

PERCEPTIONS OF STUDENTS AND TEACHERS ON GUIDEBOOK AS A
SUPPLEMENTARY MATERIAL FOR ENGLISH LANGUAGE LEARNING

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment

of the requirements for the degree of

B.A. in English

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Approval

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Ethics Statement

Because this study included secondary level pupils and teachers, so the participants were emailed a letter of consent, which they virtually signed to affirm their agreement in the study. To maintain anonymity, pseudonyms were used for the participants.

Abstract

In Bangladesh, the popularity of guidebook is on extreme level in the current situation. In the era of technology, despite having of it, students, teachers are running after result oriented education system. Nowadays, students put more emphasis on guidebooks instead of their textbooks. This popularity of guidebook is crucial to investigate as it reflects the curriculum system of Bangladesh. This thesis aims at finding out the point of view students and teachers in terms of using guidebook as a supplementary material for English and what motivates them to use guidebooks instead textbook in a English learning classroom. A focus group was arranged for investigating the reasons behind the popularity of guidebooks among students and teachers which reflects the Bangladesh education system.

Keywords: guidebook, supplementary element, EFT textbook, curriculum system, Bangladesh.

Dedication

“To my dearest grandmother in heaven”

Acknowledgement

First and foremost, I want to express my gratitude to Allah, my creator, for providing me with the insight, courage, and opportunity to accomplish this thesis. It would have not been possible to get to this point without His mercy and gifts. Then I'd like to express my gratitude to my parents and my sisters for their continual encouragement and motivation to complete this study effectively against all odds. Last but not least, I'd want to express my gratitude to my thesis supervisor, Professor, Sabreena Ahmed, PhD, who has played vital role regarding this by providing continuous feedback, advice, and support to make this study a success.

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Chapter 1

Introduction

1.1 Background of the Study

English is one of the most significant languages in the world. In Bangladesh, learning the English language is crucial not only in education but also in other industries such as communication, technology, and job sectors, among others. Nevertheless, Bangladesh's educational system, particularly English teaching, has undergone significant changes over the years. There are some additional books for teaching English worldwide and textbook. These publications are commonly referred to as guidebooks. One of the most notable transformations is the adoption and use of guidebooks, which are becoming so popular that almost all Bangladeshi students appear to be completely or partially reliant on them. Guidebooks are booklets that include test hints, ready-to-use answers to previous year's exams, and answers to textbook activities. The English language learning guidebooks are distinct from general guidebooks since they target students and the accomplishment assessments they encounter in primary, secondary, high school, and college (Saha,2013). These materials are called secret syllabi, which refer to unapproved instructional resources which may come from former exam papers or guides on test content and preparation techniques (Maniruzzaman & Hoque, 2010; Wall & Alderson, 1996). Students should not be legally permitted to use notebooks or study guides or try to memorise answers for tests. Therefore, educators need to choose and use appropriate supplemental resources in light of their students' various teaching strategies and requirements (Riasati & Zare,2010). From class to class, the students' requirements, capabilities, and learning situations are all unique to each

individual. Riasati and Zare(2010) argued that, though textbooks give beginner instructors guidance and assistance, students have varied learning styles and demands, and a textbook may not cover all they need to know. It is not always realistic for a textbook author to create a perfect textbook that meets the requirements of all pupils. To research from Ahmed(2019), in South Asia, including Bangladesh, graduates with a general degree are hired as teachers and then sent for one-year pedagogy training leading to graduates landing in teaching with little ambition, commitment and dedication to the profession. As a result, the amount of dependence that teachers and students place on guidebooks is steadily growing. Education policy 2010 states that one of the goals of education is to build creative and thinking capacities in students via a system that includes indigenous spirit and components and leads to life-oriented knowledge growth (Alamgir, 2018). From a report published in NEWAGE Bangladesh (2019), Hasmot Jahan (Headteacher of Chittagong Government Girls High School) mentioned that, nowadays, parents are after good grades as they want their children to be prosperous in all situations of their lives and in order to win, they sometimes give their children guidebooks and keep them occupied with private tutors, coaching centres, and so on. Coaching, guidebooks and notebooks, exam papers, and mock tests, on the other hand, are very popular among students and instructors as they look for instant advantages from them. The popularity of guidebooks and notebooks also shows that our education system is falling apart.

To stop the extreme dependency on guidebooks, the Appellate Division affirmed a High Court ruling in December 2009 that outlawed guidebooks and notebooks and urged the government to take action against anybody caught in violation of the prohibition (Alamgir, 2018). Worst of all, many professors allegedly force pupils to purchase guidebooks and notebooks, breaking a 1980 government ban on notebooks because of an unethical alliance

with publishers (Alamgir, 2018). Additionally, Prodip Kumar Saha (Headteacher of Shaheed Smriti Secondary Girls' School, Khulna) stated that guidebooks and notebooks are outlawed. Commercial companies sell them as 'supportive books' to maximise revenue by publishing guidebooks (NEWAGE Bangladesh, 2019). Moreover, Alamgir (2018) stated that, the Directorate of Secondary and Higher Education, the National Curriculum and Textbook Board, and others turn a blind eye to the unlawful sales of guidebooks as well. Therefore, in the report of NEWAGE Bangladesh (2019), Professor Narayan Chandra Saha (Chairman of the National Curriculum and Textbook Board) said, "We cannot do anything against printing, publication, import, distribution and sale of notebooks. We cannot catch them and punish them as we do not have any jurisdiction to do so". On the whole, avoiding everything regardless of laws or obstacles, despite technology-based tools, the dependency on guidebooks among students and teachers decreases rapidly as they find instant benefit in them. Their popularity also shows that our educational system is inadequate and that schools are failing to provide enough service, making after-school coaching unavoidable.

1.2 The Role of Guidebooks

There is a lot of literature on assessing the worth of using guidebooks and commercial materials. Educators and professionals have been debating the function of guidebooks for quite some time now. The next part will go through the benefits and drawbacks of guidebooks for students.

1.2.2 Positive Effects

There are a few advantages of using a guidebook or course book for learning English as a second or foreign language. Hutchinson and Torres (1994) argue that, as it is difficult for instructors to create their own teaching material, a supplementary book may serve as a tool

for helping teachers as well as an instrument for changes and revisions. An article by UKEssays(2018), it is mentioned the benefits of these subsidiary books that they provide a set of clearly defined success targets and what the student will be able to perform after completing a course and what to do anticipate. Additionally, it relieves the instructor of the stress of having to prepare for such topics, and it would be beneficial for Inexperienced instructors since they provide ready-made exercises and help them prepare for lessons (UKEssays,2018).

1.2.3 Negative Effects

The overuse of guidebooks by professionals may hurt teaching and learning processes. Guidebooks restrict instructors' ability to use textbooks with their methods. Some of the disadvantages of using guidebooks is bellowed-

a) Teachers' Creative Abilities are Harmed

Using supplementary materials rigidly transforms teaching into a closely regulated procedure that de-skills teachers (Richards 1993). Similarly, Amin (2017) stated that Guidebook is an obstacle relating to instructors' abilities and knowledge. Even the greatest manuals hinder instructors' creativity and motivation. In addition, the large reliance on guidebooks is not ideal since it diminishes the significance of the contributions that effective instructors provide at all stages of the learning process. Finally, excessive usage of guidebooks leads instructors to lack imagination and adaptability.

b) Guidebooks Cause Boredom

Several drawbacks and concerns have been raised, including repetitive exercises, uninspiring subject matter, and insufficient exposure to the target language (UKEssays, 2018).

Guidebooks are boring since they always follow the same format. Teachers often repeat the same exercises and assignments in the same sequence. This guidebook-centred teaching leads to uninteresting, repetitive courses and unmotivated pupils. Charalambous (2011) mentioned that the chaotic nature, which stimulates attention in EFL classrooms, fades. As a result, students become bored and find it hard to manage.

c) Replacing the Textbook

Sometimes guidebooks replace the primary textbook. Guidebooks help instructors and students, but they shouldn't be their masters (Charalambous, 2011). Furthermore, they have only ready-made answers, which are ineffective in assisting pupils in developing that aspect of their skills (UKEssays, 2018). If the use of guide books instead of textbooks keeps increasing in such a manner, then such flaws may have a negative impact on a student's overall English language proficiency.

1.3 The Context of Bangladesh

In the previous few years, many developments have occurred in Bangladesh's English language education. When it comes to teaching or studying the English language, it's not unusual to see unique activities being used. So, students are trying harder than ever to understand this language using a wide range of cutting-edge teaching resources, including audio-visual teaching materials, computers and overhead projectors, and even the internet. Yet, the objective of most students is to acquire excellent scores in their examinations, and pupils hardly utilise technology to study the English language. Most students rely on notebooks and guidebooks for survival, and the examination's negative impact on teaching and learning methodologies completes the cycle of monolithic literacy and skills (Rahman, 1999). Reading and writing has been the centre of language development, and these skills got

the attention.

Additionally, Rahman and Bhuiya (2007) stated that exams mostly test writing and reading abilities where listening and speaking are absent as speaking isn't graded, so pupils aren't driven to practice. Our school system emphasises memorisation over communicative skills. Imam (2005) mentioned that the level of proficiency in the English language that is often seen among university students is comparable to that of kids in the seventh grade. However, despite the major dependence on guidebooks in the Bangladeshi education system, no research has been conducted solely on this topic. As a result, I thought it was necessary to explore the prevalence of guidebooks in our education system, the reasons behind the significance given to it, and how this issue may affect the students and teachers.

1.4 Problem Statement

Textbooks play a significant role in teaching and learning. However, in an ESOL context like Bangladesh, textbook utilisation is not very common. In reality, the present state of education in Bangladesh seems tempting, as it has become a platform for obtaining good results but not learning. The government is taking hardly any actions against guidebooks because of a results-oriented education system and instructors with poor honesty and integrity. We see under the name of education is only a showcase of results where students run after excellent grades, whereas parents, instructors, and the government are only interested in results. No one is considering learning. This harmful practice should be stopped since it is extremely damaging only to the country's future.

Furthermore, the country's future also depends on the educators and the education system for which dedicated and committed teachers are badly needed in the education field. Regarding the issue, the government needs to take steps regarding the teachers' dignity and

honorarium as it is a profession where most respectful teachers do not get paid according to their skills and ability, which ultimately leads to poor dedication to work (NEWAGE Bangladesh, 2019). In other words, the destiny of a country rests on its instructors, and the quality of literature determines how those instructors will instruct their pupils. Besides, the government should ensure a quality textbook to establish a prosperous nation. Since there is a lack of information on what motivates students and instructors to use guidebooks in the English learning classroom, the present research addresses that gap. To find the reason behind the massive dependency on guidebooks, the study looks at the point of view of the teachers and students and how this affects their teaching and learning process. The data will also assist in establishing whether or not such activities should be continued or discontinued. This research is vital to find out why students prioritise the Guidebook over the textbook.

1.5 Purpose of the Study

The research objective of this study is to investigate the viewpoint of the teachers and students on guidebooks as supplementary material from the secondary level in Bangladesh. Also, this study focuses on finding out the reasons behind using guidebooks in English classrooms. The study will also explore why students and teachers are motivated to use guidebooks in English classrooms.

1.6 Research Questions

To accomplish the goals of the study, the following questions have been created as potential research topics:

1. a) What do the secondary level English teachers think about using guidebooks?

b) What do the secondary level English students think about using guidebooks?

2. What reasons motivate students and teachers to use guidebooks in English classrooms?

1.7 The Scope of the Study

The study explores the reasons behind the excessive use of guidebooks from the point of view of secondary level students and teachers. There has not been a lot of research done on this particular aspect of using guidebooks as supplementary materials in Bangladeshi English schools instead of textbooks. This study can be used in any academic writing course as the purpose of the study is to explore the idea of using guidebooks as supplementary materials, so the study's scope is much broader because it reveals the need for specialised attention on the part of the educational system to ensure that all students can flourish equally even though the level of learning activities varies from student to student.

The study was conducted among five Bangladeshi students and four instructors from different institutions studying and teaching in the 9th and 10th grades at renowned Bangla medium schools based in the capital city of Dhaka and Kishorgonj. The schools of the selected students and teachers use various guide books such as Nobodut, Panjabi, Potential and many more instead of using any technology-based supplementary materials. I selected the secondary school because I wanted to involve students and instructors who are presently experiencing the issue. It is essential to compare the availability of educational resources from the perspectives of students and instructors from different institutes. Additionally, it is important to acknowledge that if the teachers can involve less guidebook-based materials and start to get recognised with technology-based supplementary materials, the teaching and learning process in Bangladeshi classrooms will bring outstanding results. It is essential to

investigate the points of view of students and educators from different institutions and to contrast the circumstances in which they find themselves in terms of the availability of educational resources.

1.8 The Significance of the Study

There has been a minimal study done to examine the widespread usage of guidebooks by students and instructors for English education. This research aims to bridge the knowledge gap by identifying why students and instructors prefer guidebooks over NCTB-based textbooks. In addition, this study is valuable to the field of the education system of our country as a creative system has been introduced in the secondary level examination so that students can understand any questions or topic from the textbook with their understanding or with the help of teachers. But, the initiative seems to have failed as the immense numbers of guidebooks available in the market are easy to get as they contain the creative answers to questions from N.C.T.B. books. The study's findings will provide a guideline for further studies regarding the education system, evaluating a process or teachers' attitude towards the guidebooks, and it indicates that this research approach can be investigated in the future for other researchers' studies.

1.9 Limitations of the Study

Every research has certain limitations, and mine is not an exceptional case regarding this issue. I had to arrange interview sessions with both teachers and students for this study. The first interview session was done in person, and the second session was done online. Few parents were not comfortable at first with allowing children to participate in the in-person session because of the COVID-19 pandemic. So, I had to convince them to allow their child

to participate in this study. At first, teachers were hesitant because they did not want to disclose the matter in terms of their school's teaching style. I had to convince them that their privacy would not be violated. Lastly, before conducting this study, I did not have proper ideas about supplementary elements rather than guidebooks, so I had to study that. Due to limited time, my research could not explore more evidence to make my argument vivid.

1.10 Definition of Key Terms

Guidebook

The goal of the activities in the Guidebook is to strengthen teaching and increase opportunities for students to learn as supplementary material and textbooks. Teachers are encouraged to utilise guidebooks to assist students in teaching and learning activities on a restricted basis. The Guidebook is referred to as a supplemental resource in this study since it has become unavoidable for students and instructors because they find it interesting. Students may get good results in tests without employing creativity or higher thinking abilities.

