

TEXTBOOK ANALYSIS OF LOTUS ENGLISH READER GRADE VI

**A Thesis submitted to the Department of English Education
In Partial Fulfillment for the Master of Education In English**

**Submitted by
Laxmi Nyaupane**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2016**

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RECOMMENDATION FOR ACCEPTANCE

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DECLARATION

I hereby declare that to the best of my knowledge that this thesis is my original; no part of it was earlier submitted for the candidature of research degree of my university.

Date: 08/09/2016

.....

Laxmi Nyaupane

DEDICATION

Dedicated

To

My father Mr. Prabhakar Nyaupane and mother Mrs. Bhima Devi Nyaupane who devoted all their life for making me stand on this position.

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Laxmi Nyaupane

ABSTRACT

The research entitled **Textbook Analysis of Lotus English Reader Grade-VI** is an attempt to analyze the textbook in terms of its physical and academic aspects. The main objectives of my study are to analyze **Lotus English Reader Grade-VI** in terms of (i) Physical aspects (layout, lettering and spacing, binding and paper quality) and (ii) Academic aspects (content, presentation and organization, vocabulary and structure, exercises, functions and illustrations). To complete this study, the researcher used both primary and secondary sources of data collection. The primary sources of data were the 30 subject teachers who are teaching Lotus English Reader Grade-VI in different private schools of Kathmandu Valley. The teachers were selected by using non-random purposive sampling procedure. The main secondary source of data was the textbook itself. To obtain the data, a set of questionnaire was prepared after a detail study of the book for the teachers. This study was a descriptive research in nature in which collected data was analyzed and interpreted quantitatively. This research has been carried out on the basis of the theoretical framework mentioned by Ur. (1996), McDonough and Shaw (2003) and Grant (1987). This study was a descriptive research in nature in which collected data was analyzed and interpreted quantitatively. The collected data was tabulated and analyzed using a simple statistical tool, i.e. percentage. The findings of the study are based on the responses made by the teachers. The major findings are that the size of the textbook is appropriate but the cover page is not durable. The objectives of the textbook are not satisfactorily suitable to the present society's demand. Then, glossary, a very important part of a language textbook, is excluded that all teachers have negative response on it.

The present thesis consists of five chapters. The first chapter consists of introductory part. It deals with the background of the study followed by statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and lastly, operational definition of the key terms. The second chapter of the study consists of review of both theoretical and empirical literature, implication of the

review of the related literature and conceptual framework. The third chapter incorporates the methods and the procedures of the study. This chapter deals with design and methods of the study, population, sample and sampling procedures, field of the study, data collection tools and techniques and data interpretation and analysis. The fourth chapter is the second last chapter of the study, which contains analysis and interpretation of results. This chapter presents the collected data and the analysis of the collected data. This chapter is divided into two sections; the first section deals with the teachers' responses on close type of questions and second section deals with teachers' open responses on the qualities of the textbook. Lastly, the fifth chapter deals with the findings, conclusions and recommendations of the study. References and appendices have been given at the end.

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LIST OF SYMBOLS AND ABBREVIATIONS

A.D.	Anno Domini
CUP	Cambridge University Press
CDC	Curriculum Development Centre
Dr.	Doctor
e.g.	example
ELT	English Language Teaching
etc.	et. Cetera
i.e.	That is
Prof.	Professor
P.	page
Pvt. Ltd	Private Limited
Regd.	Registration
SLC	School Leaving Certificate
T.U.	Tribhuvan University
U.K.	United Kingdom
No.	Number
M.Ed.	Master of Education
Mr.	Mister
Mrs.	Mistress
%	Percentage

CHAPTER – ONE

INTRODUCTION

This introduction part of the study entitled ‘Textbook Analysis of Lotus English Reader Grade VI’ includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Human beings are intelligent animals. Their life is always full of thoughts, emotions, and feelings. They need to express these thoughts, emotions and feelings in their daily life. Though, there are various means of expression, language is most influential means they use to express these things. Language is species specific and universally used by human beings. It is primarily human and non-instinctive method of communicating ideas, thoughts and desires by means of a system of voluntarily produced symbols. According to Block and Trager (1942, p.5) “Language is a system of arbitrary vocal symbols by means of which a social group co-operates.” Richards et al. (1999, p.196) says “Language is the system of human communication which consists of the structural arrangement of sounds into larger units e.g. morphemes, words, sentences and utterances.” Likewise Wardhaugh (1998,p.1) says “when two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language.”

The definitions indicate that language is a complex phenomenon used for human communication. Language is a social phenomenon, so it embodies the personality, ethnicity, regionalism, cultural background, academic status and gender of a person. It is a means of nourishing and developing culture and establishing human relationship. However, different forms of language are used to adopt different modes of communication. English is considered as an international language. The use of English language has grown in last few decades. It has become the language of trade,

commerce, education and technology. The English language is taken as an international lingua franca. The expansion of English language has rapidly increased the needs to gain better communication in English throughout the world because the aptitude to use English is very much needed for further studies, journeys in other countries as well as for social and professional global contacts of different kinds.

It is believed that more than half of the world's newspapers, world scientific and technological medium of communication are in English. According to Crystal (1997, p.3-4), "English is used as an official and semi-official language in over sixty countries and has a prominent place than others." He further says:

English is now the language most widely taught as a foreign language in over 100 countries such as China, Russia, Germany, Spain, Egypt and Brazil and most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the many process.

It is regarded as the language with large vocabulary and one of the noblest bodies of literature. To taste the real flavor of scientific, technological and industrial development we need the knowledge of English language.

Textbooks are such kind of books, which are used by the students as a basis for study. They are used in schools and colleges in general. Every textbook is guided by curriculum consisting of teaching aim, contents, methods, evaluating scheme and so on. Textbook analysis is a part of major educational reform. It is a systematic observation and assertion of brighter as well as darker facets of a textbook, but not a random and haphazard process.

Textbook is very important for classroom interaction. It shows the way to achieve the objectives set out in the syllabus. Actually, it is an authentic source of knowledge for the teacher and students. It determines the subject matter and in many cases the methods of teaching also. It directs both teachers and students by giving them proper direction of what they ought to do during the lesson hours. Textbooks, though, have

become the inevitable element of teaching/learning, the selection of good and fruitful textbooks for a course has become a challenge for educators and teachers today.

1.2 Statement of the Problem

The school education of Nepal practices two types of education system-Government aided schools and private schools. As a result, the whole Nepali society is divided as private school sending society and government school sending society. The government schools of Nepal have easy access to middle and even poor class people. They follow prescribed textbooks by the government of Nepal. These textbooks are prepared by team of subject experts and acknowledged by the Ministry of Education. So, these textbooks are believed to be more standard and they lack mistakes/errors.

On the other hand, there is no strong governing body concerning with the textbooks and schooling of private schools. It results non-uniformity in private schools. As private schools are developing as business houses, textbooks in those schools are part of their business. Different publishing houses are publishing a large numbers of textbooks focusing the students of private schools. Students of reading in different private schools of the country are reading different textbooks even in the same class. It is also heard that private schools make a lot of easy money from the publishing houses while implementing / prescribing textbooks from their publication. As a result, the quality aspect of those textbooks lies in shadow.

The unhealthy competition in publishing and selling textbooks for private schools has developed as a serious problem in the country. There should be a government mechanism to monitor this unhealthy situation and to maintain standard and quality of school level textbooks.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To analyze 'Lotus English Reader Grade – VI' in terms of:

- a. Physical aspects (layout, lettering and spacing, binding and paper quality)
 - b. Academic aspects (content, presentation and organization, vocabulary and structure, exercises, functions and illustrations).
- ii. To suggest some pedagogical implications on the basis of the findings.

1.4 Research Questions

The following research questions were used in the study:

- i. Are the physical properties of Lotus English Reader suitable for Grade VI students?
- ii. Do the academic aspects of Lotus English Reader – VI resemble the level and interest of Grade VI students?
- iii. What steps can be taken for further improvement of the studied textbook?

1.5 Significance of the Study

Educating children is a dynamic process. School administration, teachers and even students should be ready to adopt themselves according to the need of time. textbook analysis is one of the major tools of educational reform. It helps to find out strengths and weaknesses of textbooks and provides necessary ways out for improvements. Our study was focused on to find out the appropriateness of ‘Lotus English Reader Grade – VI.’

