

Analysis of English Textbook of Grade Ten

**A Thesis Submitted to the Department of English Education
in Partial Fulfillment for the Master of Education in English**

Submitted by

Bishnu Bahadur Mukhiya

**Department of English Education,
Faculty of Education, Tribhuban University,
Kirtipur, Kathmandu, Nepal**

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Declaration

I, hereby declare that to the best of my knowledge, this thesis is original: No part of it was earlier submitted for the candidature of research degree to any university

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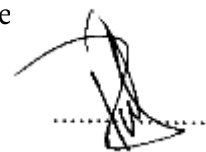
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Recommendation for Acceptance

This is to certify that **Mr. Bishnu Bahadur Mukhiya** has prepared this thesis entitled **Analysis of English Textbook of Grade Ten** under my guidance and supervision.

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Date: 07/08/2024

Dedication

To my ideal parents who struggled hard for making my future brighter and respected gurus

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Abstract

This thesis entitled **Analysis of English Textbook of Grade Ten** was an attempt to analyze the English textbook of grade ten in terms of academic aspects such as content and organization, language, exercise and activities, language skills, language function and grammar and strengths and weaknesses. Quantitative research approach was adopted to carry out this research and descriptive survey was exploited as the research design. The populations of this research were 30 secondary level English teacher teaching in government schools in Dhading district. Non-probability sampling and convenience sampling strategy were exploited for the collections of the data. Questionnaire consisting of both closed and open ended questions and document analysis were the tool of data collections. The collected data was presented, analyzed and interpreted statistically and descriptively. The major findings of the research includes that the content is well selected and organized. It is interesting, updated and relevant. The language of the textbook is quite tough for the students and the textbook looks beyond students' cognitive level due to the language. The textbook has included varieties of communicative activities such as role paly, pair work, group work, project work, demonstration, etc. in order to make the textbook communicative and acquire communicative competence. Lack of explanation of grammatical rules, students are facing challenge in learning grammar rules and there are not adequate grammar exercises in the textbook. The language functions designed in the curriculum correlate with the functions managed in the textbook. The textbook lacks glossary, supplementary materials, focuses only reading and writing and makes use of some exercises and activities frequently than others.

This research study is divided into five consecutive chapters. First chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Whereas, second chapter deals with review of theoretical literature, review of the textbook, review of empirical research, implications of the review of the study and conceptual framework. Similarly, chapter includes the research design, population, sample and sampling procedure, research tools, sources of data, data collection procedure, data analysis and interpretation procedure and ethical considerations. The fourth chapter consists of presentation, analysis and interpretation of the data and the fifth chapter comprises of conclusion recommendations.

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List of Abbreviations and Symbols

CDC: Curriculum Development Centre

CUP: Cambridge University Press

ELT: English Language Teaching

ESL: English as Second Language

EU: European Union

ICT: information and communication technology

M.Ed.: Master in Education

OUP: Oxford University Press

SAARC: South Asian Association for Regional Cooperation

T.U.: Tribhuvan University

UNO: United Nations Organization

Chapter I

Introduction

This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Curriculum is the overall plan of the activities done inside school as well outside the school. In fact, it is the overall plan for learning. It provides guidelines for the learning so that teaching can meet the national aims of the education. Rodgers (1989, as cited in Richards 2001, p.39) states that curriculum is all those activities in which, "... children engage under the auspices of the school. This includes not only what pupils learn, but how they learn it, how teachers help them learn using what supporting materials, styles and methods of assessment, and what kinds of facilities." It provides framework for the contents to be included, materials to be selected and used, activities and strategies to be selected and used and framework for evaluation. Curriculum is always a dynamic process. It always changes according to the demand of the learner, society and the nation. When the international scenario changes it also leads in the change in curriculum. Secondary Level English Curriculum has been changed in the year 2078 and it was implemented in grade nine in the academic year of 2079 and in grade ten, it has been implemented from this academic year i.e. 2080. To achieve the aims of English curriculum of grade ten, new textbook has been written and used in the classroom.

A textbook is the prime source to implement the curriculum inside the classroom. Weninger (2018) states, "Textbooks are one of the most widely used types of learning material in language teaching" (p.1). In other words, text book is a material which implements the curriculum inside the classroom to achieve the grade-wise competencies of the curriculum. O'Keeffe (2013) mentions, "Textbooks are important tools for the promotion of specific types of curricula. They are organized in a purposeful way, and consequently their content and structure are very important for the promotion of a specific vision of a curriculum" (p.1). Similarly, Cunningsworth (1995) states that textbooks are seen as a resource in achieving aims and objectives that have already been set in terms of learner needs. It brings curriculum in interaction with the teachers and the learners. According to Subedi (2013) textbook can be defined as "A principal course of study material which is

systematically selected and arranged and is intended to a particular level or class; and it is completely based on the syllabus” (p.277). It means that a textbook is the main source for teaching-learning of which contents are systematically selected according to the syllabus designed. A textbook is directly related with the designed syllabus and therefore in alignment with the curriculum. Richards (2001) states “A syllabus is a specification of the contents of a course of instruction and lists what will be taught and tested” (p.2). Likewise, Thornbury (1999) says, “A syllabus is to teaching what an itinerary is to package tourism, It is a pre-planned, itemized, account of the route: it tells the teacher (and the students ...) what is to be covered and in what order” (p.8). A syllabus provides the outline of the course of study. It is designed after the curriculum is developed. When the new curriculum is developed it definitely leads to the designing of new syllabus in order to achieve the set learning outcomes of the curriculum. And when the syllabus is changed, it ultimately leads in the writing of new textbook. Robertson (1971, quoted in Chhetri, 2008, p.9) says, “Textbook is written on the prescribed curriculum is taught in the classroom with the purpose of achieving goals through the ideas of subject matter.” The effectiveness of the textbook depends on the fact that if it is written following the prescribed syllabus and the curriculum. A textbook is evaluated on the basis of the syllabus designed and curriculum developed. When the evaluation of the textbook proves to be inappropriate, it is rewritten to meet necessities.

English has to be learned in Nepal due to several reasons. One of the reasons for learning English in Nepal is its mandatory provision for including English subject from school to university curricula as a compulsory subject. Sidek (2012) states “The importance of English is even more prominent at the university level in this era of globalization” (p.27). English is being required in our everyday life in our context. Putra (2020, P.6) says, “The use of English is very much needed because of the importance of using English in everyday life, starting from education, business, to technology”. Students also study English as an optional subject from early grades to university level education. Similarly, students learn English for better job opportunities. When students have efficiency in using English language in spoken as well as in written mode efficiently, they have high chance of getting better job opportunities in different national and international organization such EU, SAARC, UNO, etc. then the learners who just have the knowledge of the mother tongue. Next reason for learning English is to study target language community. When a Nepali learner of English wants to migrate in the countries where English is spoken as the mother tongue, he or she inevitably requires the knowledge of target language in order to survive in that community.

Similarly, English has been learned for the specific purpose such as English for occupational purpose, academic purpose, and science and technology. Some learners want to enjoy vast treasures of English literature for which they want to study English language. Similarly, some students want to study target language culture where English is spoken as the native language. In such situation, they want to study English language. To have knowledge about the current and global issues, English is also necessary. In such situations, the content and organization, language, language skills, exercises and activities, language functions, grammar, etc. and inclusion of new things in the textbook significantly affects the quality of the English textbook and learning of English. These criteria ought to be thoroughly analyzed in order to explore their appropriateness.

English language is one of the most important languages in the world as it plays an important role in media, education, business, military, industry and so on. So, the selection of appropriate content, organization and its gradation, level of language, appropriate and adequate exercises and activities, emphasis on the skills of the language, grammar and other new qualities of the English textbook play a vital role for the successful attainment of the outcomes of English curriculum. So, these factors need to be analyzed in order to find out their strengths and weaknesses.

Statement of the Problem

The English textbook plays a vital role in the successful implementation as well as the attainment of the outcomes of the English curriculum. It also plays an important role for the failure of the educational program if it misses essential qualities. Magar (2021) “The success or failure of the educational program is affected by the qualities of the textbook and prepared for a program to a great extent” (p.2). It means that if the quality of the English text book is not good, it may lead to the failure of the whole education program. So, English text book should be analyzed in order to make the education program successful.

Though, there have been some researches on the analysis of the English textbook of other grades and previous textbook of English such as ‘An Analysis of Grade X English Textbook from Cultural Perspective’ by Bohara (2022), ‘An Analysis of Grade Eight English Textbook from Female Perspective’ by Kunwar (2018), ‘An Analysis of Writing Tasks Included in English Textbook for Grade Nine’ by Adhikari (2018), ‘Grammatical Exercise Included in English Textbook for Grade Nine’ by Bohara (2022), ‘An Analysis of Textbook of Grade Ten’ by Kattel (2021). However, there have been very few research studies on the

analysis of the English textbook of grade ten implemented in the academic year 2080. The textbook prepared in one geographical area without taking suggestions from all over the country, may include weaknesses because all the learners having diverse family background, having different learning levels with different socio-economical background may face problems while using the textbook. It may not include all the geographic area with different cultural background of the students. The using the textbook without evaluating it, may lead to the failure of the whole education. Thus, this research study is very essential to reduce the possible danger of failure of the whole educational program. Likewise, this research study on analysis of grade ten English textbook attempts to explore some of the academic aspects of the newly implemented English textbook. It also attempts to explore the academic aspects such as content and organization, language skills, language functions, grammar, exercises and activities of the newly implemented English textbook of grade ten. Thus, this research study is very essential.

Objectives of the Study

This research study has following objectives:

- To analyze the English textbook of grade ten in terms of academic aspects (content and organization, language, exercises and activities, language skills, language functions and grammar).
- To explore the strengths and weaknesses.
- To suggest some pedagogical implications.

Research Questions

This research study will be based on the following research questions:

- Do academic aspects co-relate with the curriculum?
- To what extent does the textbook match with the objectives of the curriculum?
- What is the coverage of academic aspects in the textbook of grade ten English?
- What are the strengths and weaknesses of the textbook?

Significance of the Study

Textbook analysis is the formal, systematic and scientific process to investigate the several factors related with the textbook. It helps to evaluate the textbook and find out its strengths and weaknesses in terms of several criteria. No research has been carried so far

which revised update up to this academic session on the topic ‘Analysis of English textbook of grade ten’ under the department of English education. This research attempts to explore the academic aspects as well as the strengths and weaknesses of compulsory English textbook for grade ten. This research attempts to explore the problems related to academic aspects. So, this research study can be significant to the curriculum developers and syllabus designers to develop curriculum and design syllabus removing the weaknesses. Similarly, textbook writers will be benefitted as this research provides suggestions for removing the weaknesses in various aspects while writing the textbook. Teachers will get a handful of knowledge to add, remove and substitute the items in the textbooks while teaching. This research will also be paramount for students, policy writers, language trainers, subject experts, methodologists, researchers and others all stakeholders and practitioners who are involved in the field of English language teaching (ELT) directly or indirectly.

Delimitations of the Study

This study has the following delimitations:

- This research is limited to the academic aspects that include content and organization, language, language skills, exercises and activities, grammar and language function.
- It is based on the Secondary Level English Curriculum 2078 and English curriculum of grade ten only.
- It is limited 30 secondary level English teachers of grade ten.
- It is limited to the geographic area of Dhading district.

Operational Definitions of the Key Terms

While carrying out a research study, some words and phrases are frequently used with specific meaning. So, it is necessary to define the key terms used in the research study. The researcher has used some key terms in this study. The operational meaning of the key terms are given below:

Textbook: In this study, the textbook refers to the prescribed textbook of English for grade ten in Nepal.

Textbook analysis: Textbook analysis refers to the formal examination of the different aspects of the textbook to explore the whether it is suitable, appropriate, relevant and effective for the target readers. Moreover, it aims to explore the strengths and weakness of the textbook.

Academic aspect: It is the inner quality of the textbook which includes content, organization, language, exercises and activities, language functions, language skills and grammar.

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter of the study consists of review of theoretical literature, review of empirical research, implications of the review of the study and conceptual framework.

Review of Related Theoretical Literature

This section deals with the different theoretical perspectives related with the topic. The researcher has discussed theoretical insights on introducing to textbook, choosing a textbook and academic aspects.

Introduction to Textbook

Textbook is one of the most widely used teaching- learning for both the teachers and the learners. It is also known as a course-book. It provides the guideline for teachers in teaching and the learners in learning activities. Ur (1996) says, “A course book provides a clear framework; teacher and learner know where they are going and what is coming next so that there is a sense of structure of progress” (p.184). Kunwar (2018) writes, “Textbook is the main and reliable instrument for the teachers’ and learners’ activities. It is the manual of instruction in any branch of study. It is a book used for the study of a subject” (p.9). It is prepared to study for a particular subject. It is a published materials which helps to achieve the set outcomes of the curriculum. A textbook can be defined as the authorized material for the process of teaching and learning. A textbook is prescribed for a particular level or class. It is based on the prescribed syllabus. A textbook is always associated with a designed syllabus and its contents are systematically chosen and arranged and it is related to a particular level of education. Tomlinson (2007 as cited in Kattel, 2021, P.8) says “A coursebook is textbook which provides the course materials for a course”. In many contexts, textbooks become only one material in the classroom. Textbooks are prepared to help the learners to achieve the linguistic and communicative competencies.

A textbook can be referred to as a published material especially designed to help language learners to improve their linguistic and communicative abilities. The use of ESL published materials is more widespread than ever before since textbook provided ESL teachers with guidelines, syllabi, teaching methodologies and materials to be learnt. (Sheldon, 1988 as cited in Bohora, 2022, p.76)

It means that a language textbook is designed to assist the language learners with vocabularies, grammar and different language skills such as listening, speaking, reading and writing. Grant (1987) says, “Textbook is used to refer to a course book which typically aims at covering all aspects of the language and supplementary textbook devoted to particular topics or skill areas” (p.12). Textbook are widely used as they work as the syllabus. It provides the teachers to select and use particular teaching methods, approaches and techniques in the classroom in order to achieve the set outcomes of the curriculum. It also works as the learning materials for the learners both inside as well outside classroom. A textbook can include several aspects. Kattel (2021) says “It could serve as the only such book usually includes work on grammar, vocabulary, pronunciation, functions, and skills of listening, speaking, reading and writing. A good textbook not only teach but also test” (p.8). A good textbook covers a wide range of contents and materials.

