

Chapter- I: Introduction

1.1 General Background

Language is a means of human communication. It is used to express our ideas, wants, desires etc. It is useful to establish a good relationship among human beings. There are thousands of languages used in the world. These languages are the means for the human being to communicate with each other. It has a valuable vehicle to the transmission of modern civilization. We perceive the whole picture of the universe in terms of language. Though people speak different languages in this world, English is one of the languages spoken by the human being. It is most popular, well developed, standardized and internationally used language.

English is highly used in the field of education system. Many books, magazines, journals, newspapers etc. are being published in English.

Nepal started English education when Rana Prime Minister Junga Bahadur Rana established Durbar High School in 1885 A.D. Mr. Ross and Mr. Canning were the first English teachers in Nepal. Rana Prime Minister Junga Bahadur brought them in Nepal from England when he went there for his visit. In addition to this, the establishment of tri-Chandra College in 1918 A. D. was another mile stone of English Education.

Since the implementation of NESP in 1971, English language teaching was introduced from class four as compulsory subject up to the bachelor level. And it has been started as a compulsory subject from grade one to three since 2003.

There are two types of schools in our country: Government school which are also known as government aided school and private school. Both types of schools follow the same curriculum which is made by Curriculum Development Centre(CDC) of Nepal. However, the same text books are used in government aided school throughout the country and private schools do not use the same textbooks. The varieties of the textbooks are used by them as they select published by different

publications. Whatever the materials in the textbook reflect the objectives and items specified in the syllabus, my aim is to analyze the new English textbook of grade five which is being used in government schools since 2070 Baishakh.

1.1.1 Defining the Textbook

Textbook is an important tool that the teachers and students use to fulfill the objectives of curriculum. They are also known as one of the teaching materials used in the class room teaching. Thus, it is a document that helps to fulfill the objective set in the curriculum.

Grant (1987, P. 12) says, " Textbook is used to refer to a course book which aims at covering all aspects of the language and supplementary textbook devoted to particular topic or skill areas."

Sharma quotes Hilton (1969, P. 1470) " The textbook is a special kind of book. It seldom expresses new knowledge for that is not its function. Its essential function is rather to make the knowledge which does exist available for the students in a selected and ordered way."

In Tomlinson's (1998, P. IX) words " A textbook provides the core materials for a course. It aims to provide as much as possible in one book and is designed which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading , writing, listening and speaking."

Be and Crabbe (1996, p.5) point out the aim of the textbook in the fourth international conferences on language development as " The aim of textbook is to help the students review and systematize the materials he has learnt and at the same time continue to train his four language skills: Listening and Comprehension, Speaking, reading and Writing."

The Oxford Advanced Learner's Dictionary (2000) defines, " A book giving instruction in a subject."

On the basis of above definitions, we can arrive at the conclusion that a textbook is a body of knowledge. It is organized and simplified for the purpose of learning. It is a guide which helps the learners to achieve their learning objectives. It is taken as one of the most important teaching tool because it determines both 'what' and 'how' of teaching.

1.1.3 Types of Textbook

Textbooks are of varied nature. So, it is very difficult to provide any neat categorization of textbooks. Regarding the types of textbook, Grant (1987, P.12), there are two broad categories of textbook. These two categories are: Traditional Textbook and Communicative Textbook. They are mentioned and explained below:

a. Traditional Textbook

Those books are traditional textbooks which attempt to provide the knowledge of language from a system, the grammar. It is hoped that once the learner learned the system they are equipped to use the language for their own purpose. It emphasizes the translation of L_1 in L_2 and appreciates literary tasks. It also focuses on the determination of teacher's role and student's role. The teacher's role is authoritative and student's role is passive.

Grant (1987, P. 13) points out the following characteristics for the traditional textbook.

1. They tend to emphasize the form or pattern of language, the grammar.
2. They tend to focus reading and writing activities rather than listening and speaking.
3. They often make use of great deal of L_1 .
4. They emphasize importance of accuracy.
5. They tend to focus rather narrowly on syllabus and examination.
6. They are often attractive to some teacher because they seem easy to use, and are highly examination oriented.

The teacher and student can use pattern of language mentioned in traditional textbooks without too much difficulty. But Grant (1987, P. 13) says, “ Students work through them for a long time and at the end of their studies they are still incapable to use the language. They may know the pattern of grammar, the system but they can’t communicate in it.”

b. Communicative Textbook

Communicative textbooks are those textbooks which provide the opportunities for the students to use the language in the classroom that can be used in real life situation. It emphasizes communicative competence in the students. Such textbooks are really helpful in enabling the students to use language. Grant (1987,P.14) presents the following characteristics of communicative textbooks.

1. They emphasize the communicative function of the language.
2. They try to reflect students’ needs and interest.
3. They emphasize the skills in using the language, not just the forms of language and they are therefore activity- based.
4. they usually have the good balance between the four language skills, but they may emphasize listening and speaking more than traditional textbooks do.
5. They tend to be very specific in their definitions of aims
6. Both context and method reflect the authentic language of every day life.
7. They encourage works in groups and pairs and therefore, make demands on teacher’s organizational abilities.
8. They emphasize fluency, not just accuracy.

According to Grant (1987, p. 14) “ communicative activity is any classroom exercise that helps the students to use language they have learned in the classroom and in real life.”

1.1.3 Qualities of a Good Textbook

The textbook is the most important teaching materials. It presents the knowledge in a systematic way. It contains different kinds of language materials such as

stories, poems, letters, advertisement etc. It always provides new knowledge information to the process of teaching learning activities. It is a guide for teacher. So, it is important for classroom teaching and it must have high quality.

Broadly speaking, there are basically two aspects of a good textbook. They are mentioned below.

a. Academic Aspect

It is an inner quality of a textbook. It includes the following:

i) Objectives

A textbook should be written on the basis of objectives set in the curriculum. According to Rai (1998) “ We can define a textbook as a document that reflects the objectives and teaching items set in the syllabus.” (p.70) . He further adds “Syllabus sets the objectives, selects the teaching items to achieve the objectives, mentions the methods to be used to teach those teaching items and tells the evaluation procedures to be adopted to measure the students achievement.”(p.72)

From the above definition, it is clear that a good textbook always depends upon the objectives of the curriculum

ii) Content

The content of the textbook should describe potential problems, conditions and provide related technical and scientific knowledge to help the learners to solve the problems. It should be applicable to everyday work and drawn from physical and social environment of learners. The content of the textbook should stimulate children’s interest in reading the test

iii) Language

The language used in a textbook should be correct, colloquial and textual. It should be appropriate to the context. There should be well selected new vocabularies and

enough communicative activities. The selected materials should be graded depending upon the students' level.

iv) Language Skills

All the language skills are equally important. Therefore, equal emphasis should be given on each skills. There should be balanced exercises to develop these areas.

v) Exercises

The exercises should be interesting and suitable to the level of the students. It should encourage the students to work in pairs and groups. There should be adequate in number. They should be graded in terms of difficulty level in a systematic format and they should help the learners to develop their thinking.

vi) Illustration

The pictures in the textbook should be attractive, realistic and adequate in number. The symbols should encourage the students to work in pairs and groups to solve the problems

b) Physical Aspect

The physical aspect of the textbook is like a dress. It is visible components. It includes the following.

i) Layout of the Textbook

Layout can attract the students. It should be attractive. Some pictures and symbols can be put to make its outlook informative as they slightly mirror out the theme of the book.

ii) Lettering and spacing

Lettering and spacing also play an important role to make a textbook good. The textbook should be easily readable. The letters and words should be typed

maintaining proper spacing between letters, words and paragraphs.

iii) Printing and Binding

The printing and binding of the textbook should be appropriate and easy to read. Printing and binding quality should be permanent, durable and easy to use the textbook.

iv) Paper

The paper quality used to print the textbook should be of a good quality. If the quality of the paper is not aptly rich, the printing, pictures, graphs etc. will not be legible.

v) Pictures

The pictures used in the textbook should be attractive, interesting and entertaining for the target readers because appropriate pictures motivate the learners properly

vi) Pricing

The price of the textbook should be suitable on the basis of the thickness, paper quality, outlook, target readers etc. The price should be reasonable.

