

# **A STUDY ON A TEXTBOOK ANALYSIS**

**(A Case of 'Chinar I' English for PCL first year)**

**A Thesis Submitted to the Department of English Language  
Education, University Campus, Kirtipur  
in Partial Fulfillment for Master's Degree in Education  
(Specialization in English Language Education)**

**By**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Padam Raj Paudel** has prepared this dissertation entitled "A Study on a Textbook Analysis: A Case of '**Chinar I**' English for PCL First Year" under my guidance and supervision.

I recommend this dissertation for acceptance.

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## **DEDICATION**

*To my parents and the Gurus and Gurumas who devoted their entire lives to make me what I am today. I will always cherish their love, care, affection and utmost support to provide me with quality education.*

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Padam Raj Paudel

April, 2007.

## ABSTRACT

The importance of textbook can hardly be exaggerated in Nepalese context. They are not only direct the way both to the teachers and students' in classroom interaction but also they represent and reflect the aims and objectives of the curriculum. They are the most commonly and widely used instructional aids in schools, colleges, universities and even at home. They are the instruments of instruction that facilitates teaching-learning process. They provide the core materials for a course which typically aims to cove all aspects of the language, and supplementary textbooks devoted to particular topics or skill areas. They are the integral parts for the effective implementation of curriculum. But above mentioned facts have not been given proper attention while writing and implementing textbook.

This research work attempts to find out the qualities of '**Chinar I**' a course book for PCL first year, in terms of its physical and academic aspects. In order to do so, the researcher collected data (for academic aspect) from the teachers teaching in different colleges of three different districts: Kathmandu, Banke and Surkhet and the researcher's own through observation of the textbook. The sample population of the study consists of 30 subject teachers who were selected by using judgemental or purposive sampling procedure. On the basis of the collected data, the qualities of the textbook were determined using simple statistical tool like percentage.

The major findings of the study show that the book is appropriate in its size, the printing is free from errors and it is appropriate to match with the cognitive and academic levels of the target learners. It includes authentic and interesting reading texts from different social and professional settings.

The listening tasks are provided with opportunities to listen to a variety of materials. These tasks are designed to provide the students

with the opportunities to develop listening skill. The speaking activities are designed to promote communicative competence in students. The writing tasks help students to integrate their understanding of the text with their need to make purposeful, personalized and often an imaginative written responses.

Similarly, the grammatical item in question is explained with reference to its use in the respective text, whenever relevant. The vocabulary items have received systematic and regular attention and the number of these items are also sufficient enough to provide learners with adequate vocabulary exposure. Thus, varieties of exercises have been included in this book to develop all the skills. The language used in this book is authentic and functional.

This book still has some shortcomings too. The paper quality and the binding do not seem to be good. Neither recorded audio-cassettes nor printed texts are there for listening. The given or mentioned glossary lacks the parts of speech and pronunciation of the words. The book lacks teacher's guide, test book and work book. The appendix, index and reference books have not been included in this book. The study consists of four chapters which are given below:

Chapter one deals with general background, English language teaching in Nepal, defining curriculum, syllabus and course of study and textbook. The textbook encompasses types of textbook, relationship between curriculum and textbook, importance of textbook, roles of English language textbook in PCL, aims of teaching English at PCL, specific objectives of PCL first year English textbook, qualities of a good textbook, a theoretical framework for textbook analysis and need of research in the field of textbook. Similarly, this chapter deals with review of the related literature, objectives of the study and significance of the study.

Chapter two deals with methodology. It encompasses sources of data, the sample population of the study and sampling procedure, tools for data collection, process of data collection and limitations of the study.

Chapter three deals with analysis and interpretation of data. The data are analyzed taking variables like teachers' opinions and the researcher own observation into account on the basis of the designed framework.

Chapter four deals with summary, findings and recommendations. The findings of the study are included under strengths and weakness of the textbook.

## ABBREVIATIONS

PCL	Proficiency Certificate Level
SLC	School Leaving Certificate
etc	Etcetera
i.e.	That is to say
TVs	Televisions
OHPs	Overhead Projectors
UNO	United Nation orgnaization
AD	Anno Domini

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## **CHAPTER ONE**

### **1. Introduction**

#### **1.1 General Background**

Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings. It is an extremely complex and versatile (approving) code used for human communication. It is a dynamic, open system that allows humans to communicate their thoughts, feelings, desires, emotions, experiences and ideas. Besides it, it is used to convey messages and to impart factual information. It is a social phenomenon used in our society to express our ideas and feelings by means of which we establish the relation in our society. It is the way of transmitting our history, thoughts, literature and the whole of our achievements from generation to generation. So it has enabled human beings to establish great civilization on this earth.

Regarding English language, it is widely accepted to be the most dominant language in the world. It means, it is a major international language and one of the six official languages of the United Nations and the means of international communication. In other words, it is popularly used as a lingua-franca for international communication, i.e. a principal language for international communication.

Nowadays, English has become an indispensable vehicle to the transmission of modern civilization. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of a world citizen. Undoubtedly, it is a master key to the store-house of knowledge for all developing countries like Nepal.

Without the proper knowledge of English language, we are not able to understand the innovation made in the field of science and technology.

## **1.2. English Language Teaching in Nepal**

English is a major international language, one of the six official languages of the UNO and the chief means of international communication in South Asia. It is therefore, the foreign language, taught in all schools of Nepal and the medium of instruction at higher level of education. The importance of English language has been realized and from the very beginning of education, English has been taught as a compulsory subject from grade one to bachelor level.

So far as the history of English language teaching in Nepal is concerned, we find that the English was included in the curriculum with the foundation of Durbar High school in 1843 A.D. after the Junga Bahadur Rana's visiting to Britain. He established the 'Durbar School' which is known as the first 'English school' of the kingdom because he was highly impressed by the English Education system. That school was basically meant for giving education to the children of the ruling families and their relative people. Gradually, the common people's children got an opportunity to study English. Thus, English was started in the lower level.

After the establishment of Tri-Chandra College in 1918 A.D., English language began to be used formally or tentatively in higher education in Nepal. But during the Rana's period, the education system of Nepal couldn't flourish very much. As a result many Nepalese were deprived of education. Some reforms could be seen in the field of education after the establishment of democracy in 1950 A.D. Several researches were done education field. The education development was both initiated and largely funded by foreign donors. After that many educational institutions were established through out the nation.

Especially, the New Education System of Nepal (NESP 2028). brought revolution in the education system of Nepal. But there was not seen any drastic change in English education. But after the restoration of democracy in 1989 A.D., several efforts have been made in the field of education. Furthermore, the National Education Plan (NEP) 1992 A.D. laid great emphasis on the improvement of English language curriculum. Now it is introduced from grade one upto the bachelor level as a compulsory as well as optional subject. It is also as a specialization subject in Masters level.

In this regard, the government of Nepal has given high priority to English language teaching in its education system. And the intermediate English curriculum has been designed for in Nepal with the view that the students will be able to use English for reading, writing, communication and research purpose, comprehend and interpret English text and use it effectively in different social and professional situations.

### **1.3. Defining Curriculum, Syllabus and Course of Study**

The terms 'curriculum', 'syllabus' and 'course' are commonly used in the field of education. These terms are synonymously used by Americans, but they are clearly different for British. According to British, curriculum is used in a broad sense. It refers to the programme as a whole. Syllabus refers to the particular subject. Curriculum is wider than syllabus. Within one curriculum, there can be many syllabuses. Within one syllabus, the courses are designed. Generally curriculum refers to overall planning of an educational programme which is specified in order to meet the objectives of education. It includes educational objectives, the course of study, the contents of teaching, teaching techniques and evaluation scheme. As it is wider, it can include many syllabuses. A

syllabus of a particular subject, as a part of curriculum, involves course of study and its order in which they are to be presented, taught and learnt.

### **1.3.1. Curriculum**

Traditionally curriculum has been regarded as the subject matter to be taught inside the classroom. Broadly speaking, curriculum 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) saying that "the curriculum includes the goals, objectives, content, processes, resources, and means of evaluating of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programmes."

Ghimire quotes to Allen (1984: 61), "..... Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational system."

For Richards et al. (1999: 94), "Curriculum is an educational programme which states:

- The educational purpose of the programme (the ends).
- The content, teaching procedures and learning experiences which will be necessary to achieve this purpose (the means) and
- Some means of assessing whether or not the educational ends have been achieved."

With the help of all these above definitions, it can be said that curriculum is the whole plan of teaching and learning process. it is a package of different activities that can be organized in and out of the school environment. It is the center for the whole teaching and learning activities. So the success and failure of teaching and learning process

depends on a curriculum and only the best curriculum guides the whole teaching-learning process to achieve/meet the goals and objectives of teaching and learning activities.

### **1.3.2. Syllabus**

Syllabus is a part of curriculum which refers to the content or subject-matter of an individual subject. According to Yalden (1999: 14) "The syllabus replaces the concept of 'method', and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner and the activities which will take place in the classroom."

For Richards et al. (1999: 268) "Syllabus is a description of the contents of a course of instruction and the order in which they are to be taught."

Thus, we can say that a syllabus is a specification of the work of a particular department in a school or college, organized in subsections defining the work of a particular group or class.

With the help of these above definitions we can conclude that syllabus is one of the parts of the curriculum. It is also known as a kind of guideline for the teachers as well as the pupils to follow their teaching and learning process.

### **1.3.3. Course of the Study**

Course of study is a part of the syllabus and it is a series of lessons or lectures on a particular subject. It is a set of teaching materials.

Thus, these three terms curriculum, syllabus and course of study are interrelated in each-other.

#### **1.4. Textbook**

A textbook is also known as a course book. It involves the materials in an order. The teacher simply teaches the materials included in it. It mainly consists of reading materials, exercises and a glossary as well. The curriculum includes the goals, objectives, content, process, resources and means of education of all the teaching experiences planned for pupils both in and out of the school and community through classroom instruction and related programmes. It is frequently the most important teaching tool because it can determine not only what will be taught but also how it will be taught.

Dawadi (2004: 9) quotes to Good's (1959: 567-68) words, "textbook is a book dealing with a definite subject of study, systematically arranged, intended for use of a specified level of instruction and used as a principal course of study materials for a given course."

Regarding the English language textbooks Grant (1987: 12) says, "The textbook is used to refer to a course book which typically aims to cover all aspects of the language, and supplementary textbooks devoted to particular topics or skill areas."

Textbook is an instrument of instruction that facilitates teaching-learning process. It provides the core materials for a course. It aims to provide as much as possible in one book and is designed which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.

On the basis of above definitions, it can be said that textbook is a book used by the students for a particular course of study in a particular

branch of knowledge. It is written on the basis of prescribed curriculum and is taught in a class with the purpose of achieving goals through the ideals of subject matter that are presented according to the mental and psychological requirements of the students facilitating the task of teaching by its teaching devices, exercises, illustrations, etc. It is an authorized material of a teaching and learning process. It is also considered as a principal course of study materials for a given course. The content of a textbook is systematically selected and arranged. It is intended to a particular level or class. It is completely based on the syllabus. It is also a permanent record or measure of what has been learnt.

#### **1.4.1. Types of Textbook**

"Textbooks, sometimes known as course books are so many and so varied that it is very difficult to make accurate generalizations about them" (Rai, 1998: 24). However, Grant (1987: 12), distinguishes between two very broad categories of textbook. They are traditional textbook and communicative textbook.