Teaching Technique

According to Prodhan (2016), one of the most problematic aspects of the educational system in Bangladesh is the method of instruction, which emphasises memorisation as the primary means of knowledge. Teachers want pupils to remember plenty of info for tests. Classes don't encourage debate and analysis. The teaching technique is used in this study to refer to Bangladesh's educational system and policies.

E.F.T. Textbook

O'Neil (1982) talked about the various reasons for using textbooks where they meet the requirements of pupils, even if they are not expressly developed for them; they assist learners in looking forward or reviewing previous classes, and they eliminate the element of surprise from their expectations. Furthermore, properly-designed course materials enable the instructor to improvise and adapt and empower students to develop spontaneous engagement in the classroom. Hutchinson and Torres (1994) added that textbooks can play an important role in innovation, supporting instructors throughout change processes by providing a framework to build their particular techniques. In this research, the term textbook refers to the distinction made by instructors and students between textbooks and guidebooks.

Chapter 2

Literature Review

2.1 Introduction

The primary goal of this research is to discover what instructors and students think about guidebooks in terms of learning English. As a result, this chapter addresses vital ideas and academic works on supplementary material and its adapted form, guidebooks. The chapter also tries to identify a gap in the literature by concentrating on additional resources in Bangladeshi classrooms to demonstrate how important this research is in filling that gap. The following are the four sections of the chapter:

Part 1: Concept of Supplementary Materials and Their Role in Education

This part discusses the background of additional materials, the various other elements for language learning and the importance of these elements in enhancing language learning and teaching. Spratt, Pulverness, and Williams (2011) stated that, in English classes, the supplementary materials used include collections of communicative activities, materials for practising grammar, vocabulary, and pronunciation, materials for developing students' abilities, and materials for the teachers' resource collections. They also mentioned that supplementary materials work as an additional source for the learners, which add variety to develop their learning process of listening, speaking, reading and writing skills (Spratt, Pulverness and Williams, 2011).

2.1.2 Types of Supplementary Material

There are many different supplemental materials, including audio, visuals, websites, audio graphics, images, etc. Palalas (2012) addressed e-learning, which comprises computer or technological equipment as language-learning training materials, using various supplementary resources. Additionally, Gower, Philips and Walters (2005) addressed audio materials, which are a very effective teaching tool that can be utilized in classrooms to help students improve their listening and speaking abilities (Harmer, 2001). Harmer (2001) also added that listening helps students cope with spoken English, which allows them to improve their pronunciation and speaking skills. In this way, audio resources benefit learners by providing a significant and essential linguistic input. Visuals, another supplementary tool that makes classes more active and exciting, help in learner acquisition, demonstrate the meaning of words and help instructors assess students' intelligence (Gower, Philips & Walters,2005). Another sort of element that aids in listening and speaking activities is audiovisual. According to Gower, Philip and Walter (2005), audiovisuals promote listening and speaking practice because students can see language employed through gestures and facial expressions.

Additionally, audiovisuals are an excellent approach to get exciting and realistic language content that may be utilized as instructional material (Ur, 1991). According to Harmer (2001), websites are also an excellent source for both instructors and students to acquire accurate English; they can utilize websites to study and practice English by sending and receiving emails, doing exercises, and browsing different articles. Furthermore, Harmer(2001) claims that instructors might use websites for classroom practices, such as using multiple English-language newspapers and assigning students to choose the fascinating themes to focus on. Finally, Sprat, Pulverness, and Williams (2011) suggested that instructors may use these resources to make their classes more engaging.

2.1.3 The Significance of Supplementary Materials

The utilization of supplementary resources plays an effective role in language learning and teaching. Sumarni (2008) did an action study at an elementary school in Surakarta, Indonesia, based on some research undertaken by many researchers who have explored how these types of supplemental resources make the language learning process simpler for both learners and instructors. She also suggests that EFL instructors employ a variety of additional auxiliary materials while teaching pupils vocabulary. Furthermore, Chen and Chen (2009) attempted a study at a Taiwan City primary school on whether famous songs may raise elementary school pupils' desire to learn English and the link between learning motivation and learning performance. 131 sixth-graders participated, including 62 men (47.3%) and 69 females (52.7%). Chen and Chen (2009) found that innovative teaching enhanced class interest and that students' English improved after studying famous songs. Students and instructors use resources that are typically more diversified than approved textbooks for language learning and teaching practice. The need to use supplementary resources is based upon the demands of the instructors and their teaching style, as well as varying from class to class. Therefore, Raisati and Zare (2011) suggested that textbook features may be less interesting to pupils and may restrict a teacher's creativity as it is not possible to gather all of the necessary information into a single textbook; additional resources are required to fulfill the requirements of language students while also maintaining the class's interest level.

Part 2: Supplementary Materials in English Language Classrooms

This part discusses the use of supplementary materials in classrooms and their roles, the availability of additional elements in classrooms, how technology affects teachers' training

and their competencies in conducting these materials and lastly, the effect of these technologies on other aspects of slow learners.

2.2.1- Supplementary Materials and Four Language Skills

English language learners need to master reading and writing skills. According to Gamez and Cuellar (2019), instructors have limitless access to resources and techniques to enable students' language acquisition. In terms of writing skills, Amin, Azim, & Kalam (2018) found that students get nervous when instructors offer writing projects. Still, when teachers utilize exciting materials in the classroom for writing, students are willing to reflect creatively on their assignments. In addition, seeing videos also inspired kids to read in various ways (Amin, M., Azim, M., & Kalam, M., 2018). According to Halwani (2017), using books, photographs, the Internet, and visual aids in schools to enhance students' reading and writing abilities is one of these engaging strategies for teaching writing.

It is well-known that interactive teaching methodologies are beneficial for teaching English listening and speaking abilities. Using multimedia projectors such as display images, video clips, movie clips, and documentaries promotes classroom cooperation and are essential in developing speaking and listening abilities (Halwani, 2017).). Furthermore, in terms of the Bangladeshi context, Parvin and Salam (2015) studied the usefulness of using technology in English language classrooms. They observed that audio or video material has better potential for developing interactive language classes. This research follows many elementary school English lessons. Parvin and Salam (2015) found that students using e-content in classrooms are more attentive and focused. 71% of instructors felt that students were acquiring accurate pronunciation, and 64% said students were eager to speak English in

class. According to their study, almost 100% of instructors said e-content made them more colorful and alive. E-content makes the assessment system simpler for professors and assists students in various ways, such as making up missed lessons. This study revealed that incorporating audiovisual information as a supplement changed classrooms significantly, making them more learner-oriented and emphasising speaking and listening abilities above reading and writing.

2.2.2 Teacher Training Program and Technology

Proper training may improve teachers' tech skills, such as I.C.T. programs can help instructors enhance their technological understanding (Khan, 2001). Additionally, the technology will help them provide more picture-oriented lectures, while Amlaki and Williams (2012) said this would minimize instructors' effort to knowledge and make learning simpler. Farooq and Soomro(2018) found that instructors seldom utilize technology for preparation and presentations. 1.80% of instructors regularly use blogging, email, and social networking to update pupils. Only 1.96 per cent of respondents utilized an online grading system, 1.96 per cent engaged in online activities, and 1.98 per cent was open to using technology. They also noted instructors' agreement in evaluating using technology (2.08), utilizing online sources (2.06), and establishing technology-based apps in classrooms for students, suggesting they require training to utilize technology properly. Teachers also face challenges regarding this use of technology. Teachers must be confident when preparing classes using technology and understand its function in the classroom. They must use tech-based tools in classrooms suggested by Andrei (2016).

2.2.3 Demand and Sufficiency of Materials for Classroom Practices

Demands and needs for supplemental materials have grown throughout time, resulting in a shift in their patterns. Abunowara(2014) proposed a technology continuum illustrating language educators' low to high technology aspects. In the past, instructors used chalk, blackboards, paper, etc. After that, the projector, recorder, and radio, which may have been the most beneficial teaching tools, were neglected. According to him, movies, computers, and the Internet are now utilized regularly and creatively in language instruction. However, pupils experience challenges regarding having equal facilities for technology-based supplementary materials. This research by Rafsan and Bray (2017) focuses on differences between urban and rural settings on the premise that both the context of the instructional requirements and school-based variables contribute to the variance. This study demonstrated that urban and rural kids need English instruction, but geographic and socioeconomic variations generate demand hurdles.

2.2.4 Effects of Technology-Based Learning System

Using supplemental resources in classrooms makes studying simple and exciting, but some kids can't handle the advanced technology. Sultana (2016) studied pupils who didn't regularly use technology for teaching-learning. Some remain, slow learners when instructors use mobile technologies for teaching-learning. Ehsan, Ashrafuzzaman, and Das (2012) said implementing the techniques is difficult due to students' lack of English understanding and English-speaking surroundings. Most rural children come from uneducated, impoverished homes. Therefore instructors must give them extra exercise time.

Part 3: Materials in Bangladeshi Classrooms

This part discusses the guidebook materials and their use in the context of Bangladeshi classrooms, how students only emphasize memorizing and blindly ignore listening and speaking activities, the curriculum system and repeating high stake question patterns, challenges and difficulties teachers face in terms of having fewer opportunities in curriculum development and how social aspects put pressure on students and for this reason they are not able to develop their skills fully.

2.3.1 Guidebook as Supplementary Material

Students may be boosting their grades by using resources, such as guidebooks. Still, in reality, these products are hindering the students' ability to be creative and inventive. Saha (2013) analyzes the content of English language learning guide books that are now on the market in Bangladesh. Her goal is to uncover these books' objective functions and learn about the instructional purposes they want to achieve. In this qualitative study, the researcher spent eight months doing a case study on five different English language learning guide books to gather data for the analysis.

Nevertheless, throughout the study, Saha (2013) said that English language learning guidebooks are fundamentally business-oriented goods where the contents are of low quality and do not give sufficient possibilities for language learning. The study concluded that the primary objective of these English language learning guidebooks is to convert the instructional goal into a financial advantage for the authors. Tina (2016) investigates the challenges that students in higher-level secondary Education often encounter in their

academic writing skills. A survey was employed as the data collection strategy in this research, and it was administered to 200 students and two instructors. The approach used was a quantitative one. In this research, Tina (2016) demonstrated the regions of errors students make about grammatical words by presenting the proportion of students who make inevitable mistakes. In addition, via the use of several open-ended questions, she discovered that the vast majority of students cannot form proper grammatically accurate sentences since the students solely rely on memorizing the answers. The researcher also explored the opinions of the teachers through the survey. The teachers revealed that the main reasons behind the students' poor writing skills are excessive use of guidebooks, memorization of composition, dependence on private tutors and coaching centres, a lack of expert English teachers, and the use of conventional question papers.

2.3.2 Ignorance of Speaking and Listening Activities

Increasing numbers of students and instructors adopt guidebooks, diminishing pupils' speaking and listening abilities. Das, Shaheen, Shrestha, Rahman and Khan's (2014) study aims to determine how the secondary English evaluation system in Bangladesh is aligned with the current curriculum. This research is qualitative and quantitative, and 38 schools participated in the data gathering process by completing a survey and conducting interviews. At the outset of their investigation, the researchers said that instructors and administrators lacked English curriculum expertise. In addition, they discovered that the current assessment system only focuses on reading and writing skills, even though students stated that they enjoy listening and speaking activities. However, these activities do not carry any weight in the exam, so teachers only focus on completing the exam syllabus. In addition, the researchers discovered in this study that instructors depend on past-year test questions for exam

preparation. Lastly, the research revealed the integration between English language learning outcomes and the existing evaluation system, which challenges instructors. Begum and Islam (2017) want to determine the issues with teaching the English textbook E.F.T. to ninth and tenth graders in Bangladesh. A student who completed an examination at the secondary level was interviewed as part of this qualitative study's data collection process.

However, Begum and Islam's research revealed that students never had the opportunity to engage in creative activities in class instead of completing curriculum-based tasks. It is evident from the interview that the whole process was teacher-centred, with no speaking and listening exercises. The research noted that guidebooks served as textbook replacements and that the guidebooks included example questions that students were required to practice, indicating a lack of instructional technology and resources. Forhad, Jamila, and Kabir(2020) analyze the impact of the S.S.C. English language examination on learning in Bangladesh's current CLT-based teaching setting. Two private and two public schools were chosen to gather data for this qualitative research via observation and interviews. However, according to their study, instructors primarily taught reading, writing, and grammar, ignoring listening and speaking abilities entirely. In addition, the survey revealed that instructors and students did not use N.C.T.B. textbooks but rather commercial guides from which they performed activities. Lastly, the observation showed that students were instructed to bring commercially published grammar and composition books to class to perfect their writing and grammar abilities. Still, other activities were wholly disregarded since they do not carry weight in the S.S.C. test.

2.3.3 High Stake Exams' Question Pattern

In mixed research of 48 S.S.C. candidates in Bangladesh, Hafiz and Rahman (2019) observed that pupils write their answers from memory since most questions are taken from the textbook. They discovered that pupils completely disregarded the creative aspect and instead answered questions from guidebooks, sample exam questions, training papers, and worksheets from famous professors. The authors feel that the primary issue in the Bangladeshi curriculum and evaluation is that instructors duplicate questions from guidebooks. This research concluded that for students to acquire creative learning abilities, instructors should follow the guidelines of the creative questions handbook, and the question-making pattern should adhere to Bloom's taxonomy. Regarding this, Sarwer (2019) tries to determine the rationale for repeating the same writing subjects in Bangladesh's S.S.C. examinations and their reliance on memorization. Through a questionnaire, 116 students participated in this study using a quantitative research methodology. In addition, seven years' worth of S.S.C. English test questions was evaluated to obtain data. In addition, the research by Sarwar (2019) revealed the frequency of repeated essays/compositions over seven years and that almost 69 per cent of pupils prepare for writing tasks via memorization. In addition, the research by Sarwar (2019) revealed that 81.5% of students memorized writing things from guidebooks, while 77.6% of students acknowledged that they received a list of possible compositions before the S.S.C. test. This research focused primarily on the washback impact of repeated writing themes and the resulting shift of students into guidebook-oriented disciplines. Nur and Islam (2018) also investigated the policy trajectory study of secondary English assessment and what insights this policy practice gives about Bangladesh's present secondary English education situation. However, this research indicated that education policy saw the evaluation system as one of the most important benchmarks for monitoring and

assuring the quality of Education. The assessment policy noted the negative impact of a pass/grade-oriented mentality towards examinations. The report also reveals that parents and guardians want their children's instructors to use commercial bazaar guide books to practice sample test questions to prepare them for the examinations.