Today’s textbooks, especially those produced by global commercial publishers, often resemble magazines: they have a glossy cover, they are full of pictures and other visuals, and they typically incorporate current, popular cultural topics and genres such as movies, blogs and travel. Their design appeals not only to students; many teachers find them useful for their structured and sequenced introduction of aspects of language use as well as for the array of additional material most commercial textbooks now offer in the form of audiovisual/online/digital supplements. (Weninger, 2018, p.1)

It is obvious that a textbook includes wide range of current affair related contents from various genres with visual aids. A good textbook can motivate not only for the learners but also for the teachers for presenting language items in as structured way. It is also capable of providing with supplementary materials in online, audiovisual and even in digital mode task for different language aspects such as pronunciation, vocabulary, grammar, language functions and task for developing different language skills. It also includes the tasks for the evaluation of the teaching learning activities.

Choosing a Textbook

We need to consider several areas while choosing a textbook. Cunningsworth (1995, p.5) provides two possible approaches for the selection of the textbook; firstly to identify the aims and objectives of our teaching programmes and secondly to analyze the learning/teaching situations in which the materials will be used. He further states that it can

provide us a fruitful of the situation for we are choosing the instructional aids and few of the necessities that the aids ought to match. We have to ask many questions before making use of it. According to Harmer (2008, as cited in Subedi, 2013, p.287) are the following possible areas for consideration and possible questions for course book analysis.

Possible areas for consideration	Possible questions for course book analysis
Price and availability	How much the course book cost? Will students have to buy and extra material (workbook, etc.? Are all the components (coursebook, workbook, teacher's guide, audio, etc.) available? What about other levels? Is this good value for money? How much does the whole package (with all the components) cost?
Add-ones and extras	Apart from workbook, what other extras are offered with the course? Are there internet sites with extra material (exercises, texts, etc.), or with 'meeting places' for users? What else does the publisher offer to support the course? What value should we place on the extra that are available?
Layout and design	Is the book attractive? Is the design appropriate for (a) the students, and (b) the teachers? Does it make it easy to follow?
Instructions	Are instructions clear and unambiguous? Are the written in language that the students will understand? Can the coursebook be used by the students working on their own, or is a teacher necessary to show them how to use with them?
Methodology	What kinds of teaching and learning does the coursebook promote? Is there a good balance between study and activation? How do the authors appear to think that people learn language and do we agree with them?

Syllabus	Is the syllabus appropriate for our students? Does it cover the language areas (grammar, vocabulary, functions, pronunciation, etc.) that we expect? Do we and our students like the sequencing of language and topics, etc? Does the coursebook build in a feeling of progress?
Language skills	Does the coursebook have the appropriate balance of skill? Is the skills work really designed to promote the skills (e.g. writing –for-writing, not writing-for-learning)? Are there possibilities for both study and activation in the skills areas? Are the skills activates likely to engage students?
Topics	Does the book contain a variety of contains? On balance, are the topics appropriate for the kind of students who will be using the coursebook? Are the topics likely to engage the students?
Cultural appropriacy	Is the material appropriate for the cultural situation that the students are in? Do the texts contain culturally insensitive material? Are the activities appropriate for the learning culture? Is the coursebook unprejudiced in the way it deals with different customs, ethnicities, races and sexes?
Teacher's guide	Does the coursebook have an accompanying teacher's guide? Is it easy to use? Does it explain things clearly? Does it offer alternatives to the coursebook activities? Does it have all the answers that teachers and students need? Does it provide differentiated activities for fast and slow learners?

It is obvious that teachers should ask several logical questions from different areas regarding the content and organization, language, language skills, language functions, grammar, exercises and activities, etc. and so on before choosing a textbook to use for teaching-learning purpose. Similarly, Ur (2009) as cited in Kattel (2021, pp15-16) has purposed the following criteria for the coursebook evaluation:

- a. Objectivity is explicitly laid out in an introduction and implemented in materials.

- b. Approach educationally and socially acceptable to target community.
- c. Clear attractive layout, print easy to read.
- d. Appropriate visual materials available.
- e. Interesting topic and task.
- f. Varied topic and task so as provide for different learner levels, learning style and interest.
- g. Clear instruction.
- h. Systematic coverage of syllabus.
- i. Contain organized and graded.
- j. Plenty of authentic language.
- k. Good vocabulary explanation and practice.
- l. Good grammar presentation and practice.
- m. Fluency practice in all four skills.
- n. Engage learner to develop own learning strategies.
- o. Adequate guidance for the reaches not too heavy preparation loud.
- p. Audio cassettes.
- q. Readily available locally

Similarly, Harmer (2012, pp. 179-180) the following points while choosing a new text book:

- It is important to make sure that the course materials are affordable for the institution and the students - and that all the components that are needed (such as audio, teacher's guide, etc.) are available.
- We need to think carefully about the layout and design of the materials we are going to be using. Are the pages attractive? Is the style of illustration pleasing to the eye? Are the pages too cluttered? Can the students clearly see what is going on and in what order? Are the rubrics (instructions) written clearly and in a way that the students can understand?
- We need to decide whether the content of the book is appropriate for our students. Are the topics interesting, stimulating and culturally appropriate for the age, gender and social background of the students?
- We need to evaluate the methodology of the course. Does it use a largely PPP methodology (many course books do) or is there a variety of activities and

procedures within it? Does the coursebook reflect the way(s) that we like to teach?

- We need to be sure that the coursebook has the right balance of language skills (reading, writing, listening and speaking) for the goals we want our students to achieve.
- We will want to check the syllabus in the coursebook to see if we are happy with the selection of grammar and vocabulary and the way that it is graded (the sequence of language areas).
- We will look at the coursebook to see what learner styles it is designed for and whether it offers any activities for differentiation.
- We will want to look at the supplementary materials that come with the coursebook (workbook, audio recordings, DVDs, etc.). Are they appropriate for what we want our students to achieve?
- A good coursebook has a helpful teacher's guide - either in paper form or as online notes.
- Does the coursebook have a companion website or is there some other online material that can be used with it? We discuss blended learning (using coursebook together with information technology) in.

Academic Aspects

Content and organization: Content is one of the four components of a curriculum. Bain and Siddique (2017) say, “Content is one of the four main elements of a curriculum along with objectives, methods, and evaluation” (p.156). The content included in the textbook should be relevant, updated, suitable, useable, interesting. Organization of content in the curriculum is thought to be very important to achieve the stated goals and objectives of curriculum. Ehsan (1997, as quoted in Bain and Siddique, 2017, p.156) says that the organization of the content, “Should be done in a manner that content does not seem to be segmented.” The content should not be just pile of the texts. Rather it should be suitable cognitively and academically. It must inspire and motivate the learners for learning. Otherwise, they soon lose their interest in the textbook.

Learners are becoming more sophisticated, particularly through the influence of television and computer games, and they expect high standards of production a presentation, especially where visual are concerned. They also expect textbooks to make learning easier and more enjoyable and can be quick to lose interest in dull and

uninspiring materials, no matter how sound it may be methodologically.

(Cunningsworth, 1995, p.8)

Kattel (2021) writes “The content selected in the textbook should cater to the needs and interests of the learner. They should be informative and should be thought-provoking as well” (p.17). Likewise, Magar (2021) writes “The subject matter of the content should be in terms of the level, grade, learners’ interest and need. The content should be selected on the basis of physical and social environment of the learners” (p.10). The content should include variety of interesting subject matter. It should include all the language skills such as listening, speaking, reading, writing and all the aspects such pronunciation, grammar, vocabulary and language functions. Subedi (2013) “Content included in the textbook should be suitable for the target group’s academic and cognitive levels and interests as well. Content should have adequate coverage, relevant, up-to-date and integrated subject matter” (p.284). While choosing a coursebook, one needs to look at these features of the content.

Organization refers to how the texts and other written materials are arranged. As mentioned in Bain and Siddique (2017, the Education Bureau of Hong Kong, 2016) has highlighted the importance of appropriate and logically sequenced content and has described it as one of the important aspects of effective and successful learning. It means when we organize the contents of the textbook in coherent and proper way, it assists in yielding better and much success in learning.

When you order content in a way that makes sense to learners, it facilitates the learning process. Organizing instructional content provides a framework for navigating information. It also helps people to create an internal mental framework- a more organized network of knowledge that can provide meaning and help with quick retrieval. (Malamed, 2017)

Ordered and organized content helps the learners to learn in better and quick way. It also assists them in bringing back to memory what they have learnt. “The organization and presentation of the contents should be based on form simple to complex principles. So that contents should be well selected and graded” (Kattel, 2021, pp.17-18). Selecting relevant, useful, interesting and updated content is not important but their proper organization plays much important role as it gives perfection to the selected contents. The selected contents should be properly graded following the standard norms. The content should be well selected and organized in order to make the textbook standard.

Language: The language of the textbook holds higher significance like the content. Language of a textbook is comprised of single word, phrases, clauses, idioms, lexical chunks

and other larger structure such as sentences. The selection of the vocabularies highly matters in a textbook. Structures of the sentences also matters as it determines the complexity of the language. Subedi (2013) “Vocabulary, style of language, and complexity of language structures should be suitable to meet the set objectives. They should be psychologically workable according to target group’s level and interests” (p. 284). The language should suit the competence level of the learner. “The language should also match with the purpose and the need of the learners for learning the language” (Kattel, 2021, p.18). He further says that new vocabularies and structures should be well selected and presented in grade for depending upon the level of students. The language of textbook need allow the learners to practice one level higher than the level of language they already have. The language of the textbook should be comprehensible, standard, formal and simplified too. It should include both authentic and functional language. While analyzing a textbook, the researcher needs to examine these factors carefully. Richards (2001,Pp.4-5) mentions “Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. What words should be taught in a second language? This depends on the objectives of the course and the amount of the time available for teaching.” Selection of the vocabulary is based on the objective of the course and the time the curriculum provides for the syllabus. Yet, the selection of the language of the textbook is always difficult.

A language is so complex that selection from it is always one of the first and most difficult problems on anyone who wishes to teach it systematically. It has come to be more generally realized that random selection is a wasteful approach, and that only a complete system capable of enlargement can form a satisfactory objective for the first stage in any attempt to grasp as much as possible of the entire language as may ultimately be necessary. Roughly a language system may be considered as consisting of words entering into grammatical constructions spoken with conventional stress and intonation. West (1953, as cited in Richards 2001, p.6)

Exercises and activities: Exercise includes different types of questions and activities in order to practice the language items. Jacob and Ball (1996, as quoted in Litz, 2019, p.21) suggest that the best types of activities are those that encourage the negotiation of meaning or those that promote positive interdependence and facilitate individual accountability through cooperative learning strategies. The nature of the activities of an ELT textbook should be student-fronted and promoting collaboration. The textbook also should include interactive group oriented activities. Long (1990, as cited in Litz, 2019, p.21) states five benefits of interactive group activities in comparison with teacher-fronted whole class instruction. These

include increased quantities of students' language use; enhanced quality of the language students use; more opportunities to individualize instruction; a less threatening environment in which to use the language; and greater motivation for learning.

Subedi (2013) writes "Exercise involves a set of question and activities designed to make students practice different language skills and aspects" (p.284). Kattel (2021) mentions "There should be clear instruction for each exercise in the textbook, a good textbook should include a variety of exercise which encourages students to work individually, in pair, or the group as well" (p.18). Similarly, Magar (2021) states "In textbooks, exercises should be proper and textually appropriate to the context. There should be enough exercises and appropriate to the curriculum. Clear instructions should be mentioned in each exercises of the textbook" (p.10). It means that exercises should provide adequate opportunities to practice all the language skills and aspects of language, they should be appropriate with the students' cognitive as well as physical level, should be correlated with the objectives of the curriculum. While analyzing the exercises of the textbook, we need to think whether the exercise are properly arranged, appropriate to have adequate practice for the students, suitability for students' academic and psychological level, involve all the language skills and aspects, interesting and motivating for students and variety.

Language skills: Any language is comprise of all the four skills of a language viz. listening, speaking, reading and writing. In order to be a competent language user, one needs the knowledge of all the four skills equally. Cunningsworth (1995) states, "We need to check if the coursebook deals adequately with all four skills, taking the level and overall aims into account, if there is a suitable balance between skills" (p.64). All the skills are equally important students if they want to develop communicative competence. Moreover, Cunningsworth (1995) says the base of grammar, lexis, etc. and the skills base of listening, speaking etc, must go hand-in-hand and the textbook should develop student's skills in using English. He even believes that the integration of skills is an important aspect of overall language ability and it is the fifth skill of language if we can integrate the language the four skills appropriately according to the situation. Learning language skills should not be fragmented from other aspects of English language. In the past written language was given priority than the spoken language. However, with the advent of the communicative approach to language teaching, spoken language has got significant place. It is because a language is for the communication.

Listening and reading are taken as the receptive language skills as the learners receive information of a language through the ears and eyes. Speaking and writing are taken as the productive skills of a language as the learners use these skills to produce something in a language. Harmer (2008) mentions “Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves.” Productive skills are more active and they are more frequently used than the receptive skills. Listening and speaking are taken as the primary language skills as they are inevitable for any language users to survive in the community. A person easily survives if he has the knowledge of listening and speaking skills of a particular language. Likewise, reading and writing are taken as the secondary skills of a language. They are not mandatory for the survival of a person. However, having the knowledge of both of these skills, helps any person to spend life in the community easily. If any person has the knowledge as well as the ability to use all the four skills of a language, then the person can survive in the community with higher prestige and can live easier life than the person having the knowledge of only listening and speaking. We hardly separate the four language skills in our life. Some skills are sometimes passive i.e. less used and other time they are used more.

