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## Role of ELT Textbooks in the Classroom: Hindrances or Facilitations

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### Abstract

*This report is a result of a study concerned with the suitability and effectiveness of ELT textbooks for B.Ed students. The main objectives of this study were to explore the perceptions of B.Ed. First-year students towards the textbook and find out whether it scaffolds or diminishes creativity in students. This study is guided by a phenomenological research design under a qualitative method. I collected data through purposive sampling by conducting online interviews and recording participants' responses. After that, I transcribed those responses into different sub-themes and analysed them along with specific themes. The present study revealed that using textbooks in the classroom enhances the students' reading habits, along with their innovative ideas and knowledge, to address their decision-making abilities to enhance English language learning. The finding of the study also reveals that English textbooks help with planning instructions, providing mechanical knowledge, including pedagogical and content knowledge for English language learners.*

**Keywords:** Achievements, ELT textbook, English students, opportunities, resources

### Introduction

An English Language Teaching (ELT) textbook plays a crucial role in forwarding English language learning in B.Ed... students. As ELT and learning have become the dominant activity at present, English textbooks are essential to enhance learning English



as a lingua Franca. English textbooks help to spread global communication. Being English is a global lingua franca; English textbooks provide a foundation for better English communication. ELT textbooks play a significant role in English language classrooms in the context of Nepal.

As textbook-based activities are closely connected with each other in the classroom, ELT textbooks always support the pedagogues and the language learners in the classroom. So, textbooks always play a vital role in the teaching and learning process. Tomlinson (2003) defines “Textbook as one of the materials used to help teachers teach learners (p.14). Textbooks represent a useful resource for teachers and learning tools for learners and course designers as well. The textbook is a collection of the knowledge, concepts, and principles of a selected topic or course. Graves (2000) opines, “The textbook is a book used as a standard source of information for formal study of a subject and instrument for teaching and learning” (p.175). It means that a textbook is one of the crucial sources of formal study of any subject matter for learning and teaching. Textbooks show the principal guidelines and framework for the learning strategies. Textbooks provide the confidence and security to inexperienced teachers for effective teaching.

Being textbooks is a well-prepared material for conducting teaching and learning, which helps make the classroom activities more effective. Gak (1996) states, “Readymade-textbook will ever fit perfectly every language programme” (p.123). As a readymade textbook is helpful for both teachers and learners, it can be strictly used in the classroom for teaching and learning. Textbooks have been making a significant contribution to teaching and learning. Ur (2006) opines, “A textbook is a book of which the teacher and usually each student has a copy and which is in principle to be followed systematically as the basis for a language course” (p.123). As the textbooks are essential sources of teaching and learning, teachers and learners have copied from the textbooks to present and learn content in the classroom. Being Nepalese classrooms are not modernised with technology, and there is no alternative to replace textbooks in the Nepalese classroom. Good textbooks are excellent teaching aids. Awasthi (2006) postulates, “A textbook is a teaching material for the teacher and a learning material for the learners” (p.1). Textbooks are essential to everyone for their knowledge and for generating ideas for making teaching materials. In the context of Nepal, using textbooks in the classroom is not optional; it is a primary means at all levels for engaging the learners for better learning achievement due to the lack of other supplementary materials.

ELT textbooks have played a vital role in promoting the ability of inexperienced teachers in teaching a language. Textbooks prepare the training framework for novice and veteran teachers. ELT textbooks provide the different kinds of mechanical knowledge, sustainable knowledge, pedagogical knowledge and instructional planning. Therefore, learners can learn through self-study and develop the mindset for gaining knowledge. Selecting, adapting and evaluating textbooks is so difficult for the readers. In our context, textbooks are the most reliable self-learning materials for the learners.

Many classrooms still depend heavily on textbooks because supplementary materials are limited, and many English teachers lack the training and confidence to manage lessons without them. Even in a digital age, students continue to rely on printed texts because access to e-libraries, stable internet, digital skills, and appropriate devices remains poor, and there is little motivation to use self-directed online resources. Against this backdrop, I set out to examine how B.Ed. Students view the ELT textbook and whether they feel it supports or restricts their learning. The study looks at both the strengths and weaknesses of textbook use in English language classrooms and is guided by two questions: how B.Ed. Students perceive the role of textbooks in fostering learning, and why textbooks remain essential for better learning outcomes in the Nepali context.

