

# Teachers and Students' Views on and Attitude to the Use of Textbooks in English Language Instruction in Secondary Schools in Ibadan

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## Abstract

*This study examined the views and attitude of teachers and students on the use and importance of textbooks in English language in Ibadan Metropolis. The study employed the descriptive survey research design. The participants in the study are senior secondary II students of English language and their teachers in Ibadan metropolis. Purposive sampling technique was used to select four schools from each of the five local governments in Ibadan metropolis. In each school, one intact class of SSII was randomly selected and all teachers of senior secondary 1-3 of English language. Overall, a total of 100 teachers and 487 students were used in the study. Instruments used were: Teachers' questionnaire on their views of the importance and use of textbooks ( $r= 0.81$ ), Teachers' questionnaire on their attitude to the use of textbooks ( $r= 0.83$ ), Students' questionnaire on their views of the importance and use of textbooks ( $r= 0.82$ ) and Students' questionnaire on their attitude to the use of textbooks ( $r= 0.80$ ). Data were analysed using descriptive statistics: frequency count, percentage, mean and standard deviation. The result that teachers and students have positive attitude to the use of textbook in teaching English (87.4%,  $\bar{X} =3.10$ ) and (76.6%,  $\bar{X} =2.98$ ), respectively. They viewed the textbook as an important resource for teachers and students in the teaching and learning of English. It is recommended that both teachers and students should possess and make adequate use of textbooks in English language classroom.*

**Keywords:** Textbook use of textbook, importance of textbooks, Students, Attitude, Views

## Introduction

The use of English as a medium of wider communication and learning in Nigeria has given it an unparalleled advantage over languages spoken and used in the country. As a subject of study, students need to pass it to advance from the primary through secondary to the tertiary levels. Besides, a sound knowledge of English facilitates learning of other subjects. Students' advancement in their different dreams, careers or professions is largely dependent on their level of mastery of English. For over two decades, performance of students in English language in public examinations organised by the West African Examination Council (WAEC) has been on the decline. The WAEC Chief Examiner's Report for 2005-2015 lend credence to the poor achievement. The reports linked the poor performance of students to inadequate preparation, poor spelling and punctuation, translation of vernacular expressions into English among others. One of the causes of students' poor performance in English language in Nigerian secondary schools is teachers' attitude toward innovation and the use of instructional media (Abdullahi, 2003).

It is clear that poor attitude of teachers

toward innovation and use of instructional media or materials in teaching English language could lead to poor performance among secondary schools students. Closely related to this is students' negative attitude towards the learning of English language. Even though English is an important subject, students sometimes have a negative attitude towards learning it, perhaps because it is their second language and learning it demands a high cognitive task. Mohammed (2002) is of the view that most students have negative attitude to the learning and using of the English language thereby making their teachers' task of teaching a difficult one in deed. It is obvious for students to become proficient in English language, mastering the skills of listening, speaking, reading and writing is necessary, and this requires a lot of hard work and dedication from them.

The teaching and learning of English language is not only fostered by effective methods, good command of English, and environmental factors but also by the use of appropriate textbooks. According to Hummel (1988), the textbook is an instrument perfectly adapted to every individual's own rhythm. Textbooks are produced according to the demands of educational institutions and are used to teach a particular subject. They are a collection of

knowledge, concepts and principles of a selected topic or course. Most textbooks are accompanied by teachers' guide, which provides supplementary teaching materials, ideas and activities to use throughout the academic year (Macropedia, 2003). Husseini (2007) stressed that contents of textbooks should be presented from the learners development needs, learners age, readiness to learn and the learners entire constitution.

Textbooks serve a lot of purposes for both the teachers and students. For the teachers, textbooks are core resources that serve as supplementary materials and an inspiration for classroom activities. The textbook also assists in managing a lesson as it saves time, give direction to lessons, guides discussion, facilitates the giving of homework, makes teaching easier, better organised, and more convenient and provides confidence in teachers. To the students, it serves as a guide and helps to organise learning both inside and outside the classroom (Oliveira and Colleagues, 2014). With the aid of the textbook, students recapitulate, assimilates and further internalise what was being learnt in class. The textbook can also provoke questions and induce learners to supplement the information it contains.

