

Teaching and Learning English in a 'Non-textbook' Environment

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Abstract

This research paper aims at exploring the non-textbook environment in English classrooms. This study has portrayed the limitations of textbooks highlighting the effectiveness in learners' achievements when teaching English in a non-textbook environment. With an ethnographic inquiry, the study reflects the author's experience of being in the non-textbook environment through the portrayal of her subjectivity. The methods to collect data were participant/field observation and interview. The exploration of students' learning while in the non-textbook environment has been depicted in the paper. Overall, the paper anticipated to extend the mindfulness upon the teachers who can think of including activities in an English language classroom without textbooks.

Keywords: *Non-textbook environment, ethnographic research, exploration, activities, creativity, transformative learning*

Introduction

'Textbooks' are considered reliable materials in a teaching-learning context. They are the components that support teachers, and provide students with necessary inputs into lessons (Hutchinson & Torres, as cited in Gholami, Noordin & Galea, 2017). Textbooks give a pathway to teachers as they provide a guideline to carry on classroom instructions. Mohammadi and Abdi (2014) put their view saying teachers normally do not have much time and the support from school administration to use other teaching materials and this is where textbooks play their natural role. Textbooks are like a staple diet for learners as they present an official knowledge to learners from where they learn different skills, behavior, values, and attitudes (Cheng, Hung & Chieh, 2011). Textbooks give a clear framework to teachers and learners, save time as they contain ready-made tasks within and are convenient to carry (Ur as cited in Khodabakhshi, 2014). Textbooks are referred to as a guide just like a teacher, as a map to show the direction and as a resource that can be taken as the authority (Cortazzi & Jin as cited in Radic Bojanic & Topalov, 2016)). New teachers take textbooks as necessary resource since they are with less experience and are not familiar with subject matter/content and therefore heavily depend upon textbooks (Ramazani, 2012). For learners, textbooks stand as the entity that carries everything that they need to learn. This idea about the necessity of textbooks is rooted worldwide.

Deviating a bit away from that idea, a newly emerging idea has taken space in many countries which is about not using textbooks in the classroom. Several researchers have seen the disadvantages of the use of textbooks in the EFL classroom. The process is found to be complicated when it comes to language teaching and learning and they are not achieved well just by being followers of textbooks which

are the readymade teaching materials that are developed as a set of 'prepackaged' decisions (Allwright, 1981). This establishes the notion that textbooks are not the ultimate teaching-learning materials. Rather, various teaching-learning materials can assist learners in effectively learning English. The complexity of the textbooks affects students' motivation and so they prefer rejecting textbooks (Schumm, Vaughn & Saumell, 1992). When different activities are introduced to learners, they enjoy the activities and get much knowledge out of them. Students when involve in meaning-making process, they develop an ability to use their ideas spontaneously (Bird, 2010). Different activities that go beyond textbooks can give learners meaning to their learning. This encourages them to be innovative and creative which is where their actual learning takes place. There are several textbooks for a single subject in the market and they all are not made in such a way that they meet the need of all learners. As Seguin (1989) stated that the role of a textbook is not only to facilitate teaching but its role is also to attract children towards it to develop their reading habit and to assist them in widening their mind to view the area of knowledge as well as information. Textbooks function well, can become the agent of change but this largely depends upon how appropriate they are in terms of meeting curriculum goals and learner needs (Kirkgoz, 2009). Teachers indeed feel secure to use textbooks as a guideline to make a lesson plan and deliver it in the classroom.