##### **1.4.1.1. Traditional Textbook**

Traditional textbooks do not mean those which were used in the past and are in no longer use. They are still being written, published and used in many parts of the world including Nepal. So the term refers to a particular kind rather than the date when it was published. These textbooks try to get students to learn the language as a system. Once the students have learned the system, it is hoped that they are then equipped to use the language for their own purposes. According to Grant (1987), traditional textbooks have all or most of these characteristics:

- They tend to emphasis the forms, or patterns of language (the grammar) more than the communicative functions of language the

jobs we do using it, for example, asking for information, making request, apologizing, asking the way, etc.

- They tend to focus on reading and writing activities, rather than listening and speaking activities.
- They often make use of a great deal of L<sub>1</sub>.
- They emphasize the importance of accuracy.
- They tend to focus rather than narrowly on a syllabus and examination.
- They are often attractive to some teachers, because they seem easy to use and are highly examination oriented.

There are many traditional textbooks in use all over the world. They have the great advantage that, generally speaking, a teacher can use them without too much difficulty. The main problem with traditional textbooks is that the students work through them, sometimes for years, and often conscientiously. However, despite this, at the end of their studies, they are still incapable of using the language; they may know its grammar the system-but they can't communicate in it.

Very often, teachers are required for one reason or another to use traditional textbooks. Where this is the case, the teacher has a challenge both to satisfy the syllabus, and to ensure that students using the textbook learn not just the forms of the language, but how to use them in communication.

### **1.4.1.2 Communicative Textbooks**

Nowadays the term "communicative" is on everyone's lips. Communicative textbooks try to solve the problems created by traditional ones by creating opportunities for the students to use the language in the classroom as a sort of 'half way house' before using it in real life situation. According to Grant (1987: 14), the characteristics of a communicative textbooks are as follows:

- They emphasize the communicative functions of language-the jobs people do using the language not just the forms.
- They try to reflect the students' needs and interests.
- They emphasize skills in using the language, not just the forms of language, and they are therefore activity-based.
- They usually have a good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.
- They tend to be very specific in their definition of aims.
- Both content and methods reflect the authentic language of everyday life.
- They encourage work in groups and pairs, and therefore make heavier demands on teachers' organizational abilities.
- They emphasize fluency, not just accuracy.

Due to these above mentioned characteristics, communicative textbooks are the demand of the day.

### **1.4.2. Relationship between Curriculum and Textbook**

In the field of education, we come across the term 'curriculum' which is a planned set of activities to develop the desired quality in the

students. Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational programme. It is a framework of educational programme, which includes all the activities that are utilized by school to attain its aims of education.

Textbook, on the other hand, is a means to achieve the set objectives in the curriculum. It is the role of textbook to develop the desired qualities in the students. Textbook is the material generally available at the learner's hand. It is regarded to be good if it reflects the objectives set out in the curriculum. The textbook should include enough activities required to achieve the goals. It should also provide clear information to the teachers and students so that they can understand the activities and do accordingly.

In developed countries the concept of 'multi textbook' is found, i.e. many textbooks are prepared on the basis of the same curriculum but in our country this concept is not existence in case of government schools. As the textbooks are the coherent body of thematic content or subject-matter, they should always reflect the curriculum to meet the desired goals. In short, curriculum is the overall plan and the textbooks are the chief means to fulfill the designed plan. Thus, the relationship between the curriculum and the textbook is whole-part. In other words, curriculum is whole and the textbooks are the parts of a curriculum.

### **1.4.3. Importance of Textbook**

According to Harmer (1997: 257), "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."

Taneja (1973: 6) as quoted by Sharma (1995: 5) says in this regard that "a textbook acts as an aid to the process of learning and teaching. It is one of the most commonly and widely used instructional aids in schools, colleges, universities, and even at home. It is equally important for the teacher since it defines and delimits the content of teaching and proves most helpful in planning and conducting his task".

From the above discussions, it can be said that textbook is very important tool for classroom interaction. They direct the way to achieve the objectives set out in the syllabus. They determine the subject-matter and in many cases the methods of teaching also. They direct both the teachers and the learners by giving them proper direction of what they ought to do during lesson hours. They are necessary for effective teaching learning process. They are easily available at the hand of teachers and learners. They are widely used at all levels. Undoubtedly textbooks are the core around which subjects are taught.

#### **1.4.4. Roles of English Language Textbook in PCL**

Every discipline is guided by its curriculum which is a set of planned and guided actions including the definition of teaching aims, contents, methods, textbooks, etc. As we see in the definition of curriculum, textbooks are only supplementary part of curriculum. As Nunan (1991:64), "Course books do not always explicitly state what it is the learner should be able to do as a 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 effective implementation of curriculum, textbooks play the prime role in our education system. Textbook is the main weapon while tackling a teaching-learning situation. For most of the teachers and students, a textbook is the sole source for achieving the goal and

objectives of the curriculum. In fact, teaching materials like TVS, OHPS, Radios, computers, etc. play a vital role in the process of teaching-learning process. But effective teaching-learning is not possible without the combination of teaching materials, trained teachers and the textbooks.

In PCL, the textbooks play the prime role to meet the required objectives of the curriculum. Though many reference books are prescribed, "but it is difficult to get all these prescribed books in our local market as well as the library. So in such condition, textbook is the sole material. The new syllabus of compulsory English which is effective from 2062/063, tries to enhance the students' ability to look at the world critically. They need to understand the world from a global prescriptive. They also need to understand and use different language functions effectively. They need English mostly for library purposes, research and communication. So the materials prescribed should address these needs of the students. To fulfill these above needs, the role of English language textbook has the prime importance in PCL.

#### **1.4.5. Aims of Teaching English at PCL**

The aims of teaching English in the PCL of Nepal are to enable the students to:

- Provide students with skills in the use of English for academic and communicative purposes.
- Enhance student's ability in the core English or to develop student's competence in core English, i.e. they should be able to use English for reading, writing, communication and research purposes.
- Be able to use English as a 'tool' for collecting information from library or any other medium.
- Be able to understand, comprehend and interpret English text.

- Be able to express in English and use it effectively in different social and professional situations.

(Source: Proficiency certificate level curriculum 2062/063)

#### **1.4.6. Specific Objectives of PCL First Year English Textbook**

The specific objectives of PCL first year English textbook are as follows:

- To provide materials that can maintain a link between the PCL and the SLC level.
- To provide materials written in authentic English language for improving students' skills in the use of English.
- To provide students with interesting reading materials for pleasure, information and knowledge about the structure and function of English.
- To enable students to write/produce texts that are needed for general purposes.
- To encourage students to learn word meanings from dictionaries.

#### **1.4.7. Qualities of a Good Textbook : A Theoretical Framework for Textbook Analysis**

A textbook is one of the most important tools in language teaching learning process because it can determine not only what will be taught but also how it will be taught. It facilitates teaching and learning process. It presents the body of knowledge in systematic way. In fact, a textbook deals with a particular subject and it is used in formal education. It contains different kinds of material related to language skills. It provides new knowledge in the process of teaching and learning. So it must be

qualitative. There should be clear reflection of the objectives and teaching items designed in the curriculum or syllabus.

Here framework means the criteria for the textbook analysis. Broadly speaking, analyzing and evaluating a textbook is carried out on the basis of its physical and academic aspects. Physical aspect refers to the peripheral features such as: layout, lettering and spacing, printing and binding, paper quality, pricing, etc. The academic aspect refers to the content. It signifies the inner quality which is made up of logical and psychological factors such as the selection, gradation and presentation of the materials in a proper way; the textbook must be based on the curriculum and needs, etc. of the learners too. The contents of a textbook are viewed to be the prime criteria.

A textbook prepared is evaluated on the basis of the certain criteria which measure the central and peripheral features of the book. It means that a textbook evaluation is carried out measuring the required features of it.

J. Harmer (2001: 301) has proposed the following areas or criteria for a textbook evaluation.

- Price (of course book components)
- Availability
- Layout and design
- Instructions
- Methodology
- Syllabus type, selection and grading
- Language study activities
- Language skill activities
- Topics

- Cultural acceptability
- Usability
- Teacher's guide

Similarly, P. UR (1996: 186) has proposed the following criteria for course book evaluation:

- Objectives explicitly laid out in an introduction and implementation 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, interests etc.
- Clear instructions.
- Systematic coverage of syllabus.
- Content clearly organized and graded (sequenced by difficulty).
- Periodic review and test sections.
- Plenty of authentic language.
- Good pronunciation, explanation and practice.
- Good vocabulary explanation and practice.
- Fluency practice in all four 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.
- Readily available locally.

P. Ur. (1996: 188) has also proposed some categories of content of a language course book. They are listed as below:

- Pronunciation practice.
- Introduction of new vocabulary and practice.
- Grammar explanation and practice.
- Listening and speaking communicative tasks.
- Reading and writing communicative tasks.
- Mixed-skills communicative tasks.
- Short and long reading texts.
- Dictionary work.
- Review of previously learnt materials.
- Some entertaining or fun activities.

Thus, the two broad criteria used for evaluating a textbook are its physical and content or academic aspects. The physical are peripheral and the academic aspects are viewed to be the prime criteria. Peripheral aspects comprise tangible and visible components like layout of the book, lettering and spacing, printing and binding, paper quality, pricing, illustrations, etc. Similarly, the academic aspect viewed to be the inner quality of a textbook which made up of logical and psychological factors such as the selection, gradation, and presentation of the materials in a proper way, the appropriateness of the decisive factors like curriculum, selection of the materials according to the age, interest and need of the learners, the reflection of current language learning principles, etc.

According to the generalization made on the basis of the aforementioned features, the researcher has mentioned the required criteria for evaluating the textbook 'Chinar I' as below:

### **A. Physical Aspects:**

- Layout of the book
- Lettering and spacing
- Printing and binding
- Paper quality
- Pictures and illustrations
- Availability
- Price

### **B. Academic Aspects:**

- Thematic content
- Language
- Exercise
- Other elements
- Organization of the item
- Supplementary materials

#### **1.4.7.1. Physical Aspects**

**a. Layout of the Book:** It can attract the students. If it is attractively designed, students are allured to read the book. The layout should be attractive and eye-catching, some pictures and symbols can be put to make its outlook informative as they slightly mirror out the theme of the book. The evaluator tried to see whether the outlook of the book is aptly designed

**b. Lettering and Spacing:** They also play an important role to make a textbook good or appropriate. The textbook should be easily legible. The letters and words should be aptly typed maintaining proper spacing between letters, between words and between paragraphs. The evaluator evaluated the letter font, letter size, spacing and

paragraphing-these aspects should be suitable to meet the students' cognitive and academic levels.

- c. Printing and Binding:** The printing and binding of the textbook should be appropriate and easy to read the book. Printing and binding quality should be permanent, durable and easy to use the book. If the matter printed is not clear, students find the book uncomfortable to read, it becomes illegible if printing is not clear. Similarly, if binding is not appropriate, it is very difficult to use the book. If binding quality is not durable and standard, some pages of the book are likely to come off after a few months. The evaluator studied these aspects while evaluating this book.
- d. Paper:** The paper quality used to print the book should be a good quality. If the quality of the paper is not aptly rich, the printing, pictures, graphs, etc. will not legible. Students feel uncomfortable to use such books. The evaluator evaluated the textbook checking the quality (thickness, colour, brightness) of the paper.
- e. Pictures and Illustrations:** The pictures and illustrations used in the textbook should be attractive, interesting and pictures and illustrations can motivate the learners properly. The evaluator tried to examine pictures and illustrations to find out whether they are properly maintained or not.
- f. Availability:** The textbook should be easily available for all the readers concerned. If they are not easily available, the target readers will be mentally hindered. The evaluator tried to see whether the textbooks are aptly and easily available to the target readers.
- g. Pricing:** The price of the textbook should be suitable on the basis of the thickness, paper quality, theme included, outlook, target readers,

etc. The price should be reasonable. The evaluator tried to see all the factors and the price whether they are reasonable or not.

