

**AN ANALYSIS OF GRADE NINE ENGLISH TEXTBOOK
OF JANAK**

**A Thesis Submitted to The Department of English Education in
Partial Fulfillment for the Master's Degree in Education**

Submitted by

Kanchan Thapaliya

Tribhuvan University

Faculty of Education

Kanakai Multiple Campus

Surunga, Jhapa

2019

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Roll No: 2040014

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DECLARATION

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

March 2019

Kanchan Thapaliya

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Kanchan Thapaliya** has prepared this thesis entitled '**An Analysis of Grade Nine English Textbook**' under my guidance and supervision.

I recommended this thesis for acceptance.

.....

Mr. Tirtha Raj Kharel

Guide

Department of English Education

Kanakai Multiple Campus

Surunga, Jhapa

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following Research Guidance Committee.

Mr. Hari Prasad Timsina

.....

Head Department of English Education

Chairperson

Kanakai Multiple Campus

Surunga, Jhapa

Mr. Tirtha Raj Kharel

.....

Guide

Member

Department of English Education

Kanakai Multiple Campus

Surunga, Jhapa

Mr. Rabindra Subedi

.....

Assistant Lecturer

Member

Department of English Education

Kanakai Multiple Campus

Surunga, Jhapa

DEDICATION

To

My Honorable parents

Who bore me tolerating all the woes and sorrows

for my health, education and betterment

in every sphere of life to make me

Stand on my own

And also my teachers who help me to complete

this thesis

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March 25, 2019

Kanchan Thapaliya

ABSTRACT

This thesis is about ‘An Analysis of Grade Nine English Textbook’. The main aim of this study is to analyze the English textbook of grade nine in terms of academic aspect such as content, language, exercises, language skills and grammatical aspect and physical aspect. The population for the study contained 20 teachers with at least one year’s teaching experience of the institutionalized schools of Jhapa district. The researcher visited the field, collected the , tabulated, classified and analyzed them using statistical tools like mean. The researcher analyzed the data statistically descriptively and comparatively. The finding of the study shows that the subject matter is helpful to meet the objectives of the curriculum. The language of the textbook is suitable and understandable for the level of students. There are not sufficient exercises for pair and group work. The pictures of the textbook are not clear, larger and of higher quality. There are, however, sufficient reading, writing, listening and speaking materials in the textbook. The textbook focuses fluency and pronunciation aspects.

Chapter one deals with introduction of the study. There is background of the study, significance of the study, objectives of the study, research questions, delimitations of the study and operational, definitional key. Chapter two deals with review of theoretical literature, review of empirical literature, implication of review for the study and conceptual framework. Similarly, chapter three deals with methods and procedures of the study. There is design of the study, sources of data, sampling procedure, tools for data collection, process of data collections and data analysis and interpretation procedure. And in chapter four there is analysis and interpretation of result and summary of finding. In chapter five there is conclusion and recommendation.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgement</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
CHAPTER ONE: INTRODUCTION	1-17
1.1 Background of the study	1
1.2 Significance of the Study	14
1.3 Objectives of the Study	15
1.4 Research Question	15
1.5 Statement of Problems	16
1.6 Delimitations of the Study	16
1.7 Operational Definition of Key Terms	16
CHAPTER TWO	
REVIEW OF RELATED LITERATURE AND CONCEPTAL FRAMEWORK	18-24

2.1 Review of Theoretical Literature	18
2.2 Review of Empirical Literature	19
2.3 Implication of Review for the Study	23
2.4 Conceptual Framework	23
CHAPTER THREE	
METHODS AND PROCEDURES OF THE STUDY	25-27
3.1 Design of the Study	25
3.2 Sources of Data	25
3.2.1 Primary Sources	25
3.2.2 Secondary Sources	25
3.3 Sample and Sampling Procedure	25
3.3.1 Population of the study	25
3.3.2 Sample Population	25
3.4 Tools for Data Collection	26
3.5 Process of Data Collection	26
3.6 Data Analysis and Interpretation	26
CHAPTER FOUR	
ANALYSIS AND INTERPRETATION OF RESULT	28-37
4.1 Analysis and Interpretation of the results	28
4.1.1 Analysis of the teachers' Responses	
On the Academic Aspect	28

4.1.2 Analysis of the Teachers' Responses	
On the Open ended Questionnaire	30
4.1.3 Researchers' own Analysis	31
4.1.3.1 Academic Aspects	32
4.1.3.2 Physical Aspects	34
4.2 Summary of Finding	35

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS 38-39

5.1 Conclusion	38
5.2 Recommendations	38
5.2.1 Policy Related	38
5.2.2 Practice Related	38
5.2.3 Further Research Related	39

REFERENCES 40-44

APPENDICES

Appendix-A: Questionnaire

Appendix-B: Name of Boarding Schools and Teachers involved in
the study

CHAPTER-I

INTRODUCTION

1.1 Background of the study

Language is a salient aspect of human life. It is unique to human being. So human and animals are different. It has been helping people to form their civilization and culture. It is the most powerful and permanent tool of human communication. We express our ideas, feelings and emotions by using language. We can keep good relationship among people in the society by using language. We read write and communicate being depended on language. How important the language is shown by the 'Theory of Linguistic Relativity and Determinism' also known as 'Whorfian Hypotheses' propounded by Benjamin Lee Whorf and Edward Sapir. Following this, men think the way language dictates them to think. Thinking is actually speaking silently. Language is the unique gift of human beings. It is the means of communication which helps to share ideas, feelings, thought, desires, emotions, experience etc. Richard et al. (1999, p.196) define language as " the system of human communication which consists of structural arrangement of sound for their written representation into larger units e.g. morphemes, words, sentences, utterances etc". A language at its most specific level refers to the concrete act of speaking, writing or signing in a given situation (Crystal, 2003). Language is a vehicle for sharing ideas, feelings, pain and pleasure. It is a unique possession of human due to which human beings become very unique creatures in respect to other creatures in this world. Emphasizing this kind of unique possession of human beings, while defining language, Hockett (1985, p. 13) says, "The appearance of language on this universe, at least in our planet, is thus exactly as recent as the appearance of man itself." So, language is viewed as a versatile, dynamic and specific property of human beings. It stores knowledge and transmits messages, knowledge and experiences from one person to another and one generation to another. Language is only related to human beings. Though there are different

forms of communication, language is related to arbitrary vocal system of human communication. Language is expressed either in vocal mode or in written symbols. Language is the most advanced and influential means, which is species-specific property of human vocal organs and advanced brain that human being, possesses what causes language a possession of the human being. There are different modes of communication such as visual, tactile, olfactory, gustatory etc. Language is the most powerful, advanced and widely used means of human communication. It is the universal medium to express human thoughts, feelings, desires, ideas and emotions. Most of the actions of the world are carried out through language. It is the language that has brought disparity between human and animal world. By the physical inadequacies, animals don't have vocal organs and advanced brain that human being possess due to which language has been a possession of the human being. Considering language as four language skills, Halliday et al. (1994) write, "It is a form of activities of human beings in societies, and it has the property of being patterned." (p.5) Language is considered as four language skills viz. listening, speaking, reading and writing. In other words, language is not only the act of speaking and writing, but it involves listening and speaking as well. Language is the sum total of different activities, e.g. the act of listening, speaking, reading, writing and so on. Supporting Halliday's views, Crystal (2003) defines, "Language, a French term introduced by Ferdinand de Saussure, refers to the human biological faculty of speech. At its most specific level, it may refer to concrete act of speaking, writing or signing in a given situation." (p.255). A language is a system of arbitrary vocal systems by which members of a social group co-operates and defines language from structural perspective as a language to be set of (finite or infinite) sentences, each finite in length and constructed out of a finite set of element. In Chomsky's opinion, language is an innate capacity of native speakers, which is the set of sentences that is finite in length and constructed out of finite set of element. According to Oxford Advanced Learner's Dictionary of Current English (1995, p.662), 'Language is the system

of sounds and words used by humans by humans to express their thought and feeling.’

