

**Analysis of English Textbook of Grade Ten**

2021

– Milan Kattel

472 (S)

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

**Submitted by  
Milan Kattel**

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## **Declaration**

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

Date: 01/06/2021

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## **Recommendation For Acceptance**

This is to certify that **Mr. Milan Kattel** has prepared this thesis entitled **An Analysis of English Textbook of Grade Ten** under my guidance and supervision.

I recommend this thesis for acceptance.

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## **Dedication**

Dedicated to

My parents who brought me into this world and devoted their entire lives  
to make me what I am today.

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**Milan Kattel**

## **Abstract**

The main objectives of this research study were to analyze the textbook in terms of its physical and academic aspects of the grade ten Compulsory English being based on different parameters and criteria purposed by Harmer (2008) and Ur (2009) for evaluating the textbook to find out its strengths and weaknesses. This study was adopted survey research design. Thirty different secondary level English teachers from community and institutional were selected from Ilam district as the sample population of the study. The teacher respondents were chosen through convenience sampling procedure. The interview served as main tool of data collection. The collected data they were analyzed and interpreted using thematic approach.

This thesis consists of five different chapters along with the references and appendices at the end. Each chapter is divided into necessary heading and subheadings. The first chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, and operational definitions of the key terms. Similarly, the second chapter incorporates the review of related theoretical literature, review of the empirical literature, implications of the review on the study, and conceptual framework. Likewise, the third chapter includes the design and methods of the study, research tool sample population, and sources of data, data collection procedures, data analysis procedures, and ethical considerations. The fourth chapter includes the analysis and interpretation of data. And the last fifth chapter presents the findings, conclusions, and recommendations. This research is concluded with references and appendices. The findings of this study showed that text book helps student to understand in better way and it covers all aspects as well as skills of language. The study provide insights to the EFL teachers, teacher educators, policy makers, curriculum developers, syllabus designers in formulating right kinds of planning and policies in the field of English Language Teaching in Nepal.

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## Chapter I

### Introduction

This chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

#### Background of the Study

Textbook is a material which is frequently used in the teaching-learning process. It is a source of knowledge which is easier to obtain and is one of the aids to assist the students in acquiring clear concepts of subject matter. A coursebook also plays an important role in teaching; it enhances student learning as it offers through many language development tasks.

Teaching English is an important subject in comparison to other subjects. It is taught and learned as a foreign language in our context. Many governments and ministers of education believed that it is important for students to learn English for various purposes. It is therefore the foreign language taught in all schools of Nepal. The government of Nepal has included the English language as a compulsory subject from primary to university level curricula. Similarly, English is taught as a compulsory and optional subject at different schools and universities in Nepal. It is believed that more than half of the world's newspapers, world scientific and technological mediums of communication are printed in English. In this regard, almost all the companies use English in their product manual.

The textbook is undoubtedly the most popular teaching material used in the classroom. Therefore, it is highly significant. The textbook is also known as manual, or coursebook. The textbook aims at providing learners with the necessary knowledge, language, skills, and information regarding various areas. Sheldon (1987, p.23) defines a textbook as “A textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities.” Here he means to say textbooks are designed by keeping the learners in mind. The ultimate goal of textbooks is to help language learners to

achieve linguistic and communicative abilities. According to Musteata (2009, p.2) “textbook is a specific instrument of the mass information”. It means a single textbook contains plenty of information regarding various areas. One can get mass information through textbook since it is full of information.

Similarly, Ur (2009) defines a textbook as a framework, which leads learners and teachers in a specific direction. He has taken the textbook as a road map through which teachers and learners know where they are going and where they should go. The textbook is written to meet the aims and objectives specified in the curriculum. It includes the subject-matters defined by the curriculum. It consists of different figures, pictures, illustrations, and subject matter which are organized systematically.

A textbook is a written document that includes the systematic presentation of the language items. It is organized and arranged as special material based on the curriculum. It is a specific book for a particular branch of study. Therefore, it is a very essential learning aid for teachers and students. It is believed that textbooks are based on facts and prepared by a team of experts. Textbooks are considered to be more reliable and valid in comparison to other materials. Students can obtain two kinds of knowledge from a single textbook. A textbook provides us, knowledge and information about what is happening around us, and on the other hand, it helps us to develop our communicative skills. A good textbook includes the various aspects of the language for example grammar, vocabulary, and different skills viz. reading, writing, speaking, and listening to that are very essential in communication.

Textbook analysis refers to the linguistics analysis of its formal properties. It is a stretch of language interpreted formally without contextual use. It is not an easy job to analyze a textbook. We need to have special knowledge to analyze it. It is systematic observation and assertion of the bright and dark sides of a textbook. It is one of the most common teaching materials in the classroom. Therefore, it is a very essential element of teaching and learning.

The textbook is one of the media used in English language learning. A great number of EFL textbook evaluations have been done to find the most suitable textbook for English language teaching. Different people have different views to

analyze a textbook such as appropriateness of target group, organization of items, peripheral features, and the supplementary materials.

The present study was based on analyses of compulsory English textbook of grade ten. This research has been analyzed based on Harmer's ten parameters and UR's criteria for the coursebook evaluation. The new English curriculum of grade ten is designed based on the communicative approach to language teaching in 2074 (2017). The communicative approach to language teaching emphasizes the teaching language functions along with grammatical items and language structures. It is meant that the students should be able to communicate both in spoken and written English, not only by using grammatically correct sentences but also by using the appropriate utterances according to the demands of the situation. The new English curriculum and the textbook of grade ten is different from the old one. It is, therefore, essential to analyze the new textbook. The grade ten compulsory English textbook was published in 2017 by the government of Nepal, Ministry of Education, Curriculum Development Center, Sanothimi, Bhaktapur, Nepal. The book was implemented in the community and institutional schools for the first time from the academic year 2074 B.S. The three writers, Bishow Raj Joshi, Prabata Dhungana, and Chandra Kanta Pandit have contributed to preparing the textbook. This book was printed at Janak Education Materials Center Ltd. Sanothimi, Bhaktapur. The available price of a book is Rs. 87.30. The bindings of the book is side stitching with an average margin of 1.5 cm (top) 2.5 cm (bottom), 2 cm (left), 1 cm (right) the total number of pages is 228. Its initial four pages are considered as the inner pages of the book and at the last from 216 to 228 pages have been covered with the glossary. From page number 1 to 214 have been covered with text materials including four skills and page number 215 contains the answers to the riddles that are incorporated in the textbook.

This textbook contains varieties of materials from various genres and exercises that engaged the learner to achieve the competency and learning outcome set by the curriculum. The compulsory English textbook has altogether nineteen units that contained communicative functions. They are of the following.

Unit 1: Giving, withholding, and reporting Permission

Unit 2: Reporting Statement

Unit 3: Reporting questions

- Unit 4: Reporting Commands
- Unit 5: Giving Advice and Warning
- Unit 6: Expressing Conditions (I)
- Unit 7: Expressing Conditions (II)
- Unit 8: Asking for Reasons, Purpose, and their Responses
- Unit 9: Expressing Unexpected Results
- Unit 10: Describing Events
- Unit 11: Expressing Preference
- Unit 12: Talking about Personal Experiences
- Unit 13: Talking about the Past (I): Narration Past Event
- Unit 14: Talking about the Past (II): Interrupted Continuous Action
- Unit 15: Talking about the Past (III): Comparing Past and Present
- Unit 16: Confirming and Denying
- Unit 17: Agreeing and Disagreeing
- Unit 18: Indicating time and Motivation
- Unit 19: Interpreting Tables and Charts

Each of the textbooks presented in the following format.

**i. Grammar**

- a) Engage yourself      b) time for grammar      c) follow-up activity

**ii. Listing**

- a) Engage yourself      b) study time      c) follow-up activity

**iii. Speaking**

- a) Engage yourself      b) study time      c) follow-up activity

**iv. Reading**

- a) Engage yourself      b) study time      c) follow-up activity

**v. Writing**

- a) Engage yourself      b) study time      c) follow-up activity

**vi. Project work**

**vii. Conner**

**Statement of the Problem**

The textbook is the most popular material for teachers and students. It is ready-made material that can be used even in the absence of the teachers

independently by the students. So, the use of textbooks goes beyond the four walls of the classroom. The textbook is regarded as an integral part of the whole education system in the world. So, it is essentially required in the context of Nepal as well to achieve curricular goals. Its main purpose to assess the students and teachers to get the goals of teaching and learning.

