

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter includes an introduction of the textbook with the definitions of textbook given by different scholars, types of textbook with the characteristics of each type, the advantages and disadvantages of using textbook, history of English textbook writing in Nepal, framework for textbook analysis, objectives (general and specific) of teaching English at secondary level, review of related literature, objectives, and significance of the study.

### **1.1 General Background of the Study**

English is an international language. It has become a lingua franca. It is most widely spoken language throughout the world. It has very high prestigious status in the world. United Nation Organization has also given 'English' the status of being official language. This also increases its prestige, importance, and dominance to other languages in the world.

It is widely accepted that English is the most dominant language of the world because English is spoken almost all over the world. Similarly, it is believed that more than half of the world's newspapers, scientific and technological periodicals and more than fifty percent of radio stations use English as the medium of communication. Not only that almost all the companies use English in their product manual. This proves that we need the knowledge of English language to taste the real flavor of scientific, technological, industrial development and many different progresses made in many different fields in different countries.

Realizing such kind of importance, the government of Nepal has included English language as compulsory subject from primary level in school level curriculum. Similarly, English is taught as compulsory subject and as an optional subject at different universities in Nepal.

Except from this, I would also like to include one more thing, that is, people able to speak in English have high social value in Nepal. Similarly, English has become the part of income for the people as it is taught as the second or foreign language at schools, colleges and institutions in Nepal.

### **1.1.1 Textbook: An Introduction**

A textbook is a book giving instructions on a subject. It is the written or printed material specially designed under a curriculum. Similarly, it is prescribed as a part of a certain curriculum.

A textbook is the body of knowledge which is prescribed for a certain grade or level. It is used by the teachers and the students for particular branch of knowledge. In other words, textbook is a specific book for a particular branch of study. It is a tool for the pupils and the teachers.

In Good's (1959, pp. 567-68) words, "Textbook is book dealing with definite subject of study, systematically arranged intended for use as principal source of study materials for a given course."

Similarly, Sharma (1995, p. 2) describes it as, "Textbook is a book used by the students and teachers for particular course of study in particular branch of knowledge."

Awasti (2006) quotes Grainger (2002) that a textbook can serve different purposes for teachers: as a core resource, as a source of supplement material, as an inspiration for classroom activities, even as the curriculum itself.

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

In the modern sense, the textbook is a learning instrument usually employed at schools and colleges to support program of instruction, and it is heart of the learners. However, special care has to be taken in its preparation, selection and

adaptation to suit the linguistic proficiency of the learners on the one hand, and their immediate and future needs on the other.

### **1.1.2 Types of Textbook**

Grant (1987, p. 13) categorizes textbook into two broad categories. They are as follows:

#### **1.1.2.1 Traditional Textbook**

Traditional textbooks are those which assume that language learning is learning the grammar of the language. They get the students to learn the language as a system, the grammar. So, they emphasize on grammar or language and assume that once the students learn the grammar of a language then they will be able to use it in real life. Traditional textbooks are influenced by behaviorism which maintains that learning is nothing but habit formation. They believe that writing form of the language is purer and more beautiful than the spoken form. These assumptions shape traditional textbooks, and play an important role for the selection of the teaching items. The teaching items selected for traditional textbooks are grammatical items, e.g. articles, tenses, propositions, transformations, etc. and reading texts such as poems, essays, one act plays of the great authors of the past (literature). The role of a teacher is authoritative as s/he delivers lectures all the time. But role of the students is passive as they are always busy in listening to the teacher's lectures.

Grant (1987, pp. 14-16) further adds that the traditional textbooks have the following characteristics:

1. They tend to emphasize the forms or patterns of language (the grammar) more than the communicative functions of language the jobs people do using it, for example, asking for information, making request, apologizing, asking the way, etc.
2. They tend to focus on reading and writing activities, rather than listening and speaking activities.
3. They often make use of a great deal of L1

4. They emphasize on the importance of accuracy.
5. They tend to focus rather narrowly on syllabus and examinations.
6. They are often attractive to some teachers because they seem easy to use, and are highly examination-oriented.

### **1.1.2.2 Communicative Textbook**

Communicative textbooks are those which are based on the belief that language learning is learning to use the language in real life. They create opportunities for the students to use the language in the classroom as a sort of 'halfway house' before using it in real life. The communicative textbooks believe that a language is learnt by using it and not by knowing its grammar. The role of a teacher in communicative textbooks is a facilitator or manager rather than authoritative as s/he does not deliver lectures but engages students in using the language. Thus, the role of the students is very active. Most of the time the students interact but the teacher is silent.

Grant (1987, pp. 16-18) adds that the communicative textbooks have the following characteristics:

1. They emphasize the communicative functions of language-the jobs people do using the language not just the forms.
2. They try to reflect the student's needs and interests.
3. They emphasize skills in using the language, not just the forms of language, and they are, therefore, activity based.
4. They usually have a good balance among the four language skills, but may emphasize listening and speaking more than traditional textbooks do.
5. They tend to be very specific in their definition of aims.
6. Both the contents and methods reflect the authentic language of everyday life.
7. They encourage work in groups and pairs, and therefore, make heavier demands of teacher's organizational abilities.
8. They emphasize fluency, not just accuracy.

### **1.1.3 Advantages of Using Textbook**

Textbook is an aid for making teaching learning activities complete. It is equally useful to both the teachers and the students. In the countries like Nepal, the advantage of a textbook is very high. So, the teachers and the students in Nepal are highly advantaged with textbook. Richard (2001, pp. 1-2) lists the following principal advantages of using textbooks:

1. They provide structure and syllabus for a program.
2. They help standardize instruction.
3. They maintain quality.
4. They provide variety of learning models and input.
5. They can train teachers.
6. They are visually appealing.

Ur (1996, pp. 183-195) provides the following arguments in favor of using textbooks:

- a) In the eyes of the learners, no textbooks means no purpose.
- b) A textbook is a framework which regulates and times the programs.
- c) Without a textbook, learners think their learning is not taken seriously.
- d) A textbook provides readymade texts and learning tasks.
- e) For novice teachers, a textbook means security, guidance and support.

### **1.1.4 Disadvantages of Using Textbook**

Although the textbook is a very good and beneficial teaching material for the students and the teachers, it has also some disadvantages. Richard (2001, pp. 3-4) lists the following principal disadvantages of using textbooks:

1. They may contain authentic language.
2. They may distort context.
3. They may not reflect students' needs.
4. They can deskill teachers.
5. They may be expensive.

Ur (1996, pp. 83-195) further provides the following arguments against using textbooks:

1. If every group of students has different needs, no textbooks can be a response to all differing needs.
2. Topic in a textbook may not be relevant for and interesting to all.
3. A textbook is confining, i.e. it inhibits teachers' creativity.
4. A textbook of necessity sets prearranged sequence and structure that may be realistic and situation friendly.
5. A textbook has its own rationale and as such it cannot by its nature cater for a variety of levels, every type of learning styles, and every category of learning strategies that often exists in the class, and most important of all perhaps.
6. Teachers may find themselves as mediators with no free hand and slave, in fact, to other's judgments about what is good and what is not.

### **1.1.5 History of English Textbook Writing in Nepal**

In ancient period, Nepalese education system was based on social norms and values. At first, parents used to teach their children at home. They used to teach their children about religious cultures, traditions, behaviors and vocations. Specifically, mothers used to teach the children about love, affection and politeness, and fathers used to teach the sons about cultures, traditions, vocations, moralities, duties, etc. After that, the children were sent to 'Gurukul' (in eastern civilization, 'Gurukul' refers to the residence of the sages) or monasteries for the formal education because there was no school at that time.

There were mainly two streams in education: Sanskrit education system and Buddhist education system. In Sanskrit education system, the children had to go to the Gurus' huts (the residence of the sages) for formal education. In the 'Gurukul', sages were the teachers. They used to teach their students about religious cultures, traditions, duties, etc. Similarly, the sages also taught religious books, e.g. 'Bedas', 'Gita', 'Ramayan', 'Upanishad', 'Purans', 'Ayurveda', 'Astrology', 'Archery'. The children (the students) had to go

through very hard disciplines in 'Gurukuls'. Since, there were not any designed curriculum, syllabus and contents, and textbooks, the sages taught their students whatever they liked. So, what they said to the students would be the lessons for the students. The medium of the instruction was Sanskrit language. After the declaration of the completion of the education of the students by their teacher (sages), the students returned back to their homes.

In Buddhist education system, the children (the students) had to go to monasteries, and stay there for few years. In monasteries, Monks were the teachers. Like the Sanskrit education system, there were not any designed curriculum, syllabus and contents, and textbooks in Buddhist education system. So, the monks used to teach the children (the students) about Buddhist cultures and traditions. Similarly, the monks also taught their students religious books, e.g. 'Tripitak', 'Jatak', and other Buddhist philosophies and literatures. In Buddhist education system, the medium of instruction was 'Pali' language. After the declaration of the completion of the education of the students by their teacher (monks), the students returned back to their homes.

The first Rana Prime Minister, Junga Bahadur Rana visited England in 1906 B.S. He also visited some other countries nearby England. He was greatly influenced by the development of those countries. He thought that all the developments in Europe were possible because of education. So, when he returned from England, he established Durbar school in 1910 B.S. It was primary English school on the ground floor of the Thapathali palace. Textbooks used at Durbar school were determined by Secondary School of Kolkata University. The textbooks used once at Durbar school were hardly changed. CDC report (2060) mentions that Jaya Prithbi Bahadur Singh wrote six books in 1958 B.S. Sharma (2043, p.163) states that the establishment of S.L.C board in 1990 B.S. created friendly environment for textbook writing. Janak Lal Singh and Chandra Lal Singh wrote 'Easy English Grammar' in 1998 B.S. This book contained 6 chapters and 23 pages. Even if it was English textbook, there was excessive use of Nepali language. The writers had used Nepali language to

write 'Two Words', which was about the textbook. Similarly, Nepali language had also been used in the lessons. The grammatical items were to be taught with Grammar Translation Method.

Similarly, after the establishment of democracy in B.S. 2007, education sector also flourished. In primary Level education, the textbook, 'English Reader' written by Yubraj Singh Pradhan was taught. The textbook, 'Tall and Tell Stories' was taught in class 4 and class 5.

National Education Planning Commission (2011) and National All Round Education Commission (2018) did a great work in education system in Nepal. After the construction of National Education System Plan (2028), the education system in Nepal was widely changed. The government started to teach English language as a compulsory subject from class 4 to class 10. At that time, the English textbook, 'My English', which was basically grammar based textbook, was used at all the schools in the country. Although it was grammar based textbook, it also contained some reading passages, writing texts and exercises, and so on.

English textbooks for grade 9 and 10 were published in 2029 B.S. and 2030 B.S. respectively. The English textbook published in 2030 B.S. for grade 10 was, 'English Reader'. It was published by Education Press, Janak Education Material Centre Ltd. Although the textbook was basically grammar based, it also consisted of some reading passages, writing texts and exercises, which were based on Oral Structural and Situational (OSS) approach.

The English textbooks written in 2028 B.S. and 2032 B.S. were revised in 2038 B.S. with minor changes. Compulsory English textbook, 'English Reader' was used for grade 9 and grade 10. It was revised by Tej Bahadur Shrestha.

Similarly, it was published by Education Press, Janak Education Materials Centre, Sanothimi, Bhaktapur. The textbook had 12 units with 147 pages. The book was grammar based with some passage writing exercises. The textbook was based on OSS approach.

English was also included as an optional subject in the curriculum of grade 9 and grade 10. But it was implemented only in 2040 B.S. The optional English textbook of this curriculum had some ancient stories, folk stories, short stories, essays, letters, dramas and poetries as the contents.

Later, the secondary level curriculum and the textbooks were changed based on the reports of National Education Commission (2049). The following table shows the names of the textbooks that were implemented based in this curriculum.

**Table No. 1**

**Textbooks Implemented in B.S. 2049**

Year	Class	Name of the textbook
2052	4	My Primary English Book One
2053	5	My Primary English Book Two
2052	6	Our English
2053	7	Our English
2054	8	Our English
2055	9	English
2056	10	English

The new curriculums of optional English were developed for grade 9 and graded 10 in 2057 B.S. This new curriculum of optional English for grade 9 and 10 were implemented in 2058 B.S. and 2059 B.S respectively. Similarly, the curriculum for secondary level was changed in 2064 but there was almost no change in the curriculum, and the textbook of English for grade ten. The textbook (compulsory English), that is being taught now, is originally based on the curriculum of 2055 B.S. It is a revised version of the textbook which was originally written by Vishnu Singh Rai, Ishwar Shrestha, and Krishna R.

Hamal. It follows communicative method as it has plenty of listening and speaking based exercises. It includes reading and writing skill based exercises. It is a good example of communicative textbooks as it follows the principles of communicativeness.

English textbook, which is being used for grade ten, was published by the government of Nepal, ministry for education and sports, Curriculum Development Centre, Sanothimi, Bhaktapur, in 2057 B.S. One textbook costs Rs. 48.90.

### **1.1.6 Framework for Textbook Analysis**

Awasthi (2006) believes that two-staged model proposed by Mc. Donough and Shaw (2003) is more practical and less complicated for our use. This method takes into account two broad criteria for textbook evaluation: the external evaluation and the internal evaluation.

I followed the same model proposed by Mc. Donough and Shaw (2003). So, the analysis was made based on two criteria: the external evaluation and the internal evaluation.

#### **1.1.6.1 The External Evaluation**

This is an initial evaluation which helps in the first then, evaluation of a text book, i.e. materials used in the books. Mc. Donough and Shaw (2003, pp. 67-74) propose the following factors to take into account in the external evaluation:

- ) **The Intended Audience:** The intended audience refers to the students who the textbooks are targeted at. The topics that will motivate one audience will probably not be suitable for another.
- ) **The Proficiency Level:** The proficiency level refers to the level of the intended audience, e.g. false beginner or lower intermediate.
- ) **The Context:** The context should be clear whether the textbook is for teaching general learners or perhaps for teaching English for specific purposes.

- ) **Organization of Language:** A textbook contains a number of units/lessons. So, these units and lessons should be organized according to the level of the students.
- ) **The Author's Views:** It refers to the evaluation of appropriateness of the language, materials related to the learning process and the learners.

Mc. Donough and Shaw (2003, p. 70) suggest some other factors to take into account in the external evaluation. They are as follows:

- ) **Core or Supplementary Material:** This evaluates their effectiveness in a given context as well as the total cost.
- ) **The Teacher's Book:** The teacher's book is a helping material for the teachers and it should be sufficiently clear for non-native English speaking teachers to use.
- ) **The Vocabulary List:** The vocabulary lists refers to the lists of difficult vocabulary items that are used in the lessons. The vocabulary lists in the textbooks, may prove to be very useful for learners in some contexts, particularly where the learners might be doing a lots of individualized and / or out - of-class work.
- ) **Visual Materials:** Visual materials refer to the teaching materials that are in printed form; such as photographs, charts, diagrams, etc. Use of visual materials not only makes the teaching learning process attractive but also eases the teaching learning process.
- ) **The Layout and the Presentation:** The layout and the presentation used in the textbook; such as paper quality and binding should not be cluttered. They should be clear.
- ) **Cultural Biasness:** Do the materials used in the textbook represent minority groups in negative way or they present a 'balanced' picture of a particular country or society? They should present a 'balanced' picture of a particular country to avoid cultural biasness.
- ) **Gender Biasness:** Do the materials used in the textbook represent women in a negative way or they present a 'balanced' picture of a

particular country. They should present a ‘balanced picture’ to avoid gender biasness.

### **1.1.6.2 The Internal Evaluation**

Mc. Donough and Shaw (2003, pp. 75-78) say, “The essential issue at this internal evaluation stage is to analyze the extents to which the aforementioned factors in the external evaluation stage actually match up with internal consistency and organization of the materials as stated by the author / publisher.” Mc. Donough and Shaw (2003, pp. 75-78) propose the following factors into take to account in the internal evaluation:

- )] **The Presentation of the Skill:** Here, skill refers to the language skills. We should evaluate whether all the language skills are covered in the textbook or not. If, then, in what proportion? Are the skills treated discretely or in an integrated way?
- )] **The Grading and Sequencing:** Under this criterion, we should evaluate whether the materials used in the textbook are graded or not. Grading is essential and it should be sequential too. Sometimes, the grading will be within a unit and sometimes, across the unit allowing the progression of difficulty in linear fashion.

Mc. Donough and Shaw (2003, p. 76) suggest some other factors to take into account in the internal evaluation. They are as follows:

- )] **Appropriateness of Texts:** Under this criterion, we should evaluate whether the textbook provides appropriate text beyond the sentence, i.e. on external reading passage for reading and discourse skills or not.
- )] **Authenticity of Tests:** Under this criterion, we should evaluate whether the dialogues used in the listening and speaking test exercises are authentic or not.
- )] **Naturalness of Tests:** Under this criterion, we should evaluate whether the speaking test materials used in the textbook are natural and real or not.

- ) **The Relationship of Tests and Exercises:** Under this criterion, we should evaluate whether the exercises taught by the course materials fulfill the needs of the learners or not.
- ) **Provision for Self-Study:** Under this criterion, we should evaluate whether the exercises, lessons and the materials used in the textbooks can be the materials for self-study for the students or not.
- ) **Transparency of Materials:** Under this criterion, we should evaluate whether the materials are equally attractive for both the teachers and the students or not because some materials are more attractive for the teachers but not for the students and vice-versa.

### **1.1.7 Objectives of Teaching English at Secondary level**

The new English curriculum for secondary level (2064) has two main purposes: to enable the students to exchange ideas with people of any nationality who speak or write in English and to express them to the vast treasures of knowledge and pleasure available in written and spoken English.

The new textbook for grade ten is designed to enable the learners to internalize the underlying system and the structure of the language. Therefore, the curriculum has been designed keeping in mind that teaching language is more important than teaching about it. However, a language cannot be learnt in isolation. So, language teaching should be based on real life situation, taking into account all the facts of human communication.

#### **1.1.7.1 General Objectives**

According to the curriculum for secondary level (2064, pp. 19-20), the general objectives of teaching English at secondary level, are to enable students to:

- a) Develop an understanding of a competence in spoken English.
- b) Communicate fluently and accurately the speakers of English.
- c) Develop competence in understanding a variety of reading texts.
- d) Gain the skills necessary to write English appropriately and effectively.
- e) Develop an ability to use simple reference materials.

- f) Read, appreciate and enjoy literary texts.
- g) Develop an awareness of cultural ethical values relevant to Nepal.

### **1.1.7.2 Specific Objectives**

According to the curriculum for secondary level (2064, pp. 21-23), at the end of secondary level, students will be able to integrate receptive and productive activities in the four major skills (Listening, Speaking, Reading and Writing).

#### **I. Listening**

Students will be able to show understanding of a variety of authentic listening texts, specifically, they should be able to:

- a) Listen to spoken texts, understand the gist and receive specific information from it.
- b) Record in note or summary from the main points of spoken message.
- c) Respond appropriately to spoken directions or instructions.