This study is significant in the sense that it provides feedback to authors of this textbook. At the same time, it also provides necessary feedback to both teachers and schools administration. Teachers can use their personal judgment to replace, change or add something on textbook according to the need. Their personal attempts can be useful to make the textbook more appropriate to the students. Similarly, school administration can choose more appropriate textbook amongst available.

This study is significant to all those who are directly as well as indirectly related with teaching – learning activities. Mainly teachers, textbook writers and syllabus designers will be benefited from it. At the same time, students, school administration and publishing houses can also be benefited from it. It may work as a reference material for university students who want to make researches on the ‘Textbook Analysis’ of any level.

1.6 Delimitations of the Study

This study had the given delimitations. They are:

- i. The study was delimited to Lotus English Reader-6, published by Vidhyarthi Prakashan (Pvt.) Ltd., Kathmandu.
- ii. The data were collected only from 30 teachers who teach Lotus English Reader of 30 schools of Kathmandu Valley.
- iii. The study was limited to the analysis of responses obtained from above mentioned number of respondents only.
- iv. The data for this study were collected only from the private schools.

1.7 Operational Definitions of the Key Terms

Textbook : A book that teaches a particular subject and that is used especially in schools and colleges.

Analysis : The detailed study or examination of something in order to understand more about it, the result of the study.

CHAPTER – TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The present chapter explains the existing literature and research related to the present study for finding out what have been already studied and how those research works become helpful to the present study. The review of the theoretical literature, review of the empirical literature, implications of the review for the study and conceptual framework are included in this chapter.

2.1 Review of the Theoretical Literature

This section includes the theoretical aspects related to the textbook and textbook analysis in detail.

2.1.1 ELT Situation in Nepal

Among thousands of languages spoken in the world, English is a major international language. It is a means of communication among people having various linguistic background; known as a lingua franca. It is also one of the six official languages of the United Nations. Among south Asian countries also, it is a language of exchange.

Addressing its international importance, English is taught from grade one up to university level in Nepal. The teaching and learning of English in Nepal has a long history. Its importance has been realized from the very beginning of formal education in Nepal.

English language is playing a vital role for the process of modernization and development in Nepal. That is why English language has been of great importance in the education system of our country. Language teaching came into own as a profession in the early 20th century.

Modern English language teaching in Nepal, started with the foundation of Durbar High school in Kathmandu in 1854 A.D. Janga Bahadur Rana was inspired to

establish this school after his visit to the United Kingdom. He was highly impressed by the education system of Britain and was also convinced to the importance of this global language. But the school was basically meant for giving education only to the Rana families and their favorite people. It was only after the time of Bir Shamsher that common people of Nepal got opportunity to read in Durbar High school. The higher education in Nepal started only after the establishment of Tri-Chandra college in 1918 A.D. during Rana period, very few of educational institutions were established in Nepal. This period is also known as dark period of education and development in Nepal.

After the political change of 1950 A.D., many schools were opened in different parts of the country. Actually, modern development in the field of education started only after this. In 2028 B.S., new education plan was introduced in Nepal. It was the first organized attempt for the promotion of education and development of same standard for education nation widely. It was a revolution in the education system of our country. After the restoration of the democracy in 1990, the qualitative and quantitative development of education got acceleration. Furthermore, the national education commission in 1992 paid great emphasis on the improvement of English language curriculum. Presently, English is a compulsory subject grade one to Bachelor level and an optional subject up to Masters level. The English curriculum for primary level education is developed with a view to fulfill immediate needs of children learning English and building a basic foundation for their further studies.

In Nepal, there are mainly two types of schools- The Government schools and The Private schools. In most of the Government schools, they use English textbook prescribed by Curriculum Development Centre. The Private schools use additional English textbook along with the textbook prescribed by CDC. They provide more exposure to their students for learning English. In these schools, the medium of education is completely English.

2.1.2 Textbook: An Introduction

A textbook is a manual of instruction or a standard book in any branch of study. It is produced according to the demand of the educational institutions. A textbook is the body of knowledge. It is organized and simplified for the purpose of learning. It can also be any standard book on a subject, which is necessarily used in a particular course. Although, most of the textbooks are only published in printed form, many are now available as online electronic books. It is the most important teaching tool because it can determine not only what will be taught but also how it will be taught.

According to Grant (1987, p.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 a particular topic or skill areas.”

Oxford Advanced Learner's Dictionary (2010,p.1600) defines textbook as “A book that teaches a particular subject and that is used especially in schools and colleges.”

Similarly, Tomlinson (2007,p.9) mentions:

A course book is a textbook, which provides the core material for a course, it aims to provide as much as possible in one book and is designed so that it could serve as the only book, which the learners necessarily use during a course.

Such book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.

To sum up, we can say that a textbook is printed message on the basis of designed curriculum. It is a guide for the teacher. It is a learning instrument usually employed in schools and colleges to support program of instruction. It is a type of instructional material, which acts as an aid to the process of teaching and learning. However, the textbook should be used as a means not an end. It should never set a limit.

2.1.2.1 Types of Textbook

Grant (1987, p.12) has classified the textbook into two broad categories: The two categories are traditional and communicative textbooks.

Traditional textbooks are based on the traditional syllabuses and the convention that have been followed for ages as well. Most of the prescriptive grammar books and other language textbooks which do not emphasize on language functions are known as traditional textbooks. They are being written, published and used in different parts of the world. They are based on the structural syllabus. The language items emphasized in the traditional textbooks are the grammatical items and structures such as articles, tense, prepositions, etc. and the reading texts such as stories, essays, plays, etc.

On the other hand, communicative textbooks are those which are based on the belief that language learning is learning to use the language in real life. They try to solve the communication problem by creating opportunities for the students to use the language in the classroom before using it in real life. Communicative textbooks are designed according to the objectives of the communicative syllabus. They are different from the traditional ones. They provide the students adequate opportunities to use the language in the classroom.

2.1.2.2. Importance of Textbook

It is sure that the textbook is very important for classroom interaction. It shows the way to achieve the objectives set out in the syllabus. It determines the subject matter and in many cases the students of teaching also.

Harmer (1997, p. 257) states showing the value of textbook. "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." Likewise, Seaton (1982, p.40) argues, "A textbook is necessary as it acts as a visual record of progress and can thus be a psychological support to the students. It is also useful as a memory aid and for consolidation of class work at home; at the same time the textbook can be a syllabus for the teacher."

So that textbooks are very important for teachers and students. They are the core material in the process of teaching and learning activities.

2.1.2.3. Use of Textbooks to the Teachers

Textbooks are not only the learning material but also the teaching material. Many teachers use them as a reference material and a guide. They are always facilitating to teachers. The followings can be the use of textbooks for teachers:

- i. They are reference materials for the teachers.
- ii. They offer language culture and methodology.
- iii. They offer teacher what should be taught and in what order should be taught.
- iv. They provide in depth of the subject matter.
- v. They help to track teaching towards the destination.
- vi. They are time saving.
- vii. The given exercises can be helpful for teacher for engaging students.
- viii.

2.1.2.4. Use of Textbooks to the Students

Textbooks are the most popular learning materials for students. They are universal practice and reference materials. It is hard to meet the objective of curriculum without using the textbooks. Some of the uses of textbook for the students are as follows:

- i. Textbooks provide what is to be learnt and in which order.
- ii. They are the most authentic learning material for students.
- iii. They are economic, organized and prepared in advance.
- iv. They are good 'self-help material'.
- v. They help students for scheduled learning.
- vi. The illustrations, examples and exercises are very much helpful for the students.

2.1.3 Roles of Textbooks in Teaching English

The textbooks are important tools of teaching and learning. They play vital role in learning not only in classroom but also at home. Textbooks' role in teaching and learning English are given below:

- i. Textbooks are medium that translate the intent of the curriculum into practice.
- ii. They are an aid in the teaching-learning process.
- iii. They are supporting for both students and teachers.
- iv. They are important self-help materials.
- v. They help in importing knowledge in one place.
- vi. They are instrument for achieving instrumental objectives.

2.1.4 Textbook Analysis

The textbook is one of the important elements of education system. The system has to be reformed and reorganized time to time. Textbook should be reformed regularly. Textbook analysis is one part of the major educational reform. It is not a haphazard and random process. It is very difficult to analyze a textbook.

After analyzing the teaching/learning context in terms of learners, teachers, resources and institutions, we need to analyze the features of the textbook in that context. The textbook can be analyzed in terms of its different components contents, exercise, tasks and so on. Textbook analysis is prior to evaluation. It is very important to analyze a textbook. That's why regarding the importance of a textbook analysis, Khaniya (2003, p.2) says:

In our school education, a single set of textbooks as prescribed in each course of study mostly the books being used were written by those writers who could win competitive bidding for writing textbooks. The implication is that the books were not selected from among competent books.