According to Edutechwiki (2004), production of textbook is related to instructional design problems and the designs were based on physiological and pedagogical theories. They are centre piece of a course syllabus and act as major teaching resources with a lot of built-in pedagogy; with review questions and self-assessment. They are designed to become reading assignment tools to cover specific concepts and help in projects like preparing examinations, interviews and references. Yusuf (2009) observed that words in textbooks can be considered the building blocks of language as they stand for objects and ideas and form a link between print and concept. Regan (2006) equally explained that textbooks are presumably written by experts who understand the structure of the discipline and know how to organize and make sense pedagogically. The writers create an instructional design for daily lessons for students to learn effectively and provide enough creative activities that will engage students and make them want to learn. These writers are often former teachers who are very good at coming up with creative ideas that could enrich students' learning experience.

In Nigeria, textbooks are written by specialists in different disciplines. English textbooks are produced with illustrations and varied activities through ample drills and reinforcement exercises to develop students' listening, speaking, reading and

writing skills. Most of the textbooks deliberately touch on cultural environment. They are also meant to achieve the objectives of the National Policy on Education and cover the examination syllabus of Senior Secondary School Certificate (Benson, 2006). Textbooks have potentials for helping to improve skills of teachers in recommending ways to handle instructional problems. The classroom teachers determine what to teach and at what period or duration; recommending instructional materials to be used, the methodology to adopt as well as the equipment and space to be used. Ogunlade (2005) affirms that teachers' key roles include ability to handle application of system approach to instruction; appropriate selection and utilization of instructional materials, application of research findings, improvement of learning, development of enthusiasm in improvisation, use of tool of reasoning in analysing learning tasks, needs and evaluation of performance. Altbach (1985) stated that the power and influence of the textbook lies within the printed words and that it is the key element in the educational process. Textbooks are central to schooling levels. The textbook is a tool for instruction and its potentials, limitations and actual use are conditioned by features of the total system. With that, textbooks without doubt carry intrinsic values and the historical mirror on which the nation wishes to see it reflected. The selection and legitimizations of content in the textbook are seen as vital to national needs.

While the quality of English as a Second Language (ESL) reading textbooks has improved dramatically in recent years, the process of selecting an appropriate text has not become any easier for most teachers and administrators. The textbook selection process often gravitates to one of two extremes. In the process of evaluating textbooks, some educators ask so many questions that they are never able to complete the process. Others choose a reading textbook with little or no evaluation, yet it becomes the centrepiece of the curriculum until another haphazardly chosen reader replaces it.

English as a Second Language (ESL) teachers need to mediate a textbook's potential to control if the goal is to create learners who have some control over their own learning through curricular decision-making. According to Cortazzi and Jin (1999), the textbook can be a teacher, a map, a resource, a trainer, an authority, and an ideology. Hence, the textbook can be a major source of cultural elements besides providing linguistic and topical contents which necessarily reflect the ideology inherent in the ESL context of a particular circle.

In the field of English Language Teaching (ELT) professionals, significant roles of teachers' views have been highlighted. Barcelos (2000) notes that language teachers' views influence what teachers do in the classrooms. Similarly, Yu (1986) explains that teachers' views influence what they do both inside and outside the classrooms. Therefore, teachers must be aware of what they perceive and believe when conducting their daily teaching. This means that teachers' perceptions are the basis for teacher to form judgment or make decisions. In addition, teachers' perceptions result in how they deal with shortcomings in their teaching situations (Moloi, 2009). According to Jia (2004), some researchers believe that as behaviour is led by thought, exploring teachers' perceptions and beliefs help to gain a deeper understanding of teachers' behaviours in the classrooms and provide guidance for enhancing their practices. In consequence, teachers' perceptions have played a crucial role in the teaching and learning processes due to the fact that they not only influence teachers' actions and decision-making but also provide significant insight into aspects of education. .