2.3.4 Absence of Curriculum and Implementation Advancement

Due to the comprehensive curriculum innovation and implementation method, teachers are not given enough opportunities to express their opinions. As a result, Kabir (2015) sought to determine the necessity of teacher training, focusing on how far teachers are prepared to cope with the newly designed curriculum after the implementation of CLT rather than G.T.M. in Bangladeshi schools and colleges and whether or not training is essential and beneficial to them in terms of teaching CLT textbooks. This study employed a mixed technique to gather data, with the researcher using questionnaires containing both open-ended and closed-ended questions and interviews with 15 instructors. According to Kabir (2015), about 96 per cent of students are instructed to memorize answers from notebooks, and 82 per cent of institution heads want them to follow notes in order to obtain higher scores on tests. Furthermore, according to his research, 88 per cent of instructors do not utilize anything other than textbooks and guidebooks. According to the instructor's statement, he also claimed that pupils find guide books quite helpful since they feature example test papers constructed similarly to board questions. According to Kabir (2015), language instructors are not well equipped to deal with newly introduced techniques and need the training to handle the new E.F.T. textbook material, which may assist in teaching CLT textbooks since they have been teaching G.T.M. in schools for decades.

Similarly, Marium and Khairul investigated the current state of teaching and learning, speaking and listening skills at the secondary level in Dhaka, Bangladesh, and the causes for their deficiencies in such abilities. The researcher employed secondary sources, articles, and academic books to acquire data for this study and create a survey for two schools to collect data from 20 students in classes 9-10 at each school and four English instructors from the chosen schools. Furthermore, the findings revealed that teachers agreed that listening, speaking, media communications, and group and task-based activities should be practised in the classroom. Still, students' interviews revealed that these could be more beneficial if they had proper access to new and effective props in classrooms for practising listening and speaking skills.

2.3.6 Social Aspects and Guide Books

According to the setting of Bangladesh, good results are the only way to survive in today's society. As a result, Ali and Hamid (2020) investigate some of the elements that contribute to the negative washback impact on English language acquisition in secondary schools in Bangladesh. Qualitative research was conducted to gather data from 12 secondary school teachers through interviews. However, Ali and Hamid(2020) did this study from the perspective of Bangladesh's social characteristics. First, they learn about the social value of grades,' which states that to be successful according to societal judgments, students must achieve excellent scores on tests, which negatively affects them psychologically. They used the term 'hidden syllabus,' and experts stated in interviews that guide books are written by teachers and contain materials related to test tasks that ensure students' good grades. Finally, they mentioned in their study that guidebooks are unavoidable in our Bangladeshi context because teachers find them appealing. Students can secure high rates in exams without using higher thinking skills. The researcher performed the study via interviews with various

students; practically all of them said they were stressed about the final test since their parents anticipated better scores (Amin & Greenwood,2018).

2.4 Conceptual Framework

According to the definition provided by Miles and Huberman (1994), a conceptual framework is a written or visual product that explains, either graphically or in the form of a narrative, of the primary things that are going to be studied the primary factors, concepts, or variables and the presumed relationships that exist between them. Understand that a conceptual framework is primarily a conception or model of what is out there that the researcher plans to study, and of what is going on with these things and why a tentative theory of the phenomena that a researcher is investigating. This is the most important thing to understand about a conceptual framework, and it is also the most important thing to know about a conceptual framework. The purpose of this theory is to inform the rest of the design to assist in evaluating and refining the goals, developing realistic and relevant research questions, selecting appropriate methods, and identifying potential validity threats to the conceptual framework, which also assists in justifying the research.

The conceptual framework established for this research may be found in Figure 1. This framework may be installed to examine the impacts of guidebooks in terms of practising and teaching to have competency in English learning. The basis for this framework is the review of the relevant research. The following outline provides an overview of the structure of the study:

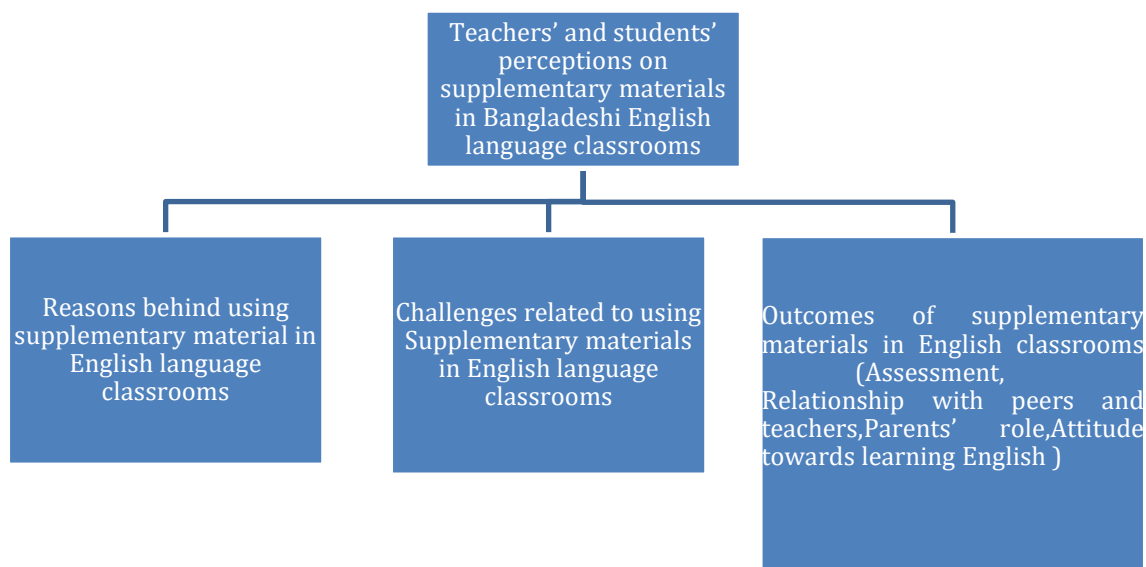


Figure 1: The Conceptual Framework

The framework that was built has the potential to be helpful in strengthening the knowledge of instructors, educators, and lecturers in the process of assisting students who have varying learning styles. This framework adds to the body of knowledge held by educational researchers. Within this framework, an educational researcher is able to appropriately individualize the benefits and drawbacks of employing guidebooks as supplemental resources in an effort to increase student's English proficiency.

2.5 Research Gap

To this day, very few studies have been carried out on the viewpoint of utilizing guidebooks in terms of learning English, despite the fact that both students and instructors in this day and age have the option to use a variety of supplemental resources due to advancements in

technology. The current study aims to bridge this knowledge gap by investigating the factors that lead some instructors and students to continue to rely on traditional supplementary materials, such as guidebooks, rather than embracing the concept of utilizing supplementary materials that are based on technological advancements. Previous research was conducted in situations where students and instructors of this period are familiar with the idea that technology-based resources are available; yet, the conventional method of learning English has become a barrier in this respect. Because of this, the purpose of this research is to investigate the perspectives of both students and instructors in Bangladesh on the use of guidebooks as supplemental materials.

2.6 Chapter Summary

The first part of the study introduced the concept of supplementary materials and their role in education. The second part of the study briefly discussed the use of supplementary materials in English learning classrooms. The final part described the use of materials in the context of Bangladeshi classrooms. At the end of the chapter, the gap in the literature review that has been found will be shown in the upcoming studies in the field.

Chapter 3

Methodology

3.1 Introduction

This chapter contours the research methodology which was adopted to carry out this study. In chapter one, I have mentioned that the main aim of the study is to explore the perception of teachers and students on guide books as a supplementary element for learning English. Specifically, the study examines the use of guidebooks in classrooms especially in secondary level. The first research question explores what the students of secondary level think about using guidebooks. The second research question aims at what teachers of secondary level think about using guidebooks in classroom. The final research question aims at how the guidebooks motivate students and teachers to use guidebooks in English classroom. Therefore, the chapter describes further the reason behind choosing such methodology, conceptual framework, data collection process, procedure of data analysis, selection of participants and lastly the trustworthiness of the study.

3.2 The Research Paradigm and Its Philosophical Assumptions

The basis of qualitative research is the research paradigm and its philosophical assumptions. Churchill (2016) said that the research paradigm considers the researcher's expertise and indicates how the research topic will be studied and presented. I choose pragmatism as my research paradigm because my study investigates instructors' and students' perspectives on guidebooks in relation to English language acquisition. In terms of pragmatism, Creswell and Poth(2018) argue that the emphasis of this sort of research paradigm is on determining the

outcomes, settings, and results of the inquiry rather than any previous circumstances. Regarding this, Creswell and Poth(2018) said that researchers employ numerous data gathering methods to investigate the study topics in terms of determining the results. In addition, Mounce (1992) mentioned that researchers are free to choose any technique, formula, or research plan that is suited for their study. Consequently, using the lens of pragmatism, my research topic investigates the instructors' and students' perspectives on guidebooks as a complement to English learning.

The philosophical assumptions of this study showed in the following table which are adopted from “Interpretive Framework and Associated Philosophical Beliefs”(Creswell, 2018, p.19).

Research Paradigm	Philosophical Assumptions			
Pragmatism	Ontological Several perspectives of participants	Epistemological Researcher’s engagement in the interview	Axiological Discussion of both researcher and participant’s biases, views, and values	Methodological Qualitative Case Study

Table 3.1: The Philosophical Assumptions of the Study

In this framework, ontological assumptions shape the individuals' diverse viewpoints via personal experience or social correspondence (Creswell, 2007). As a result, I will investigate how guidebooks drive students and instructors to use them in English classes (RQ 1), as well as what secondary level teachers (RQ2.a) and students (RQ3.b) believe about utilizing guidebooks. Based on the ontological theory, I will place an emphasis on the responses to the questions, and each participant will respond to the questions via interviews,

which will be provided in the results. Following that, epistemological assumption discusses the researcher's interaction with the participants in terms of research technique. Furthermore, the following axiological assumption discusses the researcher's prejudices and viewpoints, which must be synchronized with the individual participants. For example, since I am investigating students' and instructors' perceptions of guidebooks, my views and opinions must be as nominal as possible so that the participants' views and opinions are treated with respect. Finally, the methodological assumption discusses the research writing style, in which ideas and opinions are gathered via interviews or observations. In terms of my research, I used a qualitative case study technique to better understand the participants' perspectives on guidebooks for English learning.

3.3 Research Method

3.3.1 Multiple Case Study Approach

As this research examines the perceptions of teachers and students on guidebook as a supplementary material in terms of learning English, I have conceptualised it as a case study. I use the concept of multiple case studies because it helps me to locate my work within the case study (Lincoln and Guba, 1985; Stake, 1995; Patton ,2015; Creswell ,2013; Bassey,1999 & Merriam ,1998). A case study is a thorough or complete evaluation of a characteristic, a problem, or maybe the occurrences of a geographical environment across time which is a snapshot of reality, a slice of life, or an episode (Lincoln and Guba, 1985). Case study research is a qualitative approach in which the researcher explores a real-life, contemporary bounded system which might be referred as a case or multiple bounded systems or multiple cases over time, through detailed, in-depth data collection involving multiple sources of information such as observations, interviews, audio visual materials, documents, and reports,

and reports a case description and case themes (Creswell, 2013). This approach appeals to me since the purpose of the research is not to evaluate English language education or instructors or to compare or contrast teaching approaches in Bangladesh with those of other countries. Instead, the goal of this study is to analyze the viewpoints of students and teachers on guidebooks and how they are encouraged to use them in the classroom, as opposed to relying on the traditional textbook. I am undertaking an ESOL country's context. Perhaps this case will have implications for other aspects of learning and teaching within Bangladesh. And other countries may have similar dilemma or complexities, and other researchers may find something useful in this research for their contexts. In this way, it may in time become a multiple case study that could be used extrinsically. Stake (1995) also categorises some studies as involving multiple cases. This study could be categorised as a multiple-case study as each of the several teachers, students, and different schools can be considered in terms of a separate case.

3.4 Setting

I picked two schools, School A and School B, as my research locations for this study for three main reasons. First, both schools were located in my hometowns of Dhaka and Kishorgonj. As a qualitative researcher, I intended to spend a considerable amount of time with institution students and professors. In addition, I was aware that I had to gather data about the schedules of the school's instructors and students. Due to the fact that Kishorgonj is my hometown, I was able to spend quality time at the participant's sites, and it was simple to organize interview locations. Second, the student body, faculty, academic standing, geographic location, and physical plant of Schools A and B were all quite different. These contrasts allowed us to get a deeper grasp of the setting in which this research was conducted. Instead of visiting several locations, I decided to focus my research on these two specific

schools to see how guidebooks impact English language instruction and learning in the classrooms and universities. Choosing two schools based on the SSC results of the preceding five years was my goal. One of the best schools was Institution A, whereas the other was a low-performing school.

School A has long been regarded as one of the elite and top-ranking schools due to its consistent achievement in the SSC exams. The majority of the pupils came from upper-middle-class and affluent backgrounds. There were roughly 12,000 female pupils in grades one through ten. B. School This school was picked because of its poor performance in SSC exams during the last five years. This was another government-sponsored private school. This was a smaller school than School A, with around 6,000 pupils from grades 1 through 10.

3.5 Selection of the Participants

The students belong to the age group of 15-16, these students were studying in the Bangla Medium curriculum from the beginning of their education. Two of the students belong to school A located in Dhaka whereas; three of them belong to a school B located in Kishorgonj. Furthermore, two of the students belong to the upper middle class; two of them are from the middle class of our society. These participants have been dependent on guidebooks since primary level and thus they have a clear idea about the advantages and disadvantages of using a guide book.

Name	Class	Gender	Age	Name of the School	Take Tutions/Coaching	Guidebook Using Since	Medium of the Study
Othoy	10	Female	16	School A	Yes	4	Bangla
Tonu	9	Female	15	A	Yes	3	Bangla
Mahim	10	Male	15	B	Yes	3	Bangla

Ratul	10	Male	16	B	Yes	4	Bangla
Tahmid	9	Male	16	B	Yes	4	Bangla

Table 3.2: Participation Portfolio of the Students

Along with the students, I have also included four teachers of those schools as participants for the research. All four teachers teach from class 8 to class 10. These teachers are in the teaching profession for minimum two years and maximum 12 years. Among the three teachers only one had received government training for teaching.

