A Study on the role of textbooks in second language acquisition

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Dedication

I want to dedicate this paper to my parents who encouraged me and gave me unconditional

support and love.

Declaration

I certify that the dissertation I submitted is my original work. I am also conscious about the fact that there is no such resources used for which my work can be found to be plagiarized. If I used any resources, I gave references for those.

Signature

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Acknowledgement

Firstly, I want to thank my Almighty who gave me patience and strength to complete my thesis paper. Secondly, I want to convey my sincere gratitude to my supervisor Mohammad Mahmudul Haque who gave me the proper guidance. He supported and motivated me with his immense patience all the time during my thesis writing and made possible to complete my thesis paper. Besides my supervisor, I also want to express my heartily thanks to some of my close friends, who encouraged me a lot in my thesis. Last but not the least, my sincere thanks also go to my parents and husband with whose collaboration, motivation, and inspiration it has become possible to complete my thesis.

Abstract

The purpose of this study was to find out the importance of textbook in second language acquisition. This study attempted to find out the roles a textbook can play in second language acquisition and how important a textbook is for second language acquisition and teaching as well. Moreover, this study also attempted to find the ways through which textbooks can be effectively used for second language acquisition. To find out these things, the researcher did surveys in English medium schools. It has analyzed the surveys or the answers or responds of questionnaires by using pie charts and following quantitative method. This research also provided the recommendation which can help teachers in terms of selecting and adapting books for teaching second language and also using authentic materials for better learning from books, so that students can gather pure knowledge and information about second language through textbooks. There is no research which is free from limitations; similarly this research also faced limitations. By overcoming obstacles and limitations, this study finally became capable to find out the answers of research question.

Key words: Second language acquisition, positive and negative role of textbooks in language learning, other sources that can replace textbooks for language learning, effective use of textbooks.

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Chapter 1

Introduction:

Language is an important medium to communicate or interact with others. At present time, language learning is not only limited to our mother tongue. Our thirst of knowing has flourished day by day and we are starting to learn more than one language for our own sake of interest. We know that second language learning is not as easy as our first language. It requires more times, concentration and good materials. Textbook is a kind of material that plays very important role in teaching and learning process. It includes knowledge, guideline, contents, information etc. It is a readymade and useful material. There is no such educational institution where we cannot see any use of textbook. However, according to (Nilsson, 2006), learning style is very important for students to acquire or learn new knowledge orinformation, but in the present days most of the students are not aware of their own learning style and it is also true that textbooks play as a starting point for every learners who even follow different learning styles, but language learning based on a textbook can makes student feel good because they can have a nice structure to follow.Textbook has some disadvantages too. The relationship between textbook and language teaching and learning is not a recent issue and there are lots of debates on this issue that whether textbook can actually play any role on language learning or not. Textbooks are prepared for language learning purpose and it aims that student will learn language "as a system" and once they learned it, they will be able to use language in their own style, according to (Grant, 1990).This paper aims to represent how important a textbook is for second language acquisition.

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The researcher has seen that in schools, students and teachers both completely depends on textbook for English language learning. In addition to this, Mohamed (2015) said that, for school children, textbooks play a very powerful role that it can manipulate the students' way of thinking. In short, importance of textbook can be described as – it plays as a primary tool provided by the school which allows the students to gather knowledge and practice the skills that they are expected to learn.

Chapter 2

Literature review:

This section illustrates how textbooks play an important role in students' second language acquisition and what are the areas where textbook cannot play better role. This section will concern about the fact that whether textbook is really necessary in learning English language or not.

Many theories and methodologies have been provided by the scholars about second language acquisition. Nowadays modern technology such as internet, computer, television, social networking cites and other sources such as- audio- visual materials, interaction, communication with others, etc. create a lot of opportunities for learning and using English language. This makes people get away from textbook. Though textbook has some hindrances but it is also true that textbook and language learning has a very strong relationship. Before going to the relationship between textbook and second language acquisition, we must know what second language acquisition is.

2.1 What is Second language acquisition?

A second language is a language that is learned in addition to a person's mother tongue or first language. Ellis (1985) claimed that, "SLA is not a uniform and predictable phenomenon". He further said that, second language acquisition does not follow any specific process and it's a combination of multiple processes. He also stated that this language acquisition "covers the development of phonology, lexis, grammar and pragmatic knowledge". However, we can see varieties of materials has been developed for language learning but in some specific cases, we

cannot deny the use of textbook for English language acquisition because it provides "age appropriate materials" whereas, there is no appropriate level mentioned in other sources of language learning (The great textbook debate: The role of textbook in World language, 2013). In addition to this, Krashen, Stephen D, Terrell and Tracy D (1983), have talked about natural order hypothesis. According to them, "natural order is based on the theory that language acquisition occurs only when students receive comprehensible input". So in that case, textbooks which are appropriate for a certain age of students will be comprehensible for the students of that certain age rather than any other sources and this proves that second language acquisition has a very strong relation with textbook.

2.2. Relationship between textbook and second language acquisition:

When everyone is attracted towards the technology based learning nowadays, it is very important to know the relationship between textbook and language acquisition. According to Johnson (2011), whenever young students want to find out some information, they search it on internet but if they want to check something factual, it's important to see it in a book. His statement clearly states that, the way a book can contain correct information, no other sources can provide this accurately. In addition to this, Schultan (2013) stated that, Truth has never been an essential ingredient of viral content on the Internet, which means what is given there in online is not always true and accurate. Furthermore, Bahar, Zaman (2013) added that, "textbooks perform a very significant role in language teaching and acquisition as well". Similarly, Richard (2012) stated that, English language textbooks provide a lot of activities which help in English language teaching and learning. He also added that, textbooks are preferable for EFL classroom when it will contain "authencity of language" and "the representation language that they provide" (p. 2). Authentic texts are really good for language learning and there are a lot of

arguments about authentic text but in 1994, Taylor has established an argument that authenticity of language means- a raw material or a text which is related with real life and can be used as an input data for learners (cited in Lotz and Russo, 2006). Selection of good textbooks can actually represent a good number of authentic texts to the students. For example, Lightbrown and Spada (2006) gave an example in their book about affective filter hypothesis in their book. There is a picture given that a girl is getting nervous to see lots of books in front of her. (p. 37). So this scene or situation is comprehensible for the students and very much relatable with their real life. Furthermore, Richard (2012) again stated that textbooks are a key component for any language program. With the help of textbook students will learn the approach to use language for communication purpose rather than following the structure, (Donough and Shaw, 2003). Moreover, Textbooks provide a short idea to the students on the content; it serves the basis of language input and creates a balance among the four skills. Before learning any new things (language), we need a proper structure, syllabus or guideline that can show us the proper direction. In addition to this, Cheng, Hung and Chieh (2010), stated about textbooks that it gives a guideline for learning or teaching English. However, along with the students, teacher's proficiency in teaching has also been considered as an important part of successful English teaching (Butler 2004). A teacher's most important job is perhaps to create the conditions in which learning can take place (Scrivener, n. d). In that case textbooks can be one of the best elements for engaging the students into the target language.

The researcher has selected some factors which show that textbooks are really important in second language acquisition:

2.3. Role of textbook in the acquisition of second language:

2.3.1. Balance among the four skills

The skills of English language are the pillars or central part of that language. There are four skills in English language and these four skills are interrelated with each other. It is very rare to see people practice one skill separately. Usually people practice two or more skills together according to Hossain (2009). Textbook is such a source through which students can practice two or more skills together.

(A). Develop sentence formation and vocabulary skills (reading Perspective)

Vocabulary: According to Kit U (2009), book reading increases learners' engagement with the topic. Moreover, they will be able to develop their vocabulary skills. According to Cunningsworth(1995: 38), communication in English language is impossible without knowledge of good number of vocabulary. So, in that case, only textbooks can help students to develop their vocabulary skills. Similarly, Eccleshare (2013) added that, if students read books for their pleasure, they will acquire a good number of vocabulary, they will be able to absorb simple or sometimes complex sentence structure as well without giving any conscious effort. Moreover, she also said that, some of them become "a very good speller (not perfect)". Furthermore, Hossain (2009), added that, textbooks help students to learn some strategies so that they can deal with the new and unfamiliar words easily. . In addition to this, Lowry (2014), stated that, only learn a new word cannot make anyone's vocabulary strong. He said that, learning words become

easy meanings are comprehensible to students. He further added that, if students can understand the meaning of new words, they will be able to use it in different sentences according to the context.

Grammar: According to Cunningsworth, (1995: 32), for learning any language, grammar is considered as "a major component". It makes the students able to "create their own utterances" and to use language appropriately. Grammar works as a basic foundation for any language learning. Kit U (2009) has stated that if a student can engage himself/ herself into reading textbooks then he/ she will be able to relate grammatical structure with the sentences written in the textbooks, that student do not has to memorize the structure. However, to engage students in reading textbooks, Davis (1995) stated that textbooks should be selected according to their attractiveness and it should have "relevance to the pupils' lives rather than for literary merit". This will encourage them to read more books (p. 329). However, according to Walter, learners can build speed and fluency by learning vocabulary systematically and by doing lots of easy ('extensive') reading. On this matter, Krashen (1982) established an argument that- this type of reading always promotes language acquisition with interesting material and a tension free learning environment. Basically it provides comprehensible input to the students. According to Gathercole and Baddeley, (1995) the more the students will read textbooks; it will help them to represent structured sentences in the target language without being aware about the structure but it makes students aware of the use of making correct sentences.

