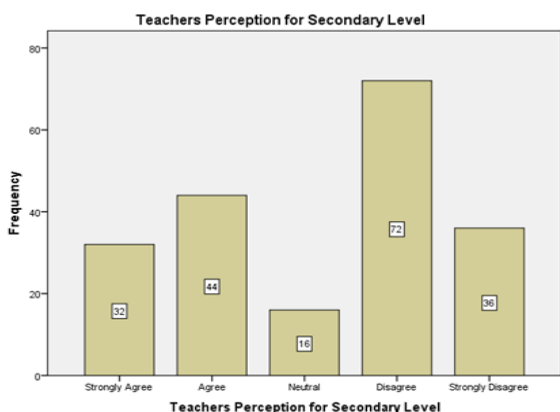


Table 3: Teacher’s Perception for Secondary Level

S. No	Teachers Perception for Secondary Level	SA = 1	A = 2	N = 3	D = 4	SD = 5	Me an	Std. Deviation
1	Text books are taught with all its contents and information.	9	11	2	17	11	3.20	1.47
		18.0	22.0	4.0	34.0	22.0		
2	Does this textbook refer any cultural issues?	4	12	4	18	12	3.44	1.31
		8.0	24.0	8.0	36.0	24.0		
3	While Teaching, towards all Skills of language, taking as a teaching and learning material.	8	12	6	18	6	3.04	1.32
		16.0	24.0	12.0	36.0	12.0		
4	I fully understand all the chapters, follow them properly.	11	9	4	19	7	3.04	1.43
		22.0	18.0	8.0	38.0	14.0		

As mentioned in **table 3**, without teacher's perceptions textbook cannot be evaluated. This textbook for secondary level, dealt with not satisfactory, according to its research 36.00% teachers disagreed found no effective physically and mentally. Only 22.00% agreed regarding teaching in favored. This textbook for English at secondary level lacking in so many departments.



5. Finding

As the resulted of three main tables ,which shows that English textbooks for secondary level Sindh text books do not carry its standard textbooks and many of the chapters are having complete low standard context and its language like **Mending a puncture ,shopping and visit** dealing with their no rich content and lower at skills of language . And even they can be compared with the standard of class 4th and 5th for English textbooks for learners and as teaching materials. It's not only lacking the contents or skills of language but also no strong relation with our culture and traditions as well. These two books

belonging to secondary level doesn't meet its challenges where as compared was made to lower classes like 6 to 8 classes , according to teacher's perception can be found as better source for teaching material for learners. It totally failed to appeal student's attraction towards almost all departments like physical characteristics, contents, skills for grammar and its activities for learners for secondary level of English textbooks published by SBT.

6. Conclusion and Suggestions

This study based on teacher's perceptions towards English textbooks for secondary level, which enhances the doors on teaching and learning projects. This study also creates a great comparison of other textbooks which are being taught at others boards so, we may be able to give better materials for teaching and learning according to teachers' perceptions. Textbooks should have all qualities that enhance all departments for learners. It should comprehensive, cultural, rich content, motivational chapters and all skills that students may avail as weapon for current situation. Suggestions are made comprehensively to find our lacking and shortcoming toward the English textbooks for secondary level by SBT. And teaching can be more effective if we don't act upon these suggestions and recommendations .our English textbooks should be having commercially handled like other textbooks. Like Oxford and Cambridge books.

1. Textbooks must be having these four skills of English language.

2. Textbooks should not be only source for information. Chandran.S, (2003) Where the ELT textbooks?
3. Textbooks must be designed according to its class and standard.
4. Textbooks must have interesting stories with moral values.
5. Textbooks of English must have modern vocabulary with its current situation.
6. English textbooks must have proper grammar with usages.

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