Name & Gender	Name of the School	Educational Background	Length of the Teaching Profession	Length of the Job in the Current Place	Class Range	Government school/ Private school
MD. Forhad	School A	Bachelor (Hons) and Masters in English	12	9	8-10	Private
Fatima	School B	Bachelor (Hons) and Masters in English (got government training)	14	14	9-10	Govt.
Afzal Khan	School A	Bachelor (Hons) and Masters in English	7	4	8-10	Private
Shoikat Khan	School B	Bachelor (Hons) and Masters in English	3	3	7-10	Private

Table 3.3: Participation Portfolio of the Teachers

3.6 Data Collection Procedures

After developing a research topic, researchers should assess their data gathering and data analysis techniques (Merriam,1998). According to Creswell (2017), data collection is the process through which a researcher gathers and evaluates relevant data in order to answer a particular research question and then examines the results. In order to answer the research questions, Merriam (1988) stated they must also have a solid grasp of the sorts of data that are helpful and the best procedures for getting that data. I utilized notes, interviews, and recordings to gather data in case study technique, as is standard procedure

3.6.1 Semi-Structured Interviews

I conducted semi-structured interviews with each participant separately during a different online session for this study. The purpose of this session was to assess the suitability of the semi-structured interview as a rigorous data gathering approach in respect to the chosen research subjects. Furthermore, prior to the interview, I needed to be able to assess certain aspects of the situation based on past information. In terms of the research subject, the semi-structured interview approach proved appropriate for researching people's views and opinions on complicated or emotionally sensitive problems (Barriball & While, 1994). The strategy was also acceptable when participants were unfamiliar with the topic or when there were concerns that participants were not accustomed to discussing, such as values, intentions, and ideals. A semi-structured interview allowed participants to concentrate on themes that were important to them, allowing for varied perspectives to be shared. Despite having some pre-planned questions and, most importantly, without attempting to convince the respondents with my own views.

3.6.1.1 Interview Protocol

The qualitative research field not only has subject areas, sectors, and specific topic manners (Denzin & Lincon, 2000), but also an innumerable process of data collection where researchers may use a variety of tactics, but the most common method of data collection for qualitative research is to expose the human specific story (Jacob & Furgerson, 2012). In terms of designing the interview protocol for my study, I have adopted the interview protocol of Jacob & Furgerson's (2012) which is given below-

Phase 1: Questions has to be open-ended.

Phase 2: To start the interview and end of the interview use a script.

Phase 3: Start with basic questions and move forward to difficult or controversial.

Phase 4: "On the spot" revision for the interview protocol.

Phase 5: Don't stretch the interview for too long. (Jacob & Furgerson, 2012).

During the 1st phase the researcher needs to use open ended questions which will guide the researchers to get the meaningful data otherwise the interviewee will not be able to add any additional information if the questions types are close-ended (Jacob & Furgerson, 2012). In the second phase, it is important to make a script before starting the interview which will be helpful to guide the process. There can be several information that the researcher might want to know in details so it would be helpful to use the script while interviewing the interviewees. At starting, the researcher should not jump into any controversial questions which are mentioned in the third phase that

to ease the environment between interviewer and interviewee it is wise to start the conversation with some basic questions. While interviewing the participants, the researchers may feel the urge of asking emerging questions that can add the necessary information at the same point and regarding that Jacob& Furgerson(2012) suggested to add follow up questions that comes in between the interview session. Lastly, interview needs to be done as quick as possible such as in my case, the participants are school going students and teachers who might lose interest or get irritated if it continues for too long.

3.6.1.2 Conducting the Interviews

For the interview session, participants were asked to participate in a digital online session. Every interview lasted between ten and seventeen minutes. Each interview was recorded, transcribed, and validated by the interviewees. At the outset of the interview, participants were asked how they felt about English as a topic in their curriculum and what their general experience with English was. For example, students were asked whether they like studying and practicing English, as well as how their professors organize courses. Then, they were questioned about their connection with technology such as the internet, cellphones, and computers, how they use it in their everyday lives, whether they utilize it, and from which class they are using guidebooks rather than textbooks. The interview then transitioned to more direct topics pertinent to the study, such as what motivates them to employ guidebooks in classrooms for English language learners.

3.7 Qualitative Data Analysis

In the previous section, I have discussed the data collection methods which are participants' audio recording and semi-structured interviews. In this section, the data analysis methods of the collected data are described. A qualitative data analysis framework was chosen to ensure appropriate

3.7.1 Data Analysis Framework

I have adopted Creswell's (2018) data analysis framework which is given below

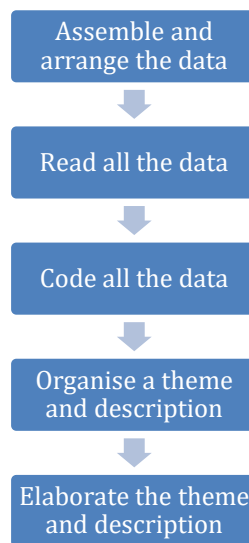


Figure 2: Data Analysis Framework

At first it talks about arranging and organising the data that involves transcribing the interviews, sorting and assemble the data according to different types. As for my research, I transcribed the interviews of the students' and teachers' to use the responses as data (See Appendix D).

The second step involves gaining a broad comprehension of the subject matter and having time to reflect on it. As I organized and sorted the data in the first phase, I corrected the data in the second phase by reviewing the interview transcriptions and interview session and compared the performance of individual participants in both in-person and online digital interview sessions. This procedure provided me with an overview of the acquired data and how they contribute to my study. The third step of qualitative data analysis is data coding. Interviews were coded using both modified transcription (Appendix C) and open coding (Appendix D) for my research's data. Regarding the fourth phase, a coding method is utilized to construct a description of the persons, the location, or the categories/themes. This step is crucial because it contributes to the development of important discoveries and highlights the diverse viewpoints of the participants. While analyzing the interview transcripts for my study, I searched for patterns of recurring themes (Appendix E). In the last step, the researcher must determine how themes will be presented in the qualitative narrative. Typically, a narrative excerpt is used to explain the outcomes of the analysis. An example of this would be a comprehensive discussion of several topics or a dialogue with themes that are interconnected.

3.7.2 Analysing Interviews

As audio recordings of semi-structured interview sessions were done to investigate and gather data for the research, the replies of the participants were transcribed. Participants who spoke both Bangla and English responded to interview questions in a combination of the two languages. As the interviewer, I also translated some of the questions into Bangla to help the participants better comprehend them. For the purpose of analyzing student interviews, the

audio recordings were thus transcribed using the translated Bangla terms. The transcriptions were then freely coded, and the codes were categorized in order to analyze the key topics.

3.8 Research's Role

My position in this study according to the following quote, “The qualitative researcher’s perspective is perhaps a paradoxical one: it is to be acutely tuned-in to the experiences and meaning systems of others—to indwell—and at the same time to be aware of how one’s own biases and preconceptions may be influencing what one is trying to understand” (Maykut & Morehouse,1994). As the authors mentioned above, I conducted this study as objectively and practically as possible. Being an insider of the context, I was well aware of my biases and limitations. How I dealt with the researchers’ biases are described in the last section of the Chapter, which is collected through various online research. On the flip side, Ely, Anzul, Friedman, Garner, & Steinmetz (1991) said that, qualitative researchers need to situate themselves in the research to understand the context and study. For me, being researcher enhanced the depth and breadth of this research because I understood the population and could understand what they meant when working with the data in Bangla or a mix of Bangla and English plus using local dialect. Having said that, I did not consider myself as one of the participants or did not put any opinion in this research. Rather I kept my eyes open to gather and comprehend all types of information but assumed that I knew nothing. This mind-set helped me to collect and analyse the data from an objective lens.

3.9 Trustworthiness and Credibility

As recognition and appreciation for qualitative research grows, it is essential that it be performed in a rigorous and systematic way to provide meaningful and valuable findings. To

be considered credible, qualitative researchers must demonstrate that data analysis was conducted in a precise, consistent, and exhaustive manner by documenting, systematizing, and disclosing the methods of analysis in sufficient detail for the reader to determine whether the process is credible (Nowell, Norris, White, & Moules, 2017). Essentially, readers must have faith in both the approach and the outcomes (Mutch, 2005). In contrast to dependability, credibility refers to a study's ability to yield same findings if performed in a different context (Leung, 2015). Triangulation may be used to verify trustworthiness by using many data sources, data collection methodologies, or researchers (Mutch, 2005). According to Malterud (2001), triangulation can help to expand the description of a phenomenon and using a variety of data collection methods can help to establish concepts. To achieve triangulation, this study used a variety of data collection methods, including recorded sessions, interviews, and analysis of the participants' perspectives. A research loses credibility if its results do not adequately represent reality. According to Merriam (1998), to verify the trustworthiness of the data, I sent the transcribed interviews to the participants for member verification. A portion of the coded interviews were sent to an expert for agreement percentage grading (90%). This procedure was used to demonstrate the data's credibility.

My expertise and experience of the school system really aided me in deciding what to include and what to exclude. I am acquainted with this educational system since I am a student inside it. Similar to several other students, I followed the same steps. During the period of data collection, I met with my participants many times, and in addition to the planned sessions, I also met with some of them on other casual occasions. The fact that I collected and analyzed data from several sources is also crucial to the credibility of my results. I cross-referenced my knowledge with that of other sources and linked the participants' perceptions with published materials. I made every effort to ensure that my

presentation of results was as accurate as possible, and I double-checked with my interviewees to confirm that I understood what they meant.

3.10 Chapter Summary

In this chapter, I have mentioned this study's research paradigm and philosophical assumptions. Moreover, the reasons for choosing a qualitative case study approach, data collection methods such as, semi-structured interviews; data analysis framework, research setting, and participants were discussed in detail in this chapter. Lastly, I mentioned the ethical reflections of credibility and trustworthiness of this study.

Chapter 4

Results and Discussion

4.1 Introduction

This chapter discusses the results of the study, presenting those results in the perspective of the relevant theories that already exist. As part of my investigation, I was curious to hear the perspectives of Bangladeshi high school students and teachers on the use of guidebooks as a supplementary resource for English language study. The following are some of the research questions that served as the basis for this study:

1. a) What do the secondary level English students think about using guidebooks?
b) What do the secondary level English teachers think about using guidebooks?
2. What are the reasons that motivate students and teachers to use guidebooks in English classroom?

To better understand the perspective of the secondary level students, the first section describes the reason behind using guidebook as a supplementary material. The section following that discusses the perspective of teachers as what they think of using guidebooks. Last of all, the final section reports the reasons that motivate both the students and teachers to use guidebooks in English Classroom.

4.2 Students' Perceptions on Guidebooks

4.2.1 Students Find Guidebooks Easier Than Textbooks

The first research question of the study looks at the perspective of the secondary level students on what they think of using guidebooks. From the focus group discussion it has been found that students find guidebooks easier than textbooks as they have ready-made answers. While discussing the issues regarding prioritising guidebooks over textbooks TONU mentioned that she has been using guidebooks since class 3 and added that the main purpose of using guidebooks is good grades as it has all the solutions and answers of all the questions so she find it very easy and appealing rather than textbooks. In terms of the same situation, Othoy also stated the exact view on preferring guidebooks over textbooks.

I like to use guidebooks since I find them to be more convenient (DU OTH 22)

Likewise, Mahim mentioned that, "guidebooks are more convenient for me, thus I tend to rely on them more often". He discussed the fact that when they start a new class they are given a list of books that they have to purchase along with textbooks and when he was asked about the benefits of guidebooks rather than textbook he simply stated that

well I am getting nice marks out of it (DU MAH 30).

4.2.2 Less Bothered About Their Creative Thinking Skills

Students are less bothered about their creative thinking skills rather their focus is fixed on shortcut ways of learning things. Regarding this, Sarwar (2019) talked about the frequency of repeated essays/compositions over seven years and that almost 69 per cent of pupils prepare for writing tasks via memorization. In addition, Sarwar (2019) revealed that 81.5% of

students memorised writing things from guidebooks, while 77.6% of students acknowledged that they received a list of possible compositions before the S.S.C. test. In the similar manner, Islam (2018) studied the policy history of secondary English evaluation and what insights it reveals about Bangladesh's secondary English education status. This research showed that education policy considers the evaluation system one of the most significant benchmarks for monitoring and assuring education quality. A pass/grade approach towards exams was criticized in the evaluation policy. Parents and guardians want their children's teachers to use commercial bazaar guide books to practice example test questions. Regarding the issue, Ratul answered in return of the questions regarding short syllabus and questions pattern. He mentioned that teachers provide them short suggestions right before the exams based on the previous years' questions. Furthermore, in terms of repeated question issues he stated that

Around 80% of the questions originated from these guidebooks. Though the teachers do not mention it directly, yeah we get common questions all the time in the test (DU RAT 35).

Their tendency to memories answers also was discussed. Students also shared their opinion about the role of guidebooks in terms of providing innovative writing abilities. Ratul mentioned that he always memorise answers from guidebooks that are important for exams and if he can memorise them accurately there is no chance of getting poor marks. Students cannot make proper grammatically correct sentences as the student only depends on memorising answers and excessive use of guidebooks, memorising composition, dependency on private tutors and coaching centres, lack of expert English teachers and conventional question papers are the main reasons behind the weakness of their innovative writing skills(Tina,2016). In terms of that, Riasati & Zare (2010) stated that students shouldn't use

notebooks, study guides, or memorize test answers. Therefore, teachers must identify and use appropriate additional resources based on their students' needs.

4.3 Perspectives of Teachers on Guidebooks

4.3.1 Prioritise What Is Most Relevant to the Exam

Teachers and researchers have expressed several views on using guidebooks in terms of learning English. Riasati and Zare (2010) suggested that textbooks give beginner instructors direction and help, but students have different learning styles and needs. A textbook author can't always match the needs of all students. In South Asia, especially Bangladesh, graduates with a general degree are hired as teachers and sent for one-year pedagogy training, resulting in graduates with minimal desire, passion, and dedication to the job. Teachers and students are increasingly reliant on guidebooks. Education policy 2010 indicates that one of the purposes of education is to improve students' creative and thinking capacities through a system that integrates indigenous spirit and components (Alamgir, 2018). The experiences of the previous students show the widespread reliance, not only by themselves but also by their teachers, on commercial guidebooks of English, which claim to refine students' grammar skills by having them practice various exercises and write sample compositions. Some of the instructors questioned said that they attempt to teach all of the chapters in the required textbooks but conceded that as the test date approaches, they prioritize what is most relevant to the exam. Many of the questioned instructors claimed that time did not permit them to cover the whole chapter and that they may disregard those chapters that lacked passages likely to be utilized on comprehension exams. In contrast, instructors questioned emphasised the significance of prior test papers, stating that they provide a clear indicator of the shape

and substance of future exams. Local publishers gather all test papers from top schools and publish them with examination papers from the previous year. These collections are sought by almost all applicants and are often used by instructors. Regarding this MD Forhad mentioned that,

Okay, see... This is an era of getting a golden A+ in the exam and regarding these guidebooks are in top demand as they already have the ready-made answers to all the questions. For instance, if you evaluate some previous papers you will simply see the huge repetition of questions years after year. Like if a student memorises “the rainy seasons” or a letter about " your summer vacation" to your friends from any guidebook they will get good marks or even full marks just to copy and paste the answers. There is no scope for presenting their creativity as the public questions have been designed in such a way (DU FOR 42)

In the same manner Afzal Khan also stated that

If kids solved school tests and previous exams, I bet they'd pass. I instruct kids using old exams and school tests. It's useful to know the final exam's question patterns. It helps me prioritize final test topics. I recommend solving as many previous exams as possible (DU AFZ 42).