#### **1.4.7.2 Academic Aspect**

##### **I. Content**

The content of any textbook should be suitable. It should be selected and graded according to the interest of the learners; i.e. the thematic content or subject matter of the textbook should be designed according to the age, level, interest and linguistic background of the learners. It should provide them new information; it should be applicable to everyday work; it should be drawn from the physical and social environment of learners; it should cover all contents of the language textbook like pronunciation practice, introduction of new vocabulary and practice, grammar explanation and practice, listening and speaking communicative tasks, reading and writing communicative tasks, mixed skills communicative tasks, short and long reading texts, dictionary work, review of previously learnt materials, some entertaining or fun activities.

##### **II. Language**

The language, contained in the textbook should be correct colloquial and textually appropriate to the situation or context. New vocabularies and enough communicative activities should be well-selected. The structures of language should be well-selected and presented in graded form depending upon the level of students. E

##### **III. Exercise**

Exercise involves a setoff questions and activities designed to make students practice different skills and aspects. A well-written textbook should contain enough exercises to the learners to do practice. The exercises should encourage learners to work in pairs and groups.

They should be adequate in number. They should be organized and arranged to help develop the language skills and their instruction for the teachers and students should be clear too. They should be graded in terms of the difficulty level. They should be presented in a systematic format and they should help the learners to provoke their thinking. Each lesson must make clear to the teachers as well as the students about what objectives are to be achieved through the lesson. The evaluator tried to see the answers to the following questions in the perspective of exercises:

- Are the exercises appropriate to have adequate practice for students?
- Are these exercises properly arranged?
- Are they suitable for student's cognitive and academic levels?
- Are they interesting for students?
- Do they involve all the language skills and aspects?

**IV. Other Elements:** Other inner elements or components of a textbook are footnote, glossary, appendix, reference, etc. Footnote provide the details of the works quoted in the book. They are printed at the bottom of the page in a book. Glossary refers to the list of difficult and technical words and phrases with their simple meanings/ explanations/ definitions; the words and phrases are presented in an alphabetical order. Appendix is the section that gives extra information at the end of the book. Additional but important pieces of information are given in appendices. Reference is the list of books and other sources that are used by the writers while the book is being prepared. Index is a list of names of topics referred to in the book. It is usually presented at the end of the book in an alphabetical order. The evaluator tried to see whether these components are properly included or not.

**V. Organization of the Items:** The content selected should be appropriate to meet the set objectives. The selected content should be properly graded like 'simple to complex', 'known to unknown' and so on. The evaluator tried to see whether the content is properly graded/organized/sequenced.

**VI. Supplementary Materials:** Supplementary materials such as songs and rhymes, games and puzzles, etc. can be effectively used in a language class. These materials are interesting and entertaining for the students. Similarly, test-books, audio-visual materials and teachers' guide play the important role in language teaching and learning. Test-books are designed to evaluate students' progress and achievement during the course and at the end of the session. They can be used by both the teachers and the students. Similarly, teacher's guide assists the respective teachers to teach the textbook effectively and successfully. It tells something about the teaching methods, techniques and classroom strategies for each material. Respective teachers do not have to face with any problems in the class. The evaluator tried to evaluate this textbook in terms of their availability and how much they support and assist the respective teachers.

#### **1.4.8. Need of Research in the Field of Textbook**

Textbook analysis is a major task by which the revision of a textbook can be carried out. It is not a haphazard process. Without analyzing a textbook, we aren't able to know the feasibility of a textbook. But before the establishment of democracy in 1950 A.D., no proper research was carried out to improve the quality of textbook. As a result, they were not related to the needs of the children. They were upgraded, unedited, unillustrated and badly printed on poor quality paper. No systematic effort was made to develop the textbook industry in a planned way.

Even after the revolution of 1950 A.D., the position of textbook remained more or less the same as previous. Many schools were opened but the prescribed textbooks for a particular grade weren't prepared according to the students interest, needs and level. They were either too easy or too difficult. There were not any fixed criteria for preparing the textbooks. The NNEPC (1956) was the first institutional effort to show concern to the issue of instructional materials including textbooks.

The second important concern to the issue of textbook was shown by the All Round National Education Committee (1961). It recommended that same textbook should be prescribed all over the country and such textbooks should be adequately illustrated as far as possible, especially, for primary level. Just like many important efforts have been carried out for the improvement of the textbooks but even today, the condition of textbooks is not satisfactory in our country. In this regard, Khaniya (2003) says, "In our school education, a single set of textbooks are prescribed in each course of study, mostly the books being used were written by those writers who would win the competition for writing textbooks. The implication is that books were not selected from among competent book writers. The 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 a well designed 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."

As curriculum and methods of teaching are in the process of development, change in textbooks is needed. They are selected or revised in accordance with the instructional objectives and requirement. Any selection or revision shouldn't follow sporadic and haphazard process.

This has to be done on the basis of systematic evaluation and research. A book considered to be good at one time may become bad and out dated in course time. There is a need for continuous revision and of updating from time to time. We need good textbooks to meet the required goals of curriculum. So the special attention is needed for the evaluation of textbooks.

As T. V. Els (1983) quoted by Dawadi (2004:15), "Textbooks description and evaluation have gradually gained importance over the last few decades both from a practical (teaching) point of view and from research point of view." He further says, "Research into the use of textbook in schools and their efforts on teaching and learning can play a very important role in textbook selection. Extending our knowledge of the effects of textbooks on learning will bring about new or improved criteria for textbook selection."

All these above mentioned discussions show the importance of textbook evaluation. It is not a haphazard process rather it is systematic. It is clear that the reading texts should be examined in the light of set objectives before they are prescribed for classroom teaching. Even after they are used in the classroom, they need continuous evaluation and investigation into their effectiveness in accomplishing the objectives so that the necessary revision of textbooks could be made.

### **1.5. Review of the Related Literature**

Textbooks have been the sole source for achieving the goals and objectives of the curriculum in our country Nepal. They are the most important tools to forward the effective teaching learning process. As Sharma (1995) argues, "Textbooks are the part and parcel of school education in Nepal and abroad. We produce a large number of textbooks every year in Nepal. But they are not based on research findings as they

are not assessed empirically. No efforts seem to have been made to undertake a thorough evaluation of textbooks."

This shows that in our country Nepal there is a dire need for the analysis of the textbooks. Some studies have been carried out on textbook analysis under the Department of English Language Education. The research works which have been done in the related field of this study are mentioned below.

Sharma (1995) carried out a research work on the topic "A Critical Evaluation of Primary Level Government Textbooks of the Nepali Language". He found some problems in textual language used in the textbook, length of lesson (i.e. too long lessons), illustrations (not well drawn), physical appearance of the textbooks, etc. But this study was related to our own native Nepali language not in foreign language.

Lamichhane (1999) carried out a research work on the topic, "An Analysis of New English Textbook for Grade VIII." He found that the textbook is appropriate and based on psycholinguistic principles. He studied the physical aspect of the textbook and he analyzed the treatment of speaking and writing skills included in grade VIII English textbook. He found that the book does not contain all the contents of curriculum and the exercises are not sufficient.

Bhatarai (2001) also analyzed the existing English textbook for grade VI-X. His work was a part of benefit monitoring and evaluating programme. He has found that there are many defects in the textbooks such as: paper is of inferior quality, covers are dull, binding is weak, type size is determined without consideration, presentation of the materials is poor, lacking systematicity and regularity. they are reprinted without correcting and editing properly.

Dahal (2002) carried out a research on 'English for Grade X: A Textbook Analysis' in terms of physical as well as academic aspects. His research work shows that the cover page design of the textbook is not attractive and durable. Binding of the textbook is weak, the hand drawn pictures of the textbook do not clearly illustrate abstract concepts, it lacks drills and it has not provided any model of post-card writing, questionnaire, bio-data, notices and advertisements though the curriculum has stated that the students will be able to produce a variety of authentic text type.

Ghimire (2003) carried out a research entitled 'An Analysis of the Link English Course for PCL First Year and grade XI'. This research work was an attempt to analyze the link English course in terms of its physical aspects as well as the adequacy of the contents. Also an attempt has been made to find out whether link English serves as a course for linking the SLC English syllabus and the XI of the higher secondary level. He found that it serves as a link between the SLC and the higher studies compulsory English curricula, the language is appropriate and helps to improve English in different language skills.

Bohara (2004) conducted a research on 'A Descriptive Study on the English Textbook for Grade One'. The objective of this study was to analyze the new English textbook for grade one in terms of vocabulary items, sentence types and verb pattern schema, language functions, illustrations, language skills, materials and physical aspects. He found that there are 217 vocabulary items, the representation of different words classes is found in the textbook and only the cardinal numbers are found in the textbook.

Dawadi (2004) carried out the research on 'Analysis of Grade Seven English Textbook.' The objective of her study was to analyze the

textbook in terms of its physical as well as academic aspects. She found out that the textbook is appropriate in size. The space between words, lines and paragraphs is appropriate. It contains the communicative activities to some extent.

Poudel (2005) carried out the research on 'An Analysis of English Textbook for Grade VI.' The objective of his research work was to analyze the textbook in terms of its physical as well as academic aspects. He came to the conclusion that the textbook is appropriate in size. The subject-matter, organization and presentation of the materials, language, illustrations and exercises are appropriate too.

K.C. (2005) carried out the research on "An analysis of the new English textbook for grade IX.' The objective of his study was to analyse the textbook in terms of its physical and academic aspects. He found out that the size of the book is appropriate but the cover of the page is not good. The paper quality, printing, distribution of units/lessons, exercises, language, contents, illustrations, etc. are appropriate.

Though the studies mentioned above are related to textbook analysis, no research has been carried out yet to analyse 'Chinar I', a course for PCL first year. Therefore, the researcher attempts to analyze the 'Chinar I' course on the basis of its physical and academic aspects.

## **1.6. Objectives of the Study**

The objectives of the present study are:

1. To determine the qualities of the '**Chinar I**'. course in terms of its physical and academic aspects.
2. To provide some recommendations for pedagogical implications from the findings of the study.

### **1.7. Significance of the Study**

This study is expected to be significant to the textbook writers, curriculum designers, methodologists, teachers and other persons who are directly or indirectly involved in the English language teaching (ELT).

## **CHAPTER TWO**

### **METHODOLOGY**

#### **2. Introduction**

This chapter deals with the design of the plans and procedures of the study, which were carried out by the researcher to achieve the set objectives of the study. The methodology adopted during the study is presented below:

#### **2.1 Sources of Data**

In the process of this study, the research data were collected from both sources: primary and secondary.

##### **2.2.1. Primary Source**

The primary sources of the data were the responses made by the subject teachers in a written form to a set of questionnaire and the researcher's own observation on the basis of designed framework.

##### **2.1.2. Secondary Source**

The secondary sources were the new T.U. syllabus for PCL first year, the book itself, "Making the most of your textbook", "A critical evaluation of primary level government textbook of the Nepali language" and the other related books and research works submitted to the English Language Education Department, Kirtipur, Kathmandu were taken for the theoretical background of the textbook analysis.

#### **2.2. The Sample Population of the Study and Sampling Procedure**

The sample population of the study consisted of 30 subject teachers who were teaching in different colleges of Surkhet, Banke and Kathmandu districts and had at least one year of teaching experience on this subject. Ten teachers were taken from each district. The colleges and

the teachers were selected by using judgemental or purposive sampling procedure.