Language is not only verbal system of communication but also written as well as signaling system. It is used for communicating messages. It is the unique possession of human being or it is human species specific and one of the most powerful tools of communication among the heterogeneous groups. It helps human being to think and interpret, perceive and express about the real world. Its history along with the human development shows that it is an inevitable means of human co-operation, relation and civilization. In the world, there are thousands of languages and every human being possesses at least one language. It means nobody in the world is without language or every human being has his own language. He uses his language to transfer his cultural norms and values to the next generation. He shares his feelings, ideas, emotions and attitudes for the bond of the relation in the community. This thread of language keeps human relation lifelong and gives happiness in this world. Language, from the communicative perspective, is defined as the most powerful means of communication. Smell and taste are only specific to the animal communication but language, a combinatory term of sight, aural and oral, is specific to the human communication, which is human species specific. Most of the activities of the world are carried out through language. Jespersen (1994) gives the following definition of language,

Language is not end in itself, just as little as railway tracks, it is a way of connection between souls, a means of communication ...language is the most complete, the richest, the best means of communication, and it bridges the physical chasm between individuals. (p.4)

The English Language

More than six thousand different languages are spoken in the present world. Among different languages, the English language is one of the richest and prominent languages because it has widest coverage, richest vocabulary,

written literature and its users. It is taken as a dominant language. It is an international language in which most of the books, reports, journals, newspapers, etc. are published. It is used as a lingua franca or link language by the people of different countries of the world. There are six international languages. They are English, Russian, Chinese, German, French and Arabic. Among them English is the most widely used one. It is believed that more than half of the books of the world have been written in the English language. It has the highest number of vocabulary about 20 thousand hundred (Sthapit, Basnet, Bhattarai and Giri; 1994). It is used as the mother tongue in the countries like America, Canada, Australia and the UK and many people of the world used as the second language. It is the medium of the instruction in a number of countries. If a person knows to speak English, he can easily be adjusted everywhere in the world. Moreover, he may get better jobs and deserves important place in the society. He may get knowledge about various places and things of the world. A lot of newspapers, articles, journals, magazines, periodicals, etc. are published in English in different countries although their national languages are different from the English language. Many books of the world are translated into English. There are many examples of code switching to English in the field of science and technology, business, medicine, politics and so on.

It is used in business, academic conferences, sports, literature, technology, politics, etc. Crystal (1988, p.56) says, "English is mother tongue of more than 300 million people in the world. Similarly, about 3000 million people use it as a second language and around 100 million people speak English as a foreign language in the universe." The English language is regarded as a contact or link language. It is used as a lingua franca to make the communication possible among the people of different speech communities. There are 6 official languages used in the United Nations. Among them, English is the most widely used language in the UN. English has become one of the important subjects of teaching all over the world. Sthapit et al. (1998) say, "It is a principal language for international communication and gateway to the world body of

knowledge."(As cited in Bhattarai (2001, p.2) A colonial history, Economics, information exchange, travel, popular culture etc. of British are the factors which have ensured the widespread use of English. English is spoken by at least a quarter of the world's population. One in every seven human beings is said to be speaking English. In the present globalizing world Nepal cannot remain beyond the influence of the English language. It is regarded as an international language in Nepal.

The history of teaching and learning English in Nepal is not so long. It has been included in our education system since Durbar School was established in 1910 B.S. In Nepal, English is being taught as a compulsory subject from class one to Bachelor's level. It is being used as the medium of instruction in private boarding and institutionalized schools. In our country, many official documents, reports, journals, newspapers, magazines, academic certificates and books are being printed in this language. It is a fast growing language in Nepal.

Learning has become the demand of the day and the need of the era. Even some community and public schools in Nepal have started adopting English language as a medium of instruction. Nowadays English has occupied an important place in both public and private sectors in Nepal. It has changed people's learning habit day by day. Durbar High School was the first English school in Nepal established by Jung Bahadur Rana after his returning from England. Together with the establishment of democracy in 2007 B.S., the door for participation in education opened for the public. Many schools were opened. Nepal Educational Commission was formed in 2009 B.S. to bring all the schools under a system. In the report given by the commission, it is stated that English should be taught compulsory from the elementary level.

In the age of globalization, the knowledge known, found, gained, discovered and verified needs to be accessible to every person living in any corner of the world. So, it is essential for an individual to get mastery over any language to survive in the society. The English language is the most prestigious and dominant one. Harmer (2003) says,

It is the international language and a vital tool for any student to become successful in communication. Although English is not a language of the largest number of native or first language speakers, it has become a lingua franca because of historical, economic and cultural factors which have influenced and sustained the spread as the language. (p.18)

The English language is one of the popular languages in the world. English is a West Germanic language that arose in the Anglo-Saxon Kingdoms of England and spread into what was to become south-east Scotland under the influence of the Anglican medieval kingdom of North Umbria. Following the economic, political, military, scientific, cultural and colonial influence of Great Britain and the United Kingdom from the 18th century, via the British Empire, and of the United states since the mid- twentieth century, it has been widely dispersed around the world, become the leading language of international discourse, and has acquired the status of the lingua franca in many regions. It is widely learned as a second language and used as an official language of the European Union and many commonwealth countries, as well as in many organizations. It is the third most natively spoken language in the world, after Mandarin Chinese and Spanish. (Retrieved on 28.01.2011 from <http://en.wikipedia.org/wiki/English-language>)

The English language is often used widely throughout the world. It has a demand of the day. Like all other languages English has all linguistic and communicative properties, so is English. It is rich in all aspects of language. Everybody loves learning English all over the world. Since English is an international language, it has created a new generation of learners and now English has become compulsory need of the learners in most of the countries. English has become an essential means to open many doors to good understanding, a good job and many other opportunities. Therefore, the people

of this age are in the state of either learn English or die, due to its broad and worldwide scope. It is known as a key to get success in every field of life. The field of science and technology remains incomplete in the absence of the English language. The interest of every country is growing wider with the advancement of modern civilization. No country can offer to limit itself to its own store of knowledge and to research of its own nation. Nepal cannot be untouched from above condition. English language has played the role of mediator for international networking. People use English as a common language in the UNO, SAARC, and UNESCO and so on. We use all the product of food, cloth, machine, equipment and manuals written in English as a common language. Doctors, engineers, pilots and high technical personalities should have the knowledge of English. Another the factor for the need of English education is that many of the advanced countries have been helping Nepal in its development providing financial and technical assistance. We need to deal with such technicians through English. We need English to work in tourism, foreign affairs and international trade. Tourism is the main source of foreign affairs and international trade. Therefore, without the help of English language we cannot imagine the development of our nation.