Listening: Listening is one of the four language skills. In the hierarchy of language skills, it comes first. It is the first language skill that a child learns after the birth. It is essential for developing language input and improving listening skill. It provides bases for developing other skills such as speaking, reading and writing.

Students can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures. Listening of both kind is especially important since it provides the perfect opportunity to hear voices other than the teacher’s, enables students to acquire good speaking habits as a result of the spoken English they absorb and helps to improve their pronunciation. (Harmer 2008, p.303)

Harmer (1996) basically talks about the two basic purposes of teaching listening. They are: let the students hear different varieties and accents, and it helps students to acquire language subconsciously. ELT teachers should allow the students to practice varieties of English and its different accents through the intensive as well as extensive listening practices. Extensive listening generally takes place outside of the classroom such as in a car, on a bike,

on bus, at student's home, etc. It helps to learn vocabulary and grammar and makes the learner to be better learners like the extensive reading. Harmer (2008) asserts "Just as we can claim that extensive reading helps students to acquire vocabulary and grammar and that, furthermore, it makes students better readers, so extensive listening can also have a dramatic effect on a student's language learning" (p.303). The purpose of extensive listening is pleasure and the general language development. So the teachers need to provide plenty of opportunities for extensive listening practices using authentic listening materials. Cunningsworth (1995) expresses two ways that coursebook can focus listening. Firstly, as part of general oral work, including dialogues and roleplay, where listening plays a secondary role compared with speaking and secondly textbook can handle listening in its own right, with recorded listening passages for comprehension, for information as a lead-in to discussion, in connection with a reading text, etc.

Teachers require to provide the learners with an ample opportunities to practice different kinds of listening such as intensive, extensive, recorded, live listening, etc. which help them to learn English language. They should provide both authentic as well as non-authentic materials to practice various aspects of a language such as pronunciation, vocabulary, grammar, meaning, language function along with the punctuation.

Speaking: Speaking is mandatory skill of any language as it is inevitable for any person to survive in the community completing their communicative needs through communication. It is active, productive and primary language skill. In the hierarchy of language learning, it is learnt after listening. The basic purpose of teaching speaking to the learners is that to enable them to interact and exchange their messages, ideas, information, etc. fluently understanding the context. Only helping the learners how to pronounce at secondary level is not adequate. Rather, the teachers need to help them facilitate in the order skills of speaking such as turn-taking and expression of the language function using appropriate exponents.

If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation pattern and speak in connected speech. But there is more to it than that. Speakers of English- especially where it is a second language- will have to be able to speak in a range of different genres and situations, and they have to be able to use a range of

conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too. (Harmer, 2008, p.343)

It is clear that if an English teacher at secondary level wants his students to be a fluent English users, s/he needs to help his pupils to learn higher level skills of speaking needed for continuing communication along with the lower level sub- skills of speaking. For that, the teacher should allow the students to involve in different types of information gap activities, information exchange activities and expression or reflection activities. Cunningsworth (1995, p.69) writes, “Speaking practice takes place through the oral presentation and practice of new language items, in dialogue work and role play.” Thus, it is necessary to involve the learners to involve in dialogue, role play and other communicative activities.

Reading: Reading is one of receptive skills of a language. It is the process of decoding information from the various written signs and symbols in order to acquire the meaning and to understand the text. In fact, it is the task of going through the written symbols or text and making sense of it. We need to decode the written symbols in order to make sense of the text. It is the act of understanding meaning of the graphic symbols and comprehending the whole text. It is active process as the readers have to be active in looking or reading the text and taking it to the brain for understanding what the text is saying.

Reading is the one activity that can be done easily and without any equipment the students outside the classroom. All they need is access to suitable texts and reference materials, such as a dictionary or wordlist. This can be provided easily by the coursebook and most include reading passages from early on at elementary level. (Cunningsworth, 1995, p.73)

There are various purposes of reading English language. According to Cunningsworth (1995) the purposes of reading include developing reading skills and strategies, presenting/recycling grammar items, extending vocabulary, providing models of writing, giving information of interest to students and stimulating oral work. Reading helps the language learners to acquire language. Some learners of English read materials in English language for their career. Some others read for the better job opportunities or pleasure. In a similar way, Harmer (1996) writes “There are many reasons why getting students to read English texts ... In the first place, many of them want to be able to read texts in English either for their career, for study purposes or simply for pleasure” (p.68). English is also read for various purposes. Students can get a lot of language exposure for the development of English language. It helps

the students to develop their writing providing a good model of writing. Harmer (1996) says “Reading texts also provide good models for English writing. When we teach the skills of writing, we need to show students models of what we are encouraging them to do” (p.68). The students who go through reading English texts, can develop the ability to understand the components of the sentence building, pronunciation ability, grammar, vocabulary as well as the language functions to use them in real life situation. The purpose of teaching reading is not limited to the above mentioned sentences. It can motivate students to have discussion providing interesting topics. It can prove them with creative power to analyze the language.

Text or passage is the key element to develop reading skill in the learners. It plays vital role to arouse interest and motivation for reading. In such situation we inevitably require to check the reading text or passage if it is too long, complex, authentic, vocabulary rang and so on. Cunningsworth (1995, p.75) states concerning the texts, themselves, we need to know:

- how long they are
- how authentic they are
- how complex the grammatical and discourse structure is
- what the vocabulary range is
- whether any specialized background knowledge is needed in order to understand them

Reading comprises of various sub-skills. All the sub skills of the reading are necessary for comprehending the whole text. According to Munby (1978, as cited in Ghimire 2019 pp.238-239) the following are the sub-skills of the reading:

1. Recognizing the script of language
2. Deducing the meaning and use of unfamiliar lexical items
3. Understanding explicitly stated information
4. Understanding conceptual meaning
5. Understanding the communicative value (function) of sentences and utterances
6. Understanding relations within the sentence
7. Understanding relation between parts of a text through lexical cohesion devices
8. Understanding cohesion between parts of a text through grammatical cohesion devices
9. Interpreting text by going outside it
10. Recognizing indicators in discourse

11. Identifying the main point or important information in a piece of discourse
12. Distinguishing the main idea from supporting details
13. Extracting salient points to summarize (the text, an idea, etc.)
14. Selecting extraction of relevant points from a text
15. Basic reference skills
16. Skimming
17. Scanning to locate specifically required information
18. Transcoding information to diagrammatic display

In order to achieve the above mentioned sub-skills of reading, the teachers need to provide the students a lot opportunities. They should involve their students into various types of readings such as intensive and extensive reading, fast and slow reading, silent and aloud reading, skimming and scanning, etc. for helping the learners to be competent readers. They also need to check whether the reading texts are authentic, interesting, complex, lengthy, consisting of various genres and supported by various exercises and activities in order to achieve all the sub-skills of reading.

Approaches to reading: In order to read any text with better understating, the teachers need to have the knowledge of different approaches of reading so that they can help the learners to comprehend the text easily. There are three main approaches to reading and they are different from each other. They are briefly mentioned below:

a. **Thematic approach:** Thematic approach examines how the organization of the text determines in understanding the text. It emphasizes on both the content and organization of the content. The main purpose of this approach is to assist the readers to recognize how the arrangement of information in the text or passage can determine the order of words in those sentences. It helps the learners to understand the relations between parts of the text.

Grellet (1981, as cited in Ghimire 2019, p.244) provides six different thematic patterns in which a text can be organized. They are:

- I. Main idea and supporting details
- II. Chronological order
- III. Descriptions
- IV. Analogy and contrast
- V. Classification
- VI. Argumentative and logical organization

Signpost approach: This approach is based on the notion that reading takes place better if we provide the learners with some pre-reading questions before reading the whole text. It believes that different pre-reading questions guide the comprehension. It is based on the notion that if we provide the learners with some pre-reading tasks or questions, they will be guided to the purpose we are seeking to attain from the students after reading. It prevents students from going in the wrong direction. According to Doff (1988, as cited in Ghimire 2019, p.245) the following are the sign post questions:

- give the students a reason to read, and
- lead them towards the main points of the text.

Language experience approach: language experience approach is based on the idea that reading becomes more successful and more effective if the materials and activities are prepared on the experience of the students. It believes in reading and writing through the use of personal experience. Materials and activities are prepared and used caring the learners' experience. Both learners and the teachers prepare the materials and can use them in the classroom. Beside the development of reading skill, it helps in developing knowledge of the world and concept development.

While analyzing a textbook, we need to examine how the texts have been organized, whether they consist some pre-reading questions in order to guide the students at proper directions and if the materials and activities of reading text address the learner's language experience.

Writing: In the hierarchy of language learning, writing comes at the fourth i.e. after listening, speaking and reading. It is one of the productive skills as the language users have to produce something in written mode using the graphic symbols as well as the other established norms of writing such as punctuation. It is one of the secondary skills of a language. It is secondary in the sense that people can survive without writing skill of a language. But, to be a competent language user, to have prestige and spend prestigious life in the society, the skill of writing is mandatory. It is the most complex skill as it requires the knowledge of other skills such as listening, speaking and reading as well as the sub-skills of writing. It is the graphic or visual representation of speech. When we write something using the conventional graphic symbols of any language we represent the language and form our writing in such a way that other can understand what we have written.

Writing is a powerful medium of expressing our ideas, feelings, message as well as other ideas. In the past written language was given higher status than the spoken language. The people still hold higher prestige if they have good command over written. They are said to have the key to open a golden job if they are good at writing. So it is necessary to teach written English. There are various reasons for teaching writing. Harmer (1996) writes “The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right” (p.79). Writing involves manipulating, structuring and communicating information. It is the exercise of hand and mind. It is taken as the complex skill as the writers have to pay attention to higher level skills as well as the lower skills of writing such as copying. Writing can be taken as the skill of skills. According to Munby (1979 as quoted in Joshi and Poudel 2020, p.41) writing comprises of the following sub-skills:

- manipulating the script of a language (composing letter, spelling, punctuation)
- planning to write
- expressing information explicitly
- organizing the ideas in different forms
- expressing relations within a sentence (with constituents)
- expressing relations between parts of a text through lexical and grammatical devices
- developing different styles of texts following the generic structure and styles

According to Rivers (1968, as cited in Ghimire 2019, p.263) there are five successive stages for developing writing in the successive way. They are:

1. Copying
2. Reproduction
3. Recombination
4. Guided composition
5. Free composition

In order to achieve the sub-skills of writing, we need to involve students in different types of writing activities that include from copying to free writing. Cunningsworth (1995, p.80) says, “Writing in the textbooks are normally of the controlled or guided kind, where a model is given and the student’s task is to produce something similar, usually based on additional information given.” However, he also mentions that the types of writing task given

can be varied and include writing factual accounts such as a report for a newspaper, filling in grids, writing notes for other, making lists, filling in forms, writing a diary, writing formal and informal letters, summarizing texts, and many others. So, teachers need to select the writing tasks and activities according to the nature of the course, objective of the lesson and the level of the students in order to develop various levels of writing and sub-skills of writing.

Approaches to teaching writing: There are primarily two contrasting approaches to teaching writing. In the our context, we can see the majority of the ELT teacher are using either product or process oriented approach on the basis of the teacher's knowledge, students' need, nature of the course, preference of the students, level of the students, etc. These approaches are briefly discussed below:

Product approach: Product approach to teaching writing is conventional approach to teaching writing in the classroom in which students are motivated to mimic a model text and produce a similar type of text based on the model. In this approach, students are provided with a model text and they are told to produce similar type of text following the model and if they are not able to produce they are told to write again. Harmer (2008) writes "When concentrating on the product, we are only interested in the aim of a task an in the end product" (p.325). It focuses on the end-product rather than the process of writing itself. It generally follows the following steps in successive way:

1. Study of the model text
2. Controlled practice
3. Organization of ideas
4. End result

Process approach: Process approach focuses on the process involved in writing rather than the end result. It believes that teaching writing yields best result when we follow successive steps. It concludes with editing as a final stage in text creation, rather than an initial one as in a product- oriented approach. The writers need to move backward and forward of different stages such as drafting, reviewing, re-viewing and writing. It generally follows the following steps in successive way to produce a fine text:

1. Planning
2. Making an outline
3. Preparing the first draft
4. Revising, editing and producing the final draft.

In the classroom, the teacher has to select appropriate approach to teach writing based on the level of the students, time, nature of the course in the textbook, interest of the students, availability of the materials, etc. ELT teachers need to focus on both of the approaches. They need to involve varieties of writing task such as controlled writing, guided writing and free writing in order to make the students to master writing skills at secondary level.

Language functions: Language function is a term which refers to both grammatical function and communicative function. It is one of the aspects of a language. It refers to the purpose for which a linguistic unit is used to serve a communicative situation such as requesting, asking for permission, congratulating, etc. through written or spoken mode. Blundell et al. (1999, as cited in Subedi 2012, p.12) define “Language functions are the purposes for which people speak or write”. The role played by the language in the personal or societal situation can be referred as language functions.

In the words of Crystal (2003) grammatical function refers to “The relationship between a linguistic form and other parts of the linguistic pattern or system in which it is used. In grammar, for example, the noun phrase can ‘function’ in clause structure as subject, object, complement, etc...” (p.191). Nevertheless, language function is not limited to grammatical function only. Crystal (2003, p. 192) says, “The role language plays in the context of society or the individual is also referred to by the term ‘function’ (social function). For example, language is used to communicate ideas, to express attitudes, and so on.” The term function is generally used here to refer to the social or communicative functions of language. In this sense, language is viewed as an instrument of social interaction. Human beings are social beings; they acquire language and use it in order to communicate with others in their social environment.

What is communicative function of language? “The function of a thing is the purpose it serves or the use it is put to” (Sthapit, 2003, as cited in Chhetri 2008, p.4). The purpose of using language is to communicate something in order to solve our daily life problems. This purpose that language serves in communicating ideas is the communicative function of language. For example, language serves the function of describing people; so describing people is one of the functions of language. Some other functions of language, for example, are to greet others, to request, to offer something, to ask for permission, to express sympathy, to congratulate, to express condolence, to express likes, and so on. How many types of functions does a language have or how many types of functions are there in a language?