### **2.3. Tools for Data Collection**

In order to collect the data for this study, the researcher studied the whole textbook and made some observations in terms of its physical and academic aspects. Then a set of close-ended and some short open-ended questions were also prepared and administered to the teachers teaching at different colleges.

The questionnaire set for teachers included 31 questions (The questionnaire is in the appendix A). Each question consisted of three point rating scale. At the end of the closed-ended questions, some open-ended questions were also provided and the respondents were requested to drop their views for the improvement of the textbook.

### **2.4. Process of Data Collection**

In the process of data collection, the researcher himself studied the textbook on the basis of its physical as well as academic aspects. Then the researcher prepared a set of questionnaire for the teachers and personally visited different selected colleges of Kathmandu, Banke and Surkhet districts to administer them. The respondents were requested to tick the best alternatives on a three point scale. They were also requested to indicate the strong and weak aspects of the textbook and to provide their suggestions for the improvements of the textbook.

### **2.5. Limitations of the Study**

The following are the limitations of this research work:

- The study was limited to the textbook '**Chinar I**' English for PCL first year.

- The population of the study was limited to only 30 teachers who were directly involved in teaching in different colleges of Kathmandu, Banke and Surkhet districts.
- The study was limited in physical and academic qualities of the textbook.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

#### 3. Introduction

This is the central part of the study which is directly related to the objectives laid down in the proposal of this work. This research was an attempt to analyze the '**Chinar I**' English textbook prescribed for PCL first year. As discussed in the methodology in the previous chapter, the researcher collected the required data from 30 subject teachers who had at least one year of teaching experience in the related course. The questionnaire covered different aspects of the textbook. The questionnaire related to the textbook was particularly based on the objectives set in the curriculum.

For making the study more convenient, this chapter is divided into two major sections. The first section of this chapter deals with the observations of teachers about the textbook in terms of its physical (peripheral features) and academic aspects. Such observations are based on the categorical responses and on the basis of percentage where above 80 percent is considered to be very strong aspect, 60 percent to 80 percent is considered to be good aspect; 40 percent to 60 percent is taken as neutral and below 40 percent is considered to be very weak aspect.

The second section deals with the analysis of the textbook by the researcher on the basis of conceptual framework. The researcher himself observed the textbook keeping the theoretical framework in perspective textbook evaluation.

#### 3.1. Description of English Textbook '**Chinar I**' for PCL First Year

The textbook '**Chinar I**' for PCL first year has been prescribed to meet the required objectives of the curriculum of this level since 2062/063 (2005) academic year.

It tries to maintain a link between the PCL and the SLC level. It has provided materials written in authentic English language for improving students' skills in the use of English. It also provides students with interesting reading materials for pleasure, information, and knowledge about the structure and function of English as well as encourages students to learn word meanings from dictionaries.

This textbook was published by Foundation Books Pvt. Ltd Cambridge House, New Delhi and was prescribed by the subject-committee of T.U. since the academic year 2062/063 (2005/06). It's main aim is to provide the students with exposure to the English texts that directly address to knowledge, form and structure of the basic English. Keeping these considerations in mind, the compulsory English subject committee of T.U. has suggested this course for PCL first year.

The format of the textbook is presented below:

**Table No.1: The General Description of the Textbook**

Name of the book: Chinar I	An Anthology of Prose and Poems
Compilers	Neena Kaul and Renu Anand
Publisher	Foundation Books Pvt. Ltd. Cambridge house, 4381/4 Ansari Road, Dariyagunj, New Delhi.
Printing of the book	Offset printing
First edition	2005
Printed at	Manas Saikia for Foundation Books Pvt. Ltd at Gopsons Papers Ltd., Noida
Price	NRS 78.
Total unit	15
Binding style	Side-stitched
Number of pages	174
Average margin	18.5 x 24cms.
Thickness of the book	0.7cms

### **3.2. Analysis and Interpretation of the Teachers' Perception on the Qualities of the Textbook in Terms of Its Appropriateness for the Target Group**

There is no doubt that teachers have better acquaintance with their students' profile and their needs than any other people working in the field of education system. They are the real implementator of curriculum. They are well-known about the designed textbook because they have to work with such books in their daily life. So I think it's better to grant their opinions to analyse and evaluate the textbook '**Chinar I**' English for PCL first year. Therefore, their views are systematically presented about the different aspects of textbook under the study.

Here, the quality of a good textbook is classified into two broad categories as: physical and academic aspects. It is generally considered that the physical aspect of the textbook is its body or the physical part of book itself and the academic aspect is considered as its soul. In other words, physical aspect refers to the hardware and the academic aspect refers to the software. Similarly, physical aspect refers to the extrinsic quality of a textbook and the academic aspect refers to the intrinsic quality of a textbook. Both the qualities should be well-managed while preparing a good textbook.

Taking these facts into consideration, both the physical and academic aspects have been stressed in this study. Both of these physical (peripheral) as well as academic aspects have been divided into different subheadings and the simple percentage method is applied to analyse the teachers' opinions expressed on the above aspects. These options are split into three options: Agree, Disagree and Neither agree nor disagree. Their opinions are presented below:

### 3.2.1. Physical Aspects of the Textbook

The physical qualities of the textbook can be explicitly seen or observed. But the academic aspect can't so considering this fact, the researcher tried to stress the academic aspects of this textbook 'Chinar I'. Then this aspect has been divided into different sub-headings and the simple percentage method is applied to analyse the teachers opinions expressed on the above aspects.

### 3.2.2 Academic Aspect of the Book

The academic aspect is the soul of the book. Under this aspect, different areas were focused. They were: thematic content, language, exercises, other elements, organization of the items and the supplementary materials, which are systematically presented below:

#### 3.2.2.1 Thematic Content

**Table No. 3: Thematic Content**

S.N.	Statement	Agree	Disagree	Neither agree nor disagree
1	The content of this book is sufficient to achieve the objectives of PCL first year English curriculum.	66.67	14.981	18.52
2	It is sufficient to provide materials that can maintain a link between the PCL and SLC level.	51.85	33.33	14.082
3	It is relevant and it gives upto date information.	18.52	62.96	18.52
4	It is drawn form the physical and social environment of the learners.	22.22	66.67	11.11
5	It can provide students with skills in the use of English for academic and	74.07	14.82	11.11

	communicative purposes.			
6	It enables the students to use English as a 'tool' for collecting information from library or any other medium.	22.22	66.67	11.11
7	It contains enough listening and speaking communicative tasks.	62.96	25.93	11.11
8	Arrangement and distribution of listening and speaking tasks (e.g. pre, while and post-listening and speaking are satisfactory).	51.85	22.22	25.93
9	It contains enough reading and writing communicative tasks to achieve the goal of the curriculum.	77.78	7.41	14.81
10	The reading texts are comprehensible for the students to encourage their study.	59.26	22.22	18.52
11	The reading and writing communicative tasks help them to integrate their understanding of the text with their need and to make purposeful, personalized and an imaginative written response.	37.04	11.11	52.55
12	Both short and long reading texts are included in this course.	77.78	18.52	3.70
13	There is review of previously learnt materials.	33.33	59.26	7.41
14	Some entertaining or fun activities are also included.	59.26	37.03	7.41
15	Introduction of the new vocabulary and practice is properly arranged.	74.07	14.81	11.11

16	The vocabulary deals with the major areas of word building like synonymy, antonymy, collocation, affixes and usage of phrases.	66.67	25.93	7.40
17	The grammar helps to focus on important structural items as well as their functional realization.	44.44	37.04	18.52
18	The grammatical item in question is explained with reference to its use in the reading text, whenever relevant.	66.67	14.82	11.11

The above table shows that regarding the thematic content, most of the teachers have shown positive responses though it has some shortcoming too. They have shown positive response as its content is sufficient to achieve the objectives of the PCL first year English curriculum, this book can provide the students with skill in the use of English for academic and communicative purposes, it contains enough listening, speaking, reading and writing communicative tasks to achieve the goal of the curriculum, the reading texts are comprehensible for the students to encourage their study. Both short and long reading texts are included in this course, introduction of the new vocabulary and practice is properly arranged and the vocabulary deals with the major areas of word building like synonymy, antonymy, collocation, affixes and usage of phrases and the grammatical item in questions is explained with reference to its use in the reading text, whenever relevant.

Besides above good points, they have also shown some negative aspects of this book such as: the content isn't relevant and it doesn't give upto date information; it is not drawn from the physical and the social environment of the learners; it doesn't enable the students to use English as a 'tool' for collecting information from library or any other medium;

the reading and writing communicative tasks don't help them to integrate their understanding of the text with their need to make purposeful, personalized and an imaginative written responses; and there is no review of previously learnt materials.

Except these above facts, other things related to thematic content seem to be neutral.

### 3.2.2.2. Language

**Table No. 4: Language**

S.N.	Statement	Agree	Disagree	Neither agree nor disagree
1	The style and complexity of language used in the text is simple and colloquial.	33.33	51.85	14.82
2	The language used in the textbook is authentic and functional so it covers all sectors such as industry and business, official, media and other.	51.85	33.33	14.82
3	It has an acceptable balance between the knowledge about language and practice in using the language.	51.85	25.93	22.22

The above table shows that regarding the language of the English textbook '**Chinar I**' for PCL first year, most of the teachers seem to be positive. According to them, the language used in the textbook is authentic and functional so it covers all sectors such as industry and business, official, media and other and it has an acceptable balance between the knowledge about language and practice in using it. But they have shown their disagreement about the style and the complexity of language use in the text is simple and colloquial because most of the teachers (51.85) mentioned that the language of the text is not simple and colloquial.

### 3.2.2.3. Exercises

**Table No. 5: Exercise**

S.N.	Statement	Agree	Disagree	Neither agree nor disagree
1	The exercises given in the course involve all the language skills and aspects.	59.26	29.63	11.11
2	The exercises are suitable for the students' cognitive and academic levels.	62.96	22.22	14.82
3	The exercises are developed and distributed proportionately.	55.56	22.22	22.22
4	They are interesting for the students.	55.56	25.93	18.51

Regarding the exercises of this textbook most of the teachers (59.26%) have shown positive attitudes. They expressed that the exercises given in the course involve all the language skills and aspects; they are suitable for the students' cognitive and academic levels; they are developed and distributed proportionately and they are interesting for the students.

### 3.2.2.4. Other Elements

**Table No. 6: Other Elements**

S.N.	Statement	Agree	Disagree	Neither agree nor disagree
1	The introduction of this course at the beginning is very helpful for both the teachers and students.	44.45	44.44	11.11
2	The instructions and suggestions given for the teachers are clear, useful and practical.	40.74	44.44	14.82
3	The footnote is given at the end of each page.	74.07	25.93	0
4	The glossary given at the end of each page is sufficient and helpful for both the teachers and students.	59.26	33.33	7.41

By observing the above table about the other elements of the book, it can be seen that the footnote is given at the end of each page as a glossary is not sufficient however, it is helpful for both the teachers and students. But they have shown their disagreement about the introduction about the textbook for both teachers and students and the instructions given for both of them are not clear, useful and practical.

### 3.2.2.5. Organization of the Item

**Table No. 7: Organization of the Item**

S.N.	Statement	Agree	Disagree	Neither agree nor disagree
1	The selected content is properly graded/organized/sequenced.	33.33	44.45	22.22
2	The selection and gradation of language, structures and exercises are suitable according to the students' intellectual level.	22.22	62.96	14.82

Regarding the organization of the item they have expressed their negative attitude. Most of the teachers as 62.96% who were participated indirectly to this research by giving their views on the basis of the questionnaire, have shown that the selected contents of the textbook aren't properly graded and the selection and gradation of the language, structures and exercises aren't suitable according to the students' intellectual level.