#### **II. Speaking**

Students will be able to speak fluently and accurately in a variety of authentic situations. Specifically, they will be able to:

- a) Speak clearly within the structural and lexical levels of the grade ten curriculum.
- b) Engage effectively in informational spoken discourse using appropriate discourse devices (e.g. pauses, tag questions, hedges etc.)
- c) Communicate appropriately in a variety of formal and informal situations.
- d) Engage in group discussions, expressing opinions, and arguing a point of view effectively.
- e) Narrate a sequence of events or process.
- f) Convey simple message effectively.
- g) Engage in group discussion using closed, open, and alternative types of questions.

- h) Express a range of emotions using appropriate phonological features.

### **III. Reading**

Students will be able to apply different silent reading techniques in order to comprehend a variety of authentic texts. Specifically, they will be able to:

- a) Read short texts intensively for detailed understanding.
- b) Read longer texts extensively for general understanding.
- c) Show understanding of the underlying themes and ideas of texts.
- d) Show understanding of an argument.
- e) Retrieve specific information from texts to synthesize and analyze by means of a variety of reading techniques, e.g. skimming and scanning.
- f) Identify the structure and organization of paragraphs and longer texts through developing and awareness of cohesive devices (thus, that's why, in this way, etc.)
- g) Anticipate the likely continuation of interrupted text.
- h) Appreciate literary text on appropriate level.
- i) Deduce the meaning of unfamiliar lexical items by means of contextual, systematic and semantic clues.
- j) Use an authentic English dictionary/thesaurus effectively.
- k) Interpret information presented in diagrammatic form (pie chart, graph chart, bar/column chart, table, etc.)

### **IV. Writing**

Students will be able to produce a variety of written text clues for the production of this text will range from controlled to free. Specifically, they will be able to:

- a) Express ideas in clear and grammatically correct English using appropriate punctuation.
- b) Plan, organize and develop paragraphs/s and essays.
- c) Narrate a sequence of events or process.
- d) Use an appropriate format and layout to produce a variety of texts.

- e) Transfer information from tables, charts and diagram to prose and vice-versa.
- f) Produce a variety of authentic text types (e.g. personal, official and business letters, job applications, CVs/bio-data, news stories and articles, rules and regulations, advertisements and notices such condolence, congratulation, invitation, greeting, etc.)
- g) Make notes on a variety of texts.
- h) Write about personal experiences and opinions creatively.
- i) Compose dialogues.

## **1.2 Review of Related Literature**

With the formation of National Education Planning Commission (2011), school level curriculums were revised in order to reform education system. After this, curriculums and textbooks have been changed many times. So, for the revision of any kind of curriculums and textbooks researches should be carried out. The government has carried out many researches. Similarly, students and scholars also have carried out many researches.

Here, an attempt is made to review of some related literature on textbook analysis, only the studies carried out under the supervision of the Department of English Education, Tribhuvan University, Kirtipur.

Lamichhane (1999) carried out a research work on the topic, 'An Analysis of New English Textbook for Grade VIII'. The objective of his research was to find out whether the language materials used in the new English textbook of grade VIII are sufficient to meet to the objectives set out in the curriculum related to spoken and written English or not. He found out that the textbook is appropriate and is based on psycholinguistic principles. The materials have been organized systematically from known to unknown, simple to complex, individually to relevant to distantly relevant and shorter to larger ones. He analyzed the treatment of speaking and writing skill in English textbook for grade VIII is good. He also studied the physical aspects of the textbook only but left other skills and aspects untouched.

Similarly, Bhattarai (2002) also carried out a research study to evaluate the English textbooks for grade VI- IX. His work was based on the textbook analysis. His work was part of benefit monitoring and evaluating program. He has made the conclusion that there are many flaws in the textbook, such as low paper quality, dull coverage, weak binding, poor presentation of materials, and lack of regularity.

In the same way, Dahal (2002) made an attempt to evaluate the English textbook on the topic, 'English for Grade 10; Textbook Analysis'. The textbook which he analyzed was old English textbook for grade ten. He has gone through all the aspects of textbook. He claims that the textbook is not attractive and durable. The textbook is weak in binding. The textbook lacks drills and it does not provide sufficient reading and listening exercises materials. Similarly, the textbook does not provide any model specimen of postcard writing, questionnaires, bio-data, notes and advertisement to the students. He studied only the secondary aspects of the textbook. He left the primary (internal) aspects untouched which must be analyzed while carrying out a research on text analysis.

Likewise, Ghimire (2003) carried out a research entitled 'An Analysis of Link English Course for P.C.L. First Year and Grade XI'. The objective of his research was to analyze the link English course in terms of its physical as well as adequacy of the contents. He found that the size of the book is not appropriate; quality of paper is not good in comparison to other textbooks of the same level. The textbook lacks oral practice. The binding of the book is not attractive. Here, he is concentrated more on physical aspect than the contents.

Dawadi (2004) carried out a research entitled 'A Study on Textbook: English for Grade Seven'. The objective of her research was to analyze the textbook in terms of its physical as well as academic aspects. She came to the conclusion that the textbook is academically sounder than the physical aspects but it does not contain all the contents expected by the curriculum. The spacing between

words, lines and paragraph is appropriate. Similarly, the textbook contains the communicative activities to some extents.

Tiwari (2004) analyzed the vocabulary items used in the textbook for grade four on the basis of total number of parts of speech, phonological structure and morphological structure. He concluded that different parts of speech are found in the textbook and the greater disparity among the vocabulary item.

Bohara (2004) carried out a research work on the topic, 'A Descriptive Study on the English Textbook for Grade I'. The objective of his study was to analyze the new English textbook for grade one, in terms of physical and academic aspects. He came to know that some vocabulary items are missing. The order of presentation of language functions in the textbook is not found according to the curriculum. Some pictures are very small in size. The printed letters are also found to be a bit dark and bold. The binding of the textbook is not attractive.

Similarly, some more researches have been carried out on textbook analysis, e.g. Basnet (2000) carried out a research on the topic 'An Analysis of the Reading Text and Exercising of Grade X: English Textbook'. Gandharb (2004) conducted a research entitled 'A Course In General English'. Another research carried out by Sharma entitled 'An Analysis of New Optional English Textbook for Grade IX'. Dhakal (2005) made an attempt to study on the topic 'My Primary English Textbook Grade IV; A Textbook Analysis'.

This present research is different from other researches in some ways. This research deals with the analysis of English textbook for grade ten. No one has analyzed the new English textbook for grade ten. Dahal (2002) analyzed the textbook of grade ten but the textbook, which he analyzed, was old textbook. Similarly, no one has analyzed the textbook based on the framework proposed by Mc. Donough and Shaw (2003) which is very useful in our context. Most of the researchers have analyzed only one aspect of a textbook, e.g. Tiwari (2004) analyzed only the vocabulary items used in the textbook for grade four, Lamichhane (1999) carried out a research work on the topic, 'An Analysis of

New English Textbook for Grade VIII'. The objective of his research was to find out whether the language materials used in the new English textbook of grade VIII are appropriate or not. In the same way, no one has analyzed both aspects of a textbook, i.e. the external aspect and the internal aspect, but this research presets the analysis of the both aspects.

### **1.3 Objectives of the Study**

The objectives of the present study were:

- a) To analyze English textbook for grade ten in terms of terms of content, language skills, tests and exercises, etc.
- b) To provide pedagogical suggestions.

### **1.4 Significance of the Study**

Pointing out the importance of textbook, Harmer (1997, p.257) argues, "A textbook 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 is to be learnt. So, students can revise grammar of functional points that they have been concentrating on." This proves that the textbook analysis is a very essential work to find out whether the existing textbook is successful in achieving the objectives set out in the curriculum or not. Textbook analysis is a major educational reform. So, this study will be significant to all those who are directly and indirectly involved in teaching and learning activities; mainly textbook writers, subject experts, curriculum designers, language teachers, language trainers, and students because no one has analyzed this new English textbook for grade ten.

## **CHAPTER TWO**

### **METHODOLOGY**

This chapter includes the methodology that was used to collect the data. The methodology that was adopted for the research work is as follows:

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

##### **2.1.1 Primary Sources of Data**

The primary source of data was not used to carry out this research.

##### **2.1.2 Secondary Sources of Data**

Different books, researches on textbook analysis, the curriculums for secondary level, articles, journals, reports, and information related to the topic were used as the data. Among the various sources, some remarkable were: English Textbook for grade ten, Curriculum for Secondary Level (2064), Curriculum for Secondary Level (2057), CDC report (2029), Mc. Donough and Shaw (2003), Grant (1987), CDC report (2040), Cunningsworth (1984), Sharma (2043), Nunan (1992), Ur (1999), Kumar (1999), Richard (2001), Bhattarai (2001), CDC report (2060), Awasthi (2006), and so on.

#### **2.2 Process of Data Collection**

The data was collected from different libraries, stationeries, etc. Then, the data was studied thoroughly and analyzed on the basis of the framework proposed by Mc. Donough and Shaw (2003).

#### **2.3 Limitations of the Study**

The proposed research was carried out with the following limitations:

- I. The research was carried out based on secondary level.
- II. The secondary source of data was used.
- III. The English textbook for grade ten was analyzed on the basis of framework proposed by Mc. Donough and Shaw (2003).

- IV. Physical and academic aspects of English textbook for grade ten were analyzed.
- V. This study was carried out in the context of Nepalese society.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter provides the analysis and interpretation of the data collected from secondary sources. Data was analyzed and interpreted on the basis of framework proposed by Mc. Donough and Shaw (2003). This chapter mainly consists of two parts: external evaluation and internal evaluation of the textbook.

At first, different factors of external evaluation were analyzed. Then, analysis and interpretation of various factors of internal evaluation were made.

The intended audience, the proficiency level, the context, organization of the language, the author's views and some other factors such as core or supplementary material, the teacher's book, the vocabulary list, visual materials, the layout and presentation, cultural biasness, and gender biasness were analyzed under external evaluation.

The presentation of the skills, the grading and sequencing and other factors such as appropriateness of text, authenticity of listening test materials, naturalness of test and exercises, provision for self study and transparency of materials were analyzed under internal evaluation.

#### **3.1 The External Evaluation**

External evaluation of a textbook means evaluating the external factors of a textbook. Mc Donough and Shaw (2003, pp. 67-74) purpose some factors to take into account of the external evaluation, and they are as follows:

##### **3.1.1 The Intended Audience**

The intended audience of this textbook is the students of grade ten. Nepal is a multi cultural and multilingual country. This shows that the students at a school are from different ethnic groups. Ethnic diversity brings the great difference in their mother tongues, cultures, traditions and economic status too. This fact

tells us that the students are heterogeneous in mother tongue, culture, traditions, economic status and so on.

### **3.1.2 The Proficiency Level**

According to the curriculum for secondary level (2064), grade ten is under secondary level, and English is taught from class one at schools in Nepal. So, the students at grade ten are not false beginners. The proficiency level of the students of grade ten is mentioned as 'lower inter-mediate' in the textbook. Similarly, the objectives of teaching English at secondary level also show the level of the students at secondary level. So, this textbook tries to teach the students to write a letter, to describe an incident, to express experience, to share ideas through dialogues, to take part in conversation, to write a summary, to write an essay, to write a bio-data, to retrieve specific and general information from the given text, etc.

### **3.1.3 The Context**

The context, in which the textbook is used, is very clear. This textbook is used for teaching general learners of secondary level. The curriculum for secondary level (2064, p. 19) has two main purposes: to enable the students to exchange ideas with the people of any nationality who speak or write in English and to express them to the vast treasure of knowledge and pleasure available in written and spoken English. So, to achieve above mentioned purposes, the new textbook for grade ten is designed to enable learners to internalize the underlying system and the structure of the language. Therefore, the curriculum and the textbook themselves have been designed keeping in mind that teaching language is more important than teaching about it.

### **3.1.4 Organization of Language**

English textbook for grade ten has 19 units, and 4 revision units. Except these units and revision units, the textbook also has one pre-reading exercise; 'Before you begin', and one post reading exercise; 'After you finish'. In each unit, the textbook includes different texts and exercises related to the different skills and

aspects of English language: reading, writing, speaking, listening, and grammar.

There are 25 tape scripts and 71 listening exercises in the textbook. The exercises are presented in each and every unit by providing some short answer type and objective questions. The listening exercises are presented in five ways: 'Look and guess', 'True and false', 'Listen and complete' 'Listen and answer', and 'Listen and match'. Generally, listening exercises are presented in exercise no. 7, 8, 9, and 10. The listening exercises presented in the textbook are as follows:

- a) The exercise no. 7 of unit 1, the exercise no. 7 of unit 2, the exercise no. 7 of unit 4, the exercise no. 1 of 'Revision 1', the exercise no. 8 of unit 5, the exercise no. 7 of unit 6, the exercise no. 8 of unit 7, the exercise no. 1 of 'Revision 2', the exercise no. 7 of unit 8, the exercise no. 9 of unit 9, the exercise no. 8 of unit 10, the exercise no. 7 of unit 11, the exercise no. 1 of 'Revision 3', the exercise no. 8 of unit 12, the exercise no. 8 of unit 14, the exercise no. 1 of 'Revision 4', the exercise no. 7 of unit 16, the exercise no. 9 of unit 17, the exercise no. 9 of unit 18, the exercise no. 8 of unit 19, and the exercise no. 1 of 'After you finish' are the examples of 'Look and guess' type of exercise. In these listening exercises, before the students listen to the tape, they are asked to guess the answers of the questions asked there. Then, the students listen to the tape and check their answers if their guesses are right or not.
- b) The exercise no. 8 of 'Before you begin', the exercise no. 8 of unit 6, the exercise no. 9 of unit 7, the exercise no. 8 of unit 8, the exercise no. 10 of unit 9, the exercise no. 9 of unit 10, the exercise no. 9 of unit 14, the exercise no. 2 of 'Revision 4', the exercise no. 3 and 8 of unit 16, the exercise no. 11 of unit 17, and the exercise no. 2 of 'After you finish' are the examples of 'True and false' type of exercise. In these exercises, some statements based on the listening texts are presented to the students. Some statements are true and some are false. So, the students

listen to the tape again, and write 'T' for the true statement and 'F' for the false statement.

- c) The exercise no. 8 of unit 2, the exercise no. 9 of unit 4, the exercise no. 10 of unit 6, the exercise no. 9 of unit 8, the exercise no. 8 of unit 12, the exercise no. 10 of unit 14, the exercise no. 9 of unit 15, the exercise no. 9 of unit 16, the exercise no. 10 of unit 17, the exercise no. 9 of unit 18, and the exercise no. 12 of 'After you finish' are the examples of 'Listen and complete' type of exercise. In these exercises, the students listen to the tape again and complete the table given there.
- d) The exercise no. 9 of 'Before you begin', the exercise no. 9 of unit 1, the exercise no. 9 of unit 2, the exercise no. 9 of unit 3, the exercise no. 2 of 'Revision 1', the exercise no. 8 of unit 4, the exercise no. 9 of unit 5, the exercise no. 10 of unit 7, the exercise no. 11 of unit 9, the exercise no. 9 of unit 11, the exercise no. 2 of 'Revision 3', the exercise no. 9 of unit 12, the exercise no. 8 of 13, the exercise no. 3 of 'Revision 4', the exercise no. 10 of unit 18, the exercise no. 10 of unit 19, and the exercise no. 3 of 'After you finish' are the examples of 'Listen and answer' type of exercise. In these exercises, the students listen to the tape again and write the short answers of the questions asked there.
- e) In case of 'Listen and match' types exercise, the students listen to the tape and match the items given to them, e.g. the exercise no. 8 of unit 1.

The listening exercises presented in the textbook are suitable to the students of lower inter-mediate level because these texts and exercises provide a great opportunity to the students to develop the ability to understand the gist of the spoken texts, receive the information from the spoken texts, record in note or summary from the main points, and respond appropriately to the spoken directions and instructions. The ability to understand and receive the specific and general information from the spoken text recording in note or summary from the main points, and responding appropriately to spoken directions and instructions will help the students in real life situation, e.g. in conversation,

interviews, watching Television and movies, debates, discussions, performing the works on the basis of oral instructions and so on.

Similarly, the textbook presents different language functions as speaking activities. These language functions are related to the grammatical items and language structures. The language functions presented in this textbook are as follows:

- ) Expressing agreeing and disagreeing in unit 1.
- ) Talking about the past in unit 2.
- ) Asking for reasons, purposes and their responses in unit 4.
- ) Expressing conditions in units 5 and 6.
- ) Expressing unexpected results in units 1 and 7.
- ) Criticizing, expressing preferences, and conditions in 'Revision 2'.
- ) Giving and withholding permission in unit 8.
- ) Reporting statement in unit 9.
- ) Reporting question in unit 10.
- ) Reporting, giving and withholding permission in unit 11.
- ) Expressing conditions, giving/withholding permission, reporting in 'Revision 3'.
- ) Expressing preferences in unit 12.
- ) Talking about personal experiences in unit 13.
- ) Reporting commands in unit 14.
- ) Giving advice, warning in unit 15.
- ) Reporting commands, questions and withholding permission in 'Revision 4'.
- ) Interpreting tables, graphs, charts, diagrams in unit 16.
- ) Describing people, objects and actions in unit 18.
- ) Indicating time and motion in unit 19.

Language functions, which are presented as speaking texts in the textbook, are suitable to the students of lower inter-mediate level because these language

functions provide a great opportunity to the students to develop the ability to speak fluently in a variety of authentic situations. For example, the ability of giving advice and warning will help the students to advise and warn. Similarly, the ability of interpreting table, charts, graphs, and diagrams will help the students to interpret tables, charts, graphs, diagrams, etc. when they have to present numerical data into par-orthographic form or vice-versa in their real life situation. Similarly, the ability of expressing agreeing and disagreeing will help the students to express their agreement or disagreement to any process / opinion when they have to express in their real life.

The textbook also presents some reading texts and lessons. The reading texts and lessons provided in the textbook are as follows:

- ) Reading poem (p. 11, p. 42, p. 51, p. 110)
- ) Reading brochure (p. 16, p. 89)
- ) Reading drama (pp. 19-20, pp. 44-45, pp. 63-64)
- ) Reading story (pp. 29-30, pp. 75-76, pp. 122-123, pp. 128-129, pp. 136-137, pp. 146-147)
- ) Reading letter (p. 31, p. 73)
- ) Reading anecdotes (pp. 36-37)
- ) Reading essays (pp. 53-54, p. 61, p. 118, pp. 124-125, pp. 144-145)
- ) Reading newspaper article (p. 67)
- ) Reading relations (pp. 83-84, p. 112)
- ) Reading cartoon caption (pp. 91-92)
- ) Reading biography (pp. 95-96)
- ) Reading conversation (pp. 128-129)

Among above reading texts, there are 2 brochures ('Parsa Wildlife Reserve' and 'Computer'), 2 memoirs ('Hailstorm' and 'Childhood'), 2 letters ('Personal Problem' and 'Village Life'), 1 anecdote ('Culture'), 1 newspaper article ('NBL Parsa.....etc. '), 4 regulations ('Cultural Differences', 'Hostel', 'Bus', and 'Zoo'), 1 cartoon caption ('Rumour'), 1 biography ('Florence Nightingale'), 1 conversation ('Directing a Tourist'), 5 essays ('Breast

Feeding’, ‘Food’, ‘My Trip to Liam’, ‘Heath’, and ‘Wildlife and Conservation’), 5 stories (‘Interview’, ‘Troublesome Child’, ‘A Payment Greater than Money’, ‘First Day at School’, and ‘An Accident’), 3 dramas (‘Courage of a Blind Girl’, ‘Career’, and ‘Generation Gap’) and 3 poems (‘Where the Mind without Fear’, ‘Knowledge’, and ‘Where the Rainbow End!’) in the textbook.