Most often, it is found that a textbook is made the first and last teaching material in the classroom in the context of Nepal. However, the idea "good teachers do not follow textbooks," is acceptable theoretically. Teaching in a traditional way using textbooks and lecturing has made the teacher benefited in terms of comfort but they are not adapted to the change and this has hindered students' learning process (Sparapani & Perez, 2015). Due to the mandatory textbooks in English class, learners become passive readers of textbooks rather than being flexible material users (Zhang, 2018). There is often a common notion about the textbook that if the students are aware of everything that is in the textbook, a person knows everything. Their common sense about textbooks makes teachers believe that textbook is everything for the teaching profession and it is the ideology for any kind of teaching-learning. A textbook is taken as the ultimate source of learning. Textbooks may stop teachers from being skilful and they may not meet students' need. (Richards, 2001). Textbook dependency has encouraged teachers to be the source of information by reading textbooks and pouring the same thing on learners and thus has discouraged learners to have a reading habit (Hinchman, 1992). For learner-centered education, the presence of textbooks in the classroom may not be efficient and imaginative (Lubben et al., 2003). Teachers indeed find it easy to depend upon textbooks but this may not be good for meeting learner needs. Normally, the commercial materials are developed in the same format which follows one unit after another (Charalambous, 2011). This causes boredom in learners. They are monotonous of the same pattern of textbooks and the similar exercises after every lesson. The activities are poorly thought of and written as the textbook-oriented tasks are focused more on repetition which the students want to get rid of (Ewing, 2010). Due to this, learners who are not of the ability to memorize the things from the textbook may not enjoy it and therefore the educational achievement cannot be obtained at the desired level. Textbooks are designed in such a way that teachers find it easy to get the teaching pattern of the particular subject to teach in a school culture (Moulton, 1994). While focusing on textbooks, educators need to look at their quality especially in terms of content, format and appropriateness for students. To analyse the value of the textbooks, students may need to conceptualize their appropriateness for them in terms of vocabulary, ethnicity and gender. What if we make our students read textbook time and again but they do not learn anything out of it? This is the question that often hits our minds.

Method

My research site is Universe school. The research was carried out for two months. I collected the data through observation and interview. There were five participants, one teacher and four students

(two males and two females), in this research. Ms. Agnes is an English teacher for Grade five who is in her mid-twenties. Alan, Seth, Teresa and Eva are the students from Grade five. With the ethnographic enquiry, field/participant observation and interview were the main techniques for data collection. I started observing what resources the participants used in particular to learn the English language when they are in a non-textbook environment. The resources appeared to be of various types. I sorted them out into different categories. These categories are based on suggestions, texts, and dates.

Resources in EFL Class

Based on the suggestions, I observed the use of resources in English classroom. I noticed, who suggest the resources. Then I saw that there are some resources available in the class which the students self-suggest and there are some which are suggested by the teacher.

Self-Suggested	Other Suggested
<p>Library at school</p> <p><i>Yeah, I use it like once a week because we have a library once a week but still I go to borrow books on other days. -Seth</i></p> <p>Television, mobile, iPad, tablets at home</p> <p><i>I use Google like as I said in English and the dictionary like when you are confused in the words you search like what it means and I want to use some idioms. I search for idioms too.-Emily</i></p> <p><i>You know... I mostly use Google. I use it for finding word meanings, vocabularies, more than dictionaries. Before, dictionary would help me to find the meaning of the words but now, I get help from Google search. -Seth.</i></p>	<p>Novel</p> <p>Other learning materials such as flashcard</p> <p>Movie in the suggested time</p> <p><i>It depends upon Ms. Agnes... We watch a movie when she lets us. I think we finished more than five or six movies. – Seth</i></p> <p><i>Yeah, we watch it at school and it's animated and it's so fun and the English is improved. But we watch only when the teacher asks us to watch -Eva</i></p>

Table 1: Resources based on suggestions

Textual Resources	Non-Textual Resources
<p>The novel</p> <p>Different language-oriented activities</p> <p>The figurative meaning of some idioms such as</p> <p>‘pain in the neck’ meaning ‘annoying’,</p> <p>‘a drop in the bucket’ meaning ‘a part of a whole’,</p> <p>‘hang in there’ meaning ‘don’t give up</p> <p>‘smell a rat’ meaning ‘suspect’</p> <p>The fishbone activity was an activity to make learners critical thinkers by thinking about the causes for the effect given.</p>	<p>Seth’s presentation on ‘Smart Paani’</p> <p>Video and video related questions</p> <p>Picture description</p> <p>Teacher-student interaction</p>