### **Literature Review**

The textbook provides new and innovative ideas. Sometimes teachers may also have diminished their confidence level. In this research article, I have reviewed the different Google blogs, books, the internet and previous research articles to find the answer to my study.

Textbook facilitates the learner's learning achievement and provide adequate sources of learning. Farrell and Heyneman (1989) opine, "Textbooks are a package of intervention" (p.12). Generally, the textbooks are adequate for learning for the learners. Textbooks can lay the pavement for the learners. If learners have left the school, they might have forgotten all the things they have learnt from the textbooks. Textbooks can be used for teaching systematic learning methodologies and generating new ideas for inexperienced learners. Hutchinson and Torres (1994) concurred that a textbook is a guide for teachers in teaching and a tool for learners to review knowledge (p.12). Textbooks facilitate teachers in teaching and learning tools for learners. Cunningsworth (1995) opines:

A textbook is defined as an effective resource for self-directed learning, an effective source of presentation of materials, a source of ideas and activities, a reference source of learners, a syllabus where they reflect predetermined language objectives, and support for less experienced teachers who have yet to gain confidence.

With reference to the quotation, the exploration of the different uses of textbooks as teaching materials for both teachers and learners is conducted. MacPherson (2005) concurs, "Textbook is a framework – leads to guidance and support; a syllabus- language skills and language systems; a convenient package –one Main text rather than multiple texts, or bundles of photocopied papers which may easily be lost" (p.5). In the classroom, textbooks provide the learner with self-confidence and a sense of security. Learners know where to start, what to expect and how to generate innovative ideas. Textbooks provide a free boundary for learning and effective progress. For the teachers, textbooks may provide a sense of professional development skills and knowledge development. Hutchinson & Hutchinson (1997) assert "The textbook as an extension of the teachers' skills rather

than deskilling- and on this level at least, the course book may be seen as a very effective source of changing skills” (p.23). Textbooks seem to be the source of developing different learning strategies, methods and learning skills.

Textbooks provide the mechanical and linguistic knowledge to the learners. Cunningsworth (1995 as cited in Rahimi and Hassani, 2011) opines, “The textbooks serve the language course as a source for material presentation, activities for learners’ practice and communicative interaction, stimulation and ideas for classroom activities, and a reference source for learners on grammar, vocabulary, and pronunciation” (p. 67). Textbooks support grammatical correction for language learners. It promotes learning vocabulary, pronunciation and communicative skills to the ELT learners. Using effective ways of textbooks can transform the learners' learning into new methodologies in the classroom. Sokorova (2011) stated that the role of textbooks was empirically investigated from four viewpoints: “prevalence of textbook use, textbook-based activities, the role of textbooks in learners’ homework, and textbook control (p.1). Textbooks can be used for controlling learners’ ideas and the teacher’s content, regardless of what they have taught in the classroom. In the textbooks, there are different kinds of text-based activities, communicative activities and content-based activities. In the classroom, teachers explore all above mentioned activities and learners follow during the whole session. Textbook-based activities are not only designed for the presentation of lessons and copying the words from the books, but also designed for developing the cognitive knowledge of the learners.

Textbooks can be used for planning the lessons extensively to present the systematic ideas in the classroom. Teachers use textbooks for different purposes and use systematic, authentic sources and interpretation of the detailed subject matter. Sokorova (2011) upholds “English teachers used the textbooks as a source of content and methodology significantly more often than others” (p.16). Similarly, Hinchman (1987) insists “The teachers use the textbooks mainly as the resource of the content, as a programme of teaching and the source of learning tasks” (p.16). Textbooks are the sources of information, and they give full content knowledge. They support the inexperienced teachers in the classroom in delivering content knowledge. The novice teachers are also incompetent in content knowledge and pedagogical knowledge at the beginning phase of their teaching profession. Therefore, textbooks provide full support for the teachers. In textbooks, there are different kinds of text activities which provide sufficient practice for teachers and learners.

Textbooks seem to be a source of content and curriculum in the classroom for teaching and learning. They provide the general concepts of curriculum to provide the fundamental road map of learning. Using textbooks in the classroom shows the roadmap of achievements for future learning. Textbooks are taken as sources of knowledge building that make the marvellous interaction in the classroom discourse. Textbooks provide the fundamental instruction for systematic planning and fulfilment of the

objectives of curricula or syllabuses which are prescribed by the government, which show the learning pavement for the learners without being facilitated by teachers. Horsley et al. (2010) claimed that the textbooks include the legitimisation and acceptability of disciplinary knowledge; quality and characteristics of textbooks; control and authority of knowledge; and mediation between research and learners within an academic discipline. The textbooks have included interdisciplinary knowledge, referencing the academic and researchable topics to motivate the learners and teachers for the connection of interdisciplinary disciplines. It is legitimised and gives the governmental authority to accept at the university level.