“This question cannot be answered definitely, partly because the complex nature of language and society and their interrelationships defies any such enumeration and partly because there is nothing like the only right or proper way of classifying language functions. As a result the number of communicative functions of language depends on how broad or how narrow a given classification system is” (Sthapit, 2000, as quoted in Chhetri 2008, p.5). Different linguists have made different classifications on language functions. It is important to have a look at some of the classifications: Finocchiaro and Brumfit (1983, p.23) classify communicative functions of language into the following five categories:

- i. Personal function: It serves to express one’s thoughts, feelings, emotions, attitudes, to clarify his thinking, etc.
- ii. Interpersonal function: It enables us to establish and maintain desirable social and working relationships. It includes expression of sympathy, joy, apologizing, agreeing or disagreeing, etc.
- iii. Directive function: This function influences and controls the behaviours of others through requests or suggestions, advice, persuasion, etc.
- iv. Referential function: It is used to talk about things, actions, events, or people in the immediate environment or the past or the future.
- v. Imaginative function: It is the use of language creatively in rhyming, composing poetry, essays, stories, or plays, etc.

Halliday (1973, quoted in Brown, 1994, p.232) has classified language functions into the following seven types:

- i. Instrumental function: It serves to manipulate the environment, to cause certain events to happen.
- ii. Regulatory function: It serves to control or regulate the events.
- iii. Representational function: It is the use of language to make statements, convey facts and knowledge, etc i.e. to represent the reality as one sees it.
- iv. Interactional function: It serves the function of maintaining social interaction.
- v. Personal function: It serves the function of expressing feelings, emotions, personality, etc.
- vi. Heuristic function: It is the use of language in getting knowledge

or in learning about environment.

vii. Imaginative function: It serves to create imaginary ideas.

Van Ek (1980, quoted in Finocchiaro and Brumfit, 1983, p.23) distinguishes six communicative functions of language:

- i. Imparting and seeking factual information (identifying, reporting, correcting, asking, etc.)
- ii. Expressing and finding out intellectual attitudes (expressing agreement and disagreement, accepting/declining an offer or invitation, giving and seeking permission, etc.)
- iii. Expressing and finding out emotional attitudes (expressing pleasure/displeasure, surprise, hope, intentions, fear, worry, gratitude, sympathy, etc.)
- iv. Expressing and finding out moral attitudes (apologizing, expressing approval or disapproval, appreciation, regret, indifference, etc.)
- v. Getting things done (suasion) (suggesting a course of action, requesting, warning, offering, etc.)
- vi. Socialising (greeting and leaving people, introducing, congratulating, attracting attention, proposing a toast, etc.)

Corder (1973, p.44-5) classifies language functions into six different types on the basis of the factors of a speech event:

- i. Personal function: It has orientation towards the speaker. The speaker uses this function to reveal his attitude & personality.
- ii. Directive function: This function is directed towards the hearer. It is used to control the behaviour of a participant, getting him to do something by using a command, request or warning, etc.
- iii. Phatic function: This function has focus on the contact between the participants. It serves to establish relations, maintain them, and promote feeling of goodwill & fellowship, or social solidarity.
- iv. Referential function: It is the topic-oriented function. It is used for communication of thought, for making statements.
- v. Metalinguistic function: This function is associated with code. It is the use of language to talk about language itself.
- vi. Imaginative function: It has the focus on the message. It is the use of language to express imaginative thoughts, ideas, fantasies, etc. for pleasure.

It is sure that there is no uniformity in the categorization of language functions. Even though the terminologies given by different linguists vary, the language functions described are more or less same.

A textbook should allow the learners to practice language functions so that they can solve their daily life problems. For that, the textbook should include the language functions which are needed in students' life. The textbook should include as much language functions as possible with adequate varieties of exponents. The selected language functions should be applicable in students' daily life, should be appropriate with the students' cognitive levels and related with the objectives of the curriculum.

Grammar: Thornbury (1999) states, "Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence" (p.1). Grammar is a description of the rules that govern how a language's sentences are formed in any language. Grammar makes an attempt to explain why the sentences are acceptable. Grammar is one of the aspects of any language. Seely (2007) mentions, "Grammar is a set of rules which describe how a language works. These are rules in the sense that scientific laws are rules: general statements that describe how things are, not moral regulations like the Ten Commandments" (p.159). Language cannot be complete without grammar. Learners are unable to use the language fluently unless they have the knowledge of grammar. Grammar is considered as the backbone of a language which deals with the rules or structures of a language. Harmer (2008) writes "Grammar is not just concerned with syntax, however, the way words are formed and can change their form in order to express different meanings" (p.32). Similarly, Yule (2008) mentions "The process of describing the structure of phrases and sentences in such a way that we account for all the grammatical sequences in a language and rule out all the ungrammatical sequences is on way of defining grammar" (p.74). It basically deals with the morphology and syntax. Morphology deals with the rules governing the words whereas syntax deals with rules for formulating sentences. Yule (2008) assets "The word 'syntax' comes originally from Greek and literally means 'a putting together or arrangement'" (p.86). In grammar, syntax can be defined as the process of combining words and phrases together to form grammatically well-formed sentences. It is the study of sentences describing how the words are put together in sentences.

Teaching grammar is inevitable for developing accuracy and using the language fluently. Seely (2007) states that knowledge of grammar would help explain the mistake in sentence to a native speaker and a foreign learner. He also believes that a basic comprehension of the general structures can be useful tools for any user of the language. Yet, the selection of grammatical items is always challenging as there are so many grammatical items with structures. Traditionally, selection of grammatical items and structures were depended upon the teaching method and there change in the items. Richards (2001, p.9) assets “Traditionally, the grammar items included in a course were determined by the teaching method in use and there was consequently a great deal of variations in what items were taught and when.” Selection of grammatical items depends on the gradation. Richards (2001, p.10) writes, “Gradation is concerned with the grouping and sequencing of teaching items in a syllabus. A grammatical syllabus specifies both the set of grammatical structures to be taught and the order in which they should be taught.” Palmer (1968 as cited in Richards 2001, p. 11) explains the notion of grammatical gradation:

The grammatical materials must be graded. Certain moods and tenses are more useful than others; let us therefore concentrate on the useful ones first. In a language possessing a number of cases, we will not learn off the whole set of prepositions, their uses and requirements, but we will select them in accordance with their degree of importance. As for lists of rules and exceptions, if we learn them at all we will learn them in strict order of necessity. In most languages we shall probably find certain fundamental laws of grammar and syntax upon which the whole structure of the language depends; if our course is to comprise the conscious study of the mechanism of a given language, then, in accordance with the principles of gradation. (Palmer 1968 as cited in Richards 2001, p. 11)

Richards (2001) has talked about the three principles of developing grammatical syllabus. They are simplicity and centrality, frequency and learnability. The principle of learnability states that grammatical syllabuses should take into account the order in which grammatical items are acquired in second language learning. Dulay and Bart (1974 as cited in Richards 2001, p.12) have proposed the following order of development of grammatical items, based on the data elicited during interviews with second language learners of different proficiency levels:

1. nouns

11. wh-questions

- | | |
|-------------------------|---------------------------|
| 2. verbs | 12. present continuous |
| 3. adjectives | 13. directions |
| 4. verb be | 14. possessive adjectives |
| 5. possessive pronouns | 15. comparatives |
| 6. personal pronouns | 16. offers |
| 7. adverbs of time | 17. simple future |
| 8. requests | 18. simple past |
| 9. simple present tense | 19. infinitives/gerunds |
| 10. futures | 20. first conditional |

Thus, it is clear that while developing grammar syllabus, learners' proficiency level should be taken into account. It determines what grammar items can be mastered by the learners depending upon their level.

While teaching grammar, teachers should not miss the parts of speech along with other aspects of grammar. According to Harmer (2008 p.37), the teacher should allow the learners to practice the following parts of speech while teaching grammar.

Parts of Speech	Description	Examples (words)
Noun (noun phrase)	a word (or groups of words) that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb	Eleanor, Devon, book, sense, walking stick, town hall
Pronoun	a word that is used in place of a noun or noun phrase	her, she, him, they
Adjective	a word that gives more information about a noun or pronoun	kind, better, impetuous, best
Verb	a word (or group of words) which is used in describing an action, experience or state	write, ride, be, set out
Adverb (adverbial phrase)	a word (or group of words) that describes or adds to the meaning of verb,	sensibly, carefully, at home, in half an hour

	adjective, another adverb or a whole sentence	
Preposition (prepositional phrase)	a word (or a group of words) which is used to show the way in which other words are connected	for, of, in, on top of
Determiner	definite article, indefinite article, possessives, demonstratives and quantifiers	the, a, an, my, your, this, that, these, those, some, many, few
Conjunction	a word that connects sentences, phrases or clauses	

A textbook ought to allow the learners to practice different grammatical rules with exceptions. As far as possible all the applicable grammatical rules should be practiced by the learners in order to achieve communicative competence. But, while choosing the grammatical items and exercise for them, learner's capacity, age, interest, applicability and expected outcomes of the curriculum need to be considered.

Review of Related Empirical Research

Though, there have been some researches on the analysis of the English textbook of other grades and previous textbook of English such as 'An Analysis of Grade X English Textbook from Cultural Perspective' by Bohara (2022), 'An Analysis of Grade Eight English Textbook from Female Perspective' by Kunwar (2018), 'An Analysis of Writing Tasks Included in English Textbook for Grade Nine' by Adhikari (2018), 'Grammatical Exercise Included in English Textbook for Grade Nine' by Bokhara (2022), 'An Analysis of Textbook of Grade Ten' Kattel (2021). English textbook analysis by Kattel (2021) explored the physical aspects such as printing, binding, paper layout, design etcetera and academic aspects such as objectives, content, presentation and organization exercises and etcetera of the previous grade ten English textbook which was based on the Secondary Level English Curriculum, 2071. It also explored some of the strengths and weaknesses of that course book. However, there have been very few research studies on the analysis of the English textbook of grade ten implemented in the academic year 2080.

I reviewed many books, journal articles, dictionaries, theses etc. done in national and international arena concerned with the textbook analysis. The available literatures have been summarized below.

Pandey (2023) completed a research work on the topic 'Teachers' Strategies Used in Teaching Communicative Functions at Secondary Level' that aimed to find out the strategies used by English teachers for teaching communicative functions at secondary level along with its challenges and some pedagogical implications. Teachers teaching in community schools at secondary level were his populations and it was based on survey research design. He collected data from 32 classes from four secondary level English teachers teaching in Dhading using non-random sampling strategy. Observation was the tool of data collection. He analyzed the data descriptively and statistically. His research explored that the teachers used role play, group work, pair work, discussion, demonstrations, explanation, picture description, oral interview as the major strategies to teach communicative functions at secondary level. It also explored that lack of trained teachers, lack collaboration, teachers' weak desire, insufficient resources, unmanaged classroom, and work load as the hindrances while teaching communicative language functions at secondary level.

Sharma (2022) carried out a research work on 'An Analysis of Compulsory English Textbook of Grade Eleven'. His research adopted descriptive survey for the analysis of the textbook. The main objective of his study were to find out the context to which textbook matches the needs of students and to measure the appropriateness of the textbook for grade eleven students on the basis of contents and the tasks. Fifty teachers teaching compulsory English for grade eleven having at least ten years of teaching experience in Janakpur were his population and it used random sample as the sampling procedure. Questionnaire, interview and textbook analysis were the tools of data collections. His research found out that the textbook matched with as per the needs of the students and the textbook was appropriate too for the grade eleven students on the basis of contents and the tasks. This research was accomplished using survey research design. 32 teachers teaching secondary level in the community schools of Banke and Bardiya were the population and questionnaire consisting of close and open ended questions was the tool for data collection.

Similarly, Gurung (2022) completed his M.Ed. thesis on the topic 'An Analysis of Compulsory English Textbook of Grade Eleven' which was as the similar to the topic of Sharma (2022). However, his research work was different as it aimed to examine the quality of compulsory English textbook in terms of content and to find out strengths and weaknesses

by using Ur's framework of textbook analysis. He followed discourse analysis as the research design for analysis of the textbook and exploited mixed method approach. He collected the data being based on the different criteria viz. sexism, ageism, social orientation and the values as suggested by Penny Ur. Data was analyzed being based on the three dimensional model of discourse analysis proposed by Fairclough. His research explored that it was stronger in the case of sexism and ageism. However, it explored that in the case of social orientation of the people and character used in the text, it lacked the representation and diversity as the weakness of the textbook. Besides, it explored that the textbook was weak in the case of women in the speaking activity.

Kattel (2021) carried out a research on 'Analysis of English Textbook of Grade Ten' to evaluate the previous grade ten English textbook. The main objectives of this research study were to analyze the textbook in terms of its physical and academic aspects of the grade ten Compulsory English being based on different parameters and criteria purposed by Harmer (2008) and Ur (2009) for evaluating the textbook to find out its strengths and weaknesses. That research study was completed using survey design. Thirty different secondary level English teachers from community and institutional school were the participants and the population of that research study. The interview served as main tool of data collection and it used convenience sampling procedure. The collected data they were analyzed and interpreted using thematic approach. The findings of this study showed that text book helped student to understand in better way and that covered all aspects as well as skills of language.

Similarly, Magar (2021) conducted a research study on 'Teachers' Perception Towards The New English Textbook For Grade Seven' in order to identify teachers' perception in the new English textbook of grade seven in terms of layout and design, activities, language skills, language type, content and cultural appropriateness. He used survey research design to complete the study. The population of his study was the English teachers who were teaching in government school in Bhojpur district. He used questionnaire that consisted closed questions. His study showed that teachers appreciated to the activities in the textbook and language functions. It also explored that the teachers claimed the language used in the textbook was at right level of students' current English ability. It explored that teachers were dissatisfied with the layout and design, appropriate balance of the four languages, presentation of grammar and subject matter.

In 2018, Adhikari conducted a research on 'An Analysis of Writing Tasks Included in English Textbook for Grade Eight' which aimed to identify and analyze the writing tasks

included in the English textbook for grade eight and to explore how far the writing tasks were designed based on Nunan (2004) taxonomy of task type. He used checklist to collect data and his theoretical research was based on the framework provided by Harmer (2007), River (1978) and Nunan (2004) He merely used secondary data.