(B). Textbooks promote writing:

According to, Stosky (1983) and Krashen (1984), reading textbooks also promotes writing because students who are "prolific" readers can also represent their good writing ability. In addition to this, Warren (2009), stated that, textbooks can help a lot in creative writing, essay

writing, constructive analysis writing etc. because learners can get idea about their writing topic from textbook, moreover they can bring literature in writing with the help of textbook. Since reading and writing have a connection between them so "writing can affect reading and reading can affect writing" (relationship between reading and writing, n.d.). Since it has been stated above that, reading textbooks help students in developing their vocabulary and grammatical structures, so when students get ready for produce anything (writing), their knowledge of rich vocabulary and grammatical structure will help them a lot to produce a good structure in writing.

However, Textbooks also promote writing by taking notes from teacher's talk or lectures according to Hossain (2009). Sometimes teachers do not give that much information about a particular chapter because they want the students to get involve with the course book by reading and this promotes taking notes from the chapter (how to take notes from textbook, n. d).

(C). Develop communication and listening skill:

Communication: According to Warkick(2010), textbook provides some activities such as conversational passage; pronunciation drill etc. can help in developing students' communication skill. Furthermore, Mcdonough and Shaw (2010) have stated that, textbooks help students to learn the approaches of English language that they can use for communication. In that case, students will avoid memorizing the structures and will learn the actual use of language for real life communication. Students can be introduced with new words and how same word can be differently used in different sentences with the help of textbook according to Lawry (2014). He also added that, textbooks provide some imaginary or unfamiliar words (such as- prince, princess, pirates etc.) which help students to think and discuss about them which can promote speaking in target language.

Listening skill: It is the most challenging part for textbook to develop and practice listening skill. Listening to the teacher's lecture can be a practice for listening skill. Moreover, some supplementary activities done by the teachers can also help in developing listening skills. For example, some exercises such as true/false, fill in the blanks, answer in one word these can be done by some audio materials provided by textbook as a supplementary material to develop students' listening skill (the essentials of language teaching n. d).

2.3.2. Guideline for teachers:

According to O'Roark (2001), "a textbook is an essential starting point for education in a foreign language classroom". Moreover, Kayapiner (2009) added that, coursebook or textbook is very much popular among teachers because it provides a particular objective of learning. He further added that, it also provides a balanced content for which a consistency always remains among the topics "in four skill areas, (listening, speaking, reading and writing)". However, Moulton (1994) stated that, when teachers focus on textbooks, they give most priority on the quality and content of the books. Format--and appropriateness of the books is also a matter of concern since it is important for the students in terms of their level of vocabulary. In addition, in some situations, the textbook may function as a supplement to the teachers' instruction in the ESL teaching and learning process, according to (Noordin and samad). Similarly,A. Woodward (1987:511) claims that teachers find it difficult and impossible sometimes, to teach and give instructions to the students without the help of textbooks and teachers´ guides. On the other hand,Bruner (2015), has given a very important statement about selecting textbook – he considered textbook selection as a serious business. It involves an expenditure of considerable funds, and "you will be "stuck" with the book you choose for years". In addition to this, Kramsch (1988) added that, once there was a time when textbook was used as the "bible" or "instruction

guidebook". Instructors had very little time for supplementary items or adaptation of books. In that case Lenon (2015), added that still now if the people above 40 age being asked about the textbook of their times, they will be easily say the topics with the page number. He also stated that during that time, they used to learn English only from textbooks.

2.3.3. Textbooks give a specific curriculum in English language learning:

Without a textbook learners may not get a specific syllabus "that has been systematically planned and developed" and a "central core" of learning said Richard (2009). He also added that, textbooks maintain quality and without textbook stages of learning cannot be specified. So, if a textbook which maintains the quality can be chosen for the learners, it can provide not only the bookish knowledge but also some variety of resources such as- "CDs and cassettes, videos, CD ROMs and a comprehensive guideline for the teachers as well". According to O'Roark (2001), people usually want to learn a second language so that they can be able to communicate with people in the target language and when a student acquires a second language, he/she ensures that this ability will stays permanently with him. So, it is important to use a textbook that will most effectively allow a student to become interested in and comfortable with their second language. According to Stephen Krashen, language acquisition does not means extensive use of conscious grammatical rules, and "does not require tedious drill". He also added that meaningful interaction in the target language is enough to learn a new language. In that case, selecting appropriate material or textbook can play an important role. According to Graves (2000), has stated that in terms of selecting textbooks, teachers can play a very important role. they can read the table of content and evaluate them to justify whether the textbooks can meet the students' need or not and then according to the evaluation, they can adapt the textbook which requires a

little bit modification or they can use the books as it is (p. 176). Jim Scrivener has given in his book "learning teaching" many activities which requires interaction and communication in target language. The activities that are given in the book- group discussion and classroom interaction in the target language. These activities will promote speaking and listening opportunities in the target language. On the other hand learning and teaching can be specified with the help of a curriculum that explains how the teacher will accomplish this and techniques or daily strategies for teaching (Brown, 57).

2.3.4. Layout and design of textbook:

It is already mentioned above by Davis (1995), that textbooks should be selected "according to their attractiveness". Similarly, Sheldon (1988: 243) added that, textbooks those have a mix of graphical material and text can provide comprehensible input to the students and make them attracted towards the book.

2.4. Limitations of textbook regarding second language acquisition:

Haseldon (2011) said that nowadays people are getting away from books, "which is a shame". Though foreign language textbooks serve the stages for methodological approaches but students get confused that which methodology they should follow since different textbooks talks about different methodologies, according to Harlen (2000). Moreover Lenon (2015) has represented the comment of Richard Culatta (the US department for education). He said that, when books become outdated it is difficult and time consuming to update the books while in websites it is easier to update the information.Furthermore, Meyers (n. d), contended that, books can only cover a limited area of a language. Further, these books are sometimes expensive to buy

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whereas with the help of internet a huge area can be covered and many resources can be found all together. He also added that, one textbook will contain the thought of only one writer, whereas, through internet students can get a lot of writers' thoughts together within few hours.

2.4.1. Internet has decreases the role of textbook in language learning:

Technologyhas made the language learning easy for the students. According to Warschauer (2000), World Wide Web offers a "vast area of resources". He further added that, since internet is a vast medium, it can replace textbooks and libraries. Moreover, Motteram (2013) claimed that, computer based learning help learners to work individually and it also helps them not only in learning language but also work with the target language. He also added that, it always encourages students to learn things through language. However, according to Kasanga (1996), because of internet, second language acquisition has been increased among students. Additionally, internet helps students to interact with foreign language speakers and help them to practice in real life situation such as- negotiation, discussion, chatting etc. according to (LeLoup and Ponterio, 1997) which textbook lacks. According to singhal (1997), online learning gives the opportunities of creative presentation such as essays, poetry, stories etc. to the students. However, "lack of motivation is a major cause for students not learning a second language proficiently" according to Toussaint (2005). In that case, internet plays a great role to stimulate second language acquisition. Students show interest in using technology and computers for acquiring second language.

2.4.2. Textbook learning causes boredom and de-motivates students and teachers:

Sometimescourse books cause boredom because students and teachers get bored of using the same material and content everyday and there are less opportunities of variation. According

to Charalambous (2011), textbook centered teaching cannot make class interesting because it leads to "dull and repetitious classes" and makes students de motivated to learn. Since individual learner has their own learning style, for each student, textbook may not be that much helpful. Farooq (2011) said about individual learning style that according to dictionary of education Individual differences are those differences which exist among humans and make a single person different from another person. He also added that these differences generally occurs based on interest, attitude, values, habits, psychomotor skill, self concept. In addition, Wang and Lindvall (1984) also proposed that a learner responded to the environment according to his individual learning style and in a learning environment teacher's instruction is an important media to facilitate appropriate responds from a student.Some students are motivated by audio visual materials, such as- movies, youtube videos, cartoons, songs etc. According to Lightbrown and Spada (2006), second language acquisition occurs better when students get some motivation, (p.185). So students can learn better from the materials which motivate them. In fact use of textbook as an only teaching material can makes the teaching boring and controlled process which hampers teacher's creativity according to Richard, (1993). Moreover, Allwright, (1981:8) argues that, textbooks makes the teachers' role limited and that is why, teachers do not get encouraged to give enough input to the students. He also added that, textbook holds a very limited and prescribed role which does not involve students' participation. To support this statement, Charalambous (2011), stated that, if students can actively participate in their own learning that will help them to learn more. He also stated that, teaching same type of activity and topics does not create any good respond from students and makes the learning and teaching boring.

2.4.3. Students are more attracted by audio visual materials rather than textbook:

According toÇAKIR (2006), in recent years, the tendency to use technology in educational sectors has gained a great importance. Mostly in the case of technology the use of video is very much popular among students. Moreover, he also added that, video helps a lot in second language learning since it "stimulates and facilitates about the target language". According to Wright (1976:1) many media and many styles of visual presentation are really very helpful for the language learners because "all audio-visual materials have positive contributions to language learning" but these have to be used in the right situation and in the right time. ÇAKIR (2006) again stated that, video is very much accepted by students rather than textbooks because it not only gives interest the students but it also creates a challenging environment. He also mentioned a very important point that, video makes language more comprehensible than the words of a book because students can visualize what is happening. Even teachers also like this technology because it can replace a "one hour class with a two minutes video".