English textbooks undoubtedly are valuable instructional materials for teachers and learners alike. They include integrated skills appropriately, feature a progressive development of language forms and functions, and try to provide problem-solving activities. In addition, most English textbooks relate the language to the learners' own interests and aspirations, embrace cross-cultural topics, integrate language studies with other subjects, offer careful vocabulary based on semantic groups and context, and combine current teaching approaches to help learners use English fluently. In short, English teachers can count on textbooks for effective teaching. Not only do they propose a well-organized and systematic progression in terms of the scope and sequence of contents and language skills; they also constitute a powerful guide to teaching practice. Certainly, there are good textbooks on the market that match teachers' instructional purposes with respect to communicative competence. Nevertheless, English teachers must be conscious of the importance of complementing and enriching communicative practice by bringing extra authentic materials into the classroom, particularly materials that are not fully incorporated into the textbooks.

It has been widely accepted that textbooks play an essential role in language classrooms (Richards, 2001). However, there have been some debates on the actual role of textbooks in EFL settings due to the potential and limitations of using them.

Hutchinson and Torres (1994) believe that the prominence of textbooks appear so expansive that it is almost a universal element in ELT classrooms. They further claim that any teaching and learning situation will not be complete unless it has its relevant textbooks. Ur (1998) points out that textbooks provide explicit framework which clues teachers and learners in what they have done and what will be done. Moreover, she reports that textbooks are the cheapest tool compared to other materials such as learning kits, photocopied worksheets or computer software. O'Neil (1982), Sheldon (1988) and Ur (1998) agree that textbooks are efficient teaching materials which save both time and money. They clarify that textbooks can reduce time in material preparations so teachers can devote more time to teaching instead of spending time with creating in-house materials. In addition, textbooks are effective sources for teachers and learners because they are the products of experienced researchers and developers (Harmer, 2001).

#### **Statement of the Problem**

The English language has a controlling influence as a language of instruction, learning and wider communication in Nigeria. However, the high level of proficiency expected of students in the language to function effectively in the academic and social context is low. The low language proficiency could be traced to lack of qualified teachers of English, ineffective utilisation of English language textbook, negative attitude to the language and ineffective methods of language teaching. Besides literature indicates that studies on language teaching have largely focused on causes of poor performance in English language, methods of teaching English language, factors affecting poor performance of students in English language. Studies that have been concerned with the textbook as an essential resources for teaching has not featured prominently in Nigeria especially in terms of capturing the views and attitude of teachers and students to the use of textbook in English lessons. In the light of this background the study explored the views and attitude of teachers and students on the use of textbook in teaching and learning English in selected schools in Ibadan metropolis.

#### **Research Questions**

1. What is the view of teachers on the use of textbooks in teaching and learning English?
2. What is the attitude of teachers to the use of textbooks in teaching and learning English?
3. What is the view of students on the use of textbooks in teaching and learning English?

4. What is the attitude of students to the use of textbooks in teaching and learning English?

### Methodology

The study adopted the survey research design. The population comprised all the teachers and senior secondary II students of English language in all public senior secondary schools in Ibadan metropolis. From five local government areas in Ibadan metropolis, purposive sampling technique was used to select four schools. In each school, one intact class of SSII was randomly selected and total enumeration of all the teachers of senior school 1-3 of English language. Overall 96 teachers and 394 students participated in the study. For the purpose of data collection, four instruments were used in the study. These are: Teachers' Questionnaire on their

Views of the Importance and Use of Textbooks in Teaching and Learning English ( $r=0.81$ ), Teachers' Questionnaire on their Attitude to the Use of Textbooks in Teaching and Learning English ( $r=0.78$ ), Students' Questionnaire on their Views of the Importance and Use of Textbooks in Teaching and Learning English ( $r=0.81$ ) and Students' Questionnaire on their Attitude to the Use of Textbooks in Teaching and Learning English ( $r=0.84$ ). The researcher personally went round all the schools to administer the instrument, the researcher sought the cooperation and permission of the principal and teachers for the study, and the study lasted for about four weeks. The data were analysed using the descriptive statistics of frequency count, percentage, mean and standard deviation.

