

CHAPTER – ONE

INTRODUCTION

Language is a voluntary vocal System of human communication which permits all people to communicate or interact with each other. We can express our feelings, ideas, wants, desires and emotions through it. It is a social phenomenon used in our society to address our ideas by means of which we can enhance our relation in the society. Every normal human being acquires his/her first language without being explicitly taught.

1.1 General Background

Language is one of the most important factors in human civilization. Man differs from all other species because he possesses unique faculty of speech. Mankind is the only species gifted with the power of speech. We perceive the whole picture of the universe in terms of language. We read and write, think and pray, meditate and dream in terms of language. Language is the way of transmitting our history, thoughts and literature and the whole of our achievements from generation to generation.

Language is a system of systems. It is defined as "The system of human communication which consists of the structured arrangements of sounds (or their written representation) into large units, e.g. morphemes, words, sentences, utterances." (Richards et al 1999:196). This definition proves that language is the system of human communication.

"Language is a voluntary vocal system of human communication." (Sthapit, 2002:3). All these definitions of language prove that it is only the language which distinguishes human beings from other species and it

is only language which makes the communication between two persons possible.

If we turn the history of language we know that many languages have been developed in the world in different times. Some of them have gained standard as wide range of lingua franca whereas many others are spoken within a certain territory. Among those different languages which have gained high standard, English is the most widely and popularly used language in the world and therefore, is an international language.

It is taken for granted that language is the principal mode of communication for human beings. A language in its essence is nothing other than a series of communicative acts. So the aim of language teaching is to arm the learners with it to maintain communication.

1.2 Importance of English

English is one of the most important language which is popularly used as a lingua franca for international communication. It has its worldwide presence and the speed of spread is unprecedented. The history of world English can be traced back 400 years and the current trend of its spread has a history of less than 40 years. English is so widely used because the world has opted for English and the world knows what it wants, what will satisfy its needs. English is now represented in every continent, giving it the status of the global language.

Now-a-days, English has become an indispensable vehicle for the transmission of modern civilization. It is a passport through which one can visit the whole world and one who knows English and can enjoy the advantages of a world citizen. Thus, English is the only means of preventing our isolation from the world. A vast store of knowledge and

technology is explored through English. It is thus, an important means to achieve success.

If we look at the media we find that more than half of the world's newspapers, more than 50% of the scientific and technological periodicals, more than 60% of the world's radio programmes are broadcast in English and it is also the language of 70% of the world's mail. Doubtlessly, it is the master key to the storehouse of knowledge and it plays the role of a library language in developing countries. All these prove that we are unable to pluck the fruits of rapid advancement and innovations made in the field of science and technology, industrial development and many other progresses made in different fields of human knowledge without proper knowledge of English. It is universally accepted that English is the most dominant language of the world. It is regarded as the language with largest vocabulary and noblest bodies of literature and main medium of communication.

Brought et al (1998:1) argues that," Of the 4,000 to 5,000 living languages, English is by far the most widely used 300 million native speakers of English are to be found in every continent and an equally widely distributed body of second language speakers, who use English for their day to day needs, totals over 250 million."

1.3 English Language Teaching Situation in Nepal

English language teaching (ELT) entered in Nepal with the foundation of Durbar High School in 1889 A.D. after Junga Bahadur Rana's short visit to Britain. He did not pay much attention to mass education even if he was highly impressed by the English education system. He established this school as the first School in Nepal. This was basically meant for providing education to the children of Rana families

and their favorite people. After many years, all the common people of Nepal got an opportunity to learn the English language. Likewise, the opening of Trichandra College in 1918 A.D. provided the formal beginning of English in higher education in Nepal. But during that period, the education system of Nepal was not good because many common people were deprived of education.

After the establishment of democracy in 1950 A.D. English Language Teaching (ELT) Spread gradually and became more systematic. Still curriculum and text books were imported from India. The trend of importing curriculum and textbooks from India continued upto 1970. In 1971, New Education System Plan (NESP) was initialized. Before the implementation of NESP (1971) English was taught from grade II and high school level students had to study two English papers consisting of 100 full marks each. ELT at the time was literature -oriented and method of teaching was Grammar Translation. NESP (1971) brought a radical change in the whole nation's education system. Bhattarai (2001:14) says that "NESP gave emphasis on vocational training and Nepali medium English which was being taught 200 full marks was confined to a single 100 marks with only one textbook for each grade." English language teaching was started only from grade IV. After the implementation of NESP (1971) only the textbooks of English from grade IV-X were written by Nepalese experts for the first time.

NESP (1971) was modified in 1981 as it could not meet the desired success. After the restoration of democracy in 1989 A.D. several efforts were made to change, revise and up date the whole education system. Nepal Education Commission (NEC, 1992) was formed which brought change in school level curriculum and textbooks. NEC 1992 laid great emphasis on introducing English as a compulsory subject from grade IV.

Since 2003 A.D. English is being taught as a compulsory subject from grade I in school level though it is being taught in pre-primary level in private schools of Nepal.

In this regard, the government of Nepal has given priority to English language teaching in its education system. And Higher Secondary English curriculum has been designed. The objectives of the Higher Secondary English are mentioned below. [H.S.E.B. New Syllabus (2060/2061 courses of study)]

- ❖ To give a short remedial or link course as a kind of bridge or refresher course between English at the secondary and higher levels.
- ❖ To teach English for functional, academic and communicative purposes.
- ❖ To provide students interesting material for information's, knowledge and pleasures.
- ❖ To provide students interesting material for information, knowledge and pleasure.

1.4 Defining Curriculum, Syllabus and Course of Study

Traditionally, curriculum was regarded as the subject matter taught to students inside the classroom. In this regard, it was, thus, equated with the syllabus. But now curriculum is not limited within the boundary of syllabus, but it is broadened with all round development of the children. It includes all the activities of the school, teachers and students. It guides the school and the teacher towards achieving learning objectives. In a destination that is commonly drawn in Britain, syllabus "refers to the content or subject matter of an individual subject, whereas curriculum

refers to the totality of content to be taught and aims to be realized within one school or education system.

Very often, they are taken synonymously but at the present era, syllabus is taken just one part of curriculum and even the course of study is a part of syllabus. In this way, they seem very closely related. They can be defined in the following ways.

1.4.1 Curriculum

Normally, it is taken as the subject matter to be taught inside the classroom. Broadly speaking, it refers to the totality of content to be taught and aims to be realized with one school of educational system. Yalden (1983:29) quotes Robertson (1971: 566) "Curriculum includes the goals, objectives, content, process, resources and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programme."

We can say that curriculum is the whole plan and teaching and learning process depend upon this. It is an educational programme which includes all those activities towards achieving goals. This is the most important part. It is the centre for the whole teaching and learning activity. It seems just like a proper guide for a tourist in history. So, the success and failure of teaching and learning process depends on a curriculum the best curriculum always guides for achieving the goals of objectives of teaching and learning process.

1.4.2 Syllabus

Syllabus is a specific term which prescribes the intent to be covered by a given course. It is just one part of whole education programme. It simply refers to the total subpart of curriculum which is concerned with a specification of what units will be taught. It forms only a small part of the total school programme.

Yalden (1983:29) quotes Robertson (1971:566) Syllabus as "a statement of the plan for any part of the curriculum excluding the element of Curriculum evaluation itself." Similarly Corder states, "A syllabus is the over all plan for the learning process." With the help of these definitions, we can conclude that syllabus is one part of the curriculum. It is also a kind of guideline for the teachers as well as the pupils to follow their teaching and learning process.

1.4.3 Course of Study

Course of study is a part of syllabus and it is a series of lessons or lectures on a particular subject. It is a set of teaching materials. In this way, we can say that all of these seem related to each other and also they have whole part relationship and also they are often used interchangeably by many schools.

The structure of school level education of Nepal can be shown as follows.

Structure of school level Education of Nepal

Table: 1

S. N.	Levels	Grades
1	Primary Education	I-V
2	Lower Secondary Education	VI-VIII
3	Secondary Education	IX-X
4	Higher Secondary Education	XI-XII

Source: NEC 1992 Report

On the basis of the structure of Education in Nepal, English curriculum has been designed from primary level.

1.5 Textbook

Each and every academic discipline is guided by curriculum which is a master plan consisting of teaching aims, contexts, methods of teaching, evaluation scheme, time allotment, textbooks and some more additional reference materials. Textbook is an instrument of instruction that facilitates teaching learning process. It is a tool used by the students for a particular course of study in a particular branch of knowledge. It is written on the basis of a prescribed curriculum and is taught in class with the purpose of achieving objectives through the themes that are presented according to the mental and psychological requirements of the students. The teaching learning activities are facilitated by the exercises and illustrations incorporated in the textbooks. A textbook is the body of knowledge. It is the most important teaching tool in the sense that it can determine not only what will be taught but also how it will be taught.

Similarly Sharma quotes Gupta (1985:5) where Gupta identifies a textbook thatdiffers from a book by virtue of the principles, which control its selective organization of the subject matter, carefully presentation for the material for selected group of students and the assistance for the teacher which it is supposed to build in itself. Similarly Sharma (1995) says, “The textbook is a learning instrument usually employed in schools and college to support a programme of instruction. It is an important reading material prepared for the learner and solely intended for their use. It is an authentic source of knowledge that should be imparted in the classroom as intended by the curriculum”

A textbook is prepared on the basis of the designed curriculum. It is used by both the students and teachers for the particular course of study in a particular branch of knowledge. In other words, textbook is a tool dealing with a definite subject of study systematically arranged, intended to use at specified level of institution and used as principal source of study, material for a particular course. For Grant (1987:12) "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 topic or skill areas."