Textbooks count as a means of teaching and learning, but not an end in themselves. They reflect the roadmap of teaching and learning materials in the classroom and outside of the classroom. The textbooks provide clear guidelines for the teachers and learners. On the other hand, textbooks should not be made the sole material in ELT classes as they are inadequate, irrelevant, inactive and result-oriented in their subjects, though they play a crucial role in promoting, generating new ideas. In the tertiary levels, there are no specific prescribed ELT textbooks for the language learners and teachers. Teachers use different reference books to guide and teach their learners. Traditional and communicative textbooks can be found based on the basis of their contents, teaching procedures. Traditional textbooks are still used in different parts of the world in the traditional classroom. They are easy to use for the untrained teachers. Learners are having problems using traditional types of textbooks. According to Grant (1987), the features of traditional textbooks are: emphasis on the form or patterns of language more than communicative functions of language, mother tongue is highly focused in the classroom, focus on reading and writing rather than listening and speaking, accuracy is more important than fluency and highly focused on the narrow syllabuses and examinations.

Textbooks are useful for English language learners for collecting ideas, focusing on accuracy and following syllabuses and are highly focused on reading skills. But communicative textbooks provide them with a lot of opportunities to use language in the classroom before they use it in their real life and become competent language users. They are often attractive to some teachers because they seem easy to use and are highly examination-oriented. Nowadays, it has been transforming into communicative textbooks. The main goals of communicative textbooks are to enhance the students' communicative ability and proficiency in language use. Richards (2001) upholds "Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners" (p. 1). Textbooks have integrated the multi-media- based teaching materials for language teachers and learners. Paudel and Acharya (1987) proclaimed that the features of the communicative approach are: at present, textbooks focus on communicative functions of language, not just the forms, it is based on the need and interest of the students and emphasises fluency rather than accuracy, it encourages group work and pair work to

make the students-centred active learning authentic teaching materials. Communicative competence abridges the interactional communicative language skill.

### **Methods and Procedures**

This study was based on a phenomenological research design under a qualitative method. It is theoretical in nature. I have consulted in different books, articles, reference materials, Google Scholar and the NELTA journal as well. I have selected the B.Ed. English students in the first year. I have used a purposive sampling procedure. I have used both primary and secondary sources of data collection. I used an online interview. I recorded their responses and transcribed them into different sub-themes. Finally, I made specific themes to make the research paper complete. Then, I analysed recorded responses to fulfil my primary sources of data collection, and I have reviewed some research articles, read some books and journals as secondary sources of data collection.

### **Results and Discussion**

In this section, the data were analysed and discussed in different themes. Here I have analysed the responses given by the participants; the names of the respondents were A, B and C. The data were analysed analytically to find the new finding by classifying into different topics accordance to the themes.

#### **ELT Textbook as a Major Source of Learning for Classroom Learning**

Textbooks reflect the sources for learning and teaching. These textbooks provide the self-learning tools for autonomous learners. A textbook is a course book of a particular subject that is utilised for formal instruction. Moreover, it is a collection of learning materials which is designed within the framework of a curriculum for a certain level. A textbook is the course book, which is a collection of materials designed for a certain level of formal instruction. I asked the first question: How can you define the textbook? Participant A concurred that, *“ELT textbook is a source of knowledge for encouraging self-directed learners in particular subject matter to read freely at home and school. Textbook counts as a master of self-learning”*. From this view, it can be inferred that a good textbook provides good instructional and practical knowledge. Using textbooks in the classroom does not mean only depending on the textbooks; it also depends on the users of the individual learners, and the teachers should connect them with other supplementary materials. If students use textbooks properly according to their levels, interests, they have the practical and useful knowledge for their lives. It promotes the self-learning habits.