### Results and Discussion

**Research question 1:** What is the view of teachers on the importance and use of textbooks in teaching and learning English?

**Table 1 Importance and use of textbooks in teaching and learning English**

S/N	Statements (Importance)	SA	A	D	SD	Mean	STD.D
1	Textbooks are indispensable in teaching and learning	68;70.8%	19;19.8%	8;8.3%	1;1.0%	3.60	0.688
2	Textbooks provide most of what the students need to know to pass their examinations	47;49.0%	42;43.8%	6;6.3%	1;1.0%	3.41	0.658
3	Teachers can do without textbooks in teaching and learning	1;15.6%	5;5.2%	37;38.5%	39;40.6%	3.04	1.046
4	Students can do well in examinations without possessing the textbooks	2 2.1%	8 8.5%	49 52.1%	35 37.2%	3.25	0.695
5	Textbooks are too expensive for their value	1 1.0%	4 4.2%	56 58.3%	35 36.5%	3.30	0.600
6	A textbook is essential only for teachers	1 1.0%	-	44 45.8%	51 53.1%	3.51	0.562
7	A textbook is important for effective delivery of instruction	48 50.5%	46 48.4%	1 1.1%	-	3.50	0.523
	<b>Use</b>						
8	Textbook possession is immaterial for teachers to teach successfully	9 9.5%	13 13.7%	52 54.7%	21 22.1%	2.90	0.856
9	Textbooks facilitate classroom practice	31 32.6%	58 61.1%	6 6.3%	-	3.26	0.569
10	Textbooks are difficult for students to read and understand	1 1.1%	6 6.3%	58 61.1%	30 31.6%	3.23	0.609
11	Most textbooks are of very low quality (in terms of content, illustration and manner of presentation)	3 3.2%	29 30.5%	54 56.8%	9 9.5%	2.73	0.675
12	Textbooks are necessary for student's independent study	24 25.5%	66 70.2%	4 4.3%	-	3.21	0.605
13	Textbooks enhance students' participation in class	49 51.1%	42 44.2%	3 3.2%	1 1.1%	3.46	0.616
14	Textbooks are easy to learn from	33 34.7%	57 60.0%	4 4.2%	1 1.1%	3.28	0.595
15	The most important element of the textbook is: (a) the general layout	24 25.0%	62 64.6%	9 9.4%	1 1.0%	3.14	0.609
B	End of chapter summary	24 25.5%	44 46.8%	16 17.0%	10 10.6%	2.87	0.919
C	Use of easy-to-understand language	25 26.6%	62 66.0%	6 6.4%	1 1.1%	3.18	0.586
Weighted mean = 3.23							

From Table 1 results reveal that teachers expressed the following views about the importance of textbook in teaching English: Textbooks are indispensable in teaching and learning (90.6%,  $\bar{X}$  = 3.60); A textbook is essential only for teachers (98.9% disagree,  $\bar{X}$  = 3.51); A textbook is important for effective delivery of instruction (98.9%,  $\bar{X}$  = 3.50); Textbooks provide most of what the students need to know to pass their examinations (92.8%,  $\bar{X}$  = 3.41); Textbooks are too expensive for their value (94.8% disagree,  $\bar{X}$  = 3.30); Students can do well in examinations without possessing the textbooks (89.3 disagree,  $\bar{X}$  = 3.25); Teachers can do without textbooks in teaching and learning (79.1% disagree,  $\bar{X}$  = 3.04)

The response pattern has shown that the textbook is an important resources in English Language teaching and learning.