The International Encyclopedia of Education (1994) defines “The textbook represents the corpus of knowledge and skills considered essential in becoming an educated person. It symbolizes a set of values and assumptions about one's nation and world and one's role and place within them.”

The above discussion leads to the conclusion that a textbook is defined as a backbone of teaching learning process. A textbook is the material generally available at the learner’s hand. It stands on the ground

of curriculum and is taught in the class room with the purpose of achieving the aim defined in curriculum. The selection of a new textbook cannot be a haphazard process. It should be changed according to the objectives. A textbook contains different kinds of reading materials and activities involving all the language skills and aspects. So, it is perhaps the prime means that supports the whole educational programme in the country like Nepal.

1.6 Importance of Textbook

Textbooks have been powerful mirrors of change in curriculum and values of society. Textbooks are the part and parcels of the designed curriculum and are authentic source of knowledge for the teacher and students. They determine the subject matters and in many case the methods of teaching also. Textbooks direct both the teachers and students by giving them proper direction of what they ought to do during the lesson hours. Showing the value of textbooks, Harmer (1997:257) states that “It has obvious advantages for both teachers and students. Good textbooks often contain lively and interesting materials; they provide a sensible progression of language items clearly showing what has been studied. So that students can revise grammatical and functional points that they have been concentrating on.”

A textbook is very important in a country like Nepal where the teachers rely on the prescribed textbooks. Most of the teachers do not use curriculum and very few of them go through it. So, a textbook is only the teaching learning material for them.

There are a few teachers who would not like to follow textbook strictly since they know what to teach and they can provide lively, interesting and effective activities than those set in the textbook; they

know their students' interest and need better than any textbook writer does. But such teachers are rare; they can be counted on fingers. Particularly in the context of the third world countries like Nepal, the importance of textbook can be highlighted. So far, textbook has been the only source of teaching learning materials.

Pointing out the importance of textbook Harmer (1997:257) says, "A textbook has obvious advantages for both teacher and students. Good textbooks often contain lively and interesting materials; they provide a sensible progression of language items clearly showing what has to be learnt. So, the students can revise grammar of functional points that they have been concentrating on."

Similarly, Ur (1996:184) argues, "A course book provides a clear framework; teacher and learner where they are going and what is coming next so that there is a sense of structure of progress". According to Seaton (1982:40), "A textbook is necessary as it acts as a visual record of progress and can thus be psychological support to the students. It is also useful as a memory aid and for consolidation of class work and at home at the same time, textbook can be a syllabus for the teacher."

From the above definitions, we know that textbook is a very important tool. A textbook plays a vital role in our country Nepal where the teachers rely on prescribed textbooks. It is the only weapon to tackle with the teaching learning situation. Textbook is an authentic material to present the teaching learning materials in the classroom because it is especially prepared for the purpose and also economical and easily available. Even if the government of Nepal has the policy of hiring only the trained teachers in school level, still the flow of untrained teachers has

not been controlled. The use of textbook brings uniformity in examination. Hence, textbooks have great importance.

1.7 Types of textbook

It is very difficult to make accurate categorization of the textbook, because of their varied nature. Grant (1972:12) categorizes textbook into two very broad categories as: Traditional textbooks and communicative textbook. It is not always possible to place a particular textbook firmly within either of these categories, as there is a continuum from one category to another. The two categories are briefly described below.

1.7.1 Traditional Textbook

Traditional textbook here does not refer to the textbooks which were used in the past and are no longer in use. They are still being written, published and used in many parts of the world including Nepal. So, the word traditional here refers to a particular kind rather than the date when it was published. The traditional textbook tries to get students to learn the language as a system. Once the students learned the system it is hoped that they are then equipped to use the language for their own purposes. Grant (1987:13) has provided us with the following characteristics of the traditional textbook.

- I. They tend to emphasize the forms or patterns of language (the grammar) more than the communicative functions of language, the jobs use do using it, for example, asking for information, making request, apologizing and asking the way etc.
- II. They tend to focus on reading and writing activities rather than listening and speaking activities.
- III. They focus rather narrowly on a syllabus and examination.

- IV. They emphasize the importance of language accuracy.
- V. They often make use of great deal of L1.
- VI. They are often affricative to some teachers because they seem easy to use and are highly examination-oriented.

Using the traditional type of textbook in teaching learning has both advantages and disadvantages. One of the advantage of traditional textbook is that the teacher can use it without too much difficulty. The main problem with traditional textbook is that despite studying textbooks for longtime the students remain incapable of using the language. They know grammar, the system but they can not communicate.

1.7.2 Communicative Textbook

Communicative textbooks are different from the traditional ones in the sense that they create opportunities for the students to use the language in the classroom, as a sort of "Halfway house" before using it in real life. In these days, the word 'communicative' is on everyone's lips. Almost all new textbooks claim to be communicative. For Grant (1987:14) communicative textbooks have the following characteristics:-

- I. They emphasize the communicative functions of language. The jobs-people do using the language not just the forms.
- II. They try to reflect the students' needs and interests.
- III. They emphasize the skills in using the language, not just the forms of language and they are therefore actively based.
- IV. They usually have good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.
- V. They tend to be very specific in their definition of aims.

- VI. Both content and methods reflect the authentic language of everyday life.
- VII. They encourage work in groups, pairs and therefore, make heavier demands on teacher's organizational abilities.
- VIII. They emphasize fluency not just accuracy.

Because of these characteristics, communicative textbooks are the demand of the day.

1.8 Correlation between Curriculum and Textbook

Textbook is the document prepared to achieve the aims and objectives specified in the curriculum. A textbook writer while writing the textbook should include all activities and materials specified in the curriculum and also they should be organized as they are in the curriculum. The prepared textbook should be able to achieve the objectives goals specified by the curriculum. Textbooks are perhaps, one of the prime means that support the whole educational programme.

After the textbooks are prepared, they should be sent to the large readers who are intended to make use of books properly. But only the textbook can not contribute to whole educational programmes. They should be supported by teacher's guides, workbooks and other supplementary materials as well. The effectiveness of all these materials is to be studied on the basis of objectives specified in the curriculum. It means that the effectiveness of textbook along with other supplementary materials should be evaluated on the basis of curriculum. The evaluation if proves that the textbooks prepared are appropriate, they are used to achieve the objectives specified but they are found inappropriate; they are revised and rewritten to meet the requirements. The output of the

education system is also evaluated on the basis of country's needs, if the curriculum found inappropriate, it is also changed.

It is said that the curriculum and the textbooks prepared are interrelated. The failure or success of one is directly associated with the other. If the curriculum itself is defective, the textbooks will be certainly defective and if the textbooks cannot fulfill the needs of the country, they certainly cannot lead the whole educational system. In such a situation, they need to be changed or reformed from time to time. In fact, a textbook is a document which reflects the objectives and teaching items specified in the curriculum.

1.9 The Role of English Language Textbook in Higher Secondary Level of Nepal

Each discipline is guided by its curriculum which is a set of planned and guided actions including aims, contents, methods, textbooks etc. As we see in the definitions of curriculum, textbooks are only supplementary part of curriculum. So, textbooks are written to help students to achieve the objectives of the course of study. As Nunan (1991) says, "Course books do not always explicitly state what it is the learner should be able to do as result of undertaking a particular activity or unit of work, however it should be possible to rewrite course book content in the form of objectives (i.e. in a form which states what learners will do in and out of class)."

For the implementation of the school curriculum, textbooks play an important role in our education system. Textbooks have been the only source of teaching learning materials for achieving the objectives of the curriculum. Effective learning is not possible without the combination of teaching materials and trained teachers. Textbook is an instantly used tool

especially in our part of the world. From the examination point of view, textbooks bring uniformity.

The teaching of English starts from the primary level school education in Nepal. Especially, the teaching activities depend upon the textbooks because they are easily available and widely used tools of education. So the importance of adopting textbook is even greater in the developing countries like Nepal where the textbooks are the main sources of teaching and learning process. But some textbooks in our country are not good enough to meet the goals. Even if they have certain weaknesses implemented for more than a decade they are not changed. Textbooks should be reviewed regularly. In support of this Khaniya (2003) states that "It is important to consider that not all the prescribed texts are appropriate to achieve what they are intended for. It should be accepted that some texts even after getting approval may not necessarily be adequate for intended purpose." By this we clearly know that all the textbooks should be examined to find out whether the textbooks are appropriate for particular learning groups or not.

1.10 Importance of Textbook Analysis

Generally, textbooks are written to meet the aims and objectives specified in the curriculum. Keeping in view that they are used in classroom teaching learning activities by both the teachers and students. But unless we analyze textbook in depth from different aspects we can not say whether the particular textbook is based on the curriculum or not, whether the textbook being used is appropriate to the level of the students or not and also anotherthe textbook supports the national education system or not. But if we see the educational history of our country the due care was not given on textbook analysis in the past.