I reviewed a research conducted by Kunwar (2018) on ‘An Analysis of Grade Eight English Textbook from Females Perspective’ which aimed to analyze the representation of females in the English textbook used in grade eight. The main objectives of that study were to find out how females are represented and how the language and images are used in the textbook. It employed both qualitative and quantitative analysis. It used Fairclough’s (1989) Critical Discourse Analysis (CDA) framework for the analysis of the data. It also used critical image analysis tool to analyze the data. He used statistical and descriptive method to analyze the data. His research study explored that the textbook had included variety of writing tasks. It also found out that guided writing tasks were frequently used against controlled and free writing tasks in the textbook.

Bohara (2022) made an analysis of (Grammatical Exercises Included in English Textbook for Grade Nine’ that attempted to identify the grammatical exercise included in the textbook for grade nine. His study had incorporated all the grammatical exercises in the textbook as a universal sample. His study used observation checklist as the tool of data collection. Data was analyzed and interpreted descriptively. His study showed that grammatical exercises were organized in a regular pattern. Similarly, it also explored that the book had variety of grammatical exercises such as gap-filling, transforming, reformulation, explanation and composition. It also found out that sentence based exercises are prioritized in the textbook where gap-filling task type are relatively more included and composition exercises are also included in every unit that were helpful to enhance students’ creativity, imagination and eventually communicative competence.

Chhetri (2008) carried out a research work on ‘An Analysis of Language Function and Problems Related to Their Teaching’ which aimed to analyze the functions covered in the new textbook of Grade V (2007) to check the correlation of the function and the structures of the textbook with the functions and structures prescribed by the Primary English Curriculum (2003), contextualization of the functions, the exercises given in the textbook. That work also aimed to study the problems faced by the teachers in teaching the functions by using the textbook. His research was based on the mixed research design. His tools of data collections

were questionnaire and interview. The population of his study were 30 primary level teachers teaching English at grade V in government schools of Kathmandu District. His study found out that the function covered in the textbook generally match with the prescribed language functions. It also explored that there was correlation between the forms and functions prescribed in the curriculum and those introduced in the textbook. It also explored that the exercises given in the textbook are directly related to the language functions introduced and focused on all language skills and all aspects of language. However, it also explored that the teachers encountered with several problems in teaching the language functions by using the textbook such as they are not trained in CLT, teacher's guide, listening cassettes and other teaching materials are not available in the schools.

Implication of the Review for the Study

Review of related literature is essential as provides the researchers to find out the gaps in the previous researches and it also provides the researches with all the essentials to direct his/her research to a certain direction. One can formulate objectives, determine research question, and select appropriate research design, tools and samples. It also helps how to analyze the data and interpret them. In fact, review of the related literatures guides a researcher to start and complete his/her research task with ease making his/her research study unique following the standard norms.

I went through many research studies such as books, theses, journal articles and so on. I reviewed both theoretical and empirical literatures in order to make my research study unique and standard. Theoretical literature aided me in defining a textbook, determine the criteria for evaluating a textbook in terms of the framework provided by Harmer (2008), Ur, (2009). Similarly, I went through some empirical research studies such as Kattel (2021), Bohara (2022), Magar (2021), Adhikari (2018), Bohara (2022), and Kunwar (2018), Pandey, (2023), Sharma, (2022), Chhetri, (2008) and so on.

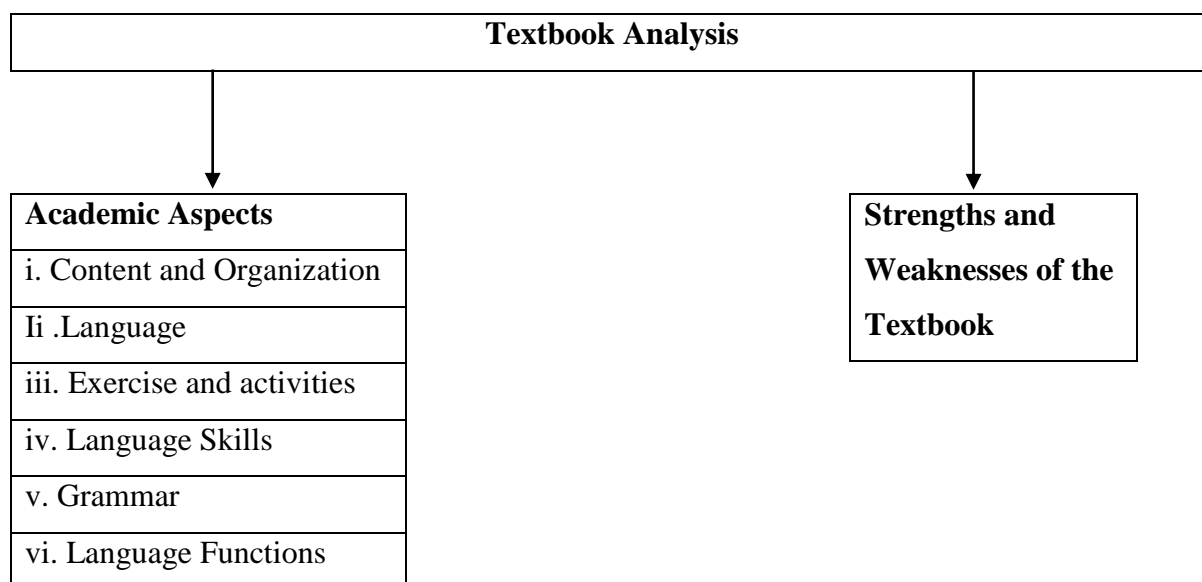
I got some implications from the above-mentioned review of literature for my research study. The study of Kattel (2021) assisted me to define textbook. It also assisted me in formulating my research objectives and research questions. It also helped me to know the parameters for analyzing a textbook as provided by Ur (2009). It helped me to know much about survey research design. Likewise, the research by Kunwar (2018) helped to know me about statistical and descriptive method for data analysis. The work of Chhetri (2008) assisted me defining textbook, language functions, selecting questionnaire as the research tool,

analyzing and interpreting the result. The research by Bohara (2022) helped me to analyze the grammatical tasks included in the textbook. The research conducted by Adhikari (2018) assisted me to analyze the writing tasks. It provided insight to analyze other tasks included in the textbook. The research conducted by Magar (2021) helped me to analyze activities, language skills, language type, and content of the new textbook.

Review of the literature is of great importance. It helps one to make his/ her study scientific, systematic, standard, easier, relevant and consistent.

Conceptual Framework of the Study

Conceptual framework is the reflection of the understanding of the theories by the researcher and his/her conceptualization of the relationship between different variables. Kattel (2021) “Conceptual framework refers to the mental image of the process of what is done in the research. To put it into other words, the conceptual framework is a theoretical mental picture of the researcher towards proposed research”. In fact, conceptual framework is the whole visual representation of the research followed by a researcher in his/ her work. It is also called the pathway or roadmap of research which explains relationships between variables or themes of the study. Therefore, the conceptual framework for my research is as follows:



Chapter III

Methods and Procedures of the Study

This chapter includes the research design, population, sample and sampling procedure, research tools, sources of data, data collection procedure, data analysis and interpretation procedure and ethical considerations. The purposed methods and procedures of this study were as follows:

Design and Method of the Study

This research study exploited descriptive survey design for this research study. Bhatta et al. (2019) write “Survey research is the most popular design of research in social science including large education” (p.232). Likewise, Rea and Poker (2014) write “Surveys have become a widely used and acknowledged research tool in most of the developed countries of the world” (p.3). Survey research design is very common in the field of social sciences including education. Cohen and Manion (1994, as cited in Bhatta et al. 2019, p.232) state “Surveys are the most commonly used descriptive methods in education research and may vary from large-scale governmental investigations to small scale studies carried out by a single researcher”. It is obvious that survey research design is very common in the field of education and it can be used for large to small scale investigations. “Surveys have broad appeal, particularly in democratic cultures, because they are perceived as a reflection of the attitudes, preferences, and opinions of the very people from whom the society’s policy makers derive their mandate” (Rea and Poker 2014, p.3). Using a survey, a researcher can conduct his or her research as the researcher can get required information, attitudes and opinions with ease. Regarding this, Bhatta et al. (2019) assert “Even when the information is available through other means, survey research may be easier, quicker, less expensive, or more accurate way to get the required information” (p.234). It is obvious that survey research design helps to collect data quickly, easily, more accurately and with minimal cost.

Population, Sample and Sampling Strategy

The population of my study were secondary level English teachers of Dhading district who were teaching in different government schools. The researcher selected 30 secondary level English teachers as the sample. One secondary level English teacher teaching at grade ten was selected from each school using non-probability sampling and convenience sampling strategy. Altogether 30 teachers were selected as the respondents for the study.

Research Tools

The tools for data collection for the study was questionnaire. The researcher developed a set of questionnaire which consisted of both close-ended and open-ended questions. The close-ended questions were constructed with a five point rating scale in the form of statements. The respondents were requested to provide their opinion on each of the statements by putting a tick mark on each of the response column. For the open-ended questions, the respondents were requested to write their opinion on the blank space provided.

Sources of Data

The researcher used both primary as well as secondary sources of data for this research study.

Primary Source of Data

The primary source of data for my research study were thirty secondary level English teachers teaching in different government schools of Dhading district.

Secondary Source of Data

The researcher consulted the Secondary Level English Curriculum 2078, the new English textbook for grade ten (i.e. English 10), different books, dictionaries, theses, ELT journal articles, magazines, websites, etc. as the secondary source of data for his study.

Data Collection Procedure

The researcher used the questionnaire to collect the primary data from the teachers. After constructing the questionnaire, he visited the selected schools and contacted the concerned authority in order to get permission. He contacted the English teachers and requested them for help after getting permission. He administered the questionnaire and gathered them after the respondents responded them.

Data Analysis and Interpretation Procedure

At first, the collected data were checked and edited by the researcher in order to find incomplete data. Then, the researcher coded the data into numerical value. The coded data were presented through the tables. After that, he analyzed the tabulated data and data from open-ended questionnaire and made its interpretation. Finally, he drew conclusion after results and discussion of the data and suggested some pedagogical implications.

Ethical Consideration

The researchers must think about the ethical considerations while carrying out a research study. They must follow the ethics while conducting a research study. They must not forget to consider the ethical issues while carrying out a research. To maintain the ethicality, the researcher will consider the following ethical considerations.

- a) The researcher will inform the respondents about the purpose of the study and will take permission to conduct the research.
- b) The researcher will keep the responses of the respondents confidential and will not distort their responses.
- c) The researcher will not use the responses of the respondents for other studies without their permission.
- d) In order to avoid the plagiarism, the researcher will give credit to the writers and will mention the source for the data.
- e) Privacy, trustworthiness, objectivity and credibility will be maintained by the researcher.

Chapter IV

Results and Discussion

This chapter consists of presentation, analysis and interpretation of the data. The data was collected from the questionnaire. 30 secondary level English teachers reflected their opinions towards the various academic aspects such as content and organization, language, language skills, exercises and activities, grammar and language functions, strengths, weaknesses and for better improvement of the textbook. The data was analyzed and interpreted statistically.

Analysis of Data and Interpretations of Result

English teachers spend much time in teaching English using English textbook. Their first-hand knowledge of the textbook can be a valuable means for evaluating the textbook including strengths and weaknesses. Therefore, their opinions on the evaluation of the textbook and their evaluation on the academic aspects such as contents and organization, language, exercise and activities, language skills, language functions and grammar need to be analyzed. So, teachers' responses on the above mentioned academic aspects have been analyzed systematically.

The researcher collected data from 30 Grade X English teachers teaching in different government schools of Dhading district. A set of questionnaire was used to collect the data from the teachers. The researcher used both close-ended and open-ended questions to collect the data. A five point rating scale, viz. SA (Strongly Agree), A (Agree), S (Satisfactory), D (Disagree) and SD (Strongly Disagree) was given along with the statements in close-ended questions.

The researcher analyzed the collected data separately collected from the questionnaire and to analyze teacher's opinion, simple percentage method has been applied and tables have been used for the systematic presentation of the analysis. While interpreting the data, the 5 point responses have been changed into 3 point ones. Summation of SA and A under agree and of SD and D under disagree has been done for the ease of interpretation.

Analysis of the Teachers' Responses to the Closed-Ended Questionnaire

Table No. 1

Teachers' Responses on the Statement on Content and Organization

S.N.	Statements	Response (in percent)				
		SA	A	S	D	SD
1	The contents included in the textbook is appropriate to achieve the objectives of the curriculum and they follow the prescribed curriculum and the syllabus.	28.6	57.1	8.6	5.7	
2	They are appropriate with cognitive level of the students.	11.4	34.3	45.7	8.6	
3	They are relevant, interesting, suitable, useable and up-dated.	17.1	40	28.6	8.6	5.7
4	There is blend of both academic as well as authentic contents form various genres.	17.1	71.4	8.6	2.9	
5	The content helps to learn all the language skills and aspects in an equal manner.	11.4	17.1	8.6	34.3	28.6
6	The content and other information in the text has been organized in proper and logical way.	17.1	51.4	22.9	5.7	2.9
7	The content has been properly graded and sequenced.	8.6	68.6	14.3	5.7	2.9
8	The organization of the content and other information is appropriate to achieve the objectives of the curriculum.	11.4	62.9	22.9	2.9	

The above table shows that 85.7 % of the teachers showed their agreement on that statement that the contents included in the textbook is appropriate to achieve the objectives of the curriculum and they follow the prescribed curriculum and the syllabus. It shows that 45.7% of the teachers agreed with the statement that they are appropriate with cognitive level of the students. It also shows that 45.7% of the teachers satisfied with the same statement. Likewise, the above table displays that 57.1% of the teachers agreed on the stimuli that they are relevant, interesting, suitable, useable and up-dated. The above table displays that the majority (88.5%) of the teachers accepted the statement that there is blend of both academic as well as authentic contents form various genres. It shows that 60.9% of the teachers showed their disagreement on the statement that the content helps to learn all the language skills and

aspects in an equal manner. The above table displays the fact that 68.5% agreed with the statement that the content and other information in the text has been organized in proper and logical way. Similarly, 77.2% of the teachers agreed with the statement that the content has been properly graded and sequenced. The above table displays that 74.3% agreed with the statement that the organization of the content and other information is appropriate to achieve the objectives of the curriculum.