Littlejohn (1998) as cited in Sharma (2012), suggests for three levels of textbooks analysis, each consisting of a number of observations on the textbook. The three levels at which a textbook can be analyzed are:

i. What is there?

It requires us to see what are available in the intended textbook. We can observe such things in this level as contents, organization, physical presentation, practice materials and activities, presentation and practice, tasks and exercises, support materials, guidelines for teaching and so on.

ii. What is required to users?

In this level, we can see whether the textbook address the learner needs, tasks and work. We carry out more careful observation of the materials here.

iii. What is implied?

In this level, we are required to see whether selection and sequencing of contents and tasks in the textbook is appropriate or not.

2.1.4.1. Importance of Textbook Analysis

Textbook analysis plays an important role to reform the educational system. Unless we analyze a textbook, we cannot claim whether it is appropriate for the particular level of students or not, whether it is helpful to achieve the national goals of education or not. It is something that gives a measure of progress and achievement as lessons are completed, one by one until finally the book is finished. It is a systematic process in the sense that it follows systematic procedures or it is based on certain criteria.

We begin the analysis of textbook as a first step in understanding what the textbook is being to propose in teaching learning process. We think of the textbook conduct as presenting an opportunity to learn the ideas, topics and procedures it includes. That textbook analysis aims to assess the quality and quantity of aging content.

Harmer (1997, p.257) states:

A textbook has obvious advantages for both teachers and students. Good textbooks often 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 should address the needs and interests of the learner. So, while selecting and organizing a textbook, an author should care about the needs and interests of the learners. S/he should follow the steps of developing textbook. The quality of textbook depends upon the purpose of which such textbooks are used. A textbook considered to be good one may be become outdated in course of time. There is need for continuous revision and evaluation of textbooks. But in our context, most of the books are prescribed for the classroom purpose they are not examined after that (i.e. whether the

textbooks are sufficient to fulfill the purpose or not). Therefore, we should bring new trend for the continuous investigation or analysis of textbook.

2.1.4.1. The Purpose of Textbook Analysis

The textbook analysis is a crucial and complex task. Without analyzing a textbook, no one can find out the good and bad aspects of a textbook. Various purposes can be fulfilled by analyzing it. The common purposes of textbook analysis are as follows:

- i. To point out strengths and weaknesses of the textbook.
- ii. To facilitate the concerned reader.
- iii. To comment for further improvements.
- iv. To provide feedback to the author by means of constructive comments or suggestions.
- v. To challenge the accepted values and norms, and to propose the possible alternatives for situation.

2.1.5 Theoretical Framework for Textbook Analysis

Different scholars have given different theoretical frameworks. Some of them are as follows:

- a. Ur's criteria
- b. McDonough and Shaw's framework
- c. Grant's criteria

a. Ur's criteria

Ur (1996,p.186) has proposed the following criteria for textbook assessment:

-) Objectives explicitly laid out in an introduction and implementation in the material.
-) Approach educationally and socially acceptable to the 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 style, interests, etc.
-) Clear instructions.
-) Systematic coverage of syllabus.
-) Content clearly organized and graded.
-) Plenty of authentic language.
-) Good pronunciation, expectation and practice.
-) Fluency practice in all four language skills.
-) Encourages learners to develop own learning strategies and to become independent in their learning.
-) Adequate guidance for the teacher not too heavy preparation load.
-) Audio cassettes.
-) Ready available locally.

b. Framework proposed by McDonough and Shaw (2003)

McDonough and Shaw has presented the framework for textbook analysis in three broad categories namely, external evaluation, internal evaluation and overall evaluation.

i) The External Evaluation

McDonough and Shaw (2003) propose to start with the observation of the organization of the materials in the book with the author/publisher's statements in two aspects:

-) 'The blurb' or the claims made on the cover of the teachers'/students' book.
-) The introduction and table of contents.

These made two aspects generally show the claims made by the author/publisher regarding the quality of the materials included in the textbook. These claims may further help in the process of evaluation of the materials. Comments on the following areas can be made from this evaluation.

- The intended audience
- The proficiency level
- The context in which the materials are to be used.
- How the language has been presented and organized into teachable units/lessons.

ii) The Internal Evaluation

This is an in-depth evaluation of the material. As quoted by McDonough and Shaw (2003, p.75). The essential issue of this stage for us is to analyze the extent to which the mentioned factors in the external evaluation stage match up with the internal consistency and organization of the materials as stated by the author/publisher. As a part of a internal evaluation, the following factors should be borne in mind:

- The presentation of the skill in the materials.
- The grading and sequencing of the materials.

In doing so, McDonough and Shaw (2003) proposed the following questions to be addressed:

- Where reading/discourse skills are involved, is there much in way of appropriate text beyond the sentence?
- Where listening skills are involved, are recording ‘authentic’ or ‘artificial’?
- Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogue offered instead?
- The relationship of texts and exercise to (a) learners’ needs, and (b) what is taught by the course materials.
- Do you feel that the material is suitable for different learning style? Is a claim?
- And provision made for self and is such a claim justified?
- Are the materials sufficiently ‘transparent’ to motive both students and teachers alike, or would you foresee a student/teacher mismatch?

These questions seek answers regarding the presentation of the materials which further help in their sequencing and grading as per the published psychological principle of learning and teaching.

In addition to the external evaluation, McDonough and Shaw also propose an overall evaluation of the textbook in the light of following parameters:

iii) The Overall Evaluation

According to McDonough and Shaw (2003, p.77), in this stage , the following factors are concerned with the evaluation of the textbook:

The usability factor: How far the materials could be integrated into a particular syllabus as 'core' or supplementary.

The generality factor: Is there a restricted use of 'core' features, which make the materials more generally useful?

The adoptability factor: Can parts be added/ extracted/used in another context/modified for local circumstances?

The flexibility factor: How rigid is the sequencing and grading: can the materials be entered at different points/used in different way?

c. Grant's Criteria for Textbook Analysis

Grant (1987, p.119), presents the CATALYST test to closely examine whether a textbook has certain qualities to be called a good textbook. The term CATALYST represents the eight criteria by which we decide whether a textbook is good. It represents that a good textbook should have the following salient features.

- C – Is the textbook communicative?
- A – Does it match with aims and objective?
- T – Is the course teachable?
- A – Are the additional materials available?
- L – Is the level of the book appropriate?
- Y – Is your impression good?
- S – Does it meet the interest of the students?
- T – Has the course been tried and tested?

Besides, two broad criteria used for evaluating a textbook are its physical aspect comprises tangible and visible components like paper, cover, price, binding, illustration, printing, the statistical calculation of units, lessons, exercises, etc. on the other hand, the content aspect refers to the inner qualities made up of logical and psychological factors such the selection, graduation and presentation of the materials in a proper way; the appropriateness of decisive factors like curriculum; selection of materials according to the age, interest and need of the learners and the reflection of the current language learning principles. The researcher, however, concerns less about the physical aspect of the textbook but academic aspects of it.

The researcher attempted to analyze the textbook on the basis of following criteria.

i. Language

The language should match with the purpose and the need of the learners for learning the language, if the purpose of the student's is to gain skills for day-to-day communication, the textbook should focus on communicative language. If the aim of the course is to develop academic skills in students the textbook should contain academic language. There should be well-selected vocabularies and enough communicative activities too.

To analyze the textbook 'Lotus English Reader –VI' the language seems to be complex. The language used in the poems, stories and essays is little bit tough so that the language of the text book doesn't suit the level of the lower secondary level learners.

ii. Content

A textbook should contain all the items given in the course. It should contain authentic material. The selected content in a textbook should cater the needs and interest of the learners. The content should have a good link with physical and social environment of the learners. Organization and presentation of the content should be in simple to complex principle, i.e. the content should be well selected.

In terms of the content, the textbook is sufficient for all types of contents. There are poems, stories, biographies, essays and many more contents. They have a good link with the physical and social environment of the learners. Organization and presentation is not in simple to complex. They are in randomly selected.

iii. Exercise

The exercise of the textbook should encourage learners to work in pairs and groups. They should be adequate in numbers. There should be clear instruction for each exercise in the textbook; a good textbook should include a variety of exercises, which encourage student to work individually, in pair or in-group as well. Exercises should be graded in terms of difficulty level in a systematic format. Exercises should be objective oriented too.