Before the establishment of democracy in 1950, no any effort was made to improve the quality of the textbook as they could not meet the need of the children. The textbooks used were not edited and illustrated and they were printed on poor quality paper. No systematic effort was made to develop the textbook in a planned way. The government was not directly involved in the preparation of textbook. The research has shown that the position of textbooks remained same even after the revolution of 1950. Many schools were opened but they lacked the standard textbooks. The textbooks that were prescribed for the particular level and grade were not selected with due care. They were either too difficult too easy. There was not any fixed criterion for the selection of the textbooks. They were selected randomly without following any system. The first institutional materials discussing textbook was the report of NNEPC 1956. The report said that the textbook should include some criteria as accuracy, adaptability to the proper age level of the children's activeness, durability, interesting, well illustration etc.

The second remarkable step taken to the issue of textbook was in 1961 by Around National Education commission (ARNEC). It recommended that some textbook should be prescribed all over the country and such textbooks should be adequately illustrated as far as possible specially, for primary level. In the similar way many important efforts have been made for the improvement and implementation of the textbooks. Curriculum as well as textbooks have been changed and modified from time to time to keep them up to date. But even today, the condition of the textbooks being practiced is not satisfactory in our country, Nepal. Due care has not been given to the preparation and selection of textbooks in spite of their importance in the education system. The textbooks prepared once have been used for decades without

making investigation and conducting research to assess their usefulness and desirability. Bhattarai's (2001:III) observation "Textbooks are prepared by a team of writers, evaluated by a team of experts and updated or modified from time to time - However, there are no records of follow up studies, studies on the effectiveness of textbooks and textbook evaluation" supports the situation.

Generally, curriculum and methods of teaching should be changed from time to time. As the time changes, the needs of students too change. It leads to the change of curriculum and change in teaching methodology. As the curriculum and methods of teaching are changed. There needs a change in textbooks. The selection and revision of the textbook should not be sporadic and haphazard. It should be selected or evaluated on the basis of systematic evaluation and research. But Khaniya's (2003:2) observation shows different picture, "In our school education, a single set of textbook is prescribed in each course of study, mostly the books being used were written by those writers who would win the competition for writing textbook. The implication is that books must have been approved by a group of competent people but it was not clear whether or not books were examined before they were approved against well-designated framework. It can be argued that the books could have been better if a competent framework was developed for the purpose of developing textbooks against which the books could have been examined." Els (1983:307) also expresses similar view "Research into the textbooks in schools and their effects on teaching and learning can play a very important role in textbook selection. Such research, in which textbook is an important variable, may have as result that it is not a strong belief in certain teaching methods and materials but objective data which determines the criteria for textbook selection. Extending our knowledge

of the effects of the textbooks on learning will bring about new or improved criteria for textbook selection. The number of wrong choices made as a result of speculations about expected or hoped for effects of textbooks could in this way, be some what reduces."

The above discussion shows how important textbook analysis is. It is not a random and haphazard process instead it is a systematic one. But in the context of our country Nepal very few researches have been done in this area. The textbooks being used are designed and revised without any fixed criteria. So the textbook analysis is a dire need in Nepal.

1.11 Theoretical Framework for Text book Analysis

Evaluating a textbook is a complex task. Generally, the textbooks being used are designed and written by the team or experts to achieve the specified objectives of the curriculum and also to meet the present day need. Regarding the textbook evaluation Sheldon (1988: 245) as mentioned in Awasthi (2006:7) writes "It is clear that course book assessment is fundamentally a subjective rule of thumb activity and no clear formula, grid or system will provide a definite yardstick." While analyzing a textbook one has to follow certain criteria or framework. Different experts have introduced different frameworks for textbook evaluation. Some of them are discussed below.

Ellis (1997) as mentioned in Awasthi (2006:7) makes a distinction between two types of evaluation "predictive," the evaluation done before the textbook is inducted in any program and "retrospective", the evaluation done after using it in any program.

Tucker (1975:335-360) in Ansary and Babai (2002) as quoted in Awasthi (2006:6) introduces three broad components necessary to consider while evaluating the course materials :-

- A set of criteria claimed to be consistent with the basic linguistic, psychological and pedagogical
- A rating scheme which provides a method for judging the co-operative weighting of a text book's merits and
- A chart which provides a visual comparison between the evaluators' opinion of the books and a hypothetical model, hence a facilitating quick and easy display of the evaluator's judgment.

Tucker (1975) further purposes two broad criteria" external and internal' for the evaluation of textbooks.

Grant (1987:199) provides us with three-stage procedures of textbook evaluation as, initial evaluation, detailed evaluation and in use evaluation.

i) Initial Evaluation

This evaluation is carried out after the textbook is prepared. This evaluation is done quickly to filter out objectively unsuitable materials if the textbook seems unusual in its format. Grant (1987:119) says, "We often need to assess quickly whether a textbook is likely to be worth looking at more closely. We do not waste time. Therefore, in our initial evaluation, we want to filter out obviously unsuitable materials. However, we should try to avoid making judgments that are too hasty particularly if the textbook appears to be rather unusual in its format.

Grant (1987:199) provides us with CATALYST text to evaluate the textbook in which each of the eight letters mirrors out the given criteria which we can decide whether the book is appropriate to the target group or not. The key questions we should ask ourselves are.

- C Communication? (Is it communicative?)
- A Aims? (Is it suitable to achieve the set of objective)
- T Teachable? (Is it teachable?)
- A Available-add-one? (Are the additional materials such as workbook available?)
- L Level? (Is the level of book appropriate?)
- Y Your impression? (Is your impression good?)
- S Student interest? (Does it meet the students' interest?)
- T Tried and tested? (Has the book been tried and tested in real classroom?)

ii) Detailed Evaluation

This evaluation refers to the trial and test evaluation. The prepared textbook is tested in the real classroom. The book is distributed to the selected schools to use by the respective teachers. The trial evaluation is done for a particular period. Suggestions and feedbacks are collected from the respective teachers and students. Then the book is revised considering all the suggestions and feedbacks obtained.

Grant (1987:121) suggests us to apply three part questionnaires as:-

- Does the course suit your students?
- Does it suit the teacher?
- Does it suit the syllabus to evaluate the textbook?

iii) **In -use- evaluation**

This evaluation refers to the evaluation which is carried out while the textbook is being used in real classrooms. This is the final evaluation of the textbook, even if this kind of evaluation is continuous. According to Grant (1987) this evaluation process should be continuous even in the situation where we do not plan for financial or other reason to replace the textbook for sometime we can measure how good a textbook is by using the questionnaires and on the basis of the suggestions and feedbacks obtained, the textbook is improved by making required revisions.

Ur (1996:186) has proposed the following criteria for course book evaluation.

- Objectives explicitly laid out in an introduction and implemented in the material.
- Approach educationally and socially acceptable to target community.
- Clear attractive layout, print easy to read.
- Appropriate visual materials available.
- Interesting topics and tasks.
- Varied topics and tasks, so as to provide for different learner levels, learning styles, interest etc.
- Clear instructions.
- Systematic coverage of syllabus.
- Content clearly organized and graded (sequenced by difficulty)
- Periodic view and text sections. 989+
- Plenty of authentic language.
- Good vocabulary explanation and practice.
- Good grammar presentation and practice.

- Fluency practice in all four skills.
- Encourages learners to develop own leaning strategies and to become independent in their learning.
- Adequate guidance for the teacher not too heavy preparation load.
- Audio cassettes.
- Readily available locally.

Similarly, Harmer (2001:300) also provides us some criteria for textbook evaluation as follows

- Price (of course book components)
- Availability
- Layout and design
- Instructions
- Methodology
- Syllabus types, selection and grading
- Language study activities
- Language skill activities
- Topics
- Cultural acceptability
- Usability
- Teacher's guide

Mc Donough and Shaw (2003) as mentioned in Awasthi (2006:9) purposes an overall evaluation of the textbook in the light of the following parameters

- The usability factor.
- The generability factor.
- The adoptability factor.
- The flexibility factor.

All these above discussed criteria are the criteria for evaluating language textbook. The proposed textbook i.e. the textbook of compulsory English for grade XII “Meanings into words” is fully a functional textbook. So the researcher followed the Checklist model to analyze the textbook. The framework for the analysis of the textbook has been presented below.

A. Analysis of the textbook in terms of peripheral aspects

A peripheral aspect here refers to the physical quality of textbook. It is said that the physical criterion applies with the textbook irrespective of the subject. It is like dress or an outfit. Here the physical aspect of textbook has been analyzed as follows.

I Cover Page Design

The cover page and its design must be designed very tactfully and psychologically. It must be gentle, attractive with colorful background which adds the beauty of the book on one hand and it attracts the learner's attention and arises curiosity to read on the other hand.

II Size of Book

The size of the book is very important for readers to develop interest in reading. The book should be of appropriate size that is portable.

III Binding and Paper Quality

In fact, the binding and the paper quality are also very important factors as they ensure the durability of the textbook.

IV Lettering and Spacing

The appropriate size of the letters according to the level of students and the space between words to word, sentence to sentence and one paragraph to another paragraph add the extra qualities of a textbook to increase causality and interest to the readers.

V Pricing and Availability

In student life, most of them have economic problems because they do not earn but they have to depend on their parents. The amount of money provided by parents can not fulfill their necessities and needs. So, the price should be affordable and the book should be in every one's reach.

VI Introduction and Author's View

Introduction which is synonymous to preface is the recognition of authors and his/her creation, the book from which the reader perceives the synopsis, naturally, the introduction is written by the author (s) where most of the aspects of the book are included. For example, for what purpose the author has written the book, who are the intended readers? What type of book is it?