It is clear that the textbook uses the content which can attain the objectives of the curriculum. The content of the textbook is within the capacity of the students. Content can be used in the students' life as they are useable and current and entertaining. The content touches both literary and non-literary genres including both authentic and academic contents. However, the content does not help the students to learn all the language skills equally. Due to its proper and logical and proper organization it is appropriate to achieve the objectives of the curriculum.

Table No. 2

Teachers' Responses on the Statement on Language

S.N.	Statements	Response (in percent)				
		SA	A	S	D	SD
9	The language used in the textbook is grammatically simple, formal and comprehensible.	8.6	57.1	25.7	2.9	5.7
10	It is lexically dense and has used much difficult vocabularies.	57.1	34.3	5.7	2.9	
11	Because of the lengthy sentences and unfamiliar words, it has created difficulty in understanding the texts and drawing conclusions for the learners.	68.6	22.9	5.7	2.9	
12	The textbook has encouraged the learners to use language fluently.	22.9	51.4	17.1	5.7	2.9

The above table shows that 65.7% of the respondents agreed with the stimuli that the language used in the textbook is grammatically simple, formal and comprehensible. It shows that most of the respondents (91.4%) showed their agreement with the statement that the content is lexically dense and has used much difficult vocabularies. Likewise, the above table shows that 91.5% of the teachers agreed with the statement on that the because of the lengthy

sentences and unfamiliar words, it has created difficulty in understanding the texts and drawing conclusions for the learners. The above table demonstrates the fact that the majority (73.3%) of the teachers agreed with the statement that the textbook has encouraged the learners to use language fluently.

Thus, it is obvious that the language used in the textbook is grammatically simple, formal and comprehensible. But, it is lexically dense and has used much difficult vocabularies. Due to the lengthy sentences and unfamiliar words, it has created difficulty in understanding the texts and drawing conclusions for the learners. But, it has encouraged the learners to use language fluently.

Table No. 3

Teachers' Responses on the Statement on Exercises and Activities

S.N.	Statements	Response (in percent)				
		SA	A	S	D	SD
13	The textbook has incorporated variety of activities and exercises to achieve the competencies of the curriculum.	40	48.6	8.6	2.9	
14	They are appropriate, interesting and motivating for the learners.	22.9	34.3	28.6	5.7	8.6
15	They encourage to practice all the language skills and aspects.	17.1	68.6	11.4	2.9	
16	They promote collaboration among students to use the language in pairs and groups.	45.7	40	8.6	5.7	
17	They are monotonous and uninteresting and much difficult.	5.7	17.1	22.9	34.3	20
18	The instruction given to the students on how to do the exercises and tasks are clear, simple and do not require teacher's facilitation.		8.6	22.9	40	28.6

The above table exhibits the fact that 88.6% of the teachers agreed with the statement that the textbook has incorporated variety of activities and exercises to achieve the competencies of the curriculum. Similarly, it shows that only 57.2% of the teachers agreed on the statement that they encourage to practice all the language skills and aspects. The above table demonstrates that 85.7% of the teachers agreed with the statement that they encourage

to practice all the language skills and aspects. Interestingly, it shows that 85.7% of the teachers showed their agreement on the question that they promote collaboration among students to use the language in pairs and groups. It shows that slightly more than half of the respondents (54.3%) disagreed with the stimuli that the exercises and activities are monotonous and uninteresting and much difficult. Finally, the above table shows that most of the teachers (68.6%) disagreed with the statement that the instruction given to the students on how to do the exercises and tasks are clear, simple and do not require teacher's facilitation.

From the above fact, it is concluded that the textbook has incorporated variety of activities and exercises to achieve the competencies of the curriculum. The textbook has encouraged the learners to practice all the language skills viz. listening, speaking, reading and writing. It has also encouraged to practice the various aspects such as pronunciation, vocabulary, grammar, language functions of English language. It is explored that the exercises and the activities are interesting, entertaining and devoid of monotony. It is found out that the exercises and the activities are complex, not clear and require teacher's facilitation while dealing with them.

Table No. 4

Teachers' Responses on the Statement on Language Skills

S.N.	Statements	Response (in percent)				
		SA	A	S	D	SD
19	The textbook has emphasized all the skills in an equal manner.	2.9	17.1	5.7	22.9	51.4
20	There is hierarchy of language skills learning (i.e. listening, speaking, reading and writing).	11.4	17.1	11.4	28.6	31.4
21	It has focused reading and writing and neglected listening and speaking.	17.1	34.3	22.9	17.1	8.6
22	They are appropriate to achieve the objectives of the curriculum.		22.9	68.6	5.7	2.9
23	The textbook has assisted the learners to achieve the sub-skills of different language skills.	2.9	57.1	25.7	11.4	2.9

The above table showcases that the 74.3% of the teachers responded negatively on the statement that the textbook has emphasized all the skills in an equal manner. Similarly, it also

shows that majority (60%) of the teachers have negative response toward the question that there is hierarchy of language skills learning (i.e. listening, speaking, reading and writing). The above table also displays that more than the half of the teachers (51.4%) agreed on the statement that it has focused reading and writing and neglected listening and speaking. However, according to the above table, it is clear that the majority (68.6%) of the teachers are satisfied with the response of the question that they are appropriate to achieve the objectives of the curriculum. Similarly, the table displays that 60% of the teachers agreed on the statement that the textbook has assisted the learners to achieve the sub-skills of different language skills.

It is evident that the textbook has not prioritized all the language skills and it has much focused only on reading and writing. It has neglected listening and speaking. The language skills also do not follow the natural order of language learning i.e. listening, speaking, reading and writing. The language skills given in the textbook are capable of attaining the outcomes of the curriculum. The textbook has the ability of attaining the sub-skills of different language skills such as listening, speaking, reading and writing.

Table No. 5

Teachers' Responses on the Statement on Grammar

S.N.	Statements	Response (in percent)				
		SA	A	S	D	SD
24	The grammar exercises and tasks given in the textbook are capable of attaining the competencies of the curriculum.	2.9	11.4	25.7	51.4	8.6
25	They are appropriate with the students' cognitive level.		8.6	40	37.1	14.3
26	They lack clear grammatical explanation because of which students feel difficulty in understanding and practicing.	17.1	74.3	5.7	2.9	
27	All the grammatical items have been equally focused.		14.3	28.6	40	17.1
28	There are adequate exercises to master each grammatical items.		8.6	5.7	60	25.7

The above table displays the fact that 60% of the teachers showed their disagreement on the statement that the grammar exercises and tasks given in the textbook are capable of attaining the competencies of the curriculum. Similarly, it also shows that most of the teachers (51.4%) of the teachers responded negatively on the statement that they are appropriate with the students' cognitive level. From the above table, it is obvious that majority (91.4%) of the teachers agreed on the question that they lack clear grammatical explanation because of which students feel difficulty in understanding and practicing. The table also shows that 57.1% of the teachers disagreed on the stimuli that all the grammatical items have been equally focused. It is seen that 85.7% of the teachers showed their disagreement on the question that there are adequate exercises to master each grammatical items. The grammar exercises and tasks given in the textbook are capable of attaining the competencies of the curriculum.

It is explored that the grammar exercises and tasks given in the textbook are incapable of attaining the competencies of the curriculum. They are also beyond students' cognitive level. They also lack clear grammatical explanation behind each rule or the structure which has created difficulty in understanding the rule and practicing it. All the grammatical items have not been equally focused. There are not adequate exercises to master the grammatical items.

Table No. 6

Teachers' Responses to the Statement on Language Functions

S.N.	Statements	Response (in percent)				
		SA	A	S	D	SD
29	The function incorporated in the textbook correlate with the function prescribed in the curriculum.	17.1	68.6	11.4	2.9	
30	They are sufficient to achieve the objectives of the curriculum.	5.7	25.7	42.9	17.1	8.6
31	They are useable to the students' everyday life.	5.7	28.6	51.4	8.6	5.7
32	They are graded from simple to complex.	2.9	5.7	22.9	45.7	22.9
33	They are equally emphasized.	5.7	28.6	45.7	14.3	5.7
34	There are adequate exponents to practice the language functions.	2.9	5.7	22.9	57.1	11.4

35	They are capable of developing communicative competence in the learners.	2.9	68.6	17.1	8.6	2.9
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The table displays that majority (85.7%) of the teachers agreed on the statement that the function incorporated in the textbook correlate with the function prescribed in the curriculum. However, it shows that only 42.9% of the teachers showed their satisfaction on the stimuli that they are sufficient to achieve the objectives of the curriculum. According to the above table, more than half of the respondents (51.4%) showed their satisfaction on the statement that they are useable to the students' everyday life. Similarly, it also shows that most of the teachers (68.6%) disagreed on the statement that they are graded from simple to complex. The table also exhibits the fact that 45.7% of the teachers satisfied with the stimuli that they are equally emphasized. The above table shows that the majority (68.5%) of the teachers responded negatively to the statement that there are adequate exponents to practice the language functions. Yet, the above table displays the fact that 71.7% of the teachers agreed on the statement that they are capable of developing communicative competence in the learners.

Thus, it is found out that the function incorporated in the textbook correlate with the function prescribed in the curriculum. They are sufficient to achieve the objectives of the curriculum. They are also useable in students' everyday life. However, they have not been put in the order of simple to complex. Thus, it has created difficulty in using language functions. The textbook has not focused all the language skills equally. But, there are not adequate exponents to practice the language function prescribed in the curriculum. Yet, the language function prescribed in the curriculum are capable of attaining the communicative competence in the learners.

Analysis of the Teachers' Responses of the Open-Ended Questionnaire

The second objective of this research is to explore the strengths and weaknesses of grade X English textbook. In order to evaluate the textbook, the researcher administered three open-ended questions. The questions have been put under APPENDIX –I. The researcher collected data from thirty secondary level English teachers who were teaching in grade X in different government school of Dhading district in the time of data collection. For the ease of quotation, reference and privacy, the researcher coded all the thirty respondents using capital letters of English alphabet such as A,B,C, D, E, F, etc.

Teachers' response on the strengths of the textbook

The data shows that most of the teachers agree that the textbook includes all the four language skills viz. listening, speaking, reading and writing. It also includes grammatical items and free writing along with inquiry based assignments. For example, respondent D said, "It is embedded with all the language skills with grammatical items and free writing having inquiry based assignments as well as fun with extra bits as extra information. Similarly, respondent A said, "The contents in this textbook are arranged properly so that learners get an opportunity to practice listening speaking reading and writing... it helps to learn all the language skills integratively". Another strength of the textbook is that varieties of student-oriented activities such as project work which promote learning. In the words of respondent A, "Includes interactive exercises, activities and multi-media resources that promote effective learning." Respondent B also agreed with A and said, "Includes the project work." The next strength of the textbook is that it includes extra bit section for additional information which is helpful for the students for instance, respondent F said, "Extra bit is good for additional information." Respondent A also agrees with the fact that the textbook includes "Extra bit which is more useful for extra information."

Another strength of the textbook is that it has included colourful pictures which have helped to create situation in which students have to speak and do other activities such as writing, role playing, thinking and so on. For example respondent F said, "It has colourful pictures." Likewise, respondent D said, "Text with colourful pictures." The coloured pictures have helped to make the textbook more lively and contextual and interactive. Pictures in the text have helped the learners to comprehend the text. "...abundant exercises of grammatical items are given and pictorial through the reading help to comprehend for the students", respondent D. The data shows that writers of this textbook have attempted to make the textbook activity oriented and interesting for the learners. Regarding this, respondent E said, "Considerable effort has been made to make the book activity oriented and interesting to the learners. Another positive aspect of the textbook is that it has included new words highlighted by the red colour in each text. "New vocabulary words have been highlighted", respondent A. That highlight has assisted the learners to give much focus for those new vocabularies. The next plus point of the textbook is that it based on the communicative approach of whose aim is to develop communicative competence in the language users. "...it aims to develop communicative competence on the part of students", said the respondent N. Respondent D said, "It covers communicative approach with accuracy." Thus the textbook has focused on

both fluency and accuracy in the use of the language. The data also revealed that the contents in the textbook have been put under thematic area. Respondent E said, “Contents have been put under each thematic area”. Some of the respondents said that it promotes learner’s autonomy, use of ICT tools, and it has diversity in resources. For example, respondent F said, “Focused on learner’s autonomy, ICT use and diversity in resources.” The fact also shows that the textbook consists of diverse contents from various genres. For instance, respondent G said, “It covers a wide range of topics ensuring students are exposed to various literary genres, language skills and cultural contexts.” The data also shows that the textbook has made an attempt to develop intercultural competence showing cultural diversity and sensitivity throughout the book. Supporting this statement, respondent G said, “It shows cultural diversity and sensitivity.”

While summarizing the above paragraphs, the strengths of the textbook includes that it focuses all the language skills in an integrated way. It promotes collaboration and communication among students and develops learner autonomy through several activities such as project works. It aims at developing communicative competence in the learners along with linguistic competence. Highlighted vocabularies help the students to focus their attention to learn those vocabularies in each text. Colourful pictures have made the text interactive, lively, contextual and interesting. Collecting texts from various genres including home and native culture is another strength of the textbook which aim at developing intercultural competence. The textbook is based on a wide range of student fronted activities. The content in the textbook has been properly arranged under each thematic area. It consists of ‘extra bit’ section which is very informative and useful for the learners. It promotes using ICT tools and has diversity in resources.