The reading texts presented in the textbook are suitable to the students of lower inter-mediate level because the students are expected to be able to: read short and large texts intensively and extensively for general and specific information, show understanding of the underlying themes and ideas, show understanding of an argument, recognize the structure and the organization of paragraphs and longer texts, appreciate the literary texts at appropriate level and so on. So, only being encountered with such authentic texts, the students will be able to read and understand the information from the texts in their real life situation.

Similarly, the textbook presents different writing texts and lessons. These texts and lessons are as follows:

- ) Writing a letter to friend (p. 12, p. 25, p. 32, p. 38, p. 46, p. 62)
- ) Writing to pen friend (p. 38)
- ) Writing reports are related and news article to different local activities to the newspaper (p. 40, p. 71)
- ) Writing an essay (p. 43, p. 90, p. 115, p. 165)
- ) Writing about the favorite city or village (p. 4, p. 82, p. 160)
- ) Writing story (p. 25, p. 30, p. 106)
- ) Writing a conversation (p. 32)
- ) Writing a paragraph (p. 38, p. 52, p. 56, p. 62, p. 65, p. 82, p. 111, p. 123)
- ) Writing a summary (p. 43, p. 79)
- ) Writing rules and regulations (p. 84)
- ) Writing biography (p. 97)
- ) Writing directions (p. 135)

) Writing diary for a day (p. 140)

The writing texts and lessons presented in the textbook are suitable to the students of lower intermediate level because the students of this level are expected to be able to write letters, reports, newspaper articles, essays, about favorite city and village, story, conversations, paragraphs, diary for a day and so on. So, the students only being encountered with such authentic texts and lessons will be able to produce a variety of written texts in their real life situation.

The work of the arrangement of the teaching items should be based on some rules, i.e. teaching items should be arranged according to the maxim of (a) simple to complex (b) known to unknown (c) more useful to less useful (d) whole to part (e) concrete to abstract, etc.

The maxim of simple to complex suggests that simple or easy items should be taught before teaching complex or difficult items. The textbook also tries to order the teaching items according to this maxim, e.g. before teaching reported speech, passive, etc. the tense is taught in the first three units. Similarly, the students are taught to write letters first. Then, they are taught to write story, dialogue, summary, essay, news story, biography, poem, etc.

Similarly, the maxim of known to unknown says that the students should be taught known things before teaching unknown things. The textbook also tries to order the teaching items according to this maxim. The textbook presents known teaching items first, e.g. the reading texts 'Weather', and 'Parsa Wildlife Reserve' are taught in unit 1, 'Hailstorm' is taught in unit 3, 'Personal Problem' is taught in unit 4, 'Culture' is taught in unit 5 and so on.

The maxim of more useful to less useful says that the more useful teaching items should be taught earlier. The textbook also tries to order the teaching items according to this maxim, e.g. writing a letter is taught in the first three units. Then, the students are taught to write stories, paragraphs, summaries, postcards, biographies and so on.

The detail explanation, and more examples of the maxims of: (a) simple to complex (b) known to unknown (c) more useful to less useful (d) whole to part (e) concrete to abstract, etc. have been presented in the topic ‘3.2.2 Grading and Sequencing’ of this research.

This textbook also follows the maxim of simple to complex, which says that the simple teaching items should be taught earlier than complex teaching items. For example, it presents some pre-exercises as ‘Before you begin’. Similarly, the students are taught paragraph writing in unit 1, letter writing in unit 3, completing story in ‘Revision 1’, writing summary and essay in unit 5, etc.

In the same way, the exercises presented in the textbooks are simple and easy to understand. They are simple and easy in the sense that the lessons are about: our environment (‘Weather’ in unit 1, p. 11), our own country place (‘Parsa Wildlife Reserve’ in unit 1, p. 16), our own cultures (‘Culture’ in unit 5, pp. 36-37), etc.

According to the curriculum for secondary level (2064), grade ten is under secondary level and English is taught from class one at schools in Nepal. So, the proficiency level of the students at grade ten is lower intermediate which has also been mentioned in the textbook. This textbook tries to teach the students to write a letter, to describe incident, to express experience, share ideas through dialogues, to take part in conversation, etc. Thus, the lessons presented in the textbook are suitable according to level of the students.

### **3.1.5 The Author’s Views**

The language used in this book is simple. Similarly, the language of day to day communication has been used in the textbook. Some examples have been presented below.

This textbook tries to teach the functions of “confirming and denying” through the structure ‘so + auxiliary (do) + NP’ in unit 1. For example:

They like noodles. (Hari) So does Hari.

They don’t like noodles. (Hari) Neither does Hari. (p. 13)

Similarly, the textbook presents the use of past simple and past perfect, e.g. she had already finished when the teacher said 'stop'. (p. 26)

In the same way, the textbook presents the use of past perfect continuous, e.g. it had been raining all day until the evening. (p.26)

The textbook also presents the use of simple present tense, e.g. I live in Kathmandu. (p. 28)

The textbook presents Question with 'wh', use of if clauses, expressing unexpected results using 'though', 'even though', 'although', for example:

Though he is thin, he is strong.

Even though she is old, she can read without glass.

In spite of the dry climate, the crops became good.

Despite his wealth, he has never traveled abroad.

In the same way, the textbook presents Reported speech in unit 9, 10, 14 and 'Revision 3' and 'Revision 4'. The reported statements are presented in unit 9. For example:

Statement : 'I'm living in Kirtipur now' –Mita said.

Reported speech : Mita said that she was living in Kirtipur then. (p. 70)

Similarly, some more exercises on reported speech are given for practice, and some other reading texts, which include reported speech items, are also presented in unit 9. Reporting questions are presented in unit 10. For example:

Question : The girl asked, "Can it kill people?"

Reported speech : The girl asked if it could kill people.

Question : Krishna, "Where do you live Umesh?"

Reported speech : Krishna asked Umesh where he lived. (p. 77)

Including some orthographical dialogues and stories, some other exercises on reporting questions are also presented in unit 10. Reporting second and third conditional sentences are presented in 'Revision 3'. The 'Revision 3'

completely deals with conditional sentences. Reporting requests and commands are presented in unit 4. For example:

- Statement : Could you open the window?  
Reported speech : She asked me to open the window.  
: She told me to open the window. (p. 106)  
Statement : Don't eat too much.  
Reported speech : He asked me not to eat too much.  
: He told me not to eat too much. (p. 106)  
Head teacher : "Ram, come to my office."  
Reported speech : The head teacher ordered Ram to go to his office.  
(p. 107)

Unit 14 is better for reported speech because it comprises listening, speaking, reading and writing exercises. Students find grammatical exercises presented in this unit interesting because the exercises include pictures as the situations. The various exercises on reporting requests, commands and questions taught in the previous units are given in 'Revision 4'. The 'Revision 4' is a good example of revision exercise because it gives a lot of reporting items (statements, requests, commands, questions, etc.) at one attempt. It is not only a good example of practice exercises but also a good example of evaluation exercise for both the students and the teachers because the students can also evaluate their progress throughout this revision work as 'self evaluation'

The textbook presents conditional sentences and their use in unit 5 and unit 6. Unit 5 deals with first conditional. Different exercises with pictures are designed to make the students understand and use the first conditional. This unit also includes listening, speaking, reading and writing exercises on first conditional which facilitate the students. Unit 6 deals with the second and the third conditional. Various exercises (listening, speaking, reading and writing)

giving more importance on group work and pair works are presented in this unit. Some examples of the second and third conditional are as follows:

If my house caught fire, I'd shout for help. (Second conditional, p. 47)

Had I worked harder, I'd have passed my exam. (Third conditional, p. 47)

The textbook presents Passive voice in unit 11 and unit 12. For example:

You are not supposed to eat with your left hand. (p. 83)

You are not allowed to clear your throat in public. (p. 83)

You are not allowed to sell the things on pavement. (p. 83)

I like being obeyed by my students. (p. 93)

With the examples above, some more exercises are also provided to the students in these two units: unit 11 and unit 12. The unit 11 and unit 12 have aimed to teach the students to state their past habitual action or behavior using 'used to' sentences in unit 17. For example:

Sita used to grow vegetables. (p. 130)

Tek did not use to work in an office. (p. 130)

I used to swim in the river. (p. 130)

I used to collect stamps. (p. 130)

People used to live in a joint family. (p. 130)

Sita didn't use to play Madal. (p.130),

Except from aforementioned examples, other examples and exercises have also been presented to the students. These exercises include listening, speaking, reading, and writing texts.

Prepositions of time have been presented in unit 19. Prepositions of time included in this unit are: in, after, by, on, to, up to, at, during, before, for, since, till, between, from, throughout, within, etc. Most of the exercises given on prepositions of time include: 'Fill in the gaps', and one listening test.

Except from above mentioned criteria, Mc. Donough and Shaw (2003, p. 70) purpose some other criteria to evaluate the textbook under the external evaluation, and they are as follows:

### **) Core or Supplementary Material**

The textbook covers all the objectives set out in the curriculum, i.e. it covers the whole course. So, the textbook is used as core material.

### **) Availability of Teacher's Book**

Government of Nepal publishes the teacher's books for every subjects of school level curriculum. There is also the teacher's book for English textbook at grade ten. Sajha Prakashan only sells teacher's books, and we have to show an identity card of secondary level teacher with recommendation letter from a secondary level school to buy a teacher's book. So, it is very difficult to get the teacher's book in the market.

### **) The Vocabulary List**

This textbook also includes the vocabulary list of difficult words. In the textbook, the vocabulary list has been included on pages 166 to 172. Difficult words are listed on the left side of the page in alphabetical order indicating the class of the words and on the right side, their meanings have been presented.

For example:

#### **A**

abandon (v)	give up, to desert
abruptly (adv)	suddenly, unexpected
absorb (v)	take in, to suck in

#### **B**

bar (n)	rail or rod across a gate, door, etc.
beech (n)	a kind of tree
bend (v)	become curved or regular

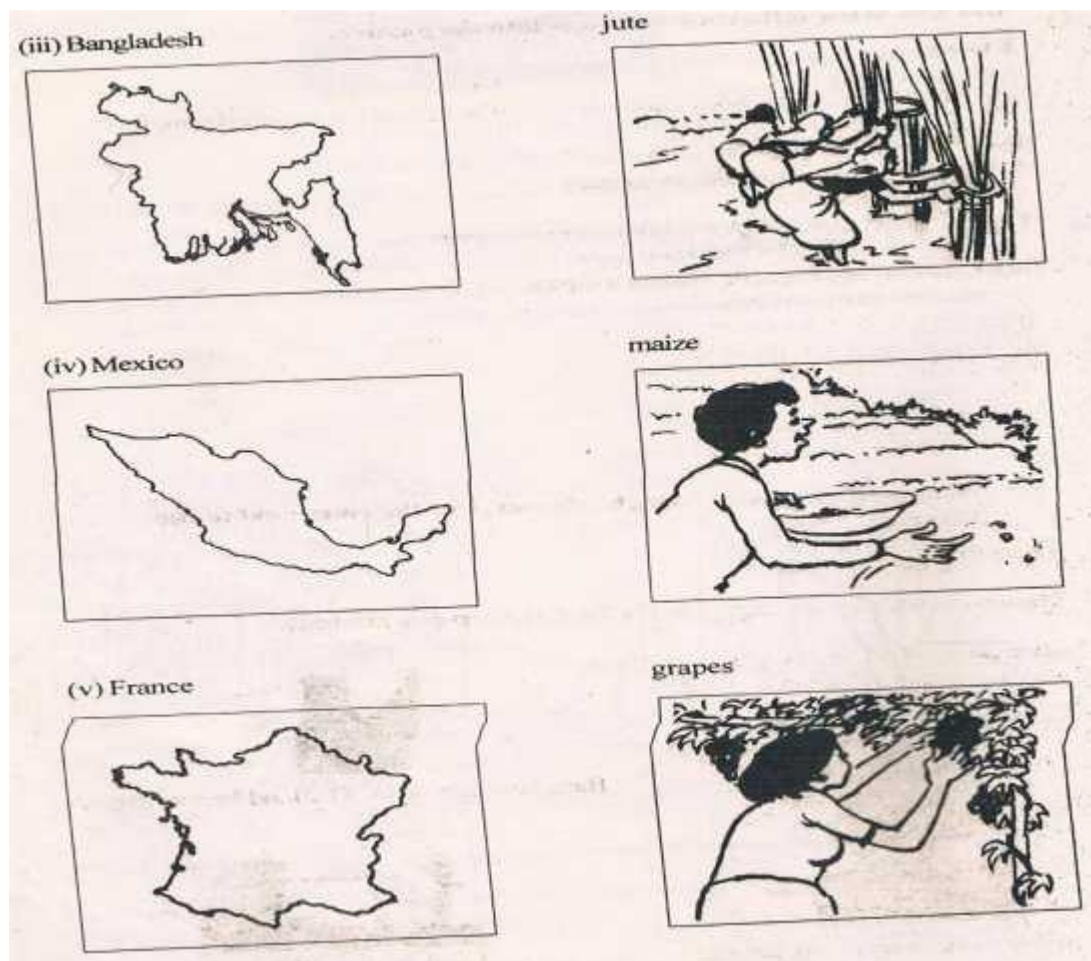
The glossary, which is in the textbook, has been presented in appendix 1 of this research.

## ) Visual Materials

From the point of view of using visual materials, this textbook is rich. There are 235 pictures, 2 charts, and 2 maps in the textbook. But these visual materials are in black and white color. Similarly, almost all the pictures presented in the textbook are hand drawn. Sometimes, black and white pictures do not seem to be natural and they also can not present clear concept of the concerned objects, e.g. Pictures presented on pages 158-160. The pictures presented on those pages are as follows:

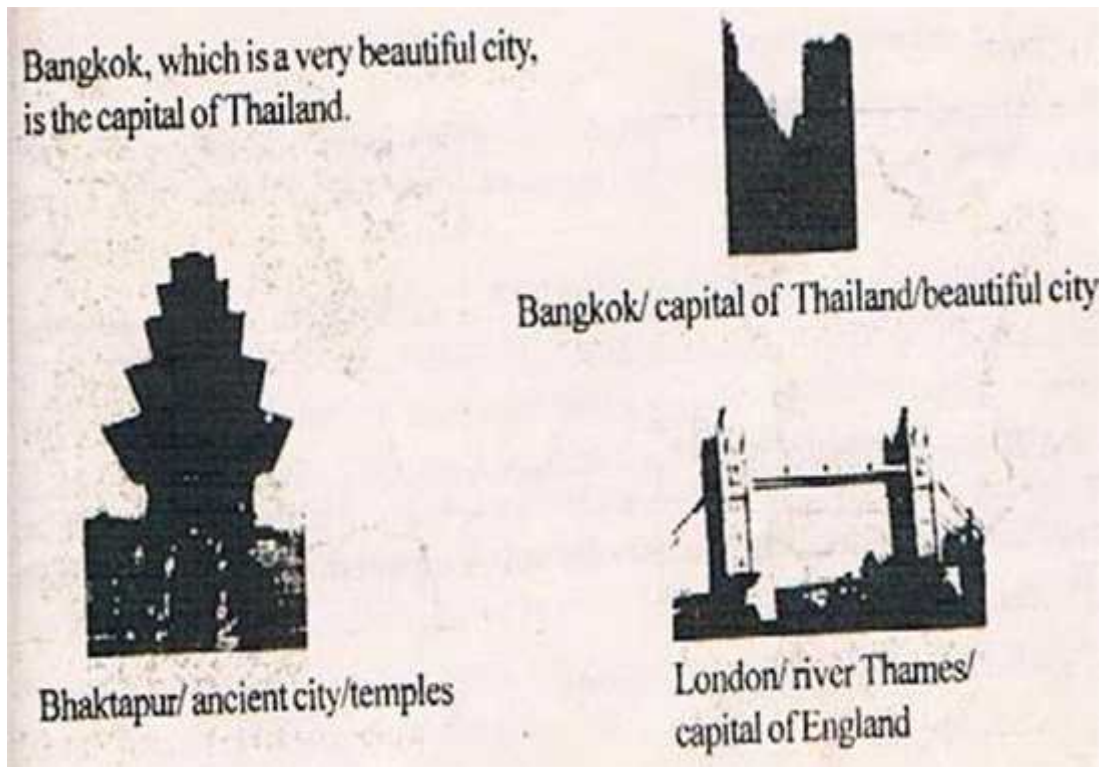
### Picture No. 1

#### Use of Hand Drawn Pictures



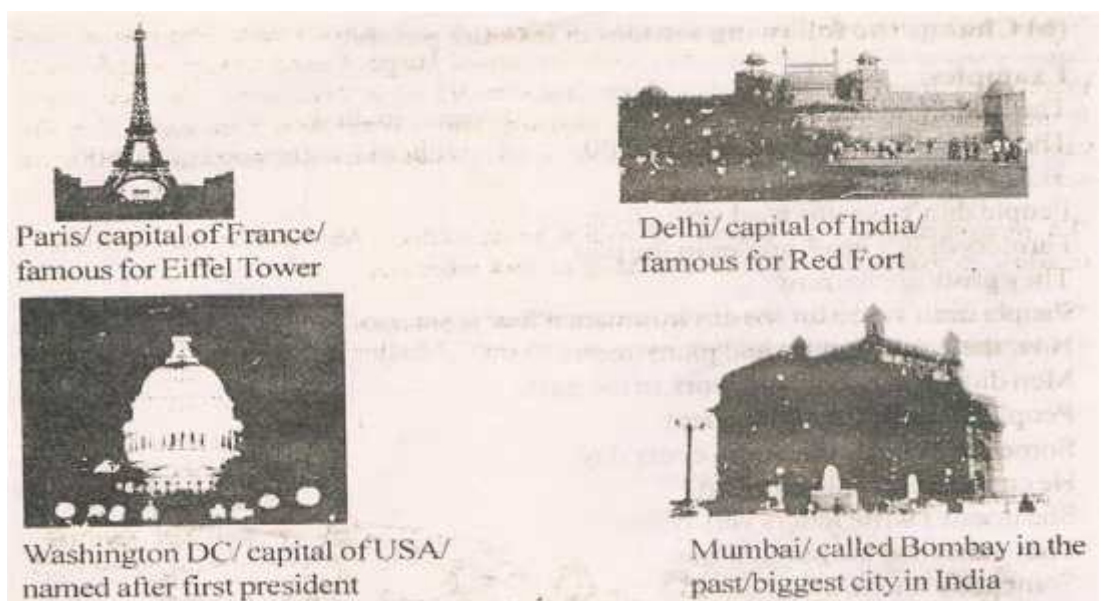
**Picture No. 2**

**Use of Black and White Pictures**



**Picture No. 3**

**Pictures of Different Cities**



So, looking at these pictures, the students' concept of rice, wheat, maize, and grapes will not be clear. Similarly, the pictures of Bangkok, Bhaktapur, London, Paris, Delhi, Washington DC, and Mumbai can not provide their real image. So, the colorful pictures and original photographs can be used in the textbook to give the real taste, to provide the concrete concept to the students, and to arouse their interest in study.