VII Methodology

The term methodology refers to the methods and techniques of teaching or the implication aspect of the books in the classroom. Many of the writers are professional. They only write the textbook but they do not necessarily teach the subject matter. The real users are the teachers who teach the subject matter in the real classroom. But, it is not sure that

all the teachers are trained or they can understand the subject matter for what purpose the writer has designed.

VIII Table of Contents

The very important, specific and core part of any textbook is contents. To fulfill the objectives in the curriculum, contents or the teaching learning items are the main things or the body of knowledge. That is why, the table of contents, the systematic or serial list of contents attracts the attention of the readers and determines whether the concerned book is useful to suit the purpose or useful to read or not.

IX List of Rules and Index

The rules discussed in the book are listed at the end of each unit. This is very important to both teachers and students. The languages discussed in the text with situation are listed in summary of language. Index is also like a table of contents giving information where the particular topic can be located with page number.

X Abbreviation and Symbols

While producing any piece of writing (book, article, thesis etc.) the long and redundant terms are used in short forms. Symbols, any signs and signals that have both variable and constant meaning, are mainly used in visual material like, graphs, charts, tables etc.

XI Workbook and Model Question

Generally, workbook can be defined as a book containing ample questions both subjective and objective and varieties of exercises both oral and written for students to work, practice and evaluate themselves

what they have learnt, on the basis of the answer key provided (for objective questions) and the text book (for subjective questions).

XII Reference

The term 'reference' means the reference materials for example, books and articles that contain facts and information that is consulted when it is needed to find out the particular information. Reference books are those authentic materials that the author consults while writing the books for particular fact and detailed information on the concerned topic, which are equally important to readers for detailed authentic sources if they needed.

B Analysis of the Textbook in terms of Academic Aspects

It has generally been assured that the academic aspect of the textbook is like a soul. Every textbook should be appropriate to the cognitive and mental level of the target group. The soul or most important part to be analyzed for the judgment is the content of the textbook. Here the academic aspect of textbook has been analyzed as follows.

I Objectives

A good text book is that which can truly fulfill the desired objectives, the destination of the curriculum or the course of study. The researcher's main purpose is to find out whether the objectives of + 2 course of study do match with the objectives of the text book or not.

II Contents

Contents or the teaching learning items are the heart of any textbook. The contents categorized into different heading are studied and analyzed systematically.

III Language, Language Functions and Skills

Language is one of the qualities of any piece of writing including a textbook. The language used in the book should be simple, formal and comprehensive because the textbook is a material for self-study, too. If the language is clearly understandable, the students will form the clear concept on each and every topic they study. It arouses curiosity in reading if the language is not understandable.

IV Exercises and Activities

Exercises and activities are very important to help the students to learn by doing them themselves. Simply, people do not believe that teaching and testing have the equal role in learning. But actually teaching and testing should go together for better learning. For the fact, texts are to be taught to make the concept and exercises and activities are to be tested what the students have learnt. Exercises and activities help the teacher to test his/her students whether they have learnt his/her teaching or not and the students to evaluate themselves and develop confidence.

V Visual Materials and Illustrations

Every textbook should be designed keeping in mind “self-study then after only” it would be more comprehensive, only selection, gradation and organization of the items is not quite enough, but presentation also plays the vital role. The answer to the question as to how comprehensive is the book and as to how the items are presented is crucial for the textbook writer. For good presentation, along with examples, explanations and illustrations, visual materials such as tables, charts, pictures, and diagrams also play a vital role.

VI Supplementary Materials

Supplementary materials are those teaching learning materials which help or add something to teach or to learn the subject matter of the book or to complete it. Here, the researcher has tried to mention supplementary materials in terms of reference books, teacher's guide, workbook or exercise book and model questions.

VII Appropriateness

Under the topic appropriateness, we should consider the appropriateness of the textbook to the target group is appropriate to the needs, interest and the linguistic level of the students.

1.12 Aims of Teaching English at Higher Secondary Level

The aims of teaching English in Higher Secondary School of Nepal are:-

-) To prepare student for farther study at university and,
-) To prepare students for middle level management position in governments and the private sector.

For those roles students need a good understanding of both spoken and written forms' because English is now considered the primary language for international communication and for communication with foreigners visiting Nepal. It is in order to meet these needs that "Meanings into Words" has been set as a textbook in the compulsory English curriculum.

"Meanings into Words" is designed to increase students' fluency in spoken English while teaching them the necessary grammatical structures for functional communication. These aims are different from those of the previously taught grade 12 materials and they require different teaching

methods from those previously used. Grade 12 teachers, therefore, are challenged with new materials and with new teaching techniques. This is a huge challenge, but one which must successfully be met if the grade 12 English course is to meet its objectives.

1.13 Specific Objectives of Grade 12 English Textbook

The specific objectives of this course are:-

1. To teach students language use and functions.
2. To enable them to establish a link between structures and meaning.
3. To provide them with more examples of language in context, and
4. To engage them in fruitfully reading.

1.14 General Objectives of "Meanings into Words"

"Meanings into words" has the following general objectives:-

1. To provide students with techniques in the use of English of academic and communicative purposes.
2. To train them in the functional, notional and grammatical areas of English language use.
3. To make them see the relationship between structures and meaning, and
4. To teach them structures in a context.
5. To develop students four language skills i.e. listening speaking reading and writing.
6. To develop students' critical thinking abilities.
7. To make students creative.
8. To teach students about the culture of other countries.

In order to achieve these objectives students are introduced to different language skills using the communication method. This means that many new grammar points and structures are introduced using passages for listening or reading, a written sample, a picture or a cartoon. After the students have been presented with the new language skills they are given the opportunity to practice them in the areas of reading, writing, listening and speaking. The students are encouraged to speak using structured and unstructured conversations, pairs or small group work, and by talking to each other or with the teacher. This sort of interaction will encourage students to develop their critical thinking skills. Lastly, "Meanings into Words" introduces ample cultural information to the students. The cultural component comes almost exclusively from the west especially Britain. In this course, the students will read about and see many unfamiliar things it is up to the individual teacher to decide which of this information is useful to present. The textbook is designed by Adrian Doff, Christopher Jones and Keith Mitchell. It was published in South Asian by Foundation Books, New Delhi, in 1998 which is affiliated with Cambridge University Press, Cambridge, UK.

1.15 Literature Review

After the introduction of democracy in 1951 education became accessible to every people which resulted in a rapid growth in the number of schools but there were no standard textbooks. The textbooks were selected haphazardly and randomly without any criteria. New Education system plan (NESP, 1971) brought a revolution in the education system of Nepal. New curriculum was designed and new textbooks were prepared. Then a number of researches have been carried out in connection with textbook analysis under the Department of English

Language Education, T.U. So, here an attempt is made to review the related literature on the textbook analysis.

Sharma (1995) carried out a research work on the topic, "A critical evaluation of primary level government school textbooks of Nepali language" He found some problems in textual language used in the textbook, length of lesson (i.e. long lessons); illustrations (i.e. they should well drawn) physical appearance of the textbooks etc but this study was related to our own language.

Lamichhane (1999) carried out his research work on the topic, " An analysis of new English for grade VII." The purpose of his study was to find out the extent to which the objectives set out in the curriculum related to speaking and writing skills were fulfilled by the textbook He found out that the textbook has the contextual relevance to the students needs and vocabulary, communicative exercises and writing activities are appropriately graded along with curriculum but the textbook does not contain all the contents of the curriculum and exercises also are not sufficient enough. He also studied the physical aspect of the textbook but other skills and aspects remained untouched.

Bhattarai (2001) made an attempt to evaluate the existing English textbooks for grades VI to X. He has found that there are many inadequacies in the textbook such as paper quality is low. Coverage is less attractive, binding is weak, letter size is determined without consideration, presentation of the material is poor, lacking systematicity and regularity. They are printed without correcting and editing properly.

Similarly, Dahal (2002) carried out a research work on the topic "English for Grade X: A textbook analysis" He analyzed the textbook touching all the aspects of the textbook. His research has found out that the cover page design of the textbook is not attractive and durable.

Binding of the book is weak. The handwritten pictures of the book do not clarify the abstract concept. The textbook lacks drill and it has not provided any mode of post card writing, questionnaires, notices and advertisements although the curriculum has tested those students should be able to produce a variety of authentic text types.

Ghimire (2003) carried out a research work entitled "An Analysis of the Link English course for PCL first year and Grade XI." The objective of the study was to analyze the link English course in terms of its physical feature as well as adequacy of the contents. He found out that the size of the book is not appropriate. The quality of paper is not good in comparison to other textbooks of the same level. The textbook lacks emphasis on oral practice and binding of the book is not attractive

Likewise, Dawadi (2004) carried out the research on "An Analysis of Grade Seven English Textbook." The objective of her research study was to analyze the textbook in terms of its physical and academic aspects. She came to the conclusion that the textbook is academically sound than the physical aspect. Her study has shown that the textbook contains varieties of exercises appropriate to the mental level of the students. The textbook contains some communicative activities which help to develop student's communicative activities. Varieties of activities included in the textbook encourage students to work in pairs and groups. The textbook doesn't contain all contents expected by the curriculum.

Bohora (2004) carried out a research on "A descriptive study on the English textbook for Grade I" and he found that 217 vocabulary items are included in the text but the textbook presents a list of only 183 vocabulary. The cardinal numbers only from one to ten are found in the textbook. The vowel sound /u /and the consonant sound /z/ are not found in the language used in the textbook. But this study does not mention about the appropriateness of language, sufficiency of other exercises.