From Table 4.1 also results reveal that teachers expressed the following views about the use of textbook in teaching English: Textbooks enhance students' participation in class (95.3%,  $\bar{X}$  = 3.46);

Textbooks are easy to learn from (94.7%,  $\bar{X}$  = 3.28); Textbooks facilitate classroom practice (93.7%,  $\bar{X}$  = 3.26); Textbooks are difficult for students to read and understand (92.7% disagree,  $\bar{X}$  = 3.23); Textbooks are necessary for student's independent study (95.7%,  $\bar{X}$  = 3.21); The most important element of the textbook is the use of easy-to-understand language (92.6%,  $\bar{X}$  = 3.18); The most important element of the textbook is the general layout (89.6%,  $\bar{X}$  = 3.14); Textbook possession is immaterial for teachers to teach successfully (76.8% disagree,  $\bar{X}$  = 2.90); The most important element of the textbook is the end of chapter summary (72.3%,  $\bar{X}$  = 2.87); Most textbooks are of very low quality (in terms of content, illustration and manner of presentation) (66.3% disagree,  $\bar{X}$  = 2.73). Responses show that the textbook is valuable in facilitating the teaching and learning of English.

**Research question 2:** What is teachers' attitude to the use of textbooks in teaching and learning English?

**Table 2: Teachers' attitude to the use of textbooks in teaching and learning English**

S/N	Statements	SA	A	D	SD	Mean	STD.D
1	I believe that textbooks do not contain enough instruction to teach the students	2 2.1%	30 31.6%	47 49.5%	16 16.8%	2.81	0.734
2	I supplement textbooks with other learning resources	27 29.0%	59 63.4%	6 6.5%	1 1.1%	3.20	0.600
3	I do not encourage students to read textbooks	7 7.4%	2 2.1%	45 47.4%	41 43.2%	3.26	0.828
4	Textbooks are too difficult for students to read and understand	8 8.4%	5 5.3%	39 41.1%	43 45.3%	3.23	0.893
5	I prefer students to read teachers notes to textbooks	4 4.2%	22 23.2%	46 48.2%	23 24.2%	2.93	0.802
6	Students use the information in textbook to participate in their lesson	10 10.5%	80 84.2%	2 2.1%	3 3.2%	3.02	0.505
7	Textbooks enable teachers to cover the syllabus	17 17.9%	66 69.5%	10 10.5%	2 2.1%	3.03	0.609
8	Textbooks are useful in engaging students to read ahead of the lesson	36 38.3%	56 59.6%	2 2.1%	- -	3.34	0.597
9	Textbooks are useful in motivating students to study	44 46.3%	51 53.7%	- -	- -	3.46	0.501
10	Teachers consult textbooks because they contain most of what they need to teach the students	21 22.1%	62 65.3%	12 12.6%	- -	3.10	0.585
11	Students can do well in examinations without reading the textbooks	1 1.1%	14 14.7%	63 66.3%	17 17.9%	3.01	0.610
12	I dislike consulting textbooks to prepare for my lessons	1 1.1%	- -	56 58.9%	38 40.0%	3.38	0.549
Weighted mean = 3.15							

From Table 2 results reveal that teachers expressed the following attitude to the use of textbook in teaching English: Textbooks are useful in motivating students to study (100%,  $\bar{X}$  =3.46); I dislike consulting textbooks to prepare for my lessons (98.9% disagree,  $\bar{X}$  =3.38); Textbooks are useful in engaging students to read ahead of the lesson (97.9,  $\bar{X}$  =3.34); I do not encourage students to read textbooks (90.6% disagree,  $\bar{X}$  =3.26); Textbooks are too difficult for students to read and understand (86.4% disagree,  $\bar{X}$  =3.23); I supplement textbooks with other learning resources (92.4%,  $\bar{X}$  =3.20); Teachers consult textbooks because they contain most of what they need to

teach the students (87.4%,  $\bar{X}$  =3.10); Textbooks enable teachers to cover the syllabus (87.4%,  $\bar{X}$  =3.03); Students use the information in textbook to participate in their lesson (94.7%,  $\bar{X}$  3.02); Students can do well in examinations without reading the textbooks (84.2% disagree,  $\bar{X}$  =3.01); I prefer reading students to read teachers note to textbooks (72.4% disagree,  $\bar{X}$  =2.93); I believe that textbooks do not contain enough instruction to teach the students (66.3% disagree,  $\bar{X}$  =2.81). Responses reveal that teachers have positive attitude to the use of textbook in teaching English. This is reflected in the weighted mean of 3.15 and the standard mean of 2.50.