2.4.4. Cultural impact of textbooks on second language acquisition:

A big problem of textbook is, it mostly contains the view of the authors and their cultural surroundings, according to Mohamed, (2015). Therefore, those textbooks influence the students to involve with that culture. Moreover, (Apple, 1992; Alptekin, 1993; Risager, 1991) stated that, textbook play a prominent role in "shaping and constructing a society" because it carries some particular reality of a small section of the whole world. To support the above mentioned statement, Oakes and Saunders, (2002) added that, textbook is a particular cultural document which does not allow students any freedom of learning but it directs them in a pre organized way. Another negative aspect is-foreign textbooks focus on their culture every time, which

makes the students aware about foreign culture but at the same time they lack knowledge about

their own culture. The best argument against textbooks is that they represent foreign culture in

front of the students. Weninger and Kiss (2013) stated about culture that, textbooks play an

important role in English language acquisition as well as the culture of that target language and it

influences people to adopt the culture and "become a member of that culture or community"

(p.4), which shows that this thing dominates our own culture. In this regard, Schumann's (1986),

also added that, when students learn a second language, they also get involve with the culture of

that foreign language.

This research or study examines the following research questions-

1. How much a textbook is important for second language acquisition?

2. What is the opinion of the teachers and students about the roles of textbook in second
   language acquisition?

3. What are the positive and negative roles a textbook can play for second language
   acquisition and teaching?

This research can be proved useful to others because it will show the role of textbooks in second

language acquisition and also the positive and negative side of textbooks so that in future people

can overcome the limitations and can ensure the effective use of textbook. Students and teachers

may not be aware of the fact that which sources are really helping them in language learning and

teaching. So in that case, this study can draw their attention on those facts through which they

are getting help for second language acquisition and teaching as well.

Chapter: 3

Methodology

Through this chapter the researcher presents the research methodology that was followed to accomplish the result. The researcher focused on the role of textbook on English language learning by comparing it with other sources such as- online learning, learning through audio visual materials etc. in English language learning.

3.1 Research design:

The researcher followed the quantitative method. A questionnaire titled 'The role of textbook for language acquisition' was used to collect data. The researcher took some idea for developing the questionnaires from another questionnaire titled 'An Evaluation of the English Textbook for Classes- IX & X' designed by Hossain (2009), (see appendix).According to Best (1977), collecting data through questionnaire is a very useful method. The advantages of this method are- it is designed in such a way that requires little time to respond and it is easier to find the result through this type of questionnaire. Questions and answers are objective and that is why it is easy to analyze and discuss.

3.2. Participants:

The researcher made three groups from three schools and each group contains 10 students. So the total number of participants was 30 students. The three groups of students are from Little Angles' School, Park International School and Bill Gates international school. Most of them were aged between the ranges of (14-15) years. All of them were (pre- intermediate-

intermediate) level. In this survey, teachers of those schools also participated. The total number of participated teacher was 9.

3.3 Instrumentation:

The researcher made two questionnaires, one for students and one for the teachers. Both the questionnaires were almost same but there were a little bit of language change between the students' and teachers' questionnaires. There were 22 questions in the questionnaire for both the students and teachers. In the questionnaire, the researcher developed some indicators and made all the questions fall under certain indicators, such as-

- relationship between textbook and language acquisition

- skills

- vocabulary and grammar

- textbook gives a guideline

- syllabus, curriculum and content

- layout and design

- impact on culture

Each indicator contains (1-4) questions. Most of the survey items were designed as statements and there were five options; such as- A. strongly agree, B. agree, C. not sure, D. disagree and E. Strongly disagree were given for students to respond. Students needed to put a tick mark on the correct option according to their view for each question. The sample of the selected questionnaire was similar to the pattern of multiple choice questionnaires.

Moreover, a checklist was also followed to find out specific information. According to Cunningsworth (1995: 2), checklist provides some categorized questions that people decided previously to find out some specific information about the materials in line with an agenda.

3.4 Setting:

The researcher did the survey in three schools which was mentioned above. The surveys were taken in a formal setting. It can be claimed as formal setting because the survey took place in classroom situations. The researcher observed the classes first, and then at the end of those classes she gave the instruction about the questionnaire and requested the students to participate into the survey. Most of the students participated with enthusiasm.

3.5 Data collection procedure:

The researcher conducted English classes of three schools; Bill Gates International School, Park International School and Little Angles' School and these schools are English medium and non- governmental institutions. At first the researcher took permission from the Principals of those schools to take the survey. However, some teachers and the principals of those schools were interested to know about the survey that what it will deal with and on which topic the researcher was going to focus. So the researcher gave them an overview about the research work and survey. Secondly, researcher was taken to the classes by teachers and they introduce her to the students who participated in the survey. After that, the researcher observed the classes first and then at the end of classes she made the students introduce with the survey questionnaire and encouraged them to participate in it. The students were allowed to ask any questions about the survey.

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After that the researcher introduced teachers with the teachers' questionnaire and asks them for their cooperation and participation.

A table is given bellow to show the number of participants and teachers of the educational institutions:

Schools name	Number of students	Number of teachers
1. School A	10	3
2. School B	10	3
3. School C	10	3
Total =	30	9

3.6 Methods of analysis:

Ingeneral, the questionnaire followed the quantitative method. The researcher used this questionnaire to measure the positive and negative role of textbook on English language learning; the students responded by putting tick mark on options according to their opinion. After completing the survey the responses were measured based on the average marking and those average result has been shown through pie charts. Next, through measuring the points the researcher found the possible numbers of positive and negative role of textbookwhich shows how much important a textbook can be in second language acquisition.

3.7. Limitations of the study:

It could have been better if the researcher could do this survey by covering a good numberofschools all over the country but it was not possible for the researcher to do so because it would cost a huge amount of money and man power and the time period was very short for the survey."Therefore, the sample size was rather small and the universe was only a few schools" (Hossain, 2009). However, the researcher did not face any major problem while doing the survey but she faced some minor problems. The first problem that the researcher faced is she had to go to the schools twice and thrice times just to talk to the principal and she had to wait for a long time for taking permission for the survey. For the researcher it took time to make them believe that it is just a small survey for an undergrad thesis paper but nothing else. Another problem the researcher faced is to make the students understand about the questionnaire. It was difficult to make some students understand about the survey. Therefore, the researcher had to explain so many times about the question to the students.

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Chapter 4

Findings of questionnaire

The researcher provided a questionnaire to the students and teachers of three schools. Total 30 students (10 students from each school) and 9 teachers from three schools participated properly in the survey. The result of the questionnaire is given bellow:
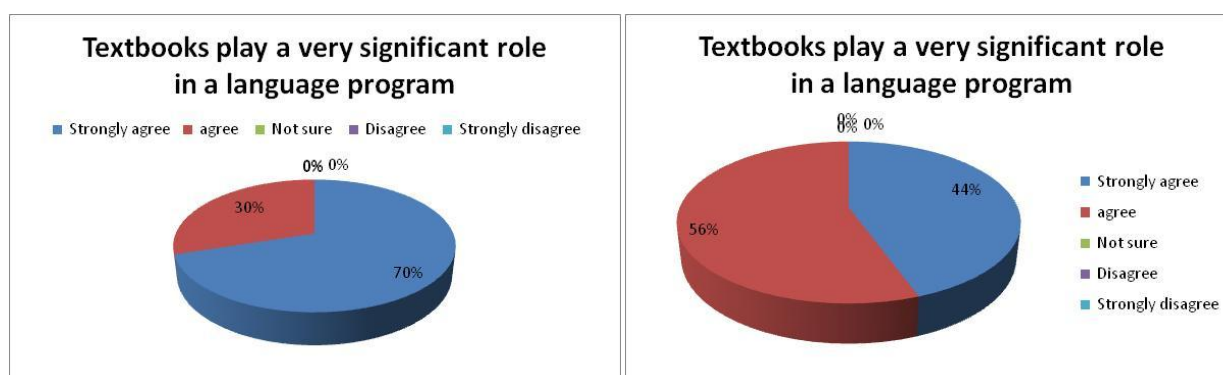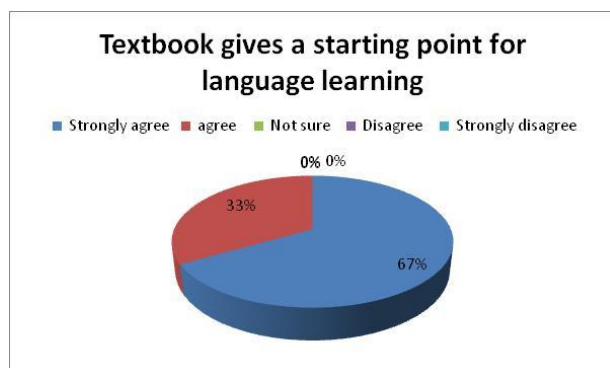
Q. 1.