'Lotus English-VI' is the textbook for lower secondary level learners of private schools. In this book, the exercises are sufficient such as answer-question, true-false, matching items, some communicative exercises, grammar exercises and composition writing as well. These kinds of exercises increase students in various kinds of exercises.

iv. Illustration

A good textbook should have good and attractive illustration. In other words, the pictures in the textbook should be well drawn, attractive, realistic and adequate in numbers. The ideas and the concept in the textbook should be clarified through suitable illustration and examples. A good textbook should contain pictures, charts, tables, diagrams and so on to illustrate difficult concept and ideas.

To analyze the text book in terms of the illustration. The text book has pictures and these are well drawn, attractive, realistic and adequate. The ideas and concept in the text book are clarified through suitable illustration and examples. However, the illustration and examples are matched with foreign culture tradition rather than Nepalese culture and society.

v. Material Organization

A good textbook should not bound only in the aforementioned criteria. A good textbook should be organized well. A good textbook should equally focus on four language skills. All four-language skills should be equally developed in the learners. There should be the availability of listening materials, should have enough reading and writing activities and speaking skill should be developed through different activities that a good textbook incorporates.

In this textbook, material organization is not directly though there are some audio type or listening materials. We can find other reading writing, listening and speaking exercises. However the textbook is less focused the teaching learning materials.

2.1.6. Description of Lotus English-VI

‘Lotus English Reader’ is one of the textbook of pre-primary, primary and lower secondary levels of private schools. It is a student-centered course and written by Dr. Govinda Raj Bhattarai, Dr. Anjana Bhattarai, Dr. Bal Mukunda Bhandari and Mr. Yadav Prasad Adhikari. This book is published by Vidhyarthi Prakashan (Pvt) Ltd; Kathmandu.

The textbook aims to develop basic linguistic competence exist among the teachers to help them communicate accurately and fluently. It is also aims to consolidate and enhance their knowledge of English grammar and vocabulary. Another target of this course is to develop sensitivity among the learners towards language and literature and people, society and their environment.

In order to achieve these objectives, the course is based on interactive pedagogical approaches, participatory methods and actively oriented classroom techniques through pairwork, group interaction, role-play information gap activities and task based learning. These provide the students with sufficient activities for meaningful contextual communication and practice.

The textbook ‘Lotus English Reader Grade-VI’ includes nine units which consists of eight different activities. Each unit begins with ‘Let’s read together’ and ends with ‘sound practice’. The book has tried to present all the language, skills and aspects. The authors claim that it contains the most carefully selected and graded authentic materials from a wide variety of text types and genres so as to address the needs and expectations of the students, teachers, and guardians.

The format of textbook is presented below:

Book: Lotus English Reader-6

Writers: Dr. Govinda Raj Bhattarai, Dr. Anjana Bhattarai, Dr. Bal Mukunda Bhandari and Mr. Yadav Prasad Adhikari.

Publisher: Vidhyarthi Prakashan (pvt) Ltd; Kathmandu.

First Edition: 2007 A.D.

Recent Edition: 2012 A.D.

Printed at: Alliance Printers and Media Home (Pvt) Ltd.

Price: 220 NRS

Total Units: 9

Binding: side stitching

Printing: offset printing

Total Pages: 152 (with cover pages)

2.2 Review of the Empirical Literature

Reviewing the empirical literature is continuous process. I have reviewed some literatures which are found useful or related to some extent with this study. These literatures have been reviewed as follows:

Dahal (2002), carried out the research entitled 'English for grade X: A textbook Analysis'. He has touched all aspects of the textbook of grade-X. His research work shows that cover page design of the textbook is not attractive and durable and binding of the textbook is weak. The textbook lacks drills and the textbook has not provided any model and postcard writing, questionnaire, evs, notices and advertisements. But textbook has provided a lot of authentic materials.

Dawadi, S. (2004) conducted the research entitled, 'A study on Textbook: English for Grade Seven'. The main objective of the research study was to find out the quality of the textbook in relation to its physical and academic aspects. She also aimed to examine the relationship between curriculum and textbook. She used both primary and secondary data as the sources. She selected 30 teachers and 20 students among all students and teachers of Kathmandu district. From the research she found that the textbook prescribed for VII was appropriate in size, spacing and lining. The reading texts were appropriate in length, exercises contributed to the learning had communicative activities and vocabulary texts and exercises were appropriate according to the mental level of students. On the other hand, binding of the textbook was weak, pictures were not attractive, subject-matter was not up-to-date, book contained very few listening exercises and book provided less exposure to live situation.

Singh (2010) analyzed English textbook on the title, 'An Analysis of Textbook: Writing for Advanced Learners of English.' The main objectives of his research were to analyze the textbook in terms of manipulation, limitation, variation on the theme and invention. At the same time, pinpointing whether the language materials used in the textbook are sufficient to meet the related objectives for developing writing English or not was another objective. He selected 80 students of B.Ed. Ist year major English from 8 different campuses 10 from each. He used both primary and secondary data as the source. He used two sets of closed-ended questionnaires i.e. one for students and another for teachers. From the research he found that textbook focuses more on accuracy in writing, improving and editing text, punctuation and selection of important information are major exercises. The subject – matters are suitable according to the level of students. Book reviewing, illustrating parables and turning one type of genre into another are some works given. Clear pictures, language games, puzzles, songs, cartoons are the things he suggested to add in the textbook.

Besides, Gurung (2012) conducted the research entitled 'A textbook Analysis of Lotus English Reader Grade Five'. The objectives of his study were to analyze the textbook 'Lotus English Reader – V' in terms of physical and academic aspects. This study was

a descriptive research in nature in which collected data was analyzed and interpreted quantitatively. The primary sources of data were 40 subject teachers teaching Lotus English Reader Grade - VI in different private schools in Taplejung, Panchthar, Ilam and Jhapa districts. From the research, he found that the size of the textbook is appropriate to students, page and layout are attractive and printing of the book is neat and clean. At the same time, most of the respondents agree that the price of book is very high. The objectives of the book are suitable, contents are up – to – date and easily understandable. But glossary, an essential part of textbook is neglected.

Finally, Gyanwali (2015) carried out the research entitled "**An Analysis of the Textbook: *How to Teach Grammar***" for M.Ed. first year. The objectives of her study were to analyze the academic aspects such as language, content, exercise, material organization and illustration of the textbook "How to Teach Grammar" for M.Ed. first year students. She prepared the checklist to analyze the textbook. She also added some questions as she thought to be necessary. She found the language used in the textbook was authentic. Likewise, exercises given in the textbook were not sufficient. However, the contents were well organized, natural and easily understandable in simple to complex order.

This study is an attempt to critically evaluate 'Lotus English Reader – 6' textbook especially used in private schools. Since teacher's judgment has an important role in reaching at any conclusion regarding the textbook, it was essential that teacher teaching 'Lotus English Reader – 6' be approached in order to have their opinion.

This chapter includes the detail description of the manner in which decisions have been made about the type of data needed for the study, the tools and devices used for their collection and the method by which they have been collected. Under methodology, the researcher has presented sources of data, the sample population, sampling procedure, tools for data collection, process of data collection and collection of the study.