### 3.3. General Opinions Expressed by the Teachers on the Qualities of the Textbook

At the end of the closed-ended questions some open-ended questions were asked for seeking their overall comments and suggestions.

The frequencies of responses to each question was calculated. Thus, only the responses with higher frequencies were taken into consideration. The following questions were asked to collect the information about the textbook.

**3.3.1. How well do the learning materials contribute to the learners achieving the goals and objectives set out in the syllabus?  
Please mention below:**

Regarding this question, the teachers' answers were like this:

- It would certainly contribute something to the students from provided materials if there would be limited number of students.
- It is an integrated course for students in the PCL. It follows an eclectic approach to language learning and presents the language in a wholistic manner. Useful high-frequency vocabulary, comprehensive grammar rules, real-life speaking texts and rich texts for reading help the students to communicate effectively in English.
- The materials/information included in this book are very helpful in enriching and improving the English language.
- No more, the learning materials are kept without judging the SLC passed students' quality especially in the context of the students studying in village schools where English is the most difficult subject.
- In general, the book is very useful, the main hindrance is the time constraint which doesn't allow teachers to deal the text comprehensively.

- It is difficult to say whether the learning materials can fully contribute to the learners for achieving the goals and objectives in the syllabus.
- The learning materials contribute the learners to some extent for achieving goals and objectives set out in the syllabus.
- The learning materials are beyond the capacity of our students.
- There are many ways of learning 'Chinar I'. But generally this is a compilation of English texts by Indian writers so it is not best suited for Nepali students.

### **3.3.2. What do you like the least about 'Chinar I' English?**

Following the opinions of the different teachers, some shortcomings of the textbook are listed below:

- The 'mosquito' and the 'listeners' chapters are difficult and boring for teaching and learning.
- Difficult words are used in most of the places. Some chapters like 'National prejudices', 'machine' and the 'Emotions' are above the PCL standard.
- The materials included for speaking skill are the least which can not help the students for developing their communicative competence.
- The book lacks the motivating factors for the students in consulting other references.
- The paper quality of the book is not good. It is like a newspaper not a book.

**3.3.3. What do you like best about 'Chinar I' English textbook on your experience? Please mention below in detail.**

This question was asked them to collect the information regarding the strong aspects of the textbook and the strong aspects of the textbook obtained from the teachers are as follows:

- The chosen literature is good and interesting.
- The book reveals the picture of society where the students are familiar with.
- It is helpful in introducing students to the different genres of literature. The lesson range from easy to difficult which will enable students to proceed upwards academically.
- The reading materials are authentic and interesting to develop receptive skills.
- The way of explanation is good and interesting.
- Pictures used in the book, are a good way to explain the subject matter.
- The way it presents exercises in each chapter is good. They cover all the ranges of learning skills.

**3.3.4. What other features or capabilities of 'Chinar I' English textbook would you like to see? Please list them below:**

This question was asked them to mention the other features which will make the book good. Their responses were like this:

- There should be sufficient pre-reading activities so that the learners can be clear about the fact that they are going to learn from the lesson.

- It would be much better to include articles/stories related from Nepali cultures and traditions.
- It should try to expose the reality of students' environment and it must explain the problems of human life at present.
- It should be set out on the basis of the language functions.
- The material organization should be simple.
- It would be better if it had good quality paper.

**3.3.5. Have you any suggestions for improving the new English textbook 'Chinar I'? Please mention below:**

This question was asked to mention their suggestions to improve this textbook. Their suggestions were as follows:

- Attractive colourful pictures should be given.
- Printing should be colourful.
- The cultural aspect of the learners should not be ignored.
- It would be fruitful, if some topics on contemporary issues regarding cultural studies like ecology, feminism, gender issues, etc. were added.
- The book should be designed to fulfill the desire of the second language learners.
- It should be relevant to the timing of course duration.
- Student focused topics are to be incorporated and the question patterns should be developed from comprehensive to discussion.
- It should easily be available in every part of the country.
- It should touch the reality of our life.

- It should incorporate the folk-tales and autobiography of great persons of Nepal which will help them to learn their own social and cultural headings.
- It should be designed to meet the needs and interests of the society and learners.
- Simple words should be used in order to have fluency in reading and understanding.
- It would be better if the glossary was given at the end of the chapter instead of footnote.

### **3.4. Post Analysis**

As the teachers were the sources of information for examining the quality of the textbook they were asked some questions from different aspects of the book. But after analyzing their responses, it was found that about 10 to 20 percent teachers appeared to be tentative-neutral about the textbook. The researcher took this case as a problem for analysis. It might be because of the new course of this level since it was effective from academic year 2062/063 (2005/06). Some of them told that they weren't properly acquainted with the book. Some of the teachers avoided talking about the book. It was realized that the teachers need to be more qualified to comment on the book.

At the beginning of the research, it was considered that the teacher would give real responses about the quality of this book. Because they have been teaching this book since its implementation and they only face the easiness and difficulty in the classroom while teaching this book. But at the end, observing their responses, it was realized that not all the teachers are able to examine the book as our expectation.

### **3.5. Analysis and Interpretation of the Textbook by the Researcher**

As it is the central part of the study, which is 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 is concerned with the analysis of the physical aspects of the book and the second section of this chapter is concerned the analysis of the academic aspects of the textbook 'Chinar I' English.

#### **3.5.1. Analysis of the Physical Aspects of 'Chinar I' English**

'Chinar I' English, one of the textbooks of Compulsory English for PCL first year along with other two textbooks as 'Headway English' and 'Academic Encounter'. The course was offered by the subject committee of T.U. and it is effective from the academic year 2062/063 (2005). The text was compiled by the Indian scholars: Neena Kaul and Renu Anand. This book was published by foundation house, 4381/4, Ansari Road, Daryaganj, New Delhi.

Generally, the physical aspects of this textbook are analyzed on the basis of the layout of the book, printing and binding, lettering and spacing, paper quality, pictures and illustrations, availability and price. The physical aspects of the textbooks are presented systematically below:

##### **3.5.1.1. Layout of the Book**

The cover page of the book is in a dark red colour like blood. In the front cover, there are some vague pictures of trees, houses, boats, etc. The title of the book is written in bold letters attractively. The writers' name is also mentioned under the pictures. The cover page is not hard and durable.

Similarly, the size of the book is very important for the readers to develop the interest in reading (or using the book). The book should be

neither bulky nor too small. It should be appropriate in size and portable. The size of this book is 18.5 x 24cm and the thickness is 0.7cm with 174 pages. So the size of the book is reasonable for the learners and it is portable too. Thus, the layout of the book seems to be reasonably good.

### **3.5.1.2. Printing and Binding**

The printing quality of any textbook is a prime factor as it affects the vision of the readers as well as the interest in reading. Basically the typing and the size of the letters play important roles to make the printing quality better. It has good quality of printing and the size and type of letters are also appropriate according to the level of students.

Similarly, the binding is also very important factor to make the book attractive, easy to read and the durability of any textbook. Taking the fact in consideration, Chinara English is analysed on the basis of this point but the paper quality and binding do not seem to be good because the paper quality and binding can not ensure the durability. The book has been side stitched. It should have been sewn with binding thread to make the book resist rough handling.

### **3.5.1.3. The Lettering and Spacing**

The letter fonts are the important factor because they are the main things of a book. So they are also called the soul of a book. The size of the letters are properly arranged. Suitable and proper spaces are there between the words and paragraphs. All the things regarding the lettering and spacing are properly organized in this textbook. So it is realized that lettering and spacing do not need to be criticized as they are suitable to match with the cognitive and academic levels of the target learners. The textbook is free from such serious mistakes and inconsistencies. The

selection of the font size and type-small, capital, bold, italics, etc. is proper as there is systematicity and uniformity.

#### **3.5.1.4. The Paper Quality**

Regarding the physical quality of the textbook, the paper quality is the most important factor. So any textbook should have good quality paper. But the paper quality of this textbook 'Chinar I' is not good. It is neither thick nor bright. It's papers are very thin with dark colour. So it's a weak aspect of this book.

#### **3.5.1.5. Pictures and Illustrations**

Pictures and illustrations are very useful tools to make a book good. They can attract the attention of the learners if they are well-drawn. The pictures and illustrations given in this textbook are satisfactory. But the pictures given in page No. 108 and 156 are not clearly visible. Anyway, the others pictures and illustration of this book are interesting and entertaining for the learners.

#### **3.5.1.6. Availability and Price**

The reading textbooks are the sole source to meet the set objectives of the curriculum among the Nepalese students. Therefore, they must be available in every part of the country before the session begins. This book is not available in every parts of the Nepali market since it is an Indian book.

The price of the book is only NRs. 78. Thus, its price is medium for the Nepali students because most of the Nepalese are poor. But according to its paper quality, the price of this book is not reasonable.

### **3.5.2. Analysis of the Academic Aspects of 'Chinar I' English**

It is generally considered that the academic aspect of the textbook is the soul. It is an intrinsic quality of any textbook. Therefore, if any textbook is judged and analysed only on the basis of its physical aspect, it can't be judged well. To make a vivid judgement of any textbook both physical as well as academic aspects should be taken into consideration. The academic aspects of this book are divided into different sub-headings like: thematic content, language, exercises, other elements, organization of the item and supplementary materials for making it convenient to analyse and evaluate the book clearly and properly.

#### **3.5.2.1 Thematic Content**

'**Chinar I**' English for PCL first year is a compiled course of prose and poetry. It contains altogether fifteen units from different literary genres as story, poem and essay.

Here, content comprises language structures and functions, theme (information imparted by the reading texts), exercises, selection, gradation, presentation, etc. As PCL first year English curriculum aims at 'using language in different social and professional settings accurately', and to provide students with interesting reading materials for pleasure, information, and knowledge about the structure and function of English'. This textbook also emphasizes authentic, interesting reading texts from different social and professional settings such as socio-economic field, gender and migration issues, modern political discourses, information technology, and cultural topics. Some of reading texts included these above mentioned issues are 'Quality', 'The Suiter and Papa', 'National Prejudices', 'The Sniper', 'Once upon a Time', etc. Similarly, the language functions like requesting, agreeing/disagreeing, asking for and giving information, talking about personal experiences and opinions.

Each unit has the components like pre-reading discussion, vocabulary, listening, speaking and writing skills and the aspects of language as grammar and vocabulary are included in this book. Now the materials for four language skills and the aspects are analyzed and evaluated.

**a. Materials for Listening :**

This book contains the following listening activities:

**Table No. 8: Materials for Listening**

S.N.	Materials for listening	Unit	Page No.
1	Listening for specific words, phrases, lines and for overall idea	1	11
2	Listening for specific information	2	25
3	Listening to the poem read aloud for specific words, phrases, lines and for overall idea	3	27
4	Listening for specific information	4	43
5	Listening to the poem read aloud.	5	45
6	Listening for specific information	6	60
7	Listening for specific information and overall information	7	70
8	Listening for specific words, phrases, lines and for overall idea	8	73
9	Listening for specific information	9	96
10	Listening for specific information	10	104
11	Listening for full information.	11	115
12	Listening to the poem for specific words, phrases, lines and overall idea	12	117
13	Listening for specific words, phrases, lines and overall idea	13	131
14	Listening to the poem being read aloud	14	135

The listening tasks given above aim to develop students' ability to listen for specific information and overall idea of the text they listen to. They are provided with opportunities to listen to a variety of materials. But these materials are not recorded in the audio-cassettes. Neither they are printed in the teachers' guide. So it is difficult for teaching and learning activities. For example, the listening exercises given page No. 11 as 'listen carefully to a short story about a person's view about the meaning of life and answer the questions below by ticking the correct answers in the following.' But how teachers and learners can be benefited with such exercises without any printed as well as recorded materials.