Fig.1. Students' opinion.Fig.2. Teachers' opinion

This question was designed for the students and teachers to find out what they think about the necessity of textbook. They had 5 choices regarding giving their responses and their responses has shown in the pie charts above. The pie charts show that about 70% of the total students strongly agreed with the statement, 30% agreed and none of them had chosen option 3, 4 and 5.

Teachers result also show that their responses are positive towards textbook.

Q. 2.

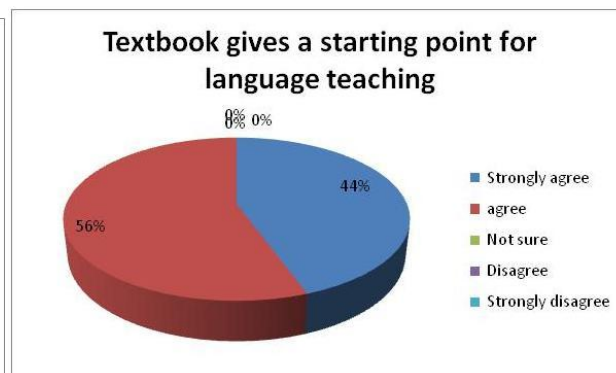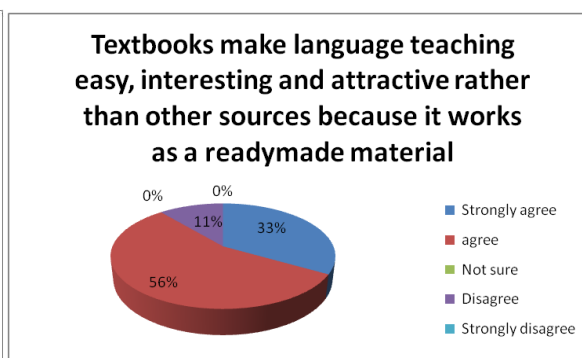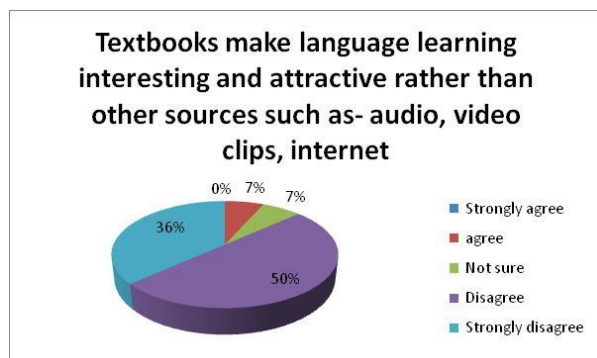*Fig.2. Students'opinion.*   *Fig.2. Teachers' opinion*

This question was designed for the students and teachers to find out how much textbooks are helpful as supportive materials. They had 5 choices regarding giving their responses and their responses has shown in the pie charts above. The pie charts show that about 67% of the total students strongly agreed with the statement, 33% agreed and none of them choose option 3, 4 and 5. On the other hand, 56% and 44% of the total number of teachers agreed and strongly agreed with the statement.

Q. 3.

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Fig.3. Students' opinion.Fig.3. Teachers' opinion

The findings of this statement show that, about 50% of the total students strongly disagreed and 50% disagreed and 36% strongly disagreed with the statement. Very few students agreed with statement about. The rest of them (35%) are not sure about it. This means students are giving priority to audio video clips more that textbook. On the other hand, teachers' result came opposite. Almost 56% of the total number agreed with the statement.
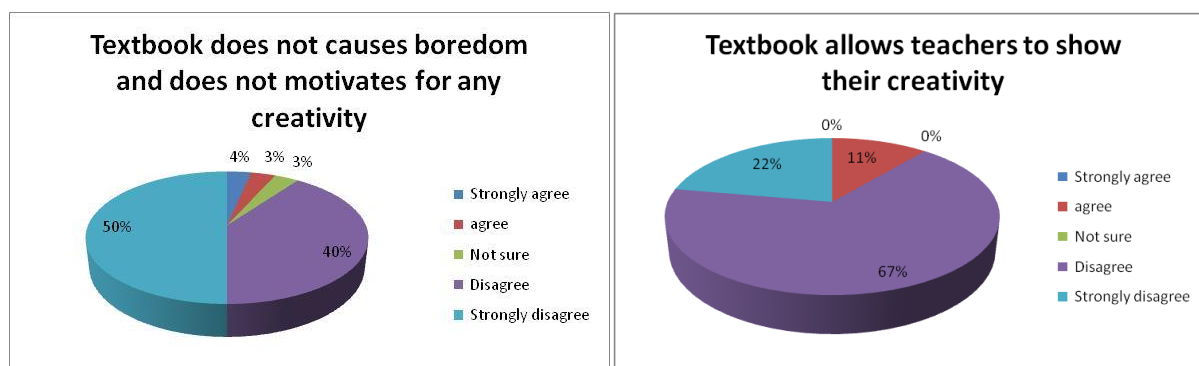
Q. 4.

Fig.4. Students' opinion.Fig.4. Teachers' opinion

Here the questions are different for both students and teachers. but the answers came negative from both sides.
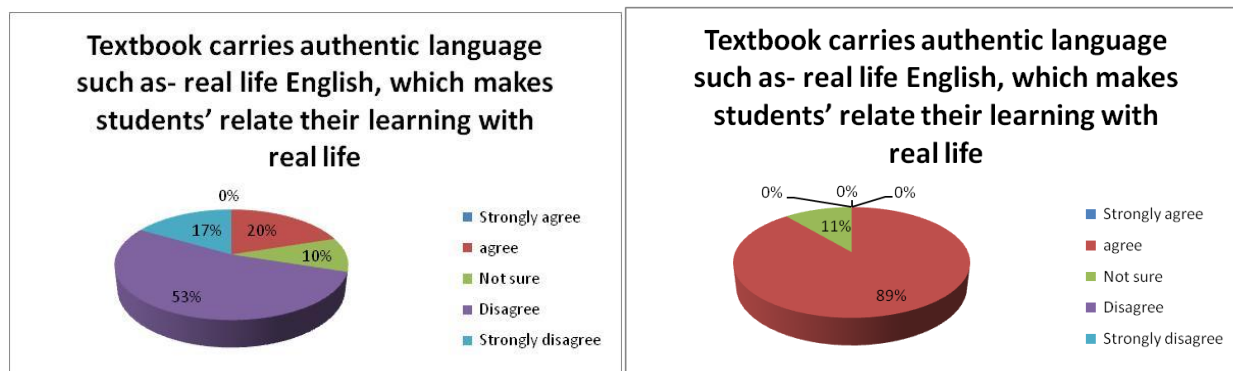
Q.5

Fig.5. Students' opinion.Fig.5. Teachers' opinion

About 53% of the students disagreed with the statement which shows that textbook cannot bring the reality of life with it. The rest of them choose different options. On the other hand, teachers agreed with the statement. So it is a mixed result.
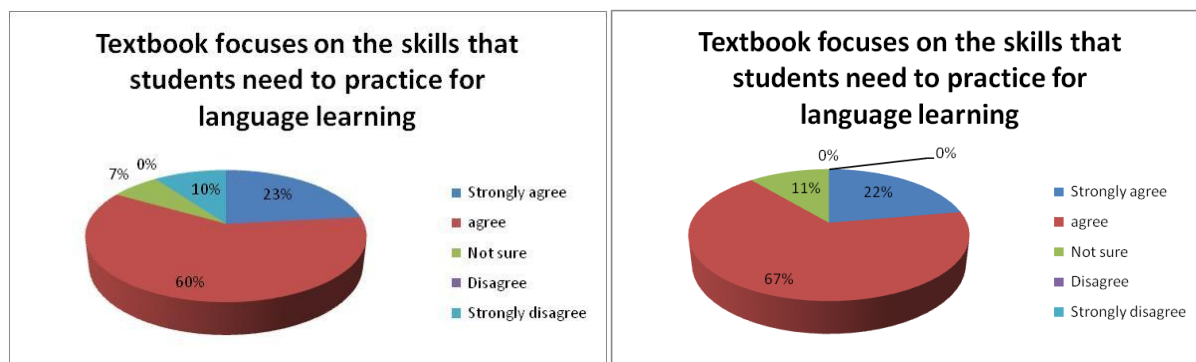
Q. 6.

Fig.6. Students' opinion.Fig.6. Teachers' opinion

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This statement shows that a big portion of students and teachers agreed with the statement. Almost 60% of the students and 67% of the teachers showed their positive vive for textbook in language acquisition. Very few have chosen other options such as- not sure and disagreed.
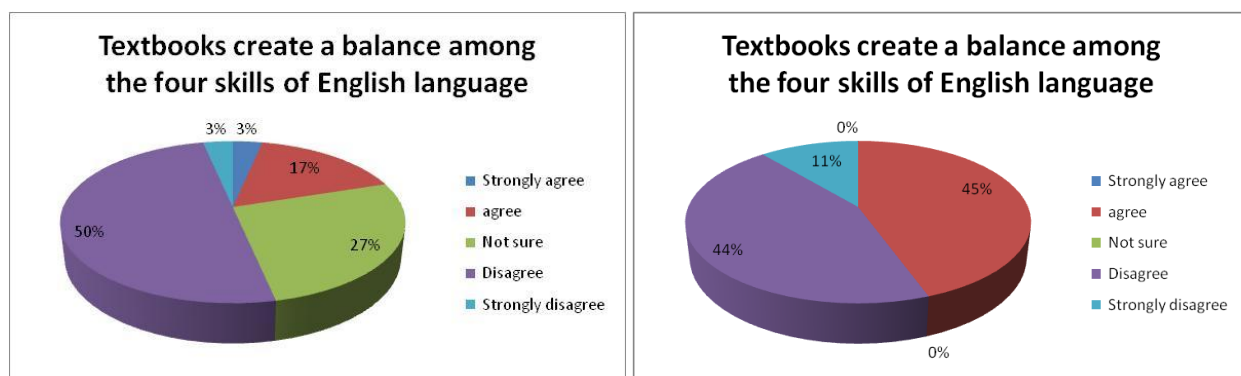
Q. 7.