In our Nepalese context also textbooks are considered to be the first and most material by the students and teachers. As the world is dynamic a textbook fitted one situation may not fit in another situation. So, it should be reasonable and there should be a careful analysis of textbooks for a particular course, level, and situation. In our country Nepal most of the textbooks are in English, only use as the tools of classroom work and homework rather than developing language skills. It is necessary to analyze the textbook. Without analyzing the book, we cannot find out its effect.

### **Objectives of the Study**

The study had following objectives:

- ) To analyze the textbook of grade ten in terms of physical aspects (layout of the book, cover page design, size of textbook, lettering and spacing, availability, binding and paper quality, price) and academic aspects ( objectives, contents, presentation and organization, vocabularies and structure, exercises, function, illustrations, supplementary materials)
- ) To point out the strengths and weaknesses of the book.
- ) To suggest some pedagogical implications.

### **Research Questions**

The present research addressed the following research questions:

- ) Are the physical aspects of the textbook of grade ten up to the level?
- ) Does the curriculum meet academic aspects of textbooks?
- ) To what extent does the textbook align with the curriculum objectives?
- ) What is coverage of textbook item?

### **Significance of the Study**

The textbook analysis is the major educational reform. This research study tried to find out the appropriateness of English textbooks for grade ten. No, research has been carried out which revised update up to this academic session on the topic “An analysis of Textbook of Grade Ten” under the department of English Education. This research tried to explore the different physical as well as academic aspects of the grade ten compulsory English textbook which helps to avoid the problems that appeared in the textbook to some extent. Therefore, this study can be significant to the stakeholders and practitioners involved in the field of English language teaching. It means this study can be beneficial to the students, teachers, language trainers, subject experts, syllabus designers, textbook writers, and methodologists.

Therefore, this study will be beneficial and significant for those who are directly or indirectly involved in English language teaching (ELT) and the learning field.

### **Delimitations of the Study**

No study and investigation can be made limitation-free because of several constraints such as economic, social, and constraints of time. So this study cannot be an exception. The study had the following delimitations

- ) This study was based on the analysis of the English textbook of grade ten only
- ) This study was limited to physical and academic aspects such as cover page design, size of textbook, objectives, contents, presentation, organization, vocabularies, and language skills.
- ) This research was based on the secondary-level curriculum.
- ) The research was limited to 30 Secondary level English teachers.
- ) The area of this study was limited to the Ilam district.

## **Operational Definitions of the Key Terms**

It is needed to define the specific words that we use in our research. I have used some key terms in my research study. The working meanings of the key terms are given below.

***Textbook.*** In this study, the textbook refers to the prescribed textbook for grade ten in Nepal.

***Textbook analysis.*** Textbook analysis refers to the process of examining the different aspects of a textbook to find out whether it is relevant, suitable, appropriate, and effective for the target readers. Moreover, it aims to find out the strengths and weaknesses of the textbook.

***Physical aspect.*** The physical aspects of the textbook are outfit of the textbook like cover page, coverage design, size of the textbook paper quality and binding. It is a peripheral aspect of the textbook.

***Academic aspect.*** It is an inner quality of a textbook that includes objective, contain, language, illustration exercises.

## Chapter II

### Review of Related Literature and Conceptual Framework

A review of the literature and conceptual framework is necessary for any research work. This chapter consists of the existing literature and research related to the present study for finding out what has been already studied and helped to the present study. This research includes a review of the related theoretical literature, a review of related empirical research, the implications of the review for the study, and a conceptual framework.

#### Review of the Theoretical Literature

The literature review includes the scholarly writings of different people in the related field. It also includes the review of books, articles, journals, and other sources relevant to a particular issue, area, or research or theory and provides description, summary, and critical evaluation of these works concerning the research problem being investigated.

**Introducing textbook.** The textbook is detailed learning material prepared for the students based on the curriculum. It is taken as the main source for teaching and learning in the schools in Nepal. The textbook includes contains, activities, exercises, and tasks according to the curriculum. It is useful for both the teachers and students in the classroom process. The curriculum development center (CDC) is an organized body of the government to develop, produce and publish school-level textbooks in Nepal. CDC also evaluates, qualifies, and approves the books published from private publications The textbook is prepared to achieve goals or objectives determined by the curriculum. So, they are based on the syllabus of a particular grade. The textbook is mainly useful to scholars, educators, and minatory groups. Tomlinson (2007, p.9) mentions, “A coursebook is a textbook, which provides the course materials for a course”. It could serve as the only book such book usually includes work on grammar, vocabulary, pronunciation, functions, and skills of listening, speaking, reading, and writing. A good textbook does not only teach but also test.

Hutchinson and Torres (1993 p. 13), state textbook as, “an organized and per-packaged set of teaching/learning materials”. The textbook is developed and organized in such a way that suits the level, interest, and needs of the learners. The textbook offers a framework of guidance and orientation. However, a single textbook always does not meet the diverse needs of the learners. Textbooks as a tool for a teacher should pose the knowledge not only regarding how to use it but also how to make it useful.

Curriculum development center (2007) has incorporated different listed characteristics regarding a good textbook. In where, a textbook covers the whole syllabus, which contains the lesson of national integration, world peace, and love and co-operation among people irrespective of caste, sex, and race. Similarly, a textbook addresses national goals, personal goals, and national unity. Heading and sub-heading are printed in bold form, a textbook has attractive illustrations. The textbook provides new information so that students can get new knowledge. Lastly, the textbook includes text with introduction, body, and conclusion.

**Textbooks and their roles in English teaching.** A textbook is prepared based on the designed curriculum. It is used by both the students and teachers for the particular course of study. In another word, a textbook is a tool dealing with a definite subject of study systematically arranged, intended to use at a specified level of institution, and used as a principal source of study, materials for a particular course. Grant (1987, p. 12), "Textbook is used to refer to a coursebook which typically aims at covering all aspects of all language and supplementary textbook, devoted to particular topic or skill area".

The above discussion suggests that a textbook is defined as a backbone of the teaching-learning process. A textbook is a material generally available in the learners' hands. It stands on the ground of the curriculum and is taught in the classroom to achieve aims defined in the curriculum. The selection of a new textbook cannot be a haphazard process. It should be changed according to the specific objectives in mind. A textbook contains different kinds of reading materials and activities involving all the language skills and aspects. So, it is perhaps the prime means that supports the whole educational program in a country like Nepal.

Grant (1987, p. 118) suggests three conditions that a textbook should be satisfied:

- i. It should suit the needs, interests, and abilities of the students.
- ii. It should suit you (the teacher).
- iii. The textbook must meet the needs of official public teaching syllabuses or examinations.

Likewise, Harmer (1983, p. 13) also had provided the roles of textbooks. At the first, he stated that the textbook provides the students and teachers the subject matter which helps them achieve the target goal. The textbook has a role to limit the subject matter to an extent which the students need to master. They include language function and form systematically in a gradual progression that fosters easy learning. Good textbooks support a program of instruction. The textbooks reflect the teaching items set by the curriculum. Similarly, they present instructions and exercises for practice in what students have just learned. At last, he stated that a textbook brings coordination in examination to provide a stimulus for student writing assignments.

In the context of Nepal, textbooks possess extreme importance as they are probably the only source of instructional materials in most schools.

**Types of textbooks.** Different scholars have categorized textbooks on different categories bases on a different basis. But here I have mentioned the types of textbooks suggested by Grant (1987). He has categorized textbooks into two broad types. The two types are traditional and communicative textbooks.

*Traditional textbooks.* Tradition textbooks are based on behaviorism which assumes language learning is the process of habit formation. In other words, traditional textbooks are based on the notion language learning is just like learning another kind of skill. It focuses on teaching grammar and assumes the written form of the language is the perfect form of that language. It demands an authoritative teacher and focuses on reading and writing rather than speaking and listening. Moreover, it allows the use of the mother tongue in the classroom and neglects the communicative function/ aspect of language.