Textbooks can be used in the classroom for developing self-directed learning habits. In the response to the same question, participant B replied, *“ELT textbook is designed for building knowledge for the autonomous learners inside or outside the classroom . . . roadmap of gaining knowledge, deep understanding of learners”*. From this view, an ELT

textbook is a framework for knowledge building, gaining ideas from various sources and deep understanding. Actually, using textbooks in the classroom discourse enhances the learner's comprehension level. Reading a textbook is not only about copying from the book in the mind, but it also enhances the learners' reading level and cognitive level of understanding of every learner. Therefore, in response to a similar question, participant C asserted:

An ELT textbook is a teaching tool which provides the minimum essential knowledge in one place. These suit the needs of well-funded, well-resourced, well-equipped urban schools or colleges with relatively small classes, well-qualified teachers, and good physical infrastructures, but are not well-decorated. It provides the various text-based tasks and instructions to move towards the guiding objectives of prescribed syllabuses and curricula.

From this view, it can be inferred that the textbook provides the minimum essential knowledge and provides a comprehensive link to the learners and teachers. Cortazzi and Jin (1999) stated that the textbook can be a teacher, a map, a resource, a trainer, an authority, and an ideology. Hence, textbooks provide different teaching ideologies and cultural sources besides the guiding principles. Not all teachers are in a position to dig up facts. Some mature teachers who are well-trained and experienced may find the possible use of their outlines. They guide their learners and facilitate accordance to their abilities. A good textbook provides good information. It provides knowledge to generate ideas and get new, innovative ideas. Textbooks are not so expensive; they are available in all areas easily, in comparison to other resources. They are written in simple, clear and easily understandable languages for every learner and teacher. In the textbook, various practices and other useful instructions are given for fostering knowledge in learners. Collecting information and developing the framework of guiding principles of learning objectives is a major source of knowledge developing process in the classroom.

### **English Textbook as Mechanical Knowledge Provider**

Knowledge cannot be acquired within a single day or single attempt. Gaining knowledge is associated with eliciting information from the textbook. Reading and making notes from the textbooks can provide the mechanical knowledge for every language learner. The textbook controls the learners' reading boundaries and provides opportunities to learn pertinent characteristics of the ELT book, so it is the roadmap of chronological presentation. The second question: Do you think using textbooks is good or bad in the classroom? Why or why not? Similarly, participant A opined: *"I think, using ELT textbooks in the classroom is good. They provide the mechanical knowledge for the language learners. English language learners are not only readers but also mechanics as well".* From this view, ELT textbooks provide the mechanical knowledge to the language learners, like cohesion, coherence, pragmatic meaning, phonological meaning, syntactic structure, etc. and so on. ELT teachers and learners have the ideas of different pedagogical

knowledge. English textbooks have been taught for developing critical thinking at higher levels, all grammatical structures and the sound system of language. Some of the teachers and learners do not get the proper ideas of using and presenting language communication. Therefore, textbooks are necessary to scaffold the learners' level of knowledge. They have been taking and getting many more ideas from the textbooks. In the response to a similar question, participant B stated:

English language learners don't learn only English for communicating and getting a good job in schools or colleges. They sometimes copy down from the other books, but they need to learn how to use new ways of pedagogical strategies, use of correct sentences and sound system and structural arrangement and so on. They elicit many more ideas from the textbooks. Learning by using textbooks is better for getting an academic degree.

With reference to the quotation, English language learners don't copy and elicit the ideas from the textbooks, but also learn the structural arrangement of making language grammatically and morphologically correct. Using textbooks inside the classroom reflects the correct use to achieve the pedagogical purpose of developing higher-level understanding among the learners. Language learners are not only the language drivers, but also, they are the language mechanics. They need to have full-fledged knowledge of using and handling the language. In response to a similar question, participant C stated:

In my own reflections, using textbooks is good. Textbooks show the guiding instruction that is given in the curricula and syllabi. It provides lots of theoretical knowledge; we should have knowledge of how to use it in a practical way to become a language mechanic.

From this view, it is inferred that textbooks have clear guidelines and contents depending upon a particular curriculum or syllabus. The textbooks there have been given clear guidelines on what is mentioned in curricula and syllabuses. Textbooks provide the theoretical knowledge that the learners need to use in practical areas of their lives. Knowing the theoretical knowledge is not sufficient for the learners and teachers because they have to use it in practical ways whenever they need. Richards (1998) identifies two kinds of knowledge: "Influence teachers' and learners' understanding of their work. One kind relates to subject matter and the curriculum, and how the content of a lesson is conceptualised, another to teachers' implicit theories of teaching – "their personal and subjective philosophy and their understanding of what constitutes good teaching" (p. 51). Knowledge can influence the teachers' and students' comprehension level. Therefore, at present, practical aspects are more significant than theoretical ones. In the classroom discourses, learners need to know different psychological and behavioural theories of language teaching, linguistic theories, methods, students' background, interests and develop the rapport among the learners, teachers and parents as well.