Jung Bahadur Rana introduced the English language in Nepal after returning from his more than one year journey of Europe in 1854 AD. He established Durbar High School in 1854 AD to provide education to Ranas' children. He did so to make the English rulers of the British Empire happy with the purpose of strengthening relationship with them. The next Prime Minister Chandra Samsheer Rana started Tri-Chandra College in 1918 AD for higher education. The English language was made the medium of instruction the then time.

After 2007 BS when Ranas were downfall there were the beginning of new era of freedom, plenty of schools and colleges were established in the kingdom. They emphasized on English education. So, English education has been introduced from primary to university level education. After the restoration of democracy in 1990AD, National Educational Commission (NEC: 1992)

recommended to include English education as a core subject from grade one. Nowadays English occupies an important place in the educational system of Nepal. It is taught compulsory subject from grade one up to the Bachelor Level. The study for English remains important for Nepal because:

- i. English language for higher education.
- ii. English language for trade and commerce.
- iii. English language for employment.
- iv. English language for social status.
- v. English language for sharing world heritage.

The Textbook

Textbook is a course book. It is a teaching resource that deals with a particular subject and is used in a formal approach to education. It can also be defined as a document that reflects the objectives and teaching items set out in the curriculum or syllabus. A language textbook is intended to help students learn the target language. Its functions are to help conduct teaching and learning activities in the class.

Textbook is an aid to facilitate learning. It gives instruction in a subject. It is the written or printed part of a certain message. It prescribed for the study as a part of syllabus. It is used in a formal education. It reflects the objectives and teaching items as set in the syllabus. It is for both teachers and students. A good textbook often contains lively and interesting materials. It provides a meaningful progression of language items. The textbook clearly shows what has to be learnt and even summarizes what has been studied. It presents exercises, illustrations, listening, speaking, reading and writing materials, vocabulary items, printing size, binding, paper quality, etc. it has its physical aspect too such as size, coverage, printing size, binding, paper quality, etc.

A textbook has many advantages for both teachers and students. 'Good textbooks often contain lively and interesting materials. They provide sensible progressive language items clearly showing what has been studied so that

students can revise grammatical and functional points they have been concentrating on' (Harmer,1983).

For Grant (1987,p.12) 'The textbook is used to refer to course book which typically aims to cover all aspects of the language and supplementary textbook devoted to particular topics or skill areas.'

Bhattarai (2000) says:

'Textbooks are prepared by a team of writers evaluate by a team of experts and updated and modified from time to time. However, there are records of follow up studies on the effectiveness of textbook and textbook evaluation.'

Thus, it can be said that a textbook is a good tool of teaching and learning for teacher and students. It helps to achieve the objectives of the curriculum. It elaborates the syllabus.

Importance of the Textbook

A textbook is important for the following reasons:

- i. Teacher can identify what should be taught and in what order the language items should be taught.
- ii. The textbook indicates the methods of instruction to be applied in the class.
- iii. The textbook provides necessary materials attractively, neatly and economically.
- iv. The textbook works as a very useful learning aid for the students.

Introduction to English Language Textbook for Grade Nine

'English' for grade nine is designed on the basis of suggestions given by Secondary Education Curriculum, 2071 (2014). It is the skill based course book. It is written based on the survey of English textbook available in the domestic market. This can help students to gradually proceed from unconscious beginning to conscious learning attending to students' need for

communication and teacher's role helping them communicate in the classroom situation and beyond. The activities are so designed that students voluntarily move from one activity to another with clear focus on the practicing in various communication situation. The students will be able to speak, understand and write English in a limited set of home and school situations. Present textbook for grade nine contains fifteen units of reading texts. It was written by Bishow Raj Joshi, Lalmani Joshi, and Parbata Dhungana. It contains different practices for language functions, grammar, and vocabulary and language skills. Different types of exercises like matching item, short questions answers, fill in the blanks, true/false, writing dialogues, paragraphs, descriptions are given in the textbook. The textbook also contains exercises of looking and saying and performing conversation. The textbook also contains different listening exercises and fun activities.

An analysis means the detailed examination or study of something. Textbook analysis refers to the detailed study of textbook and finding out answers of different unanswered questions which the researcher intends to search. The tasks of textbook analysis are both systematic and objective which helps to remove the weaknesses of the textbook and improve its quality. English textbook can be analyzed on the basis of two criteria: physical and internal features. The physical feature refers to layout, appropriate size and weight, clarity, colorful pictures, legible printing etc. The internal features include language skills (listening, speaking, reading and writing), vocabulary, grammar, language functions, communicative activities, other features like instructions, intercultural appearance, topics and content coverage and linkage between the courses of study and the textbook (Sharma, 2005, PP.79-85). So the textbook should be analyzed well. Many researchers have carried out much research work on this area. They show that the textbook selection is often haphazard. CRID (1984) reports the textbooks are produced poorly and they have life expectancy of less than one year. MOEC (1991) pointed out that the textbooks control the teaching methodologies and they are content loaded and written by academic persons rather than curriculum developers. (Gnawali:

2005). Mc Donough and shaw (2003), as stated by Awasthi, (2006), propose a framework for textbook evaluation in two stages. They are I) The External Evaluation: It offers a brief overview of the materials from outside (cover introduction and table of contents). II) The Internal Evaluation: It includes the evaluations of the presentation of the skills in the materials and the grading and sequencing of the materials. In addition to these, the textbook should be evaluated thinking the usability, adaptability, and flexibility factors of the textbook. Right evaluation of the textbook is important for successful teaching and learning. For this, textbook can be evaluated within a few hours or couple of days and with the help of continuous use of the textbook. In the continuous use of the textbook, as long as the textbook is used, it is evaluated and teachers are better informed about its strengths and weakness and are in a better position to decide on aspects of adaptation.

Textbook analysis is the systematic analysis of the text materials including the structure, the focus, and special learning assists. Teachers may assume the text is "sacred" and follow it without thought or write it off as useless. Either approach is a disservice to students. Many textbook publishers and writers have developed texts with useful elements, if we are willing to figure out what they are.