Fig.7. Students' opinion.Fig.7. Teachers' opinion

The result of this statement shows that, about 50% of the total students do not think that textbook can create a balance among the skills. A huge number (27%) of students are not sure about the statement and very few (about 17%) agreed with this. On the other hand, teachers result is very much interesting here because 44% disagreed with the statement and 45% agreed. Only 1% difference between the thought of agree and disagree. So it can be said that, both students and teachers disagreed with the statement.

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Q. 8.
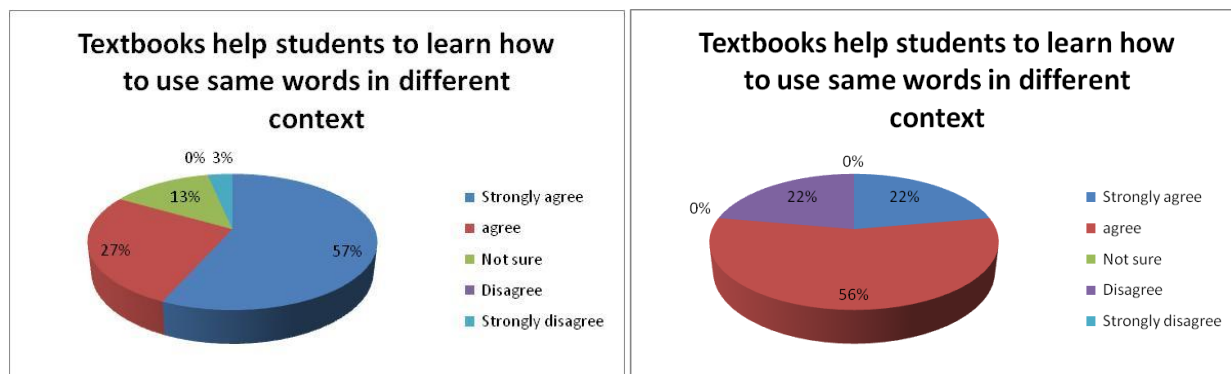
Fig.8. Students' opinion.Fig. 8. Teachers' opinion

The result shows that most of the students strongly agreed (57%) and agreed (27%) that textbook

is important for learning the use of words in different context. Only 3% disagreed with the

statement. On the other hand 56% of the total number of teachers agreed with the statement.

Q. 9.

Fig.9. Students' opinion.Fig.9. Teachers' opinion

The result of this pie chart is easily visible that a big portion of students and teachers agreed with

the statement. This shows another positive role of textbook.

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Q. 10.
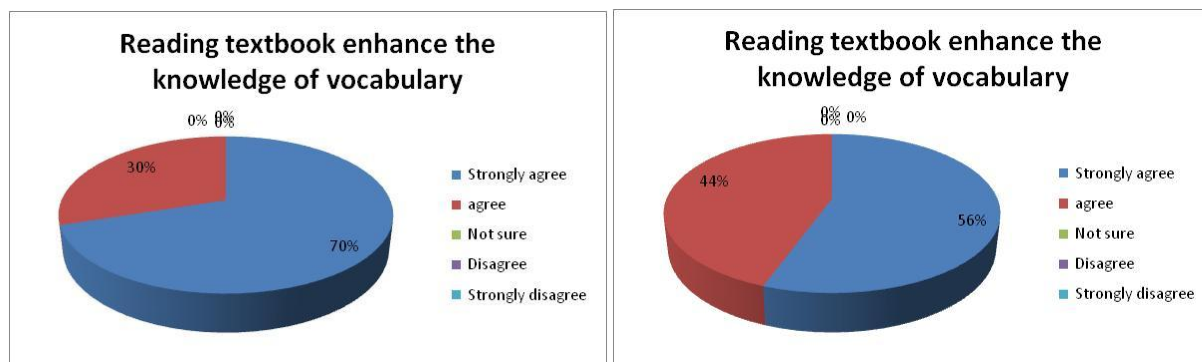
Fig.10. Students' opinion.Fig.10. Teachers' opinion

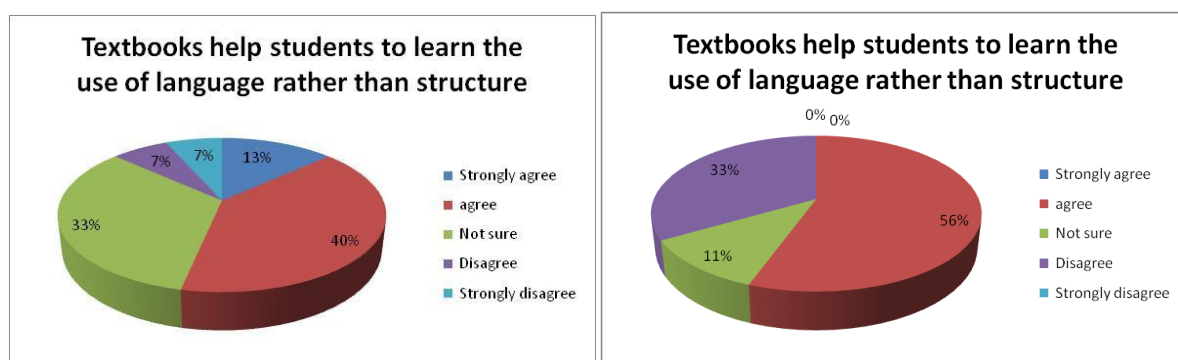The result of this statement shows that a big portion of students and teachers strongly agreed with the statement.

Q. 11.

Fig.11. Students' opinion.Fig.11. Teachers' opinion

In this statement, 37% of the total students strongly agreed and 33% agreedand supported the importance of textbook. 30% student's responded that they are not sure about it. Still the percentage is higher which proves the importance of textbook in second language acquisition. On

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the other hand, teachers' result shows that everyone agreed with the statement. So here also the

teachers and students' thoughts are similar.

Q. 12.
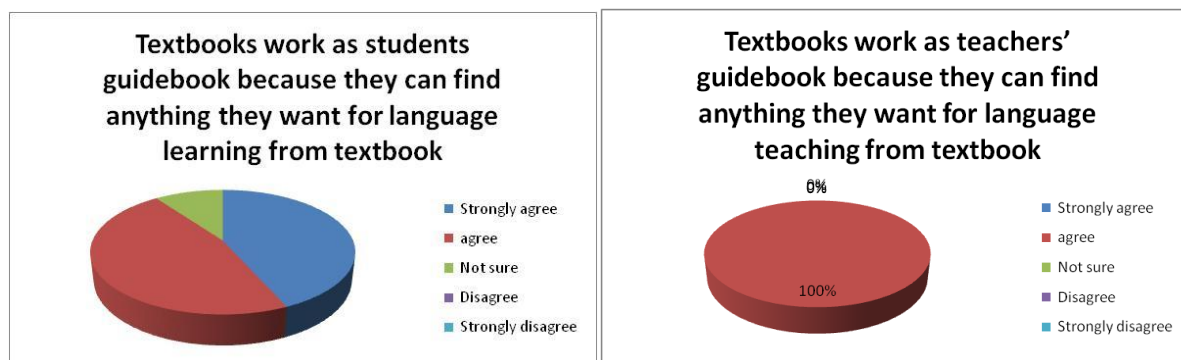
Fig.12. Students' opinion.Fig.12. Teachers' opinion

Here the result shows that almost 80% of the total number supported for the textbook in language

acquisition and very few students are not sure about it. On the other hand all the teachers agreed

with the statement. This result also proves that students and teachers both supported for textbook

to prove its importance in language acquisition.