1.1.4 An Introduction to My English Book: Grade V

The textbook is originally written by Jaganath Awa, Krishna Raj Hamal and Narayan Mukhiya . And it has been edited by Bishnu Prasad Parajuli of Curriculum Development Centre. Its layout design was done by Navindra Rajbhandari and Jayaram Kuikel.

This English textbook for grade Five contains the materials that give children enjoyable activities for learning English. Language skills are introduced systematically throughout this book, focusing particularly on listening and speaking skills for this grade.

My English Book Grade V is published by Curriculum Development Centre, Sanothimi, Bhaktapur. This book comprises 12 units. Each unit contains Read and Answer, Chant, Let's play game, Listen and Answer and Grammar. These are briefly described as

a) Read and Answer

This section is set to develop reading skills among the students and answer the given questions.

b) Chant

This section is presented to develop students singing capacity from the given line of each unit.

c) Let's Play Game

This section is presented to develop the language skills by means of game.

d) Listen and Answer

This section is presented for listening skills of the students and answer the questions by listening.

e) Grammar

This section is presented to focus on the structure that have used while practicing the language function introduced.

The following information provides the general outlook of the book:

Book:	My English Book Grade V
Authors:	Jaganath Awa, Drishan Raj Hamal and Narayan Mukhiya.
Editor:	Bushnu Prasad Parajuli
Publisher:	Curriculum Development Centre, Sanothimi, Bhaktapur.
First Edition:	2007

Pages: 110
Printed at: Panchakynya Printers, Biratnagar-, Morang.
Binding: Side stitching.
Layout Design: Navindra Rajbhandari and Jayaram Kuikel.
Illustrators: Abindra Man Shrestha.

1.2 Statement of the Problem

Statement of the problem is whether the lessons and exercises given in the book will give children enough opportunities for learning English.

1.3 Objectives of the Study

The objectives of the present study were:

- i) To analyze the textbook in terms of its physical and academic aspects.
- ii) to highlight the strengths and weaknesses of the textbook.
- iii) to suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

This study is expected to be significant mainly in the following ways:

- 1) Since it identifies the appropriateness of textbook for Grade V this study will directly or indirectly encourage and provide feedback to textbook writers, and primary level English teachers.
- 2) The syllabus designers and methodologists will also be benefitted directly from the findings because the research work touches the problems faced by the teachers and students who are involved in teaching and learning at primary level.
- 3) It will also help language trainers in their job for the analysis of the subject matter given in the textbook.

4) It will be helpful to the successful for implementation of the Grade V English textbook.

5) This study will be of great significance for those who want to carry out similar research in the future because this study is an attempt to analyze the different aspects of the textbook which are essential things to carry out any research work on textbook.

1.5 Delimitation of the Study

The following are the delimitations of the present study:

- 1) The population of the study will be the English teachers of 10 government schools of Morang district and the students of respective schools.
- 2) The study will be limited to the textbook 'my English book Grade V published by Curriculum Development Centre.
- 3) The study will be limited to the opinions to be given by the teachers and the sixth graders who has studied the textbook at grade V.
- 4) The study will be limited only to the analysis of academic aspects (i.e. vocabulary, structure, exercises, illustration and size, pingin and paper quality).
- 5) The population will be sampled only from the lower secondary and secondary schools.

Chapter- II: Review of Related Literature

2.1. Review of Theoretical Literature

Textbook analysis is carried out to identify strengths and weaknesses of the text.

Ur (2006, p. 184) mentions the following arguments in favour of using the textbooks.

a. Syllabus

A textbook can serves as a syllabus in many places. It can

provide language content systematically.

b. Ready – made texts and tasks

A textbook provides texts and learning tasks which are appropriate for most of the class and this saves time for the teacher.

c. Economy:

A textbook is the best way of providing the learning materials for learners. It is available within the reach of users.

d. Convenience

A textbook is a convenient package. It is easily to carry from one place to another place.

e. Guidance

A textbook is the useful guidance for the user in their life.

f. Autonomy

A textbook is very much useful that the learners can use it for learning new material themselves.

2.1.1 Importance of Using a Textbook

Textbooks are very important for teaching and learning because they provide the subject matter to be taught. They play vital roles in achieving the objectives of curriculum and direct both the teachers and learners for teaching and learning. It has great importance in a country like Nepal because only textbooks remain the sole source of teaching learning materials.

Regarding the importance of textbooks, Harmer (1997, p. 257) states “ Textbook has obvious advantages for both teachers and students. Good textbooks often contain interesting materials; they provide a sensible progression of language items clearly showing what has been studied so that the students can revise grammatical and functional points that they have been concentrating on.”

Similarly, Rai (1998,P. 24) quotes, “ Like a map for a traveler in unknown territory a textbook is a assurance for most students and teachers. It offers a systematic revision of what they have done, and guide to what they are going to do.”

Seaton (1982,P. 40) argues, “ A textbook is necessary as it acts as a visual record of progress and can thus be a psychological support to the students. It is also useful as a memory aid and for consolidation of class work at home, at the same time the textbook can be a syllabus for the teacher.”

Thus, It can be concluded that textbooks are extremely important tools in teaching learning activities. The textbooks are the core source to fulfill the objectives of curriculum. They are authentic materials to presents the learning materials in the classroom because they are specially prepared for that purpose and they are economical and easily available. In the context of Nepal where majority of teachers and students do not have access to other teaching materials eg. Teacher’s guide, work book, visual aids etc., the use of textbook is very important.

2.1.2 Importance of Textbook Analysis

The textbook analysis is important in the field of teaching and learning. The needs of the students changes in course of time. In addition to this, the syllabus is also changed to meet the students' needs. If the textbooks are written without giving attention to curriculum, the textbooks are to be analyzed to find out whether they fulfilled the needs of the students and the objectives of the curriculum or not. The analysis of textbooks is essential to find out its relevance and its appropriateness.

Van Els, Bongaerts, Extra, Van Os and Van Dieten (1983, P. 298), write, "Textbooks description and evaluation have gradually gained the importance over the last few decades both from the practical point of view and research point of view."

From this view, it is clear that the textbook analysis is a noble task from a few decades either from the teaching point of view.

Regarding the importance of the textbook analysis, Dhakal (2006, P.11, in Sharma, 1995) presents, " Textbooks are the part of education in Nepal and abroad. We produce a large number of textbooks every year but they are not based on research findings, as they are not assessed empirically. No effect seems to have to undertake through evaluation of textbooks."

Richards (2001, P. 1-2 in Awasthi 2006, p.3) lists the following principal advantages of using the textbooks.

- 1) They provide structure and syllabus for the programme.
- 2) They help standardize instruction.
- 3) They maintain quality.
- 4) They provide a variety of learning resources.
- 5) They are efficient.
- 6) They can provide effective learning models and input.
- 7) They can train teachers.
- 8) They are visually appealing.