Students in the general learning population may have an easier time of "figuring out" how to use the textbook than those in the special education population. With help from the teacher, the text materials can begin to make more sense. If structure is explained students can get a better idea of where they are going in the course. If the teacher understands focus or bias, he/she can make additions or deletions as needed to keep the presentation balanced. If Learning assists are understood, they have a better chance of being utilized. Textbook Analysis can be implemented in order to effectively meet the diverse learning needs of students. When a new textbook is adopted, it can be helpful if you can hear what the sales staffs have to say about the book. It can be discovered what their intent was with organization as well as with particular

features of the book. The organization with the idea of figuring out patterns may be simply chronology for a history text. There are many ways to analyze a textbook, depending on the intent of the analysis. In evaluating any book of a scholarly or technical nature, one has to consider the purpose for which it was written, for it is all too easy to attack it for not being something else. Textbooks are widely accepted as a common feature of classrooms worldwide and are important vehicles for the promotion of curricula. Consequently their content and structure are very important for the promotion of a specific vision of curriculum. There are many features of textbooks, some which go unknown to the authors, which have a significant impact on their target audience. Such features can have positive or negative impacts on learning. Textbook analysis is a means by which these features can be identified and hence the effectiveness of textbooks be established. All of the people involved in educational processes have certain expectations of textbooks. A textbook is generally expected to be in line with current realities, have an easy-to-understand content and be inexpensive. Each author, publisher and user has certain expectations, too. A teacher, for example, wants the textbook to be a relevant source of and tool in teaching, featuring new, better edited content, information rather than blunt statements, new sources rather than interpretations, specific topics as well as innovative and original ideas as to how to organize a class; the textbook ought to create a context for developing opinions rather than impose opinions, and offer possibilities of using interactive teaching methods and fun exercises, useful tasks and practical suggestions for the ongoing and the final assessments. Pupils and parents, however, expect the textbook to contain information which is easy to acquire and synthesize topics of direct relevance to the school curriculum and the final exams; the textbook should be attractive, interesting and – which is as important – cheap. The author of a textbook wants his or her work to be original, offer topical and interesting information so that teachers and students may use it in schools. Publishers, in turn, expect a textbook published by them to be original and of good quality, to be accepted and used widely by teachers and students. In all, they expect the textbook to be

bought so that it becomes profitable. Over the course of time the school textbook has become more than just a teaching tool.

There is a whole plethora of textbook analysis methods; however, I believe that four of them are especially important and relevant: textbook testing, surveying, analysis, and research. First: One important approach in assessing the quality of a textbook is to test it in the praxis of school environment. The experimental use of a textbook in teaching usually helps identify its real effectiveness and possible ways of improving it before the textbook is mass produced. The parallel piloting of two textbooks for the same subject matter and at the same educational level, and the comparative analysis of the ensuing results, is a more effective method than testing only one textbook. Second: Another approach to analyzing textbooks is by means of a survey, which is not only a subcategory or a tool of analysis but a separate method as well. Unlike in the case of piloting, in the case of analysis by survey the actors involved in developing, approving, publishing and using textbooks are interviewed after the textbooks have been introduced in schools. The process of surveying is simply a way to explore the opinions of the respondents, although it is as effective in textbook assessment. The content of the questions addressed to teachers, students, author etc. will depend on the purpose of the survey, although the main topics are usually the quality and utility of the textbook. The answers provided by the respondents will help identify the textbook's strengths and weaknesses etc. Third: Textbook assessment is a third analytical approach, which is usually less expensive, but which yields similarly useful results. The difference between piloting, surveying and assessing is that in the latter case the textbook is studied thoroughly, before it is recommended for publication. This is done by a team of experts and evaluators selected, usually, by the Ministry of Education. In some political circumstances objections will need to be raised in relation to the nature and objectivity of thus appointed team. The fundamental criteria that should guide the persons included in the evaluation teams are: representativeness, professionalism, objectivity, impartiality, and alertness. Fourth: Textbook

research represents the fourth approach by which a textbook can be analyzed. This research should contain a series of independent actions involving different

This analysis of English textbook for grade nine focuses on the analysis of the academic aspects like content, language, exercises, listening, speaking, reading and writing skills, materials and grammatical aspects. Similarly, it seeks to find on the physical aspect of the book: size, printing, paper quality, cover page, binding and type size. Both features are very important to maintain the quality of text book.

The description of the ‘English textbook’ for grade nine is as follows:

Name of book	English Grade 9
Authors	Bishow Raj Joshi, Lalmani Joshi, Parbati Dhungana
Publisher	Government of Nepal Ministry of Education Curriculum Development Centre Sanothimi, Bhaktapur
Year of publication	2016
Printed at	Janak Education Materials Centre Ltd. Sanothimi, Bhaktapur
Price	Rs.120.00
Total pages	208
Total units	15
Binding	Side Stitching
Size	24 cmx18cm.

1.2 Significance of the study

The findings of the study will be significant for the authors, syllabus designers, examiners, researchers, trainers, textbook writers, educational planners and subject specialists who are concerned with English language teaching and

learning because this study contains some useful recommendations and suggestions for the improvement of the textbook. It provides some insights into making the textbook more effective too. In the same way, English language teachers are also benefited by this research work as it helps to evaluate the textbooks which they are going to use. It is also important for the students of English language learning. It will be equally beneficial for all other people who are directly or indirectly involved in ELT in Nepal and foreign countries as well.

1.3 Objectives of the study

The objectives of the study are as follows:

- a. To analyze the textbook in term of
 - i. Academic aspects such as content, language, exercise, illustration, language skills and materials and grammatical and communicative aspects.
 - ii. Physical aspect such as cover page, printing, type size, binding, paper quality, size of the text book.
- b. To recommend some pedagogical implications.

1.4 Research question

- I. Are there all the requisites of text-book in class 9 new English textbook?
- II. Has the textbook covered all the language functions?
- III. Does the textbook include the activities regarding with all four language skills, i.e. listening, speaking, reading, and writing?
- IV. What is the quality of physical aspect of textbook?

1.5 Statement of Problem

Grammatical sections are quite little. Exercises are time consuming. Pictures are not highly useful to motivate classroom students. Less importance is found

in writing skill. More exercises related to grammar are not in the book. Some words are difficult for students.

1.6 Delimitations of the study

- a. The field of the study was limited to Jhapa district.
- b. The investigation was confined to English textbook for grade nine.
- c. The population of the research work is limited to 20 English teachers with at least one year's teaching experience.
- d. This is limited to analyze the academic aspects: content, language, exercises, illustrations, language skills and materials and grammatical and communicative aspects of the textbook and short analysis of physical aspects based on the researcher's own observation.

1.7 Operational Definition of Key Terms

Curriculum: Curriculum is a systematic work plan which leads a complete educational program. .

Syllabus: Syllabus is a part of curriculum which is concerned with the specification of what units will be taught and when.

Textbook: Textbook is a course book. It is a teaching resource that deals with a particular subject and is used in a formal approach to education.

Contents: Contents are the important part of textbook which gives information about unit and lesson including in the textbook.

Language: Language is a means for communication. The main functions of language are to communicate to each other.

Exercises: Exercise is something that is done or practiced to develop particular skill.

Language skills; Language is a means for communication. There are four language skills. They are:

Listening skill (receptive skill)

Speaking skill (productive skill)

Reading skill (receptive skill)

Writing skill (productive skill)

Grammatical Aspects: Grammar is a basic underline system of language. It is basic structure or the rule which makes language meaningful.