Although the students have been expected to be able to understand and interpret information presented in diagrammatic form, and transfer information from diagram to prose, and vice-versa, the textbook includes only 2 charts in unit 16 and 2 maps in unit 17. Only 2 exercises are given to the students based on the chart on pages 126-127. Similarly, only 3 exercises are given to the students based on the map on pages 134-135. This shows that the students are not provided enough exposure to the charts and maps, and the exercises based on these items. So, to make the students practically sound on these items, they should be provided the more exposure to these items.

The following table shows the distribution of the visual materials in each unit.

**Table No. 2**

**Visual Materials Presented in the Textbook**

Unit	Number of Figures	Number of Chart	Number of Map
Before you begin	30	-	-
1	11	-	-
2	6	-	-
3	7	-	-
Revision 1	2	-	-
4	8	-	-

5	8	-	-
6	11	-	-
7	2	-	-
Revision 2	6	-	-
8	3	-	-
9	9	-	-
10	17	-	-
11	11	-	-
Revision 3	9	-	-
12	16	-	-
13	1	-	-
14	19	-	-
15	11	-	-
Revision 4	11	-	-
16	4	2	-
17	7	-	2
18	13	-	-
19	13	-	-
After you finish	18	-	-
Total	235	2	2

## **) The Layout and the Presentation**

The layout and the presentation include paper quality and binding.

## ) **Paper Quality**

The paper quality of this textbook is not satisfactory. It gets torn easily. After using the book for a very short period, we may find the right hand side's bottom and the corner's parts of each leaf folded. This is because of low paper quality. Similarly, the paper quality of cover page is also very low. It also gets folded and torn.

## ) **Binding**

Binding is also not strong. The book has been stitched with pins (stapler) and then bound with gum which is not good to bind the textbooks.

## ) **Cultural Biasness**

This textbook neither presents any minority or ethnic group in a negative way nor does it present any ethnic group in an extended way. The writers are seen to be very careful in selecting the teaching materials. We can not find any piece of writing which violates cultural justice. Instead, it presents a balanced picture of all the communities. For example:

- a) An article about Nepal presented on pages 8 to 9, mentions the habit of eating of Nepalese people in celebrating special festivals. Since it raises the issue of eating meat, it clearly states "...religious rules affect eating meat in Nepal. Hindus, who make up almost 81 percent of the population, do not eat beef. Islam does not allow its followers; Muslims, to eat pig. Buddhist religion prohibits the killing of a creature but allows eating meet.
- b) Lesson no. 1 in unit 5, is about the festivals celebrated in Terai. On giving information about the festivals celebrated in Terai, the cultural balance has also been maintained. Holi, Chhath (especially celebrated by 'Madhesi' community), Same Chakhewa, Teej (celebrated by Hindu females, especially of 'Pahade' community), and Chandi Naach (celebrated by Rai people) have been described with the pictures. It

shows that writers have tried their best to present every community, and its culture in a balanced way.

## **) Gender Biasness**

Teaching materials presented in this textbook do not present female in a negative way. The textbook book presents a balanced picture of both genders. The characters in the lessons are of both genders. Even if Nepalese society is male dominated, this textbook tries to inspire all the girls, for this, the biography of Florence Nightingale is included in the course. Similarly, we can find some more lessons in the textbook, where the female characters are dominating, and they have done some brave work. For example, lesson no. 1 (drama) in unit 2, describes how a visually impaired girl saved her house from the thugs. This lesson conveys the message that the girls and special people are not weaker than the normal people; even they are better than the normal one. Lesson no. 1 (drama) in unit 6, does advocacy in favor of woman empowerment. In this drama, the main character; Shusila, convinces her parents to study nursing instead of getting married sooner. It teaches Nepalese parents to invest on daughter's education and making them independent.

### **3.2 The Internal Evaluation**

According to Mc. Donough and Shaw (2003), the essential issue at this internal evaluation stage is to analyze the extents to which the aforementioned factors in the external evaluation stage actually match up with internal consistency and organization of the materials as stated by the author / publisher. Mc. Donough and Shaw (2003, pp. 75-78) purpose some factors to take into account of the internal evaluation, and they are as follows:

#### **3.2.1 The Presentation of the Skills**

This text covers all the language skills (listening, speaking, reading, and writing). Every unit includes texts and exercises based on each skill.

### 3.2.1.1 Listening Skill

The theory behind teaching listening states that it should be integrated to the other skill areas. So, the exercises mutually support to each other. This is one of the features of communicative textbook. In this regard, the textbook has tried to integrate the listening skill to the speaking reading and writing skills.

Sometimes, the listening skill has been integrated to one skill only but sometimes the listening skill has been integrated more than one skill at a time.

Some examples of integration of the listening skill to the other skills are as follows:

1. In exercise no. 8 and 9 of unit 1, the listening skill has been integrated to the writing skill. In the exercise no. 8, the students are told to listen to the tape and match the items given there. Similarly, in the exercise no. 9, the students are told to listen to the tape and write the answer of the questions asked there.
2. Similarly, in exercise no 8 and 9 of unit 2; the listening skill has been integrated to the writing activities. In this exercise no. 8, the students are told to listen to the tape and complete the table given there. In the exercise no. 9, the students are told to listen to the tape and write the answer of the questions asked there.
3. In exercise no. 9 and 10 of unit 5, the listening skill has been integrated to the speaking and writing activities respectively. In the exercise no. 9, the students are told to listen to the tape and answer the questions orally asked there.
4. In exercise no. 8 and 9 of unit 11, the listening has been integrated to the writing activities. In these exercises, the students are told to listen to the tape and write the answer of the questions asked there.
5. In exercise no. 8 and 9 of unit 12, the listening has been integrated to the writing activities. In the exercise no. 8, the students are told to listen to the tape and complete the table given there. Similarly, in the exercise no.

8, the students are told to listen to the tape and write the answer of the questions asked there.

6. In the exercise no. 9 of 'Before you begin', the listening has been integrated to the writing, and it has been presented as pair work. In this exercise, the students are told to make pairs, listen to the tape, and write the answer of the questions asked there. Since this is a pair work exercise, the students write the answer of the questions discussing between them. While the students work in pairs, they involve in listening, speaking, reading and writing activities at a time.

Although the textbook tries to integrate the listening skill to the other skill activities, it fails to integrate the listening skill to all the skills activities properly. Almost all the listening activities or texts included in the textbook have been integrated to the writing activities only. Except from the example given in example no. 3, no other exercises are found in the textbook where the listening is integrated to the speaking activities. Similarly, no pair work activities of listening skill can be found in the textbook.

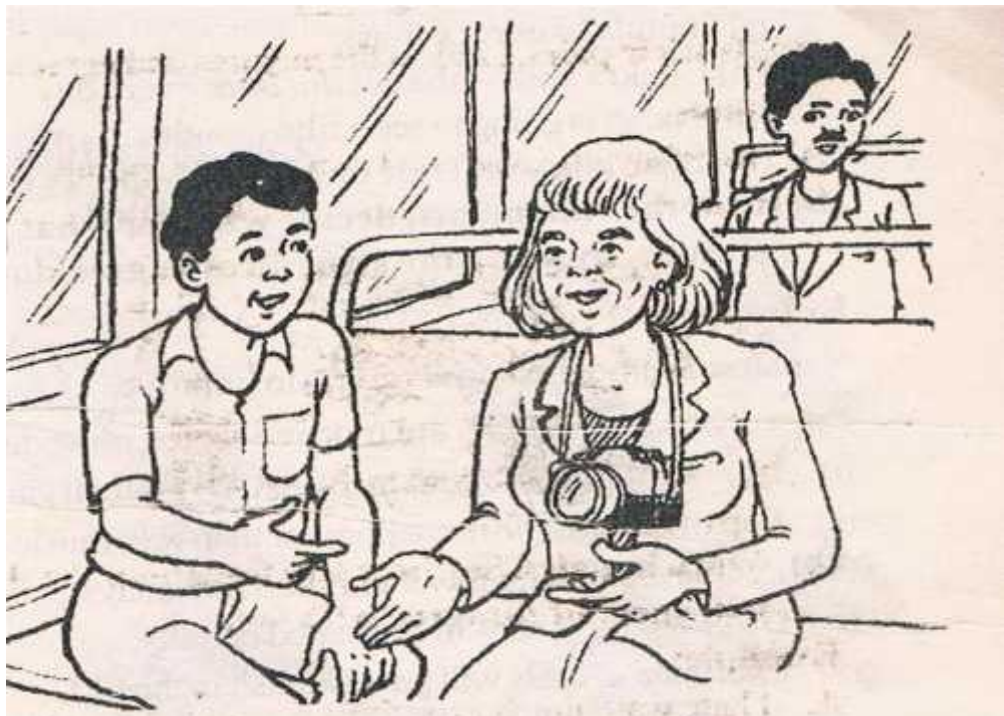
The English textbook for grade ten provides 25 tape scripts and 71 listening exercises accordingly. These exercises are presented in each and every unit by providing some short answer type and objective questions. The listening exercises are presented in five ways. They are: 'Look and guess', 'True and false', 'Listen and complete', 'Listen and answer', and 'Listen and match'. Generally, listening exercises are presented in exercise no. 7, 8, 9, and 10. In case of the 'Look and guess' type of exercises, the students look at the picture and guess the answers of the questions asked there. In case of the exercise no. 8, the students listen to the tape and tick the best answer from the choices. Similarly, in exercise no. 9, the students listen to the tape and answer the questions asked there. The curriculum for secondary level (2064, p. 22) states its objective, "Students will be able to listen to spoken text, understand the gist and retrieve the specific information from it." To achieve this objective, the textbook has presented listening exercises in each and every unit. Listening

exercises are also presented in revision units. Specifically, the textbook presents 'Look and guess', 'Listen and match', and 'True and false' types of exercises. In these exercises, students listen to the tape and do the exercises. They do not have to write longer answers of the questions. They just tell the answers that come in a word or two words, they match the items given in the textbook, they write the answers that come in a word or two words, and they write 'T' for true statement, and 'F' for false statement that are given in the textbook. For example, in case of 'Look and guess' type of exercise, students do not get chance to listen to the tape. The students look at the pictures given in the textbook, and guess the answers of the questions presented with the pictures. Some examples of 'Look and guess' type of exercises are as follows:

- a) In exercise no. 7 on page no. 15 of unit 1, there is a picture and the students are asked to guess the answers of questions on the basis of the picture. The picture and questions that are asked in the above mentioned exercise are as follows:

#### **Picture No. 4**

#### **Use of Pictures as the Situation**



## Questions

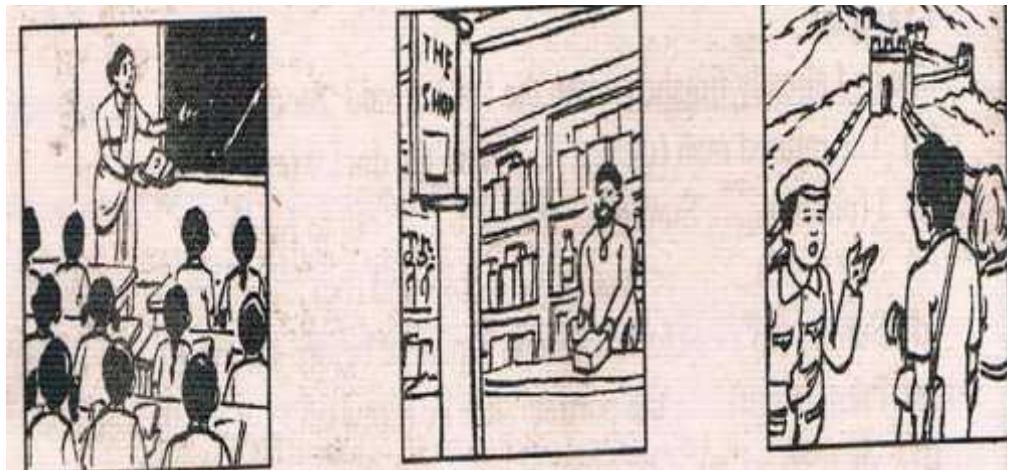
- i. Where are they?
- ii. Who are they?
- iii. What are they talking about?

After guessing the answers of these questions, the students listen to the tape and check their guesses.

- a) In exercise no. 7 on page no. 22 of unit 2, there are three different pictures, and the students are asked to guess the answers of questions on the basis of the pictures. The pictures and questions that are asked in the above exercise are as follows:

### **Picture No. 5**

#### **Use of Pictures for the Communicative Purpose**



## Questions

- i. What are their nationalities?
- ii. What are their jobs?

After guessing the answers of these questions, the students listen to the tape and check their guesses.

- b) In exercise no. 7 on page no. 35 of unit 4, there is a picture, and the students are asked to guess the answers of questions on the basis of the

picture. The picture and questions that are asked in the above mentioned exercise are as follows:

### **Picture No. 6**

#### **Use of Pictures for the Listening Exercise**



#### **Questions**

- i. These people are.....
  - 1) Teacher and student
  - 2) Guest and host
  - 3) Friends
- ii. They are talking about.....
  - 1) Their careers
  - 2) Their exams
  - 3) Their business

After guessing the answers of these questions, the students listen to the tape and check their guesses.

- c) In exercise no. 1 on page no. 27 of 'Revision 1', there is a picture and the students are asked to guess the answers of questions on the basis of

the picture. The picture and questions that are asked in the above mentioned exercise are as follows:

### **Picture No. 7**

### **Pictures Presented for Listening Exercise of 'Revision 1'**



### **Questions**

- i. Where are these people?
- ii. What are they talking about?

After guessing the answers of these questions, the students listen to the tape and check their guesses.

The other 'Look and guess' type of exercises presented in the textbook are: the exercise no. 8 of unit 5, the exercise no. 7 of unit 6, the exercise no. 8 of unit 7, the exercise no. 1 of 'Revision 2', the exercise no. 7 of unit 8, the exercise no. 9 of unit 9, the exercise no. 8 of unit 10, the exercise no. 7 of unit 11, the exercise no. 1 of 'Revision 3', the exercise no. 8 of unit 12, the exercise no. 8 of unit 14, the exercise no. 1 of 'Revision 4', the exercise no. 7 of unit 16, the exercise no. 9 of unit 17, the exercise no. 9 of unit 18, the exercise no. 8 of unit 19, and the exercise no. 1 of 'After you finish'.

In case of 'Listen and match' types of exercise, the students listen to the tape and match the items given there, e.g. exercise no. 8 on page no. 15 of unit 1. Similarly, in case of 'True and false' types of exercises, the statements based on the listening texts are presented to the students. Some statements are true and some are false. The students listen to the tape again and write 'T' for the true statement and 'F' for the false statement. The 'True and false' type of exercises presented in the textbook are: the exercise no. 8 of 'Before you begin', the exercise no. 8 of unit 6, the exercise no. 9 of unit 7, the exercise no. 8 of unit 8, the exercise no. 10 of unit 9, the exercise no. 9 of unit 10, the exercise no. 9 of unit 14, the exercise no. 2 of 'Revision 4', the exercise no. 3 and 8 of unit 16, the exercise no. 11 of unit 17, and the exercise no. 2 of 'After you finish'.

The curriculum for secondary level (2064, p. 22) states another objective, "The students will be able to record in note or summary from the main points of spoken messages." To fulfill this objective, the textbook has provided exercises like 'Listen and complete' and 'Listen and answer', etc. in each unit. In these exercise, the students listen to the tape and answer the questions that are asked from the listening texts. In case of 'Listen and answer' type of exercises, the students are asked to listen to the tape and to complete the answers of the questions asked from the listening texts. Generally, different questions are asked in different columns of a table, and the students should complete the table by writing the short answers of the questions in the respective columns. Some examples of 'Listen and complete' type of exercises are as follows:

- a) In exercise no. 8 on page no. 22 of unit 3, the students are asked to listen to the tape and complete following table.

**Table No. 3**

**The Table Presented in Unit Three**

Name	Nationality	Occupation

- b) In exercise no. 9 on page no. 35 of unit 4, the students are asked to listen to the tape and complete following table.

**Table No. 4**

**The Table Presented in Unit Four**

What are the names of the two people talking?	What do they want to do with their lives?	Why have they chosen these careers?

- c) In exercise no 9 on page no. 48 of unit 6, the students are asked to listen to the tape and complete following table.

**Table No. 5**

**The Table Presented in Unit Six**

Name of the friends	What they want to do?	What do they like / dislike?

- d) In exercise no 9 on page no. 66 of unit 8, the students are asked to listen to the tape and complete following table.

**Table No. 6**

**The Table Presented in Unit Eight**

What is allowed?	What is not allowed?

The other 'Listen and complete' type of exercises presented in the textbook are: the exercise no. 8 of unit 12, the exercise no. 10 of unit 14, the exercise no. 9 of unit 15, the exercise no. 9 of unit 16, the exercise no. 10 of unit 17, the exercise no. 9 of unit 18, and the exercise no. 12 of 'After you finish'.

Similarly, in case of 'Listen and answer' type of exercise, students are asked to listen to the tape and answer the questions that are asked from the listening texts. These questions are short answer type question and need very short answers. Some examples of 'Listen and answer' type exercises are as follows:

- a) In exercise no. 9 no page no. 4 of 'Before you begin', the students are asked to listen to the tape and answer the following questions:
- 1) Who are Bimal, Tilak and Jeevan?
  - 2) Why are the two girls with Tilak?
  - 3) Who'll circulate the description?
  - 4) Whose description will be circulated?
- b) In exercise no. 9 on page no. 15 of unit 1, the students are asked to listen to the tape and answer the following questions:
- 1) What similarities do they find between Nepal and Switzerland?
  - 2) What differences do they find between the two countries?
  - 3) Where's Elizabeth now?

- 4) When did Sarah come to Nepal?
  - 5) When is Sarah going back to Switzerland?
  - 6) What does Sandip want to send to Switzerland, and when?
- c) Similarly, in exercise no 9 on page no. 22 of unit 2, the students are asked to listen to the tape and answer the following questions:
- 1) Who sounds like a Liverpoolian?
  - 2) Who learned English at school?
  - 3) Did translation in Nepali help Mina to learn English better?
  - 4) Who thinks that his or her English is OK?
- d) In exercise no 8 on page no. 26 of unit 3, the students are asked to listen to the tape and answer the following questions:
- 1) What's the name of the child?
  - 2) How old is she?
  - 3) How long did her father search for her?
  - 4) Where did he look for her?
  - 5) Did he find her? How do you know?
- e) In exercise no. 2 on page no .27 of 'Revision 1', the students are asked to listen to the tape and answer the following questions:
- 1) What's special about the new computer that she is reading about?
  - 2) What size computers will everyone soon be using?
  - 3) Why might newspapers disappear within 20 years?
  - 4) Think o two other ways in which the world might be affected by computers?

The other 'Listen and answer' type of exercises presented in the textbook are: the exercise no. 8 of unit 4, the exercise no. 9 of unit 5, the exercise no. 10 of unit 7, the exercise no. 11 of unit 9, the exercise no. 9 of unit 11, the exercise no. 2 of 'Revision 3', the exercise no. 9 of unit 12, the exercise no. 8 of 13, the exercise no. 3 of 'Revision 4', the exercise no. 10 of unit 18, the exercise no. 10 of unit 19, and the exercise no. 3 of 'After you finish'.