4.3.2 Bound to Curriculum System of Bangladesh

Many teachers allegedly force students to buy guidebooks and notes, defying a 1980 government ban on notebooks (Alamgir, 2018). Shaheed Smriti Secondary Girls' School Headteacher Prodip Kumar Saha said guidebooks and notebooks are banned. Commercial companies publish 'supportive literature' to maximize revenue (NEWAGE Bangladesh, 2019). Alamgir (2018) said the Directorate of Secondary and Higher Education, National

Curriculum and Textbook Board, and others ignore illegal guidebook sales. In NEWAGE Bangladesh (2019), National Curriculum and Textbook Board Chairman Professor Narayan Chandra Saha remarked, "We can't stop notebook printing, import, distribution, or sale. We lack the jurisdiction to punish them "less despite technology-based resources, students and teachers find immediate advantage in guidebooks, despite rules or obstacles. Their popularity suggests our educational system is insufficient and schools aren't providing enough service, making after-school coaching necessary. In fact, not all the teachers focus on good grades and shortcut ways of delivering teaching materials but they are bound to it as the authorities of the institutions, the curriculum system of Bangladesh and many other reasons making them helpless. Another English teacher named Fatima mentioned regarding the issue that

The Government might have made that law but here is the thing our curriculum system does require such things. A quarter of teachers prepare business guides and advertisements for them. There is no substitute for a textbook when it comes to developing innovative and talented human resources. Printing, publishing, importing, distributing, and selling primary and secondary school textbook notebooks are illegal. But it is happening and there are some reasons behind it (DU FAT 26).

She further added that the quality of existing textbooks is not up to the mark which should be taken care of by the curriculum system and also mentioned the short period of class time which is becoming a barrier among teaching process as the teachers cannot complete all the necessary materials within the class period. As a result, the dependency on guidebooks is increasing day by day among students.

4.5 Reasons that Motivate Students and Teachers to Follow Guidebooks in English Learning Classroom

4.5.1 Collect Information from My Peers about Supplemental Book

Regarding the use of guidebooks in English learning classroom, students and teachers shared some agree and disagree. Students shared that they had to bring guidebooks in the classrooms whether teachers completely denied the fact in the interview session. Whether teachers said,

No, students are not permitted to bring guidebooks into our schools; however, we do encourage them to make use of certain supplemental books in order to improve their academic performance (DU FAT 24).

On the other side the students mentioned

In any case, it helps me earn decent marks. And yes in my school they ask us to bring the guidebooks, especially for 1st paper learning classes (DU OTH 32).

There are other factors that motivate them to use guidebooks such as peers' impact, guardians' expectations, result-oriented attitude and public exams. Othoy mention that as she is going to be attending the SSC examination in the next year so she attend coaching classes where various types of students come from different schools and she tries to follow what other students are doing well in the mock test follow for learning English. Tonu also shared same experiences-

We all follow the same types of practice books but when I go to coaching classes there are various types of students who come from different schools. It helps me to get connected with them and what books they are following in terms of learning

and practising English. As my board exam will be held the next year so I must gather all the information about subsidiary books and hand notes from my peer mates (DU TON 46).

4.5.2 Numerous Reasons for Continuous Use of Guidebooks

They were asked about the supplementary tool if their teachers use it in the classrooms or not. Othoy stated that it is fun for her to use internet-based learning tools to learn new things but her parents do not allow her to spend time on the internet.

She said that

Actually, it is enjoyable to study things on the Internet, but we do not have much time to do so since my parents forbid it, and I believe that if I use the Internet instead of guidebooks, I would do poorly on my tests (DU OTH 48).

Regarding the parents' expectations, one of the English teachers among the interviewees mentioned that

In this era GPA 5 guardians run after good grades even sometimes it seems like it is not the students who are sitting for the exams but the parents. Especially a scenario behind the gate of a public examination, which is horrible (DU ALF 48).

Teachers are also concern about the examination results which make them use guidebooks which contains practice materials. Shoikat mentioned that

Because the questions included in that guidebook are often asked on the SSC test, I use many of the essential practice resources contained in that guidebook into the sessions that I teach. (DU SHO 46)

Similar studies also demonstrated facts about guidebook as supplementary materials. The dependency on the guidebook is increasing because of the curriculum system, lack of proper teaching tool, result oriented attitude of parents, teacher, students and governments (Nasreen, 2019; Amin & Greenwood, 2018; Tina, 2016; Bashir, Yasmin & Ahmed, 2021; Sadia, 2019; Saha, 2013). Ali and Hamid (2020) study some of the factors that contribute to the negative wash back impact on English language acquisition in secondary schools across Bangladesh. These schools are located in Bangladesh. Research of a qualitative nature was carried out in the form of interviews with 12 teachers of secondary schools to collect data. Ali and Hamid (2020), on the other hand, approached this research from the point of view of the sociological characteristics of Bangladesh. First, they are taught about the social worth of grades, which asserts that in order for kids to be successful according to the standards of society, they need to attain good results on tests, which has a detrimental effect on the students' mental health. They referred to it as a "secret syllabus," and experts indicated in interviews that guide books are prepared by teachers and contain materials linked to exam tasks that guarantee pupils would receive high grades. They pointed out in their research that it is impossible to avoid using guidebooks in the Bangladeshi environment since educators find them to be desirable. Students can achieve high levels of success on examinations without employing more complex thought processes. The researcher conducted the study by conducting interviews with a variety of students; almost all of the students reported that they were anxious about the final exam since their parents expected them to achieve higher results (Amin & Greenwood,

2018).As a result, in this study, it has been revealed that these are reasons that motivate students and teachers to prefer guidebooks over textbook.

Chapter 5

Conclusion

5.1 Introduction

This chapter emphasizes the primary results of the research, makes recommendations based on the most significant findings, and identifies topics for further study.

5.2 Summary of the Research and the Major Findings

Several academic researchers have mentioned about guidebooks in terms of teaching and learning English, but none have been conducted in Bangladeshi classrooms. It is true that a vast majority of students and instructors use internet, but the adoption of other technology-based supplemental aids has not yet occurred because of the extreme usage of guidebooks. but digital storytelling as an educational tool is yet to be adopted. To find out the reason behind it this study examined the perspective of students and teachers on guidebooks and how they get motivated to use in terms of learning English.

Due to the COVID19 epidemic, I did both research sessions at home. First session was in-person, second online. Five pupils and four instructors from prominent Bangla-medium schools in Bangladesh participated in both sessions. This study used field notes, interviews, and audio recording to obtain data. To appropriately analyze the acquired data, I used Creswell's (2018) Data Analysis Framework, where I transcribed the interviews of the teachers and students, did open coding, edited the student and teachers interviews, developed themes, and connected it to the collected data. I conducted individual interview

with each participants. Around 90% students and teachers prefer guidebook as supplementary materials instead of textbook and technology based tools for learning English. As for challenges, I faced difficulty in online interview sessions.

5.3 Contribution of the Study

5.3.1 Implications in Education

I picked this topic because of its importance and scope. No research has been done previously on this subject, thus any researcher who wants to examine the usage guidebooks as supplementary element in English learning classrooms in Bangladesh might use this study. This research may also be used to assess the country's education system's in terms of addressing the shortcomings which needs essential improvements. There has no research been conducted, even though guidebook been part of our academic life forever since primary to higher secondary level. Guidebooks have a bad reputation, which is why scholars should investigate them. This research is only the beginning; there are numerous views and ideas to consider. Hopeful researchers will utilize this paper as a source-text for subsequent research.

5.3.2 Implication of Theory

A conceptual framework was established for this research. This framework will be helpful to examine the impacts of guidebooks in terms of English teaching and learning in classrooms. The framework that was built has the potential to be helpful in strengthening the knowledge of instructors, educators, and lecturers in the process of assisting students who have varying learning styles. This framework adds to the body of knowledge held by educational researchers. Within this framework, an educational researcher is able to appropriately

individualize the benefits and drawbacks of employing guidebooks as supplemental resources in an effort to increase student's English proficiency.

5.3.3 Recommendations

Taking into consideration the results of the research, I have a few suggestions for you, which are as follows:

- In the classes, engaging prompts that encourage students to think critically and creatively should be employed.
- Government should make some steps regarding the curriculum system
- Teachers, parents and society need to stop pushing students to the edge for good grades
- Textbook reformation should be taken into consideration
- Technology based class system should be implied and the duration of the class time should be 60minutes at least for managing the class context.

5.3.4 Future Research

Within the context of the Bangla medium curriculum, the focus of this research was on the secondary level students' and teachers' perspectives on the use of guidebook as a supplementary material in English learning classrooms. Due to the fact that this study is one of the very first of its type to be conducted in Bangladesh, there are numerous prospects for future research on guidebook as a supplementary element.

- Future studies can showcase the negative impact of guidebooks in curriculum system so that students' focus can be on highest learning outcome from technology based supplementary tools.
- Another research that may be done is a comparison of the teaching methods used by instructors who follow guidebooks and those who educate pupils using a CLT-based learning technique. This can be done by analyzing the similarities and differences between the two approaches.
- Another study can be possible on the students who are from urban area that has technology based facilities still depending on guidebooks.

As a student-researcher, I learned a lot through research investigations including in-person interview sessions. Through my ongoing data collection, evaluation, and analysis, I've discovered that the reliance on guidebooks and other commercial resources has increased. I am concerned about the future of the Bangladeshi education system in the twenty-first century, which will disadvantage teachers and pupils.

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Appendix A

Letter of Consent Form

Dear Participants,

My name is Sanzida Haque Ria. Currently, I am pursuing my undergraduate degree in English at Department of English and Humanities, BRAC University, Dhaka, Bangladesh. The title of my thesis is “Perception of Teachers and Students on Guidebook as A Supplementary Material In Terms of Learning English”. The main aim of this study is to explore the reasons why students and teachers are motivated to use these guidebooks and its’ impact in terms of teaching and learning.

Every participant in the research will be subjected to an interview, which will be performed both virtually (online) and physically (in person). Nothing about your online interview will be shared with anybody other than the researchers conducting the research. To ensure that the participant's identity is protected, I shall employ pseudonyms. If you'd like to participate in this research, please read and complete the permission form on the next page. It is really appreciated if you assist me in doing this research.

Sincerely,

Sanzida Haque Ria

Bachelors Students in English

Department of English and Humanities

BRAC University, Dhaka, Bangladesh.

Phone No. 01721318868

E-mail: sanzida.haque.ria@g.bracu.ac.bd

Consent Form for Research Participation

Please read the following statements and mark the boxes that apply to you.

1. I have read the description and understand the information provided, which defines what this research is about and how data will be collected.	
2. My participation is entirely voluntary, and I reserve the right to withdraw at any time.	
3. As part of the research, I choose whether to engage in a physical or online interview.	
4. I give my permission for both my voice and my appearance to be recorded.	
5. Please feel free to get in touch with me at the following phone number or email address if you have any queries or need any clarifications.	

.....

Name

.....

Signature

Date:

Phone No.:

Email address:

Appendix B

Interview Questions for Participants

Interview Questions	Background Information	RQ1	RQ2
1. What grade are you in?	X		
2. What is the medium of instruction of your school?	X		
3. Do you like studying English?	X		
4. Does your teacher speak English in the classroom? Or only Bangla?	X		
5. Do you follow guidebook for practicing or learning English?	X		
6. Since which class are you using guidebooks?	X		
7. Which one you usually prefer to follow? Guidebooks or textbooks?	X		
8. Does the teachers of your school suggest to use any guidebook? Or they ask to bring them in the classroom?	X		
9. Do you take extra tuition classes to learn English?	X		
10. What is the main reason behind following guidebooks instead of textbook?		X	
11. How can you define the concept of using guidebooks in a regular basis especially in an institution?			X

12. Even though the government has banned the guidebooks still why do you keep following them over and over again?			X
13. Do you think the use of Guidebooks decreasing or harming the creativity level of students’?		X	
14. In your opinion what is the overall effect of using guidebooks in Bangladeshi schools?		X	
15. Do you think that the use of guidebooks should be lessening in terms of learning a language properly?		X	X
16. What other factor are needed to be considered to reduce this types of act?			X
17. What is parents’ role in terms of following guidebooks?			X
18. How do your classmates influence you in terms of buying or following a particular guidebook?			X
19. How these guidebooks are helpful for your public exams or regular terminal exam?			X

Appendix C

Sample Interviews of Participants

Notational Conventions of the Interview Transcript

Name	Meeting
1. DU	Discourse Unit
2. I	Interviewer
3. []	For showing actions[Laughs]
4. ,	Small pause
5. ...	Long pause (in the middle of the sentence)
	Incomplete sentence (at the end of sentence)
6. Umm/uh	Hedging in speech
7. DU TON 40	DU <space> name's first three alphabets<space>

DU number DU TON 40 refers Tonu's DU 40.