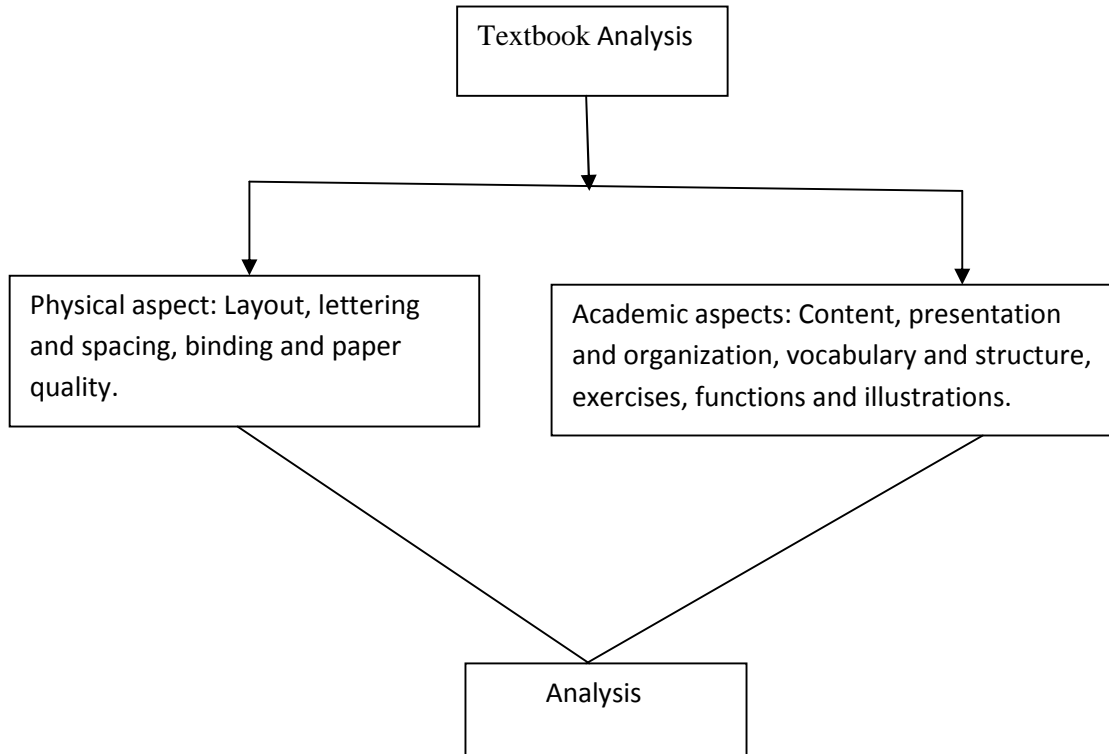
2.3 Implications of the Review for the Study

In literature review, our central concern is to examine and evaluate what has been done before on a topic and establish the relevance of this information to our own research. Keeping the importance of review of related literature in mind, I observed Harmer (1991), Dawadi (2004), Khaniya (2003), Grant (1987), Mc Donough and Shaw (2003), Ur (1996), related journals articles, newspapers, unpublished theses and so on. These entire sources had helped me to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new areas for further research. To summarize, the aforementioned studies have their own value and importance in their respective fields.

The researcher selected this topic to do the textbook analysis on Grade VI Lotus English Reader. There are a lot of research studies carried out previously in the field of textbook analysis. Singh (1984) cited in Sharma (1995) that textbook is an instrument of instructions that facilitate teaching learning process. So that, textbook is the core material for study for learner. So, I tried to do a research on the analysis of the textbook.

2.4 Conceptual Framework

For the systematic completion of this research study, the researcher had followed the following framework:



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology adopted in the study describing the sources of data, population of the study, sample population and sampling procedures, tools for data collection with the process of it.

3.1 Design and Methods of the Study

A research is procedural plan that is adopted by the researcher to answer the question validly, objectively, accurately and economically. The research design of this study will be survey research design.

Survey is the descriptive research. Surveys are widely used for collecting data in the most areas of social inquiry, from politics to sociology, from education to linguistics. Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing condition can be compared, or determining the relationship that exists between specific events. Nunan (1992,p.140), “The main purpose of a survey is in time.” Survey is always done in the natural setting. I selected survey research design because it provided me authentic and reliable data. It provided me to find out perception of teachers on English teaching through literature.

Survey research is one of the important research method used in educational investigation. It is mainly carried out to find people’s attitude, opinion and specified behavior on certain issues, phenomena, events or situation. The findings of survey is generalizable and applicable to the whole group.

Here are some steps of survey research presented by Nunan (1992, p.140) which are as follows:

- Step 1 : Define objectives
- Step 2 : Identify target population
- Step 3 : Literature review
- Step 4 : Determine sample
- Step 5 : Identify survey instruments
- Step 6 : Design survey procedures
- Step 7 : Identify analytical procedures
- Step 8 : Determine reporting procedure

3.2 Population, Sample and Sampling Procedures

The population for the purpose of this study included all the lower secondary English teachers teaching Lotus English- ‘Lotus English-VI’ in Kathmandu Valley. For this study, the researcher selected 30 lower secondary level English teachers teaching ‘Lotus English –VI’ of private schools applying purposive non-random sampling procedure.

3.3 Field of the Study

Textbook is taken as one of the most important and widely adopted instructional material in educational system. The present study aimed at analyzing the quality of the textbook **Lotus English Reader-6** in terms of its physical and academic aspects. So, the field of study for this research was instructional materials in ELT.

3.4 Tools for Data Collection

The major tool for data collection was a set of questionnaire with closed-ended and open-ended questions which was constructed basically to find out teachers’ view on different aspects of the textbook. As mentioned earlier, they were mostly asked closed

ended questions where they were asked the major strengths, weaknesses and overall suggestions.

3.5 Process of Data Collection

In the process of data collection, the researcher studied the textbook in detail and made some observations. Then, she prepared a set of questionnaire. To ensure complete written of the responses, she personally visited different selected schools of Kathmandu Valley and provided questionnaires to the teachers. The teachers were requested to tick the best alternative on the three point scale. Teachers were also requested to mention the strengths, weaknesses and overall suggestions for the improvement of the textbook.

3.6 Data Interpretation and Analysis

The researcher analyzed the data collected descriptively and analytically. Since the study aimed at finding out the qualities of the textbook, categorical discussion were adopted in interpretation of data.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

The chapter deals with the analysis and interpretation of the data obtained from the respondents. This study was an attempt to analyze the “Lotus English-6” in terms of its physical and academic aspects. As mentioned earlier, the researcher collected the required data from 30 teachers of different private schools in the Kathmandu valley.

There are two main parts under this heading. The first part deals with the analysis and interpretation of respondents made by the teachers on questionnaire and second part deals with analysis and interpretation of responses made by the teachers.

4.1 Analysis and Interpretation of the Teachers’ Perception on the qualities of the Textbook

The teacher is a person who provides schooling for others. He/she facilitates the learning by encouraging, promoting, interacting etc. He/she knows more about strengths, weaknesses and needs of the students. Similarly, he/she knows about the necessary measures taken for the betterment of the textbook. So in my opinion, it is proper to analyze teachers’ opinion on the quality of textbooks the use. Taking this in mind, enough priority has been given to their perception on the textbook qualities in this study. Here, the analysis is presented systematically to highlight the teachers’ opinion about different aspects of textbook under the study.

In the study the quality of textbook is classified into two broad categories; Academic and Physical aspects. It has generally been assumed that academic aspects of the textbook are its soul and physical aspect is its body. In other words, academic aspect represents intrinsic qualities of textbook whereas physical aspect represents extrinsic qualities. Both qualities should have the balanced relationship while preparing a book.

To collect the data on academic aspects, 37 closed-ended questions were asked and for physical aspects, 13 closed-ended questions were asked. The opinions were split into 3 opinions- Agree, Disagree and Neither Agree Nor Disagree. Similarly, 3 open-ended questions were asked on strengths, weaknesses and overall suggestions. Simple statistical tools like table, bar-diagram, pie-chart, etc. were used while analyzing and interpreting the data.

4.1.1 Physical Aspects of the Textbook

Concerning the physical aspects of the textbook, 13 different questions were asked. The questions were related to paper qualities, size of the textbook, binding and layout of the textbook, lettering and spacing, printing, prices, quality etc. They are presented below:

Table 1
Teachers' Responses on Physical Aspects of the Textbook

S.N.	Statements	Responses					
		Agree		Disagree		Neither Agree Nor Disagree	
		No. of Responses	Per Cent	No. of Responses	Per Cent	No. of Responses	Per Cent
1	The size of the textbook is appropriate.	28	93.33%	2	6.67%	-	-
2	The bin ding of the book is durable.	13	43.33%	12	40%	5	16.67%
3	The layout of the textbook is not so attractive.	11	36.67%	14	46.67%	5	16.67%
4	The price of the book is very high.	12	40%	5	16.67%	13	43.33%
5	The letters are of appropriate font.	24	80%	4	13.33%	2	6.67%
6	The quality of the paper is appropriate.	15	50%	11	36.67%	4	13.33%
7	The cover page is attractive.	20	66.67%	7	23.33%	3	10%
8	The printing of the book is neat and clean.	17	56.67%	11	36.67%	2	6.67%
9	The spacing between words, phrases, sentence and paragraph is suitable.	18	60%	4	13.33%	8	26.67%
10	The quality of the book is good.	12	40%	7	23.33%	11	36.67%
11	The book is expensive to buy.	16	53.33%	6	20%	8	26.67%
12	The size of the textbook is appropriate for the lower secondary level students.	18	60%	11	36.67%	1	3.33%
13	The cover page is durable.	9	30%	17	56.67%	4	13.33%

The presented table shows the teachers' responses on the physical aspects of the textbook. According to the table, there are some positive aspects of 'Lotus English Reader – VI' textbook. Most of the respondents (i.e. 93.33%) agreed that the size of the textbook is appropriate for the students. Similarly 80% and 50% of the respondents agreed that the lettering and quality of the paper is good. At the same time, 56.67% of the respondents agreed that the printing of the book is neat and clean.