*Communicative textbooks.* Communicative textbooks are opposed to traditional textbooks and developed to overcome the shortcomings of traditional textbooks. It aims on developing communicative abilities among learners. It focuses on teaching language rather than about the language. Teaching the functions of language is the focus of communicative textbooks. It tries to treat all four language skills equally and focuses on both accuracy and fluency. To some extent, it addresses the needs and interests of the learners. It includes language function as making the request, greeting, showing direction, writing letter and notes and so on since its ultimate goal of communicative textbooks is communicative ability. It demands the teacher to have the role of facilitator and manager and prefers the use of authentic texts. It involves students working in groups, pairs, and project work. It creates plenty of opportunities for the students to play with language in the classroom and eventually make them able to use the language in their real life.

To sum up, each type of textbook contains particular information regarding the various aspects of language and their goal is to develop language skills among learners and make them able to use that language. Both, communicative and traditional textbooks are developed to facilitate learners in the process of learning.

**Textbook and their role in teaching English.** A textbook is prepared based on the designed curriculum. It is used by both students and teachers for a particular course of study. Textbooks do play a vital role in the teaching-learning process. No other teaching aids or tools can replace it. Even in the time of advanced technology that textbooks remain of primary importance. Taking down notes, understanding, underling, and self-study the textbook is one of the most common resources for the stakeholders. Fairclough, N. (1989), argues a textbook differs from a book virtue of the principles, which control its selective organization of the subject matter, carefully presentation for the materials for a selected group of students, and the assistance for the teacher which it is supposed to build in itself. Similarly, Grant (1987, p. 12), “Textbook is used to refer to a coursebook which typically aims at covering all aspects of the language and supplementary textbook developed to a particular topic or skill area.”

The above discussion suggests that a textbook is defined as a backbone of the teaching-learning process. A textbook is the materials generally available in the

learners' hands. It stands on the ground of the curriculum and is taught in the classroom to achieve aims defined in the curriculum. The selection of a new textbook cannot be a haphazard process. It should be changed according to the specific objectives in mind. A textbook contains different kinds of reading materials and activities involving all the language skills and aspects. So, it is perhaps the prime means that supports the whole educational program in a country like Nepal.

Grant (1987, p. 118) suggested three conditions that a textbook should satisfy. Firstly, textbooks should suit the needs, interests, and abilities of the students. Secondly, textbooks should suit the teachers and students. At last, the textbook must meet the needs of official public teaching syllabuses or examinations. According to Harmer (1983, p.13), textbooks provide the students and teachers about the subject matter which helps them achieve the target goal. A textbook includes language function and form systematically in a gradual progression that fosters easy learning. He further says that it presents the instruction and exercises for the practice in what students have just learned. The textbook reflects the teaching item which is set in the curriculum. One of the roles of textbooks is to provide a stimulus for a student's writing assignments.

**Use of textbook.** A textbook is a book used for the study of a subject. People use a textbook to learn facts and methods about a certain subject. Being based on Ur's (2009) idea textbook helps language learners to improve their linguistic and communication abilities. The textbook is used as a supporting teaching instrument. With the help of textbooks, people can mention its standard. The textbook is designed based on curriculum structure and framework. So it can be used as a reference. The textbook is also an important aid in a teaching-learning process which helps in imparting knowledge in one place. The textbook is also taken as an instrument for achieving instruction objectives.

Thus, a textbook has become an inseparable part of an academic institution. Textbook becomes a universal element for effective learning.

**Textbook analysis and its importance.** The textbook analysis is the systematic study of a textbook, its features, its aspects, and analysis of each part of the book. It is written to meet the aims and objectives specified in the curriculum. A textbook written

one point of time cannot fulfill the need of the society, people, and nation for another time. It should be reviewed, analyzed, and changed according to the time and needs of contemporary society. While reviewing and revising the textbook, we cannot only find the strong and weak points of the textbook but also can be familiar with peripheral and academic aspects of it. We get the gist of it and can be familiar with different activities, illustrations, and language functions. Textbooks are very useful for the teacher and students to find out different types of academic activities. So, it tries to find out whether the book is according to the need and interests of the students and the teaching and learning situation is relevant to the classroom or not. Analyzing the textbook helps to find out the uniformity of the book. Textbooks are the weapons to achieve educational objectives both for teachers and students. It is regarded as a strong weapon. It has great importance in a country like Nepal. So, we should review and analyze the textbook in-depth to specify whether the assigned textbook is appropriate or not, whether it is based on the curriculum or not. The textbook analysis is carried out to improve the quality of education.

**Parameters for textbook analysis.** There should be the development of certain criteria for textbook analysis. According to Harmer (2008, p. 154), a textbook can be evaluated based on the following criteria or parameters.

**Table 1**

**Parameters for the Textbook Analysis**

S.N	Possible areas for consideration	Possible questions for coursebook/ textbook analysis
1	Price and availability	How much does the textbook cost? Will the students have to buy any extra material (workbook) Are all the components (textbook, workbook, teacher's guide, audio) available? What about other levels? How much does the whole package (with all the components) cost?

		Is the price reasonable?
2	Add - ons and extras	<p>Apart from a workbook, what other extras are offered with the course?</p> <p>Are there Internet sites with extra material (exercises, texts), or with 'meeting places' for users?</p> <p>What else does the publisher offer to support the course?</p> <p>What value should we place on the available extras?</p>
3	Layout and design	<p>Is the book attractive?</p> <p>Is its design appropriate for (a) the students, and (b) the teacher?</p> <p>Does the design of the book make it easy to follow?</p>
4	Instructions	<p>Are the instructions clear and unambiguous?</p> <p>Are they written in a language that the students will understand?</p> <p>Can the coursebook be used by students working on their own, or is a teacher necessary to show them how to use it?</p>
5	Methodology	<p>What kind of teaching and learning does the coursebook promote?</p> <p>Is there a good balance between study and activation?</p> <p>How do the authors appear to think that people learn languages and do we agree with them?</p>
6	Syllabus	<p>Is the syllabus appropriate for our students?</p> <p>Does it cover the language areas (grammar, vocabulary, functions, pronunciation, etc) that we would expect? Do we and our students like the sequencing of language and topics, etc?</p> <p>Does the coursebook build in a feeling of progress?</p>
7	Language skills	<p>Does the coursebook have the appropriate balance of skills?</p> <p>Are the skills work designed to promote the skills (e.g. writing-for-writing, not writing-for-learning)?</p>

		<p>Are there possibilities for both study and activation in the skills areas?</p> <p>Are the skills activities likely to engage students?</p>
8	Topics	<p>Does the book contain a variety of topics?</p> <p>On balance, are the topics appropriate for the kind of students who will be using the coursebook?</p> <p>Are the topics likely to engage the students?</p>
9	Cultural appropriateness	<p>Is the material appropriate for the cultural situation that the students are in?</p> <p>Do the texts contain culturally insensitive material?</p> <p>Are the activities appropriate for the learning culture?</p> <p>Is the coursebook unprejudiced in the way it deals with different customs, ethnicities, races, and sexes?</p>
10	Teacher's guide	<p>Does the coursebook have an accompanying teacher's guide?</p> <p>Is it easy to use? Does it explain things clearly?</p> <p>Does it offer alternatives to the coursebook activities?</p> <p>Does it have all the answers that teachers and students need?</p> <p>Does it provide differentiated activities for fast and slow learners?</p>

Similarly, Ur (2009,p. 186) has proposed the following criteria for the coursebook evaluation:

- a) Objectivity is explicitly laid out in an introduction and implemented in materials.
- b) Approach educationally and socially acceptable to target, community.
- c) Clear attractive layout, print easy to read.
- d) Appropriate visual materials available.
- e) Interesting topic and task.
- f) Varied topic and task so as provide for different learner levels, learning style, interest.

- g) Clear instruction.
- h) Systematic coverage of syllabus.
- i) Contain organized and graded.
- j) Plenty of authentic language.
- k) Good vocabulary explanation and practice.
- l) Good grammar presentation and practice.
- m) Fluency practice in all four skills.
- n) Engage learner to develop own learning strategies.
- o) Adequate guidance for the reaches not too heavy preparation load.
- p) Audio cassettes.
- q) Readily available locally.