Sample Interview of Tonu

DU	Participants	Questions and Answers
1	I	Hello. How are you?
2	Tonu	Assalamualaikum Alaykum apu.
3	I	Walaykum Assalam.
4	Tonu	I'm fine. And you?
5	I	I'm doing well. Firstly, thank you so much for joining this interview session. As you are already aware of my study topic so I have a few questions regarding that. Are you ready?
6	Tonu	Yes
7	I	So tell me, which class are you in?
8	Tonu	Class 9
9	I	And what is the medium of instruction of your school?
10	Tonu	Actually it has three medium English medium, English version and Bangla medium.
11	I	Which medium are you studying in?
12	Tonu	I am in Bangla medium.
13	I	Okay, so do like studying English as a subject?
14	Tonu	Umm.. yes
15	I	So in English classes, do you teachers speak English in the classroom? Or they conduct the classes in Bangla?
16	tonu	Well, they use both languages
17	I	Okay so for learning English do you follow

		any kind of supplementary element?
18	Tonu	Yes I follow few guidebooks.
19	I	Since which class are you using guidebooks for practising English?
20	Tonu	Since class 3
21	I	Okay... which one do you prefer to follow? Guidebooks or textbook?
22	tonu	Actually, aaa.. I prefer to use guidebooks more because it seems easy for me.
23	I	Well, do teachers of your school suggest you to use guidebooks more than textbooks?
24	Tonu	Yes when we pass a new class and at the very 1st day of the class of the year we are given a list of books that we have to buy adjacent to the textbook. Can you tell me the name of some books?
25	i	Umm.. As this year I am in class 9 and I have bought Nobodut, Panjery and Platinum guidebooks for practising English and they are all suggested by my teacher.
26	I	Do you take extra classes for learning English or do you have any private tutor

		at home?
27	Tonu	Aaaa...yeah, I take tuitions for this subject.
28	I	Does he/she suggeste you to follow guidebooks?
29	tonu	Yes he makes me do practice everything from that books which are important for my upcoming exams.
29	I	What are the main reasons behind following guidebooks instead of textbooks?
30	Tonu	Well, it helps me to get good grades after all in the exam and if I need to practice something than I find guidebooks easier than textbooks as they have all the questions and answers.
31	i	Do the teachers of your school make questions by following the guidebooks?
32	Tonu	Yes most of the time. Actually they give us a suggestion or a short syllabus right before our term examinations.
33	I	Do they suggest you that if you follow this short syllabus than you will must get known or common questions in the paper?
34	Tonu	Actually, they do not directly say those things but yeah.. Like 80 to 85% of the

		questions come from those guidebooks.
35	I	Well, don't you think that it is lessening your creativity level?
36	Tonu	Aahhh... I do not know but as far as I am doing good results in the exam it does not bother me that much.
37	I	Anyway, do you have access of using Internet?
38	Tonu	Yeah I do have
39	I	Do you use any kind of online based supplementary materials?
40	Tonu	I do sometimes.
41	I	Then why do not you keep using them rather than using guidebooks?
42	Tonu	Actually it is fun to learn things from Internet but we do not get much time to use it as my parents do not allow me and in terms of using guidebooks, Well.. I think if I use Internet Than I will not do Good in the exams.
43	I	Okay as you said your parents do not allow you to use Internet much so what us their opinion in terms of using textbook rather than guidebooks?
44	Tonu	Well, my parents always suggest me to follow what my teachers suggest to do. Especially before

		the exam they tell me to revise the questions and answers from guidebooks again and again.
45	I	Hmmmm... Tell me about your peer influence on choosing guidebooks?
46	Tonu	We all follow same types of practice books but when I go to coaching classes there are various types of students who come from different schools. It helps me to get connected with them and what books they are following in terms of learning and practicing English. As my board exam will be held in the next year so I must gather all the information about subsidiary books and hand notes from my peer mates.
47	I	If we talk about your writing and speaking skill which one is better according to you?
48	Tonu	Well, writing skill obviously. I am not good at speaking specifically publicly. Actually, we do not get many opportunities to practice such things in our classrooms.
49	I	Let's talk about the question patterns of your exam paper. As per my knowledge, there is a part called "written part" where

		you have to write essays, paragraphs or cv or letters right?
50	Tonu	Yes
51	I	How does guidebook help in terms of these creative writing skills?
52	Tonu	Well, memorizing the answers from guidebooks help a lot I would say in such cases. Actually if you go throw some past year questions you can see that it is a repainting process like there are some topic that appears in the question papers every year. So i simply memories all of them from guidebooks and there are plenty of samples for paragraphs, essays and letters writing.
53	i	Do you think textbook is not enough for learning English? Why and why not?
54	Tonu	I think textbook is not enough for me at least. Because it does not have all the content that comes in our exam papers.
55	I	If I tell you to percentage the amount of time you use guidebooks and textbook than how will it be?
56	Tonu	I would say, guidebooks- 60% and Textbooks - 40%.
57	I	Okay, thank you for your time. That is all

		I need to know for now but if I need to know any further information I will call you again. I hope you will be cooperative regarding that.
58	Tonu	Yes of course.
59	I	Thank you. Have a good day.
60	Tonu	Allah Hafez.

Sample Interview of Othoy

DU	Participants	Questions and Answers
1.	I	Hi, how are you?
2.	Othoy	Assalamualaykum Apu. I am fine and you?
3.	I	Walaykum Assalam. I am doing well myself, too. To begin, I really would like to express my sincere thanks for your participation in this interview. Since you are already familiar with the subject of my research, I will assume that you can answer a few questions for me about it. Are you set to go?
4.	Othoy	Yes I am.
5.	I	Okay.. So tell me, which class are you in?
6.	Othoy	Class 10
7.	I	So....This year you will be sitting for S.S.C examination, right?
8.	Othoy	Yeah.
9.	I	Okay, so what is your school's medium of instruction?
10.	Othoy	Bangla medium.
11.	I	Ok... Do you enjoy learning English?
12.	Othoy	Umm... kind of.
13.	I	So, do your English instructors speak English in the classroom? Or are the management is designed in Bangla?

14.	Othoy	They utilize both languages.
15.	I	Do you like to watch English movies or reading English story books?
16.	Othoy	Not that much actually
17.	I	Okay... so for learning English do you use any types of supplemental English-learning resources like commercial guidebooks?
18.	Othoy	Yes I do follow them.
19.	I	Since what grade have you used guidebooks to practice English?
20.	Othoy	Class 4
21.	I	Which one do you like to adhere to? Guidebooks or textbook?
22.	Othoy	In actuality, aaa.. I like to use guidebooks since I find them to be more convenient.
23.	I	Do your lecturers recommend that you use guidebooks more than textbooks?
24.	Othoy	Yes, when we pass a new class, we are given a list of books that we must purchase with the textbook on the first day of class.
25.	I	Can you name any titles of books?
26.	Othoy	Since I will be attending board exam this year so, my instructor advised to

		Nobodut, Panjery, Ahmed Chowdhury's Advanced Learner and many more for practicing English.
27.	I	Do you attend additional English lessons or do you have a private teacher at home?
28.	Othoy	Yeah... I take coaching classes for practicing English.
29.	I	Do they recommend using guidebooks?
30.	Othoy	Yes, they require me to practice everything from those books that is essential for my approaching tests.
31.	I	What are the primary advantages of using guidebooks instead of textbooks?
32.	Othoy	In any case, it helps me earn decent marks.
33.	I	Do the teachers of your school make questions by following the guidebooks?
34.	Othoy	Most of the time, yes.
35.	I	Can you tell me in detail?
36.	othoy	In actuality, they provide us a guideline or a brief syllabus prior to our term assessments.
37.	I	Does that imply that if you follow to this little syllabus, you must encounter familiar or common questions in the exam?
38.	Othoy	As around 80% to

		85% of the questions originate from these guidebooks, so yes those little syllabus/suggestions help a lot for good grading.
39.	I	Don't you think that it is diminishing your creativity?
40.	Othoy	Actually yes but as far as we students are getting good grades it does not bother us that much.
41.	I	Regardless, do you have access to the Internet?
42.	Othoy	Yeah I do have.
43.	I	Do you use any online-based supplemental materials?
44.	Othoy	I do occasionally.
45.	I	For which purposes?
46.	Othoy	Umm... sometimes I need to learn new words for that purpose I search it online. I also like to watch any types of documentary videos on YouTube.
47.	I	Then why don't you continue to use them instead of guidebooks for learning English?
48.	Othoy	Actually, it is enjoyable to study things from the Internet, but we do not have much time to do so since my parents forbid it, and I believe that if I use the Internet instead of guidebooks, I would do poorly on my tests.

49.	I	As you said, your parents do not allow you to use the Internet much, so what do they think about utilizing textbooks instead of guidebooks?
50.	Othoy	Especially before the test, I am instructed to review the questions and answers from the study guides many times.
51.	I	Tell me about the peer impact on your selection of guidebooks.
52.	Othoy	We all use the same sorts of practice books, yet when I attend coaching lessons; there are students from a variety of schools. It helps me connect with them and determine what books they are using to study and practice English. As my board test is scheduled for this year, I make sure to collect information from my peers about supplemental books and handouts.
53.	I	Which of your writing and speaking abilities do you consider to be superior?
54.	Othoy	Clearly, writing ability is required. I am not proficient at speaking in public. At reality, we do not have many opportunities to

		practice such skills in school.
55.	I	Let's discuss the question formats of your examination. According to my understanding, there is a section called "written part" in which you must compose essays, paragraphs, CVs, and letters, correct?
56.	Othoy	Yes. We need to even bring guidebooks in schools for this writing practice otherwise we get punishments.
57.	I	So do you have to memorise those things and do they punish you for not memorising it properly?
58.	othoy	Actually no, they do not give punishments for not writing exact answers but yeah we get poor marks if we do not write those content as it is written in the suggested guidebooks?
59.	I	How does guidebook help in terms of these creative writing skills?
60.	Othoy	I would argue that in such situations, guidebooks are really useful. In fact, if you look at questions from previous years, you can see that it is a process of repainting, since there are recurring themes in the question papers.

		There are several examples for writing paragraphs, essays, and letters, which I just memorized from guidebooks.
61.	I	Do you believe textbooks are insufficient for English learning?
62.	Othoy	I believe that textbooks are insufficient for my needs. Because it does not include the same amount of material as our test papers.
63.	I	How will you calculate the proportion of time you spend using guides and textbooks if I instruct you to do so?
64.	Othoy	I would estimate that 60-70 percent of all books are travel guides and 30-40 percent is academic texts.
65.	I	Okay, I appreciate your time. That is all the information I need at this time; if I require further information, I will contact you again. I hope you will cooperate in this matter.
66.	Othoy	Yes, without a doubt.
67.	I	Thank you so much. Have a nice day.
68.	Othoy	Welcome apu.
69.	I	Allah Hafez.

Sample Interview of Mahim

Du	Participants	Questions and Answers
1.	I	Hello.
2.	Mahim	Assalamu Alaykum apu.
3.	I	Walaykum Assalam. How are you doing?
4.	Mahim	I am doing fine. What about you?
5.	I	Alhamdulillah. I am doing well too. First and foremost, thank you for taking part in this interview. As you are already aware of my research subject, I have a few queries about it. Are you prepared?
6.	Mahim	Yeah.
7.	I	So, tell me.... Which class are you in?
8.	Mahim	I am in class 10.
9.	I	And what is your school's medium of instruction?
10.	Mahim	It is a Bangla medium school.
11.	I	So, do your English instructors speak English in the classroom? Or are the courses taught in Bangla?
12.	Mahim	They do, after all, speak both languages.
13.	I	So, do you like learning English as a subject?
14.	Mahim	Yes.
15.	I	So, do you use any type of supplemental element to study

		English?
16.	Mahim	Yes, I do follow to some few guidebooks for practicing English.
17.	I	Since which class do you use guidebooks for English practice?
18.	Mahim	Since third grade.
19.	I	Now... which one of them do you like to follow? Guidebooks or textbooks?
20.	Mahim	Guidebooks are more convenient for me, thus I tend to rely on them more often.
21.	I	Is your school's teacher encouraging you to rely more on guidebooks than textbooks?
22.	Mahim	Yes, when we start a new class, we are given a list of books that we need to purchase next to the textbook on the first day of class. Also, at the very beginning of the year, I usually collect guidebooks from the former students as well.
23.	I	I'd want to know the titles of a few publications.
24.	Mahim	Since I am in class 10 this year, I purchased the Nobodut, Panjery, and Jupite English practice books, all of which were recommended by my English instructor.
25.	I	Do you have a private instructor at home to help you learn

		English?
26.	Mahim	Yes, I take private lessons for this course.
27.	I	Are guidebooks recommended by him/her?
28.	Mahim	Yes, he makes me practice everything from those books.
29.	I	Are there any advantages to using guidebooks rather than textbooks?
30.	Mahim	Well, at least I'm getting nice marks out of this.
31.	I	Do the teachers of your school make questions by following the guidebooks?
32.	Mahim	Generally speaking, yes. They really provide us a brief curriculum or a recommendation just before our term exams.
33.	I	Do they suggest you that if you follow this short syllabus than you will must get known or common questions in the paper?
34.	Mahim	Although they don't mention it explicitly, 80-85% of the questions originate straight from their study guides.
35.	I	In either case, are you able to use the Internet?
36.	Mahim	Yes.
37.	I	Do you make use of any internet resources

		to enhance your studies?
38.	Mahim	Sometimes, yes.
39.	I	In which purposes?
40.	Mahim	I love to English watch movies as they have good story lines but I prefer it with subtitles on. I also learn new vocabularies from internet. It is fun actually.
41.	I	Why don't you continue to use them instead of relying on guidebooks than?
42.	Mahim	There is nothing wrong with learning from the Internet as long as if parents allow it to. However, I fear that if I use the Internet instead of study guides, my grades will drop.
43.	I	If your parents don't allow you to use the Internet often, what do they think about utilizing textbooks instead of guidebooks?
44.	Mahim	The advice of my parents has always been to heed the advice of my instructors. When it comes time for the test, they instruct me to go through the questions and answers from the guidebooks a few times over.
45.	I	Isn't it plausible that this is reducing your capacity for creative

		thought?
46.	Mahim	I'm stumped, to say the least.. But I think it is lessening our ability to think creatively and making us dependable on memorising the most.
47.	I	Could you elaborate on the role that peer pressure has had in influencing your choice of guidebooks?
48.	Mahim	We all use the same practice books, yet when I attend class lessons; there are kids who do really well in exams and I really try to follow what they are following for learning English. Because I'm taking my board test in the following year, I need to get all of the information I can from my peers on secondary books and hand notes.
49.	I	If we talk about your writing and speaking skill which one is better according to you?
50.	Mahim	Writing ability, of course. I have a hard time speaking in front of a large group of people. In reality, we don't have many chances to practice these skills in school.
51.	I	Let's speak about the question patterns on your test paper now. The "written portion,"

		as I understand it, is where you have to create essays, paragraphs, CVs, and letters, among other things.
52.	Mahim	Yes we have that content in our syllabus.
53.	I	How does guidebook help in terms of these creative writing skills?
54.	Mahim	As far as I'm concerned, guidebooks are a huge assistance in these situations. If you look at any of the questions from previous years, you'll see that many of the questions are the same, or at least similar, to those from previous years. I just recollected them from guidebooks, where I found a multiplicity of examples of paragraphs, essays, and letters.
55.	I	Do you believe textbooks are insufficient for the acquisition of English language skills?
56.	Mahim	At the very least, I don't believe a textbook will be sufficient for me. That's because it's missing some of the material that would be on our test papers like translation of the text, synonyms of words, answers of the

		practice questions and many more.
57.	I	How will you respond if I ask you to estimate the proportion of your study time that is spent referring to guidebooks and textbooks?
58.	Mahim	70:30.
59.	I	That's all right, I appreciate your time. For now, that's all I need to know, but if I need any further information, I'll be sure to get back to you. That's something I'm hoping you'll be on board with.
60.	Mahim	Yeah ... I will try my best.
61.	I	In that case, thank you very much.
62.	Mahim	Khuda Hafiz.