Sixty percent of the respondents agreed that spacing between words, phrases, sentences and paragraph is suitable. Sixty percent of the respondents responded that the overall quality of the textbook is good.

Similarly, there are some disagreements on the physical aspects of the textbook as well. About 47% of the respondents said that the layout of the book is not attractive where 16.67% were undecided. Only 40% of the respondents agreed that the quality of the book is good. Remaining 60% either disagreed or were undecided. Nearly 57% of the respondents said that the cover page of the book is not durable.

In conclusion, the size of the textbook is appropriate. The cover page is attractive. The letters are of appropriate font. Overall, the physical aspects of the textbook seem satisfactory.

4.1.2 Academic Aspects of the Textbook

An academic aspect refers to the inner quality of the textbook. It includes the logical development and textual qualities of the book. Selection and gradation of the topic, grammar, vocabulary, Syntax, etc. are included in it. The academic aspect is the founding skeleton of any book. The academic aspect of the book is analyzed on the basis of objectives, content, vocabulary, structure, coherence, cohesion, etc. Thirty seven different questions were asked to collect the responses on academic aspects. They are grouped in different topics and are presented below:

4.1.2.1. Objectives

Textbooks are prepared to meet targeted objectives of the curriculum. Communicative competence should be developed in the students to meet those objectives. The teachers' responses on the objective of the textbook are given in the next page:

Table 2
Teachers' Responses on Objectives

S.N.	Statements	Responses					
		Agree		Disagree		Neither Agree Nor Disagree	
		No. of Responses	Per Cent	No. of Responses	Per Cent	No. of Responses	Per Cent
1	The objectives of the textbook are suitable to the present society's demand	13	43.33%	7	23.33%	10	33.33%
2	The objectives of the textbook are clear.	11	36.66%	14	46.66%	5	16.66%

From the above mentioned table, it is clear that the objectives of the textbook are suitable to the present society's demand. Then, 43.33% of the respondents expressed their positive response on it. But 33.33% of the respondents remained undecided on it. About 47% of the respondents disagreed that the objectives of the textbook are clear. So the table shows that the objectives are not clearly mentioned in the textbook.

4.1.2.2 Content

Content of the any textbook should be informative and should be thought provoking as well. It should be according to the needs and interest of the learners. Content of any textbook should be graded from simple to complex. Content of a language textbook should incorporate all the items provided by the syllabus. Regarding the content of the textbook, the responses are analyzed and interpreted as follows:

Table 3
Teachers' Responses on Content

S.N.	Statements	Responses					
		Agree		Disagree		Neither Agree Nor Disagree	
		No. of Responses	Per Cent	No. of Responses	Per Cent	No. of Responses	Per Cent
1	The content is applicable to day to day work.	7	23.33%	16	53.33%	7	23.33%
2	The contents of the textbook are relevant to the students' need.	11	36.66%	11	36.66%	8	26.66%
3	There is an appropriate match between the topics and the reading texts.	21	70%	3	10%	6	20%
4	Most of the lessons are neither too long nor too short.	18	60%	9	30%	3	10%
5	The subject matter gives new information to the students.	16	53.33%	8	26.66%	5	16.66%

Regarding the content, the above table shows the fact that the contents of the textbook have some strong aspects. Seventy percent of the respondents agreed that there is an appropriate match between the topics and the reading texts. In the same way, 60% agreed that most of the lessons are neither too long nor too short. On the other hand, 53.33% disagreed that the content is applicable to day to day work and 23.33% neither agreed nor disagreed on it. In addition, 36.66% of the respondents disagreed that the contents of the textbook are relevant to the students' need.

4.1.2.3 Presentation and Organization of the Content

The presentation and organization of the content should be properly graded in 'simple to complex', 'known to unknown', 'concrete to abstract' form. They must be followed the principle of selection and gradation. There must be appropriate match between the topics and their reading materials. The analysis and interpretation of teachers' responses on presentation and organization of the book are given in the next page:

Table 4
Teachers' Responses on Presentation and Organization of the Content

S.N.	Statements	Responses					
		Agree		Disagree		Neither Agree Nor Disagree	
		No. of Responses	Per Cent	No. of Responses	Per Cent	No. of Responses	Per Cent
1	The presentation suits the nature of the content and there has been a united thematic content.	18	60%	4	13.33%	8	26.66%
2	The first lesson is easy but the last lesson is difficult.	10	33.33%	11	36.66%	9	30%
3	the organization of subject matter is appropriate.	12	40%	9	30%	9	30%

From this table, it is evident that this English textbook is appropriate to some extent except some shortcomings. The teachers have expressed their positive opinions about some points. It seems that the main positive aspect is that 60% of the teachers agreed that the presentation suits the nature of the content and there has been a united thematic content. The range of responses is nearly similar in the gradation of the contents that the first lesson is easy but the last lesson is difficult. From this, it shows that the lessons are equal in their difficulty order. The percentages are 33.33%, 36.66% and 30% respectively. Finally, 40% of the respondents agreed that the organization of subject matter is appropriate. Thirty percent neither agreed nor disagreed on this statement and same percent disagreed as well.

4.1.2.4 Vocabulary and Structure

Vocabulary and structure are very important aspects of the language. They are backbone of language. Students have to be taught varieties of vocabularies and language structures which are useful in our daily life. There should be gradual introduction of new words and the key vocabulary should be highlighted. Teachers' responses on vocabulary and structure are in the next page:

Table 5
Teachers' Responses on Vocabulary and Structures

S.N	Statements	Responses					
		Agree		Disagree		Neither Agree Nor Disagree	
		No. of Responses	Per Cent	No. of Responses	Per Cent	No. of Responses	Per Cent
1	The structures are well selected.	17	56.66%	7	23.33%	6	20%
2	The title of the lessons of the book is attractive.	19	63.33%	6	20%	5	16.66%
3	The vocabulary contained in the book is well selected.	14	46.66%	12	40%	4	13.33%
4	These words are helpful in increasing students' vocabulary.	19	63.33%	9	30%	2	6.66%

In case of vocabulary and structures, the above table does not contain any strong aspect. Not more than 56.66% of the teachers agreed on the statement that the structures are well selected. Likewise, 63.33% respondents agreed that the title of the lessons of the book is attractive although 20% disagreed. The percentage of the statement the vocabulary contained in the book is well selected is likely similar i.e. 46.66% and 40% respectively. And 13.33% of the teachers neither agreed nor disagreed in this. Lastly, most of the respondents i.e. 63.33% accepted that such words are helpful in increasing students' vocabulary. This is strong point. On the other hand, 30% teachers disagreed on this statement. Then just 6.66% were undecided. From this analysis, we can say that the teachers' responses on vocabulary and structures are satisfactory.

4.1.2.5 Selection and Gradation

Selection and gradation is one of the principles that puts the content in the proper grade. The selected content should be properly graded following the principle of gradation like 'simple to complex', 'known to unknown', 'concrete to abstract' and so

on. They must be presented in graded difficulties. The analysis and interpretation of the teachers' responses on selection and gradation are presented in this way:

Table 6
Teachers' Responses on Selection and Gradation

S.N.	Statements	Responses					
		Agree		Disagree		Neither Agree Nor Disagree	
		No. of Responses	Per Cent	No. of Responses	Per Cent	No. of Responses	Per Cent
1	There is review of previously learnt materials.	14	46.66%	11	36.66%	5	16.66%
2	The structures are presented in graded form.	13	43.33%	13	43.33%	4	13.33%
3	The subject matter fits the mental level of majority of students.	17	56.66%	6	20%	7	23.33%

The above table depicts that most of the respondents have given positive response in the selection and gradation of the contents. Nearly 57% teachers agreed that the subject matter fits the mental level of majority of students. On the other hand, 43.33% of the respondents disagreed that the structures are presented in graded form. It means that the selection and gradation of the content is in proper form. Only 16.66% of the respondents neither agreed nor disagreed in the statement that there is review of previously learnt materials.