Table 2: Resources based on text

Out-dated materials	Newly arrived materials
<p>Chart paper presentations</p> <p>Whiteboard</p> <p>Television News</p> <p><i>My father watches some news. It is mostly the social things like about Prime minister and so on and that's not what I like. - Emily</i></p> <p>Newspaper</p> <p><i>"...I don't like reading newspapers nowadays because I search in Google. So, I do not use newspapers much."</i> -Alan</p>	<p>Powerpoint</p> <p><i>"...It is not restricted away from them, kept away from them. It is their resource. So, we just share it. I share it, they share it. Maybe this is the reason why they are so much confident in their presentation."</i>-Ms. Agnes</p> <p>Laptop</p> <p><i>"...for research yeah, sometimes I do...and presentations, we need to make it on the laptop."</i>- Teresa</p> <p>Mobile</p> <p><i>"...I use it for watching some videos and dictionaries. I learn interesting things about the world. Everyone in this world uses mobile."</i> Emily</p>

Table 3: Resources based on date

Different Activities as Resources to Learn English

Learning resources are often the properties that are used as materials to learn. Certain activities make students learn better as the students get involved in those activities and learn through them, the activities that learners themselves can act as resources. Here are certain activities that my participants were engaged in through which they had good learning regarding language.

Reading Novel

Unlike reading textbooks, reading novel is something of entertainment. It helps the readers gain interest in reading and at the same time, the readers can imagine many of the scenes of the novel exactly like that of their real life. It is not the intended teaching material for students. Rather, it is with authentic texts and in authentic texts, there is a presence of real language (Berardo, 2006). Novels are written in such a way that they create imagination in readers which takes them to the world of fiction. Regarding their understanding of the novel 'Inside out and Back Again,' Emily expressed *Inside out and back again is a really... It's about a girl. She is explaining what happens to her life when the Vietnam War starts and when she lives in Vietnam and transports to other countries.* Alan puts on, *it is about war. It's about a girl whose father has been lost. They are trying to escape the Vietnamese war and in America, she is being teased by lots of people.* Seth explained, *So, the setting of the story is in Vietnam and the main character is 'Ha' and that is all about the Vietnam war and Ha and her family are trying to escape that war.* Teresa kept her view as *it's basically about a girl and her childhood. She is at war and she needs to go to other places and it's kind of adventurous.* Novel reading thus is an effective activity that makes learners engage in it in a meaningful way.

Book Talk

On about the alternative days, I saw that one of the students would go to the front, sit on the chair, and would tell something holding a book in his/her hand. I came to learn that it was ‘book talk.’ They had this activity almost regularly in their English class. I wondered why they do this and what they learn from this. To make me understand about it, Seth explained, *you hear about this book and the things that you like about this book, the title of the book, we read the blurb part and we share a summary. I don’t say the main part of this book. If I do so, when people issue this book, they think that I shared the whole book and they don’t issue those books. Alan talks about ‘book talk’ being excited about what they do. He expressed, Book talk is all about talking about a book by focusing on the favorite part of it. We need to talk about that book but should tell the summary of the book without spoiling the main part.* I could feel how they were being excited to talk about this activity ‘book talk’. Ms. Agnes also sees the huge importance of the ‘book talk’ activity. She sees Book Talk as a language reformer. She opines, *usually, our book talks are outdoor for our students to talk. This is just a productive outdoor for them to express themselves through books and because I am a language teacher, I want them to see the world through language.* It is one activity that is done by every individual on their appointed date but it is amazing how they have understood the value of it. Ms. Agnes finds this activity important since it improves students’ reading habit and presentation skills.

Presentation

I noticed that students got an opportunity to go to the front and do presentations on what they prepared. One of my participants Seth went to the front and gave Powerpoint presentation. He is just a student of grade five and he was giving a presentation in front of more than thirty people. That was the time I realized that I was wrong in being always stuck in the thought “They are not ready yet.” When I talked with Seth about his presentation, he said, *Yeah, it was about smart paani and they did this for people in remote areas. It is to help people drink clean water. I learned much about smart paani. As I had to make slides for the presentation, I worked hard to learn about it. It was good that I could present it in front of all.* I asked him why he chose ‘smart paani’ for the presentation. He told me that they were supposed to present something that is about social contribution. He thought smart paani has contributed many people clean drinkable water. Other students gave their presentations on other days too. I came to notice that giving topics for presentations or even just a small theme such as ‘social contributions’ led students to learn much more on their own. They learnt about something completely new without a textbook. Classroom presentations thus could be made the finest resource for students to learn about certain topics as well as about gaining confidence to speak in front of the mass.