In the poem section, it is instructed that 'your teacher will read it aloud for you'. It would be better if they were recorded in native-speakers' voice.

### **b. Materials for Speaking**

The speaking materials contained in this textbook are as follows:

**Table No. 9: Materials for Speaking**

S.N.	Materials for speaking	Unit	Page No.
1	Group discussion: reporting discussion	1	10
2	Role-play and discussion	2	23
3	Talking about personal experience in response to visual stimuli	3	31
4	Expressing opinion, agreeing/disagreeing in a debate	4	43
5	Reading the poem aloud with proper stress, rhythm and intonation	5	49
6	Group discussion; expressing opinion; agreeing, disagreeing	6	58

7	Role-play	7	69
8	Role-playing a dialogue	8	77
9	Role play in a simulated situation and discussion	9	93
10	Expressing views, opinion, agreement, disagreement; reporting group's views	10	103
11	Asking for and giving information role play	11	114
12	Expressing views on a poem	12	123
13	Group discussion-expressing personal views, summarizing others' views	13	131
14	Talking about personal experiences	14	139
15	Debating: expressing personal views, agreeing/disagreeing with others' views/opinions	15	155

The above mentioned speaking activities/tasks are designed to promote fluency of speech among students. The wide range of activities engage them in meaningful communication involving the use of language for common functions such as: requesting, asking for and giving information, expressing opinion, agreeing and disagreeing and offering. Most speaking activities are to be done in pairs or groups. For example, 'in groups of six play the role of the following and have a discussion on the incident.'

Rafferty

Mr. Alsop

Mrs. Alsop

The two alines

The neighbour who saw the air plane cracking up.

Similarly, in some places, some pictures description exercises have been given for speaking. The students are clearly guided by the instructions and examples such as in the given example above, they are instructed to play the role of different character. Thus, the means of expressing language functions seem to be good and interesting for the students.

### c. Materials for Reading

**Table No. 10 : Materials for Reading**

S.N.	Materials for reading	Unit	Page No.
1	The Suitor and Papa	1	1
2	The Star Ducks	2	13
3	The Daffodils	3	27
4	Quality	4	33
5	The Listeners	5	45
6	The Sniper	6	50
7	The Rule of the Road	7	63
8	Once upon a Time	8	73
9	The Surgeon	9	78
10	National Prejudices	10	98
11	A Handful of Dates	11	106
12	Mosquito	12	117
13	Machines and Emotions	13	124
14	Personal Helicon	14	135
15	The New Hangman	15	140

The reading materials involve 5 stories, 5 poems, 4 essays and 1 one-act play. The reading skill is divided into: pre-reading and reading activities. The pre-reading activity that precedes every prose passage is

intended to initiate students to the topic/theme of the passage. The activities require students to discuss certain questions in groups or pairs, complete a web-chart or predict the content of the passage they are going to read. Then reading passage of different literary genres are given the students to read. The glossary of difficult words is given at the foot of the each page.

This textbook contains authentic reading materials. They address the modern problem that arise from individual's relationship with the society, community and environment. The reading texts like 'The Suitor and Papa', 'Quality', and 'The Surgeon' are drawn from the socio-economic problems of the students. Similarly, 'National Prejudices' and 'The Sniper' are drawn from the modern political problems. 'The Star Ducks' and 'The Machines and the Emotions' are drawn from the modern scientific inventories. Similarly, 'The Rule of the Road' is drawn from individuals' relationship with the society.

As language learning means the learning of target language culture, too, this text book attempts to give the real flavour of the English culture. This is the strong aspect of this textbook because the given materials are suitable according to the objectives of the curriculum like 'to provide students with interesting reading materials for pleasure, information, and knowledge about the structure and function of 'English' and 'to make them able to derive knowledge, information and pleasures from the wealth of English language.' The reading materials are interesting. They give the knowledge, information and pleasure form the wealth of English Language.

Being a literary text, the author's introduction is also given at the end of this book. They certainly help the teachers as well as learners.

#### **d. Materials for writing**

Each unit in PCL English Consists of Exercises for writing. Each unit owns two 'writing' exercises as 'comprehension writings' which are directly related to the given texts of the book and the 'free writings' like 'personal letter writing; letter to the editor; report writing; preparing a poster; newspaper article; diary writing and essay writing. The writing communicative activities contained in this text book are as follows:

**Table No. 11: Materials for Writing**

S.N.	Materials for Writing	Unit	Page No.
1	Writing a personal letter	1	10
2	Writing a news report	2	24
3	Designing a poster	3	32
4	Writing an article for a newspaper	4	43
5	Writing a diary entry	5	49
6	Writing a diary entry	6	57
7	Writing a letter of complaint	7	69
8	Writing an informal letter	8	77
9	Writing a description of a past incident	9	94
10	Writing a short essay	10	103
11	Writing a diary entry	11	114
12	Writing a magazine article	13	131
13	Describing personal experiences in the past	14	139
14	Writing a letter of request	15	155

The comprehension writings are contained immediately after the every reading texts. They are based on the given reading text. These writing exercises help the students whether they understood/comprehend

the given text or not. These questions help them to understand the whole text well if they concerned the question before and after reading the given text.

As the objectives of the PCL first year curriculum are: 'to make them able to express their feelings, thoughts and opinions in the appropriate register of the language both in speech and in writing' and 'to enable students to write/produce texts that are needed for general purposes'. The above mentioned writing exercises are given to fulfill the objectives of the curriculum mentioned above.

Thus, this section aims at engaging students in tasks and activities leading to production of meaningful written work. The content and languages for most tasks emerges from the reading texts themselves. The tasks therefore help them to integrate their understanding of the text with their need to make a purposeful, personalized and often an imaginative written responses.

Though, this book contains two types of exercises as comprehension and free writing the free writing like condolence letter, congratulation letter, job application letter and paragraph writing have not included in this book. This is the weak aspect of this book.

#### **e. Materials for Grammar**

This book has introduced grammar section as 'Grammar'. Each unit (except units 3, 5, 8, 12, 14 and 15) consists of grammar. The grammatical exercises contained in this book are as follows:

**Table No. 12: Materials for Grammar**

S.N.	Materials for Writing	Unit	Page No.
1	Phrases and Sentences	1	9
2	Adverbs	2	24
3	Connectives: for, though, so, so that	4	42
4	Reflective pronouns; simple past and past progressive	6	59
5	Conditional clauses with past perfect	7	71
6	Adverbs and their functions	9	95
7	Present and past participles	10	104
8	Types of sentences: assertive, interrogative, imperatives and exclamatory	11	113
9	The more. . . the more	13	132

The grammar section of this book focuses on important structural items as well as their function and realization. The grammatical item in question is explained with reference to its use in the respective text, whenever relevant. The task that follows the explanation gives meaningful practice in the use of the structural items. For example; in the given adverb's exercises, the sample examples are given in the meaning sentence like:

- He **suddenly** collided with something he couldn't see.
  - Rafferty looked **shyly** at the people who bent iron and at Mrs. Also.
- The word in bold print are adverbs. As you notice in the sentences above, adverbs may be placed in any of the following positions:
- before the verb
  - after the verb

Then the exercises are given to the students to do practice. In each unit, grammatical items are presented in such a way. This is the strong aspect of this book.

But as the above table shows that the book contained only some grammatical topics. They are not sufficient to the students for practicing since most of the grammatical items as adjectives, tenses, articles, prepositions and voice are missed in this book. Even the conditional sentences other types, all connectives have not also included in this book. This is the weakest aspect of this book. However, this weakness is not taken seriously because other two books are there in this level.

#### **F. Materials for Vocabulary:**

This textbook comprises some vocabulary items to be introduced to the target learners. These items must have been selected on the basis of the criteria such as frequency, range, coverage, availability and learnability. These criteria always govern the principle of selection. The book consists of Glossary as a footnote of difficult words at the end of each page. But parts of speech and the pronunciation are not given, if they are given, it will be more beneficial.

This book involves exercises on vocabulary items under 'vocabulary' which provides a variety of exercise on vocabulary items such as matching tables; box filling, crossword puzzles; giving synonyms; giving antonym; etc. The detail vocabulary exercise are given below in the table:

**Table No. 13 : Materials for Vocabulary**

S.N.	Materials for vocabulary	Unit	Page No.
1	Uses of phrases and sentences	1	8
2	Meanings of phrases and synonyms	2	21
3	Meanings of words and phrases	34	41
4	Word meanings synonyms	6	57
5	Picking out meanings and opposites	7	69
6	Word-meanings	9	91
7	'Under' words and their meanings cross word puzzles	10	102
8	Identifying words that match given meanings	11	112
9	Antonyms and prefixes; prefixes and meaning	13	129
10	Language usage-allusion, pun	15	153

The vocabulary section aims to reinforce the new vocabulary items learnt in the passage and also to expand students' vocabulary. The assortment of tasks deals with major areas of word building like synonymy, antonymy, collocation, affixes and usage of phrases. The vocabulary exercises are given in each unit (except units 3, 4, 8, 12 and 14). It is analyzed that vocabulary items have received systematic and regular attention and the number of vocabulary items are sufficient enough to provide learners with adequate vocabulary exposure. It is realized that the writers followed all the criteria for selecting the items. Some difficult words are given at the end of each texts with their meanings. These are the strong aspects of this book.

But the glossary given at the end of each page of this book is not sufficient enough because most of the difficult words are missing there. Similarly, the pronunciation of given words have not been mentioned. These are the weak aspect of this book.

**3.5.2 Language:** The text should contain simple language. The language should be easy and interesting. It should be correct, colloquial and appropriate to the context or situation. Regarding the contextual language of this textbook, the researcher has analyzed the language used in the textbook on the basis of the framework.

The language used in this textbook is authentic and functional because all the reading texts are taken from different English cultures. The language used in this textbook is also colloquial. In every chapters, many such conversations are included. For example:

'You're getting married, I hear !' said one of his friends to Pyotr Petrovich Milkin.

'Where did you hear I was getting married?' said Milkin, blushing.

The selection of new vocabularies are well managed. Some difficult words and their meanings are given at the end of each page, so they help the learners to understand the text well. For example:

**Stag party:** A party for a man who is going to get married, to which only his male friends are invited.

**Sooty:** Black colour.

**Brudder:** Brother, etc.

The textbook contains enough communicative activities to enable students to use language independently. This textbook tries to use communicative type of language in every unit's reading texts. Similarly, in speaking section, many pair and group works exercises have been provided. For example:

- Imagine that you met your classmate in the market. How will you greet one another? What will you discuss? Act out this conversation with your partner.

- What are the important qualities you would look for in the person you will marry? Discuss in groups of six and present your group's views to the class. Remember, the six members in group may have varying viewpoints. Try to present them all.

The language used in this book is free from sex-bias and the style of language is simple and colloquial too.

But some of the sentences and words look very difficult because of their complex structure and low frequency. For example:

When did you start your tricks, Monsieur?

What do you stand on such high legs for?

Why this length of shredded shank, you exaltation?