The curriculum for secondary level (2064, p. 22) states its objective, “The students will be able to respond appropriately to spoken directions or instructions.” Different conversations, which have been used as listening texts, are really helpful to fulfill this objective. The textbook presents 15 conversations as the listening texts. They are as follows:

- 1) ‘Exchanging information’ in unit 1.
- 2) ‘Computers’ in ‘Revision 1’.
- 3) ‘Career’ in unit 4.
- 4) ‘Safe motherhood’ in unit 5.
- 5) ‘Preferences’ in unit 6.
- 6) ‘Most important people’ in ‘Revision 2’.
- 7) ‘Nature conservation’ in unit 8.
- 8) ‘Save the trees’ in unit 9.
- 9) ‘Higher studies’ in ‘Revision 3’.
- 10) ‘Begging’ in unit 12.
- 11) ‘Party’ in unit 14.
- 12) ‘Examination’ in ‘Revision 4’.
- 13) ‘Remedies for flu’ in unit 16.

Except from these 13 listening texts, there are two more conversations in the textbook which do not have topic. They are in unit 7, and in unit 19.

Among these various conversations, the conversations presented in unit 5 and 6 are related to the objective mentioned above. In case of the listening text; safe motherhood, presented in unit 5, on page no. 40, the students listen to the conversation between a nurse and a pregnant woman, and her husband. Then, the students make sure that they understand the instructions by doing the exercises given to them. Similarly, in case of the listening text; remedies for flu, the students listen to the conversation between a doctor and a patient. Then the students make sure that they understand the instructions by doing the exercises given to them.

### 3.2.1.2 Speaking Skill

Speaking is the second skill. The theory of teaching skill states that it should not be treated as an isolated skill. It should be integrated to the other skill areas. From this angle, this textbook tries to integrate the speaking skill to the other skills: listening, reading and writing. Sometimes, the speaking skill has been integrated to one skill only but sometimes, it has been integrated to more than one skill at a time. Some examples of the integration of the speaking skill to the other skills are as follows:

1. In the exercise no. 1 of 'Before you begin', the speaking has been integrated to the reading activities. In this exercise, the students are told to read the text (story; A Message from Another Planet) given on pages 1-2 and answer the questions orally asked there.
2. In exercise no. 11 and 16 of unit 1, the speaking skill has been integrated to the reading and writing respectively. In the exercise no. 11, the students are told to read the text (brochure; Parsa Wildlife Reserve) given on pages 16-17 quickly and answer the questions asked there. Similarly, in the exercise no. 16, the students are told to write a leaflet about a place of interest near their village or town.
3. In exercise no. 6 of 'Revision 1', the speaking has been integrated to the reading activities. In this exercise, the students are told to read the text (story) given on pages 29-30 quickly and answer the questions asked there.
4. In exercise no. 1 of unit 5, the speaking has been integrated to the reading activities. In this exercise, the students are told to read the text (anecdotes; Culture) given on pages 36-37 and answer the questions orally asked there.
5. In exercise no. 1 of unit 6, the speaking has been integrated to the reading activities. In this exercise, the students are told to read the text (drama; Career) given on pages 45-46 and answer the questions orally asked there.

6. In exercise no. 1 of unit 8, the speaking has been integrated to the reading activities. In this exercise, the students are told to read the text (drama; Generation gap) given on pages 63-64 and answer the questions orally asked there.
7. In the exercise no. 1 and 13 of unit 9, the speaking has been integrated to the reading. In the exercise no. 1, the students are told to read the text (news article; NBL Parsa....etc) given on page no. 67 and answer the questions orally asked there. Similarly, in the exercise no. 13, the students are told to read the text (letter; Village Life) give on page no. 73 and answer the questions orally asked there.
8. Speaking skill has been integrated to the reading activities in some other exercises in the textbook. They are: the exercise no. 13 of unit 10, the exercise no. 1 of unit 12, the exercise no. 1 of unit 13, the exercise no. 1 of unit 14, the exercise no. 6 of unit 15, the exercise no. 1 of unit 16 and the exercise no. 11 of unit 19. In these exercises, the students are told to read the texts and answer the questions orally asked in the respective exercises.
9. Speaking skill exercises have also been presented as pair work activities in some exercises in the textbook. These exercises are: the exercise no. 10 of 'Before you begin', the exercise no. 6 of unit 1, the exercise no. 6 of unit 2, the exercise no. 6 of unit 3, the exercise no. 3 of 'Revision 1', the exercise no. 5 of unit 4, the exercise no. 5 of unit 5, the exercise no. 6 of unit 6, the exercise no. 3 of 'Revision 2', the exercise no. 6 of unit 8, the exercise no. 5 and 6 of unit 9, the exercise no. 7 of unit 10 and the exercise no. 6 of unit 11. In these exercises, the students work in pairs where they take turn to ask and answer the questions between them. So, when the students work in pairs, they involve in listening and speaking activities at a time.

Although the textbook has tried to integrate the speaking skill to the other skill activities, it has failed to integrate the speaking skill to the listening and writing skill activities properly. Except the example mentioned in the example no. 2,

the speaking skill has been integrated only to the reading skill activities in the textbook. Similarly, the text book does not include any exercise where the speaking skill is integrated to more than one skill at a time.

Grant (1987, p. 34) says that there are three types of speech work for developing communicative skill of students. These are: drills, communicative activities and natural language use. Drills are mechanical exercises. They practise the forms of a language, and focus on accuracy. Communication activities give the students practice in using the language under controlled condition. They are more concerned with the functions of a language than the forms. These activities try to develop fluency rather than accuracy. Natural language is encouraged in the textbook because communicative activities tend to be contrived and controlled. It is very important. So, the teacher should create opportunities for natural language use through ordinary human interaction with, and between, the students.

The textbook lacks drills. There is no provision for practicing difficult sound of English, and there are also no exercises on stress and intonation. The theory behind communication is that the students learn to communicate by communication, i.e. by using the language. This is one of the features of a communicative textbook. From this angle, this textbook has enough communicative activities where students actively participate in communication.

The curriculum for secondary level (2064, p. 22) clearly states its objective, “The students will be able to speak fluently and accurately in a variety of authentic situations.” To fulfill this objective, the textbook has provided different language functions and exercises in different situations. These language functions are related to the grammatical items and language structures. Some examples are as follows:

- ) Expressing agreeing and disagreeing in unit 1.
- ) Talking about the past in unit 2 and 3.
- ) Asking for reasons, purposes and their responses in unit 4.
- ) Expressing conditions in unit 5 and 6.

- ) Expressing unexpected results in unit 1 and 7.
- ) Criticizing, expressing preferences, and conditions in 'Revision 2'.
- ) Giving and withholding permission in unit 8.
- ) Reporting statement in unit 9.
- ) Reporting question in unit 10.
- ) Reporting, giving and withholding permission in unit 11.
- ) Expressing conditions, giving/withholding permission, reporting in 'Revision 3'.
- ) Expressing preferences in unit 12.
- ) Talking about personal experiences in unit 13.
- ) Reporting commands in unit 14.
- ) Giving advice, warning in unit 15.
- ) Reporting commands, questions and withholding permission in 'Revision 4'.
- ) Interpreting tables, graphs, charts, diagrams in unit 16.
- ) Talking about the past in unit 17.
- ) Describing people, objects and actions in unit 18.
- ) Indicating time and motion in unit 19.

Students are also taught to talk about past. For this, speaking activities are included in units 2, 3 and 17. In unit 1, on pages 1-2, the drama; 'Courage of a Blind Girl' is presented as the reading text. This drama is written in past tense which is a good opportunity for the students to learn to talk about the past. Then, speaking activities are presented in the exercise no. 6 (a) of the same unit. In this exercise, the students are provided the clues and on the basis of these clues, the students are asked to work in pairs using the past perfect tense. Similarly, listening skill activities / exercises are presented in exercise no. 8, and 9 on page no.22 of the same unit. The listening text for listening exercises is also in the past tense. Similarly, the questions are also asked in the past tense where the students should also answer in the past tense. In this unit, listening skill, speaking skill and reading skill are presented in an integrated way which

is also the theory behind teaching speaking. This integration of speaking skill to the other skills also facilitates learning the speaking skill. For example, in unit 3, the students discuss and talk about the 'Road Accident' and 'A Lost Child' using past simple and past perfect continuous. Similarly, on page no. 25 of the same unit, the students work in pairs, and they take it in turns to play the roles of Surjeet Singh and his friends.

### **3.2.1.3 Reading Skill**

Reading is a complex, i.e. multi skill process and one can not say exactly one of the objectives of this skill is superior to the other. It is the third skill which is known as more advanced type of skill. The theory of teaching reading states that it should not be treated as an isolated skill. It should be integrated to the other skills. In this regard, the textbook has tried to integrate the reading skill to the other skills. Sometimes, the reading has been integrated to one skill only but sometimes, the reading skill has been integrated to more than one skill at a time. Some examples of the integration of the reading to the other skill are as follows:

1. In exercise no. 1 of 'Before you begin', the reading skill has been integrated to the speaking activities. In this exercise, the students are told to read the text (story; A Message from Another Planet) given on pages 1-2, and answer the questions orally asked there.
2. In exercise no. 2, 3, 12, 14, and 15 of unit 1, the reading skill has been integrated to the writing activities but in exercise no. 11 of the same unit, the reading has been integrated to the speaking activities. In the exercise no. 2 and 3, the students are told to read the text (poem; Weather) given on page no. 11, and write the answers of the questions asked there. Similarly, in the exercise no. 12, 14, and 15, the students are told to read the text (brochure; Parsa Wildlife Reserves) given on pages 16-17 and write the answers of the questions asked there. In the exercise no.16, the students are told to read the same text (brochure;

Parsa Wildlife Reserves) quickly and answer the questions orally asked there.

3. In exercise no. 2 and 3 of unit 2, the reading has been integrated to the writing activities. In these exercises, the students are told to read the text (drama; Courage of a Blind Girl) given on pages 19-20 and write the answers of the questions asked there.
4. In exercise no. 6 of 'Revision 1', the reading has been integrated to the speaking activities, and in exercise no. 7 and 8 of the same unit, the reading has been integrated to the writing activities. In the exercise no. 6, the students are told to read the text (story) quickly given on pages 29-30 and answer the questions orally asked there. Similarly, in the exercise no. 7 and 8, the students are told to read the same text (story) and write the answers of the questions asked there.
5. Similarly, the reading skill has also been integrated to the speaking activities in other exercises in the textbook. These exercises are: the exercise no. 1 of unit 5, the exercise no. 1 of unit 6, the exercise no. 1 of unit 8, the exercise no. 1 and 13 of unit 9, the exercise no. 13 of unit 10, the exercise no. 1 of unit 12, the exercise no. 1 of unit 14, the exercise no. 6 of unit 15, the exercise no. 1 of unit 16, and the exercise no. 11 of unit 19.
6. Reading skill exercises have also been presented as pair work activities in some exercises in the textbook. These exercises are: the exercise no. 1 of unit 2, the exercise no. 4 of unit 4, the exercise no. 3 unit 12, the exercise no. 4 of unit 16, and the exercise no.4 of unit 19. In these exercises, the students make pairs, read the texts and answer the questions discussing between them. So, while the students work in pairs, they involve themselves in listening, speaking, reading, and writing activities at a time.

The textbook tries to integrate the reading skill to the other skill activities. Similarly, this textbook includes enough texts and exercises where the reading skill is integrated to the speaking and writing activities but it does not include

enough texts and exercise where the reading skill is integrated to the listening activities.

The textbook is appreciable for providing authentic and pseudo authentic text as reading exercises according to the age and level of the students. Many reading activities of the textbook are connected with reading skill. For example, unit 1 begins with reading text. The comprehension questions and answer are also related to the text. The curriculum of grade ten focuses on different salient reading techniques in order to comprehend a variety of authentic texts. The curriculum for secondary level (2064, p. 22) states its objective, "The students will be able to read short text intensively for detailed understanding." To fulfill this objective, the textbook has provided different types of short reading texts, e.g. poem 'Knowledge' on page no. 51, brochure 'Parsa Wildlife Reserve' on pages 16-17, story 'A Message for another Planet' on pages 1-2, and drama 'Courage of a Blind Girl' on pages 19-20 and so no.

The curriculum for secondary level (2064, p. 22) states its objective, "Students will be able to show understanding of the underlying themes and ideas of texts." To achieve this objective, the textbook has provided 35 reading passages with pre - reading questions and post - reading activities. At the pre - reading stage, the teacher can use oral questions, which can act as a bridge between the teacher and the students and a text. Oral discussion is an activity between student - student, in pairs or in groups. For example, there is an essay in unit 16, on page no. 124, before teaching the text, the teacher asks the students to read the text as quickly as possible and to answer the questions as pre- reading exercises. In the same text, the students are given plenty of comprehension questions such as 'Match the word', 'True and false' and 'Read and answer' as post reading exercises. In these exercises, the students work themselves in pairs or groups and they talk about their own lives and interests. So, the language used in this textbook is student centered rather than text oriented. The best reading results are obtained when learners retrieve specific information from text by means of a variety of reading techniques. For

example, skimming, scanning, and synthesizing. The exercises like dialogues, role play, dictation, etc. are important for this reason. The more we can get the students to read and to talk, the better they will perform in all the language skills. One skill can reinforce the others. From the point of view of this point, the textbook presents a number of reading passages to encourage students for reading for pleasure. There are some reading exercises like 'Parsa Wildlife Reserve' (brochure) on pages 16-17, 'Food' (essay) on pages no. 61, 'NBL Parsa resumes banking services' (newspaper article) on page no. 67, 'Where the Rainbow Ends!' (poem) on page no. 110, 'A Payment Greater than Money' (story) on pages 128-129 and so on. These texts provide authentic reading texts and the students try to get specific information from the passages.

Reading texts are not just for practicing reading but also for presenting new language. As a result, there may be too many texts, and the readers may not find enough authentic reading materials in a textbook. Regarding this issue, there are selected reading texts, which have been adopted from different authentic sources, in this textbook. For example, the story 'A Message from Another Planet' on pages 1-2, the drama 'Courage of a Blind Girl' on pages 19-20, the drama 'Career' on pages 44-45 have been adopted from Longman (1989). Similarly, the essay 'Breast feeding' on pages 53-54 has been retrieved from [www.breastfeeding-basic.com](http://www.breastfeeding-basic.com). The essay 'Food' on page no. 61 has been adopted from Richard et al (1997). The conversation 'Most Important People' on page no. 59 has been adopted from Lapierre's 'The City of Joy'. Similarly, cartoon caption 'Rumor' on pages 91-92, has been adopted from Streamline English, OUP 1982.

The textbook also provides some literary texts and it is hoped that the students will be able to appreciate literary text to an appropriate level. Regarding this issue, there are 5 essays (Breast feeding, Food, My trip to Ilam, Health, and Wildlife Conservation), 3 dramas (Courage of a blind girl, Career, and Generation gap), 5 stories (Interview, Troublesome child, A payment greater than money, First day at school, and An accident), and 3 poems (Where the

mind is without fear, Knowledge, and Where the rainbow end!) as reading texts.

From the discussion made above, it is found that the reading materials are appropriate and suitable according to the age and level of the students. But the teacher should present a reading text and exercise in a way that will excite the interest of the students. It is very important to involve the students personally and if they are confused for the meaning of words in the texts, the teacher should ask them to look up the meaning in English - English dictionaries.

The curriculum for secondary level (2064, p. 23) states its objective, “The students will be able to understand and interpret information presented in diagrammatic form.” To fulfill this objective, the textbook has presented some exercises where the students work with a partner, or with the students, and they have to speak aloud to a partner, the teacher, or the whole class. For example, the exercise no. 5, on page no. 126. Similarly, some more writing questions are: the exercise no. 6, on pages 126-127.

### **3.2.1.4 Writing Skill**

Writing is an advanced skill and it can be taught after the speaking, and reading skills. The approach behind writing skill is to enable the students to respond appropriately in writing, and to consolidate their knowledge of the language. So, like other exercises, the writing exercise should be integrated to the other skills. In this regard, the textbook tries to integrate the writing skill to the other skills: listening, speaking, and reading. Sometimes, the writing skill has been integrated to one skill only, but sometimes, the writing skill has been integrated to more than one skill at a time. Some examples of the integration of the writing skill to the other skills are as follow:

1. In exercise no. 2 and 3 of unit 1, the writing skill has been integrated to the reading skill activities. Similarly, in the exercise no. 8 and 9 of the same unit, the writing skill has been integrated to the listening skill activities; the writing has been integrated to the speaking activities. In the exercise no. 2 and 3, the students are told to read the text (poem;

Weather) given on page no. 11 and write the answers of the questions asked there. Similarly, in the exercise no. 8 and 9, the students are told to listen to the tape and write answers of the questions asked there.

2. In exercise no. 2 and 3 of unit 2, the writing skill has been integrated to the reading activities. In these exercises, the students are told to read the text (drama; Courage of a blind girl) given on pages 19-20 and write the answers of the questions asked there. Similarly, in exercise no. 8 and 9 of the same unit; 2, the writing has been integrated to the listening activities. In these exercises, the students are told to listen to the tape and write the answers of the questions asked there.
3. In exercise no. 2, 3 and 4 of unit 3, the writing has been integrated to the reading activities and in exercise no. 8 and 9 of the same unit; 1, the writing has been integrated to the listening activities. In the exercise no. 2 and 3, the students are told to read the text (story) given on page no. 23 and write the answers of the questions asked there. Similarly, in the exercise no. 8 and 9, the students are told to listen to the tape and write the answers of the questions asked there.
4. In exercise no. 2 and 3 of unit 4, the writing skill has been integrated to the reading activities. Similarly, in the exercise no. 8 and 9 of the same unit, the writing has been integrated to the listening activities. In the exercise no. 2 and 3, the students are told to write the answers of the questions asked there. In the same way, in the exercise no. 8 and 9, the students are told to listen to the tape and write the answers of the questions asked there.
5. Writing skill exercises have also been presented as pair work activities in some exercises in the textbook. These exercises are: the exercise no. 4 of 'Before you begin', the exercise no. 4 of unit 2, the exercise no. 4 and 9 of 'Revision 1', the exercise no. 4 of unit 4, the exercise no. 4 and 7 of unit 5, the exercise no. 5 and 16 of unit 6, the exercise no. 5 of unit 7, the exercise no. 5 of unit 8, the exercise no. 8 and 16 of unit 9 and, the exercise no. 5, 6, and 11 of unit 10. In these exercises, the students

make pairs and write the answers of the questions discussing between them. So, when the students work in pairs, they involve themselves in listening, speaking, reading, and writing activities at a time.

The textbook tries to integrate the writing skill to the other skills which is a good attempt, but except the exercise no. 16 of 'Before you begin' and the exercise no. 16 of unit 1; the textbook does not include the texts and exercises where the writing has been integrated to the speaking. Almost all the writing texts and exercises have been integrated to the listening and reading activities.

Many textbooks contain traditional exercises which practise only the forms of language but it should be replaced by providing some creative writing exercises. If the exercises are not suitable, the textbook can not achieve the purpose of writing.

The curriculum for secondary level (2064, p. 23) mentions its objective, "Students will be able to produce a variety of written text and they express ideas in clear and grammatically correct English, using appropriate punctuation." To achieve this objective, this textbook has provided 39 writing exercises. On average, at least 2 writing exercises are found in each unit. The textbook gives very clear instructions to the teachers and the students.