As a matter of fact, textbook analysis is one of the major parts of the educational reforms. It is seemed that good, qualified and expert textbook writers are in shadow and immature writers are in publicity. Thus, the truth must be declared by the analysis of the textbooks.

2.1.3 General Objectives of Teaching English at Primary Level

The objectives of teaching English in the primary schools of Nepal are:

- 1) to give pupils ample exposure to the English language so that they can understand and respond in simple English with acceptable pronunciation and intonation.
- 2) to provide them with the opportunities to practice their English in and outside the classroom so that they can communicate in simple English.
- 3) to help them develop enthusiasm for reading so that they will be responsive and knowledgeable readers.
- 4) to help them develop their potentialities in writing so that they can be creative writers and
- 5) to develop a positive attitude towards learning English and build up confidence in using English.

2.1.4 Specific Objectives of Teaching English in Grade Five

The primary level English curriculum – 2065 contains different specific objectives of teaching English in grade five. It has specified learning achievements in four different language areas (i. e. listening, speaking, reading and writing)

i) Listening

- a. Enjoy listening to short texts. (stories, conversation)
- b. Respond in different ways to questions, true / false and instructions.
- c. Listen for specific information

ii) Speaking

- a. Participate in conversation through pair work and group work activities (role

- play, simple drama and games)
- b. Use suitable language to warn, express wants, remind, describe possession and location and talk about the future.
 - c. Use tenses correctly both for giving information and asking / answering questions.
 - d. Describe things, people etc.
 - e. Narrate events in simple language.
 - f. Use and respond to tag questions.

iii) Reading

- a. Read different kinds of texts. (stories and facts) both for enjoyment and extract specific information.
- b. Interpret charts, tables and diagrams.
- c. Develop reading skills (skimming and more detailed reading) .
- d. Use glossary.

iv) Writing

- a. Write simple letters, dialogue and narrative with correct lay-out and punctuation
- b. Narrate a sequence of events.
- c. Describe people, places and things.

2.2. Review of Empirical Literature

Evaluation of a textbook is highly significant in the field of teaching and learning. Textbook evaluation has gained importance over the last few decades in the field of teaching and learning. It is through textbook evaluation the teachers, textbook writers and concerned authorities are able to receive feedback and suggestions for the improvement of the textbook. In department of English education, a few research works have been done on the evaluation of the textbooks. An attempt has been made to review the related theses on textbook analysis done under the supervision of the Department of English Education, TU, Nepal.

Lamichhane (1999) has accomplished a research on “A Analysis of the New English textbook for Grade VIII.” The objective of his study was to find out whether the language materials used in new textbook of grade 8 are sufficient to meet the objectives set out in the curriculum related to spoken and written English. He has interviewed 20 teachers from different schools. Most of the teachers have agreed that the exercises given in the textbook are sufficient to a great extent for developing communicative skills in the textbook but they have put negative views on the other points. He has arrived at the conclusion that the exercises given in the textbook are sufficient to a great extent for developing communicative skills but the other things are missing in the textbook. It means he concluded that all the essential elements are not enough in the textbook.

Bhattarai (2001) also analyzed the existing English textbook for grade VI. His work was a part are faults of the textbooks such as paper is of inferior quality, covers are dull, binding is weak, type size is determined without consideration, presentation of the materials is poor, lacking systematically and regularity. They are reprinted without correcting and editing properly.

Dahal (2002) completed a research work on the topic “ English for grade X: A Textbook analysis.” In which he has analyzed the textbook in terms of two aspects such as academic and physical. His research work shows that the cover page design of the textbook is not attractive and durable. Binding of the textbook is weak. The hand drawn pictures of the textbook do not clarify abstract concepts, the textbook lacks drills and the textbook has not provided any model of post card writing, questionnaire, bio-data, notices and advertisement although the curriculum has stated that students will be able to produce a variety of authentic text type.

Ghimire (2003) completed a research entitled “An analysis of the Link English course for PCL first year and Grade Eleven.” The objectives of his research were to analyze the Link English course in terms of its physical as well as adequacy of contents. He found out that the size of the book is not appropriate. The quality of

paper is not good in comparison of the other textbooks of the same level. The textbook lacks oral practices and the binding of the book is not attractive.

Paudel (2004) has carried out a research on “An Analysis of English Textbook for Grade VI.” His objectives of the study were to study the textbook in terms of physical features, subject matter, Language, illustration and exercises. He did research on 30 English teachers and 20 students studying in Grade VI at government aided schools of Kathmandu valley. He used closed-ended and open-ended questionnaires to elicit the data. He found that the subject matter, language vocabulary and exercises in the textbook are good. The book is based on the curriculum. He has concluded that the physical features of the book are good but cover page, binding, pictures, listening skills and supplementary materials are not satisfactory enough. He concluded that only the trained teachers can use it effectively.

Dawadi (2004) carried out a research work on “Analysis of Grade Seven English Textbook.” The objective of her research was to analyze the textbook in terms of its physical as well as academic aspects. She came to the conclusion that the textbook is appropriate in size. The spacing between words, lines and paragraphs is appropriate. The book contains the communicative activities in some extent.

Tiwari (2004) studied and analyzed the vocabulary items used in Textbook for Grade Four on the basis of total number of parts of speech, phonological structure and morphological structure. He came to the conclusion that different parts of speech are found in the textbook. The greater disparity is seen in the frequency of occurrence among the vocabulary items.

Subedi (2005) carried out a research on “Analysis of Grade eleven English Textbook Meanings into Works.” The main purpose of the study was to examine the quality of ‘Meanings into words’ in terms of academic aspects (i.e. content, language, exercises, illustrations, material organization). He collected data by both primary and secondary sources. The population of the study was all the Higher Secondary English teachers teaching in Grade Eleven and the Higher Secondary

level students who had just finished Grade Eleven in Kaski district. The researcher randomly selected 20 English teachers with at least one year's teaching experience in Grade Eleven and 20 students who had just finished grade Eleven. In order to collect the data, two sets of questionnaire were prepared for the teachers and students. The set of questionnaire for teachers containing 40 close-ended and 3 open-ended questions were administered. Similarly, 30 close ended questions were administered to the students. The main findings of the study were that the textbook contains communicative activities, the exercises and the pictures of the textbook encourage students to work in pairs and groups, the textbook lacks pronunciation and vocabulary aspects of language and the content items of the textbook are interesting because they provide new information to students.

K. C (2005) conducted a research work on "An Analysis of the New English Textbook for Grade Nine." He wanted to examine the English textbook for Grade Nine in terms of physical and academic aspects on the basis of teachers' and students' opinions, theoretical framework and objectives listed in the curriculum. For this, he randomly selected 25 English teachers from 12 Government schools of Kathmandu district. They were given a set of questionnaire to respond the alternatives. The questionnaire consisted of 84 close-ended questions and 3 open-ended questions. The obtained data were tabulated and analyzed using a simple statistical tool of percentage. The study found that the 'English Textbook for Grade Nine' is based on communicative approach to language teaching, different language functions are provided to fulfill this approach, altogether, the physical quality of the book is good except some shortcomings, vocabulary items and structures are selected and graded well and the exercises included in the textbook encourage participating the learners in pair and group work.

Khanal (2006) conducted a research entitled 'An Analysis of the Optional English Textbook for grade V.' The main objectives of the study were to analyze the Optional English Book-E in terms of its physical features, subject matter, illustrations, exercises, etc. The data for the study were collected from 30 practicing teachers in Terhathum district and 20 sixth graders studying at Ratna Secondary

school, who had studied the present book in grade V. He sampled the population randomly. The teachers were requested to tick the right alternatives on a three point rating scale and students on a two point rating scale. The major findings of the study were that the subject matter is suitable to the mental level of the students, the book contains many communicative activities, the illustrations to do the exercises are too long for the student, the words in the glossary are not arranged in alphabetical order, the contents of the book are not sufficient to achieve the objectives stated in the curriculum and some of the pictures in the book are not visible, clear, realistic and attractive enough.