In my research, the contents, language skills, exercises given in the text were analyzed with the criteria mentioned by two scholars (Harmer,2008 and Ur, 2009),

Textbooks give a great contribution to the teaching and learning process to the teachers and learners. A good textbook should attract both instructors and learners. The quality of the textbook is to be sound physically and academically. Most of the teachers and the students excessively depend on the English textbook rather than other English materials such as the internet, email, etc. The textbook seems to be the solo material in ELT classes. Thus the designed textbook should have some qualities such as prepared textbook based on curriculum, it should be according to need and interest of the students, parents, and the teachers, the textbook has to present and support our culture and traditions, it should free from cultural and general bias and error and mistake. Similarly, the designed textbook should be sufficient and attractive tasks and exercises; it includes all language skills, aspects, and functions. Not only academic aspect, but the designed textbook's price also seems to be moderate, has an attractive and durable cover page and appropriate font size as per the level of the students.

The designer designs the curriculum by sitting in one corner of the country. It may not fit all corners of the country in this regard I have analyzed the grade ten English textbook's appropriateness in the eastern part of Nepal in the Ilam district.

**Physical aspect of a textbook.** The physical aspects of the textbook are like a dress or an outfit. It is a peripheral aspect of the textbook. It is said that physical criteria apply with the textbook irrespective of the subject. Here the physical aspect of a textbook has been analyzed as follow (based on Harmer, 2008 and Ur, 2009):

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

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

*Binding and paper quality.* The binding of the paper quality is also a very important factor as they ensure durability.

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

**Academic aspect of a textbook.** It is an inner quality of a textbook that includes the following aspects (based on Harmer, 2008 and Ur, 2009):

*Objectives.* A good textbook should reflect the objectives set in the curriculum on its content. That is to say, a textbook should be able to gain the knowledge and skill as mentioned in the curriculum. Khaniya (2003, p. 23) argues, "The quality of reading materials should be examined in light of the purpose for which such materials are used." A good textbook always depends upon the objectives of the curriculum.

*Content.* The content selected in the textbook should cater to the needs and interests of the learner. They should be informative and should be thought-provoking as well. The contents should have a good link with the physical and social environment of the learners. The organization and presentation of the contents should

be based on form simple to complex principles. So that contains should be well selected and graded.

*Language.* The language should suit the competence level of the learner. The language should also match with the purpose and the need of the learners for learning the language. If the students' purpose of learning the language is to gain skills for day-to-day communication, the textbook should focus on colloquial language. If the course aims to develop academic skills in students, the textbook should contain academic language. The language should be correct, colloquial textual, and appropriate to the situation. New vocabularies and structures should be well selected and presented in grade four depending upon the level of students.

*Exercise / Activities.* There should be clear instruction for each exercise in the textbook, a good textbook should include a variety of exercise which encourages students to work individually, in pair, or the group as well. There should be room for students' innovations and nobility. The exercise should focus on developing different language skills in the students. They should be object-oriented.

*Illustrations.* The ideas and concepts of reading materials in the textbook should be clarified through good attractive illustrations. A good textbook should contain pictures, charts, tables, and diagrams to illustrate the difficult concept. In this regard, Rai, (1998, p. 23) says, "illustrations create motivation and interest in students, helps them understanding better, do certain activities and facilities language learning."

*Supplementary materials.* Supplementary materials are the additional materials along with the textbook. A textbook is not complete in itself. It needs many additional materials to achieve its objective. So, we have to evaluate the textbook by considering whether it is well equipped or not with the supplementary materials. It includes songs, rhymes, games, puzzles, workbooks, audio-visual materials, and teacher's guides.

## Review of Empirical Literature

Several research studies have been carried out by various researchers on textbook analysis. Here, an attempt is made to review some related literature on textbook analysis, only the studies carried out under the supervision of the department of English Education, Tribhuvan University Kirtipur.

Ghimire (2003) carried out research entitled "An Analysis of Link English Course". The objective of this research study was to analyze the Link English course in terms of its physical as well as adequacy of the content. He used secondary sources of data, different textbook analyses related to books, reports, and articles as tools. He concluded that the textbook is academically sound than the physical aspects but it does not contain all the exercises accepted by the curriculum.

Dawadi (2004) researched entitled "*An Analysis of Grade Seven English Textbook*". The objective of her research study was to analyze the textbook in terms of its physicals and academic aspects. She used both primary and secondary sources of data in her study. She adopted a purposive non-random sampling strategy for the selection of samples. A set of questionnaires was the tool for collecting data from 30 secondary level English teachers with at least one year of teaching experience at grade 7 and 20 students from the community school from the very grade. She found that textbook was appropriate in size. The textbook contains some communicative activities which were helpful to develop student's communicative activities. So, she listed them in her work. Recommendations have been made based on findings.

Tiwari (2004) researched "*A search on the vocabulary used in the English Textbook of Grade Four*". The main objective of his study was to analyze the vocabulary used in the English textbook for grade four in terms of different variables such as total number, parts of speech, and frequency. He collected the data by listing all the vocabulary items into four different groups and found out that the whole corpus was 4407 vocabulary items. Both cardinal, ordinal numbers both definite, indefinite articles are found to be used in the textbook.

Similarly, Gawanwali (2015) researched "*An analysis of the textbook how to Teach Grammar*". Her main objective was to analyze the academic aspects such as

language content, exercise, material, organization, and illustration of the textbook 'how to teach grammar' for M.Ed first-year students. She used observational and a checklist to analyze the textbook. The researcher also added some questions. She also found that some items prepared in the book did not match with the local context of Nepal.

Likewise, Tharu (2015) researched "*An analysis of the textbook learning English for B.Sc. first year*". His major objective of the study was to analyze the textbook in terms of peripheral and academic features. He used only secondary data to complete his study. He used an observation checklist and questionnaire as a tool to collect data for his study. After the completion of his study, he found that the textbook 'Learning English' was good in terms of its academic features. But the peripheral features of the book were not satisfactory. He concluded his study by mentioning some pedagogical implications of his study.

Basnet (2016) carried out the research work on "*An Analysis of New English Textbook for Grade Eight*". The objective of her research was to analyze the textbook in terms of strengths and weaknesses regarding the academic aspects from the perspective of teachers and students. She used a checklist and questionnaire as research tools. She used both primary and secondary data in his study. Her findings revealed that the textbook had got both strengths and weaknesses in academic aspects. She had stated thirty-one strong points and sixteen weak points of the textbook.

In the same way, Shahi (2017) carried out research on "*An Analysis of the Textbook of Grade Nine*". The objective of his study was to analyze the English textbook of grade nine in terms of content, language skills, and exercise. He used the checklist based on the framework given by McDonough and Shaw (2003). His research was based on a survey research design and used purposive non-random sampling for data collection. He found that the book was designed from the point of view of developing the communicative skills of the learners particularly for those who are curious to learn the English language in daily life. However, the book lacks information gap activities and jigsaw activities which are taken as paramount activities in the communicative textbook. There was not the availability of references, technology instruments, and clear objectives which can lead to the minimizing of students' role as active participators, and also some pictures and illustrations included

within the textbook were not clear. However, the textbook of grade nine contains plenty of exercises and communicative activities.