Similarly K.C. (2005) carried his research on the topic: "An Analysis of New English Textbook for Grade IX. The objective of his study was to examine the English textbook for grade IX in terms of its physical as well as academic aspect on the basis of teacher's opinion, theoretical framework and objectives listed in the curriculum. From the study he came to the conclusion that the textbook is based on learner centered approach. All the four language skills are equally treated and practice on them is in balanced and appropriate way. He has found some defects on physical aspects.

Besides these, there is also the necessity of the deep study of the textbook of 'Meanings into Words' for grade twelve. No any research work study has been carried out to analyze this textbook. There is a need for a systematic study. For the systematic study, the researcher has followed the framework of the textbook analysis which is mentioned above.

1.16 Objectives of the Study

The objectives of this research study were as follows.

1. To examine the quality of 'Meanings into Words' in terms of peripheral and academic features
2. To examine the relationship between the curriculum and the textbook.
3. To find out the striking and weak points.
4. To provide some suggestions for the improvement of the textbook.

1.17 Significance of the Study

This study proposes to look in the strengths of English textbook, "Meanings into Words" to achieve the objectives of Higher secondary Level. This study is expected to be significant mainly in the following ways:

1. This study will be helpful for authors as well as curriculum experts, so that they could manipulate the result of this survey while framing English curriculum.
2. To highlight the value of English textbook "Meanings into Words" in the field of language teaching and to help for successful implementation of it.
3. This study would be more useful for Higher Secondary School English teachers to evaluate the English Textbook "Meanings into Words,"
4. To identify the appropriateness of English textbook "Meanings into Words" for grade XII.

CHAPTER-TWO

METHODOLOGY

This chapter deals with the design of plans and procedures of the study which were carried out by the researcher to achieve the desired objectives of the study. However, researcher's personal judgment has a pivotal role to play. The methodology adopted during the study is presented below.

2.1 Source of Data

The researcher made use of only Secondary Sources of data.

2.1.1 Secondary Sources of Data

The main Secondary Sources of data was the textbook 'Meanings into Words' for grade twelve. Apart from this, the researcher studied the +2 curriculum, syllabus, old question collection, articles, and the theses in order to facilitate the study. Some of the main sources are Grant (1987), Ur(1996), Harmer(2001).

2.2 Tools for Data Collection

In order to collect data for this study, the researcher studied the textbook 'Meanings into Words' in terms of its peripheral and academic aspects. Checklist was the research tool used by the researcher.

2.3 Process of Data Collection

At first, the researcher studied the textbook 'Meanings into Words' on the basis of its peripheral and academic aspects. Then the researcher collected the data using the tool "check-list".

2.4 Limitations of the Study

The study was limited in the following ways:-

- i. The study was limited only to the textbook 'Meanings into Words.'
Other textbooks for the same grade were not studied.
- ii. The study was based on only peripheral and academic features.
- iii. The assessment of textbook was limited to the researcher's personal judgment. He had not used teachers', experts' and students' opinions.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This is the central or core part of the study which is directly related to the objectives laid down in the proposal of this work. For making the study more convenient, this chapter is divided into two major sections. The first section of this chapter concerns with the analysis of the peripheral aspects of *Meanings into Words* and second section of this chapter presents the analysis of academic aspects of the book.

3.1 Analysis of the Peripheral Aspects

‘Meanings into Words’ is a textbook for grade XII Compulsory English of Higher Secondary Education. The book is designed by Adrian Doff, Christopher Jones and Keith Mitchell. This is the second of the two textbooks entitled *Meanings into Words* (Students' books). The book was published firstly for South Asian Education in 1998 by Foundation Books, New Delhi.

Generally, the external aspects of the book are analyzed in terms of the quality of the cover page design, size, binding, paper quality, lettering, spacing, pricing and availability. But, only these are insufficient to analyze the book externally. Thus, other additional points are mentioned in the following section to analyze the book ‘Meanings into Words.’ The following table presents the external aspects of the book:-

Information of the book Meanings into Word

Table No. 2

Writers:	Adrian Doff, Christopher Jones and Keith Mitchell
Publisher:	Cambridge University Press.
Published in South Asia by:	Foundation Books New Delhi
Distributed in Nepal by :	Ratna Pustak Bhandar, Kathmandu, Nepal
Book Designed by :	Peter Ducker MST
First Publication:	1998
Size of the Book:	18.2 X 24.4 cm
Binding style:	Side Stitched
Margin :	1.5 cm
Number of Pages:	181
Price :	i. Price in Nepal Nc. 95
	ii. Price in India Rs. 85
Available:	Original

3.1.1 Cover Page Design

The cover page and its design must be very tactfully and psychologically design. It must be attractive with colorful background which adds the beauty of the book on the one hand and it attracts the learner's attention and arises curiosity to read on the other. Regarding this book, the cover is just plain and less attractive and the paper of cover is also of medium quality.

3.2.1 Size of Book

The size of the book is very important for readers to develop interest in reading. The book should be of appropriate size, portable. Regarding this fact, 'Meanings into Words' has those qualities. It is 18.2 | | 24.4 cm and thickness is 1.5 cm with 181 pages.

3.1.3 Binding and Paper Quality

In fact, the binding and the paper quality are also very important factors as they ensure the durability of the textbook. Taking this fact in consideration, 'Meanings into Words' has been side-stitched and the paper is of medium quality. To be qualitative book, this should have been of good quality.

3.1.4 Lettering and Spacing

The appropriate size of the letters according to the level of students and the space between words to words, sentence to sentence and one paragraph to another paragraph add the extra qualities of a textbook to increase causality and interest to the readers. Likewise, the presentation becomes cluttered, in the case of this textbook, the size of letters is a little bit small and the space is also less between grammatical units which is one of the weak points of this text book.

3.1.5 Pricing and Availability

In student life, most of the students have economic problems because they do not earn but they have to depend on their parents. The amount of money provided by parents can not fulfill their necessities and needs. Thus, the price of books also plays a very vital role to encourage or discourage them to buy the book. So, the price should be affordable

and the book should be in every one's reach. Concerning this book, 'Meanings into Words', the price is moderate and available in the market. The price of the book is Nc. 95 and Indian Rs. 85 only.

3.1.6 Introduction and Author's View

Introduction, which is synonymous to preface, is the recognition of authors and his/her creation; the book from which the reader perceives the synopsis, naturally, the introduction is written by the author (s) where most of the aspects of the book are included. For example, for what purpose the author has written the book, who are the intended readers? What type of book is it? What significance does the book contain? Whether the book is authentic text or reference material? Which unit contains what? What is the scope of the book and the acknowledgement? In this part, author's clear view about the book is reflected.

Regarding the book, 'Meanings into Words', introduction systematically covers the functional, notional and grammatical areas that are important to students at this level. In each unit, students are taught the relationship between structures and meaning and learn how to use structures in a communicative context. The Student's Book contains 15 teaching units, each of which is based on a major functional or notional area of English. Each unit includes:-

- Presentation of material which introduces key language items.
- Intensive controlled practice.
- Free communicative practice and writing activities.
- An extended listening or reading activity.
- A language summary which lists the main points covered in the unit.

After each unit there is an activity page. These activities give an opportunity to combine and extend the language learner in earlier units and from 'Meanings into Words' Intermediate. Unit 16 is a revision unit which contains free activities covering language from the whole 'Meanings into Words' course. Likewise, 'Meanings into Words' Upper-Intermediate Students' Book is accompanied by.

- A test book which contains five progress tests and a final achievement test.
- Drills (on cassette) which gives intensive manipulation practice of key structures introduced in the units, which are for use in language laboratory
- A cassette of all recorded material in the student's book.

3.1.7 Methodology

The term methodology refers to the methods and techniques of teaching or the implication aspect of the books in the classroom. Many of the writers are professional. They write the textbooks but they do not necessarily teach them. The real users are the teachers who teach them in the real classroom. But, it is not sure that all the teachers are trained or they can understand the subject matter for the purpose the writer has designed. There might be mismatch between the authors and the teacher, too. So, to present the selected teaching items effectively to the students, the possible approach, methods and classroom techniques should be mentioned while writing the textbook for effective teaching – learning process. The teacher's role and the students' role must be clear, otherwise, the intended objectives may not be fulfilled. Thus, methodology is an inevitable aspect, for that, the textbook writer should prepare teacher's guide too.

In the case of “Meanings into Words’ the writer has prepared the Students’ book, workbook and Teacher’s Guide as well.

3.1.8 Table of Contents

The very important, specific and core part of any textbook is contents. To fulfil the objectives in the curriculum, contents or the teaching learning item are the main things or the body of knowledge. That is why, the table of contents, the systematic or serial list of contents attract the attention of the readers and determine whether the concerned book is useful to suit the purpose or useful to read or not. From the table of contents any reader in the first skimming finds the content coverage of the course of study. A good table of contents details the list of teaching learning items in different chapters or parts, units, sub-units, lesson and topic with page number where the items are located. This makes easy to handle the book. Thus, table of contents is one of the good qualities of any textbook. Regarding this book, ‘Meanings into Words’, the researcher has found this quality, which is the positive aspect of this book.

In the case of “Meanings into Words’ the writer has prepared the Students’ book, workbook and Teacher’s Guide as well.