ELT textbooks show the roadmap of learning systematically and in chronological order inside the classroom. It constrains the pertinent boundary of a certain level of

learners and teachers. Especially, textbooks are designed in the horizontal and vertical order for every learner and teacher.

### **Textbook as Guidelines for Instructional Planning**

Textbooks have been designed systematically for conducting teaching and learning. Textbooks are simple and ready-made materials of the teaching and learning source for the learners and teachers. Textbooks provide invaluable insights for textbook writers, curriculum developers and language teachers. They save time and are found in a cost-effective source of learning. Hinchman (1987) identified three different types of textbook use. “Methodical coverage of the curriculum based on the textbook, primary and supplementary texts as the basis for text-based activities, selected texts as a reference for higher level interpretation during class discussions” (p.3). Textbooks have been used differently for different purposes in different subjects in the classroom. Textbook is used for pedagogical purposes, knowledge-gaining purposes and so on. Learners can find different reference-based textbooks, practice-based books and project-based textbooks and ICT-based textbooks at the present time. Only one book does not work for gaining complete knowledge. Therefore, one size does not fit all for instructional planning in class. One book cannot provide a different spectrum for learners' instructional planning. Another question asked the participants how teachers use textbooks, guides, or materials. In the response to this question, Participant A opined:

Textbooks cannot be used in the classroom by either teachers or learners in most of the lessons observed. Sometimes the teachers bring them to the classrooms but keep them on their tables; they copy teaching materials from the textbook onto the board for pupils to recite. They are used as part of teaching and learning materials.

From this view, it can be inferred that teachers have used textbooks as reference books for the materials development. Most teachers use textbooks in the classroom for instructional planning and guiding the teaching and learning systematically. They bring textbooks into the classroom and copy the relevant contents from the textbooks, and ask learners to recite them for their understanding. Most teachers and learners consider textbooks to be available aids that offer useful materials. Hutchinson and Torres (1994) argue that during periods of change, a course book can serve as a tool for supporting teachers and as an instrument for modifications and alterations for planning. They used textbooks as a source of teaching material and instructional planning. In response to a similar question, participant B Expressed:

Teachers use textbooks in the classroom as a source for developing materials and instructional planning. Textbooks guide other content decisions: which topics it covers, how much time to allocate for each topic, and in what sequence it can be presented.

Using textbooks in the classroom supports and directs the novice teachers and language learners. Textbooks provide many more ideas and planning for decision-making

on how teachers can prepare an academic operational calendar, annual plan, unit plan, and lesson plan. Moulton (1994) stated, "*Textbook-bound*" teacher begins the school year with the lesson on page one and progresses page by page through the book over the course of the year. To get through the book, some omit selected chapters" (p.18). Textbook-bound teachers focus on the books. They take books as the primary source of teaching for the whole year. They select the important topic to teach their learners. Teaching learning session starts from the first page of every book and ends with its last page. Therefore, they require the student's minimum competence level. They have only focused on the objectives of the lesson. Moulton (1994) stated, "The 'textbook-bound' teacher not only taught a higher proportion of lessons,/they also were more likely to present these lessons in a style that conformed to the textbooks. (p.18). Textbooks provide the roadmap to reach the destination. It also provides texts and learning tasks which are likely to be appropriate for every class. Similarly, responding to a similar question, participant C replied, "The textbooks are ready-made sources of learning which reflect the time economy and cost economy for the classroom". The textbooks are easily available sources of learning in the markets; they are found in the cheapest way of learning materials for each learner and teacher. Alternatives such as kits, sets of photocopied papers, or computer software are likely to be more expensive relative to the amount of material developed.

### **Textbooks as a Foundation for Better Language Learning**

Learning and teaching go side by side simultaneously in the classroom discourse. It is the partnership of learners and teachers. Textbooks and learning achievement are inseparable from each other. If the learners dispartate from ELT textbooks in the classroom, they get baffled. They haven't got too many ideas. Some learners don't attend regularly in the classroom. They read at home according to the syllabus and contents. There may be problems for countryside college teachers in facilitating their learners if they don't have adequate teaching materials. In response to the question, 'Is there any relationship between using textbooks and learning achievement? Participant A replied that "Why not... these two factors are intertwined. Textbook reading provides the sustainable knowledge for every novice and well-experienced learners, and it is the foundation of creating new knowledge". Reading books provides new knowledge and develops experiences for better learning. The more the learners read various books, the more they can enlarge their minds.