Exercises like 'Filling the gaps', 'Sentence completion', 'Writing letters', 'Writing short and long answer', etc. help the students in expressing their ideas in their own plain language. All the exercises, which have been presented in this textbook, are related to semi guided, and free writing exercises. Some examples of the guided writings are as follows:

- a) On page no. 10, in exercise no. 16 (a), students are asked to write about their village or town in about 200 words. They are asked to include the following clues:

Location	Climate	Population Religion
Crops	Specialties	

b) Similarly, in unit 1, in exercise no. 4, on page no. 12, students are asked to write a letter to their friends describing the weather in their region.

They are provided the following clues:

The place you like weather (hot / cold / temperate)                      Birds

Vegetation

c) In unit 1, in exercise no. 16, on page on. 18, students are asked to write a leaflet about a place of interest near their village or town. They are provided the following clues to write the leaflet;

Location                      Area it covers                      interesting features

Accessibility

Similarly, some examples of the free writing are as follows:

a) In unit 18, in exercise no. 6 (b), on page no. 140, students are asked to write a paragraph or a couple of paragraph about their experience of first day at school.

b) In unit 3, in exercise no. 9 (a), on page no. 30, students are asked to write a story.

c) Similarly, in unit 5, in exercise no. 4 (a), students are asked to write a couple of paragraph about a festival which is celebrated in their village or town or by their community.

Grant (1987, p. 101) mentions that the communicative writing exercises can have three different kinds of purposes: functional, personal, and imaginative.

An example of the functional purposes of writing exercises might be an apologizing for missing a lesson. In personal writing, students write about one, one's best friends, or one's family in imaginative. The subject matter might be so interesting that the students do not feel the fact that there is no definite personal or functional aim. To fulfill these purposes, the textbook has provided different exercises and opportunities to the students. These are as follows:

    J Writing a letter to friend (p. 12, p. 25, p. 32, p. 38, p. 46, p. 62)

    J Writing to pen friend (p. 38)

- ) Writing reports are related and news article to different local activities to the newspaper (p. 40, p. 71)
- ) Writing an essay (p. 43, p. 90, p. 115, p. 165)
- ) Writing about the favorite city or village (p. 4, p. 82, p. 160)
- ) Writing story (p. 25, p. 30, p. 106)
- ) Writing a conversation (p. 32)
- ) Writing a paragraph (p. 38, p. 52, p. 56, p. 62, p. 65, p. 82, p. 111, p. 123)
- ) Writing a summary (p. 43, p. 79)
- ) Writing rules and regulations (p. 84)
- ) Writing biography (p. 97)
- ) Writing directions (p. 135)
- ) Writing diary for a day (p. 140)

The presentation of writing exercises in the textbook is quite satisfactory. The textbook contains description related to different local places. It also provides pictorial reading materials as an integrated purpose. These exercises are supposed to help the students in writing a very short story on a simple event or joke. The textbook also includes the style of writing newspaper report and on page no. 48, and articles on page no. 71. So, it is believed that the objective, i.e. “Students will be able to write / describe on object or a process” can be fulfilled through this textbook.

The curriculum for secondary level (2064, p. 23) states its objective, “Transfer information from tables, charts and diagram to prose and vice - versa.” To fulfill this objective, this textbook has provided par orthographic texts on page no. 126 and 127. On page no. 126, examples of bar diagram and pie chart have been given to the students, and they are asked to make a bar diagram from the data given in exercise no. 6. Similarly, on page no. 127, the students are provided the data and they are asked to convert the data into pie charts.

The best writing exercises have a purpose other than merely that of language practice. The students should produce a variety of authentic text types, e.g.

writing postcards, phone messages, letters, bio-data, job application, notices advertisements, etc. They should be linguistically suitable to both in terms of grammar and vocabulary, and they should be neither too easy nor too difficult. The exercises given in this textbook are highly practice oriented. The textbook needs longer hours of teaching to practise activities. All 19 units of the textbook must be broken down into 5 to 10 lessons. It is seen that most of the teachers set the writing lessons as class tests or homework. The textbook greatly emphasizes on writing letters, stories, paragraphs, descriptions, newspaper articles but there is no provision for writing exercises such as postcard writing, questionnaire, bio-data, notices and advertisement, even if they are mentioned as the objective in the curriculum (2064).

The curriculum for secondary level (2064, p. 23) states its objective, “The students will be able to make notes on a variety of texts and they produce summaries based on such notes.” This objective is appreciable, and to achieve this objective, this textbook has given more emphasis on summary writing. For example, the exercise no. 16 (a) on page no. 43, the exercise no. 11 on page no. 79, etc. In these exercises, the students are asked to write summary of the text.

The curriculum for secondary level (2064, p. 23) mentions its another objective, “Write about personal experiences and opinions creatively.” To fulfill this objective, the textbook has provided different exercises and opportunities to the students, e.g. writing letters, writing essays, writing rules and regulations, etc. Some examples of these exercises are as follows:

- a) In exercise no. 4 (b) on page no. 38 of unit 5, students are asked to write a letter to their pen friends describing about the festival that they celebrate.
- b) In exercise no. 16 (b) on page no. 82 of unit 10, students are asked to write an essay about life in their town or village.
- c) In exercise no 5 (a) on page no. 84 of the unit 11, students are asked to write rules and regulations in our country part of the country, and they

are also asked if they like or not. Similarly, they are asked to give reasons for their likes or dislikes.

### **3.2.2 Grading and Sequencing**

Grading and sequencing mean ordering the teaching items in scientific and systematic way. It simply means which items should come first and which come next; which one precedes and which one follows. The purpose of grading and sequencing is to make the content easy and quick to learn. So, it means passing from known to unknown by easy stages each of which serves as a preparation for the next. In a sentence, grading and sequencing is the process of ordering the contents in an appropriate order for easing the teaching learning process. Sequencing of the teaching items should be based on according to the maxim of (a) simple to complex, (b) known to unknown, (c) more useful to less useful, (d) whole to part, (e) concrete to abstract, etc.

Teaching materials used in this textbook are well graded and sequenced because the textbook maintains the principle of grading and sequencing, i.e. while sequencing the language items, the maxims of simple to complex, known to unknown, whole to part, concrete to abstract, etc. are not violated. Some examples are as follows:

- 1) The maxim of simple to complex says that the simple or easy items should be taught before teaching complex or difficult items. The textbook also tries to order the teaching items following this maxim. The textbook has presented the simple or easy teaching items before it presents complex or difficult items. Some examples are as follows:
  - a) Past simple and past perfect tense are taught in unit 2. Similarly, past perfect continuous is taught in unit 3. Then, first conditional and second conditional sentences are taught in unit 5 and 6.
  - b) In teaching reported speech, reporting statements is taught in unit 9. Then, reporting questions, reporting yes/no questions are taught in unit 10, reporting permissions is taught in unit 14.

- c) In teaching writing, writing letters is taught first. Then, writing story, writing dialogue, writing summary, writing essay, writing news story, writing biography, writing poems, etc. are taught.
- d) In teaching writing letters too, controlled and personal letter writing are taught first. Then, free writing letter writing is taught, e.g. in the exercise no. 4 of unit 1, the students are taught to write a letter to their friend describing the weather in their region on the basis of the clues given there. Similarly, in the exercise no. 5 of unit 6, the students are taught to write a letter to one of their friend describing how they persuaded their parents to allow them to go to university for which the students are given the starting of the letter, i.e. how they can start writing a letter.
- 2) Similarly, the maxim of known to unknown says that the students should be taught known things before teaching unknown things. The textbook also tries to order the teaching items following this maxim. The textbook has presented the known items first, e.g. the reading texts 'Weather' and 'Parsa Wildlife Reserve' are taught in unit 1, 'Hailstorm' is taught in unit 3, 'Personal Problem' is taught in unit 4, 'Culture' is taught in unit 5 and so on. The reading text 'Weather' describes about the summer and winter seasons. Similarly, the reading text 'Parsa Wildlife Reserve' describes about the Parsa wildlife reserve which is in our country. The reading text 'Hailstorm' describes the damages caused by hailstorm which is also a common and a serious problem faced by a mountainous country like Nepal. In the same way, the reading text 'Culture' describes the main festivals celebrated in Nepal. These texts are not new to the students because these texts are about their own environment (Weather), country part (Parsa Wildlife Reserve), problem (Hailstorm), festivals (Culture).
- 3) The maxim of more useful to less useful says that the more useful teaching items should be taught earlier than the less useful. The textbook

has also tried to order the teaching items following this maxim. Some examples are as follows:

- a) Writing a letter is taught in the first three units. Then, the students are taught to write stories, paragraphs, summaries, postcards, biographies and so on.
- b) Similarly, the reading texts 'Pars Wildlife Reserve' is taught in unit 1, the reading text 'Courage of a Blind Girl' is taught in unit 2, the reading text 'Computer' is taught in 'Revision 1', the reading texts 'Culture' and 'Where the Mind is without Fear' are taught in unit 5, the reading text 'Career' and 'Knowledge' are taught in unit 6, etc.

Grading and sequencing are of two types: vertical and horizontal. In vertical grading and sequencing, teaching items are graded and sequenced in vertical order, i.e. between different units of a textbook or between different units or subjects of different level. In the textbook, the vertical grading and sequencing is between different units of the same textbook, e.g. writing a letter is taught in unit 1, 3, 4, 9 and in 'Revision 2'. Past tense has been presented in unit 2, 3, and 'Revision 1', etc. Similarly, in grading and sequencing, teaching items are graded and sequenced in horizontal order, i.e. between different units of the same grade or between different units / subjects of the same grade. In the textbook, horizontal grading and sequencing is between different units of the same textbook or between different texts of a unit, e.g. in unit 5, the students are taught to write paragraph, summary, and essay. Similarly, in unit 18, the students are taught reported speech, causative and passive voices, etc. The table of contents of English textbook for grade ten which has been presented in appendix 2 of this research also shows the order of the teaching items presented in the textbook.

### **3.2.3 Appropriateness of Texts**

This textbook is rich in providing appropriate texts for reading and discourse skill. The textbook includes 2 brochures ('Parsa Wildlife Reserve' and 'Computer'), 2 memoirs ('Hailstorm' and 'Childhood'), 2 letters ('Personal

Problem' and 'Village Life'), 1 anecdote ('Culture'), 1 newspaper article ('NBL Parsa.....etc.'), 4 regulations ('Cultural Differences', 'Hostel', 'Bus', and 'Zoo'), 1 cartoon caption ('Rumour'), 1 biography ('Florence Nightingale'), 1 conversation ('Directing a Tourist'), 5 essays ('Breast Feeding', 'Food', 'My Trip to Ilam', 'Heath', and 'Wildlife and Conservation'), 5 stories ('Interview', 'Troublesome Child', 'A Payment Greater than Money', 'First Day at School', and 'An Accident'), 3 dramas ('Courage of a Blind Girl', 'Career', and 'Generation Gap') and 3 poems ('Where the Mind without Fear', 'Knowledge', and 'Where the Rainbow End!') as the reading texts. Similarly, the textbook provides more passages for reading skill. Such types of natural and authentic reading texts provide real situations to develop reading skill for the students.

### **3.2.4 Authenticity of Tests**

This English textbook for grade ten provides 25 tape scripts and 71 listening exercises based on these tape scripts. These tape scripts provide 14 dialogues, which are recorded in the native speaker's voice. Similarly, these dialogues have been taken from the real life situation. Some examples are as follows:

- a) The dialogue presented in unit 1 is about exchanging information between Nepal and Switzerland. In this dialogue, the characters: Sarah, Elizabeth, and Sandip talk about similarities and differences between Nepal and Switzerland. Based on this dialogue, 3 exercises have been given on page no. 15 which include 'Look and guess', 'Listen and match', and 'Listen and answer'.
- b) The dialogue presented in unit 4 is about career. In this dialogue, the characters talk about their career in future. Based on this dialogue, 3 exercises have been given on page no. 35 which include 'Look and guess', 'Listen and answer', and 'Listen and complete'.
- c) The dialogue presented in unit 5 is about safe motherhood. In the dialogue, the characters: nurse and the patients talk about taking care in pregnancy for safe motherhood. Based on this dialogue, 3 exercises have

been given on pages 40-41 which include 'Look and guess', 'Listen and answer', and 'Listen and complete'.

- d) The dialogue presented in unit 6 is about preference. In the dialogue, the characters talk about their likes and dislikes. Based on this dialogue, 3 exercises have been given on page no. 48 which include 'Look and guess', 'True and false', and 'Listen and complete'.
- e) The dialogue presented in unit 7 is about vacancy. In the dialogue, the characters talk about job vacancy in a bank. Based on this dialogue, 3 exercises have been given on pages 57-58 which include 'Look and guess', 'true or false', and 'Listen and answer'.
- f) The dialogue presented in 'Revision 2' is about most important people. In the dialogue, the characters talk about most important people and give reasons for their preference. Based on this dialogue, 2 exercises have been given on page no. 59 which include 'Look and guess', and 'complete the table'.
- g) The dialogue presented in unit 8 is about nature conservation. In the dialogue, the characters talk about what are allowed and what are not allowed during treks. Based on this dialogue, 3 exercises have been given on page no. 66 which include 'Look and guess', 'True and false', and 'Listen and complete'.
- h) The dialogue presented in unit 9 is about saving the trees. In the dialogue, the characters talk about saving the trees. Based on this dialogue, 3 exercises have been given on pages 71-72 which include 'Look and guess', 'True and false', and 'Listen and answer'.
- i) The dialogue presented in 'Revision 3' is about higher studies. In the dialogue, the characters talk about higher studies and job opportunities. Based on this dialogue, 2 exercises have been given on page no. 87 which include 'Look and guess', and 'Listen and answer'.
- j) The dialogue presented in unit 12 is about begging. In the dialogue, the characters talk about how did they become beggar? Do they like begging? And what do they mind? What do they not mind? Based on

this dialogue, 2 exercises have been given on page no. 94 which include 'Listen and complete', and 'Listen and answer'.

- k) The dialogue presented in unit 14 is about a party. In the dialogue, the characters talk about planning a surprise party. Based on this dialogue, 3 exercises have been given on page no. 108 which include 'Look and guess', 'True and false', and 'Listen and complete'.
- l) The dialogue presented in 'Revision 4' is about examination. Based on this dialogue 3 exercises have been given on page no. 120 which include 'Look and guess', 'True and false', and 'Listen and answer'.
- m) The dialogue presented in unit 16 is about remedies for flue. In the dialogue, the characters talk about symptoms of flue and remedies for it. Based on this dialogue, 3 exercises have been on page no. 127 which include 'guess before you listen', 'True and false', and 'complete the table'.
- n) The dialogue presented in unit 19 is about past events. Based on this dialogue, 3 exercises have been on page no. 152 which include 'Look and guess', 'listen and do', and 'Listen and answer'.

In the same way, the speaking test exercises also include dialogues. These dialogues have been written for the practice of the language functions presented in the textbook. The language functions presented in the textbook have already been presented in '3.2.1 The Presentation of the Skill'. The language functions are related to the grammatical items and language structures. For making the students practise these language functions, short and simple dialogues have been designed in different situations. These situations are taken from the real life situations. For the practice of the dialogues, the examples have been given to the students, and they are asked to work in pairs taking the turns in practising the structures. This feature has made the dialogues more natural and authentic. Some examples of the dialogues presented in the speaking test are as follows:

- a) In unit 1, in exercise no. 6, the textbook tries to teach the language function ‘expressing agreeing and disagreeing’ through the structure ‘I agree.....’, ‘I don’t agree.....’ An example has been given to the students, and the students are asked to practise the dialogue on the basis of the situations given there.
- b) In unit 2, in exercise no. 6, the textbook tries to teach ‘talking about the past’ through past simple tense and past perfect tense. An example has been given to the students, and the students are asked to practise the dialogue on the basis of the situations given there.
- c) In unit 4, in exercise no. 5, the textbook tries to teach the language functions ‘asking for reasons, purposes and their responses’. Some examples have been to the students and the students are asked to practise the dialogues on the basis of situations given there.
- d) In unit 5, in exercise no. 5, the textbook tries to teach language function, ‘expressing conditions’ through ‘second conditional’. . An example has been given to the students, and the students are asked to practise the dialogue on the basis of the situations given there.
- e) In unit 6, in exercise no. 6, the textbook tries to teach the language function; ‘expressing conditions’ through ‘second conditional’. An example has been given to the students, and the students are asked to practise the dialogue on the basis of the situations given there.
- f) In unit 8, in exercise no.6, the textbook tries to teach the language function ‘giving and withholding permission, through the structure ‘can I + verb +.....’, ‘you can +.....’ An example has been given to the students, and the students are asked to practise the dialogue on the basis of the situations given there.
- g) In unit 19, in exercise no. 6, the textbook tries to teach the language function ‘indicating time and motion’. In this exercise, one student should ask the question in ‘present perfect continuous’ and another student should answer the question in the same tense. For this exercise

too, some example have been given to the students, and the students are asked to practise the dialogue on the basis of the situations given there.

### **3.2.5 Naturalness of Tests**

Speaking test materials used in this textbook are natural and real. The materials have been selected from real life situation. The textbook provides 15 language functions in different situations. These language functions are related to the grammatical items and language structures. The language functions presented in the textbook are as follows:

- ) Asking and giving for permissions in 'Before you begin'.
- ) Expressing agreeing and disagreeing in unit 1.
- ) Talking about the past in unit 2.
- ) Asking for reasons, purposes and their responses in unit 4.
- ) Expressing conditions in unit 5 and 6.
- ) Expressing unexpected results in units 1 and 7.
- ) Criticizing, expressing preferences, and conditions in 'Revision 2'.
- ) Giving and withholding permission in unit 8.
- ) Reporting statement in unit 9.
- ) Reporting question in unit 10.
- ) Reporting, giving and withholding permission in unit 11.
- ) Expressing conditions, giving/withholding permission, reporting in 'Revision 3'.
- ) Expressing preferences in unit 12.
- ) Talking about personal experiences in unit 13.
- ) Reporting commands in unit 14.
- ) Giving advice, warning in unit 15.
- ) Reporting commands, questions, and withholding permission in 'Revision 4'.
- ) Interpreting tables, graphs, charts, diagrams in unit 16.
- ) Talking about the past in unit 17.

- ) Describing people, objects and actions in unit 18.
- ) Indicating time and motion in unit 19.

In some exercises, speaking skill has also been integrated to the reading and writing activities. In these integrations, the same text or material has been used commonly for the integrated exercises. Some examples of the integration of the speaking skill to the other skills are as follows:

1. In the exercise no. 1 of 'Before you begin', the speaking has been integrated to the reading activities. In this exercise, the students are told to read the text (story; A Message from Another Planet) given on pages 1-2 and answer the questions orally asked there.
2. In exercise no. 11 and 16 of unit 1, the speaking skill has been integrated to the reading and writing respectively. In the exercise no. 11, the students are told to read the text (brochure; Parsa Wildlife Reserve) given on pages 16-17 quickly and answer the questions asked there. Similarly, in the exercise no. 16, the students are told to write a leaflet about a place of interest near their village or town.
3. In exercise no. 6 of 'Revision 1', the speaking has been integrated to the reading activities. In this exercise, the students are told to read the text (story) given on pages 29-30 quickly and answer the questions asked there.
4. In exercise no. 1 of unit 5, the speaking has been integrated to the reading activities. In this exercise, the students are told to read the text (anecdotes; Culture) given on pages 36-37 and answer the questions orally asked there.
5. In exercise no. 1 of unit 6, the speaking has been integrated to the reading activities. In this exercise, the students are told to read the text (drama; Career) given on pages 45-46 and answer the questions orally asked there.
6. In exercise no. 1 of unit 8, the speaking has been integrated to the reading activities. In this exercise, the students are told to read the text

(drama; Generation gap) given on pages 63-64 and answer the questions orally asked there.