Teachers’ response on the weaknesses of the textbook

The data displays the fact that the textbook consists of difficult words which has made the texts complicated and difficult. Respondent B said, “Difficult words for the students.” Similarly, respondent D said, “Vocabularies given in the textbook aren’t common as they have pre-knowledge of their previous.” It means new vocabularies do not match with the vocabularies that the students learned in the earlier grades. Likewise, respondent E also added, “Tough vocabulary items mentioned. There is no glossary.” There is no glossary for the highlighted words to find out their meaning and other aspects of those words. Another weakness according to the data is that it has not focused all the language skills. For example

respondent E said, “All the language skills have not been equally focused.” Respondent D added, “Speaking is not enough for communicative vantage point. Questions related to phonology aren’t focused.” Respondent R said, “Less opportunity for developing fluency.” It is evident that it has not focused speaking and listening skills along with their aspects. Some teachers complained that the textbook is tough for the students who study in government schools. They complained that the textbook is “Not based on the poor cognitive level of public school students”, said the respondent F. The textbook has not been prepared including all cognitive levels of students.

The data shows that the textbook has problems with writing as well. For instance, respondent D said, “Free writing parts aren’t well managed for the learners understanding way.” Respondent D further said, “It only follows product approach of writing.” It shows that the free writing exercises are not easier for the students as there are only limited examples for the students to practice and they also require teacher’s guidance. Another weakness of the textbook is related to grammatical items. It does not have adequate grammatical exercise or items to practice. Such exercises are time consuming and boring for the students. For example, the respondent C said, “The weaknesses of the new textbook are grammatical items are little. Exercises are time consuming so that students feel bored.” Similarly, respondent E said, “Enough grammatical items are not given.” The next problem with the textbook is found out related to the supplementary materials such as teacher’s guide (TG). Supporting this problem, respondent A said, “Lack of supplementary materials as TG.” Another respondent H also agreed with this view saying, “There might be lack of supplementary resources as teacher’s guide.” Some respondents expressed their dissatisfaction regarding the inadequacy of the various types of exercises i.e. questions in the textbook. Respondent F said, “No specification of LC, inference, reorganization and evaluation type of questions in the text.” The textbook should consist of various levels of comprehension questions in each text such as literal comprehension, reorganization inference and evaluation. But such questions have not been carefully specified in the texts. The data also displays that there is no grammatical explanation behind any grammatical rule or structure. In the words of respondent E, “There is not any explanations for the grammatical structure.” Due to the lack of explanations of complicated grammatical structure students have face problems in practicing and mastering the structure.

To sum up, due to the tough vocabularies in the texts which do not match with students prior knowledge have created difficulty in comprehending text. Moreover, there is

no glossary to find their meaning and other aspects in the textbook. No priority has been given in listening and speaking skill. Thus, it has created difficulty in developing fluency. Another problem with the textbook is that it has only followed the product approach of writing due to which students have faced problems in free writing activities to produce similar kinds of texts only looking at only one model. Lack of explanation of grammatical rule is another weakness of the textbook. It does not have supplementary materials such as TG. It is even not based on the all levels of students' cognitive aspect. Likewise, the questions or the exercise given following the texts are not well-constructed for developing reading comprehension.

Teachers' response on the better improvement of the textbook

The data shows that the respondents have provided many invaluable suggestions for the betterments of the new textbook. According to them, the texts are tough that's why they are needed to be simplified. For example, respondent F said, "Texts are to be simplified." Because of the use of complex vocabularies, it has created difficulty for the students in comprehending the texts. Such vocabularies should be simplified and they should be arranged from simple to complex order. For instance, respondent G said, "Vocabularies in the texts should be from simple to complex pattern." In order to solve such problem, they have suggested to include the glossary. For example, respondent E said, "Glossary should be added." They even suggest to use familiar vocabularies. Taking an instance from the respondent B, "I think familiar words with students may be used in." For removing the difficulty of the textbook, they suggest to revise the textbook from time to time. For example, respondent F said, "Timely piloting of the complexity level of the books should be done." They have advised for giving priority to be given to listening and speaking skills. "Focus should be given to the listening and speaking skill", respondent E. Respondent R added, "Language skills especially productive should be given priority."

Similarly, the respondents have provided important suggestions regarding exercises, activities, language functions, and grammar items. They have suggested to prioritize these aspects. For example, respondent E said, "All the exercises and activities, language function, and grammatical items should be given priority." Similarly, respondent F said, "Grammar exercises are to be added." Some of the exercises and activities, language functions, grammatical items and exercises are not adequate. So, respondents have suggested to include and prioritize such items in the textbook. Another suggestions was found that content,

language items, communicative tasks etc. should be based on the background of the learners. For instance, respondent R said, “Content, language items, communicative tasks must be on the basic of background of the language competence”. In order to solve the problem with the free writing, they have advised to organize the writing in such a way which enables them to write. “Free writing parts should be well organized for making the students enabling to write”, respondent G. Though, there are some texts in the textbook derived from Nepali contexts, they are not sufficient. They suggest to add some more texts from Nepali contexts. For example, “Texts are to be adapted from Nepalese contexts.” The respondents believed that there is lack systematic evaluating mechanism in the textbook. So, they have suggested develop a system of feedback mechanism including various concerned authorities for making reviewing the contents and making the textbook more practical to meet the educational need. For instance, respondent H said, “Establish a feedback mechanism involving teachers, students and education experts to continuously review and revise the contents on practical insights and evolving educational needs.”

The respondents have provided their valuable suggestions for the betterments of the textbook which can help different stakeholders to make it better use in the classroom and make better improving the weaknesses in the upcoming days. Including simple and familiar vocabularies helps students to comprehend the texts easily. So, vocabularies should be simple and familiar with the students’ background knowledge. They should be formed from simple to complex in the textbook. Glossary should be put which will help the students to understand the various aspects related to the words such as meaning and pronunciation. Language skills especially listening and speaking should be given priority. Timely piloting should be done to check the complexity of the textbook. All the grammatical items should be equally focused and they should be within the capacity of the students and practical too. All the exercises and activities and language functions should be equally prioritized and they should be practical too. Free writing should be formed in such a way which will enable the students to write i.e. both productive and process approach to writing is to be used. More texts should be added form Nepali contexts and feedback mechanism should be established in order to review the practicality of the book and meet the educational needs.

Major Findings

- Content can be used in the students’ life as they are useable and current and entertaining.

- Proper and logical organization of the content has assisted in achieving the objectives of the curriculum.
- Textbook has used lexically dense and much difficult vocabularies. Due to the lengthy sentences and unfamiliar words, it has created difficulty in understanding the texts and drawing conclusions for the learners.
- It has incorporated variety of activities and exercises to achieve the competencies of the curriculum and they have encouraged the learners to practice all the language skills viz. listening, speaking, reading and writing and aspects.
- Despite being interesting, entertaining and devoid of monotony it is found out that the exercises and the activities are complex, not clear and require teacher's facilitation.
- It has neglected listening and speaking does not follow the naturel order of language learning i.e. listening, speaking, reading and writing. Yet, the language skills given in the textbook are capable of attaining the outcomes of the curriculum. The textbook has the ability of attaining the sub-skills of different language skills.
- The grammar exercises and tasks given in the textbook are incapable of attaining the competencies of the curriculum and beyond students' cognitive level.
- Lack grammatical explanation of the rules or the structures has created difficulty in understanding the rule and practicing them. All the grammatical items have not been equally focused. There are not adequate grammatical exercises.
- Language functions given in the textbook are sufficient to achieve the objectives of the curriculum. They are also useable in students' everyday life.
- There are not adequate exponents to practice the language function prescribed in the curriculum.
- Highlighted vocabularies help the students to focus their attention to learn those vocabularies in each text. Colourful pictures have made the text interactive, lively, contextual and interesting.
- It consists of 'extra bit' section which is very informative and useful for the learners. It promotes using ICT tools and has diversity in resources.
- There is lack of glossary and has only followed the product approach of writing due to which students have faced problems in free writing activities. It lacks supplementary materials.

Chapter V

Conclusion and Recommendations

This chapter includes conclusion of the study and recommendations being based on researcher's analysis of the textbook and the analysis of collected data.

Conclusion

On the basis of the analysis and interpretations of the gathered data, it can be concluded that the content of the textbook is appropriate to achieve the objectives of the curriculum and it follows the prescribed curriculum and the syllabus (85.7%). However, the content is not appropriate with the cognitive level of the students (45.7%) though it relevant, interesting, suitable, useable and up-dated. The content has been organized properly and logically and it is appropriate to achieve the objectives of the curriculum. Due to the use of tough vocabularies, it has created difficulty in understanding the texts. There is no glossary for learning various aspects related to vocabulary. The textbook has incorporated variety of activities such as project work, group work, pair work, discussion, demonstration, etc. and exercises to achieve the competencies of the curriculum which are interesting, communicative and motivating for the learners. Yet, those exercises and the activities are complex, not clear and require teacher's facilitation while dealing with them. The textbook has encouraged the learners to practice all the language skills viz. listening, speaking, reading and writing encouraging practice the various aspects such as pronunciation, vocabulary, grammar, language functions of English language. However, it has not focused listening and speaking in comparison to reading and writing. The language skills also do not follow the natural order of language learning i.e. listening, speaking, reading and writing. The language skills given in the textbook are capable of attaining the outcomes of the curriculum. The textbook has the ability of attaining the sub-skills of different language skills.

Grammar exercises and tasks given in the textbook are incapable of attaining the competencies of the curriculum. But, they are beyond students' cognitive level. They also lack clear grammatical explanation behind each rule or the structure which has created difficulty in understanding the rule and practicing it. Similarly, all the grammatical items have not been equally focused and there are not adequate exercises to master the grammatical items. The language functions incorporated in the textbook correlate with the function prescribed in the curriculum and they are sufficient to achieve the objectives of the curriculum. They are also useable in students' everyday life. However, they have not been

organized in the order of simple to complex. Thus, it has created difficulty in using language functions. The textbook has not focused all the language functions equally and there are not adequate exponents to practice the language function prescribed in the curriculum.

Nevertheless, the language function prescribed in the curriculum are capable of attaining the communicative competence in the learners.

The strengths of the book also include that it has focused inquiry based assignments and it has helped the students to learn language in an integrated way. It has promoted learner autonomy allowing them in communication and collaboration and has helped to achieve communicative competence by means of student-centered activities. The part of extra bit is very useful for the students for getting knowledge and skill. Colourful words and pictures along with the texts from various genres from home and away culture have motivated the learners highly. The textbook has shown the cultural diversity and sensitivity. But, due to the several weaknesses of the textbook such as difficult words and phrases, no glossary, no priority for listening and speaking, no priority for fluency activity, following only product approach to writing, lack of explanation of the difficult grammatical rules, lack of supplementary materials such as teacher's guide, not being based on the students' cognitive level and difficult exercises, it has aroused many questions for rewriting it.

Recommendations

On the basis of the above findings and conclusions, some recommendations have been made to be applicable in;

Policy related: As the findings of the research shows that due to the lack of glossary, it has created much difficulty for the learners to comprehend the text. The textbook writers should include glossary with various aspects of learning a new word which will help the students to learn and comprehend the text easily. Similarly, to promote listening and speaking, much listening and speaking activities and exercises should be added and much marks should be allocated for promoting these skills and making the textbook communicative in order to achieve the communicative competence. The findings of the study show that exercises are tough for the students due to the language. So, they should be rewritten using grammatically simplified and comprehensible language. There should be good explanations for the difficult grammatical rules and much exercises should be added in order to achieve the linguistic competence. The findings shows that language functions are not adequate to achieve the communicative competence, much daily used language functions should be added

with adequate exponents. It is necessary to be one to one correspondence between the exponents in the curriculum and exponents in the textbook. The result of the research has shown that it has much focused only on in product approach in writing. The textbook writers and the curriculum designers should include the writing activities that promotes process approach to writing. As the findings of the research displays that the textbook is beyond students' cognitive level, it should be rewritten considering the cognitive level of the students. It should also have various supplementary materials such as teacher's guide.

Practice related: Teachers need to write the meaning and other aspects of the words in order to help the students comprehend the text. When they do so, they will feel easier while reading the texts. The teachers need to explain the difficult grammatical exercise which will help the students to master difficult rules with ease. Likewise, as the result of the study shows, there are no adequate exercises for practicing grammatical items, teaches should write adequate exercise on the board and can provide them much exercises as homework. Students can buy grammar practice books. as the findings of the study portrays that it has less focused listening and speaking activities, the teachers must not skip listening and speaking related activities. Moreover, they can organize much exercises for the students to practice these skills adequately. Teachers can use many language functions with adequate exponents for achieving the communicative competence. Teachers can use various writing tasks and activities using the process approach for producing better final result while teaching writing exercises or tasks.

Further research related: This research was limited to only 30 secondary level teachers of Dhading. Further research studies can be done including large sample from all over the country. Similarly, future researches need to carry out using other research designs in order to get much accurate findings. More studies can be done to explore much depth knowledge in separate areas such as language skills, language functions, grammar, content and its organization in the textbook, physical aspects of the textbook, cultural appropriacy and so on.

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Appendix –I

Questionnaire for the Teachers

Dear Sir/Madam,

As a student of M. Ed. fourth semester with major English under the Department of English Education, University Campus, Tribhuvan University, Kirtipur, the researcher is working on a research study on ‘Analysis of English Textbook of Grade Ten’ in partial fulfillment for the master’s degree in education.

Real experience, opinion, attitude and information will be very helpful for any researcher in course of his/her study. So, this questionnaire is presented to you for eliciting information about your evaluation of the new textbook, the peripheral and academic aspects, the salient features and suggesting some pedagogical implications for better improvement of the textbook in the coming years. The researcher will be indebted to you if you respond to the stimuli in accordance with your own experience.

The success of the study will rely on your unbiased and accurate responses. Your opinion will be collected merely for this research study and your opinion will not be used for other any purposes.

I am indebted to you for your kind help.

Bishnu Bahadur Mukhiya

Researcher

Questions

Name of the teacher:

Name of the school:

Address of the school:

Qualification: Experience: Training:.....

Please, go through the following statements carefully and provide your opinions on each of them by putting a tic mark (√) under appropriate response column.