Picture Description

I was in the class as usual, listening to students’ conversation, watching their behavior with one another. Ms. Agnes demonstrated some pictures on the board through a projector. There was a picture of the current president of Nepal, Bidhya Devi Bhandari. Ms. Agnes asked who that was, and the students replied *Bidhya Devi Bhandari*. Her hand was a bit raised in the picture and the teacher asked why it was so. The students said *she is flinging flowers*. The teacher said, *Yes, she is flinging flowers. It is to worship or honor something.* Moving towards the next picture, the teacher asked, *what was that?* The students expressed like they did not know about it. Then the teacher said that it is *Guruju ko paltan*. The next picture was *Kumari ko rath* (Chariot of the living Goddess Kumari). There were about fifteen pictures that were displayed. They were: a boat pushed away by the tide, an airplane, Lakhe, shooting bullets, a border between China and Russia, a bridge, a maze, Bouddha, Olympic winter, and other few. The students were

very much excited to see different pictures along with their associated meaning. The teacher told them that she would leave those pictures on rotation and that they were supposed to use any of the pictures they had seen to create sentences. She even gave the format to create sentences:

was _____ ing

had _____ en

had been _____ ing

The students started doing their tasks. As they were assigned this task individually, they did it themselves though they were in a group. They discussed which picture their nearby friends used and tried to choose the new one. The pictures were on and being rotated. It was a writing task, exactly similar to what we normally have in the textbook. Only the difference was that it was done differently. First, the display of the pictures, then its description, and later, another task generated from the same pictures. Authentic resources provide information on target language by using the real world, culture and language which help students to have contextual learning (Ahmed, 2017). The pictures were the unprepared teaching resources that was used for teaching English. It was used to teach grammar, not even free writing and that was the sensation of knockout to me. I learned that pictures can be an effective resource to make students learn what is going on in society and also it is fruitful for language learning.

Fish Bone Activity

There was another activity in English class where I saw students engaged in writing tasks but it was different in the sense that they were writing on the structure of fish. The activity was named fishbone activity. The students were engaged in it. They were discussing it and were talking about the cause and effect of certain events. Ms. Agnes believes that Fish-bone activity has a huge role in making students think critically. She claims, it was not just to express their ideas but it is also to make them understand the relation between cause and effect. The fishbone activity was the activity that was aimed at making students give reasons for any event. It was to assist them in making a scientific attempt for reasoning. Of course, language develops as they have to think and write but at the same time, it develops their skills of reasoning.

Field Trip

Students learn the language out of field trips as well. This was found in this class. As I saw students being excited about their field trip even after they returned from there, I wanted to know if this was part of their curriculum. Ms. Agnes said, *As usual whenever we have things like that, we always use opportunities like that as a resource for writing practices because these are their real-life learning. Whatever occurred out there, has helped their reporting ability. They have learned reported speech, to be able to talk in direct and indirect speech. What we are doing might be direct, somebody else reporting it. So, they just learn to report all these things in English conventions whatever they learn in grammar, they have to learn to do that.* It was not only the entertainment part that the students were having but they were learning so many things at a time and that is why the teacher and students both were positive about the field trip.

Teaching and Learning in EFL Class through Teacher-Students Interaction

Teacher students' interaction is something that happens in almost every class. It was like a normal conversation but Ms. Agnes always tried to show them the right track or would bring them out from some confusing matters. Ms. Agnes clearly said, *In the class, the things we share are relevant. They are related to the classroom context. Especially when we sit together, I just let the conversation go. So, children are not filled with the brimmed with lots of ideas of not talking. So, I try to find bits and pieces just to communicate.* Ms. Agnes used to make class a normal place where students can have a conversation in a relaxed mode. As I was like their everyday person to be in the class, everybody had taken me as part of the classroom. I could see that their way of speaking with one another was natural. Within this natural scenario, I had a way out to give their conversation meaning. To process the information they get and to set a clear goal, students need to be encouraged by the teacher as the interaction between students and teachers has to do with effective learning (Laci, 2013). Keeping this in mind, I tried to capture their conversation to see the meaning in it. I noted that there were various moments where the children got aided by Ms. Agnes. Students know certain things on any subject matter but they may not be perfect. It is a teacher who needs to give them support to make them accomplish their task. Various events took place in class where students got aided by the teacher during their interaction with the teacher. Some of them are presented here as examples.