**Research question 3:** What is the view of students on the use of textbooks in teaching and learning English?

**Table 3: students' view of the Importance and use of textbooks in teaching and learning English**

S/N	Statements	SA	A	D	SD	Mean	STD.D
1	Textbooks are very essential for learning English language	201 51.0%	143 36.3%	30 7.6%	20 5.1%	3.33	0.825
2	I prefer teachers note to textbooks	16 4.1%	32 8.1%	138 35.0%	208 52.8%	3.37	0.800
3	I do not have textbooks because they are too expensive to buy	27 6.9%	39 9.9%	116 53.8%	212 53.8%	3.30	0.907
4	Textbooks provide most of what the students need to know to pass their examinations	192 48.7%	145 36.8%	36 9.1%	21 5.3%	3.29	0.843
5	Students can do well in examinations without possessing the textbooks	74 18.8%	128 32.5%	69 17.5%	123 31.2%	2.61	1.114
6	I find buying textbooks a waste of money	113 28.7%	146 37.1%	59 15.0%	76 19.3%	2.25	1.072
7	Textbooks are essential for teachers not students	26 6.6%	22 5.6%	105 26.6%	241 61.2%	3.42	0.868
8	I find it difficult to read and understand textbooks on my own	25 6.3%	30 7.6%	120 30.5%	219 55.6%	3.35	0.874
9	I try to read many textbooks to support what the teacher has taught in class	109 27.7%	67 17.0%	148 37.6%	70 17.8%	2.55	1.077
10	I need textbooks for my private study	138 35.0%	76 19.3%	106 26.9%	74 18.8%	2.70	1.135
11	I need textbooks to participate in the class	162 41.1%	73 18.5%	124 31.5%	35 8.9%	2.92	1.038
12	I do not need textbooks to understand what the teacher is teaching	45 11.4%	38 9.6%	125 31.7%	186 47.2%	3.15	1.003
	<b>Use</b>						
13	Textbooks are guides to teachers and students in the teaching and learning process	177 44.9%	138 35.0%	42 10.7%	37 9.4%	3.26	1.267
14	Textbooks enable students study ahead of what the teacher is going to teach	163 38.8%	89 22.6%	83 21.1%	69 17.5%	3.01	1.053
15	Textbooks enable me study at my own pace	85 21.6%	80 20.3%	155 39.3%	74 18.8%	2.45	1.028
16	Apart from textbooks, other learning resources I use are the internet	94 23.9%	77 19.5%	171 43.4%	52 13.2%	2.54	0.996
B	The library	169 42.9%	171 43.4%	31 7.9%	23 5.8%	3.23	0.830
C	Study guides/key point	123 31.2%	134 34.0%	56 14.2%	81 20.6%	2.75	1.105
Weighted mean = 2.97							

From Table 3 results reveal that students expressed the following views about the importance of textbook in teaching English: Textbooks are essential for teachers not students (87.8% disagree,  $\bar{X}$  =3.42); I prefer teachers note to textbooks (87.8% disagree,  $\bar{X}$  =3.37); I find it difficult to read and understand textbooks on my own (86.1% disagree,  $\bar{X}$  =3.35); Textbooks are very essential for learning English language (87.3%,  $\bar{X}$  =3.33); I do not have textbooks because they are too expensive to buy (83.2 disagree,  $\bar{X}$  =3.30); Textbooks provide most of what the students need to know to pass their examinations (85.5%,  $\bar{X}$  =3.25); I do not need textbooks to understand what the teacher is teaching (78.9% disagree,  $\bar{X}$  =3.15); I need textbooks to participate in the class (59.6%,  $\bar{X}$  =2.92); I need textbooks for my private study (54.3%,  $\bar{X}$  = 2.70); Students can do well in