3.1.9 List of Rules and Index

The rules discussed in the book are listed at the end of each unit. This is very important to both teachers and students. The languages discussed in the text with situation are listed in summary of language with language functions and related structures. This is very effective.

Index is also like a table of contents giving information where the particular topic can be located with page number. Only the difference is

that index is given in alphabetical order and there are varieties of indexes, for example, subject index, author index, language index. Regarding this book, there is no index. But list of rules have been summed up at the last part of every unit. The language functions and structures are kept in the book named “Summary of Language.” This is the striking point of this book.

3.1.10 Abbreviation and Symbols

While producing any piece of writing (book, article, thesis etc.) the long and redundant terms are used in short forms. Symbols, any signs and signals that have both variable and constant meaning, are mainly used in visual material like, graphs, charts, tables etc. So, their abbreviation and symbols are either given before the table of contents or before the index. This system of giving abbreviation and symbols is also very important and useful to the readers.

In the context of ‘Meanings into Words’, abbreviation hasn’t been given, which is not good aspect of this book.

3.1.11 Workbook and Model Question

Hornby (2005:141) defines workbook as, “A book with exercise in it, often with spaces for students to write answers in, to help them practice what they have learnt.”

Generally, workbook can be defined as a book containing ample questions both subjective and objective and varieties of exercises both oral and written for students to work, practice and evaluate themselves what they have learnt, on the basis of the answer key provided (for objective questions) and the text book (for subjective questions). Workbook is prepared on the basis of textbook, which is mainly for

students for self practice and evaluation which helps them to develop confidence.

Model questions are those important questions which are set for practicing.

Model or sample questions should be provided either in grid or at the ending part of the text book or in the workbook. With the help of sample questions, students will be well prepared for other equivalent questions so that they shouldn't worry about the examination because they know the format of examination questions.

In the context of Meanings into Words, workbook has been designed by the same writers to accompany the textbook believing that the best way to learn grammatical forms and uses the textbook contains. Ample exercises related to the proper use of grammatical rules for particular language function are included in the workbook. This is the strong aspect of 'Meanings into Words'.

Apart from exercises, each chapter also contains a number of questions. There are plenty of objective types of exercises after each three units. The questions mentioned in the workbook are assumed as model questions as well but actually they are not in the context of Nepal. And, the book has dual purpose as classroom textbook and the materials for self-study. This aspect is the positive point of the textbook.

3.1.12 Reference or Bibliography

The term 'reference' means the reference materials for example, books, articles that contain facts and information that is consulted when it is needed to find out the particular information. Reference books are those authentic materials that the author consults while writing the

books for particulars fact, detailed information on the concerned topic, which are equally important to readers for detailed authentic sources if they needed.

Similarly, Hornby (2000:135) defines bibliography as, "A list of books or articles about a particular subject or by a particular author; the list of books etc. that have been used by writing an article."

Reference and bibliography is one the inheritable aspects of qualitative books as authentic source of facts and information. But, the textbook 'Meanings into Words' lack it. This is one of the weak points of it.

3.2 Analysis of the Academic Aspects

It has generally been assured that the academic aspects of the textbook are like a soul. It is an intrinsic quality of any textbook. So, any textbook judged and analyzed only on the basis of its physical appearance can not be regarded complete.

Under academic aspects, different areas were focused which are systematically presented below:

3.2.1 Objectives

A good text book is that which can truly fulfill the desired objectives, the destination of the curriculum or the course of study. The researcher's main purpose is to find whether the objectives of + 2 course of study are matching with the objectives of the text book or not. The following table presents objectives set in these two materials:-

Table No. 3

Objectives of the Course	Objectives of the Book
<p>General</p> <p>The general objectives of this course is to:-</p> <ul style="list-style-type: none"> ➤ To provide them in the functional, notional and grammatical areas. ➤ To provide students techniques in the use of English for academic and communicative purposes. ➤ To make them see the relationship between structures and meaning, and ➤ To teach them structure in a context. <p>Specific</p> <ul style="list-style-type: none"> ➤ To teach students language use and functions. ➤ To enable them to establish a link between structure and meaning. <p>To provide them with more examples of language in context.</p>	<ul style="list-style-type: none"> ➤ To provide students techniques in the use of English of academics and communicative purpose. ➤ To train them in the functional, notional and grammatical areas of English language use. ➤ To make them see the relationship between structures and meaning, and ➤ to teach them structures in a context. ➤ To develop students four language skills i.e. listening speaking and writing. ➤ To develop students' critical thinking abilities. ➤ To make students creative. ➤ To teach students about the culture of interest. ➤ In order to achieve, the interest of students and introduce to the different language skills using.

The above table presents that there is direct reflection of specific objectives of the course on the objectives of the textbook. Both of the objectives specifically emphasize on recognition and analysis of the

categories and principal function of Meanings into Words and its academic and communicative aspects. The objectives are clearly reflected, appropriate to the level of students both native and non-native students and achievable. This is the good quality and positive aspect of the book 'Meanings into Words'.

3.2.2 Contents

Contents or the teaching learning items are the heart of any textbook. The contents are categorized into different headings are studied and analyzed systematically as below:

i) Introduction to the contents of Meanings into Words

The textbook, Meanings into Words consists of Chapters including the illustrations, presentation and exercises of certain language functions. Each chapter includes the following language functions and structures.

1. Experience

Present Perfect and Past tenses, special present perfect structures; be used to.

2. Appearance

Look+ adjective/like/ as if; seem + infinitive; Physical characteristic of people; age.

3. Relating past event

Part Perfect and Past tenses, non-defining relative clauses.

4. Attitudes and Reactions

Verbs and adjectives of expressing attitudes; if there is one thing..... it's.....' the way, character adjectives .

5. Duration

Past duration structures; how long.....? for/until/in/by; duration structures using different tenses.

6. Reporting

Reported speech structures; reported thought structures; reporting verbs.

7. Deductions and Explanations

Must/Might/ Can't, infictive forms, second conditional, third conditional; significance structures.

8. Advantage and disadvantages

Effect verbs, (dis) advantage of/drawback of/trouble with/good / (bad) thing about; there is no point in/it's no use/ might as well; second conditional.

9. Classifying

Information questions, indirect questions, tag. questions; identifying structures, reported questions.

10. Wishes and Regrets

I wish/if only +would/ point Past tense/ past perfect tense second and third conditions; Should (n't) have done; could / needn't have done.

11. Events in Sequence

When simple past and past perfect, as soon as; before/not before/not until; and had only just..... when..... no sooner had..... then.....

12. Comparison

Large and Small differences; numerical competitions; comparisons involving different tenses.

13. Processes

When Present simple and present perfect, before/not before not until, passive structures; change of state verbs.

14. Prediction

Bound to/certain to/ sure to/ likely to/ unlikely to; to it/ unless/ as long as/ provided that, first and second conditionals.

15. News

Present perfect and past tenses; "supposed to" other passive reporting verbs.

ii) Selection

Selection is the choice of the teaching-learning items or contents from the vast area while writing the textbook to fulfil the objectives set in the curriculum and to suit the psychological needs and interests, age level, socio-cultural background etc. of the target group. Regarding the textbook, the teaching learning items are well selected on the basis of the purpose and fulfill the objectives of the curriculum.

iii) Sequencing and Gradation

For effective gain, systematic procedures should be adopted in any work and program. Likewise, while writing a textbook the selected teaching-learning items should be presented in a systematic sequencing and gradation on the basis of the principles of learning. The researcher has found that the contents are well-sequenced and graded on the basis of psycholinguistic principles. They are presented in simple to complex, known to unknown and in logical to hierarchical order or in natural/universal order. This is the good aspect of this book.

iv) Sufficiency and Relevancy

The teaching-learning items in this book are clearly presented in detail, in a systematic way more than the teaching learning items presented in +2 syllabus. So, to fulfil the set objectives in the curriculum, the contents are sufficient.

This book was tested in the classrooms since long in the upper-intermediate level of the Cambridge First Certificate Examination. This book is found very relevant according to the needs and level of English and sufficient to meet the aim and objectives of the book.

In the context of Nepal, this book is a textbook in all the Higher Secondary Schools of the nation led by HSEB. But there is not any formal, public complain about contents from the side of students, teacher and experts. Thus, it can be claimed that the qualities relevancy and sufficiency of contents have been achieved by this book.

v) Course Coverage

The course coverage of this book is very good. To complete the whole course, no other textbooks and reference books are needed because all the required contexts prescribed in the syllabus are systematically presented with good selection of examples and explained in detail using simple, formal and comprehensive language. This is one of the internal qualities of the textbook.

vi) Presentation of the Materials

This book is an introduction of grammar learning through communicative aspects of present day written English for those certificate level students, who want to study this subject further and students at teacher training colleges. In all the chapters grammatical description of teaching learning items are presented in hierarchical order with explanation by selecting appropriate of examples and visual materials needed. There is revision of all chapters in unit 16 and there are ample drills at lab session. Likewise, there is given the listening literature of listening text at the end of the book for the ease of both teachers and students. The most striking point of this book is, illustrations which are clearly graphed in each unit. Thus, material presentation is excellent in this book.

vii) Probable Teaching Techniques

In every textbook, probable teaching techniques should be mentioned for the help of teachers to teach the selected materials effectively. Except the teacher's books which are rather less accessible, there are no probable teaching techniques. So new or untrained teachers

have to face problems to start. This is the serious weakness of this textbook.

viii) Distribution

The whole contents should be divided into suitable chapters, units, sub-units and lessons for the clarity and effectiveness of the textbook. Regarding this book, there are 15 units with different sub-headings and there is given a summary of the language at the end of every chapter. There is given apparent heading of every language item, a proper structure and other additional examples to meet the required target of the language function.