CHAPTER-II

Review of Related Literature and Conceptual Framework

2.1 Review of Theoretical literature

The teaching of English to the speakers of other languages dates back to the late 15th century (Jenkins, 2000). From then on, English has been taught all around the world to people for whom it was not their mother tongue. Jenkins (2000) summarizes the changes in the pattern of teaching English to the following:: first of all, the dismantling of the British empire in ESL, countries, particularly in the Indian subcontinent, which resulted in more active promotion of local, and L1 influenced varieties of English: secondly, the changes in the context of EFL, in which English has changed from a foreign language into an international one made it different from other foreign languages such as Spanish, Russian, and Japanese: finally the switch from a purely intra- national use of English to an inter-national one. The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area. Kumar (2009, p. 30) says, " Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding." The literature reviewed has supported the present study in different ways. The research works by different scholars and researchers have helped trace out the threads of the textbook. In this line, Brumfit (1995) says 'not only has English become international in the last half century, but scholarship about English has also become international: the ownership of an interest in English has become international' (p.16). In fact, this is the price English has to pay for becoming an international language (Widdowson, 1994). In fact, the argument goes even further as to deconstruct the term ' native speakers' and 'non native speakers' and replace them with 'monolingual English speaker' and 'bilingual English speaker'(Widdowson,1994).

According to both Ravtich(2003) and Valverde et al,(2002) textbooks are vitally important, they play a significant role in shaping teachers', students' and families' view of school subjects. Textbooks can be defined simply as books which are written for the purpose of teaching and learning. Textbook are the closest thing of students. Students have to working from the curriculum and purpose of these textbooks is to assist with student learning. Textbooks are the vital ingredient of successful learning.

Textbooks are artifacts. They are a part of schooling that many stakeholders have the chance to examine and understand. In most classrooms they are the physical tools most intimately connected to teaching and learning. Textbooks are design to translate the abstractions of curriculum policy into operations that teachers and students can carry out. They are intended as mediators between the intensions of the designers of curriculum policy and the teachers that provide instructions in classroom. (Valverde et al, 2002; p2)

2.2 Review of Empirical Literature

There are many researchers who have carried out researches on the textbook analysis in Nepal. Some previous research works which have been carried out in the related field of the study of textbook analysis are presented as follows:

Lamichhane (1999) carried out a research on “An Analysis of English Textbook For Grade VIII.” This is the first research on the textbook analysis. The research was carried out with the objectives of finding out the extent to which the objectives set out in the curriculum related to two skills speaking and writing are reflected in the new English text book of grade VIII. To derive the finding, the researcher collected data through analytical study of the new textbook for grade VIII and administered a test to population including 20 English teachers of class VIII using forty open ended questions. He concluded that materials had been organized systematically based on psycholinguistic principles, progressive development of practices from known to unknown, easy to difficult and shorter to longer one. The textbook had not included the model

of business letter, guidance for teacher. Illustrations were not clear and the paper quality cannot be said as good. The report is confined to analysis of only two skills laid down in the objectives

Bhattarai(2001) evaluated the existing textbooks for grades VI-X. The reports says that the paper is of inferior quality; covers are dull; binding is week; type size is determined without consideration and material presentation is poor. The textbook contains the lack of systematicness and regularity and they are reprinted without correcting and editing properly.

Dahal(2002) carried out analysis of English for Grade X with the objective of analyzing grade X textbook based on the physical and academic aspects. 50 English teachers were consulted. They were from Kathmandu valley. To collect data, a set of close ended questions was developed for the teachers of English. The questionnaire consisted of five categories of responses, i.e., strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. The findings of the research were: the textbook is appropriate in size, printing and language, the cover page of the textbook is not attractive and durable, and the presentation of the materials is still unfavorable to the students' level.

Dawadi(2004) carried out an investigation on “Analysis of the Grade VII English Textbook” with the objectives of examining the qualities of physical and academic aspects and academic aspects and the relationship between curriculum and the textbook. She has concluded that her research works with some strengths and weaknesses of the textbook of grade VII.

Ghimire (2003) analyzed the Link English course for PCL Ist year and grade XI with the objectives of analyzing physical aspects, the adequacy of content of the book and finding out whether “Link English Course” serves as a course for linking the SLC English syllabus of PCL Ist year and grade XI of higher secondary level. The researcher has found out that it links between the SLC and higher studies English curriculum of compulsory subjects. The language is

suitable as per the level of Nepalese students. It helps to make the different language skills better.

Poudel (2005) carried out a research work on the topic of 'An Analysis of the English Textbook for Grade VI' with the purpose of analyzing academic and physical aspects. The findings are as follows: The subject matter is as per the level and interest of pupils; the work of selecting vocabulary items is good; practice sections deal with a great deal of exercises; and illustrations are not enough.

Joshi (2009) carried out a research work entitled as An Analysis of Grade Five English Textbook focuses on the analysis of the academic aspect like content, language, exercises, illustrations, listening, speaking, reading and writing skills and materials, grammatical and communicative aspects, etc. He has concluded that his research works with some strengths and weaknesses of the textbook of grade V.

Devkota (2007) carried out a research work entitled as “An Analysis of my English Book Grade III” with the objectives of analyzing the textbook for grade three in terms of academic aspects, physical aspects and to enlist some pedagogical implications. For the collection of data, observation was used as a main tool. The researcher found out that the vowels and diphthongs such as oi- ai- ew- aw-au are mentioned in primary school curriculum but the examples are not in the textbook. There is only one ‘thank you’ letter in the textbook. Out of 298 nouns, 183 nouns are common ones. Verbs are monosyllabic. The illustrations are rather smaller. The cover page of the textbook is too weak. There are some printing mistakes also.

Gnawali (2005) carried out a research work on the textbook analysis of grade V with the objectives of analyzing the physical and academic aspects. He wanted to point out some pedagogical implications of the findings of the study too. The findings of the study are as follows: the content of the textbook was found

satisfactory; the language of the text book is as per the level of students and structures are well graded; the textbook contains different types of sufficient exercise such as matching, filling gaps, true/ false and multiple choices; the picture are not attractive; the cover page of the textbook is not so attractive; and the list of irregular verbs, glossary and phonemic transcriptions for teachers are not given in the textbook.

Aryal (2006) carried out a research entitled as “An Analysis of Grade XII English Textbook with Reference to the Curriculum”. The textbook was “Meaning into Words” with the objectives of analyzing the content of the textbook with reference to the curriculum, finding out the opinions of the teachers towards the textbook and to suggest some pedagogical implications. For the population of the study, all the higher secondary English teachers teaching English at grade XII of Gulmi district were selected. For the collection of data, a set of questionnaire consisting of 54 questions and 11 open ended questions on different aspects of the textbook were used as a tool. The researcher has found out that there is sequential similarity between the curriculum and the textbook. Language skills of the textbook help achieve the curriculum goals. The structures and language functions used in the textbook are relevant and adequate. There are sufficient exercises in the textbook. Most parts of the content of the textbook reflect the western culture.