Kandel (2006) did his research on ‘an analysis of textbook: A case of Academic Encounters: Life in Society.’ He aimed at finding out whether the materials for reading and writing skills used in the textbook are sufficient to meet the objectives set out in the curriculum and examining the physical and academic aspects of the textbook. He randomly selected 10 English teachers with at least one year’s teaching experience at PCL and 20 students studying in the same class from different campuses affiliated to TU. Two sets of questionnaire for teachers contained 97 close- ended questions with three point rating scale and 3 open-ended questions, and for the students 34 close- ended questions with two point rating scale were asked. The crucial findings of this were that the size of the textbook is not easy handling, it does not pay much attention towards conversational language, it lacks varieties in exercises, and the subject matters are free from sex-bias and are according to the mental level of the learners, the book contains only a few grammatical exercises, the reading materials and exercises presented are systematic and the subject matter provides new information to the students.

Giri , R(2009) has carried out a research on an analysis of symphony for Grade five. His objectives of the study were to analyze the textbook in terms of physical, and academic and other features. He did research on 10 teachers and 80 students studying in Grade VI private boarding schools. He also used closed ended and open ended questionnaires to collect the data. He found that the content of the book is interesting and understandable to the students. He found that subject

matters and exercises given in the book are not sufficient to make the learners practices.

Bhattarai, B.S.(2015) has undertaken a study on attitudinal study of the textbook English Grade Eight to find out the attitudes of students and teachers towards English Grade Eight situated in Jhapa district. To accomplish the objectives of the study, the researcher selected thirty students from a school and ten teachers from four government schools of Jhapa district.. They were chosen by using judgmental sampling procedure. For collecting data, the researcher used a set of questionnaire including the open ended and close ended questions for students and teachers. The questions were related to the textbook with its internal and external aspects . The main finding of the study showed that most dents were not satisfied with the physical aspects of the book but they were satisfied with the contents aspects.

From the discussion and illustration mentioned above, it is clear that no research has been carried out on the grade Five English textbook i.e. ‘ My English Book Grade V. Further more, no research work has been carried out to analyze the teaching learning activities suggested in the book. It is therefore obvious that the present study will be different from their research works that are directly or indirectly related to textbook analysis. The researcher is hopeful that his research will be significant that the research will raise some concerned issues regarding the physical, academic and other aspects of the textbook.

2.3 Implication of the Review for the Study

The text book analysis English Grade Five has been selected for the research work. The researcher received the information from the selected school of Koshihairaicha, Belbari and Sundar Dulari municipalities of Morang destrect. This report will be beneficial for the textbook writers, language planners, teachers, CDC, DEOs and so on. The researcher has collected the teachers' opinions about the strengths and weaknesses of the textbook in his research .The review of related literature has been successful to bring the following implications for the research study.

a) Gathering Ideas

The review of related literature has gathered the ideas to accomplish the research. This idea is received for the composition of research, layout, front size, ideas for the bibliography, body of the research, sampling process and so on.

b) Simplification for the Research

The review of the related literature has simplified the researcher to accomplish this research. It has been a clear path for the researcher to complete the research.

c) Consolidation of Thoughts

The researcher has contacted the experts and read many related literature that has consolidated the thoughts and widened the research writing procedures.

d) Devotion for the Research

The review of the related literature has supported the researcher to be the devoted one in research work. There is no research in the absence of devotion,

Chapter – III: Methods and Procedures of the Study

This chapter includes the methodology of the present study in which designs , methods of the study, population ,sample population, sampling procedures, study areas, data collection tools and techniques, data collection procedures and data analysis and interpretation have been incorporated in the given headings and subheadings.

3.1 Design and Method of the Study

The purpose of this study was to find out the strengths and weaknesses of the textbook grade V based on the teachers and students' impression. The research method for the study has been a mixed one, including both qualitative and quantitative. The informants were asked to give their opinions towards the the textbook prepared by the CDC for the 5th graders. The survey study design has been adopted for the data gathering for the study in which the participants consisted of 5th grade students and teachers of the sampled schools. The opinions were collected using the questionnaires.

Respondents were asked to present their views towards the textbook which they used in the language class. The set questionnaire was developed by the researcher himself and taken feedbacks from my peer teachers. The questions used in the survey were developed relating to the English grade V textbook. The survey data were analyzed using descriptive statistical technique.

3.2 Population and Sample

The population of this study was the students and teachers of Sukuna Resource Centre.

The researcher sampled 60 students studying in the respective schools and 10 teachers who teach the same English textbook. The researcher decided to inform the respondents in advance then only the data were received from them. They were requested to express their views towards English grade V. The researcher had

fulfilled the ethical considerations during data gathering process.

3.3 Sampling Method

The population of the study was the teachers and students from 10 government district from Sukuna Resource Centre situated in Morang. The data were collected from the schools covering three municipalities and the area of Sukuna Rresource Centre. The municipalities covered by this study were Koshiharaicha, Belbari and Sundar Dulari . For this, four schools from Koshiharaicha , three schools from Belbari and three schools from Sundar Dulari municipalities randomly selected . From the respective schools, there were 10 teachers and sixty students as the primary sources of data. One teacher and 10 students were selected from each school applying stratified random sampling method.

3.4 Data Collection Procedures

The researcher visited the selected schools and made rapport with the head teacher and the subject teachers. He requested the subject teachers and gave them the questionnaire to tick the right alternatives after each statement. He also gave the questionnaire to the selected students with clear instructions and asked them to tick ‘Agree’, Uncertain, or ‘Disagree’ against each statement within the given time. The questionnaire to the students was administered in the presence of the researcher himself whereas teachers were given the questionnaire to study and passed on their unbiased comments. Thus, the questionnaire to the students was collected immediately and the teachers returned them within two days of the delivery. The researcher observed the classes of sampled schools and rated the statements in the observation from.

3.5 Tools for Data Analysis

During the data analysis I simply used the percentage and average to treat the data.

3.6 Data Analysis Procedure

I followed descriptive and analytical method of data analysis.

Chapter – IV: Analysis and Interpretation of Results

This chapter deals with the analysis, interpretation and presentation of the data. It consists of three parts. The first part deals with the interpretation and analysis of the teachers' responses about the academic and physical aspects of the studied textbook. Their responses are presented in the table and analyzed them respectively. Responses of the informants are categorized along with the objectives and the data gathering tools as 'strongly agree' and 'agree' which are taken as positive aspect of the textbook and counted as a single category while interpreting the data. Similarly, they are categorized as 'strongly disagree' and 'disagree' which are taken as negative aspect (impression) of the textbook and counted as another category while interpreting them.

The second part deals with the analysis and interpretation of teachers' general opinions through open ended questions.

The third part deals with the analysis and interpretation of the responses given by students about different aspects of the textbook. Such responses are also presented on the basis of percentage.

4.1 Analysis of the Teachers' Responses

There is no doubt that teachers have got the knowledge of textbook. They are the key users of the textbook. Their experiences and impressions of using the textbook is quite helpful for making proper analysis and evaluation of the textbook. Here, the teacher responses are presented systematically using numerical values in the following table to highlight the opinions about different aspects of the textbook under study

4.1.1 Physical Aspects

Regarding physical aspect, 11 statements were given to the teachers. These statements are about printing, size, paper quality of the textbook. The statements and the teachers' responses are presented in table 1.