examinations without possessing the textbooks (51.3%,  $\bar{X}$  =2.61); I try to read many textbooks to support what the teacher has taught in class (55.4% disagree,  $\bar{X}$  =2.55); I find buying textbooks a waste of money (65.8%,  $\bar{X}$  =2.25). Responses show that students consider textbooks a vital resource for teaching and learning. From Table 4.3 results also reveal that students expressed the following views about the use of textbook in teaching English: Textbooks are guides to teachers and students in the teaching and learning process (79.9%,  $\bar{X}$  =3.26); Apart from textbooks, other learning resources I use is the Library (86.3%,  $\bar{X}$  =3.23); Apart from textbooks, other learning resources I use is the study guides/key point (65.2%,  $\bar{X}$  =2.75); Apart from textbooks, other learning resources I use is the internet (56.6% disagree,  $\bar{X}$  =2.54); Textbooks enable me study at my own pace (58.1% disagree,  $\bar{X}$  =2.45)

**Research question 4:** What is the attitude of students to the use of textbooks in teaching and learning English?

**Table 4: Students' attitude to the use of textbooks in teaching and learning English**

S/N	Statements	SA	A	D	SD	Mean	STD.D
1	I love reading textbooks to add to what the teacher taught in class	205 52.0%	59 15.0%	83 21.1%	47 11.9%	3.07	1.098
2	I understand better when I read the textbook	143 36.3%	66 16.8%	118 29.9%	67 17.0%	2.76	1.310
3	I prefer reading teachers note to textbooks	23 5.8%	43 10.9%	177 44.9%	151 38.3%	3.16	0.838
4	I find textbooks difficult to understand	26 6.6%	57 15.5%	189 48.0%	122 31.0%	3.03	0.848
5	I buy textbooks but I do not read them	35 8.9%	81 20.6%	161 40.9%	117 29.7%	2.91	0.923
6	Many textbooks are written above the level of the students	37 9.4%	56 14.2%	171 43.4%	130 33.0%	3.00	0.922
7	Textbooks enable me to practice what is taught in the class	121 30.7%	173 43.9%	66 16.8%	34 8.6%	2.97	0.906
8	Textbooks contain a lot of information and knowledge	126 32.0%	164 41.6%	57 14.5%	47 11.9%	2.94	0.970
9	I read more of textbooks than teachers' notes	125 31.7%	177 44.9%	51 12.9%	41 10.4%	2.98	0.930
10	I find textbooks boring	41 10.4%	48 12.2%	171 43.4%	134 34.0%	3.01	0.938
11	I dislike reading textbooks	47 11.9%	55 14.0%	169 42.9%	123 31.2%	2.93	0.963
12	Textbooks support my understanding of the subjects I study	114 28.9%	210 53.3%	47 11.9%	23 5.8%	3.05	0.801
Weighted mean = 2.98							

From Table 4 result shows students' attitude to the use of textbooks in teaching and learning as follows: I prefer reading teachers note to textbooks (83.2% disagree,  $\bar{X}=3.16$ ); I love reading textbooks to add to what the teacher taught in class (67%,  $\bar{X}=3.07$ ); Textbooks support my understanding of the subjects I study (82.2%,  $\bar{X}=3.05$ ); I find textbooks difficult to understand (79% disagree,  $\bar{X}=3.03$ ); I find textbooks boring (77.4% disagree,  $\bar{X}=3.01$ ); Many textbooks are written above the level of the students (76.4% disagree,  $\bar{X}=3.00$ ); I read more of textbooks than teachers' notes (76.6%,  $\bar{X}=2.98$ ); Textbooks enable me to practise what is taught in the class (74.6%,  $\bar{X}=2.97$ ); Textbooks contain a lot of information and knowledge (73.6%,  $\bar{X}=2.94$ ); I dislike reading textbooks (74.1%,  $\bar{X}=2.93$ ); I buy textbooks but I do not read them (70.6% disagree,  $\bar{X}=2.91$ ); I understand better when I read the textbook (53.1%,  $\bar{X}=2.76$ ). Responses reveal that students have a positive attitude towards the use of textbook in teaching and learning English. This is shown by the weighted overall of 2.98 which is higher than the standard mean of 2.50.