7. In the exercise no. 1 and 13 of unit 9, the speaking has been integrated to the reading. In the exercise no. 1, the students are told to read the text (news article; NBL Parsa....etc) given on page no. 67 and answer the questions orally asked there. Similarly, in the exercise no. 13, the students are told to read the text (letter; Village Life) give on page no. 73 and answer the questions orally asked there.

Speaking skill has also been integrated to the reading activities in some other exercises in the textbook. In these exercises, the students are told to read the texts and answer the questions orally asked in the respective exercises. They are: the exercise no. 13 of unit 10 (story), the exercise no. 5 of the 'Revision 3' (passage), the exercise no. 1 of unit 12 (cartoon caption), the exercise no. 1 of unit 13 (biography), the exercise no. 1 of unit 14 (memoir), the exercise no. 6 of 'Revision 4' (story), the exercise no. 1 of unit 16 (essay), and the exercise no. 11 of unit 19 (poem).

These integrations of speaking skill to the other activities facilitate the students to learn the speaking skill in an integrated way. The students get more opportunities to learn the speaking skill which play an important role for developing the self confidence to the students. Similarly, the presentations of the stories, poems, essays, dramas, passages, brochures, anecdotes, news article, cartoon captions, biographies, memoirs, etc. as the speaking test materials provide real flavor to the students because the students are encountered more to these texts in their real life situation. So, talking about these texts brings curiosity to the students. So, presentation of the literary texts as the speaking materials has become a bonus to the students.

Speaking exercises have also been presented as pair work activities in some exercises in the textbook. In these exercises, the students work in pairs where they take turn to ask and answer the questions between them. So, when the

students work in pairs, they involve themselves in listening and speaking activities at a time. Some examples are as follows:

- a) In the exercise no. 10 of 'Before you begin', the students are taught the language function 'asking and giving for the permission'.
- b) In the exercise no. 6 of unit 1, the students are taught to the language function 'expressing agreeing and disagreeing'.
- c) In the exercise no. 6 of unit 2, the students are taught the language function 'talking about the past'.
- d) In the exercise no. 6 of unit 3, the students are taught the language function 'talking about the past'.
- e) In the exercise no. 3 of 'Revision 1', the students are taught the language function 'expressing probability, and agreeing and disagreeing'.
- f) In the exercise no. 5 of unit 4, the students are taught the language function 'asking for reasons, purposes and their responses'.
- g) In the exercise no. 5 of unit 5, the students are taught the language function 'expressing condition'.
- h) In the exercise no. 6 of unit 6, the students are taught the language function 'expressing condition'.
- i) In the exercise no. 3 of 'Revision 2', the students are taught the language function 'expressing unexpected results'.
- j) In the exercise no. 6 of unit 8, the students are taught to the language function 'giving and withholding permission'.
- k) In the exercise no. 5 and 6 of unit 9, the students are taught the language function 'reporting statements'.
- l) In the exercise no. 7 of unit 10, the students are taught the language function 'reporting questions'.
- m) In the exercise no. 6 of unit 11, the students are taught the language function 'reporting, giving and withholding permission'.

- n) In the exercise no. 3 of 'Revision 3', the students are taught the language function 'expressing conditions, giving and withholding permissions, and reporting'.
- o) In the exercise no. 4 of unit 12, the students are taught the language function 'expressing preference'.
- p) In the exercise no. 6 of unit 13, the students are taught the language function 'talking about the past'.
- q) In the exercise no. 7 of unit 14, the students are taught the language function 'reporting commands'.
- r) In the exercise no. 5 of unit 15, the students are taught the language function 'giving advice, and warning'.
- s) In the exercise no. 4 of 'Revision 4', the students are taught the language function 'reporting commands, questions and, withholding permissions'.
- t) In the exercise no. 5 of unit 16, the students are taught the language function 'interpreting tables, graphs, charts, diagram'.
- u) In the exercise no. 5 of unit 17, the students are taught the language function 'talking about the past'.
- v) In the exercise no. 5 of unit 18, the students are taught the language function 'describing people, objects and actions using causatives, active/passive voices and relative pronouns'.
- w) In the exercise no. 7 of unit 19, the students are taught the language function 'indicating time and motion'.

These language functions have been taken from the day to day life. So, these pair - work activities are found natural and real to the real life situation.

### **3.2.6 The Relationship of Tests and Exercises**

The need of the students of this level is to be able to communicate to the native and non native speaker of English language. At the same time, the students should be able to read and understand the texts and materials written in English language, and write in grammatically correct English language. The thorough

study and analysis have already been made in '3.2.1 'The presentation of the Skills' of this research. So, it is clear that the tests and exercises presented in this textbook are very practical because the textbook provide different exercises from real life situation, e.g. letter writing, essay writing, biography writing, story writing, etc. Exercises on language functions such as agreeing and disagreeing, asking for reasons and purposes, expressing probability, expressing conditions, asking for permission, communication, exercises on tense will also help the students to correct their language accuracy and fluency. So, it can be said that tests and exercises presented in the textbook fulfill the needs of the learners.

### **3.2.7 Provision for Self-study**

This textbook is a very good material for self study. The language from day to day communication has been used in this textbook. Exercises have been given only after presenting the enough examples. Similarly, the lessons have also been well organized. The presentation of the language skill is also systematic. In the same way, pictures have been presented in a good number. Along with those things, difficult words' meanings have been also presented in the glossary which makes this textbook, a good material for self study for the students.

### **3.2.8 Transparency of Materials**

The materials, tests and exercises used in this textbook are taken from real life situation. They are also natural and authentic, of which the thorough study and discussions have already been made in the respective sections of the study. So, the materials, tests, and the exercise used in this textbook are equally attractive to both the students and the teachers.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter includes the findings of this research, and the recommendations based on the findings of the study.

#### **4.1 Findings**

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

##### **4.1.1 Strengths of the Textbook**

This new English textbook for grade ten has the following strengths:

- ) The textbook is appropriate in size. So, it is easily portable.
- ) The spacing between words, lines and paragraphs is satisfactory.
- ) The language used in the textbook is simple and of day to day life.
- ) The language has been well organized and sequenced into teachable units.
- ) Enough examples are given for the students.
- ) The exercises are given in excessive number for the practice.
- ) Revision exercises are provided at regular interval.
- ) The difficulty level of the exercises is according to the level of the students which facilitates the students for self reading.
- ) The presentation of the language skills is quite satisfactory.
- ) Presentation of the listening, speaking, reading and writing texts is scientific because it covers all the stages, i.e. pre, while and post.
- ) Writing skill exercises provided in the textbook are also appropriate according to the age level of the students.
- ) The textbook has provided good text beyond sentence level for reading and writing skills.
- ) All the language skills are presented in the integrated way.

- ) The textbook is successful to maintain the law of justice, i.e. it does not have any kind of biasness.
- ) The textbook advocates on girl's education by including the teaching materials like 'Career' (drama), biography of 'Florence Nightingale'.
- ) Through the text 'Courage of a Blind Girl' the textbook has tried to convey the message of equality and equity in education.
- ) The textbook has the vocabulary list of difficult words used in the textbook.
- ) Visual materials have been used in a good number.
- ) Authentic listening test materials have been used in the textbook.
- ) Natural speaking test materials have been used in the textbook.
- ) The exercises presented in this textbook suit the learners' need.
- ) The textbook is a good example of self study material.
- ) The materials used in this textbook are equally attractive to both the students and the teachers.
- ) The textbook includes enough texts and exercises where the listening skill is integrated to the writing activities.
- ) The textbook also includes enough texts and exercises where the speaking skill has been integrated to the reading activities.
- ) The textbook includes enough texts and exercises where the writing skill is integrated to the listening and reading activities.
- ) Pair work activities of speaking and writing skill are provided in a good number in the textbook.

#### **4.1.2 Weaknesses of the Textbook**

This new English textbook for grade ten has the following weaknesses:

- ) The cover page design and paper quality are low.
- ) Binding of the textbook is weak.
- ) All the pictures used in this textbook are hand drawn, and these pictures are in black and white color.

- ) Pictures are also not clear.
- ) Drill which is very good technique at this level for sound practice has not been used.
- ) The textbook has become failure in teaching writing invitation, postcards, CVs, notices and advertisements etc., in spite of its objectives.
- ) Matching items and multiple choice items are not used in proper number.
- ) The textbook has not provided enough exercises in interpreting charts and maps.
- ) There are no exercises on intonation, stress, etc.
- ) Although the content of the textbook mentions auto biography as a reading material in unit 10, there is not any autobiography provided in the textbook as a reading material.
- ) Most of the listening skill exercises are integrated to the writing activities only.
- ) The textbook provides very few texts and exercises where the listening skill is integrated to the reading activities.
- ) No pair work activities of listening skill can be found in the textbook.
- ) Although the textbook has tried to integrate the speaking skill to the other skill activities, it has failed to integrate the speaking skill to the listening and writing skill activities properly.
- ) Except the exercise 16 of unit 1; where the speaking skill has been integrated to the writing skill, the speaking skill has been integrated only to the reading skill activities in the textbook.
- ) Similarly, the text book does not include any exercise where the speaking skill has been integrated to more than one skill at a time.
- ) Almost all the writing activities are integrated to the listening and reading activities.

- ) Pair work activities of speaking skill are provided in a very low number.

## **4.2 Recommendations**

On the basis of the findings given above, the following recommendations have been made:

- ) The paper quality should be improved.
- ) Binding should be made strong.
- ) Original photographs and colorful pictures can be used to make the materials natural.
- ) Drill should be included.
- ) Pictures should be clear.
- ) Lessons on teaching writing invitations, CVs, notices and advertisements, etc. should be included in the textbook in the textbook. Matching items and multiple choices items questions can be increased.
- ) Matching items and multiple choice items should be provided in proper number.
- ) Table of contents of should be corrected.
- ) Exercises on interpreting charts and maps should be increased.
- ) The textbook should include the exercises on stress and intonation, so that the students will express a range of emotions using the appropriate phonology features.
- ) The textbook should include more texts and exercises where the writing skill is integrated to the speaking activities.
- ) The textbook should also include more texts and exercises where the listening skill is integrated to the speaking and reading activities.
- ) Pair work activities of listening and speaking skills should be increased.

# Appendix 1

## Glossary

### A

abandon (v)	give up, to desert
abruptly (adv)	suddenly, unexpected
absorb (v)	take in, to suck in
accessible (adj)	able to be reached
aghast (adj)	filled with fear and or surprise
allergy (n)	sensitivity to particular food, insects, etc.
amiss (adj)	wrong or incorrect
ancestor (n)	forefather
apparently (adv)	clearly
appealing (adj)	sympathetic, moving
appetite (n)	desire, particularly for food
applause (n)	hand clapping, loud approval
appliance (n)	instrument, tool
ascend (v)	go to the top of
ashamed (adj)	feeling shame
avalanche (n)	great mass of snow or rocks sliding down mountain

### B

bar (n)	rail or rod across a gate, door, etc.
beech (n)	a kind of tree
bend (v)	become curved or regular
betel (n)	<i>paan</i>

be tumble (v)	shake gently
bill (n)	horny part of a bird's mouth
bloom (v)	flower, bear flowers
blunt (adj)	not sharp or pointed
bolster (v)	strengthen or boost up
Braille (n)	system or reading and writing for blind people
Buck (n)	male deer or rabbit
Bruise (n)	an injury which appears as purple mark on our body

## **C**

calories (n)	units of energy supplied by food
captive (n) + (v)	taken prisoner, kept as prisoner
catastrophe (n)	sudden happening that causes great suffering or destruction
chestnut (n)	a kind of tree with brown red nuts
circumstance (n)	condition
claws (n)	pointed nails on the feet of an animal or bird
combat (v)	fight, to struggle
concerned (adj)	anxious
conserve (v)	save from destruction, to keep
conspicuously (adv)	in a way which attracts attention
couch (n)	long bed - like seat

## **D**

decent (adj)	right, suitable, respectable
declare (v)	make known publicly and clearly
depressed (adj)	low in spirit

designate (v)	mark or point out clearly
determine (v)	decide
devour (v)	eat hungrily and greedily
disperse (v)	scatter
diary (n)	daily record of events
dilemma (n)	situation in which one has to choose between two things, ideas or situations
display (v)	show
distressing (adj)	painful, uncomfortable
downpour (n)	heavy rain
dreary (adj)	dull, gloomy
drizzle (n)	light, fine rain
dusk (n)	faint light around

## **E**

ensure (v)	make sure
expulsion (n)	throwing out

## **F**

fade (v)	lose color, freshness, vigor, etc.
fallow (adj)	(of land) plough but not sown or planted
farmhand (n)	farm worker
flavor (n)	distinctive taste
flora and fauna (n)	animal and plant life
frantically (adv)	madly, crazily
fright (n)	sudden fear

## G

grille (v)	frame or lattice
gasp (v)	take a short quick breath
gazelle (n)	deer, antelope
granary (n)	storehouse for grain

## H

hailstones (n)	small balls of ice fallings as rain
hailstorms (n)	storm of frozen rain or small ball of ice
hardship (n)	severe sufferings, troubles
harrow (n)	pointed part (made of iron) in a plough, <i>faali</i>
hazard (n)	risk, danger
horoscope (n)	record of the position of the stars and planets for the purpose of fortune telling
howling (n)	long, loud sound (usually animal)
hyena (n)	wolf – like animal

## I

immune (adj)	free, secure
implement (v)	carry into effect
indigestion (n)	difficulty in digesting food
indiscriminately (adv)	without any care, without choosing or prioritizing
infirmity (n)	weakness
inhabitant (n)	person living in a place
insertion (n)	act or putting or placing something in something else
integral (adj)	necessary for completeness

interfere (v)	hinder or get in the way
intervene (v)	come between two people, interrupt
irrigation (n)	supplying fields with water

## **J**

jackfruit (n)	<i>katahar</i>
jolting (adj)	moving jerkily
jostle (v)	push
jubilant (adj)	triumphant, joyous

## **K**

knit (v)	make articles of cloth by looping wool
knobbly (adv)	sticking out

## **L**

leftovers (n)	food that remains uneaten after a meal
lentil gravy (n)	<i>daal</i>
loot (n)	goods taken away forcefully and unlawfully by thieves

## **M**

manipulate (v)	operate, handle with skill
mattock (n)	tool for digging ground, space
meadow (n)	grassland
mentally restarted (adj)	mentally undeveloped
mess (n)	state of disorder, confusion or dirt
millennium (n)	period of thousand years
mimic (v)	imitate, to pretend to be somebody else

mock (v)	make fun, to ridicule
monk (n)	male member of a religious community <i>saadhau</i>
mortgage (v)	give somebody a claim on property as a security for payment of a debt or loan

## N

nestling (n)	baby bird too young to fly or leave the nest
noble (adj)	having a good character
nutritionist (n)	person who is an expert on food and diet

## O

offence (n)	wrongdoing, crime, hurt feeling
omen (n)	sign of future good or evil
ornament (n)	thing such as ring, nose ring, bangles, etc. worn particularly by women

## P

palm civet (n)	small cat like animal
pause (n)	short interval or stop
pavement (n)	footpath
pawnbroker (n)	a person who lends money at interest
peafowl (n)	a kind of bird
pessimistic (adj)	always expecting things to badly
pest (n)	troublesome thing, often an insect
pesticides (n)	chemicals used to kill pests
pickled (adj)	preserved in salt and vinegar
plague (n)	disease which passes from one living thing to another

planet (n)	heavenly body which circles a sun, e.g. the Earth
plank (n)	a long, thin rectangular piece of wood
plight (n)	unfortunate condition
plot (n)	secret plan
plumber (n)	workman who fits pipes etc. in a house
ply (v)	offer a service
pollution (n)	dirt, filth
pool (n)	small area of still water
potential (adj)	possible
pound (n)	UK currency
predator (n)	animal that kills and eats other animals
premature (adj)	early, untimely
prosperous (adj)	flourishing

## **R**

reckon (v)	think, consider
recycle (v)	process to make other materials from old things
rely (v)	depend upon with confidence
reprimand (v)	rebuke, to criticize public
restaurant (n)	a person who owns and manages a restaurant
rook (n)	crow – like bird
row (n)	number of person or things in a line
rudely (adv)	impolitely, disrespectfully

## **S**

sack (n)	bag made of jute or plastic fibers to carry things such as grain, salt, etc.
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safe (adj)	free from danger
sama – chakewa (n)	pair of water birds
saucer (n)	small curved dish
scorch (v)	burn slightly
scratch (v)	make lines in a surface with something sharp, e.g. a nail
scribble (v)	write hastily and carelessly
security (n)	safety, freedom from anxiety, danger, etc.
seedlings (n)	young shoots of plant
shorts (n)	short pants (half pants)
shrewdly (adv)	cleverly
skip (v)	jump lightly and quickly
slot (n)	narrow opening through which something can be put
solitude (n)	being alone
sow (v)	plant seeds into the soil
spatter (v)	splash in all directions
spikes (n)	sharp pointed pieces of metal or wood
spiritual (adj)	related to the spirit or the soul
stack (n)	heap or pile
staple (n)	small piece of wire used for holding sheets of paper together firmly
stone grinding mill (n)	<i>jaanto</i>
stout (adj)	thick, strong, unbreakable
strain (n)	distance covered by one long step

stripes (n)	pattern of lines of different colors
strive (v)	make a great effort
supplement (n & v)	addition, complement
suspended (adj)	hung up
swampy (adj)	(of land) wet, soft

## **T**

tamper (n)	mood
taoist (n)	person who believes in Taoism, a Chinese religion and philosophy
temper (n)	state or condition of the mind
tend (v)	watch over, to attend
terraced (adj)	roofed with dried straw
thee (pronoun)	you (old fashioned)
thunderous (adj)	very loud
tip (n)	piece of advice
toil (n)	hard work
tow (v)	to pull along by a rope or chain
tranquil (adj)	clam, peaceful
treat (n)	something that gives pleasure
tremendous (adj)	huge
trial (n)	test
troublesome (adj)	difficult
tune (n)	musical melody
twilight (n)	faint light around sunset
typical (adj)	most common

## U

unfair (adj) not right, unjust

upset (adj) troubled, disturbed

## V

vampire (n) supernatural creature which sucks the blood of living people

vegetation (n) plants

vicious circle (n) problem which creates new problems which in turn recreate the original problem

visibility (n) condition of the atmosphere which allows things to be seen

vivid (adj) clear, bright, vibrant

## W

wail (v) moan, weep, scream

windscreen (n) screen of glass in front of the driver's seat in a motor car

wiper (n) something that cleans

wrap (v) cover or roll up

wreckage (n) ruined or destroyed material

write – off (n) something which has been damaged beyond repair

## **Appendix 3**

### **The Curriculum of English for Secondary Level**

#### **1. Introduction**

English is the appropriate international language for Nepal, and a vital tool for all students to become successful in local, national and international communication.