Table 1. *Teacher Impression towards Physical Aspects (Size, Printing and Paper Quality)*

S. N.	Statements	Responses in Percentage				
		SA	A	U	D	SD
1	Cover page of the book is attractive.	10	30	10	30	20
2	Printing of the book is neat and clean.	60	30		10	
3	Printing is free from error	80	20			
4	There is no overlay between words.	20	60	10	10	
5	There is proper space between lines and words.	30	50	10	10	
6	The printed pages are clear with balanced ink	70	20		10	
7	The quality of the paper is good.	20	40	20	20	
8	The paper quality is durable.	20	30	30	10	10
9	Spacing between paragraphs satisfactory.	50	40	10		
10	The size of the book is appropriate for the primary students.	60	40			

Table1 shows that the cover of the book is not attractive because 50 percent teachers disagree about the statement. Sixty percent strongly agreed and 30 percent simply agreed the second statement. It indicates that the printing of the book is neat and clean. Similarly, hundred percent teachers support the fact that printing free from errors. Eighty percent teachers agreed with the fourth statement. It shows

that there is no overlay between words and there is proper space between lines and words because eighty percent teachers supported the statement. The printed pages are clear with balanced ink as 90 percent teachers agreed them. Only 60 percent teachers agreed that the quality of the paper is good but 20 percent teachers disagreed while 20 percent teachers are uncertain about the statement. Twenty percent teachers disagreed and 50 percent of them agreed and 30 of them are uncertain with the eighth statement. It shows that the proper quality is more or less durable. Because 90 percent teachers agreed, it is found that spacing between paragraphs is satisfactory. Regarding the last statement, 100 percent teachers agreed. It shows that fact that the size of the book is appropriate for the primary students.

4.1.2 Academic Aspects

Under this title, different areas are focused. They are content, language, exercise, illustration and so on

A) Content

Content refers to the subject matter of the textbook. They are selected to fulfill the objectives of the curriculum. Under this study, there are 13 statements. The statements along with the statements are tabulated and interpreted as follows:

Table no. 2 Teacher Impression towards Contents of the Textbook

S.N.	Statements	Responses in percentage				
		SA	A	U	D	SD
1	The subject matter of the textbook suits the mental level of the students	40	40	10	10	
2	It is interesting and understandable to the students	30	50	10	10	
3	The contents of textbook are relevant to the students' need	40	50		10	
4	The subject matter represents the Nepalese culture and geographical region.	30	50		10	10
5	The subject matter meets the requirements of good, average and weak students.	20	40	20	10	10
6	The subject matter gives new information.	30	40	20	10	
7	The subject matter is free from sex – biased.	40	50	10		
8	The content is applicable to day to day work	30	40	20	10	
9	The presentation of contents is from simple to complex order.	30	50	10	10	

10	The contents are well organized.	30	40	20		
11	The contents present technological world.	10	20	30	40	
12	The contents advocate human rights.		10	30	50	10
13	There is well selection and gradation of learning materials	30	50	20		
14	The contents are totally guided by the present curriculum.	60	40			
15	The contents provide opportunities to practice their English in and outside the classroom.	30	40	20	10	
16	The contents equally emphasizes the four language skills	30	50	10	10	
17	The content items of the textbook are relevant to the students' needs and interests.	30	50	20		
18	The presentation of the subject matter is easily understandable	30	40	10	20	
19	It is appropriate to the situations.	10	20	30	10	

The table in the above shows that the subject matter of the textbook suits the mental level of the students because 80 percent teachers agreed where as only 10 percent teachers disagree with the first statement. Thirty percent strongly agreed and 50 percent simply agreed the second statement. It shows that it is interesting and understandable to the students. Though 10 percent teachers disagreed, 90

percent teachers supported the third statement which indicates that the contents of the textbook are relevant to the students' need. As 80 percent teachers agreed and only 20 percent teachers disagreed the subject matter represents the Nepalese culture and geographical region subject matter meets the requirements of good, average and weak students because 60 percent teachers agreed with it.

Regarding the sixth statement , the subject matter gives new information because 70 percent teachers agreed with the fact. Since 90 percent teachers supported and non of the teachers disagreed with the seventh statement, the subject matter is free from sex-biased. The content is applicable to day to day work because 70 percent teachers agreed and only 10 percent disagreed with it. The presentation of the contents is from simple to complex order is supported by 80 percent teachers. None of the teachers deny the statement that contents are well organized.

Regarding the eleventh statement the contents present technological world, opinions vary, 30 percent teachers agreed, 30 percent are undecided and 40 percent disagreed. It shows that the concept of technological world has not been clearly mentioned in the textbook.

Similarly, about the twelfth statement, 30 percent teachers are undecided and 60 percent teachers disagreed the contents don't advocate human rights. There is well selection and gradation of learning materials because 80 percent teachers supported it. Hundred percent teachers agreed the fourteenth statement, it clearly shows that the contents are totally guided by the present curriculum. As 70 percent teachers agreed, 20 percent teachers are uncertain and only 10 percent teachers disagreed the statement, the contents provide opportunities to practice their English in and outside the classroom. There is coverage of four language of four language skills. It is so, because 80 percent teachers agreed this statement. The table shows that the content items of the textbook are relevant to the students' needs and interests because 80 percent teachers support the statement. The table also shows that the presentation of the subject matter is easily understandable because only 20 percent teachers disagreed but 70 percent teachers agreed with it. Similarly, regarding the last statement, it is not appropriate to the situation because

only 30 percent teachers agreed where as 40 percent teachers disagree and 30 percent teachers are undecided.

B) Exercises

From this aspect, twelve statements are given to the teachers. The statements along with the teachers' responses to the statements in percentage are shown in the following table

Table no. 3. *Teacher Impression towards Exercises of the Textbook*

S.N.	Statements	Responses in percentage				
		SA	A	U	D	SD
1	There are clear instruction on how to do the exercise.	30	50	10	10	
2	The exercises reflect the subject matter of the lessons.	30	50	20		
3	The teachers' guide completely helps you to solve the exercises given in the textbook.	30	60	10		
4	The exercises help you in diagnosing the difficult areas.	10	30	30	20	10
5	They encourage students to learn.	30	40	20	10	
6	They are appropriate to the students to solve the problems.	10	20	30	30	10
7	They encourage the learners to work in pair work and group work.	20	40	20	20	
8	There is equal number of exercises in each unit.	40	50	10		
9	They are helpful in learning the information given in the unit.	40	50	10		
10	The exercises include extra activities.	30	40	20	10	
11	They help the learners to predict, guess and find solution to the problems.	20	30	40	10	
12	They provide adequate practice for the students.	10	30	30	20	10

Table 3 shows that there are clear instructions for doing exercises in the text because 80 percent teachers agreed the statement. Regarding the second statement 20 percent teachers remained undecided. However 30 percent teachers strongly agreed and 50 percent simply agree the second statement; the exercises reflect the subject matter of the lessons. As 90 percent teachers agreed that the teachers' guide completely helps them to solve the exercises given in the textbook. Regarding the fourth statement, the exercises can not help you in diagnosing the difficult areas since 30 percent teachers disagreed and 30 percent teachers are undecided. Seventy percent teachers agreed, 20 percent are undecided and 10 percent disagreed the fifth statement. It indicates that the exercises encourage students to learn. Forty percent teachers disagreed while 30 percent teachers are undecided with the sixth statement. It means they are not appropriate to the students to solve the problems. They encourage the learners to work in pair work and group work because 60 percent teachers agreed. There is equal number of exercises in each unit because 90 percent teachers supported the statement. The ninth statement is agreed by 90 percent teachers. It is one of the very strong aspects. It shows that they are helpful in learning the information given in the unit. Because only 10 percent teachers disagreed to the tenth statement, the exercises include extra activities. As 40 percent teachers are undecided and 50 percent teachers agreed the eleventh statement, the exercises more or less help the learners to predict, guess and find solution to the problems. Regarding the last statement, they cannot provide adequate practice for the students since 40 percent teachers agreed, 30 percent teachers disagree and 30 percent teachers are undecided.