#### **Discussion of Result**

##### **Teachers' views on the importance and use of textbook in teaching English**

Result revealed that teachers are of the opinion that the textbook is important in the teaching and learning process. The textbook serves as a guide to the teachers and the students, it is also of quality value to the teachers. The textbook assumes a key role because it is a dominant form of curriculum material. It is the key classroom teaching aid in schools (Harber, 1989). Imsen (2009, p. 331) states that it is important to know that the textbook is written with the current curriculum in mind. He argues that the textbook is an expression of the author's interpretation of the formal curriculum. The author is then, in some cases, the intermediary between the formal curriculum and the local curriculum. In other words, the textbook is interpreting the formal curriculum, not the teacher/s.

##### **Teachers' attitude to the use of textbooks in teaching and learning English.**

Result revealed that teachers had positive attitude to the use of textbooks in teaching and learning English. The result agrees with Jia (2004) that as behaviour is led by thought, exploring teachers' perceptions and beliefs help gain deeper understanding of teachers' behaviours in classrooms and provide guidance for enhancing teachers' practices. In consequence, teachers' perceptions have played a crucial role in teaching and learning processes due to the fact that they not only influence teachers' actions and teachers' decision making but also provide significant insight into aspects of education. Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. The study is also in line with Sepulveda-Stuardo and Farrell (1983), that there is a significant relationship between teacher exposure to training in textbooks use and the propensity to use textbooks. There was a slight tendency for experienced teachers to use textbooks more often than inexperienced teachers.

##### **Students' view of the importance and use of textbook in teaching and learning English.**

Result reveals that students consider textbooks a vital resource for teaching and learning. Rudramamba (2004) when textbooks are available they become resources, common bases for study and investigation. To him they indicate what the students are supposed to learn in terms of contents and exercises. When textbooks are available, different students can study different things at the same time and can repeat or re-study often as they like and at their own convenient time (Ughamadu 1998). In support to the study, Ughamadu (1998) noted that the textbooks assist the students to read better, to study, to weigh evidence available and solve problems. They are effective in translating abstract ideas into more realistic format. They may be used to stimulate creative expression, be used in all phases of instruction from introduction of the topic through evaluation.

##### **Students' attitude to the use of textbook**

Findings revealed that the students had positive attitude to the use of textbooks in teaching and learning English. Many researchers believe that attitudes have cognitive, affective and behavioural components (Wenden, 1991). The cognitive component involves beliefs or perceptions about the objects or situations related to the attitude. The

affective component refers to the feelings and emotions that one has towards an object, 'likes' or 'dislikes', 'with' or 'against'. The behavioural component means that certain attitudes tend to prompt learners to adopt. As against the result of the findings, Sikorski. (2002) have reported that students spend less than three hours per week reading their text books. A few students claimed they never read their textbooks, even though they bought them every semester.

### Conclusion

Textbooks are resources that provide structure to classroom activities and enable appropriate decisions in planning instructions. The use of textbooks in the teaching-learning process promotes quality teaching and learning outcomes. Teachers of English should continue to use the textbooks in teaching and encourage the students to possess theirs in order to make teaching and learning interesting and effective.

### Recommendations

Based on the findings in this study, the following recommendations are made:

1. Students should possess at least a copy of the English language textbook so that they can be actively involved in the classroom activities which will boost their morale and help them understand the lessons better.
2. Students should be allowed to work independently with the textbooks while the teacher only serves as the facilitator.
3. Students should be encouraged to use other learning resources like the internet facilities, study guides and the library to get detailed information.
4. Teachers should engage the students by giving them assignment from the recommended textbooks.
5. Teachers should adopt the use of supplementary materials in addition to the use of textbooks.
6. Parents should provide learning materials for their children such as the recommended textbooks.
7. Government should organise and encourage teachers to attend workshops, seminars and retraining of teachers on the use and attitude to the use of textbooks and other learning resources in English. Programmes should be organised for English teachers on a regular basis to familiarise them with current development as well as numerous learning resources.
8. Textbook publishers should regularly update their books and organise workshops for teachers on the proper use of their books.

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