Every good textbook provides sustainable knowledge to the learners. Similarly, responding to a similar question, participant B stated that "I think using textbooks in the classroom provides a learning new strategy for making newness. Textbooks and learning achievement are interrelated because they address the learners' learning abilities and disabilities. Every textbook can be treated by the learner's individuality". They need to be treated individually to satisfy their needs. Every student is different in terms of attention, interest, motivation, pace, and physiological and psychological needs. A certain activity or material that is particularly appropriate for one student may not be suitable for another (Charalambous, 2011, p. 3). Learners are not of the same ability and background.

However, the textbook addresses the learners' learning abilities and disabilities.

Textbooks make the students self-directed learners; they focus on the objectives of the curriculum and syllabi. ELT textbooks incorporate the various types of content and covered areas that seem to be appropriate according to the age and level of the learners. Participant C replied, “The textbook teaches the various types of methodology, language skills, cultural aspects and sufficient materials are given in the textbook, that’s why, if I use it properly in my learning, it provides a higher achievement level for the learners”. ELT textbooks have integrated different teaching methodologies for language learners. Textbooks provide the required information for the learners and teachers. Sikorova (2011) expressed “Textbooks can be a source of information and methodology” (p.5). Textbooks have incorporated various types of content-based activities and culturally and contextually suitable, attractive activities. Textbooks provide the learners with instructional guidelines and learning materials as well. If textbooks are designed on the basis of the curriculum, they help to achieve good results, and they show the direction of a systematic way of learning. Otherwise, the target cannot be achieved. Textbooks are good and excellent teaching materials; they are learning sources for both teachers and learners. Using textbooks in class cannot distract the learners from getting the required information.

The use of textbooks in the ELT classroom plays a crucial role for both teachers and students as textbook is the main source to learn English. It provides a source, a source of activities, a reference, a syllabus, a great support for inexperienced teachers and serves as a source for self-directed learning or self-access work (Cunningsworth, 1995), even though, ELT textbook has more shortcomings that affect the teaching and learning of English. There is no perfect textbook for every class situation. Therefore, teachers should carefully select the appropriate textbook which meets their students’ needs and can achieve the learning objectives. According to (Graves, 2000), textbooks in the classrooms often fall short because they provide content that does not match students’ needs, rely on language that feels artificial, use dull visuals and uninspiring tasks, overlook learners’ background knowledge, follow a sequence that does not align with real work demands, and set timelines that are unrealistic for completing activities.

ELT textbooks have different kinds of limitations, and teachers should know how to measure the good and the bad to complete tasks according to the needs of students. ELT textbooks are too inflexible and generally reflect the pedagogic, physiological, and linguistic preferences and biases of their authors. It is known that most pedagogic principles displayed in many textbooks may also be conflicting, contradictory or even outdated (Allwright, 1982). Besides, cultural and gender bias often show up in the textbook. In terms of authenticity, the textbooks are actually too contrived and artificial in their presentation of the target language. Most of the text models and dialogues are unnatural and inappropriate to be used to communicate in a real-life environment. Moreover, Sheldon (1998, p.239) stated that textbooks are a tool for publishers to get quick profit. Too many textbooks are often marketed with serious problems, design flaws, and practical shortcomings.

## Conclusion

A textbook serves as a road map and framework for learning. It is easily available in ready-made, cheapest and simple languages. It addresses the student's disabilities and abilities in the class. It motivates all learners to read. The Nepalese education system has not totally shifted to a technology-based education system. It has been practicing to somehow in the university level. Due to different infrastructures, technical problems, lack of personal efforts in making an ICT classroom, economic problems of learners and geographical region. The internet connectivity is not available in all areas of the countryside. This study shows a positive attitude toward using textbooks in the class. It revealed that using textbooks in the classroom enhances the students' reading habits and improves their innovative knowledge, and addresses their decision-making abilities to enhance English language learning. The finding of the study also reveals that English textbooks help with planning instructions, including pedagogical and content knowledge of the English language learners.

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