(Source: The mosquito: Page No. 117)

In the above verse, there are many French words which do not occur in English frequently. So they make the sentence complex. The meaning of the above complex words are as follows:

Monsieur – Mister

Shredded – Very thin

Exaltation – Rousing high; the state of being elevated

Thus, in some chapters such new words from different languages are used so they have made the text difficult to understand too. Though they are not taken seriously.

### **3.5.2 Exercises**

This book consists of a variety of exercises. They belong to different language skills and aspects. Each unit consists of exercises for different language skills and aspects. As a whole 102 exercises have been included in the book.

Most of the exercises focus on the development of four language skills (listening, speaking, reading and writing) and aspects (grammar and vocabulary) and all the materials and exercises are integrated to develop the communicative competence in the learners. We can, however, study different exercises in isolation as below:

**a. Exercises for listening:** 14 Exercises have been included in the book related to listening skill. Each unit has these exercises (except unit 15). Each unit has only one exercise for listening. Different types of listening exercises have been introduced such as:

- Listen and answer (tick the best answer)
- Listen and choose the right word to make a sentence complete.
- Listen and write true or false.
- Listen to the poem for specific words, phrases, lines and overall idea.
- Listen and complete the flow-chart (Fill in the blanks)

Mainly objective type of questions have been introduced. But any subjective questions have not been introduced. It would be better if short-answers subjective type of questions were included in this textbook. The quality of given questions is not bad but the quantity of these questions is need to be criticized because there are a few exercises on listening skills.

**b. Exercise for Speaking:** Each unit consists of 'speaking' section that provides speaking exercises for students. Therefore, there are 3 'group discussion' exercises; 6 'role play' exercises; 2 'talking about personal experiences' activities; 2 'expressing views on a poem' and 2 'debating: expressing personal views and agreeing/disagreeing with others' views/opinions. But other exercises like 'Let's play a game, 'Have your say', etc are not provided in this book.

**c. Exercises for Reading:** Different types of reading texts as poems, stories, essays, etc. have been included in the book. In order to foster students' reading comprehension skill, a variety of exercises have been incorporated in each reading text such as: comprehension, reference to the context, character study and poetic technique. There are altogether 32 different reading exercises given in this book.

The 'comprehension exercises' are given in each unit. But the others are not given in each unit. Only eight exercises are given as 'reference to the context' (in unit 1, 3, 5, 8, 9, 12, 14 and 15). Similarly, 3 character study exercises are given (in unit 1, 2 and 15) and 5 poetic technique exercises are given (in unit 3, 5, 8, 12 and 14).

The above mentioned exercises are adequate for practicing reading skills. But it cannot see uniformity in the distribution of exercise number. If uniformity in exercise number incorporated in each unit was balanced, the provision of exercises for reading skill would be better than it is now.

**d. Exercises for Writing:** In this section, only 14 different writing exercises have been included in the book. The section 'writing' provides exercises for writing. Each unit involves one 'writing' exercise (except unit 12). Most of the writing exercises are free writing without any guided points. The exercises for writing are based on many different writing activities such as: writing a personal letter given in units 1 and 8. Similarly, writing a news report/article given in units 2, 4 and 13. The poster designing exercise is given in unit 3. Three exercises are given related to writing a diary entry in units 4, 6 and 11. The book contains one exercise about writing letter of complaint in unit 7. The writing a description of a past incident exercise is included in units 9 and 14. The book contains 1 exercise

about writing a short essay in unit 10. And one exercise given in unit 15 about writing a letter of request.

Thus, this book contains different writing exercises. These are the strong points of this book. But the exercises given in this book don't cover all fields like paragraph writing, business letter, job application letter and congratulation letter which are needed to students for general purposes. This is the weak aspect of this book.

**e. Exercises for Grammar:** Each unit (Except units 3, 5, 8, 12, 14 and 15) has a section 'Grammar' which is followed by grammar exercises. Only 8 grammar exercises like, 3 exercises about phrases and adverbs, 1 exercises about connectives for, though, so – that, reflexive pronouns; simple past and past progressive, conditional clauses with past perfect, present and past participle, types of sentences and the more .... the more. They all are properly arranged too.

But this book has been included a few exercises in number. Other important grammatical items like tenses, prepositions, articles and pronouns. have not been included in this book. Similarly, the given exercises are not also sufficient because only one exercise is given in each grammatical item. Without enough practice in grammatical items, the students can not be perfect in such items. This is the weak aspect of this textbook.

**f. Exercises for Vocabulary:** Each unit (Except units 3, 4, 8, 12 and 14) consists of a vocabulary exercise under the section 'vocabulary'. The book contains altogether 10 vocabulary exercises. These 10 vocabulary exercises provide a variety of exercises for students. Only one exercise has been included in this book under the headings: usage of phrases and idioms; picking out meanings and opposites; word meaning; cross-word puzzles; identifying words that match given meanings; antonyms

and prefixes; prefixes and meaning and language usage-allusion, pun and three exercises have been included under the heading 'meaning of phrases and synonyms.'

It is analyzed that vocabulary items have received systematic attention, but the number of vocabulary exercises are not sufficient to provide learners with adequate vocabulary exposure.

**Table No. 14 : The Number of Exercises Covered by All Language Skills and Aspects in Each Unit**

Unit	Listening	Speaking	Reading	Writing	Grammar	Vocabulary	Total
1	1	1	1	1	1	1	6
2	1	1	1	1	1	1	6
3	1	1	1	1	-	-	4
4	1	1	1	1	1	1	6
5	1	1	1	1	-	-	4
6	1	1	1	1	1	1	6
7	1	1	1	1	1	1	6
8	1	1	1	1	-	-	4
9	1	1	1	1	1	1	6
10	1	1	1	1	1	1	6
11	1	1	1	1	1	1	6
12	1	1	1	-	-	-	3
13	1	1	1	1	1	1	6
14	1	1	1	1	-	-	4
15		1	1	1	-	1	4
Total	14	15	15	14	9	10	

**3.5.3 Other Elements:** Regarding this section, besides glossary as a footnote and instructions for the teachers; the other factors like instructions for the students, appendix, reference book and index have not been included in this book. This is the main weakness of this book.

**3.5.4 Organization of the Items:** The selection and gradation of the selected content is satisfactory. The selected content is appropriate to meet the set objectives of the curriculum. The selected content is

properly graded/organized. It is realized that the writer followed the principle of selection and gradation 'from simple to complex', one of the principles of selecting and grading the materials. Thus, this textbook has been designed on the basis of the communicative syllabus.

**3.5.5 Supplementary Materials:** Besides one exercise of 'cross word puzzles' in unit 10, no any other supplementary like songs and rhyme, test books, audio-visual materials and teacher's guide materials have been included in this book. This is also the weak aspect of this textbook.

**3.5.6 Linkage between the Curriculum and PCL First Year 'Chinar I' English Textbook:** PCL first year English curriculum has five specific objectives. They are:

1. To provide materials that can maintain a link between the PCL and the SLC level.
2. To provide materials written in authentic English language for improving students' skill in the use of English.
3. To provide students with interesting reading materials for pleasure, information, and knowledge about the structure and function of English.
4. To enable students to write/produce texts that are needed for general purposes.
5. To encourage students to learn word meanings from dictionaries.

The textbook has not incorporated any language functions directly. This textbook has been designed focusing the number 2 and 3 objectives above because it is a anthology of different literary texts like poems, stories, essays and one-act play. This anthology carries fifteen carefully selected texts from a wide variety of text types and genres. Every attempt

has been made to ensure that the reading materials included in these anthologies are reader-friendly and culture-friendly. The content is of intrinsic value and interest to learners in their late teens.

These reading materials are really interesting and they give learners pleasure, information and knowledge about the structure and function of English. This book contains authentic language with the use of language for common functions such as requesting, asking for and giving information, expressing opinion, agreeing and disagreeing and offering. For example,

'Could you make me a pair of Russian leather boots?' (Requesting, page No. 35: quality)

'When do you want dem?' And I would answer.

'Oh ! As soon as you conveniently can.' And he would say: 'Tomorrow fordnighd?'

(Asking for and giving information.)

(Page 35: Quality)

These above are the just a sample of different language function and structure, such language functions and structures are given all over this book. That's why this book gives the real flavour of colloquial English language too.

Similarly, these anthologies are also informative and knowledgeable as they give the information and knowledge about the modern science as the chapters 'The Star Ducks' (Unit two) and 'Machines and the Emotions' (Unit 13) are related to modern scientific discoveries. Similarly 'The Sniper' (Unit 6) and 'National Prejudices' (Unit 10) are related to the modern political situation of the world and so on. That's why, this textbook has been prepared on the basis of above 2 and 3

numbers' objectives. So there is a good balance between the curriculum and the textbook in this matter.

Similarly, the objective number 4 does not match with the textbook. This objective expects to enable students to write/produce texts that are needed for general purposes. But only these exercises like writing personal and complaint letters, writing news article/story, writing a diary entry, writing a short essay, etc. are not sufficient to do practice for the learners. Many other necessary exercises like job application letter, congratulation letter, condolence letter, short stories, paragraphs and job application letter have not been included in this book. Only this book is not sufficient to meet the above mentioned objectives because other two books are there along with this book in this level.

The last objective of the curriculum matches with the textbook. This objective expects to encourage students to learn word meanings from dictionaries. Many new words have been included in the texts of this book. Some difficult words' meanings have been given at the end of each text's page. The given glossary certainly help to encourage students to learn word-meanings. But most of the difficult words have not included in the given glossary. That's why, the new words given in each texts certainly help to encourage students to apply the dictionary to learn the meanings.

Regarding the objective number I, this book has been provided some materials that can maintain a link between the PCL and the SLC level to some extent. Like in SLC level, the story, poem, article and essays are also included in this textbook. Similarly, other writing exercises such as personal letter, writing an essay, letter to the editor, and report writing and other grammar and speaking exercises are also included in this textbook like in the SLC level. They are graded according

to the mental and academic level of the students. Though other writing activities like job application letter, condolence letter, paragraph writing and short story writing have not been included in this book, they are not taken seriously because to meet this objective other two books 'Academic Encounter' and 'The Headway' are there in this level. So there is a linkage between the SLC level and PCL English textbook, '**Chinar I**' English to some extent.

Thus, it is realized the selection and gradation of the contents of this book have been done following guidelines of the curriculum. It is certain that the textbook has been prepared especially on the basis of the above objectives no. 2 and 3. Generally, it can be said that a close linkage has been established between the curriculum and the textbook 'Chinar I' for PCL first year.

## CHAPTER FOUR

### SUMMARY, FINDINGS AND RECOMMENDATIONS

#### 4.1. Summary

The main purpose of the research was to analyse the textbook '**Chinar I**' in terms of its physical as well as academic aspects. In order to carry out the research, the researcher at first studied the book in a great detail and prepared a set of questionnaire on the basis of its academic aspects to obtain the data for the study. Then the collected data were tabulated, analysed and presented. The population of the study consisted of 30 English teachers from different colleges who have been involved in teaching this course in this level for a year in the academic year 2063/064 (2006/07). The teachers were from Kathmandu, Banke and Surkhet districts. From each district 10 teachers were selected for the purpose of this study.

#### 4.2. Findings

From the analysis and interpretation of the data in terms of physical (peripheral features) and academic (content) aspects, the findings of the present study are as follows:

1. The textbook prescribed for PCL first year compulsory English is appropriate in its size. So, it is convenient for handling and carrying (to the students).

But the cover page of this book is not hard and durable

2. The printing is free from errors; the size of the letters is appropriate to match with the cognitive and academic levels of the target learners and the spacing between words, lines and paragraphs is satisfactory.