Example 1: Once a student was sharing about the story she read, she shared the story and told that the story has tried to give one advice. Listening to her, Ms. Agnes asked what that was. She said, *I also have a smaller sister and I understand what it means.* Ms. Agnes corrected her, *Is it smaller sister or younger sister?* The students said, *younger sister...*

Example 2: It was novel reading time. The teacher was reading a novel aloud. At one point, there came a discussion on salty things.

Ms. Agnes: *Why is it salty?*

Student: *Salty kura dherai tikchha...* (My translation: Salty things last longer.)

Ms. Agnes: *What does that mean? How do you say?* (With a smiling face...)

Student: *We use salt to preserve food.*

Ms. Agnes: *Yes...*

Example 3: It was a talk about a school election. Ms. Agnes started explaining why the students are giving votes. The discussion went like this:

Ms. Agnes: So, why do you vote for any person? Student 1: *Teacher! They should be nice.*

Student 2: *Teacher! They have to be good people.*

Student 3: *Teacher! What if they ask us to give a vote and they give two chocolates?*

Student 2: *That's ta ghush khayeko jastai ho...* (My translation: That's like bribery.)

Ms. Agnes: *What do you call for that?*

Student 1: *Bribe....*

Teacher: *Why don't you use that word now?* (Looking at student 2)

Student 2: *Yes, teacher... if they give two chocolates and tell us to vote for them, that's a bribe...*

The strength of teacher-student interaction could be sensed here.

Encouraging Learners to Write in EFL Class

I always thought that resources normally mean materials. In the case of teaching-learning, they are the materials that mean the usable, touchable things that we get. To use humans themselves as a resource to teach was beyond my thinking. This is what I saw during my research. The teacher, Ms. Agnes showed one book to the students and said that the author of the book was from the same school and he was from grade four, Mr. Smith. She demonstrated the whole book and read the book aloud for all of them. As Mr. Smith was a junior to them, the students did pick up some fun things the author had written but they were very excited about the publishing of the book. Ms. Agnes asked, "Do you like to publish your book?"

Student: *Teacher what about grammar errors?*

Ms. Agnes: *That's where I am going to help you.*

Ms. Agnes encouraged them saying she knows some of the publishers and that she can talk with them if the students are interested. Ms. Agnes told them that she would call the author himself so that the students could ask the questions about the book him. Ms. Agnes wanted to invite the author as an authentic resource to give learners an experience of a real-life context (Azri & Al-Rashdi, 2014). They all were excited about that. When the author appeared, he was honored as the author, was asked to sit on the chair in front of them and he was interviewed though it was informal. I could see how the students of that level can ask the questions. To be honest, it was not like the exact interview that we see in media with celebrities. The exciting thing was that the author, a student of grade four had become the resource of their learning. As authentic resources hold cultural content within them, they assist learners to get the cultural lens of the target language and to help them in language learning (Kilickaya, 2004). Students learned a lot by the visit of the author and through the information he gave. He was being honest in the answer he gave and at the same time, he was encouraging them to be the author.

Mr. Smith: *My father's friend is a publisher.*

Students: *Who helped you in writing this book?*

Mr. Smith: *Nobody helped in writing but in drawing, my mother helped.*

Students: *From where did you get the idea for the names of characters?*

Mr. Smith: *It just came to my mind.*

Students: *Why is the name of the place Ben La Den?*

Mr. Smith: *My imagination!*

Students: *How long did it take to write this book?*

Mr. Smith: *More than two weeks.*

Students: *Why didn't you put Nepali names?*

Mr. Smith: *Because I like English.*

Everybody was being concentrated on the author, Mr. Smith. That made me think that humans can be used as a resource to learn. Ms. Agnes uttered that she uses humans as a resource to teach students. She said, One of my other subjects is Social Studies that I integrate. In our school, we have another individual. She is also partly involved in helping to understand history. Whatever we are doing, things get mixed up and we have people to help out like a historian or any contributor to society. So, we get ideas

from them as well. Ms. Agnes just plucks in bits and pieces to make things work with her kids and to assist students in learning through interesting resources.