Q. 13.

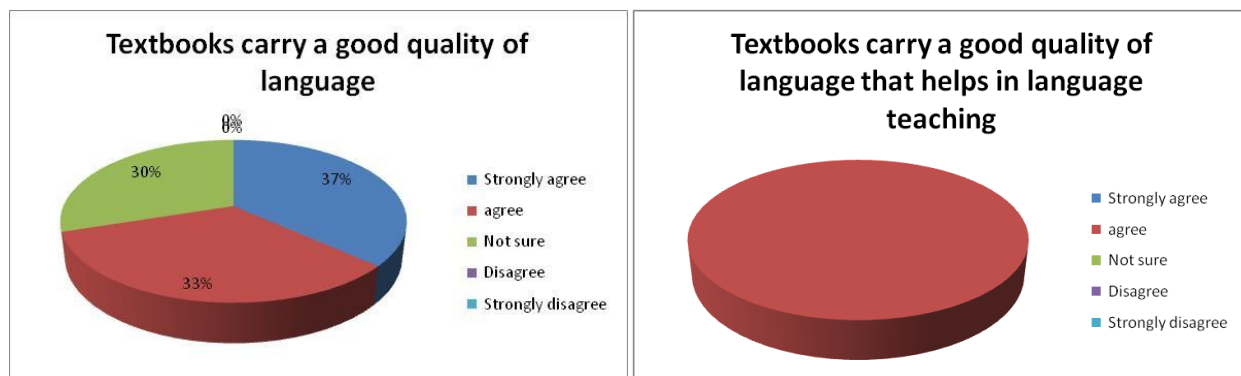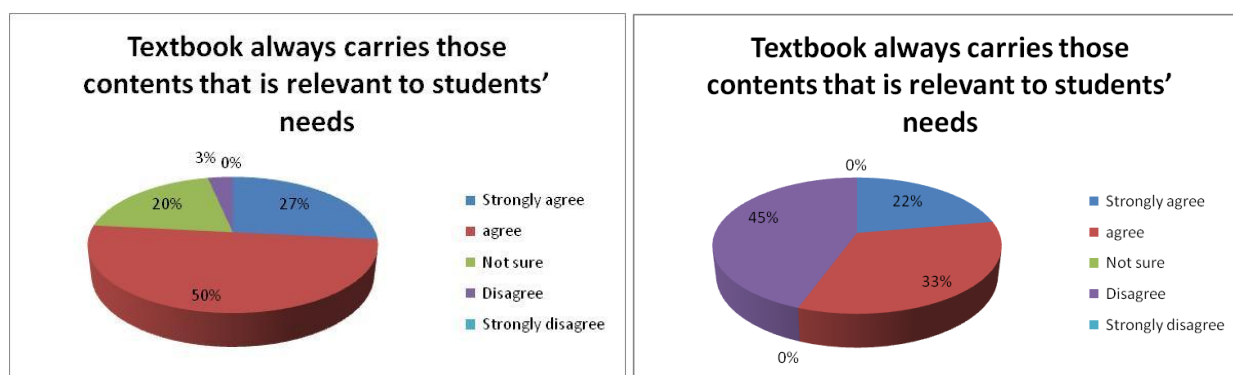*Fig.13. Students' opinion.Fig.13. Teachers' opinion*

This statement's result also shows that 50% of the total students strongly agreed and supported for textbook,27% agreed with that and 20% responds that they are not sure. So, most of the students agreed that textbook is important in second language acquisition. On the other hand, teachers disagreed with the statement. 45% of the total number of teachers believes that not all the contents of textbook is needed for students. But 33% teachers agreed with the statement. A few percentage differences between the thought of agree and disagree but this result shows mixed opinion.

Q. 14.
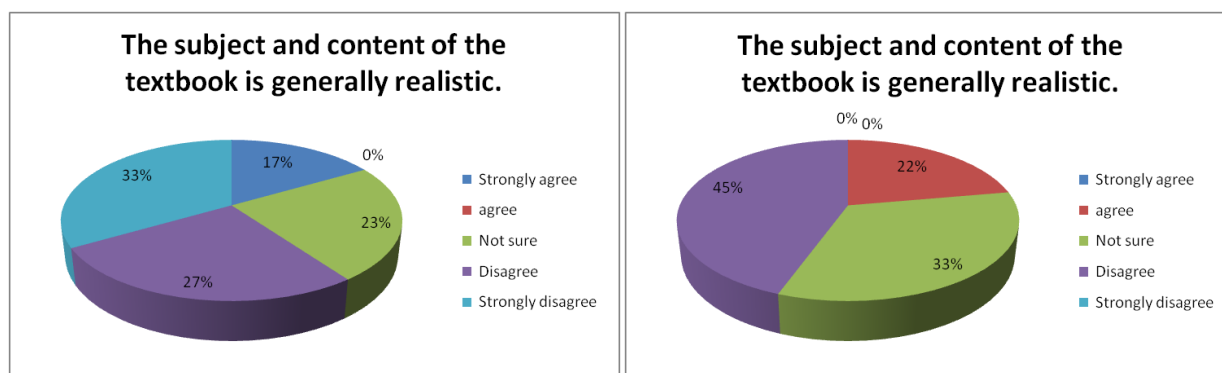
Fig.14. Students' opinion.Fig.14. Teachers' opinion

Here most of the students voted against the textbook. A big portion of the students (33%) believe that the content of textbook is not realistic. 27% strongly agreed, 17% agreed and 23% are not sure about it. On the other hand, 45% teachers strongly agreed and 22% agreed that contents of textbooks are realistic. 33% has chosen the not sure option. Here students and teachers opinion does not match.This means the contents of textbooks may vary and from the answer we can say that sometimes the contents are realistic and sometimes it is not.

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Q. 15.
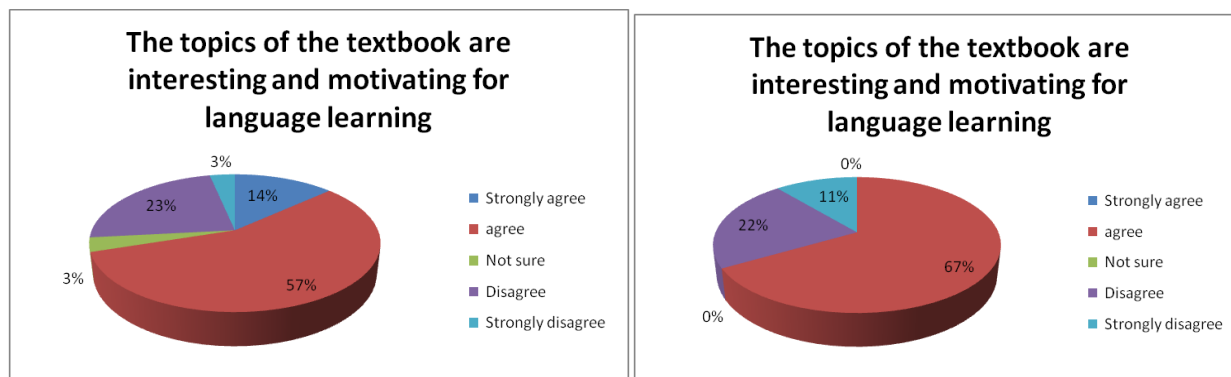
Fig.15. Students' opinion.Fig.15. Teachers' opinion

This pie chart shows that A huge number of students (57%) agreedand 14% strongly agreed that they get motivated from the topics of textbook for language learning. 23% students disagreed with the statement. But still the percentage is high who thinks that textbook can play an important role in language learning. On the other hand, 67% teachers agreed with the statement whereas 22% disagreed. Rest of them has chosen other options. So the students and the teachers both think in the same way which shows another positive role of textbook.

Q. 16.
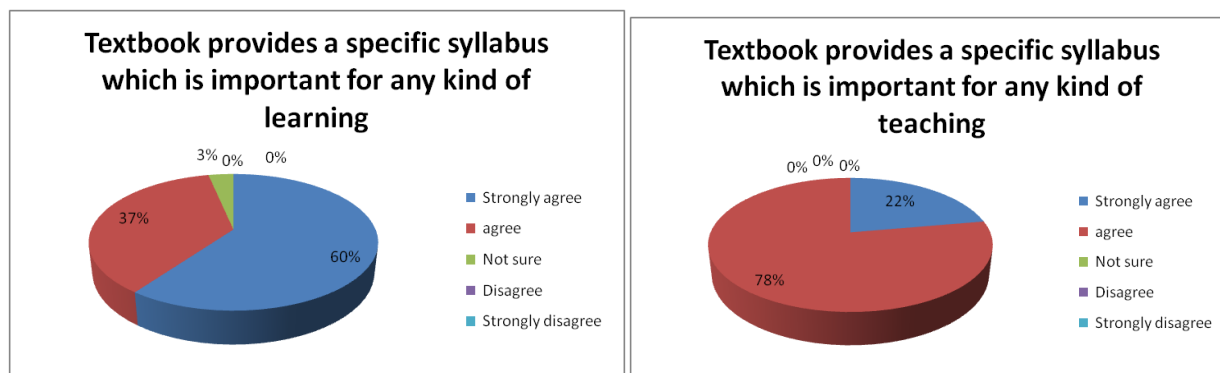
Fig.16. Students' opinion.Fig.16. Teachers' opinion

This result shows that 60% students strongly agreed and 37% agreed that a syllabus is important

for language learning and only a textbook can provide this to students. Very few (3%) disagreed

with the statement. On the other hand, 78% teachers believe that textbook is very helpful in

providing a syllabus and 27% agreed with this. No one has disagreed with the statement which

shows another positive role of textbook.