### **Implications of the Review of the Study**

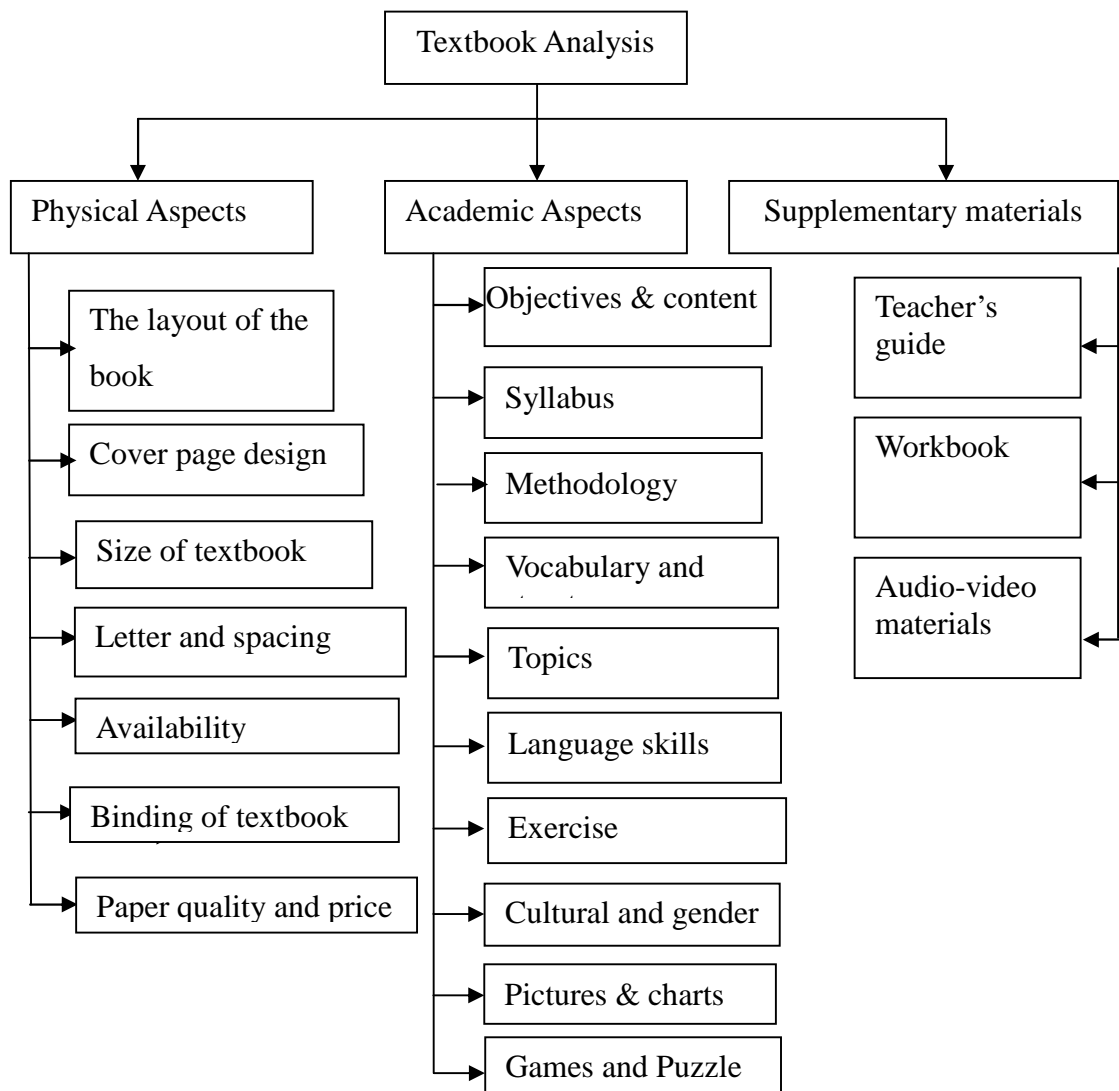
The reviews related to empirical and theoretical literature play a significant role for research in any research study because this significant support the researcher to precede his or her study in the right direction. A researcher collects different insights on the subject matter and expands his knowledge on his/her subject of the study. The review of literature also helps the researcher to be familiar with various techniques, procedures, and practicalities of research. Keeping the importance of review of related literature in mind, I analyzed the various empirical research studies like Dawadi (2004), Tiwari (2004), Gyanwali (2015), Tharu (2015) Basnet (2016), and Shahi (2017).

I found some implications from the above-mentioned review of literature for my research study. From Ghimire (2003), I got a chance to know how the physical aspects were used while analyzing the textbook. In the same way from Dawali (2004), I found the qualities of a textbook in terms of its physical and academic aspects and I knew about the checklist as a tool for study. Similarly, from Tiwari (2004), I got the idea to analyze the vocabulary used in the English textbook. Tharu (2015), from this research I got information about data collection tools. In the same way from Basnet (2016), I got the ideas to find out strengths and weaknesses regarding the academic aspects of the textbook. Shahi (2017) taught me how to coursebook is useful in terms of academic aspects and to analyze English textbooks in terms of content, language skills, and exercise. Furthermore, these researches help me to form objectives, collect data, and to analyze collected data.

My research study focuses on the grade ten English textbooks in terms of contains, language skills, exercises, strengths, and weaknesses as well pedagogical implications. "An analysis of the Textbook of Grade Ten" revised in 2017 by CDC has not been reviewed. Therefore, this study is the new one at the Department of English Education, T.U, Kirtipur.

## Conceptual Framework

Conceptual framework refers to the mental image of the process of what is done in the research. To put it into other words, the conceptual framework is a theoretical mental picture of the researcher towards proposed research. It is also called the pathway or roadmap of research which explains relationships between variables or themes of the study. The conceptual framework of this study was as following:



## **Chapter III**

### **Methods and Procedures of the Study**

This section includes the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedure, and ethical considerations.

#### **Design and Method of the Study**

Research design is a detailed outline of how an investigation takes place. Research design typically includes how data is to be collected, what instrument should be employed, how the instrument should be used, and what can be the intended means for the data collection.

This study was based on the survey research design. Survey research design is the most popular design of research in social science including in the field of education. Survey research design is the most commonly used descriptive method in educational research. The survey may have the scope in large-scale governmental investigation to small scale studies out by a single researcher.

According to Kumar (2009, p.84) “A research design is a procedural plan that is adopted by the researcher to answer questions of validity, objectivity, accuracy and economic”. Design is the plan, structure, and strategy of an investigation convinced to obtain the answer to the research question and to control variables, to fulfill the objectives of the study.

We can conclude that survey research design is a type of research which studies large and small population by selecting sample population chosen from the study population. The survey is also carried out in educational sectors to obtain a snapshot of candidates, attitudes, and events at a single point in time. I have selected a survey research design because it helps me to find English teacher’s attitudes, opinions, and the specified behavior on certain issues or phenomena.

The textbook analysis is the systematic process of analyzing a textbook by selecting a particular theory or perspective where various aspects of the textbook are

critically examined. The selected textbook was analyzed based on Harmer's (2008) different ten parameters i.e. physical aspects (price and availability, layout and design) and academic aspects (instructions, Methodology, Syllabus, Cultural appropriateness, and Language skills)

In this research data were collected using both open and closed-ended questionnaires with thirty different English teachers. Both primary and secondary sources of data collection procedure were used. Collected data were analyzed and interpreted by using a mixed methodology.

### **Population, Sample, and Sampling Strategy**

The population of this study was secondary level English teachers of both community and institutional schools of the Ilam district. The sample of my study consisted of thirty secondary level English teachers from different schools, where fifteen teachers from community schools and fifteen teachers from institutional schools were selected by using a purposive non-random sampling procedures.

### **Research Tools**

As a research tool for data collection, the questionnaire was used to elicit the required data for the study. Both open and close-ended questions were included in the questionnaire. The questionnaire was related to the research problem.

### **Sources of Data**

To collect data, both primary and secondary sources of data were used. As primary sources of data, I used the questionnaire to collect the views and opinions of the respondents. Similarly, as secondary sources of data, I went through several books, articles, journals, websites, and related theses.

### **Data Collection Procedures**

To collect the data I used the following procedures:-

- ) First of all, I went to the field and got permission from the respected authority to consult the English language teachers.

- ) There I built rapport with the respondents and explained to them the purpose.
- ) Then, I distributed the questionnaire to the respondents and requested them to help by responding to the questionnaire.

After that, I collected the questionnaire from them one week of distribution.

### **Data Analysis Procedures**

In this research, I analyzed the data with the help of a textbook analysis that was descriptive. The study focused on finding out the qualities of the textbook with the help of simple tables.

### **Ethical Considerations**

In my ethical consideration, I followed the following norms of the research: My entire study followed the norms of research. I analyzed the data objectively. I gave attention to the accuracy, honesty, and truthfulness of data in my study. To accomplish my research work, I considered the ethical values and norms of the research study. I attempted to keep the study safe from plagiarism.

## Chapter IV

### Analysis and Interpretation of Data

This chapter deals with a descriptive analysis of the textbook and interpretation of the obtained data from the respondents based on physical and academic aspects, strengths, and weaknesses of the textbook, and those aspects were analyzed on the basis of Harmer's parameters and Ur's criteria to analyze the textbook. The collected data were both qualitative and quantitative. Quantitative data were analyzed using the simple statistical method in percent (%). The qualitative data were analyzed descriptively.