Sample Interview of Ratul

DU	Participants	Questions and Answers
1.	I	Hey. How are you?
2.	Ratul	Assalamu Alaykum. I am fine. How are you?
3.	I	I'm perfectly fine. First and foremost, thank you for taking the time to participate in this interview. Because you're already aware of my research subject, I would want to ask you a few questions about it. Are you all set?
4.	Ratul	Yes. Let's do it.
5.	I	So, which class do you read in?
6.	Ratul	9th grade
7.	I	And what is your school's medium of instruction?
8.	Ratul	There are two mediums available: English version, and Bangla medium.
9.	I	In which media are you pursuing your studies?
10.	Ratul	In Bangla medium.
11.	I	So, how do you think about English as a subject?
12.	Ratul	Honestly, as I am a Bangla medium student and my major is science so I spend very little time in terms of learning and practicing English.
13.	I	Okay. Tell me about

		the instruction process in the classroom. So, do your English instructors speak English in the classroom?
14.	Ratul	Yes they do sometimes but most of the time they use Bangla language.
15.	I	So, do you use any type of supplemental element to help you study English?
16.	Ratul	Yeah, I follow guidebooks for practicing English.
17.	I	When did you start utilizing English guidebooks?
18.	Ratul	Since the third grade.
19.	I	Which do you prefer? Which is better: guidebooks or textbooks?
20.	Ratul	I like to utilize guidebooks since they seem to be easier and helpful for me.
21.	I	Do your school's instructors advise you to use guidebooks instead of textbooks?
22.	Ratul	Yes, we are given a list of books to purchase next to the textbook for every semester.
23.	I	Could you please give me the titles of several guidebooks?
24.	Ratul	As I am in class 10 this year, I have purchased the Nobodut, Panjery, Platinum and Advanced Learner

		guidebooks for practicing English, all of which were recommended by my instructor.
25.	I	Do you have a private instructor at home or do you attend additional lessons to improve your English like coaching classes and all?
26.	Ratul	I take coaching classes actually.
27.	I	Do they suggest you to use guidebooks?
28.	Ratul	Yeah, coaching classes help me to practice all the necessity items for exams from guidebooks. They guide us what to practice and what to leave unlike schools teachers.
29.	I	What do you mean by that?
30.	Ratul	Actually, the instructors of our schools can provide us very little and they have to skip many things to cover up everything within a short period of time. so they give us suggestions that what we should follow from those supplementary books but we get less opportunity to practice them during class time so that is why I have to take extra coaching classes.
31.	I	What are the primary

		reasons for using guidebooks rather than textbooks?
32.	Ratul	After all, it benefits in my academic success.
33.	I	As you mentioned about your teachers giving suggestions from guidebooks than do your school's instructors use the guidebooks to design questions for the test?
34.	Ratul	Most of the time, yes. Actually, shortly before our term exams, they provide us a suggestion or a brief curriculum.
35.	I	Does they suggest you that if you follow these short syllabus than you will must get known or common questions in the paper?
36.	Ratul	About 80% of the questions originate from these guidebooks. Though the teachers do not mention it directly but yeah we get common questions all the time in the test.
37.	I	Don't you believe it's reducing your ability to be creative?
38.	Ratul	As far as I am getting good I am not concern about this thing.
39.	I	Do you have Internet?
40.	Ratul	Yes
41.	I	Do you have any online additional resources that you use?

42.	Ratul	I use YouTube, Google Chrome for searching things. I love to watch movies also and love to listen English songs basically.
43.	I	That is really good. Than it might be helpful for you to practicing English. Why don't you continue to use them instead of relying on guidebooks?
44.	Ratul	Actually, learning things via the Internet is enjoyable, but we do not have much time to do so since my parents do not allow it, and in terms of utilizing guidebooks, I believe that if I use the Internet, I will not do well on the examinations.
45.	I	As you said, your parents don't allow you to use the Internet often, so what are their thoughts on utilizing textbooks instead of guidebooks?
46.	Ratul	My parents, on the other hand, constantly advise me to do what my instructors advise.
47.	I	Hmmmm... tell me about your peer pressure when it comes to selecting guidebooks.
48.	Ratul	We all use the same practice books, yet when I go to coaching lessons; there are a

		<p>variety of pupils from various schools. It enables me to interact with them and learn about the books they use to study and practice English. Because my board test is in a year, I need to acquire all of the information on supplemental books and hand notes from my classmates.</p>
49.	I	<p>Which of your writing and speaking abilities do you consider to be superior?</p>
50.	Ratul	<p>Obviously, writing ability. I'm not very excellent at public speaking. In fact, we don't have many opportunities to practice these skills in our schools.</p>
51.	I	<p>Let's discuss about your test paper's question patterns. I believe there is a section called "written part" where you must write essays, paragraphs, or letters, correct?</p>
52.	Ratul	<p>True</p>
53.	I	<p>What role does a guidebook have in providing innovative writing abilities in terms of that creative section according to your opinion?</p>
54.	Ratul	<p>I do know. I always memorise things from guidebooks that are important for exams. Let me tell you</p>

		<p>something interesting. There are few selective essay and letters are significant and suggested by our instructors. If you memorise them accurately there is no chance of getting poor marks. It is like a competition among my peers that who can write exact what is given on the practice book...[hahaha].</p>
55.	I	<p>Do you believe that a textbook is insufficient for learning English? What are the advantages and disadvantages of each?</p>
56.	Ratul	<p>They are not insufficient I would say, it is more like we have a certain habit of using guidebooks. I mean when you are getting ready made answers why will I waste my time on reading only textbooks because ultimately it will not satisfy my expectation level regarding grades.</p>
57.	I	<p>How will it be if I ask you to divide the amount of time you spend using guidebooks and textbooks by a percentage?</p>
58.	Ratul	<p>I spent really less time even on learning English as a subject.</p>

		But for the percentage I would estimate 60 percent for guidebooks and 40 percent for textbooks.
59.	I	Okay, I appreciate your time. For the time being, that is all I need, but if I require any further information, I will contact you. I'm hoping you'll be agreeable on this.
60.	Ratul	Without a doubt.
61.	I	Thank you very much. Have a wonderful day.

Sample Interview of Md. Forhad

DU	Participants	Questions and Answers
1	I	Assalamualaikum sir.
2	Forhad	Walaykum Assalam.
3	I	How are you doing sir?
4	Forhad	I am doing fine. You?
5	I	I am doing well also. Can you tell me a little bit about yourself?
6	Forhad	Well, I am Md. Forhad Khan. I am a teacher and I have been teaching English in xyz School for past 7 years.
7	I	Thank you so much. As you said you teach English in a school. Why do you want to teach English as a subject?
8	Forhad	I became a teacher by watching my grandmother who was an English teacher of a renowned school and she has a huge impact on my life. In this country, specifically, studying in a Bangla medium, English does not come naturally but she encouraged me, took the time not only practising writing skills but also gave the full attention to the details of my speaking skills. I believe there is no job that is more significant than the

		teaching profession.
9	I	What makes you a perfect fit for this bangla medium school?
10	Forhad	Well, while joining this school, I was inspired by the reputation of the school and I was really eager to learn from this institution and also show my skills and strategies that could improve students' scores and scopes for the future.
11	I	Well, can I know about your teaching process or philosophy in terms teaching English in the classroom?
12	Forhad	My process of teaching English is to make the lesson plans relatable. I try to as much lenient as possible in terms of helping them regarding learning any new things.
13	I	Do you use English language while instructing in the classroom? Or Bangla?
14	Forhad	Well as I teach in a Bangla medium school. I use both of the languages
15	I	Do you follow guidebooks in terms of teaching English? Or textbook?
16	Forhad	I try to balance both. It is helpful I would say in terms of our curriculum system.

17	I	What is opinion about using guidebooks regarding teaching English?
18	Forhad	Well, if I have to state the truth than as a teacher I will not say that it is of no use at all.
19	I	You are teaching from past seven years and since the very beginning are you following these subsidiary books along with textbooks?
20	Forhad	Yeah
21	I	May I know the reason behind it?
22	Forhad	Well, especially in Bengali medium schools it is seen that learning English becomes a little difficult for the students so if there is any supplementary book for learning English to these students then it is very convenient for them. Such as, various examples and various types of content are given for practice and on top of that the texts are already translated into Bengali which seems to be much more convenient for students to learn or understand it.
23	I	Okay.. Do you suggest them any guidebooks names or ask them to bring them in schools?
24	Forhad	No, we do not allow

		students to bring guidebooks in our schools buy yeah we suggest them to follow some subsidiary books for doing better scores.
24	I	As per my knowledge, the government has banned the guidebooks still why do you keep following them over and over again?
25	Forhad	Aaah... It is difficult to answer hahaha. Well there are some facts that lead us to use guidebooks or promote guidebooks specifically.
26	I	How is that?
27	Forhad	Well, there are some guidebook sellers who convince the teachers as well as some the authorities of the schools and those companies offer a handsome donation or gifts for recommending the guidebooks.
28	I	In your opinion which one is more helpful? Guide books or textbook?
29	Forhad	We cannot deny the fact that the quality of textbook is not up to the mark. Also there is thing that, a 40 to 45 minutes class time cannot cover all the necessary content for which students are being more depending on

		guidebooks. But textbooks are important and of course it is helpful as well as guidebooks.
30	I	How can you define the concept of using / promoting guidebooks in a regular basis specifically in an institution?
31	forhad	Officially, we do not allow guidebooks in schools still we are following them. Now there are many issues involved regarding this such as lack of proper training, lack of proper content in the in textbook, the curriculum system, public exam, parents' result oriented attitude and many more. These things are screaming that there is no other option than going with the flow.
32	I	Hmm... Do you use other supplementary elements which are based on technology rather than using guidebooks in your classroom?
33	Forhad	Well, yeah there are some activities sometimes our school authority allows us to do like watching movies or practising speaking skills but very occasionally.
34	I	Well, how do students react to that?
35	Forhad	Once I had a movie

		class with them and I played a marvel movie which is of course in English but the students asked me to put the subtitles on and in terms of speaking classes it is very common that maximum students do not want to come forward as they have fear of speaking in public.
36	I	So... Do not you think the use of guidebooks decreasing or harming the creativity level of students?
37	Forhad	Yeah it is for sure.
38	I	What is your opinion regarding that?
39	Forhad	I will not deny that guidebooks put a negative impact on students and harm many ways actually. They do not want to give attention to the classes as they already have a subsidiary medium for teaching them. They try to memories things a lot rather than using their creative skills. So of course it is lessing their creative skills.
40	I	What do you think about the parents?
41	Forhad	Well, as I mentioned they only focus on results which is worst part of this journey. Sometimes, I feel like parents are giving exams in terms of students. This result

		oriented education system is not helping us in any way.
42	I	What do you think of this curriculum system and how guidebooks are being the main reason behind getting good scores in public exam?
42	Forhad	Okay, see... This is an era of getting golden A+ in the exam and regarding this guidebooks are on top demands as they already have the ready-made answers of all the questions. For instance, if you evaluate some previous papers you will simply see the huge repetition of questions years after years. Like if a student memorise "the rainy seasons " or a letter about " your summer vacation" to your friends from any guidebooks they will get good marks or even full marks just for copy and pasting the answers. There is no scope of presenting their creativity as the public questions have been designed in such way.
43	I	Do you think the use of guidebooks should be lessening in terms of learning a language properly?

44	Forhad	Though day after day, guidebooks are becoming the main tools for teachers and students in terms of practicing and leaning English, but we cannot blame the students and teachers fully. The government needs to take steps regarding this and they should change the syllabus and learning methods by taking necessary actions against guidebooks and should increase class hours.
45	I	What are the other fact are needed to be considered to reduce this type of act?
46	Forhad	In terms of publishing guidebooks with copy pasts answers, publishers need to publish creative books as well increasing the school hour. I believe if we can cover day to day content in the classrooms and also have Internet based tools for learning English than the use of these types of books will come down.
47	I	Thank you so much sir for your time. It was a great interview session with you. I am grateful that you manage a little time out of your busy schedule to have a

		meeting with me. I will contact you by phone again if I need any kind of further information regarding this and I hope you will be cooperative towards it.
48	Forhad	Yes of course.
49	I	Thank you sir. Have a good day. Assalamualaikum.
50	Forhad	You are welcome. Walaykum Assalam.