Q. 17.
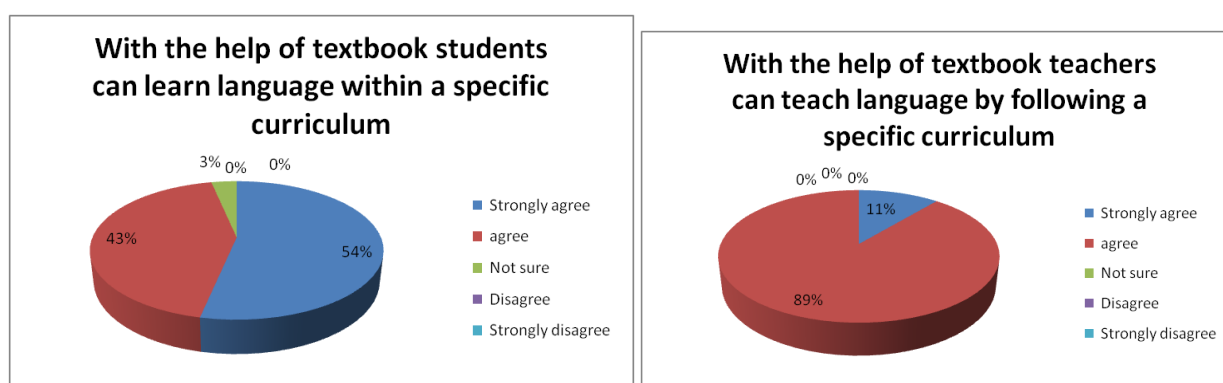
Fig.17. Students' opinion.Fig.17. Teachers' opinion

This result shows that 54% strongly agreed and 43% students agreed with the statement. Which

means textbook is important for second language acquisition. Only 3% respond in not sure

option. On the other hand 89% teachers agreed with the statement, which means students and

teachers both believe that textbooks are really helpful in this case.

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Q. 18.
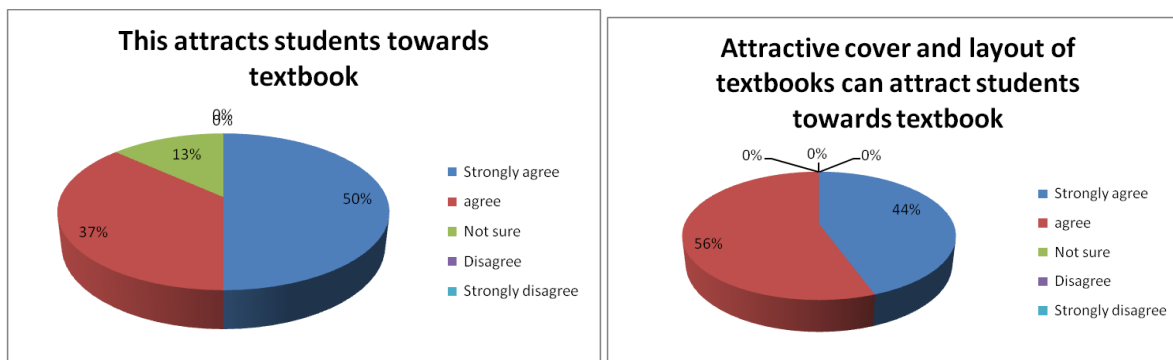
Fig.18. Students' opinion.Fig.18. Teachers' opinion

In this statement, 50% strongly and 37% agreed that layout and design can actually attracts

students towards textbook and thus they get motivation for acquisition of second language with

the help of textbook. On the other hand, teachers' opinions are quite similar to the students'

opinion. Teachers also believe that layout and design can play an important role to involve

students with textbook. This proves the positive role of textbook.

Q. 19.
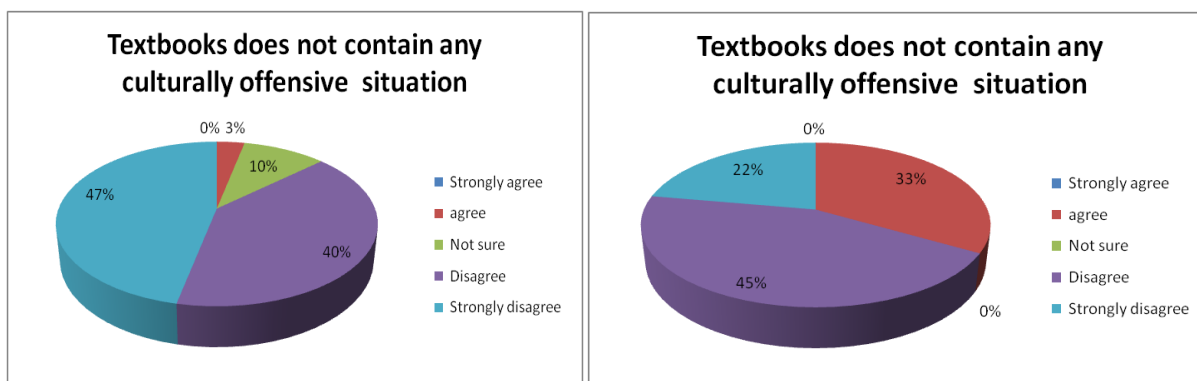
Fig.19. Students' opinion.   *Fig.19. Teachers' opinion*

This pie chart shows that, a huge portion of students (47%) strongly disagreed that textbook does not contain any offensive situation. On the other hand, 45% teachers also disagreed with the statement. That means students and teacher's opinion was quite similar and this shows a negative side of textbook. Rest of them chose the other options.

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Chapter 5

5.1 Discussion:

A. Relationship between textbook and second language acquisition:

Textbooks and language acquisition is very much inter related. It is true that nowadays learning has become easier with the help of technology but still the survey result shows that students and teachers believe that textbook plays a very important and significant role in second language acquisition. In schools, without internet and computer learning can be possible but without textbook, learning is not going to be easy. Since, textbooks are made for the purpose of language acquisition so it can provide a starting point for both the students and teachers in the case that how language acquisition should be started and from the survey result it can be said that, most of the students and teachers showed their positive attitude towards textbook in this matter.

However, when textbook is compared with other sources such as- audio, video material, computer, internet etc. then students and teachers showed their negative attitude towards textbook. Even scholars have also said that, technology has increases the use of textbook nowadays. That means the survey result and the scholars thought has been matched and the result is valid. Moreover, textbook carries authentic language but not all the textbooks. In this matter teachers showed their positive and students showed their negative attitude. One of the Scholar has said that, Richard (2012), "English language textbooks provide a lot of activities which help in English language teaching and learning. He also added that, textbooks are preferable for EFL classroom when it will contain "authencity of language" and "the representation language that

they provide" (p. 2). That means all the textbook does not carry authentic language and that is why the researcher got mixed result in this case.

B. Skills:

About the skills,scholar has said that textbooks can create a balance among four skills. Therefore,Kayapiner stated that, "it also provides a balanced content for which a consistency always remains among the topics "in four skill areas, (listening, speaking, reading and writing)" but the research result shows that a big percentage of teachers and students do not agree with the issue. So that means the practical use does not match with the scholar thought and there is some lacking in textbook which cannot create a balance among four skills.

On the other hand, students and teachers showed their positive attitude that textbook focuses on the skills that students need to practice.

C. Vocabulary:

The result of the survey demonstrates that both the students and teachers strongly agreed that reading textbooks increase the knowledge of vocabulary. Scholars have also stated the same thing, so that means practical use matches with the theory given by the scholars. Moreover, students and teachers also showed their positive attitude in the case that, textbooks help them how to use words in different context.

D. Grammar:

Scholars have said that, textbooks focus on the language use rather than just memorizing the structure. That is why Kit U (2009) has stated that,"if a student can engage himself/ herself into reading textbooks then he/ she will be able to relate grammatical structure with the sentences

written in the textbooks, that student do not has to memorize the structure". In this case the survey result shows that students and teachersshowed their positive attitude towards textbook.

E. Textbooks work as a guideline:

The survey result demonstrates that both students and teachers showed their positive attitude that textbooks give a guideline to the students and teachers. According to, Kayapiner (2009) added that, "textbook is very much popular among teachers because it provides a particular objective of learning", so it means, theory and the result that the researcher find out has matched.

F. Content and syllabus:

Students and teachers both showed their positive attitude towards textbook that textbooks provide a syllabus and content which help students and teachers to follow a specific curriculum for step by step learning. Textbooks provide a list of contents and a specific syllabus for which students can learn only those things which are appropriate for their level and they do not get confused since they have a specific syllabus and they do not have to learn from a vast area.

G. Impact on culture:

The research result demonstrates that, textbooks create a negative impact on culture and both the teachers and students showed their negative attitude towards textbook in this matter. The scholars have also stated that, "textbooks play an important role in English language acquisition as well as the culture of that target language and it influences people to adopt the culture and "become a member of that culture or community" (p.4), which shows that this thing dominates our own culture", according to Weninger and Kiss (2013). In this regard, Schumann's

(1986), also added that, when students learn a second language, they also get involve with the culture of that foreign language.

5.2 Conclusion:

Through this study, the researcher examined the role of textbook in the acquisition of second language. The researcher mainly wanted to focus the importance of textbook in second language acquisition and that is why she also explained about the positive and negative role of textbook so that it can be clearly proved that whether textbook is really necessary or not for second language acquisition despite of having some disadvantages in it. To find out the result, the researcher has conduct a survey within schools and tried to take the opinion of both students and teachers that what they think about the necessity of textbooks in second language acquisition. Though the researcher had to face a lot of trouble while conducting the survey but at the end, the survey was successfully done. The survey result was quite similar with the theories that different scholar have given. The result shows that most of the students and teachers showed their positive attitude towards textbook in terms of second language acquisition. Though nowadays students and teachers both use many materials for language learning but most of them use those materials as a supplement of textbooks. Finally this paper shows that, how important textbooks can be for acquiring second language learning and teaching as well.