These literatures so far reviewed show that this study is basically an untouched area till date. Moreover, analysis of textbook in systematic process provides a fresh and promising area for study. Therefore, this research is being undertaken. The researcher in this research work tries to carry out the analysis of English textbook for grade nine entitled “English Grade 9” in terms of academic aspect such as content, language, exercises, illustrations, listening, speaking, reading and writing skills and materials, grammatical aspect and communicative aspect. No one has carried out research work on this topic so far. It tries to analyze the grammatical and communicative aspects of the

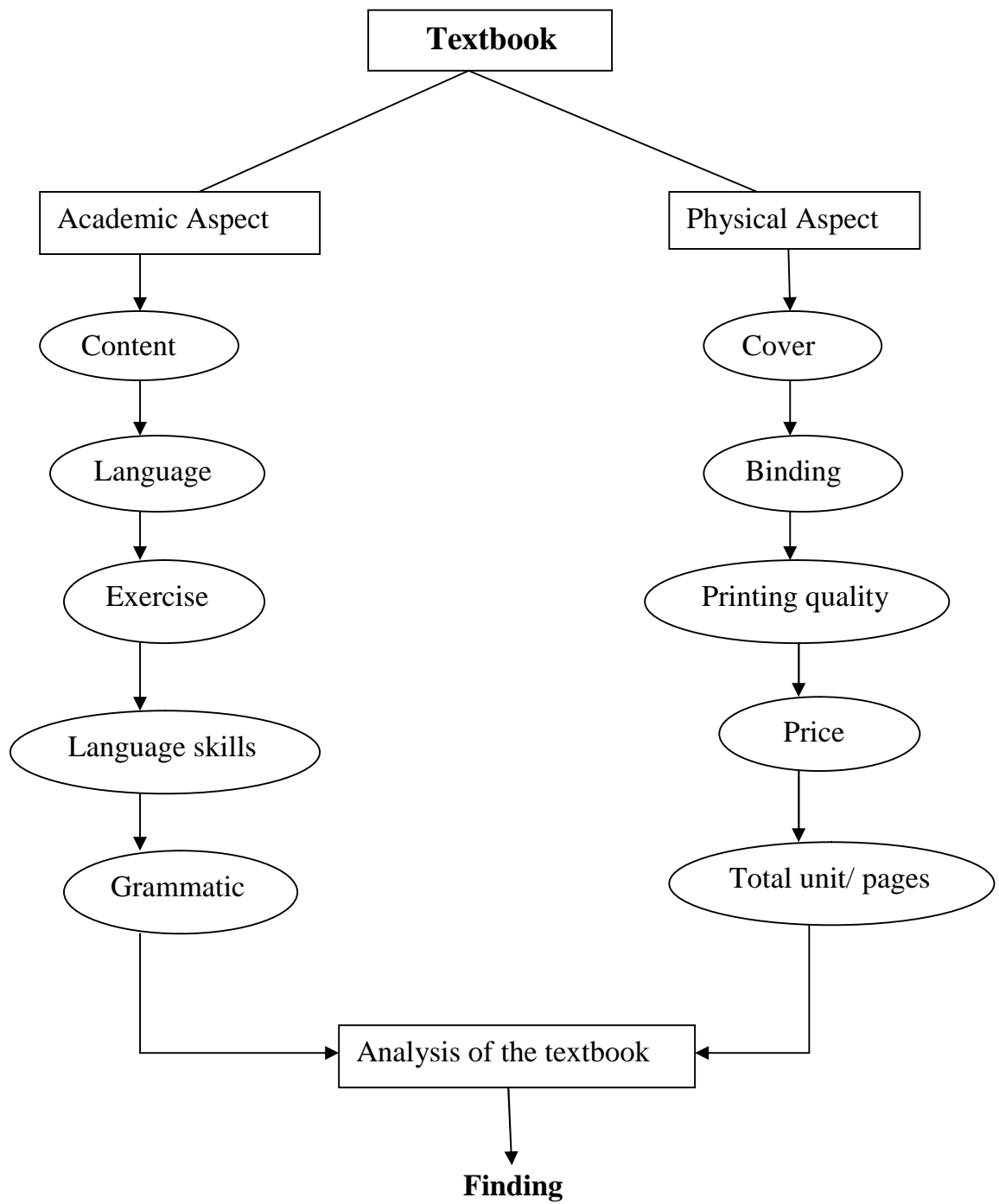
textbook which no researchers has included in his/her study. It also analyzed the physical aspect of the textbook in short.

2.3 Implications of the review for the Study

The literature reviewed has helped the present study in different ways. The research works by different scholars have helped in modeling the present study. Valverde et al (2002; p2) explain that textbooks are important tools for students. Even the other study literature has helped the present study to manage with the range and analysis of the information. The theoretical literature has moulded the thesis.

2.4 Conceptual Framework:

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship between different variables. It is a written or visual representation that explains either graphically or in narrative form, the main things to be studied. While conducting my thesis, I also went through different theories and developed my conceptual framework.



CHAPTER-III

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of study

The present study is basically a qualitative one even though some quantitative tools are also used in some cases. Mostly views are presented and analyzed qualitatively and measurable data are presented and analyzed quantitatively. Hence, the nature of the present thesis is of mixed type. Similarly, it deals with clearly defined problems and objectives.

In this research work, the researcher collects both primary and secondary sources of data. The researcher visited primary institutionalized school of Jhapa district. The study was based on the following sources of information.

3.2 Sources of Data

3.2.1 Primary Sources

The primary sources of this study were English Language teachers of secondary level from different institutionalized schools of Jhapa district.

3.2.2 Secondary Sources

The textbook of grade nine entitled “English Grade 9” secondary level English curriculum, previously carried out researches related to textbook analysis, different articles, journals, reports, dictionaries etc are the secondary sources for the collection of data.

3.3. Sample and Sampling Procedure:

3.3.1 Population of the study:

The population of the study included the English language teachers who have been teaching English at Secondary level in private school of Jhapa district.

3.3.2 Sample population:

The population for this research work consisted of secondary level English teacher at least one year’s teaching experience in grade nine. Altogether 20

English language teachers from different private boarding schools of Jhapa district have been selected randomly as sample population of the study.

3.4. Tools for Data Collection

In order to collect the data, the researcher studied thoroughly the textbook and used of questionnaire for the teachers. The questions were about academic aspect such as content, language, exercises, illustrations, language skills and materials and grammatical and communicative aspects. Both open ended and close ended questions were given to the sample population to collect their view points to improve the textbook of grade nine entitled “English 9.”

3.5. Process of Data collection:

The following points show the stepwise procedures of data collection:

- i. The researcher brought the textbook for grade nine entitled “English Grade 9” and should collect other related materials.
- ii. Then the researcher studied the textbook from A to Z.
- iii. He prepared a set of questionnaire of close ended and open ended questions.
- iv. He visited 20 randomly private and community schools of Jhapa district and distributed questionnaires to the English teachers of secondary level to find their opinions.

3.6. Data Analysis and Interpretation procedure

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. The obtained data were interpreted and analyzed in prose and presented with the support of tables and charts following descriptive approach.

This chapter deals with the analysis and interpretation of the data. The data for the study have been collected from teachers of English in different private institutionalized English boarding schools of Jhapa district. This chapter consists of three parts.

1. Analysis of the Teacher's Responses on the Academic Aspect
2. Analysis of the Responses of the teacher on open ended questionnaire
3. Researcher's own analysis of the textbook

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF RESULT

4.1 Analysis and Interpretation of the results

This chapter is mainly concerned with the analysis and interpretation of carefully collected data from primary sources to fulfill the set objectives. The data collected from the informants were analyzed and interpreted to explore the characteristics of the prescribed textbook. The researcher has adopted the statistical technique of calculating 'mean' and 'percentage' for analysis and interpretation of the data.