But the paper quality of this book is not good. It is of low quality thin and dim colour. Similarly, the binding does not seem to be good because the book has been side stitched and it cannot ensure the durability.

3. This book is not available in every parts of the Nepali market since it is an Indian book. Similarly, the price, NRs 78, is not reasonable according to its paper quality.
4. As PCL first year English curriculum aims to provide students with interesting reading materials for pleasure, information and knowledge about the structure and function of English, this textbook also emphasizes authentic, interesting reading tests form different social and professional settings such as socio-economic field, gender and migration issues, modern political discourses, information technology and cultural topics.

But not only a single such topic has been directly drawn from the physical and social environment of the Nepalese learners.

5. The listening tasks aim to develop students' ability to listen for specific information and overall idea of the text they listen to. They are provided with opportunities to listen to a variety of materials.

But neither recorded audiocassettes nor printed texts are available in the market. So the effective teaching learning process is not possible without the help of these materials.

6. The speaking activities are designed to promote fluency of speech among students. The wide range of a activities engage them in meaningful communication involving the use of language for common functions such as requesting, asking for and giving information, expressing opinion, agreeing and disagreeing and offering. Most speaking activities are to be done in pairs or groups. The students are clearly guided by the instructions and examples.

7. The writing activities aim at engaging students in tasks and activities leading to production of meaningful written work. The content and language for most tasks emerges from the reading texts themselves. The task therefore, helps them to integrate their understandings of the text with their need to make purposeful, personalized and often an imaginative written responses.
8. The grammar section of this book focuses on important structural items as well as their function and realization. The grammatical items in question is explained with reference to its use in the respective text, whenever relevant. The task that follows the explanation gives meaningful practice in the use of the structural items.
9. The vocabulary section aims to reinforce the new vocabulary items learnt in the passage and also to expand students' vocabulary. These items have also been selected on the basis of the criteria such as frequency, range, coverage, availability and learnability. Thus, these items have received systematic and regular attention and the numbers of these items are also sufficient enough to provide learners with adequate vocabulary exposure. Some difficult words have been given at the end of each text along with their meanings. They are helpful for both the teachers and learners to understand the text well to some extent.

But the Glossary lacks the parts of speech and pronunciation.

10. The language used in this book is authentic and functional because all the reading extents have been taken from different English cultures and in almost all the reading texts, the daily life conversations have been included

11. Varieties of exercises have been included in this textbook to develop different language skills (listening, speaking, reading and writing) and aspects (vocabulary and grammar). This is the strong point of this book but there is no uniformity in the number of exercises.
12. The appendix, index, reference books have not included in the book. It lacks teacher's guide and test books.

### **4.3. Recommendations**

On the basis of the findings mentioned above, the following recommendations are made. The following recommendations are made:

1. The cover page of the textbook should be hard.
2. The thick, bright and strong quality paper should be used. Similarly, the book should be sewn with the binding thread to make the book resist rough handling.
3. The book should easily be available in time in every parts of the country without any difficulty. Similarly, the price should be reasonable according to the paper quality.
4. It should try to expose the reality of students' environment. The cultural aspect of the learners should not be ignored.
5. For the development of effective listening skill, the recorded audiocassettes as well as the printed texts should be available.
6. Only limited numbers of exercises have been included regarding language skills (especially on listening and speaking) and aspect (grammar). Other extra exercises should be included to provide the target learners with sufficient practice.

7. The parts of speech and the pronunciation of the difficult words should be included along with the meanings in the mentioned glossary.

The appendix, index and reference books should be included. Test book, teacher's guide and workbook should be prepared on the basis of the textbook and curriculum.

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## APPENDIX-A

### Questionnaire for the Teachers

**Dear Sir/Madam,**

As a student of M.Ed. second year with majoring English, the investigator, is working on a research study on the 6 'Chinar I' English textbook analysis of PCL first year.

This questionnaire is presented to you for getting the information of your experience about PCL compulsory English. The fruitfulness of the study will depend on your unbiased and accurate responses. Your own opinion will be collected only for the purpose of research and they will be kept anonymous.

Thank you for your co-operation

Researcher

-----

## Questionnaires for the Teachers

You are requested to give your opinions on each of the following statements. The right answer is your opinion. Please indicate your opinion by putting tick mark on the response.

(A=Agree, D=Disagree, N=Neither agree nor disagree)

Name of the teacher: \_\_\_\_\_ qualification: \_\_\_\_\_

Sex: \_\_\_\_\_ experience: \_\_\_\_\_

Campus's Name: \_\_\_\_\_ training: \_\_\_\_\_

I	Questionnaires on academic aspects.	A	D	N
A	<i>Content:</i>			
1	The content of this book is sufficient to achieve the objectives of PCL first years English curriculum.			
2	It is sufficient to provide materials that can maintain a link between the PCL and SLC level.			
3	It is relevant and it gives upto data information.			
4	It is drawn from the physical and social environment of the learners.			
5	It can provide students skill in the use of English for academic and communicative purposes.			
6	It enables the students to use English as a 'tool' for collecting information from library or any other medium.			
7	It contains enough listening and speaking communicative tasks.			
8	Arrangement and distribution of listening and speaking tasks (e.g. pre, while and post listening and speaking) are satisfactory.			
9	It contains enough reading and writing communicative tasks to achieve that goal of the curriculum.			
10	The reading texts are comprehensible for the students to encourage their study.			

11	The reading and writing communicative tasks help them to integrate their understanding of the text with their need to make a purposeful, personalized and an imaginative written response.			
12	Both short and long reading texts are included in this course.			
13	There is review of previously learnt materials.			
14	Some entertaining or fun activities are also included.			
15	Introduction of new vocabulary and practice is properly arranged.			
16	The vocabulary deals with the major areas of word building like synonymy, antonymy, collocation, affixes and usage of phrases.			
17	The grammar helps to focus on important structural items as well as their function realization.			
18	The grammatical item in question is explained with reference to its use in the reading text, whenever relevant.			
<i>B</i>	<i>Language:</i>			
1	The style and complexity of language use in the text is simple and colloquial.			
2	The language used in the textbook is authentic and functional so it covers all sectors such as industry and business, official, media and other.			
3	It has an acceptable balance between the knowledge about language and practice in using the language.			
<i>C</i>	<i>Exercises:</i>			
1	They are sufficient to practice different language skills and aspect.			
2	The exercises given in the course involve all the language skills and aspects.			
3	The exercises are suitable for the students' cognitive and academic levels.			
4	The exercises are developed and distributed proportionately.			
5	They are interesting for the students.			

<i>D</i>	<i>Other elements:</i>			
1	The introduction of this course at the beginning is very helpful both for the teachers and students.			
2	The introduction of this course at the beginning is very helpful both for the teachers and students.			
3	The instructions and suggestions given both for the teachers and students are clear, useful and practical.			
4	The footnote is given at the end of each page.			
<i>E</i>	<i>Organization of the Item:</i>			
1	The selected content is properly graded/organized/sequenced.			
2	The selection and gradation of language, structures and exercises are suitable according to the student's intellectual level.			

*f. Overall comments and suggestions:*

- How well do the learning materials contribute to the learners achieving the goals and objectives set out in the syllabus? Please mention below:

-----  
-----

- What do you like the least about '**Chinar I**' English?

Please mention in details. -----  
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- What do you like the best about '**Chinar I**' English textbook on your experience? Please mention below in detail.

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- What other features or capabilities of '**Chinar I**' English textbook. Would you like to see? Please list them below -----

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- Have you any suggestions for improving the new English textbook '**Chinar I**'? please mention below in detail.

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*Thank you for your co-operation.*

## Questionnaires for the Teachers

You are requested to give your opinions on each of the following statements. The right answer is your opinion. Please indicate your opinion by putting tick mark on the response.

(A=Agree, D=Disagrec, N=Neither agree nor disagree)

Name of the teacher: *Shyam Magarati* qualification: *M.A., B.Ed. En*

Sex: *Male* experience: *4½ years*

Campus's Name: *Birendranagar M. Campus, Surkhet* training:

I	Questionnaires on academic aspects.	A	D	N
A	<i>Content</i>			
1	The content of this book is sufficient to achieve the objectives of PCL first years English curriculum.	✓		
2	It is sufficient to provide materials that can maintain a link between the PCL and SLC level.	✓		
3	It is relevant and it gives upto data information.		✓	
4	It is drawn from the physical and social environment of the learners.		✓	
5	It can provide students skill in the use of English for academic and communicative purposes.	✓		
6	It enables the students to use English as a 'tool' for collecting information from library or any other medium.		✓	
7	It contains enough listening and speaking communicative tasks.	✓		
8	Arrangement and distribution of listening and speaking tasks (e.g. pre, while and post listening and speaking) are satisfactory.	✓		
9	It contains enough reading and writing communicative tasks to achieve that goal of the curriculum.	✓		
10	The reading texts are comprehensible for the students to encourage their study.	✓		

11	The reading and writing communicative tasks help them to integrate their understanding of the text with their need to make a purposeful, personalized and an imaginative written response.			✓
12	Both short and long reading texts are included in this course.	✓		
13	There is review of previously learnt materials.	✓		
14	Some entertaining or fun activities are also included.		✓	
15	Introduction of new vocabulary and practice is properly arranged.	✓		
16	The vocabulary deals with the major areas of word building like synonymy, antonymy, collocation, affixes and usage of phrases.	✓		
17	The grammar helps to focus on important structural items as well as their function realization.		✓	
18	The grammatical item in question is explained with reference to its use in the reading text, whenever relevant.		✓	
<i>B</i>	<i>Language:</i>			
1	The style and complexity of language use in the text is simple and colloquial.			✓
2	The language used in the textbook is authentic and functional so it covers all sectors such as industry and business, official, media and other.	✓		
3	It has an acceptable balance between the knowledge about language and practice in using the language.	✓		
<i>C</i>	<i>Exercises:</i>			
1	They are sufficient to practice different language skills and aspect.	✓		
2	The exercises given in the course involve all the language skills and aspects.	✓		
3	The exercises are suitable for the students' cognitive and academic levels.	✓		
4	The exercises are developed and distributed proportionately.	✓		
5	They are interesting for the students.	✓		

D	Other elements:			
1	The introduction of this course at the beginning is very helpful both for the teachers and students.		✓	
2	The introduction of this course at the beginning is very helpful both for the teachers and students.		✓	
3	The instructions and suggestions given both for the teachers and students are clear, useful and practical.	✓		
4	The footnote is given at the end of each page.	✓		
E	Organization of the Item:			
1	The selected content is properly graded/organized/sequenced.	✓		
2	The selection and gradation of language, structures and exercises are suitable according to the student's intellectual level.	✓		

f. Overall comments and suggestions:

- How well do the learning materials contribute to the learners achieving the goals and objectives set out in the syllabus? Please mention below:  
The materials are very helpful enriching and inspiring the Eng. lg.
- What do you like the least about 'Chinar I' English? Please mention in details.  
I like least to 'The Mosquito' and 'The Listener' chapters which are in the Poet Sect
- What do you like the best about 'Chinar I' English textbook on your experience? Please mention below in detail.  
They reveals the picture of the Society where the students are familiar with.
- What other features or capabilities of 'Chinar I' English textbook. Would you like to see? Please list them below  
There should be sufficient pre-reading activities so that learners are to be clear
- Have you any suggestions for improving the new English textbook 'Chinar I'? please mention below in detail.  
The textbook needs another workbook for further exercises and comprehensive understand

Thank you for your co-operation.