5.3 Recommendations:

Since we know that language learning is a complicated process and that is why several materials play an important role regarding second language acquisition. But textbook is such a material that can be accepted by all as a specific process or system of language learning.To ensure the

effective use of textbook for second language acquisition, the researcher has presented some proposals:

According to (McDonough and Shaw, 1993:65; McGrath 2002), no textbook is perfect for every situation and every student. In addition to this, (Allwright, 1981:10) said that, language learning is a complicated process and only some set of materials cannot make this process successful. To use textbooks effectively, some guidelines can be followed:

(A). Selecting textbook:

To ensure better language acquisition through textbook, teachers should play a very important role in selecting textbook. Textbook with good materials can promote language learning and can motivate students so that they can get comprehensible input and also feel interest in second language acquisition through textbook.

(B). Adapting textbooks:

It is not necessary that teachers need to follow textbook strictly. They can modify the textbook according to the learners' need. Moreover, modification in textbooks can break the monotonous teaching system and learners can also get the updated information of language learning. In that case, adapting textbooks can help a lot to engage learners with textbooks regarding second language acquisition. Keeping some specific information in mind, a teacher can modify or adapt textbook to ensure the effective use of textbooks in language acquisition. The following principles of adaptation provided by McGrath (2002:74), (cited in Charalambous (2011)) are useful to be kept in mind:

a) Localization: adapting the material to confine within our country.

b) Personalization: changing the material to satisfy our students" needs and interests.

c) Individualization: adapting the material in a way to address our students" learning

styles.

d) Modernization: bringing the material up to date.

e) Simplification: making the texts or the tasks easier to do or understand.

Moreover, Graves (2000), also suggested a textbook adaptation cycle and stated the cycle as a

series of steps which include 4 stages –

i. Planning how to teach with the text

ii. teaching with the text

iii. Re-planning how to teach

iv. Re-teaching (p.205).

According to, McDonough and Shaw (2010), "adaptation is concerned with the whole course

book", a teacher may change the activities or a teacher can modify the whole text and create new

activities which can involve the students in learning (p. 75). So, adapting textbooks can break the

monotonous learning and teaching style and can motivate students which can promote better

language acquisition.

(C). Using authentic materials beside the textbook:

Authentic materials are really very helpful for language learning these materials should

be used beside textbook so that, students can understand that what they are reading from book is

really exist in real life and they will be able to relate real life situations with the knowledge they

have taken from textbooks. This will increase the curiosity among them and they will be involved with textbooks for detail learning.

This study is not free from limitations. Based on limitations of this study other researchers can do other research work to make solutions to minimize the limitation of using textbooks and can establish more strong arguments on the role and importance of using textbook in second language acquisition.

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Appendix: I

Questionnaire for the students

A note for the students:
This questionnaire is meant for a study on 'The role of textbook in second language learning' of class (vii) and (viii), for an undergrad thesis in English. Your answers will not be disclosed and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section A: Personal Information
1. Name of the institution:
2. class :

Section B: Instruction
    Each of the items has 5 points scale where **1= strongly agree, 2= agree, 3= Not sure, 4= disagree, 5= strongly disagree.** Tick the appropriate number for your opinion about each statement.

No.	Statements	Strongly agree	agree	Not sure	Disagree	Stronglydisagree
A.	**Relationship between textbook and language acquisition:**					
1.	Textbooks play a very significant role in a language program	1	2	3	4	5
2.	Textbook gives a starting point for language learning	1	2	3	4	5
3.	Textbooks make language learning interesting and attractive rather than other sources such as- audio, video clips, internet	1	2	3	4	5
4.	Textbook does not causes boredom and motivates for	1	2	3	4	5

	creativity					
5.	Textbook carries authentic language such as- real life English, which makes students' relate their learning with real life	1	2	3	4	5
B.	**Skills**					
6.	Textbook focuses on the skills that students need to practice for language learning	1	2	3	4	5
7.	Textbooks create a balance among the four skills of English language	1	2	3	4	5
C.	**Vocabulary and grammar**					
8.	Reading textbook enhance the knowledge of vocabulary	1	2	3	4	5
9.	Textbooks help students to learn how to use same words in different context	1	2	3	4	5
10.	Textbooks help students to learn the use of language rather than structure	1	2	3	4	5
D.	**Textbook gives a guideline**					
11.	Textbooks work as students guidebook because they can find anything they want for language learning from textbook	1	2	3	4	5
12.	Textbooks carry a good quality of language	1	2	3	4	5
E.	**curriculum, syllabus and Content**					
13.	Textbook always carries those contents that is relevant to students' needs	1	2	3	4	5
14.	The subject and content of the textbook is generally realistic.	1	2	3	4	5
15.	The topics of the textbook are interesting and motivating for language learning	1	2	3	4	5

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16.	Textbook provides a specific syllabus which is important for any kind of learning	1	2	3	4	5
17.	With the help of textbook students can learn language within a specific curriculum	1	2	3	4	5
F.	**Layout and design**					
18.	This attracts students towards textbook	1	2	3	4	5
G. Impact on culture						
19.	Textbooks does not contain any culturally offensive situation	1	2	3	4	5

Appendix: II

Questionnaire for the teachers

A note for the teachers:
This questionnaire is meant for a study on 'The role of textbook for language acquisition'of class (vii) and (viii) for an undergrad thesis in English. Your answers will not be disclosed and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section A: Personal Information
   1.   Name:
   2. Teaching institution:

Signature------------------------------

Section B: Instruction
      Each of the items has 5 points scale where **1= strongly agree, 2= agree, 3= Not sure, 4= disagree, 5= strongly disagree.** Tick the appropriate number for your opinion about each statement.

No.	Statements	Strongly agree	agree	Not sure	Disagree	Stronglydisagree
A.	**Relationship between textbook and language acquisition:**					
1.	Textbooks play a very significant role in a language program	1	2	3	4	5
2.	Textbook gives a starting point for language teaching	1	2	3	4	5
3.	Textbooks make language teaching easy, interesting and attractive rather than other sources because it works as a readymade material	1	2	3	4	5
4.	Textbook allows teachers to show their creativity	1	2	3	4	5
5.	Textbook carries authentic language such as- real life	1	2	3	4	5

	English, which makes students' relate their learning with real life					
B.	**Skills**					
6.	Textbook focuses on the skills that students need to practice for language learning	1	2	3	4	5
7.	Textbooks create a balance among the four skills of English language	1	2	3	4	5
C.	**Vocabulary and grammar**					
8.	Reading textbook enhance the knowledge of vocabulary	1	2	3	4	5
9.	Textbooks help students to learn how to use same words in different context	1	2	3	4	5
10.	Textbooks help students to learn the use of language rather than structure	1	2	3	4	5
D.	**Textbook gives a guideline**					
11.	Textbooks work as teachers' guidebook because they can find anything they want for language teaching from textbook	1	2	3	4	5
12.	Textbooks carry a good quality of language that helps in language teaching	1	2	3	4	5
E.	**curriculum, syllabus and Content**					
13.	Textbook always carries those contents that is relevant to students' needs	1	2	3	4	5
14.	The subject and content of the textbook is generally realistic.	1	2	3	4	5
15.	The topics of the textbook are interesting and motivating for language learning	1	2	3	4	5
16.	Textbook provides a specific syllabus which is	1	2	3	4	5

	important for any kind of teaching					
17.	With the help of textbook teachers can teach language by following a specific curriculum	1	2	3	4	5
F.	**Layout and design**					
18.	This attracts students towards textbook	1	2	3	4	5
G. Impact on culture						
19.	Textbooks does not contain any culturally offensive situation	1	2	3	4	5

THE ROLE OF TEXTBOOKS IN SECOND LANGUAGE ACQUISITION

Researcher's Checklist

Relationship between textbook and language acquisition:

1. Is textbook necessary for language acquisition?

2. Do the textbook works as a starting point of language learning?

3. Comparing to other sources, does the textbook can make the language learning interesting and attractive?

4. Does textbook brings variation and removes boredom?

5. Is the language type of textbook authentic?

Skills:

1. Does the textbook can focuses on the skills that students need to practice for language learning?

2. Does the textbook have capacity to create a balance among the four skills? (Listening, speaking, reading and writing).

3. Does the textbook provide materials for a specific skill to be practiced?

Vocabulary and grammar:

1. Does reading textbook develop the vocabulary skill?

2. Does the textbook can help students in using words in different context?

3. Does the textbook focuses on the structure or use of language in different context?

Textbook as a guideline:

1. Does textbook work as students' guidebook?

THE ROLE OF TEXTBOOKS IN SECOND LANGUAGE ACQUISITION

2. Does textbook carry a good number of language uses including the structure which helps in language acquisition?

Curriculum, syllabus and content:

1. Does the textbook always carry the topics which students will be needed for language learning?

2. How realistic are the subject and content of the textbook for language acquisition purpose?

3. How motivating and interesting are the topics of textbook?

4. Does a textbook help in providing a structure and curriculum?

Layout and design:

1. Does a colorful cover page attract students towards textbook?

2. How images, graphs help students to understand the contents of the textbook?

Selection and adaptation of textbook:

1. Does selecting and adapting textbook create any positive impact on students in language learning?

Impact on culture:

1. Does textbook create any impact on culture and its values?