4.1.1 Analysis of the teachers' Responses on the Academic Aspect

Academic aspect is the most important aspect of any textbook. To analyze the academic aspect of the textbook, the researcher prepared a set of both close ended and open ended questions to collect teachers' responses about the textbook" English "for grade nine. The teachers of English of different English boarding schools of Jhapa district were given the set of questionnaire.

The teachers have been tabulated applying simple statistical tools such as mean and percentage. Based on the responses made by the teachers, the researcher has classified the quality of textbook. They are:

Very good quality

Good quality

Moderate quality

Poor quality

The analysis and interpretation of academic aspect of the textbook consists of content, language, exercise, language skills and grammatical aspects. They have been interpreted and analyzed.

The following questions were asked to the teachers’:

1. Is subject matters of the textbook is need and interest of the students?
2. Is language of the textbook is suitable for the level of the students?
3. Are the exercises of textbook are clear and understandable?
4. Are listening materials developing listening comprehensibility of students?
5. Is speaking skills developing fluency in speaking?
6. Is reading skill helpful to build their vocabulary power?
7. Is writing skills helpful to write paragraph, condolence, conversation, etc for students?
8. Is grammatical items are presented inductively?

Academic Aspects Analysis

Table

SN	Academic aspects	Very good	Good	Moderate	poor	Total
1	Content	10	5	5	0	20
2	Language	12	8	0	0	20
3	Exercises	10	10	0	0	20
4	Listening skills	8	8	2	0	18
5	Speaking skills	6	9	3	0	18
6	Reading skills	10	10	0	0	20
7	Writing skills	8	12	0	0	20
8	Grammatical aspect	9	8	0	0	17
9	Total	73	70	10	0	153
10 N= 8	Mean	9.1	8.75	1.25	0	19.12

So far as the general perception of the respondents is concerned, it has been found that 9.1 of the total respondents have agreed that the academic aspect of the textbook is 'very good'. Similarly, 8.75 of respondents have strongly agreed that the academic aspect of the textbook is 'good.' Likewise, 1.25 of respondents have been given their judgement that academic aspect of the textbook is 'moderate'. No one said that academic aspect of the textbook is poor.

4.1.2 Analysis of the Teachers' Responses on the open ended Questionnaire

In this part there are four questions. The first three questions are open-ended that seek strengths and weaknesses of the textbook and suggestions for its improvement. The last one is a 'blank space' in which the respondents have given possible responses by choosing from the bracket. This item has been analyzed in terms of percentage of frequency.

a Strengths of the textbook

The questions asked regarding the strengths of the textbook tries to find out the strong point of the textbook on the whole in terms of experience of teaching it. The teachers have pointed out the following strengths of the textbook:

- i. The book itself is top and strong.
- ii. It matches the level of the students.
- iii. The lessons are useful and important.
- iv. It is important for the new generation.
- v. It helps to develop the verbal skills and critical thinking power.

b. Weaknesses of the Textbook

The questions asked tries to find out the weaknesses of the textbook on the whole in terms of experience of teaching it. The teachers are found having the following weakness of the textbook:

- i. Grammatical sections are quite little.
- ii. Exercises are time consuming.
- iii. Pictures are not highly useful to motivate classroom students
- iv. Some words are difficult for the students.

c. Suggestions for the improvement of the textbook

The questions asked sought the suggestion from the teachers to improve the quality of the textbook on the whole. Most of the suggested that the picture should be clear and useful. Their quality should be increased. They suggest increasing grammatical section. The teachers strongly suggested providing equal focus on four language skills: listening, speaking, reading, and writing.

d. Continuity or Replacement by Other Textbook

The question asked in this regard consists of two parts. The first part is related to the replacement or giving continuity of the textbook and the second part is related to the changes of the textbook. The changes can be minor, major or no change at all.

In the responses, 95% of the teachers have responded that the textbook: “English 9” should be given continuity and in regard to changing the textbook 90% of the teachers have agreed on minor changes but 10% of the teachers have agreed on no change at all but no teacher have agreed on major change. Five percent of the respondents have asserted that the textbook should be replaced by other textbook.

4.1.3 Researcher’s own analysis

The researcher in this part has presented the analysis of his own observation of academic and physical aspects of the textbook. Under the academic aspects, content, language, exercises, language skills, and grammatical aspects have been observed.

4.1.3.1 Academic Aspect

a. Content

In content the researcher has found the following strengths and weaknesses:

Strengths

- I. The subject matter is interesting to the students.
- II. The subject matter helps to meet the objectives of the curriculum.
- III. The subject matter presents different information.

Weaknesses

- I. The subject matter does not provide up to date information.
- II. The subject matter has not the coverage of culture, religion, and tradition of students.

b. Language

In this regard, the researcher has found the following strengths and weaknesses.

Strengths

- I. The language used in the textbook is understandable.
- II. The textbook contains formal language.
- III. The language used in the textbook is suitable for the level of the students.

Weaknesses

Some vocabulary words such as disinfected, enthusiasm, continuations, simultaneously etc used in the textbook are found for the students.

c. Exercises

The researcher has found the following strengths and weaknesses in case of exercises:

Strengths

- I. The textbook tries to present the exercises into systematic form.
- II. The exercises are graded from simple to complex.
- III. The exercises have coverage of contents.

Weaknesses

- I. It lacks sufficient number of practice exercises for pair and group work in the textbook.
- II. The exercises of the textbook are not so oriented towards creative learning.

d. Language skills

In this regard the researcher has found following strengths and weaknesses:

Strengths

- I. Each units of textbook contains listening materials.
- II. The textbook contains sufficient exercises which help to develop students' listening skill.
- III. The speaking materials of the textbook help to pronounce distinctive sounds, stress, intonation and pronunciation.
- IV. The reading materials of the textbook are found helpful to build word power of students
- V. The writing materials of the textbook helpful to develop students' creativeness.
- VI. They seem as per the need of students.

Weaknesses

- I. Tape scripts are not given in the textbook.
- II. The textbook contains only a few activities of pair and group discussion.

- III. The reading texts of the textbook contain many difficult vocabularies which make difficulty for the students.

e. Grammatical aspects

The researcher has found following strengths and weaknesses in case of grammatical aspect:

Strengths

- I. The textbook contains the grammatical items like parts of speech, tense, if clause, tag questions, WH questions etc.
- II. The textbook presents the grammatical items inductively.

Weaknesses

- I. The textbook does not contain the overt instructions that connect grammar points with communicative contexts.
- II. It takes a lot of time to study the grammatical items of the textbook for the students.

4.1.3.2 Physical Aspects:

The physical aspect is also important aspect of the textbook. In regard to this aspect, the researcher observed different physical areas of the textbook carefully. The cover page of the textbook is attractive, it does not seem durable. The printing is clean. The type size of the letters of the textbook seems appropriate for the level of the students. The paper quality of the textbook is good.

Generally the weaknesses of the physical aspect of the textbook have not been found very serious. It needs minor correction to improve the quality of physical aspect of the textbook.

The textbook has been found ‘good in its academic and physical aspects. For all these reasons, the English textbook for grade nine is good on the whole in the researcher’s judgment.