Sample Interview of Mrs. Fatima

DU	Participants	Questions and Answers
1.	I	Assalamu Alaykum Ma'am.
2.	Fatima	Walaykum Assalam.
3.	I	How are you?
4.	Fatima	I am doing quite well. You?
5.	I	Also, I am doing very well. Could you tell me a little bit about who you are and where you come from?
6.	Fatima	Well, I am Mrs.Fatima Khan. I am a teacher, and for the last nine years, I have been teaching at xyz School as an English instructor.
7.	I	You said that you work at a school as an English teacher. What is it about teaching English that interests you so much?
8.	Fatima	I always wanted to be a teacher since my childhood. I used to listen English music a lot during my college days. In this way I developed interest in learning or practicing English. Since then I have decided to be a teacher of this particular subject which I love the most about teaching English is that discovering new things regarding this

		subjects.
9.	I	What makes you a perfect fit for this Bangla medium school?
10.	Fatima	Well, when I decided to enroll in this school, I did so because I was motivated by the school's excellent reputation, and I was really eager to learn from this institution while also demonstrating my abilities and strategies that could help students improve their test scores and their prospects for the future.
11.	I	Could you tell me about your method of instruction or your perspective around the subject of English language instruction in the classroom?
12.	Fatima	My method for teaching English is to include relevant examples into the lesson plans. I strive to be as accommodating as possible when it comes to assisting them in acquiring new skills.
13.	I	When you are giving instructions to students in the classroom, do you speak English? Or Bangla?
14.	Fatima	As a matter of fact, I teach at a Bangla medium school. I

		converse in both languages.
15.	I	Regarding the manner in which you teach English, do you follow guidebooks? Or the textbook?
16.	Fatima	Both of these are important to me. In terms of the way our educational program is structured, I would say that it is beneficial.
17.	I	In the context of the English language, what are your thoughts on utilizing textbooks?
18.	Fatima	If I had to tell the truth, I will not declare that it is of no help to me as a teacher. It is necessary but not enough.
19.	I	You have been a teacher for the last nine years. Have you been using supplemental learning material in conjunction with your textbooks from the very beginning?
20.	Fatima	Yes. That is how we got trained.
21.	I	Could you perhaps explain the reason behind using guidebooks?
22.	Fatima	It has been observed, particularly in schools where Bengali is the language of instruction, that pupils may have some difficulty while attempting to learn

		English; hence, it would be highly helpful for these kids to have access to a supplemental book that teaches English to them.
23.	I	Okay, do you recommend any specific guidebooks to them or ask them to bring them to the schools where they teach?
24.	Fatima	No, students are not permitted to bring guidebooks into our schools; however, we do encourage them to make use of certain supplemental books in order to improve their academic performance.
25.	I	Although, the government has outlawed the use of guidebooks, why do you continue to use them?
26.	Fatima	Government might have made that law but here is the thing that our curriculum system does require such things. A quarter of teachers prepares business guides and advertises for them. There is no substitute for a textbook when it comes to developing innovative and talented human resources. Printing, publishing, importing, distributing, and selling primary and

		secondary school textbook notebooks are illegal. But it is happening and there are some reasons behind it.
27.	I	What is that?
28.	Fatima	We can't dispute that the quality of the textbooks isn't up to the mark. There is also the fact that a class period of forty to forty-five minutes cannot possibly cover all of the essential material, which is why students are increasingly dependent on guidebooks. However, textbooks are necessary, and using them in conjunction with guidebooks is, of course, beneficial.
29.	I	How can you define the concept of using / promoting guidebooks in a regular basis specifically in an institution?
30.	Fatima	Although we do not allow guidebooks in classrooms, we nevertheless follow them. Now, there are numerous concerns linked with this matter, some of which include a lack of sufficient training, a lack of suitable information in the textbook, the curriculum system,

		public test, parents' attitude of just being result oriented, and many more.
31.	I	Do you replace the usage of guidebooks in your classroom with any of the other supplemental components that are based on technology?
32.	Fatima	This is the era of technology but unfortunately, in our country we are lagging behind regarding this.
33.	I	So, what kind of responses do the pupils have to that?
34.	Fatima	As we do not have access of such materials we do not have any responses regarding this issue.
35.	I	Do you not believe that the use of textbooks and other reference materials impacts or suppresses students' creative potential?
36.	Fatima	Yes, that is without a doubt.
37.	I	Can I know your opinion regarding the impacts or suppress of on students' creative potential?
38.	Fatima	Students are harmed by guidebooks in several ways. The most harm is done to a student's ability to think creatively and innovatively. They've lost interest in learning more about a certain subject. They

		<p>don't give a second thought to the possibility of thinking differently. They are more likely to memorize answers without fully comprehending the subject matter since they have already prepared their responses in a handbook and notepad.</p> <p>Using the guidebook as a source of solutions to questions restricts students' ability to think critically. As a result, they won't pay any attention to classroom activities. To succeed academically, they will look for shortcuts and shortcut methods. There is a chance that they will receive the proper answer from the guidebook, but they won't be able to learn through the process of making mistakes.</p>
39.	I	What are your thoughts about the student's parents?
40.	Fatima	<p>There have been many reasons for it. The primary causes are a focus on test scores, unrealistic textbooks, and educators lacking in moral fiber.</p> <p>What we observe as a consequence of our</p>

		efforts to learn is nothing more than a show. Students, guardians, instructors, and the government all want to see a positive return on their investment. No one is contemplating education.
41.	I	What do you think of this curriculum system and how guidebooks are being the main reason behind getting good scores in public exam?
42.	Fatima	The day has come when obtaining an A+ on the test is the norm, and because of this, guidebooks are in very high demand. This is because guidebooks already include the answers to all of the questions that will be on the test. The increase in the number of public examinations necessitated the widespread distribution of guidebooks. Students, professors, private tutors, and coaching centers are all turning to guidebooks in surprising numbers. Students are more concerned with their grades than they are with learning. Learning, the primary goal of school, is hindered as a result. In demand because

		<p>they have ready-made solutions, guidebooks are in great demand. Increasingly, pupils are not reading textbooks and writing their own responses to questions. Good marks can only be achieved with the aid of guidebooks, which are now an inescapable part of our educational experience. A decrease in the caliber of students has also been linked to this trend.</p> <p>Despite their higher scores on public examinations, many of these students do poorly on competitive exams.</p>
43.	I	<p>Regarding the acquisition of a language in an appropriate manner, do you believe that the usage of guidebooks needs to be reduced?</p>
44.	Fatima	<p>Even if guidebooks are quickly becoming the most important resources for both students and instructors to use when it comes to the process of practicing and learning English, we cannot totally blame the students and teachers for this trend. The government has to take action in this</p>

		<p>matter, and one of their priorities should be to revise the curriculum as well as the teaching strategies. This includes adopting the appropriate precautions against instructional manuals and boosting the number of instructional hours.</p>
45.	I	<p>What additional facts need to be taken into account in order to lessen the use of guidebooks?</p>
46.	Fatima	<p>The government must pay particular attention to these underserved regions by providing a suitable number of qualified instructors and educational supplies, allowing them to thrive equitably. There is no guidebook throughout our undergraduate years. We would go to school every day, borrow books from the library, read reference books, and write notes. However, it is now uncommon among students.</p> <p>Although there is a law prohibiting the usage of prohibited literature, pupils of all ages continue to utilize them. It's tough to go from using a guidebook to not using one overnight. Stopping</p>

		the use of guidebooks, in my opinion, is doable if the government develops a comprehensive strategy and all levels of government adhere to it.
47.	i	I am really grateful to you, ma'am, for your time. The time I spent interviewing you was quite enjoyable. I want to express my appreciation for the fact that you were able to carve out some time in your hectic schedule to meet with me. In the event that I need any further information pertaining to this matter, I will call you again, and I hope that this time you will be willing to cooperate with me.
48.	Fatima	Yes, without a doubt.
49.	I	Thank you sir. Have a nice day. Assalamualaikum.
50.	Fatima	I am pleased to meet you. Walaykum Assalam.

Appendix D

Sample of Coding Template by the Researcher

RQ1: a) What do the secondary level English students think about using guidebooks?

Coding of Tonu's Interview						
Interview Question (1)	Subordinate keyword of question (2)	Subordinate main point from conversation (3)	Elaboration examples from verbal to support the subordinate (4)	Occurrence main idea transferred into the form as keyword (s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
What is the main reason behind following guidebooks instead of textbooks ?	*Main Reasons * textbook	*good grades *Easier than main text.	“Well, it is easy for me to get good grades after all in the exam and if I need to practice something than I find guidebooks easier than textbooks as they have all the questions and answers”.	*Easy to get good grades *Easier than textbooks	1 1	DU TON 30
Well, don't you think that it is lessening your creativity level?	*lessening creativity level	*good result *does not bother	“Aahhh... I do not know but as far as I am doing good result in the exam it does not bother me that much”.	*result oriented attitude * less bothered about creative skills	1 1	DU TON 36

<p>How does guidebook help in terms of these creative writing skills?</p>	<p>*Creative writing skills</p>	<p>*past year question papers * a repeating process * memories all of them from guidebooks</p>	<p>“Well, memorising the answers guidebooks help a lot I would say in such cases. Actually if you go throw some past year question papers you can see that it is a repeating process like there are some topic that appears in the question papers every year. So i simply memories all of them from guidebooks and there are plenty of samples for paragraphs, essays and letters writing”.</p>	<p>*Memorising the answers * Memorise all of them * past year question papers *repeated use of the same type of questions</p>	<p>1 1 1 1</p>	<p>DU TON 52</p>
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<p>and I know your opinion regarding the impacts or suppress of on students' creative potential?</p>	<p>opinion impacts or suppress creative potential</p>	<p>harmed by guidebooks creative and innovative thinking ability thinking differently are more likely to memorize answers look for shortcut methods for grades instead of learning through process of making mistakes</p>	<p>Students are harmed by guidebooks in several ways. The most harm is done to a student's ability to think creatively and innovatively. They've lost interest in learning more about a certain subject. They don't give a second thought to the possibility of thinking differently. They are more likely to memorize answers without fully comprehending the subject matter since they have already prepared their responses in a guidebook and notepad. Using the guidebook as a source of solutions to questions restricts students'</p>	<p>harm students' creative and innovative thinking ability lost interest in thinking innovatively look for shortcut methods for grades more likely to memorise answers choose shortcut way by using guidebook instead of learning through mistakes</p>	<p>1 1 1 1</p>	<p>DU FAT 38</p>
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			<p>ability to think critically. As a result, they won't pay any attention to classroom activities. To succeed academically, they will look for shortcut methods. Here is a chance that they will receive the proper answer from the guidebook, but they won't be able to learn through the process of making mistakes.</p>			
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Appendix D.2

Sample of Coding Template by the Researcher

RQ3: What are the reasons that motivate students and teachers to use guidebooks in English classrooms?

Interview Question (1)	Subordinate key word of question (2)	Subordinate main point from Conversation (3)	Elaborated examples from verbal evidence to support the subordinate main points (4)	Occurrence of main idea transferred into the form as keyword (s) (5)	Frequency of occurrence (6)	Ordering of discourse unit (7)
Tell me about the peer impact on your selection of guidebooks.	*peer impact	* students from a variety of schools come to take coaching classes *help to follow what other are buying or practicing. * collect information about guidebooks	“We all use the same sorts of practice books, yet when I attend coaching lessons; there are students from a variety of schools. It helps me to connect with them and determine what books they are using to study and practice	*follow which guidebooks permeates are using *helps to select what other students are using for learning English. * collect information from my peers about supplemental books.	1 1 1	DU RAT 47

			English. As my board test is scheduled for this year, I make sure to collect information from my peers about supplemental books and handouts”.			
How can you define the concept of using / promoting guidebooks in a regular basis specifically in an institution ?	*using/ promoting guidebooks * institution	*don't allow guidebooks in classrooms *but follow or take help from guidebooks *several concepts	“Although we do not allow guidebooks in classrooms, we nevertheless follow them. Now, there are numerous concerns linked with this matter, some of which include a lack of sufficient training, a lack of suitable information in the textbook, the curriculum system, public test, parents' attitude of just being result	*not allowed in classrooms but suggest to follow students subsidiary books *numerous reasons for continuous use of guidebooks * lack of suitable information in the textbook *lack of proper curriculum system *parents' result oriented attitude.	1 1 1 1	DU FAT 30

			oriented, and many more”.			
What are your thoughts about the student's parents?	*parents	*Test scores *Students, guardians, instructors, and the government *positive return on their investment	“There have been many reasons for it. The primary causes are a focus on test scores, unrealistic textbooks, and educators lacking in moral fiber. Students, guardians, instructors, and the government all want to focus on positive return on their investment. No one is contemplating education”	*focus on test score * focus on positive return on their investment	1 1 1	DU FAT 40

Appendix E

Sample Theme Generation Template

<p>RQ1: a) What do the secondary level English students think about using guidebooks? b) What do the secondary level English students think about using guidebooks?</p>						
Participants	Tonu	Niaz	Ratul	Mrs. Fatima	Md. Forhad	Themes
<p>Interview Question: What is the main reason behind following guidebooks instead of textbooks?</p>						
	<p>memorise answers from guidebooks and it helps to get good grades.</p>	<p>guidebooks are easier than textbooks as they have previous years of questions and answers.</p>	<p>Do not get bothered about creative skills as results are the main concern</p>	<p>Bangla medium students seem to follow it for learning English which harms their creative thinking abilities.</p>	<p>Instead of learning the process of mistakes students end up using guidebook which make them loose their interest in thinking differently.</p>	<p>Easy to get a good grade Easier than textbooks. Result oriented attitude. Memorise answers from guidebooks. Less bothered about creative skills. Repeated use of the</p>

						<p>same type of questions in the exams.</p> <p>Guidebooks are helpful for Bangla medium students.</p> <p>Harms students' creative thinking abilities.</p> <p>Students stop having their interest in thinking differently.</p> <p>Looks for Shortcut methods for good grades instead of learn through the process of mistakes.</p>
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Appendix F

Rating for Students' Interview by Rater

Please indicate whether you "Agree" or "Disagree" with the following themes.

Furthermore, you can recommend new themes in the comments/suggestion section.

RQ1: a) What do the secondary level English students think about using guidebooks?						
b) What do the secondary level English teachers think about using guidebooks?						
Themes	Main ideas	Discourse unit	Verbal support	Inter-Rater		Comments
				Agree	Disagree	
Interview Question	Okay... which one do you prefer to follow? Guidebooks or textbook?					
Guidebooks helps to get good grades	Reasons behind using guidebooks	TON (29)	"I prefer guidebooks as it helps me to get good marks in the exam"	/		
		RAT (30)	"I like using guidebooks since they enable me to get satisfactory results on tests."	/		
Guidebooks are easier than textbooks	Prioritise guidebooks instead of textbooks	OTH (25)	"...I find guidebooks easier than textbooks as they have all			

		TAH (25)	the questions and answers”. “I like to utilize guidebooks since they seem to be easier and helpful for me”.			
Interview Question	How does guidebook help in terms of these creative writing skills?					
Students tends to memorise answers from guidebooks	Memorisation is preferred more.	TON (52)	“Well, memorising the answers guidebooks help a lot I would say in such cases. Actually if you go throw some past year question papers you can see that it is a repeating process like there is some topic that appears in the question papers every year. So i	/		

		OTH (52)	<p>simply memories all of them from guidebooks and there are plenty of samples for paragraphs, essays and letters writing”.</p> <p>“Memorizing answer from guides helps, I'd think. If you look at old question papers, you may find that certain topics reoccur every year. So I memorized them from guidebooks, which provide many examples for paragraphs, essays, and letters”.</p>	/		
Interview Question	Well, don't you think that it is lessening your creativity level?					
Students are less bothered about creative skills.	Decreasing creative thinking ability.	TON(36)	<p>“Aahhh... I do not know but as far as I am doing good result in the exam it does not bother me</p>	/		

		TAH (36)	<p>that much”.</p> <p>“I don't know, but as long as I'm doing well on the test, it doesn't concern me that much.”</p>	/		
Repeated use of the same type of questions	Curriculum system	TON (62)	<p>“Well, guidebooks help a lot I would say in such cases. Actually if you go through some past year questions you can see that it is a repeating process like there is some topic that appears in the question papers every year”.</p>	/		
		OTH (62)	<p>“In such instances, guidebooks are helpful. If you look at prior year questions, you may observe that several topics are repeated. I memorized</p>		/	

			them from guidebooks, which provide many examples for paragraphs, essays, and letters”.			
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Appendix G

Inter-rater Reliability Calculation for Students' Interviews

Percentage of Agreement by Inter-rater = (Total agreement/Total responses) x 100%

$$= 9/10 \times 100\% = 90\%$$

Appendix H

Sample of Email for Member Checking