This chapter deals with three different sub-sections. The first part deals with descriptive information and analysis of the textbook, the second and third parts were the analysis and interpretation of the obtained data from the secondary level teachers on the related aspects. At first, I analyzed the different factors of physical aspects of class ten English textbook in terms of; bindings, size of the textbook, paper quality and price of the textbook, and so on. After the analysis and interpretation of physical aspects, I analyzed various factors for internal evaluation. Similarly, the presentation of language skills, contents, exercises; grading and sequencing, origination's of language, and methodology have been analyzed under internal evaluation.

#### Perceptions of Teachers on Physical Aspect of the Textbook

The researcher had prepared a set of closed-ended questions which included different aspects of the textbook to physical aspects. The questionnaire was provided to the selected secondary level English teachers. They were required to rate using the scale: agree, disagree, and neither agrees nor disagrees. The respondents had made their responses in a related subject which have been tabulated in terms of a simple percentage method. In this physical aspect of the textbook there were three headings under which three descriptive statements were presented consisting of closed-ended questioners in nature which are presented and analyzed separately in the following:

**Price and availability.** Under this category, the respondents were asked five statements related to the price and availability of the textbook. They were asked to

rate using the scale: Agree (1), disagree (2), and neither agree nor disagree (3). Their total responses to these statements are presented in the following table:

**Table 2**  
**Price and Availability**

S.N	Statement	1	%	2	%	3	%
<b>A</b>	<b>Price and Availability</b>						
i	The English textbook is easily available in the market.	24	80.00	1	03.33	5	16.16
ii	The price of the book is reasonable.	28	93.33	1	03.33	1	03.33
iii	The students will have to buy extra materials (workbook, grammar, etc.).	25	83.33	2	06.66	3	10.00
iv	The price of extra materials is costly.	19	63.66	10	33.33	1	03.33
v	Teacher's guide, audio & visual aids are available.	5	16.66	10	33.33	15	50.00

Item 'A' was related to the price and availability of the textbook which consists of five statements. Above 80% of teachers agreed to the first three statements that shows that the price of the textbook is very reasonable and easily available in the market but the textbook is not enough for the students in this regard they have to buy extra materials for a better understanding of the text. The extra materials seem costly by the view of the teacher's eyes. By the side of teachers view, the text related audio & visual aids are not easily available.

This table shows that the English textbook is easily available in the market and their price is reasonable as well. They can go through extra materials which seems quite costly.

**Add - ons and extra.** The respondents were asked six different statements to rate the scale: Agree (1), disagree (2), and neither agree nor disagree (3) related to the add – ons and extra. To this their responses are presented in the following table:

**Table 3****Add - ons and Extra**

S.N	Statement	1	%	2	%	3	%
<b>B</b>	<b>Add - ons and Extra</b>						
i	Text-related materials are easily available on the internet.	3	10.00	20	66.66	7	23.33
ii	The related materials are easily accessible to the students.	17	56.66	5	16.66	8	26.66
iii	The related materials are easily accessible to the teachers.	22	73.33	4	13.33	4	13.33
iv	E- Materials are easily understandable to the students.	12	40.00	5	16.66	8	26.66
v	The listening aid is available for the given exercise.	28	90.00	1	03.33	1	03.33
vi	Workbook and visual aids are used properly.	9	30.00	12	40.00	9	30.00

Item 'B' was related with Add - ons and extra and which consists of six different statements. In this item, teachers have no same view. Around 67% teachers were not agreed with statement number one. With the response of teachers, extra materials are accessible to the teachers and students. Only 40% teachers agreed that E- materials are easily understandable to the students. By the response of teachers for item four 90% teachers are agreed that listing aids are easily available for the given text. Only 30% teachers agreed with the statement that workbook and visual aids are used. It shows that most teaches do not use workbooks and visual aids in their classes.

This table presents the text related materials are easily available on the internet which helps the teachers and students to have their access related to the text and this materials are easier for student to understand the text.

**Layout and design.** Nine statements were asked to the respondents related to the layout and design of the textbook. They were asked to rate using the scale: Agree

(1), disagree (2), and neither agree nor disagree (3). Their total responses to these statements are presented in the following table:

**Table 4**  
**Layout and Design**

S.N	Statement	1	%	2	%	3	%
<b>C</b>	<b>Layout and Design</b>						
i	The size of the book is appropriate for the grade ten students.	21	70.00	3	10.00	6	20.00
ii	It is easy in handling and carrying.	21	70.00	1	03.33	8	26.66
iii	The cover page is attractive and durable.	2	06.66	23	76.66	5	16.66
iv	The quality of the paper is fine.	3	10.00	25	83.33	2	06.66
v	Printing is neat and clean.	24	80.00	3	10.00	3	10.00
vi	The space between words and paragraphs is appropriate.	25	83.33	3	10.00	2	06.6
vii	The binding is sufficiently durable.	9	30.00	9	30.00	12	40.00
viii	The design of the book is appropriate for the students.	24	80.00	3	10.00	3	10.00

Item 'C' was related to layout and design by consisting of eight different statements. 70 % teachers made their strong positive opinion with the size of the textbook that is appropriate and easy to handle. Despite, 76.66% the teachers pointed out drawbacks of the textbook relating to the cover page, with the opinion that it is not attractive and durable. One of the most important aspects of the textbook is the quality of the paper and its printing, 80% of teachers agreed with printing is neat and clean but 83.33% of the teacher made their disagreement with the quality of the paper of the textbook. Above 80% of teachers agreed to the appropriateness of the design and word and paragraph spacing of the textbook. Similarly, teachers do not have a strong agreement to the binding of the textbook only 30% of teachers agreed to this, so it is needed to take it seriously in further publication.

This table depicts that the size of the English book according to the level of grade ten students is appropriated and easy and carry. Regarding to the physical quality like coverage pager size and quality, design, binding are fine.

### **Perceptions of Teachers' on Academic Aspect of the Textbook**

There were three rating scale: Agree, disagree, and neither agree nor disagree under academic aspect of the textbook consisting of closed-ended questioners which are presented and analyzed separately as in the following:

**Objectives and contents.** The respondents were asked different five statements rate the using scale: Agree (1), disagree (2), and neither agree nor disagree (3) related to objective and content of the textbook. To this their responses are presented in the following table:

**Table 5**

#### **Objectives and Contents**

S.N	Statement	1	%	2	%	3	%
<b>D</b>	<b>Objectives and Contents</b>						
i	The objectives of the textbook are suitable to present society's demands.	28	93.33	-	-	2	06.67
ii	The objects of the textbook are clear.	26	86.66	2	06.66	2	06.66
iii	The contents of the textbook are clean and easy to understand to the teachers and students.	26	86.67	1	03.33	3	10.00
iv	The contents of the textbook are relevant to the student's needs and interests.	18	60.00	2	06.66	10	33.33
v	The contents of the book give up-to-date information.	6	20.00	4	13.33	20	66.66

Teachers made positive responses on this academic aspect. Item 'D' was regarding objectives and contains the textbook. There were five statements under this heading. Almost all teachers agreed to the objectives of the textbook which meets the demand of society. In the second statement, 86.66% of teachers responded that the objectives and contents of the textbook are clear and easily understandable to the teachers and students. Similarly, 60% of the respondents have agreed to the contents

of the textbook meet student's needs and interests but around 67% of respondents were perplexed whether the contents of the book give up-to-date information. This concludes that the objectives meet the interest of society, students, and teachers whereas the textbook does not give up-to-date information.