Teaching English without Constructed Boundaries

While teaching English, we talk about tenses, nouns, pronouns, adjectives, and different forms of speech. The grammatical portion of English has become tough like mathematics as it is all about grammatical rules, to say this and that. I was concerned about ways of teaching English in grade five by Ms. Agnes. She was teaching figures of speech but in such a way that she would ask the students to find out figures of speech in the novel they were reading or in the conversation, they were having. Students of grade five knew about similes, metaphors, and onomatopoeia. I put her a question if it is not difficult for the children of that level and her articulation went as *Actually, it is not difficult because, in our figures of speech, I am using only those which help them in writing at this grade level. So, simple things like simile, metaphors... they already use in their daily lives. It's just that they do not know that it is called similes, it is called metaphors. Onomatopoeia is a technical term, it's a word but... they are already using it. So, because they have already used it, all I did was just introduced these words. Ok, this is an onomatopoeia that you have been using. So, I did not have to go and teach them. I just used their learning from previous experience and I put it out in their writing. So, this refines their writing.* That was exactly seen in her class when the students were learning about figures of speech. The teacher asked, Ok, what is the figurative meaning of 'drop in the bucket'? One of the students said 'a part of a whole' and the teacher said yeah. Again,

Teacher: *Pain in the neck?*

Student: *Annoying, irritating*

Teacher: *Hang in there?*

Student: *Don't give up*

Teacher: *Smell a rat?*

Student: *Suspect*

This was going on and on and students seem excited to use these figures of speech in their conversation. Alan said, *Oh I can smell a rat here. Someone must have done something.* The way of teaching students figures of speech was great. As they were using it in class, it was a kind of practice for them and this would be seen in their everyday speech.

Beyond English Learning in EFL Class

Learning English is not only the thing that happens in an English classroom, and English class is not only to learn English language in particular. It is associated with other learning that takes place in classroom. It is to learn from each other that learning the language can be lifelong skills. In this regard, my participants were learning the following things while they were in English class.

Exploring Culture, Exploring the World

Students were in English class where Ms. Agnes was trying to engage them with a discussion which was her habit of starting the class. She was asking students about a holiday that was just a day

before. It was 'Indra Jatra' and she said Alan might have enjoyed it a lot as the festival is most important to the Newar community and Alan was from the Newar community too. In the interview with him, Alan described his background saying I am from *Newar*... *Newar* ethnic group and I live in *Maharajgunj*. That description of him was a symbol of one's own identity and I could see how proud he was of his identity. On that day, in his class too, he was being honest to say that he was a child from the Newar community. He shared a story about Indra Jatra.

Indra's mother needed a flower. As they were in the sky, she could not get that. So, Indra wanted his mother to get a beautiful flower as that was for Pooja. He came down to the Earth to pick the flower up. He came being a human. He searched and searched the flower. He saw one beautiful flower. It was the flower 'Parijaat'. He plucked the flower and people thought that he was a bad person to steal the flower. They captured Indra. When Indra's mother knew this, she came down to the Earth with her rath (chariot) and she saved him.

After telling the story, he said, *As they celebrated 'jatra' after saving Indra, we eat samayabaji, chhoyela*... He was opening the doors for others to know more and more about his culture. Upon query with Ms. Agnes, whether the conversation on that day was something related to their learning, she replied, *As they have already learned about Jatras in grade four and that day was also indrajatra, it helped me to take curriculum to understand festivals of Kathmandu valley, whatever we celebrated. It was also to check on their prior knowledge if they still know it.* As per Ms. Agnes, it is to check their prior knowledge but it was to let students know about each other's culture. After Alan's story about Indra Jatra, a student nearby him said, nice story. Alan proudly said, *kinavane ma newar ho ni ta, malai thaha xa* (My translation: because I am Newar, I know about it.) Yes, it was normal sharing time but I could sense much more cultural discussion on the day.

Ms. Agnes had recently visited Russia. She explained Grade 5 about the places in Russia, the people there, food and clothes people prefer there in Russia and many more. I was probing her if that was just a sharing. She articulated

The book we are doing 'Inside Out and Back Again', is taking place in a communist setting. Here, we are using Russia as an example. It so coincidentally happened that I had to go to Russia. Before that, we were showing some art pictures of the children who saw the war live at that time...1945, they saw the war live and they just illustrated what had happened then that they could see people dying in the street from their window. These pictures were all in a gallery in Russia. So, I decided to find about the history out there. For enhancing their learning, I extended my journey. So, that was the purpose to share them about my visit to Russia.