C) Illustrations

From illustration, nine statements are prepared for the analysis of this aspect. These statements and the responses are presented in the following table:

Table no. 4. *Teacher Impression towards Illustrations of the Textbook*

S.N	Statements	Responses in percentage				
		SA	A	U	D	SD
1	Pictures used in the book are well drawn.	20	40	20	20	
2	They are eye catching and useful for understanding the lessons.		30	40	30	
3	They make the abstract ideas concrete.	30	40	20	10	
4	Students really enjoy the pictures.	20	40	30	10	
5	They are appropriate in size and color.	10	50	40		
6	They are relevant, attractive and interesting.	20	30	40	10	
7	Puzzles and games are included in the textbook.	30	40	20	10	
8	Games and puzzles help the learners to make the study long – lasting.	20	40	20	20	
9	Puzzles help the learners to learn different skills and aspects of language including vocabulary.	30	40	10	10	

According to table 4, pictures used in the book are well drawn because 60 percent of teachers agreed with the statement. Regarding the second statement, 30 percent of teachers agreed and 30 percent of teachers disagreed, but 40 percent of teachers were undecided. It shows that they are not eye-catching and useful for understanding the lessons. Seventy percent of teachers agree, 20 percent are undecided, and 10 percent disagreed with the third statement. It indicates that they make abstract ideas concrete. Because 60 percent of teachers agreed with the fourth statement, it is clear that students really enjoy the pictures. Because none of the teachers disagreed with the fifth statement, they are

appropriate in size and color. They are relevant, attractive and interesting because 50 percent teachers supported while 10 percent teachers deny it. Similarly, puzzles and games are included in the textbook help the learners to learn different skills and aspects of language including vocabulary because more than 60 percent teachers agreed with it.

D) Language

Regarding this aspect of the textbook, there are nine statements. Those statements along with teachers' responses are shown in the table 5:

Table no. 5. Teacher Impression towards Language of the Textbook

S.N.	Statements	Responses in percentage				
		SA	A	U	D	SD
1	The language is appropriate for students' intellectual level.	30	40	20	10	
2	There is gradual introduction of new words.	30	50	20		
3	It is appropriate to the context or situation	20	40	20	20	
4	The vocabularies in the book are well selected and graded.	10	30	40	20	
5	This book presents all the four language skills in an integrated way.	30	40	30		
6	Language structures are put according to the level of the students.	30	40	20	10	
7	The language of this book is interesting and easy to teach.	40	40	20		
8	The language items are presented communicatively.	30	50	10	10	
9	The vocabulary items are helpful in increasing students vocabulary.	20	30	30	20	

Table 5 shows that the language is appropriate for students' intellectual level because 70 percent teachers supported it while only 10 percent deny it. Similarly, there is gradual introduction of new words because none of the teachers disagreed

and 80 percent teachers agreed with it. Sixty percent teachers agreed and 20 percent of them disagreed with the third statement. It shows that it is appropriate to the context or situation. Forty percent teachers agreed and 20 percent disagreed with the fourth statement but 40 percent are undecided about it. It shows that it is one of the weak aspects about the language used in the textbook. The vocabularies in the book are not will selected and graded. Because none of the teachers disagreed and 70 percent teachers agreed the fifth statement. This book presents all the four language skills in an integrated way. Majority of them (70 percent) agree that language structures are put according to the level of the students. Eighty percent teachers agreed with the seventh statement. It shows that the language of this book is interesting and easy to teach. Similarly, the language items are presented communicatively because 80 percent teachers agreed and only 10 percent teachers disagreed with it. Regarding the last statement 30 percent teachers are undecided about the statement that the undecided about the statement that the vocabulary items are helpful in increasing students vocabulary, only 50 percent teachers in favour of this statement.

4.2. Analysis of the Students' Responses

Students certainly play a vital role in evaluating the textbook. So, their views are drawn about academic, physical aspects of the textbook with the help of 23 statements. The statements are distributed to sixty students of grade six students who have passed grade five from the sampled schools each and their responses are drawn. From their responses the analysis has been presented to highlight their opinions herewith. Their responses are tabulated in table 6:

Table 6. Student Impression towards Physical and Academic Aspects

S.N.	Statements	Responses in percentage		
		Agree	Neither Agree nor Disagree	Disagree
1	Most of the lessons are interesting.	66.7	25	8.3
2	You studied Nepalese culture in the textbook.	58.3	33.4	8.3
3	Most of the lessons are easy for you.	50	33,3	16.7
4	It helped you to speak good English.	33.3	50	16.7
5	You could easily read the given stories , poem, etc.	50	25	25
6	It gave you more moral lessons.	41.7	41.7	16.6
7	The textbook did not have discrimination between boys and girls.	75	16.7	8.3
8	You practiced all language skills (Listening , Speaking , Reading and Writing)	50		50
9	You could easily solve the exercises.	41.7	25	33.3
10	Difficult words are given with pictures.	16.6	50	33.4
11	The picture helped you to understand the meanings of the difficult words well.	20	40	40
12	You learnt new structures in every unit.	26.7	53.3	20
13	The lessons were neither too long nor short.	50		50
14	You finished all the lessons and exercises easily before your examination started.	66.7	33.3	
15	The pictures given in the textbook were attractive.	13.3	20	66.7
16	The pictures helped you to learn new	66.7	16.6	16.7

	language.			
17	The words given in the textbook were easy to learn.	15	50	35
18	There was enough practice for writing exercises.	58.3	25	16.7
19	You practiced English sounds also.	63.3	20	16.7
20	The grammar you learnt in the textbook was easy to learn.	36.7	53.3	10.
21	The size of the textbook was appropriate.	86.7	13.3	
22	There was enough practice for grammatical items.	23.3	46.7	30
23	You could easily solve the exercises given in the textbook.	26.7	33.3	40