3.2.3 Language, Language Functions and Skills

The language is one of the qualities of any piece of writing including the textbook. The language used in the book should be simple, formal and comprehensive because a textbook is a material for self-study, too. If the language is clearly understandable, the students will form the clear concept on each and every topic. It arises curiosity in reading. If the language is not understandable, the students will obetaste the book and will not even touch it. Through language, the message of the writer is transmitted to the readers. Regarding this book, the language is very simple, formal and comprehensive which is the good aspect of the book.

As communicative approach is preferred in teaching and learning a language textbook must be communicative or the language functions should be the contents to be taught in the class. All four language skills should be equally emphasized. And the book consists of the communicative aspect. Actually it is not the language book, it is about the English language. All language skills are included in the book but

listening skill is not used adequately in the context of Nepal because listening tests are not given in examination. So it is neither taught nor learnt in almost all colleges. There are audio cassettes for listening but they are less applied in daily uses.

3.2.4 Exercises and Activities

On the basis of the John Dewey's principle of learning, "learning by doing," exercises and activities are very important to help the students to learn by doing themselves. Simply, people do not believe that teaching and testing have the equal role in learning. But actually teaching and testing should go together for better learning, for the fact, texts are to be taught to make the concept and exercises and activities are to be tested what the students have learnt. Exercises and activities help the teacher to test his/her students whether they have learnt his/her teaching or not and the students to evaluate themselves and develop confidence.

Every textbook should include sufficient exercises and activities for students, otherwise the books may not achieve the goal.

Concerning the textbook, under study, it has a workbook designed by the same writers to assist the textbook which includes ample exercises and activities for the students. The following table shows the number of exercises and activities mentioned in the Meanings into Words: Workbook.

Landscape table

Form the above table, we can say that the textbook has sufficient questions to the students for practices. Such questions are very important to the students from the examination point of view as model questions, and under the sub-headings practice and free practice, varieties of objective type of questions are given. For these questions, there is given hint at the presentation and of sub-topic. Thus, from both subjective/objective types of questions, both students and teacher are taking benefits. This is one of the good aspect of the textbook “Meanings into Words”.

3.2.5 Visual Materials and Illustrations

Every textbook should be designed keeping in mind “self-study then after only” it would be more comprehensive, only selection, gradation and organization of the items is not quite enough, but presentation also plays the vital role. The answer to the question how comprehensive is the book and how are items presented is crucial for the textbook writer. For good presentation, along with examples, explanations and illustrations, visual materials such as tables, charts, pictures and diagrams also play the vital role.

Regarding this book, a number of pictures in presentation, listening and activities used in the book are presented in the table below:

Table No. 5

S.n	Topic	No. of Figures in Presentation	Number of Pictures in Listening	Number of Pictures in Activities
1	Experience	5	-	-
2	Appearance	11	2	1
3	Relating Past Events	7	-	1
4	Attitudes and Reactions	7	2	5
5	Duration	3	2	6
6	Reporting	10	-	-
7	Deductions & Explanations	5	-	-
8	Advantages and disadvantages	4	1	-
9	Clarifying	5	-	3
10	Wishes and Regrets	6	1	1
11	Events in Sequence	6	1	-
12	Comparison	7	1	1
13	Processes	11	9	-
14	Predictions	5	1	14
15	News	4	-	-
	Total	96	20	32

The above table shows that this textbook contains 96 pictures in the presentation, 20 pictures in listening portion and 32 pictures in the

activities. In this 181 paged book, there are sufficient visual materials in each unit. This is the good aspect of this book.

Regarding illustrations, this book has presented good examples at nearly every unit especially in the conversation portion. The use of illustration has given the good solutions of using the language function for both teachers and students as well.

3.2.6 Supplementary Materials

According to Hornby (2000) the meaning of supplementary is, "provide in addition to, something else in order to complete it." Thus, we can define supplementary materials as those teaching learning materials which help or add something to teach or to learn the subject matter of the book or to complete it. Here, the researcher has tried to mention supplementary materials in terms of.

- i. Reference books
- ii. Teacher's guide
- iii. Workbook or exercise book and
- iv. Question model

I) Reference Books

Reference books are those authentic source books or supporting materials from which the textbook writer takes some information for future detail, reference books or materials should be mentioned in reference or bibliography section. But in the case of this textbook, reference or bibliography is given for its authenticity; this is the weak point of this book.

II) Teacher's Guide

Teacher's Guide is a book which directly helps the teacher to handle the textbook which discusses what stepwise techniques and procedures should be applied while teaching the book. It helps the teacher for planning and timing the course. That brings effectiveness in teaching-learning process. It is quite necessary for new and untrained teachers. So, Teacher's Guide is one of the inevitable tools for teaching.

III) Workbook and Exercise Books

Teaching and testing are equally important processes of any academic discipline. So, without evaluation, what the teacher has taught and what the students have understood and learnt, the whole educational process will not be completed. So, workbook or exercise book for evaluation is very important.

Regarding this book, it has its workbook designed by the same writers to assist the textbook with sufficient questions of every sub-topics and other exercises, too. From it, students can evaluate themselves whether they have learnt or not and practice more and more. There is respective practice of each unit in the workbook from students book. This is one of the striking positive points of this textbook.

IV) Model Question

From the examination point of view model or sample questions are very important which are provided in the grid with solution. The model questions will be helpful to the students to know from which unit how many and what types of questions for how much marks are asked and the style of answering them to secure high marks because knowing the subject matter and taking exam within limited time (2-4 hrs.) are

totally different things. Model questions are equally important to the teacher for exam – oriented teaching otherwise, the set objectives of the curriculum will not be fulfilled.

Regarding this book, the questions are given both in students' book and workbook. Model questions are given, which is the strong aspect of this book.

3.2.7 Appropriateness

Under the topic appropriateness, we should consider the appropriateness of the textbook to the target group, appropriate to the needs, interest and the linguistic level of the students. Regarding this book, it was designed for upper- intermediate level students, for both native and non-native speakers of English. This book was tested in the classroom over a number of years in Cambridge. There is the positive response about the book elsewhere. Thus, in the context of Nepal also, it is appropriate to the target students to know how to recognize and analyze the academic and communicative aspects of the textbook. Only knowing language is not sufficient, more than that, the language students should know about the language and culture, too.

Here, in the context of Nepal, this textbook has been applied in all the +2 schools of the nation. Thus, the textbook is 'appropriate' for the target group.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This is the concluding chapter and the most important part of the present research work. This chapter encapsulates all the things in a nutshell on the basis of objectives of the study. It deals with the findings and recommendations of the study.

4.1 Findings

From the analysis and interpretation of the data, the findings of the present study are summed up as below.

4.1.1 Strengths of the Textbook

The strengths of the textbook found from the study have been listed in terms of physical aspects and academic aspects separately as follows:

I) Peripheral Features

1. The size of the book is suitable to the level.
2. Introduction and author's views have been given clearly.
3. The subject index is given.
4. Sufficient visual materials are included.
5. The paper quality is moderate.
6. The binding and cover page design is durable.
7. Workbook is available.
8. Methodology and probable teaching techniques are mentioned.
9. Model questions are given.
10. Listening texts are printed.
11. Audio Cassettes are made.

II) Academic Features

1. The objectives of the course of study are clearly reflected in the objectives of the book.
2. The contents are suitably selected, graded and organized in hierarchical order on the basis of psycholinguistic principles.
3. The contexts are sufficient and relevant to fulfil the objectives of the curriculum.
4. The material presentation is excellent.
5. Sufficient exercises and activities are devised in the workbook.
6. It is appropriate to the target group.
7. It is an introduction of English grammar.
8. It gives emphasis on accuracy.
9. Explanations are illustrated with good selection of examples.
10. The language used in this book is simple, formal and comprehensive.
11. Only those students who are well-known to pedagogical grammar can benefit themselves. For others, it is quite puzzling and perplexing.
12. The summary of the language given at the end of each unit, which lists the main language points covered in the unit.
13. The most important aspect of this book is the integration of all language skills (i.e. listening, speaking, reading and writing).
14. Functional, notional and grammatical aspects are dealt systematically. The relationship between structures and meaning exists in each unit so that the students can learn how a particular structure of language is used in a communicative context.

4.1.2 Weaknesses of the Textbook

The weaknesses of the textbook found from the study have been listed in terms of physical aspects and academic aspects separately as follows:

I) Peripheral Features

1. The size of the letters is tiny.
2. The space between words, sentences and paragraphs is comparatively slighter.
3. The table of contents is given in detail more than prescribed in the course of study.
4. Vocabulary index is not given.
5. Abbreviation and symbols aren't mentioned in the book.
6. The price is a bit stiff and there is variety of printing quality of the book in market.
7. The reference or bibliography is not mentioned.
8. Teacher's guide is prepared but rarely accessible.
9. Writing activities are interesting because they help to develop the creativity of the students.
10. Pictures encourage the students to work in pairs, groups and self learning as well.
11. The paper quality is poor.
12. The size of the letters is tiny.