**Instructions.** The respondents were asked six statements related to the instruction of the textbook. They were asked to rate using the scale: Agree (1), disagree (2), and neither agree nor disagree (3). Their total responses to these statements are presented in the following table:

**Table 6**

**Instructions**

S.N	Statement	1	%	2	%	3	%
<b>E</b>	<b>Instructions</b>						
i	The instructions of the grade ten English book are clear and unambiguous.	26	86.66	2	06.66	2	06.66
ii	The language of the book is clear and easily understandable to the students.	15	50	10	33.33	5	16.66
iii	The language of the book is clear and easily understandable to the teachers.	26	86.66	1	03.33	3	10.00
iv	The instructions given in the textbook for language skills are easily understandable to the teachers	27	90.00	-	-	3	10.00
v	The instructions given in the textbook for the language skills are easily understandable to the students.	27	90.00	-	-	3	10.00
vi	The written instruction use in the book is understandable to the students.	18	60.00	3	10.00	9	30.00
vii	The written instruction used in the book is understandable to the teachers.	28	93.33	-	-	2	06.66
viii	Students can use the textbook themselves with the help of given instruction in the book.	21	70.00	1	03.33	8	26.66

Item 'E' was related to instructions of the textbook that consisted of eight statements. Upon those statements, most of the teachers have made their positive responses. In the first statement, 86.66% responses agreed that the language and instructions of the grade ten English book are clear, unambiguous, and understandable to the teachers 93.33% teachers were agreed that written instruction used in the book is understandable to the teachers but only 50% teachers agreed that the textbook is easily understandable to the students. Upon statement number iv, v, and vii above 90% percent of responses agreed that the instructions given in the textbook are clear and easily understandable to the students and teachers. No teachers had made their disagreement with those statements. Though, only 60% of teachers agreed that the written instruction use in the book is understandable to the students. Similarly, 70% teachers agreed to the statement that students can use textbooks themselves with the help of given instruction in the book. This shows that the instructions of the text are clear for the teacher but the written instruction is a bit difficult for the students.

**Methodology.** The respondents were asked six statements related to the methodology of the textbook. They were asked to rate using the scale: Agree (1), disagree (2), and neither agree nor disagree (3). Their total responses to these statements are presented in the following table:

**Table 7**

**Methodology**

S.N	Statement	1	%	2	%	3	%
<b>F</b>	<b>Instructions</b>						
i	There is a good balance between teaching and activities.	26	86.66	2	06.66	2	06.66
ii	The textbook promotes the communicative method.	30	100	-	-	-	-
iii	The GT method is appropriate to teach the textbook.	4	13.33	21	70.00	5	16.66
iv	The techniques given in the textbook are practicable.	26	86.66	1	03.33	3	10.00

Item 'F' was based on a methodology consisting of four statements. From the responses of the teachers almost 87% of the teacher agreed that it is a good balance between teaching and activities. All the teachers agreed that the textbook promotes the communicative method. Seventy percent respondents had made their disagreement with the statement that the GT method is appropriate to teach the textbook. Technique is another important aspect of teaching and learning activities. Similarly, 86.66% of teachers agreed that techniques given in the textbook are practicable. This concludes that there is no doubt the textbook is designed based on communicative method and appropriate to teach the textbook-based in the very method.

**Syllabus.** Under this category, the respondents were asked six statements related to the syllabus of the textbook. The respondents were asked to rate using the scale: Agree (1), disagree (2), and neither agree nor disagree (3). Their total responses to these statements are presented in the following table:

**Table 8**  
**Syllabus**

S.N	Statement	1	%	2	%	3	%
<b>G</b>	<b>Syllabus</b>						
i	The syllabus of the grade ten English book is appropriate for the students.	28	93.33	-	-	2	06.66
ii	The syllabus emphasizes the communicative functions of language.	29	96.66	-	-	1	03.33
iii	The textbook covers all the language areas (grammar, vocabulary, function, punctuation) prescribe by the syllabus.	12	40.00	5	16.66	13	43.33
iv	The syllabus helps to layout students' inner capacity.	15	50.00	3	10.00	12	40.00
v	The grammar items in the book are relevant and adequate for the text.	25	83.33	1	03.33	4	13.33
vi	The subject matters are sufficient to achieve the objective of the syllabus.	28	93.33	-	-	2	06.66

Item 'G' was related to the syllabus that consisted of six statements. Regarding the appropriateness 93.33 % teachers had made their positive views and 96.6 % respondents assured that the syllabus emphasizes the communicative functions of language. Forty percent teachers agreed that the textbook covers all the language prescribed by the syllabus. Fifty percent teachers agreed that the syllabus helps to layout students' inner capacity. Around 84 % of teachers are in dilemma whether the grammar items in the book are relevant and adequate for the text or not. The result shows that the designed syllabus is appropriate for the grade ten English textbook if there included enough grammar items.

**Vocabulary and structure.** The researcher had asked four statements related to the vocabulary and structure of the textbook to the respondents. They were asked to rate using the scale: Agree (1), disagree (2), and neither agree nor disagree (3). Their total responses to these statements are presented in the following table:

**Table 9**

**Vocabulary and Structure**

S.N	Statement	1	%	2	%	3	%
<b>H</b>	<b>Syllabus</b>						
i	The new vocabulary given in the textbook suits the intellectual level of the students.	16	53.55	2	06.66	12	40.00
ii	The key vocabulary in the textbook is highlighted and well defined.	6	20.00	5	16.66	19	63.33
iii	Sentence structures are well selected.	23	76.66	2	06.66	5	16.66
iv	The structures are useful for the learners.	27	90.00	1	03.33	2	06.66

Vocabulary and structure were taken in item 'H'. Four statements were taken under this item. A lot of new vocabulary is included in the textbook. Upto 53% of teachers agreed that the new vocabulary given in the textbook suits the intellectual level of the students whereas 40% of teachers who responded were neutral. Similarly, only 20% of respondents fully agreed that the key vocabulary in the textbook is

highlighted and well defined. All together 76.66% of teachers agreed to the selection of the sentence structure and 90% of teachers agreed the structures are useful for the learners. This concludes that new vocabularies in the text are not fully highlighted and well defined.

**Exercises.** This item was related to the exercises of the textbook. The respondents were asked five statements related to exercises of the textbook. The respondents were asked to rate using the scale: Agree (1), disagree (2), and neither agree nor disagree (3). Their total responses to these statements are presented in the following table:

**Table 10**

**Exercises**

S.N	Statement	1	%	2	%	3	%
<b>I</b>	<b>Exercises</b>						
i	The exercises fit the student's level.	21	70.00	1	03.33	8	26.67
ii	The exercises are adequate in number.	26	86.66	1	03.33	3	10.00
iii	The exercises engage learns.	28	93.33	-	-	2	06.66
iv	The exercises of the book encourage learners to work in pairs and groups.	26	86.66	2	06.66	2	06.66
v	Exercises help to diagnose students' problems.	21	70.00	3	10.00	6	20.00

Exercise is one of the most important aspects of the textbook. Item 'I' was related to exercises consisting of four statements. Almost 71% of teachers agreed to the fitness of the exercise to the students' level. Around 87% of teachers agreed to the adequacy of the number of exercises and encourage the learners for pair and group work. Likewise, 93% of teachers agreed that the exercises engage learns and no teachers disagreed with the statement. Exercises should diagnose students' problems for this statement 70% of teachers agreed and 20% of teachers are neutral. It shows the given exercises have engaged the learners.

This table represents that the exercise of grade ten English book which engages the learners in their study. The exercise of grade ten English book are adequate in number which fits the students level and encourage them to work in pairs and group.

**Language skills.** Under this category, the respondents were asked five different statements related to the language skills of the textbook. They were asked to rate using the scale: Agree (1), disagree (2), and neither agree nor disagree (3). Their total responses to these statements are presented in the following table:

**Table 11**

**Language Skills**

S.N	Statement	1	%	2	%	3	%
<b>J</b>	<b>Language Skills</b>						
i	The coursebook has the appropriate balance of skills.	14	46.66	4	13.33	12	40.00
ii	The listening skill is really designed to promote listening skill.	28	93.33	-	-	2	06.66
iii	The speaking skill is really designed to promote speaking skill.	27	90.00	-	-	3	10.00
iv	The reading skill is really designed to promote reading skill.	28	93.33	-	-	2	06.66
v	The writing skill is really designed to promote writing skill.	26	86.66	-	-	4	13.33
vi	All the exercises given for the development of language skills really engage the students.	24	80.00	1	03.33	5	16.66

Language skill is most while teaching a foreign language. Item 'J' was related to language skills which consisted of six statements. Almost 90% teachers agreed that all the language skills are designed to promote the skill and the rest of the teachers were neutral. 46% had made their positive response to the statement that the coursebook has the appropriate balance of skills, whereas 40% teachers had been

neutral and 13% teachers made their disagreement. Likewise 80% teachers agreed that exercises given for the development of language skills really engage the students.