Note: SA = strongly agree, A = agree, S = satisfactory, D = disagree, SD = strongly disagree

Part I: Evaluation of the Textbook

(A) Academic Aspects

a. Content and Organization

S.N.	Statements	Response				
		SA	A	S	D	SD
1	The contents included in the textbook is appropriate to achieve the objectives of the curriculum and they follow the prescribed curriculum and the syllabus.					
2	They are appropriate with cognitive level of the students.					
3	They are relevant, interesting, suitable, useable and updated.					
4	There is blend of both academic as well as authentic contents form various genres.					
5	The content helps to learn all the language skills and aspects in an equal manner.					
6	The content and other information in the text has been organized in proper and logical way.					
7	The content has been properly graded and sequenced.					
8	The organization of the content and other information is appropriate to achieve the objectives of the curriculum.					

b. Language

S.N.	Statements	Response				
		SA	A	S	D	SD
9	The language used in the textbook is grammatically simple, formal and comprehensible.					
10	It is lexically dense and has used much difficult vocabularies.					
11	Because of the lengthy sentences and unfamiliar words, it has created difficulty in understanding the texts and drawing conclusions for the learners.					
12	The textbook has encouraged the learners to use language fluently.					

c. Exercises and Activities

S.N.	Statements	Response				
		SA	A	S	D	SD
13	The textbook has incorporated variety of activities and exercises to achieve the competencies of the curriculum.					
14	They are appropriate, interesting and motivating for the learners.					
15	They encourage to practice all the language skills and aspects.					
16	They promote collaboration among students to use the language in pairs and groups.					
17	They are monotonous and uninteresting and much difficult.					
18	The instruction given to the students on how to do the exercises and tasks are clear, simple and do not require teacher's facilitation.					

d. Language Skills

S.N.	Statements	Response				
		SA	A	S	D	SD
19	The textbook has emphasized all the skills in an equal manner.					
20	There is hierarchy of language skills learning (i.e. listening, speaking, reading and writing).					
21	It has focused reading and writing and neglected listening and speaking.					
22	They are appropriate to achieve the objectives of the curriculum.					
23	The textbook has assisted the learners to achieve the sub-skills of different language skills.					

e. Grammar

S.N.	Statements	Response				
		SA	A	S	D	SD

24	The grammar exercises and tasks given in the textbook are capable of attaining the competencies of the curriculum.					
25	They are appropriate with the students' cognitive level.					
26	They lack clear grammatical explanation because of which students feel difficulty in understanding and practicing.					
27	All the grammatical items have been equally focused.					
28	There are adequate exercises to master each grammatical items.					

f. Language Functions

S.N.	Statements	Response				
		SA	A	S	D	SD
29	The function incorporated in the textbook correlate with the function prescribed in the curriculum.					
30	They are sufficient to achieve the objectives of the curriculum.					
31	They are useable to the students' everyday life.					
32	They are graded from simple to complex.					
33	They are equally emphasized.					
34	There are adequate exponents to practice the language functions.					
35	They are capable of developing communicative competence in the learners.					

Part II: Open-ended Questions for Subjective Evaluations and the Suggestions

Name of the teacher:

Name of the school:

1. What are the strengths of the new English textbook for grade X?

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2. What are the weaknesses of the new textbook?

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3. What are the salient features of the new English textbook?

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What do you suggest for better improvement of the new textbook?

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Thank you for your kind help

Appendix- II

Questions

Name of the teacher: ...Ramkaji Adhikari.....
 Name of the school: ...Kalika Secondary School.....
 Address of the school: ...Jwalamukhi-4, Dhol, Dhading.....
 Qualification: ...M. Ed...... Experience: 30 years... Training.....

Please, go through the following statements carefully and provide your opinions on each of them by putting a tic mark (✓) under appropriate response column.

Note: SA = strongly agree, A = agree, S = satisfactory, D = disagree, SD = strongly disagree

Part I: Evaluation of the Textbook

(A) Academic Aspects

a. Content and Organization

	Statements	Response				
		S A	A	S	D	S D
1	The contents included in the textbook is appropriate to achieve the objectives of the curriculum and they follow the prescribed curriculum and the syllabus.	✓				
2	They are appropriate with cognitive level of the students.		✓			
3	They are relevant, interesting, suitable, useable and updated.			✓		
4	There is blend of both academic as well as authentic contents form various genres.		✓			
5	The content helps to learn all the language skills and aspects in an equal manner.	✓				
6	The content and other information in the text has been organized in proper and logical way.			✓		
7	The content has been properly graded and sequenced.		✓			
8	The organization of the content and other information is appropriate to achieve the objectives of the curriculum.		✓			

b. Language

	Statements	Response				
		S A	A	S	D	S D
9	The language used in the textbook is grammatically simple,			✓		

	formal and comprehensible.					
1 0	It is lexically dense and has used much difficult vocabularies.	✓				
1 1	Because of the lengthy sentences and unfamiliar words, it has created difficulty in understanding the texts and drawing conclusions for the learners.	✓				
1 2	The textbook has encouraged the learners to use language fluently.			✓		

c. Exercises and Activities

	Statements	Response				
		S A	A	S	D	S D
1 3	The textbook has incorporated variety of activities and exercises to achieve the competencies of the curriculum.		✓			
1 4	They are appropriate, interesting and motivating for the learners.			✓		
1 5	They encourage to practice all the language skills and aspects.		✓			
1 6	They promote collaboration among students to use the language in pairs and groups.		✓			
1 7	They are monotonous and uninteresting and much difficult.			✓		
1 8	The instruction given to the students on how to do the exercises and tasks are clear, simple and do not require teacher's facilitation.			✓		

d. Language Skills

	Statements	Response				
		S A	A	S	D	S D
1 9	The textbook has emphasized all the skills in an equal manner.			✓		
2 0	There is hierarchy of language skills learning (i.e. listening, speaking, reading and writing).			✓		
2 1	It has focused reading and writing and neglected listening and speaking.					✓
2 2	They are appropriate to achieve the objectives of the curriculum.			✓		
2 3	The textbook has assisted the learners to achieve the sub-skills of different language skills.		✓			

	Statements	Response				
		S A	A	S	D	S D
2 4	The grammar exercises and tasks given in the textbook are capable of attaining the competencies of the curriculum.			✓		
2 5	They are appropriate with the students' cognitive level.			✓		
2 6	They lack clear grammatical explanation because of which students feel difficulty in understanding and practicing.		✓			
2 7	All the grammatical items have been equally focused.		✓			
2 8	There are adequate exercises to master each grammatical items.				✓	

f. Language Functions

	Statements	Response				
		S A	A	S	D	S D
2 9	The function incorporated in the textbook correlate with the function prescribed in the curriculum.			✓		
3 0	They are sufficient to achieve the objectives of the curriculum.		✓			
3 1	They are useable to the students' everyday life.			✓		
3 2	They are graded from simple to complex.			✓		
3 3	They are equally emphasized.		✓			
3 4	There are adequate exponents to practice the language functions.				✓	
3 5	They are capable of developing communicative competence in the learners.		✓			

Questions

Name of the teacher: Narendra Rdr Bogadi
 Name of the school: Selbas Secondary School
 Address of the school: TWalamuchi-7, Chainpur Ohoding
 Qualification: M. Ed Experience: 5 years Training: _____

Please, go through the following statements carefully and provide your opinions on each of them by putting a tic mark (✓) under appropriate response column.

Note: SA = strongly agree, A = agree, S = satisfactory, D = disagree, SD = strongly disagree

Part I: Evaluation of the Textbook

(A) Academic Aspects

a. Content and Organization

	Statements	Response				
		S A	A	S	D	S D
1	The contents included in the textbook is appropriate to achieve the objectives of the curriculum and they follow the prescribed curriculum and the syllabus.		✓			
2	They are appropriate with cognitive level of the students.				✓	
3	They are relevant, interesting, suitable, useable and updated.		✓			
4	There is blend of both academic as well as authentic contents form various genres.	✓				
5	The content helps to learn all the language skills and aspects in an equal manner.	✓				
6	The content and other information in the text has been organized in proper and logical way.		✓			
7	The content has been properly graded and sequenced.			✓		
8	The organization of the content and other information is appropriate to achieve the objectives of the curriculum.			✓		

b. Language

	Statements	Response				
		S A	A	S	D	S D
9	The language used in the textbook is grammatically simple,			✓		

	formal and comprehensible.					
1 0	It is lexically dense and has used much difficult vocabularies.		✓			
1 1	Because of the lengthy sentences and unfamiliar words, it has created difficulty in understanding the texts and drawing conclusions for the learners.	✓				
1 2	The textbook has encouraged the learners to use language fluently.			✓		

c. Exercises and Activities

	Statements	Response				
		S A	A	S	D	S D
1 3	The textbook has incorporated variety of activities and exercises to achieve the competencies of the curriculum.		✓			
1 4	They are appropriate, interesting and motivating for the learners.			✓		
1 5	They encourage to practice all the language skills and aspects.		✓			
1 6	They promote collaboration among students to use the language in pairs and groups.	✓				
1 7	They are monotonous and uninteresting and much difficult.				✓	
1 8	The instruction given to the students on how to do the exercises and tasks are clear, simple and do not require teacher's facilitation.					✓

d. Language Skills

	Statements	Response				
		S A	A	S	D	S D
1 9	The textbook has emphasized all the skills in an equal manner.	✓				
2 0	There is hierarchy of language skills learning (i.e. listening, speaking, reading and writing).		✓			
2 1	It has focused reading and writing and neglected listening and speaking.					✓
2 2	They are appropriate to achieve the objectives of the curriculum.			✓		
2 3	The textbook has assisted the learners to achieve the sub-skills of different language skills.		✓			

	Statements	Response				
		S A	A	S	D	S D
2 4	The grammar exercises and tasks given in the textbook are capable of attaining the competencies of the curriculum.			✓		
2 5	They are appropriate with the students' cognitive level.			✓		
2 6	They lack clear grammatical explanation because of which students feel difficulty in understanding and practicing.		✓			
2 7	All the grammatical items have been equally focused.				✓	
2 8	There are adequate exercises to master each grammatical items.				✓	

4. Language Functions

	Statements	Response				
		S A	A	S	D	S D
2 9	The function incorporated in the textbook correlate with the function prescribed in the curriculum.	✓				
3 0	They are sufficient to achieve the objectives of the curriculum.				✓	
3 1	They are useable to the students' everyday life.	✓				
3 2	They are graded from simple to complex.			✓		
3 3	They are equally emphasized.			✓		
3 4	There are adequate exponents to practice the language functions.				✓	
3 5	They are capable of developing communicative competence in the learners.		✓			

Part II: Open-ended Questions for Subjective Evaluations and the Suggestions

Name of the teacher: Rammani Lamsal

Name of the school: Thulo chaur sec. school

1. What are the strengths of the new English textbook for grade X?

The contents in this book are arranged properly. So the learners get an opportunity to practice listening, speaking, reading and writing. All the components of each lesson in this textbook are equally important. Considerable effort has been made to make the book activity oriented and interesting to the learners. It helps to learn all the language skills integratively.

2. What are the weaknesses of the new textbook?

Tough vocabulary items are mentioned. There is no glossary enough. ~~Some~~ grammatical activities are not given. All the language functions are not equally emphasized. The language used in the textbook is not grammatically simple, formal and comprehensible. There is not any explanations for the grammatical structures. It only follows product approach of writing. All the language skills have not been equally included.

3. What are the salient features of the new English textbook?

The content and other information in the text has been organized in proper and logical way. New vocabulary words have been highlighted. Contents have been put under each thematic area. It encourages communication and collaboration. Pictures have been coloured. There are not adequate exposures to practice the language functions prescribed in the curriculum.

What do you suggest for better improvement of the new textbook?

Focus should be given to the listening and speaking skills. Glossary should be added. All the exercises and activities, language functions and grammatical items should be given equal priority.

Thank you for your kind help.

Part II: Open-ended Questions for Subjective Evaluations and the Suggestions

Name of the teacher: Chandrakala Paudel

Name of the school: Amarawati Secondary School

1. What are the strengths of the new English textbook for grade X?

The strengths of the new English textbook for grade X are they are familiar for the students. This textbook presents grammar. Pronunciation practice provides list of words to be pronounced. The materials in the textbook are complete and appropriate with the goal in the syllabus.

2. What are the weaknesses of the new textbook?

The weaknesses of the new textbook are grammatical items are quite little. Exercises are time consuming so that students feel bored. Some words are difficult for the students. Pictures are not highly useful to motivate students.

3. What are the salient features of the new English textbook?

The textbook is suitable for the level of the grade ten students. It has been found as the foundation for the higher education. The quality of the textbook is good.

What do you suggest for better improvement of the new textbook?

The picture should be clear and useful. The quality of the picture should be increased. Grammatical section should be increased. The best things of the textbooks are that in textbook glossary should be included.

Thank you for your kind help.

Part II: Open-ended Questions for Subjective Evaluations and the Suggestions

Name of the teacher: Arjun Tiwari

Name of the school: Sanskrit and General Secondary School

1. What are the strengths of the new English textbook for grade X?

It is embedded with all the language skills with grammatical items and free writing having inquiry based assignments as well as bits with extra bits as extra information. It covers communicative approach with accuracy, reading having variety of texts related to different fields focusing inquiry based assignments, abundant exercises of grammatical items are given and pictorial through the reading help to comprehend for the students.

2. What are the weaknesses of the new textbook?

Vocabularies given in the texts aren't common as they have pre-knowledge of their previous classes. Speaking skill isn't enough for communicative vantage point. Questions related to phonology aren't focused. Unfamiliar topics of reading texts have made the students puzzled in understanding the text easily. Free writing parts aren't well managed for the learners understanding way.

3. What are the salient features of the new English textbook?

- i. Text with colourful pictures.
- ii. preparation for global students later through this text.
- iii. familiar to use the net-based materials.
- iv. Creativity is shown to ponder as creative productivity.
- v. All the language skills are embedded apart from fun activities, extra bits and grammatical items.

What do you suggest for better improvement of the new textbook?

1. vocabularies in the texts should be from simple to complex patterns.
2. free writing parts should be well organized for making the students enabling to write.

Thank you for your kind help.