II) Academic Features

1. The textbook lacks pronunciation aspect of language which is very useful for all levels.
2. There is no exercises for developing vocabulary power in the existing course.
3. This course needs 100-130 classroom hours which is not available so it is difficult to finish the course in time.
4. Untrained teachers can not handle this course properly.
5. There is no separate text of listening and speaking in final examination.

6. The name of the people, places, jobs, food and drinks, music etc. are not familiar for our learners because they all are based on European culture.
7. There is not uniformity regarding the number of pictures, exercises and pages that teach unit covers.
8. Only those students who are well-known to pedagogical grammar are benefiting themselves, for others, it is quite puzzling and perplexing.

4.2 Recommendations

On the basis of the findings presented in 4.1 above, the following recommendations are made.

1. The standard paper should be used.
2. The size of the letters should be made large enough.
3. The space between words, sentences and paragraphs should be enlarged.
4. The price should be affordable.
5. Either listening text should be taught and included in the annual examination or they should be deleted from the book.
6. The language functions, primary language skills and the communicative aspect should be emphasized.
7. Methodology should be mentioned for effective teaching.
8. The reference or bibliography should be included.
9. Teacher's guide should be made available.
10. Model questions should be prepared.
11. The book should be edited.

Table No. 3 [Exercises and Activities of

Meanings into Words]

Topics	No. of Sub-topic/presentation	Practice of same presentation	Free practice of same presentation	No. of activities	Writing	Listening	Reading	Composit
experience	3	5	2	1	2	1	1	1
appearance	4	5	2	1	1	2	-	1
Writing Past nts	3	4	2	1	1	1	-	1
cludes and ctions	3	4	3	1	1	2	1	1
ation	3	6	2	1	2	3	-	1
orting	3	5	2	1	2	1	1	1
uctions & anations	2	4	2	1	2	2	1	1
antages	3	6	2	1	2	1	1	1
dvantages								
ifying	4	6	3	1	2	2	-	1
nes and rets	2	5	2	1	2	1	1	1
nts in ence	3	5	2	1	2	1	-	1
parison	3	4	3	1	3	1	1	1
esses	2	6	3	1	2	2	-	1
ictions	3	5	2	1	2	1	1	1
s.	3	6	2	1	2	1	1	1

APPENDIX

Checklist for evaluating the English textbook Meanings into Words

Cover page	Rough	Less attractive	Attractive
Size of the book	clumsy	less appropriate	appropriate
Paper quality	not qualitative	less qualitative	appropriate
Binding	small	stitched	qualitative
Size of letters	less	very small	struck
Space between words, sentences paragraphs	-	more	appropriate
Price of the original book	less	mentioned	not mentioned
Original book's availability	-	Yes	No
Introduction and author's view	-	Yes	No
Aims and objectives of the book	-	given	not given
Introduction of table of contents	-	given	not given
The materials are used as	-	authentic course	not given
Teacher's guide From HSEB	not in point	Available	supplementary to it
Methodology & probable techniques	-	mentioned	not available
It is used as material for	self study	classroom text	both of them
Vocabulary list	-	mentioned	not mentioned
Index	-	mentioned	not mentioned
Visual materials	-	given	not given
Layout and presentation	-	clear	cluttered
The materials are	-	specific	culturally biased
Reference Bibliography	or Yes	not given	-
Workbook	or Yes	No	-

Exercise Book			
Abbreviation and symbols	Yes	No	-
Subjective & objective questions	Yes	No	-
Model questions	Yes	No	-
Intended readers are included	Yes	No	-

Academic Features

Objective

	Yes	No
Clarity of the objectives		-
The objectives of curriculum are directly reflected on text		-
The objectives are fit for both native and non-native students		-
The objectives are appropriate according to the level		-
The objectives are achievable		-

Contents

Selection	Good ð	No so good	-
Gradation	random	Systematic	bad
Contents given new information	Yes	No	excellent
Relevant to the students need	Yes	No	-
Course Coverage	good	not so good	student teacher mismatch
Presentation	good	-	not so good
Organization	good	not so good	both
The materials are sufficiently	transparent		-
The division contents in unit sub-units	good	excellent	-
Suitable of the contents for	native speakers	non-native speakers	both of them

Language and Language Skills

	Yes	No
Is the language simple?		
Is it formal?		
Is it comprehensive?		
Are four language skills equally emphasized?		
Are primary language skills neglected?		

Language Functions

The nature of the book	Traditional	-	Communication
The book is on.....	random	Systematic	Theoretical on the basis of pedagogical
Inclusion of seven main language functions	Yes	No	-
Emphasis on	Structures	Functions	Both
Negligence of Communicative aspect	Yes	No	-
Balance between fluency & accuracy	Yes	No	-
Fluency is totally neglected	Yes	No	-

Exercises and Activities

Exercises and Activities on :	Yes	No
<ul style="list-style-type: none"> ➤ vocabulary ➤ dictionary ➤ games, rhymes, crossword puzzles ➤ pair and group work ➤ subjective type of questions ➤ objective type of questions ➤ analyzing sentences in diagram ➤ oral exercise ➤ written ➤ on creative thinking and writing <ul style="list-style-type: none">) clear instruction for exercises) sample answer for subjective questions) answer key for objective questions) sufficient in exercises) topic and sub topic wise exercises) balance between oral and written exercises 		

Visual Materials

	Yes	No
Figures		
Diagrams		
Charts & graphs		
Pictures		
Other visual materials		
Clarity of visual material		
appropriateness of the given visual material		
Sufficiency		

Supplementary Materials

	Yes	No
Reference books		
Teacher's Guide		
Questions model		
Audio video Cassettes		
Film		

Appropriateness

	Yes	No
Appropriate to the students		
Appropriate to the non-native speakers		
Appropriate to the beginners		
Appropriate to the needs and interests of students		

REFERENCES

- Adrian Doff, Christopher Jones and Keith Mitchell, 1998. **Meanings into Words**. Cambridge University Press.
- Awasthi, J.R. 2006. **Textbook and its Evaluation**. **Journal of NELTA**;Vol. 11.
- Bruach, T.c. 1991. **The English Teacher's Handbook**. New Delhi: Sterling Publishers Private Limited.
- Bhattarai, G.R. 1986. **Methods of Teaching English**. Kathmandu: Ratna Pustak Bhandar.
-, 2001. **A Thematic analysis of Research Reports**. Kathmandu: RAtna Pustak Bhandar.
-, 2001. **Evaluating Textbooks**. Kathmandu : Ratna Pustak Bhandar.
-, 2006. *English Teaching Situation in Nepal*. **Journal of NELTA.** , Vol. 11.
- Brown. H.D. 1994. **Teaching Principles: An Interactive Approach to Language Pedagogy**. New Jersey: Prentice-Hal.
- Cunningsworth, A. 1984. **Evaluating and Selecting EFL Materials**. Oxford: Heinmann.
- Dahal, M.N. 2002. **An Analysis of the New English Textbook** for Grade X. An Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Donaldson, A. 1984. **Canadian Modern Language Review**, 40/3 460.
- Ghimire, P.B. 2003. **An Analysis of the link English course for PCL** Fist year and Grade Eleven. An Unpublisehd M.Ed. Thesis, Kathmandu: T.U.
- Grant, N. 1987. **Making the Most of Your Textbook**. London: Longaman.
- Harmer, J.1991. **The Practice of English Language Teaching**. England: Longman.
- Hornby, A.S. 2000. **Oxford Advanced Learner's Dictionary of Current English**. Oxford: Oxford University Press.

- Hutchinson, T. and E. Torres. 1994 **'The Textbook as an Agent. 'ELT Journal**, 48/4.
- Khaniya, T.R. 2003. **A Framework for Effective Reading Materials.** PABSON Review. Vol. 11.
- Kupsh, L. 1983. **Bulletin of the Canadian Association of Applied Linguistic**, 5/1, 125.
- Lamichhane, P.B. 1999. **An Analysis of the New English Textbook for Grade VIII.** An Unpublished M.Ed. Thesis, Kathmandu: T.U.
- Mackenzie, J.L. 1984. **Dutch Quarterly Review of Anglo-American Letters**, 1984/2, 165.
- Nunan, D. 1991. **Syllabus Design.** Oxford: Oxford University Press.
- Osselton, N.C. 1986. *English Studies*, 67/1, 88.
- Rai, V.S. 1998. **English Language Teaching Materials and Practice.** Kathmandu: Bhni Puran Prakasan.
- Richards, J. et al. 1998 **Longman Dictionary of Applied Linguistics.** London: Longman.
- Sharma, K.P 1995. A Critical Evaluation of Primary Level Government Textbooks of the Nepali Language. An Unpublished Ph.D. Thesis; Kathmandu : T.U.
- Sheldon, L. 1987. **ELT Textbook and Materials 126.** Oxford: Modern English Publication in Association with the British council.
- Sthapit, S.K. 2002. **Teaching Language for Communication; Journal of NELTA.**
- Subedi, Y.R. 2005. **An Analysis of Grade Eleven English Textbook: Meanings into Words.** An Unpublished M.Ed. Thesis, Kathmandu: T.U.
- The International Encyclopedia of Education.** 1994.
- Ur, P. 1996. **A Course in Language Teaching Theory.** Cambridge: Cambridge University Press.
- Yalden, J. 1999. **Principles of Course Design of Language Teaching.** Cambridge: Cambridge University Press.