The table 6 shows that most of the lessons are interesting because 66.6 percent students agreed only 8.3 percent students disagreed with the statement. Similarly, 58.3 students agreed and 8.3 students disagreed with second statement. It shows that students studied Nepalese culture in the textbook. Regarding the third statement, most of the lessons are more or less easy for the students because 50 percent students agreed, 33.3 percent students neither agreed nor disagreed and 16.7 percent students disagreed with it. The textbook does not help them to speak good English because 50 percent students neither agreed nor disagreed, 16.7 percent disagreed and only 33.3 percent students agreed with it . They could easily read the given stories, poems, etc because 25 percent students disagreed with this statement. The textbook gives them more or less moral lessons as well. Only 8.3 percent students disagreed the seventh statement. It shows that the textbook does not have discrimination between boys and girls. Regarding the eighth statement 50 percent students agreed and 50 percent students agreed and 50 percent students disagreed with it. It shows that students practiced more or less all language skills. Because only 41.7 percent students agreed with the ninth statement and show that the students could not easily solve the exercises. Difficult words are not given with

pictures because only 16.6 percent students agreed with this. Forty percent students do not accept the eleventh statement. It indicates that the pictures given in the textbook do not help them to understand the meanings of the difficult words. Since 65 percent students agreed the statement, students learnt new structures in every unit. Regarding the thirteenth statement, 50 percent students disagreed with it. It shows that the lessons were either too long or short. Because 66.7 percent students agreed with the fourteenth statement, it is found that the textbook is easy to complete in time. Sixty six percent students disagreed that the pictures given in the textbook are not attractive. They help the students to learn new language because 66.7 percent of them agreed it. Fifteen percent agreed, 50 percent are uncertain and 35 percent disagreed with the seventh statement. It reveals that the words given in the textbook were not easy to learn. Regarding the eighteenth statement, there was enough practice for writing exercises because 58.3 percent students agreed with it. Students practiced English sounds also because 63.3 percent students agreed with the statement. More than 53.3 percent students are uncertain about the twentieth statement. It indicates that it is not clear whether the grammar students learnt in the textbook was easy to learn or not. The size of the textbook is appropriate because 86.7 percent students supported it. Since 46.7 percent students are undecided about the twenty second statement. It shows that it is not clear whether there was enough practice for grammatical items or not. Regarding the last statement students could not easily solve the exercises given in the textbook because 40 percent students disagreed and 33.3 percent student are uncertain with it.

3. 1 Analysis of the Textbook by the Researcher

To analyze the textbook practically, the researcher used an observation form. He observed content at the first visit, exercises at the second, illustration at the third and language and physical aspects at the last visit. The summary of the noted observations can be presented in the table below. The responses or the findings in the classrooms are presented with numbers where table 7 shows strong aspect, between 5 and 7 shows good and below 5 shows weak aspect.

Table no. 7. Researcher's Impression

S. N.	Statements	Frequently	Sometimes	Occasionally	Not at all
1	Students feel easy to learn through the lessons in the text.	3	7		
2	They pay interest to the lessons in the textbook.	7	2	1	
3	They can learn new language items in each lesson.	4	6		
4	They participate in pair work and group work.	2	3	4	1
5	They feel bore during the lessons.			2	8
6	Only few students take part in language activities.			8	2
7	They can solve the signpost questions and questions after the text.	8	2		
8	The textbook helps the students to learn day to day vocabularies.	3	7		
9	The teacher can easily handle the lesson.	6	3	1	
10	Teaching and learning is interesting and live.	3	6	2	
11	The teacher explains the meaning of the new words found in the text.	7	3		
12	The teacher is confused with the language items and exercises given in the textbook.	6	3		1
13	The teacher presents the lesson simple to complex.	3	6	1	
14	The teacher just facilitates and the students keep	2	3	4	1

	practicing the language activities.				
15	The teacher links the language structures with the previously taught ones.	2	5	3	
16	The students solve the language games and puzzle in the textbook.	3	6		1
17	They enjoy those games and puzzles.	8	2		
18	The grammatical items in the textbook are related to the text.	4	6		
19	The exercises include the practice of vocabulary and structures.	10			
20	The students can practice new structures and vocabulary items.	8	2		
21	The teacher can easily follow the exercises given in the book.	4	6		

The table 7 shows that the lessons given in the textbook are easy to learn. Similarly, the lessons are interesting to the students because in 7 classes students were found paying attention and keeping interest in the lessons. The table also shows that almost all students take part in language activities. They can easily solve the signpost questions and questions after the text because out of 10 classes, in 8 students were able to solve these questions. The vocabulary items given in the textbook are appropriate for day to day work. Seven teachers frequently explained the meaning of the words found in the textbook. It shows that the words that are introduced in the textbook are complex and new for the students. Majority of the teachers were confused with the language items and exercises given in the textbook. There is no direct link of the language structures in the textbook with the previously learnt ones. Majority of the students enjoyed the language puzzles, pictures and they felt interesting in solving them. The table also shows that each

unit gives students opportunity to practice vocabulary and structures. The teachers could easily follow the exercises given in the text because 4 of them frequently followed them and 6 followed them sometimes.

4.4 Comparison of the Responses

On the basis of the opinions expressed by the teachers and students and also the observations done by the researcher, common points of agreement about the textbook are drawn. These common agreements among them are presented point wise in the following ways:

- a. Most of the lessons are interesting
- b. Subject matter gives new information.
- c. Subject matter in well organized.
- d. Content provides opportunity to practice English in and outside the classroom.
- e. Reading texts and exercises are interrelated.
- f. The exercises reflect the subject matter of the lessons.
- g. The exercises encourage the learners to learn.
- h. The pictures are interesting to the students.
- i. They help the students to learn new things.
- j. Students are encouraged to learn and use new grammar in meaningful context.
- k. The size of the textbook is easy for handling and carrying.
- l. Subject matter does not represent Nepalese culture, tradition and geographical regions.
- m. The textbook does not include sufficient exercises for practice.
- o. There are insufficient exercises for the practice of grammar.
- p. Paper quality is not sufficient to be long lasting.

4.5 Summary of Findings

4.5.1 Findings of Physical Aspects

- a. The textbook is easy for handling and carrying.
- b. Its printing is praiseworthy.
- c. The quality of the papers used in the textbook is also praiseworthy.
- d. The pages are durable but its binding is not strong enough.
- e. The cover page of the book is not attractive.

4.5.2 Findings of Academic Aspect

- a. Most of the lessons of the book are interesting.
- b. Subject matter in each lesson gives new information.
- c. Subject matter represents Nepalese culture and tradition.
- d. The exercises encourage the learners to learn.
- e. The exercises don't help the learners to predict. Guess and find solution to the problems.
- f) The textbook does not include sufficient exercises for the practice of grammar.
- g. The pictures in the textbook are attractive.

4.6 Strengths of Textbook

- a. The subject matter of the textbook suits the mental level of the majority of the students.
- b. The subject matter is interesting and understandable to the students.
- c. The subject matter gives new information.
- d. The contents are well organized.
- e. There is well selection and gradation of learning materials.
- f. The contents provide the students with opportunities to practice their English in and outside the classroom.
- g. There is connection between reading text and exercises.
- h. The exercises encourage the students to learn more.

- i. Puzzles given in the text help the learners to make the study long lasting.
- j. The textbook is easy for handling and carrying.
- k. Printing of textbook is neat and clean.
- l. Printing is free from errors.
- m. There is proper space between words, lines and paragraphs.

4.7 Weaknesses of the Textbook

- a. The subject matter does not talk about human rights.
- b. Technological world has not been introduced in the text.
- c. The exercises that are given in the book are not sufficient to make the learners practice.
- d. Binding of the book is not strong enough.
- e. Paper quality is low.
- f. The content of textbook doesn't advocate the human rights.
- g. Grammatical items are not enough.

Chapter V: Conclusions and Recommendations

5.1 Conclusions

My English book grade V is the new textbook for grade V readers in Nepalese formal educational settings. The research has been carried out to find out the physical and academic aspects of the textbook. It has many strengths and weaknesses and those were tried to find out collecting the data from the respondents. The researcher visited the schools' teacher's related to textbook and interviewed with them for receiving the responses. The received data are analyzed and discussed putting them in tables. Those interpretations would be the reliable outcomes to the language teachers, policy makers and textbook designers and even to the publishers. The publishers will amend the textbook if they have a look on the thesis. The language teachers and textbook writers will also be supported by this thesis. Language teachers basically will get idea to finish the textbook in time that would be beneficial after reading the document.