4.2 Summary of Finding

Based on the interpretation and analysis of the data on the academic aspect of the textbook ‘English 9’ of grade nine, the researcher has concluded the present research work under the heading “Summary of Finding”.

Finding

The main findings of the research work are given under the following heading::

1. Academic Aspect:

The respondents, on the whole, have given their view that the textbook is “good’ and very good. They accept that both academic and physical quality of textbook is good. In case of academic aspect 9.1% respondents said that textbook is very good and 8.75% respondents said that the textbook is good.

On the other hand the researcher also found the following good quality of the textbook in case of academic aspects:

- a The subject matter of the textbook helps to meet the objectives of the curriculum.
- b The language of the textbook is understandable, suitable and situationally appropriate for the level of the students.
- c The textbook presents the exercises systematically with clear and understandable instructions.
- d There are sufficient listening exercises under each unit of the textbook to develop students’ listening skill.
- e Each unit of the textbook contains speaking materials which match the level of students and help to meet the objectives of the curriculum.

- f The textbook contains sufficient reading materials which are interesting.
- g The textbook helps the students to be creative in writing.
- h The grammatical aspects of the textbook help to meet the objectives of the curriculum.

Despite this, the textbook does not cover the cultural, religious aspects of students. Some vocabularies have been found difficult for the students. There are not sufficient exercises for pair work and group work in the researcher's perception.

2. Physical Aspect:

The following are the researcher's perception about the physical aspect of textbook:

- a The textbook is easy for carrying and handling.
- b The cover page of the textbook is attractive.
- c Printing is clean.
- d The type size of the book is appropriate for the level of the students.
- e The quality of the paper is good.
- f The size of the textbook is appropriate for the grade nine.

On the whole, the physical aspects of the textbook are good in the researcher's opinion.

3. Textbook

The following are the overall perception of the researcher's about the textbook:

- a The academic and physical aspects of the textbook are good.
- b The textbook is suitable for the level of the grade nine students.
- c The textbook has been found as the foundation for the higher education.
- d The quality of the textbook is good.

- e The best things of the textbook are that in textbook glossary also included.

CHAPTER-V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion:

Based on the interpretation and analysis of the data on the academic aspect of the textbook “English” of grade nine, the researcher found that both physical and academic quality of the textbook is good. Some weaknesses also found about the book but they are not very serious. On the other hand the respondents, on the whole have given their view that textbook is good and very good. They also showed the some problem of textbook and also gave suggestions for improvement.

5.2 Recommendations:

5.2.1 Policy Related:

The study can be useful for the education planners and curriculum designers. in the planning of educational programs, it can be a resource materials to find out the real situation which rectify the need of the focus group. The study can be a useful resource for the curriculum designers so as to determine the language items in English syllabus that can be easier for the students from different language background. It can be a guideline to prepare the curriculum framework being based on the versatility and diversity of languages. The study can be useful for linguists, grammarians, textbook writers, etc. as a reference material. The conclusions of the study will be immensely valuable and beneficial for planners and curriculum experts. In the planning of educational programs, it can be used as a resource material. It supports the policy makers to gain the knowledge of the real situation.

5.2.2 Practice Related:

The teachers are the real practitioners of curriculum. They are the people who play the crucial role for implementation of the formulated policies. The

language instructors, teachers and mentors are the people who can utilize the findings of the study for their effective performances. This study will be the guidelines for English language teachers, mainly novice teachers.

5.2.3 Further Research Related:

This research gives way to a number of possible research areas for the further research to a deserving researcher. It can serve as a good guide to both amateur and experienced researchers. If the research delimitations of this research are made loose, a number of doors open for the future research. Prospective researchers who are eager to know the diverse aspects of English textbook can be benefitted from this study.

This research is not complete itself. It is just a surficial attempt to find out a case between the learners. It has generalized the findings which may not necessarily apply in an individual case. Thus, some further researches are necessary to ascertain the case.

No work is final and no research is complete in itself. Regarding the further researches, it is important that a large scale qualitative research should be carried out involving maximum respondents. It is thought to be more relevant to carry out research for the in-depth study of the responses.

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Appendix: A

Questionnaire

Name:

Qualification:

School:

Experience:

Please study the statements carefully and tick () the appropriate option about the textbook entitled” English” for grade five. The fruitfulness of the study will depend on your unbiased and accurate responses.

Very good, Good, Moderate, Poor

1. Questionnaire on Academic Aspect

SN	Statements	Remarks			
		Very good	Good	Moderate	Poor
1	Contents				
2	Language				
3	Exercises				
4	Listening skills				
5	Speaking skills				
6	Reading Skills				
7	Writing skills				
8	Grammatical aspects				

Name:

Qualification:

School:

Experience:

Please study the statements carefully and tick () the appropriate option about the textbook entitled” English” for grade five. The fruitfulness of the study will depend on your unbiased and accurate responses.

Very good, Good, Moderate,Poor

1. Questionnaire on Academic Aspect

SN	Statements	Remarks			
		Very good	Good	Moderate	Poor
1	Contents				
2	Language				
3	Exercises				
4	Listening skills				
5	Speaking skills				
6	Reading Skills				
7	Writing skills				
8	Grammatical aspects				

Open ended questions

Name:

Qualifications:

School:

Experience:

1. What are the strengths of the book? Please mention below.

.....

.....

.....

2. What are the weaknesses of the textbook? Please mention below.

.....

.....

.....

3. What are the suggestions for the improvement of the grade nine English textbook: School English?

.....

.....,

.....

4. Should the textbook be given continuity or replacement by other textbook?

The textbook: "English grade 9" should be (replaced by other textbook/ given continuity) with(minor changes/ major changes/ no changes at all)

APPENDIX B

Names of the boarding schools and teachers involved in the study

S.N	Teacher's Name	School Name	Remark
1	Saphal pathak	Devkota education foundation Kanakai-3	
2	Dilip shrestha	Niharika secondary boarding school Kerkha	
3	Devi Prasad sangraula	Kanchan jungha English school Birtamode -10	
4	Dilli ram dhungle	Motherland English school Damak -5	
5	Prakash parajuli	Suryodaya boarding school Damak- 7	
6	Tej kumar shrestha	Siddhartha boarding school Damak -11	
7	Daya raj kattel	Pathivara secondary school Kanakai-7	
8	Guru Acharya	Paragon academic Kanakai- 3	
9	Keshav Katwal	Pashupati English school Kanakai -3	
10	Chandra Prasad Oli	Marigold secondary school Kanakai -4	
11	Sagar dhungana	Divya ratna secondary school Kanakai-3	
12	Himal situala	Bhidhhodaya English school kanakai - 5	

13	Neera situala	Champa flower secondary school Kanakai-3	
14	Rishi ram bhattarai	Nabayug shikshya Niketan Kanakai -7	
16	Prakash prasai	Mechi English school Maidhar	
17	Amar bhujal	Dreamland English school Damak- 5	
18	Chandra karki	Oxford English school Damak-14	
19	Jiban Thapa	Everest English school Damak -10	
20	Laxman khalal	Brighterstar Secondary school Damak -12	