Overall, majority of the respondents accepted in the selection and gradation of this textbook that is appropriate.

4.1.2.6 Cultural Appropriateness of the Text

Cultural appropriateness of the text means the text has covered the culture of the particular society or not. It means 'Lotus English Reader – VI' has been touched the Nepalese culture or not. The responses related to cultural appropriateness of the text is given as follows:

Table 7
Teachers' Responses on Cultural Appropriateness of the Text

S. N.	Statements	Responses					
		Agree		Disagree		Neither Agree Nor Disagree	
		No. of Responses	Per Cent	No. of Responses	Per Cent	No. of Responses	Per Cent
1	The lessons represent our Nepalese culture.	7	23.33%	15	50.00%	8	26.66%
2	The subject matter is drawn from the physical and social environment of learners.	16	53.33%	5	16.66%	9	30.00%

In this table, most of the teachers did not agree that the lessons represent our Nepalese culture such as 50%. Then remaining 50%, 23.33% agreed and 26.66% neither agreed nor disagreed. In the same way, 53.33% agreed in the statement the subject matter is drawn from the physical and social environment of learners. So that we can say that the disagreed percent is high in the cultural appropriateness of the text. It means the textbook is not much related to the Nepalese culture. It is to some extent related to the western culture.

4.1.2.7 Language Functions

Language is used to communicate ideas, thoughts, and feelings. Function refers to the purpose for which language is used. There are two types of functions of language viz. grammatical function and communicative functions. A good textbook should include both types of functions and they should be applicable to day - to - day life. The teachers' responses on functions of language are as follows:

Table 8
Teachers' Responses on Language Functions

S.N.	Statements	Responses					
		Agree		Disagree		Neither Agree Nor Disagree	
		No. of Responses	Per Cent	No. of Responses	Per Cent	No. of Responses	Per Cent
1	The book introduces grammatical and communicative function of language.	24	80%	5	16.66%	1	3.33%

Regarding the language functions of the textbook, the table indicates that most of the respondents agreed in their statements. Eighty percent people/teachers said that it has introduces grammatical and communicative functions of language. Just 5% did not agree. That's why, we can say that the book is able to introduce grammatical and communicative function of language.

4.1.2.8 Illustrations

A good textbook should include pictures, charts, tables, diagrams, etc. to clarify the difficult ideas or concepts. They should be directly related to the topic. They should be relevant and adequate in number. The pictures and charts must encourage learners to work in pairs and groups. Teachers' responses on illustrations presented in the textbook are in the next page:

Table 9
Teachers' Responses on Illustrations

S. N.	Statements	Responses					
		Agree		Disagree		Neither Agree Nor Disagree	
		No. of Responses	Per Cent	No. of Responses	Per Cent	No. of Responses	Per Cent
1	Pictures encourage learners to work in pairs and groups.	25	83.33%	3	10%	2	6.66%
2	They are accurate and realistic.	7	23.33%	13	43.33%	10	33.33%
3	There are many pictures in the book.	22	73.33%	6	20%	2	6.66%
4	The use of symbols is appropriate.	15	50%	10	33.33%	5	16.66%
5	Illustrations on how to write exercises are very clear to the teachers and students.	12	40%	8	26.66%	10	33.33%
6	Instruction and suggestion given to the teachers are appropriate.	17	56.66%	6	20%	7	23.33%

In terms of illustration, as the table exhibits, the textbook contains many good aspects. About 83.33% of the respondents agreed that the pictures encourage learners to work in pairs and groups. They promote self – learning and encourage learners to solve the problems. Similarly, 73.33% teachers accepted that there are many pictures in the book. On the other hand, 43.33% of the respondents were disagreed that the pictures were accurate and realistic. Then, 33.33% of the respondents couldn't give decision where the illustrations were accurate and realistic or not. Same percent repeated in the statement on illustrations on how to write exercises are very clear to the teachers and students.

4.1.2.9 Exercises and Activities

Exercises and activities are very crucial part of any textbook. A qualitative textbook should include a variety of exercises and activities which provide opportunities for students to practise new forms, structures and functions. There should be clear instruction for each exercise in the textbook. A good connection between the reading

texts and exercises should be created. Exercises of all aspects and skills should be interesting and helpful to be creative learners. The analysis and interpretation of exercises are presented in the next page:

Table 10
Teachers' Responses on Exercises and Activities

S.N.	Statements	Responses					
		Agree		Disagree		Neither Agree Nor Disagree	
		No. of Responses	Per Cent	No. of Responses	Per Cent	No. of Responses	Per Cent
1	There is good connection between the reading texts and exercises.	26	86.66%	-	-	4	13.33%
2	The exercises are interesting for the students and help them to be creative learners.	15	50%	10	33.33%	5	16.66%
3	The exercises are graded from simple to complex.	13	43.33%	14	46.66%	3	10%
4	There are sufficient exercises in the textbook.	17	56.66%	6	20%	7	23.33%
5	The exercise fits the students' level.	11	36.66%	14	46.66%	5	16.66%
6	The exercises help the teachers in diagnosing the difficult areas.	18	60%	6	20%	6	20%
7	They encourage learners to work in pairs, groups and discuss issues.	21	70%	2	6.66%	7	23.33%

This table shows that the textbook has some strong aspects regarding the exercises. Exercises are given chapter wise in each chapter. Instruction for exercise is clear. They help to diagnose students' needs and difficult areas.

Regarding the exercises, the book seems to have many good aspects. Nearly 87% of the respondents agreed on the statement that there is a good connection between the reading texts and exercises. Similarly, 70% respondents are of opinion that the exercises/activities encourage learners to work in pairs, groups and discuss issues. Moreover, 60% teachers accepted in the statement that the exercises help the teachers in diagnosing the difficult areas. Beside this, 46.66% respondents expressed their

disagreement in two statements. They are the exercises are graded from simple to complex. They are graded randomly and they fit the students' level. That means all the language skills and aspects are focused equally in the exercises. Some respondents were also undecided in some statements as well.

4.1.2.10 Supplementary Materials

Supplementary materials are the helping materials which help both the teachers and students to enhance language learning by providing exposure to them. They should meet the interest and level of the students and complement to achieve the objectives. They must be able to break the monopoly of the students. Teachers' responses on supplementary materials included in the textbook are as follows:

Table 11
Teachers' Responses on Supplementary Materials

S. N.	Statements	Responses					
		Agree		Disagree		Neither Agree Nor Disagree	
		No. of Responses	Per Cent	No. of Responses	Per Cent	No. of Responses	Per Cent
1.	The supplementary materials selected in the book match the interest and level of students.	16	53.33 %	6	20%	8	26.66%
2	The presentation of materials is simple for the students and teachers.	20	66.66 %	7	23.33%	3	10%
3	The pictures promote self learning.	12	40%	11	36.66%	7	23.33%
4	The listening materials create a lot of fun in the classroom.	19	63.33 %	3	10%	8	26.67%

In terms of supplementary materials, as the table exhibits, the supplementary materials included in the book create a lot of fun in the classroom, i.e. 63.33%. this is the maximum percentage of respondents. About 66.66% of the respondents agreed that the presentation of materials is simple for the students and teachers. Moreover, 26.66% of the teachers neither agreed nor disagreed in the statement that the supplementary materials selected in the book match the interest and level of students.

But 53.33% have agreed on this. This is more than the half percent. The statement that the pictures promote self-learning is disagreed by 36.66% of the respondents.

In conclusion, regarding the academic aspects of the textbook, there is an appropriate match between the topics and the reading texts. The structures are presented in graded form. Similarly, language functions are appropriate. Illustrations are also clear. There are a lot of exercises and activities in the textbook. Then, the use of supplementary materials is suitable to the learners. On the other hand, the objectives of the textbook are not clear, the contents are not applicable to day to day work. Likewise, the presentation and organization of the content is not simple to complex order. Vocabulary and structures are tough to the lower secondary level students. Lastly, the lessons do not match the Nepalese culture. The textbook is much related with the western culture.

4.3 General Opinions Expressed by the Teachers on the Qualities of Textbook

The researchers had prepared three open-ended questions and distributed to seek general opinions of the respondents concerned the frequency of similar responses made by different respondents were calculated. Thus, only the responses with higher frequencies were taken into consideration. The following questions were asked to collect the information about the text book from the teachers' side:

4.3.1 The strengths of the Textbook

The teachers were asked the question to seek the information regarding the strong or positive aspects of the textbook which are as follows:

- i) The size of the book is appropriate.
- ii) The objectives of the textbook are suitable to the present demand of society.
- iii) All language skills and are equally emphasized.
- iv) Visual materials such as pictures, graphs, charts, etc. included in the text book are contextual and relevant to the topic.