5.2 Recommendations

A. It has suggested the following implications for the improvement of weaknesses.

- a. The textbook lessons about human rights.
- b. Interesting language games that are suitable to the learners should also be included in the textbook.
- c. Grammatical items in each unit should be presented with more rules and exercises for practice.
- d. Specifications grid should be developed and distributed to the schools.
- e. Teachers meetings and seminars should be organized time and again for its smooth implementation.
- f. Meanings of difficult words should be given after each unit.
- g. The number of action words should be increased .
- h. The textbook is not perfect in its paper quality. So, proper attention should

be given on this aspect.

i. The pictures should be neatly drawn and printed in natural color.

B. This research study can also be beneficial for the users of this type of document.

a. It certainly brings the benefits to the policy makers.

b. Textbook writers, textbook designers, CDC can also get more ideas by studying it.

c. Good paper quality, clear picture, accurate lay out can be developed in course of publishing the textbook.

d. Language teachers can build their mind to finish the textbook in time by reading this thesis document.

e. Students will also be activated to the creative tasks given in the textbook.

f. Students can be focused the communicative tasks as the text book has provided in different exercises.

g. This research study can also be used on the different sorts of further research activities.

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Appendix I

Questionnaire for Teachers

Please read the statements about the textbook ‘My English Book: An English course for Grade V’ carefully and tick () the appropriate response either SA (Strongly Agree), A (Agree), U (Uncertain), D(Disagree) or SD(Strongly Disagree) of each questions.

Name of the teacher:.....

Name of the School:.....

Qualification:.....

Teaching experience:.....

Training (If any):.....

1. Physical Aspects(Size, Printing and Paper Quality)

S. N.	Statements	Responses				
		SA	A	U	D	SD
1	Cover page of the book is attractive.					
2	Printing of the book is neat and clean.					
3	Printing is free from error					
4	There is no overlay between words.					
5	There is proper space between lines and words.					
6	The printed pages are clear with balanced ink					
7	The quality of the paper is good.					
8	The paper quality is durable.					
9	Spacing between paragraphs satisfactory.					
10	The size of the book is appropriate for the primary students.					

2. Academic Aspects

A) Content

S.N.	Statements	Responses				
		SA	A	U	D	SD
1	The subject matter of the textbook suits the mental level of the students					
2	It is interesting and understandable to the students					
3	The contents of textbook are relevant to the students' need					
4	The subject matter represents the Nepalese culture and geographical region.					
5	The subject matter meets the requirements of good, average and weak students.					
6	The subject matter gives new information.					
7	The subject matter is free from sex –biased.					
8	The content is applicable to day to day work					
9	The presentation of contents is from simple to complex order.					
10	The contents are well organized.					
11	The contents present technological world.					
12	The contents advocate human rights.					
13	There is well selection and gradation of learning materials					
14	The contents are totally guided by the present curriculum.					
15	The contents provide opportunities to practice their English in and outside the classroom.					
16	The contents equally emphasizes the four language skills					
17	The content items of the textbook are relevant to the students' needs and interests.					
18	The presentation of the subject matter is easily understandable					
19	It is appropriate to the situations.					

B) Exercises

S.N.	Statements	Responses				
		SA	A	U	D	SD
1	There are clear instruction on how to do the exercise.					
2	The exercises reflect the subject matter of the lessons.					
3	The teachers' guide completely helps you to solve the exercises given in the textbook.					
4	The exercises help you in diagnosing the difficult areas.					
5	They encourage students to learn.					
6	They are appropriate to the students to solve the problems.					
7	They encourage the learners to work in pair work and group work.					
8	There is equal number of exercises in each unit.					
9	They are helpful in learning the information given in the unit.					
10	The exercises include extra activities.					
11	They help the learners to predict, guess and find solution to the problems.					
12	They provide adequate practice for the students.					

C) Illustrations

S.N.	Statements	Responses				
		SA	A	U	D	SD
1	Pictures used in the book are well drawn.					
2	They are eye catching and useful for understanding the lessons.					
3	They make the abstract ideas concrete.					
4	Students really enjoy the pictures.					
5	They are appropriate in size and color.					
6	They are relevant, attractive and interesting.					
7	Puzzles and games are included in the textbook.					
8	Games and puzzles help the learners to make the study long – lasting.					
9	Puzzles help the learners to learn different skills and aspects of language including vocabulary.					

D) Language (Vocabulary and Structures)

S.N.	Statements	Responses				
		SA	A	U	D	SD
1	The language is appropriate for students' intellectual level.					
2	There is gradual introduction of new words.					
3	It is appropriate to the context or situation					
4	The vocabularies in the book are well selected and graded.					
5	This book presents all the four language skills in an integrated way.					
6	Language structures are put according to the level of the students.					
7	The language of this book is interesting and easy to teach.					
8	The language items are presented communicatively.					
9	The vocabulary items are helpful in increasing students vocabulary.					

1. What are the strengths of the textbook ? Please mention them in points.

a.

b.

c.

d.

2. What are the weaknesses of the textbook ? Please write them in points.

a.

b.

c.

d.

3. Do you have any suggestions for its improvement ? If 'Yes' please mention them.

a.

b,

c.

d,

Appendix II

Questionnaire for Students

Please tick () the best option on the response column.

Name:

School:

S.N.	Statements	Responses		
		Agree	Neither Agree nor Disagree	Disagree
1	Most of the lessons are interesting.			
2	You studied Nepalese culture in the textbook.			
3	Most of the lessons are easy for you.			
4	It helped you to speak good English.			
5	You could easily read the given stories , poem, etc.			
6	It gave you more moral lessons.			
7	The textbook did not have discrimination between boys and girls.			
8	You practiced all language skills (Listening , Speaking , Reading and Writing)			
9	You could easily solve the exercises.			
10	Difficult words are given with pictures.			
11	The picture helped you to understand the meanings of the difficult words well.			
12	You learnt new structures in every unit.			
13	The lessons were neither too long nor short.			
14	You finished all the lessons and exercises easily before your examination started.			
15	The pictures given in the textbook were attractive.			
16	The pictures helped you to learn new language.			
17	The words given in the textbook were easy to learn.			
18	There was enough practice for writing exercises.			
19	You practiced English sounds also.			
20	The grammar you learnt in the textbook was easy to learn.			
21	The size of the textbook was appropriate.			

22	There was enough practice for grammatical items.			
23	You could easily solve the exercises given in the textbook.			

Appendix III

Observation form for Researcher

Teacher's name:.....

School's name:.....

Number of Students:.....

Date:.....

S. N.	Statements	Frequently	Sometimes	Occasionally	Not at all
1	Students feel easy to learn through the lessons in the text.				
2	They pay interest to the lessons in the textbook.				
3	They can learn new language items in each lesson.				
4	They participate in pair work and group work.				
5	They feel bore during the lessons.				
6	Only few students take part in language activities.				
7	They can solve the signpost questions and questions after the text.				
8	The textbook helps the students to learn day to day vocabularies.				
9	The teacher can easily handle the lesson.				
10	Teaching and learning is interesting and live.				
11	The teacher explains the meaning of the new words found in the text.				
12	The teacher is confused with the language items and exercises given in the textbook.				
13	The teacher presents the lesson simple to complex.				

14	The teacher just facilitates and the students keep practicing the language activities.				
15	The teacher links the language structures with the previously taught ones.				
16	The students solve the language games and puzzle in the textbook.				
17	They enjoy those games and puzzles.				
18	The grammatical items in the textbook are related to the text.				
19	The exercises include the practice of vocabulary and structures.				
20	The students can practice new structures and vocabulary items.				
21	The teacher can easily follow the exercises given in the book.				