The students were exploring many things about Russia. For instance, the teacher showed the picture of something like a vessel made up of wood and she told the price.

Teacher: *It cost 450*

Student: *Nepali?*

Teacher: *Noooo....*

Student: *God, it's expensive.*

They learned about the punctuality of people. The teacher told her that Russian people are very

punctual. She said *when they say it is 9, it is 9*. One of the students showed his curiosity, *sharp?* The teacher said *yes*.

Teacher: *I went to one war area. Wherever you go, you do not have to line up. It's because there are fewer people to line up.*

Student: *Did you stay there long?*

Teacher: *Yes, it was like you could spend the whole evening anywhere because of the Sunsets at around 8:00 at night.*

Student: *Teacher! When I was in the U.K., it was the same. It was not dark even till 9 or 10.*

Teacher: *Yes and it was so cold. I was dying of cold.*

Student: *Did you appreciate the weather in Nepal?*

Teacher: *Yes, I sort of started appreciating the weather of Nepal.*

Student: *Teacher! What was more expensive?*

Teacher: *Water... in compared to soda water.*

Student: *Teacher! What is soda water?*

Teacher: *It's like fizzy water. I don't like that.*

Students: *Teacher! Do you understand the Malaysian language?*

Teacher: *A few...*

Ms. Agnes started giving more information about the food of the Russian people. She said *They eat a lot of salad. They eat yogurt, beetroot salad. Do you know what beetroot is? (Explained what it is.) The ice cream there was oh... so delicious.... One interesting thing about the people here is you don't understand whether the people are angry or they are speaking normally. Their expression is different.* It was just a sharing about the teacher's visit to Russia but students got many ideas about the country and they were still curious.

Choice of Resources and Teachers' Passion: Sustaining Non-Textbook Environment

Learning resources are significant in the case where the textbook is no longer the learning resource. When students are given the liberty to study without textbooks, they come up with a blank book which they fill themselves with the knowledge they get by using other resource materials (Dorenbusch, 1990). We say that learning is the most prominent thing to happen in school but we are to be careful about the learning resources that our students are engaged with. Students' learning environment, students' gender, year of enrolment in school, academic performance, attitude, and self-efficacy all prompt to affect their learning (Detlor, Julien, Serenko & Booker, 2010). As Ms. Agnes said that the resources she chooses do matter in teaching, it is the same with students. Whatever resources are provided to them or being used by them does affect their learning. Ms. Agnes said, *Textbooks are not only the resources to learn, but museums are also places to learn, sites and internets are places to learn. It's not textbooks alone.* Resources are to be chosen and made the special activity for students and that does affect their learning.

Another important stuff to think about is teachers' passion. If there is no passion in a teacher, he/she cannot do anything innovative and if there is no innovation in today's class, they do not learn well. Ms.

Agnes thinks that passion is a prerequisite for any teacher. Without it, their class goes boring. She stated, *Yes, I think prerequisite...First, as a teacher, we have to be passionate and determined. When there is no passion and determination you are dry to teach. I think before any kind of resources, your passion, your determination is kind of needed there.* Thus passion is the major entity that needs to be in teachers and this is necessary for the advance of thinking about different resources. Ms. Agnes is such passionate about teaching that she involves students in different project work and makes others read them, at least see them. This shows that she is thinking not only about her students but overall, she tries to share the knowledge she has with other people too. For this, the teacher's passion is the most prominent thing.

Conclusion

Using a textbook in traditional way is not a bad idea but depending solely upon it can be a bad idea when there is so much in today's educational world that are available outside the specific textbooks. When teachers get the freedom to use teaching resources out of their idea or according to the demand of their lesson plan, they can make students achieve more. Where there are no textbooks, there is no restriction of finishing the course. Whatever the teachers teach, they teach to make students learn better. Learners engaging themselves in the subject matter with different activities develop problem-solving skills which make them learn in a meaningful way. To teach learners to move ahead with the maximum use of resources, and to make them competent and confident global citizen is what the parents of this generation seek for and this is what the children of this era look for. Therefore, Learning English language in the Global context, without a textbook... gives opportunities for learners to learn through various local resources in and out of the classroom letting them exploit more relatable, and authentic resources which are meant to make their learning experience transformative.

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