- v) The classrooms are interesting to the students.
- vi) The book contains variety of text types ranging from popular tales to poems, biography, articles and internationally acceptable fairy tales activities.
- vii) The book contains varieties of written text.
- viii) Exercise are based on the reading texts and they are challenging where students get chance to reflect their personal experience.
- ix) The book contains more communicative activities.
- x) The text book has many vocabularies.
- xi) All language skills and aspects are equally emphasized.
- xii) Step-wise categories are given which make easy to learn.

4.3.2 The Weaknesses of the Textbook:

Following the opinion of teachers, some weaknesses of the textbook are listed below:

- i) The book has not sufficient grammatical rules.
- ii) The book has contained some grammatical errors.
- iii) The quality of paper is not appropriate.
- iv) The rhymes, songs and poems given for warm are not easily understandable.
- v) Some examples of the people are unfamiliar to Nepalese students.
- vi) There is no glossary for difficult vocabulary.
- vii) There is lack of supplementary materials like cassette, teachers' manual.
- viii) Some exercises are too much difficult for the lower secondary level students.
- ix) There is no adequate guidance for the non-native teachers.
- x) The textbook doesn't include the learning of their culture.

4.3.3 The Suggestions for Improvement:

The teachers have provided different suggestions to improve the quality of the textbook. The suggestions are listed below:

- i) Sufficient grammatical rules should be included.

- ii) Grammatical and printing errors should be totally avoided.
- iii) Advance types of paper should be used.
- iv) The songs, poems given for warm activities should be appropriate and easy for students.
- v) While giving examples, familiar names and local circumstances should be used.
- vi) Glossary of difficult words should be given.
- vii) Enough supplementary materials should be available.
- viii) Exercises should not be too much difficult and too much easy also. They should fit students' level.
- ix) There should be clear instructions for the teachers and students.
- x) There should be inclusion of learners' experiences and culture.
- xi) Equal distribution of vocabulary should be there.

CHAPTER-FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The main purpose of the research study was to analyze the textbook 'Lotus English Reader for Grade-VI' in terms of its physical and academic aspects. To obtain the data, the researcher studied the book in detail and constructed a set of questionnaire based on the physical and academic aspects of the textbook. Then, the questionnaire was distributed to the teacher of concerned places. The population of the study was 30 teachers of different private schools of Kathmandu Valley who were teaching 'Lotus English Reader Grade-VI'. The collected data was tabulated, analyzed and interpreted quantitatively using descriptive technique and presented.

5.1 Findings

From the analysis and interpretation of the data, the findings of the present study are summarized as follows:

5.1.1 Physical Aspects

- i. The size of the book is appropriate. About 93.33% of the respondents agreed in this statement.
- ii. Eighty percent respondents had the positive view on the statement that the letters are of appropriate fonts.
- iii. Approximately, 57% Lotus English teachers showed disagreement that the cover page is durable.
- iv. Nearly, 57% of the respondents supported that the printings of the book is neat and clean.

Finally, in the process of analyzing and interpreting the data related to the textbook 'Lotus English Reader Grade-VI', the researcher found positive as well as negative responses with the help of the respondents. Some respondents were undecided i.e. neither agreed nor disagreed too.

5.1.2 Academic Aspects

- i. Not more satisfactory result appeared on that the objectives of the book are suitable to the present society's demand. Only 43.33% accepted on this. Likewise, 46.66% i.e. higher in the responses disagreed that the objectives of the textbook are clean. This is not satisfactory.
- ii. There is an appropriate match between the topics and the reading texts. Seventy percent of the responses agreed on this.
- iii. Sixty percent of Lotus English teacher gave positive thought in that most of the lessons are neither too long nor too short. This shows that the lessons are satisfactory to them.
- iv. The presentation suits the nature of the context and there has been a united thematic content. Sixty percent teacher accepted it.
- v. Nearly, 64% of the respondents gave their positive opinion that the title of the lessons of the book is attractive. Same percent repeated in the statement that the vocabularies are helpful in increasing students' vocabulary.
- vi. Approximately 57% of the respondents gave their positive opinion on the selection and gradation of the content. That means the selection and gradation of the content is good.
- vii. Fifty percent of the respondents disagreed that the lessons represent our Nepalese culture. It indicates the lessons do not represent our culture. They are related to western culture.
- viii. The book introduces grammatical and communicative function of language. Eighty percent of the respondents agreed in this statement.
- ix. Nearly 83.5% of the teachers accepted that the pictures encourage learners to work in pairs and groups. Likewise, 73.33% accepted there are many pictures in the book. In the same way 33.33% were undecided that the pictures are accurate and realistic.
- x. There is the good connection between the reading texts and exercises. About 87% respondents had positive opinion on it.

- xi. The pictures in the book are relevant and adequate in number. Seventy percent of the respondents agreed that they encourage learners to work in pairs and groups.
- xii. Nearly, 67% of the respondents agreed that the presentation of materials is simple for the students and teachers. Similarly, 63.33% agreed that the listening materials create a lot of fun in the classroom.

5.2 Conclusion

The present study entitled “Textbook Analysis of Lotus English Reader Grade-VI” aimed at finding out the quality of the textbook in terms of its physical and academic aspect. The researcher adopted both primary and secondary sources of the data to come to its finding. Questionnaire is taken as data collection tool in this study.

Textbook analysis, truly speaking, provides a wide knowledge to the teachers about the textbook both physical and its academic aspects. A textbook is learning instruments usually employed in schools and colleges to support program of instructions. Textbooks are extremely necessary and useful material for the learners. They are designed and prepared to achieve the specific goals or objectives. Textbook analysis plays an important role to reform educational system. It should be examined regularly because without analyzing textbook, we cannot find out the appropriateness of them. For this reason, textbooks need continuous examination

The textbook **Lotus English Reader VI** is good at some aspects except some lacking. The textbook has been designed from the communicative point of view. However, the textbook is relatively easy and difficulty level does not match with the level. Although the textbook is claimed to be written to provide the guidelines of all the activities, some minor lacking have become the obstacles to the textbook. Some vocabularies are too much difficult in the stories and poems so that the students cannot understand the theme of those lessons. Some of the pictures and illustrations are ambiguous.

5.3 Recommendations

On the basis of the findings presented above, the following recommendations have been made.

5.3.1 Policy Related

- i. The textbook **Lotus English VI** has not sufficient grammatical rules. Therefore, there should be some refinement by including some more grammatical exercises for the practice.

5.3.2 Practical Related

- i. Lesson wise objectives should be given clearly.
- ii. The quality of paper is not appropriate. Therefore, it is better to make qualitative paper.
- iii. The lessons included in the textbook should match more with our own culture rather than foreign culture.
- iv. Reading materials and exercises have to be presented in graded difficulties.
- v. The songs, rhymes, poems given in the beginning of each unit for warm up activities should be given in simple and understandable language.
- vi. Supplementary materials like teachers manuals, work book, cassette should be available to the teachers and students.
- vii. The textbook should include glossary for difficult vocabularies with their pronunciation.
- viii. The textbook should include some exercises on stress and intonation so that the students will express a range of emotions using the appropriate phonological features.
- ix. Illustration should be well-drawn which help to create motivation.
- x. The textbook should provide more listening exercises for the students to develop their listening ability.

5.3.3 Further Research Related

The present study is limited to my personal judgment. The findings are derived by questionnaire. Moreover, the study was limited to only the physical and academic aspects of the textbook. The further research can be done on peripheral features of the textbook.

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Questionnaire

Dear Respondents,

In partial fulfillment for the master of Education in English, I am doing research on the topic "Textbook Analysis of Lotus English Reader Grade-VI". The research work is being carried out under the supervision of Dr. Anjana Bhattarai, Department of English, Faculty of Education, T.U. Kirtipur, Kathmandu.

In course of data collection, I am here with you. I would like to collect your opinion on the different aspects of textbook analysis of the above mentioned textbook. The findings of this research can be fruitful to different people who are directly and indirectly involved in the field of textbook analysis. Your responses will be helpful for this study. For that, here are some questions. I request you to go through the questions and give unbiased and accurate responses. The answers you provided only will be used for my study. I will be indebted for your great contribution.

Researcher

Laxmi Nyaupane

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