Undoubtedly English is the means of communication globally and is also the major world language. English language is taught as a foreign language in all the schools of Nepal starting from Grade 1 and up to Grade 12. It is also taught as a compulsory subject up to the Bachelor level in different universities of the country. The two-year English curriculum for Grades Nine and Ten has two main purposes: one is to enable students to exchange ideas with people of any nationality who speak or write English and the other is to expose them to the vast treasures of knowledge and pleasure available in written and spoken English. With these purposes in mind, this curriculum has been prepared in order to make the Grade 9 and 10 courses more applicable to society, both in Nepal and outside world.

Language here is seen as a skill that allows one to get things done. The things done through language are described as functions such as expressing likes and dislikes, good wishes, etc. A single language function can usually be expressed through more than one grammatical structure or set of vocabulary items. The grammar is inbuilt with the structure of language functions. Therefore, students are expected to internalize grammar rules naturally and use correct and grammatical language both in written and spoken expression. English introduced at the primary level is much simpler than the English used at the secondary level. The functions remain the same at this advanced level but they are recycled with an increasing expansion of structure vocabulary and register. The curriculum also includes instructional objectives and skills in content areas, and a scope and sequence chart specifying the number of periods for

each unit. Further assessment procedures have also been established to assist the educational development of the students.

In short, it is hoped that curriculum will support to promote and strengthen the aspirations and interests of the nation.

## **2. General objectives**

The general objectives of teaching English are to enable students to:

1. Develop an understanding of and competence in spoken English
2. Communicate fluently and accurately with other English speakers
3. Develop competence in understanding a variety of reading texts
4. Gain the skills necessary to write appropriate and effective English
5. Develop an ability to use simple reference materials
6. Read, appreciate and enjoy literary texts
7. Develop an awareness of contemporary social values and norms relevant to Nepal.

## **3. Specific objectives (Grade 10)**

At the end of Grade 10 students will be able to integrate receptive and productive work in the four major skills (listening, speaking, reading and writing)

### **3.1 Listening**

Student will be able to show understanding of a variety of authentic listening texts. Specifically, they will be able to:

- L1 Listen to spoken text, understand the gist and retrieve general information from it.
- L2 Record in note or make summary from the main points of spoken messages.
- L3 Respond appropriately to spoken direction or instruction.

### **3.2 Speaking**

Students will be able to speak fluently and accurately in a variety of authentic situations. Specifically, they will be able to:

- S1 Speak clearly within the structural and lexical levels of the grade ten curriculum.
- S2 Engage effectively in informal discourse, using appropriate discourse devices (e.g. pauses, tags, questions, etc.)
- S3 Communicate appropriately in a variety of formal and informal situations
- S4 Engage in group discussions, expressing opinions and arguing a point of view effectively.
- S5 Narrate a sequence of events or process.
- S6 Convey simple messages effectively using common phrases proverbs, idioms and metaphorical expressions.
- S7 Engage in group discussion using closed, open and alternative types of questions.
- S8 Express a range of emotions using appropriate phonological features.

### **3.3 Reading**

Students will be able to apply different silent reading techniques in order to comprehend a variety of authentic texts. Specifically, they will be able to:

- R1 Read short texts intensively for detailed understanding.
- R2 Read longer texts extensively for general understanding.
- R3 Show an understanding of the underlying themes and ideas of texts.
- R4 Show an understanding of an argument.
- R5 Retrieve specific information from texts to synthesize and analyze by a means of a variety of reading techniques, e.g. skimming and scanning.
- R6 Identify the structure and organization of paragraphs and longer texts through developing an awareness of cohesive devices (thus, that's why, in this way, etc.)

- R7 Anticipate the likely continuation of the interrupted text.
- R8 Appreciate literary text of an appropriate level.
- R9 Deduce the meaning of unfamiliar lexical items by means of contextual, syntactic and semantic clues.
- R10 Use an authentic English dictionary/thesaurus effectively.
- R11 Interpret information presented in diagrammatic forms (pie chart, graph chart, bar/column chart, table, etc.)

### **3.4 Writing**

Students will be able to produce a variety of written texts: cues for the production of these texts will range from controlled to free. Specifically, students will be able to:

- W1 Express ideas in clear and grammatically correct English, using appropriate punctuation.
- W2 Plan, organize and develop paragraph/s and essays.
- W3 Narrate a sequence of events or process.
- W4 Use an appropriate format and layout to produce a variety of texts.
- W5 Transfer information from tables, charts and diagrams to prose and vice versa
- W6 Produce a variety of authentic text types (e.g. Personal, official and business letters, job application, CVs/bio data, news stories and articles, rules regulations, advertisements notices such as: condolence, congratulation, invitation, greeting)
- W7 Make notes on a variety of texts.
- W8 Write about personal experiences and opinions creatively.
- W9 Compose dialogues.

## **4. Scope and Sequence**

### **Grade 10 (150 Periods)**

The content of the secondary English curriculum can be seen as a set of functions realized linguistically by grammatical structures and lexical items. A

matrix showing the relationship between these elements, together with the approximate number of periods to be allocated to each, is shown in the following pages.

<b>S. No.</b>	<b>Functions</b>	<b>Language</b>	<b>Periods</b>
1	Reporting statements	He told me (that) he was leaving.	8
2	Reporting questions	Gita asked me where Hari was. She asked me if he was at home.	10
3	Reporting commands	The head teacher told me to come school at ten o'clock.	8
4	Giving and withholding permission	You can ... but you mustn't... Let her sit here. Don't let them write in the book.	6
5	Reporting, giving and withholding permission	I'm allowed to stay at home on Saturday. They're not permitted to enter through this gate.	6
6	Giving advice/ warnings	You should.../ You ought to... Why don't you....? You are not allowed to... You can't... You mustn't....	8
7	Expressing	If you play volleyball you'll be	6

	conditions(1)	late. If you don't eat you'll be hungry.	
8	Expressing conditions(2) ( <i>Unless, had, provided Unless that , if only</i> )	Sita could sing, she would not be very popular. If he had not come to Nepal he would not have seen Mt Everest. If Prasad weren't the captain, the team would play better. Had he invited me I would have attended the party.	10
9	Asking for reasons, purposes and their responses (because, because of, so that, for, to/in order to, therefore, etc.)	Why did you go to Pokhara? I went to Pokhara because... Why are the tigers disappearing? Because of the deforestation... Why do you go to the bank? I go to the bank so that I can ...	7
10	Expressing unexpected results (though / although/even though, however, in spite of, despite, etc.)	Although he is rich, he wears rags. The water was icy cold, however, we went swimming.	6
11	Describing	<b>I. Causative:</b> I made him do it. I got the boy to bring the chair.	12

		<p>She had her brother clean the room.</p> <p>Dolma and Ali were made to arrange the classroom.</p> <p><b>II. Voice:</b></p> <p>Ram kicked the ball.</p> <p>The beggar was given some food and clothes.</p> <p><b>III. Relative pronouns:</b></p> <p>(who/m, whose, that, which, etc.)</p> <p>The house that is on the hill is very nice.</p>	
12	Expressing preferences	<p>You go to the movies; I'd rather stay home tonight</p> <p>I prefer tea to coffee.</p> <p>She likes living in Ilam better than living in Kathmandu.</p>	6
13	Talking about personal experience	<p>I have been to Solu. I have seen the sea I have talked to the Prime Minister.</p>	7
14	Talking about the past (1): narrating past	<p>Maya lived in Kathmandu twenty</p>	7

	events	Years ago. I had done my homework before I Went to bed.	
15	Talking about the past (2): interrupted continuous action	Sita was walking along the road, when the lightening struck the house. While Ram was playing, it started to rain. She had been living there for five years before she met Gita.	6
16	Talking about the past(3): comparing past and present	When I was young ..., I used to... But now I...	7
17	Confirming and denying	They come from London. So do I/So does Bill. She didn't wear jeans then. Neither did I/Neither did Anju. I don't agree. I'm not sure (that) I agree/I don't think so. Prema had a bath yesterday, didn't she? No one is ready, are they?	6

18	Agreeing and disagreeing	You're right. That's a good idea. I don't agree with that. I don't think that's correct.	6
19	Indicating time and motions	Prepositions of time: at, in, on, till, since, for, etc Prepositions of motions: through, from, off, into, along, etc.	10
20	Interpreting tables, graphs, charts, diagrams, etc.	The table/diagram shows that... According to the table/diagram...	8
	<b>Total</b>		<b>150</b>

## 5. Teaching learning process

### 5.1 Principles of teaching English

Teaching English at this level should follow the following principles:

- a) Teaching and learning in the classroom should be learner-centered.
- b) Children learn by doing. Language learners learn to speak by speaking, listen by listening, and so on. Teachers should give students every opportunity to use language.
- c) The teacher's role should be that of a manager, guide and a facilitator, not that of an authoritarian. Teachers should provide students with the materials and opportunities to use the language.
- d) English should be the main medium of communication in the classroom and should be used as much as possible.

- e) Students should be encouraged to guess the meaning, and to predict, the content of the texts. Even when students don't guess correctly, they should be encouraged to think about possible answers. They will then be able to understand the meaning better when explained to them.
- f) Teaching and learning English should be fun. Games, puzzles and other fun activities should be applied and encouraged. Anything that brings life and laughter to the classroom should be welcomed.

## **5.2 Teaching Methods**

The following methods, techniques and activities should be followed:

- a) Demonstration and dramatization
- b) Question and answer
- c) Guessing the meanings of new words from their context
- d) Role play and simulation
- e) Group and pair work (information-gap activities)
- f) Silent reading preceded by pre-questions and use of picture cues
- g) Inquiry and discovery

## **5.3 Teaching resources**

Each student must have a textbook for the appropriate grade. Each school should have a teacher's guide and a set of teacher support materials for the appropriate grade, including cassettes and a cassette player as far as practicable. Teachers should make extensive use of the writing board and flash cards produced from locally available materials.

## **6. Assessment process**

Assessment of what is learnt becomes meaningful when done on an informal or continuous basis. This can give the teacher a clearer picture of a student's ability than a formal test or examinations. If only formal tests and examinations are conducted, it is not possible to evaluate accurately the level of competence of the student at the end of each lesson as well as throughout the year. There

should be continuous informal assessment in addition to formal examinations and assessment conducted from time to time.

Assessment measures how students use English and not what they know about it. For this purpose, tests such as dictation, composition, note-taking and oral interviews, etc can be applied. However, alternate testing measures can be made for underprivileged, hearing impaired and poor eyesight, students.

### **6.1. Assessing listening**

Listening skills of students should be evaluated internally by the teacher. A listening comprehension test can be used to assess students' comprehension skills through a multiple-choice test framework or a series of other types of comprehension questions e.g. match, true/false, listen and draw, listen and act, etc. Dictation and/or note taking can also be effective for the assessment of listening. (A dictation test can also evaluate spelling and punctuation.) Students can exchange exercise books and make necessary corrections themselves. Gap-filling and matching exercise can also be used.

### **6.2. Assessing speaking**

When assessing speaking skills, role-playing, discussion, exposition, and interview, etc. should be used. Students' ability to discriminate between sounds, use of correct stress and tone to communicate can be best evaluated by making them take part in discussions, problem-solving, role play and conversation.

### **6.3. Assessing reading**

The teacher should evaluate students' reading to check how well they have understood what they have read. This can be done by asking questions relevant to the passage or text. Multiple-choice, true/false and matching exercises can also be effective. Questions that require long written answers should be discouraged. Seen and unseen reading texts can be asked to assess reading skill.

## 6.4. Assessing writing

Over-correction should be avoided when assessing students' writing, as this may discourage students. Only serious mistakes should be pointed out. Comments should be given in the margin to indicate students' mistakes and weaknesses. Abbreviations, symbols, arrows, circles and lines should be used instead of simply marking a tick or a cross. Students find it more fun to correct their friends' work and make the necessary corrections. So, this activity can also be done but under supervision. For the assessment of writing, the students should be given exercises such as developing a skeleton into a story, describing pictures and narrative writing. Assessment should be based on: (1) the accuracy; (2) the fluency; (3) the relevance and (4) the appropriateness of language used by the students. Writing is not complete and correct ignoring grammar. So, the following grammatical items are recommended to be incorporated in writing assessment: articles, prepositions, tags, concord, sentence transformation, tense, voice, conditional sentences, reported speech, causative verbs and connectives. It is desirable that all four language skills should be tested in the SLC examination. Students should secure 32% in Reading and Writing and 40% in listening and speaking to pass the SLC Examination. The allocation of marks in the SLC examination should be as indicated in the grid below:

### **Listening Speaking Full marks/Pass marks**

10 15 25 (40% of 25) = 10

### **Reading Writing**

40 35 75 (32% of 75) = 24

**Total 100/34**

## APPENDIX 2

### The Course Content of English Textbook for Grade Ten

Unit	Skills / Aspects	Genre / Function	Topic / Example	Page
Before you begin				1
Unit 1	Reading	Poem Brochure	Weathers Parsa wildlife reserves	11
	Writing	Letter to a friend Brochure	Village or town of tourist interest	
	Speaking	Agreeing and disagreeing		
	Listening	Conversation	Exchanging	
	Grammar	Neither, so.....	So do I. Neither do I	
Unit 2	Reading	Drama	Courage of a blind girl	19
	Writing	Paragraph		
	Speaking	Talking about the past		
	Listening	Personal memories	Learning the English language	
	Grammar	Pat simple and past perfect		
Unit 3	Reading	Memoir	Hailstorm	23
	Writing	Letter to a friend	Describing an accident	
	Speaking	Talking about the past		
	Listening	Personal experience	Lost child	

	Grammar	Past perfect continuous		
Revision 1	Listening	Conversation	Computers	27
	Speaking	Expressing probability and agreeing / disagreeing		
	Reading	Story		
	Writing	Completing story Interpreting chart		
	Grammar	Simple present, simple past and past perfect	In 20 years time rhinos may disappear from the earth. I agree / I'm afraid I don't agree. I had already heard the good news before I reached the classroom	
Unit 4	Reading	Letter	Personal problem	31
	Writing	A letter from nephew reply, dialogue		
	Speaking	Asking for reasons, purposes and their responses	(though, although, even though, however, in spite of, despite)	
	Listening	Conversation	Career	
	Grammar	Question with why	Why did you walk	

		and because	into the room? I walked into the room because.....	
Unit 5	Reading	Anecdotes Poem	Culture Where the mind is without fear	36
	Writing	Paragraphs, Summary, essay	festivals	
	Speaking	Expressing conditions		
	Listening	Conversation	Safe motherhood	
	Grammar	First conditional	If you smoke, you will get cancer	
Unit 6	Reading	Drama poem	Career and Knowledge	44
	Writing	Letter to a friend Paragraphs	Learning	
	Speaking	Expressing conditions	Preferences	
	Listening			
	Grammar	Second and third conditional	If Sita could sing, she would...Had you work harder, you would have....	
Unit 7	Reading	Essay	Breast feeding	53
	Writing	Poster, paragraph		
	Speaking	Expressing unexpected results	Although formula manufactures advertise...	
	Listening	Conversation		

	Grammar	Connectives – linking unexpected results	Unexpected results	
Revision 2	Listening	Conversation	Most important People	59
	Speaking	Criticizing, expressing preference and condition		
	Reading	Essay	Food	
	Writing	Letter to a Friend		
	Grammar	Present perfect with should passive, first conditional.	You shouldn't have... I don't like being laughed at. If you help others, they will help you.	
Unit 8	Reading	Drama	Generation gap	63
	Writing	Characterization, Dialogues		
	Speaking	Giving and withholding permission		
	Listening	Conversation	Nature conservation	
	Grammar	Simple present with can, must and let	You can....But you mustn't... Let her sit here	

Unit 9	Reading	Newspaper articles Letter		67
	Writing	Characterization, Dialogues		
	Speaking	Reporting statements		
	Listening	Conversation		
	Grammar	Reported speech		
Unit 10	Reading	Story autobiography	Interview	75
	Writing	Dialogues, essay	Town / village life	
	Speaking	Reporting questions		
	Listening	Talk	Personal Memory	
	Grammar	Reported Speech (Questions)	Gita asked me where Hari was. The girl asked if Hari was at home.	
Unit 11	Reading	Regulations	Cultural differences	83
	Writing	Rules / regulations		
	Speaking	Reporting, giving and withholding permission		
	Listening	Interview	Women's empowerment	
	Grammar	Passive	I'm not allowed to stay at home on Sundays	

Revision 3	Listening	Conversation	Higher studies	87
	Speaking	Expressing conditions, giving withholding permission, reporting		
	Reading	Brochure	Computer	
	Writing	Essay		
	Grammar	Second and third conditional, reported speech		
Unit 12	Reading	Cartoon Captions	Rumor	91
	Writing	Paragraphs	Pets, animal rights	
	Speaking	Expressing preferences		
	Listening	Conversation	Begging	
	Grammar	Simple present, passive	I prefer tea to coffee My dog likes being washed	
Unit 13	Reading	Biography	Florence Nightingale	95
	Writing	Biography, Story		
	Speaking	Talking about personal experiences	I have lived in the mountains and Terai	
	Listening	Paragraph		
	Grammar	Present perfect	I've lived here since my birth	

Unit 14	Reading	Memoir Poem	Childhood Where the Rainbow Ends!	104
	Writing	Paragraphs, Poem	Live and Let live	
	Speaking	Reporting commands		
	Listening	Conversation	Party	
	Grammar	Reported Speech	She told Hari not to sit there	
Unit 15	Reading	Regulations Essay	Hostel, bus zoo my trip to Ilam	112
	Writing	Explaining signs Regulations, Instructions		
	Speaking	Giving advice, Warning	The danger of smoking	
	Listening	Interview		
	Grammar	Must not + V, Ving + be + be + Vpp		
Revision 4	Listening	Conversation	Examination	120
	Speaking	Reporting commands, questions and withholding permission		
	Reading	Story	Troublesome Child	
	Writing	Paragraphs		

	Grammar	Reported speech	He asked Manoj to bring the book. She asked me who I was and why I was there. You are no allowed to go in there.	
Unit 16	Reading	Essay	Health	124
	Writing	Making charts	Tuberculosis in SAARC countries	
	Speaking	Interpreting Tables, Graphs, Charts, Diagrams		
	Listening	Conversation	Remedies for flu	
	Grammar	Simple present tense	The table shows that.... According to the diagram / chart.....	
Unit 17	Reading	Story Conversation	A payment greater than money Directing a tourist	128
	Writing	Essay, letter to friend		
	Speaking	Talking about the past: Comparing past with present		
	Listening	A talk	My village	
	Grammar	Used to		

Diary Describing people, objects and actions using causatives, active / passive voices and relative pronouns	Reading	Story Essay	First day at school Wildlife conservation	136
	Writing			
	Speaking			
	Listening	Radio interview	The NA and conversation	
	Grammar	Reported speech, causative and passive voices		
Unit 19	Reading	Story	An accident	146
	Writing	Paragraphs	Biographies	
	Speaking	Indicating time and motion		
	Listening	Conversation		
	Grammar	Prepositions of time and motion	Snow fell on the Hills. Pangre does not sleep at night, etc.	

After you finish				156
Glossary				166
Listening texts				174