**Topics.** The respondents were asked eight different statements related to the topic of the textbook. They were asked to rate using the scale: Agree (1), disagree (2), and neither agree nor disagree (3). Their total responses to these statements are presented in the following table:

**Table 12**

**Topics**

S.N	Statement	1	%	2	%	3	%
<b>K</b>	<b>Instructions</b>						
i	The book contains a variety of topics.	22	73.33	-	-	8	26.66
ii	The topics of the book are easily understandable to the teachers.	28	93.33	-	-	2	06.66
iii	The topics of the book are easily understandable to the students.	27	90.00	-	-	3	10.00
iv	The topic is really difficult for the students.	-	-	29	96.66	1	03.33
v	The topics give new information in different verities.	25	83.33	-	-	5	16.66
vi	Certain topics are really time-consuming.	2	06.66	4	13.33	24	80.00
vii	The topics of the book are in the appropriate order.	26	86.66	-	-	4	13.33
viii	All the topics of the grade ten English book really engage the students.	5	16.66	1	03.33	24	80.00

Item 'K' was related to the topic under this heading eight statements were asked to the teachers. Most of them have positive responses to the topics. No teachers pointed out drawbacks for statement numbers; i, ii, iii, v, and vii. Around 83% of teachers agreed that the textbook contains a variety of easily understandable topics for both teachers and students. Above 83% of teachers agreed that the book is

inappropriate to order and provide new information in different varieties. 80% of teachers were stayed neutral for statement numbers six and eight, that certain topics are really time-consuming and engage the students. On the other hand, no teachers agreed that the topic is really difficult for the students for this 96.66% of teachers disagreed.

**Cultural appropriateness.** This item was related to the topics of the textbook. Different seven statements were asked to the respondents related to cultural appropriateness. They were asked to rate using the scale: Agree (1), disagree (2), and neither agree nor disagree (3). Their total responses to these statements are presented in the following table:

**Table 13**

**Cultural Appropriateness**

S.N	Statement	1	%	2	%	3	%
<b>L</b>	<b>Cultural appropriateness</b>						
i	The materials are appropriate in teaching different cultural situations.	21	70.00	-	-	9	30.00
ii	The activities are appropriate for the learning culture.	22	73.33	1	03.33	7	23.33
iii	The subject matters promote cultural understanding.	24	80.00	2	06.66	4	13.33
iv	The contents included in the textbook equally reflect different culture	3	10.00	5	16.66	22	73.33
v	The subject matter is free from gender bias.	18	60.00	3	10.00	9	30.00
vi	The coursebook is unprejudiced in terms of customs, ethnics, races, and sexes.	9	30.00	5	16.66	16	53.33

Item 'L' was related to Cultural appropriateness consisted of six statements. A good textbook should free from cultural biases. In this item statement number one was that teaching materials are appropriate in teaching different cultural situations. Seventy percent teachers agreed to the statement that the syllabus emphasizes the communicative functions of language and 30% of teachers were disagreed for this statement. The next one was the appropriateness of activities for the learning culture,

above 73% of teachers viewed positively only 3.33% of teachers disagreed with it. Similarly 80% of teachers agreed that the subject matters promote cultural understanding, 13% of teachers viewed neutral and 6.66% of teachers disagreed. The contents may not include in the textbook equally reflect different cultures because only 10% of teachers agreed for is and other teachers viewed disagreed and neutral on the other hand the textbook seems prejudiced in terms of customs, ethnicity, races, and sexes, this is way, 53.33% of teachers viewed neutral and 16.66% of teachers disagreed. Similarly, 60% of teachers agreed and 30% were undecided about the statement that the subject matter is free from gender bias. Overall the result shows that the textbook is suitable for learning and understanding different cultures.

**Pictures, charts, games and, puzzles.** The respondents were asked to rate using the scale: Agree (1), disagree (2), and neither agree nor disagree (3) related to the pictures, charts, games and, puzzles of the textbook. Their were different three statement. Their total responses to these statements are presented in the following table:

**Table 14**

**Pictures, Charts, Games and, Puzzles**

S.N	Statement	1	%	2	%	3	%
<b>M</b>	<b>Pictures, charts, games and, puzzles</b>						
i	Pictures are well presented in the textbook.	2	06.66	22	73.33	6	20.00
ii	Pictures are helpful to understand the text.	6	20.00	8	26.66	16	53.33
iii	Graphs and charts are clear and enough for interpretation.	15	50.00	3	10.00	12	40.00
iv	Puzzles help to promote new vocabularies to the students	28	93.33	-	-	2	06.66
v	Pictures promote students' self-learning.	25	83.33	1	03.33	4	13.33
vi	Pictures and charts are clear enough and sufficient.	6	20.00	9	30.00	15	50.00

The textbook contained a lot of pictures, charts, games, and puzzles. Those issues were concerned in item 'M' consisting of different six statements. Above 85% of teaches agreed that pictures and puzzles promote learning new vocabularies and self-learning. Only 6.66% of teachers agreed that pictures are well presented in the textbook and 73.33% of teachers disagreed with this. Similarly, 20% of teachers agreed that pictures and charts are clear enough and sufficient, and helpful to understand the text. It proved that picture quality in the text is very low. Despite this 50% of teachers agreed that graphs and charts are clear and enough for interpretation.

**Teacher's guide.** Two statements were asked to the respondents related to teacher's guide of the textbook. They were asked to rate using the scale: Agree (1), disagree (2), and neither agree nor disagree (3). Their total responses to these statements are presented in the following table:

**Table 15**

**Teacher's Guide**

S.N	Statement	1	%	2	%	3	%
<b>N</b>	<b>Teacher's guide</b>						
i	The teacher's guide is easy to use and explains things clearly.	23	76.66	3	10.00	4	13.33
ii	The teacher's guide has all the answers that the teacher and students needed.	1	03.33	5	16.66	24	80.00
iii	The teacher's guide provides differentiated activities for fast and slow learners.	22	73.33	1	03.3	7	23.33

Lastly, item 'N' was related to the teacher guide consisting of three statements. 76% of teachers agreed that teacher's guide is easy to use and explain things clearly similarly 73% of teachers agreed that teacher's guide provides differentiated activities for fast and slow learners. But only 3.33 % of teachers agreed that the teacher's guide has all the answers that teachers and students needed 80% of teachers viewed neutral for this statement.

### **Analysis of Open-ended Questionnaires**

While analyzing anything only the close-ended questions can't provide sufficient ground information but can be the means. so to get information from the respondent I have prepared three open-ended questions and received the responses from thirty teachers from the community and institutional schools of the Ilam district. The following were open-ended questions that the researcher had asked;-

1. What are the strong points of the English textbook of grade ten? Give specifically.
2. What are the weaknesses of the grade ten English coursebook? Please list.
3. What are your suggestions for improvements?

With the help of the responses provided by the teachers regarding the strengths, weaknesses, and suggestions for the improvement of the textbook, the researcher has reached the following findings. The question wise findings through the response are as following;

**Strengths of the textbook.** In general, all the respondents have made their agreement that the new textbook possessed several advantages over the old one. According to them; the most important advantage was the book had brought about positive change in English which was taught in secondary level school that makes it significantly more communicative and effective. Respondent A said, "The price of the book is reasonable". According to respondent B, "The balance of language skills is appropriate". Similarly, the grade ten English textbook has clear and understandable printing and appropriate size for the grade ten students. The book is easy to handling and carrying to the students. There is the appropriate spacing between words and paragraphs. The textbook is designed as a communicative approach based and had Clear objectives. Regarding the content of the textbook it has interesting and practicable tasks, Subject matters promote cultural understanding. The new English textbook is designed related to other subjects as well. It is useful for life. The textbook has contextual passages, interesting and practicable taxes. The textbook has student center activities where new vocabularies are inserted. This grade ten English textbook has contained new topics and varieties of texts which provide new information.

Similarly, this textbook has inspiring and motivating texts and the instructions of the textbook are clear and easily understandable.

**Weaknesses of the textbook.** One of my objectives was to find out the weak point of the textbook. Regarding the question, the respondents have expressed a lot of problems with the Grade ten English textbook as commented by Respondent A, "The grammar exercises seems to be neglected because only 11 marks are allocated to this". With agreeing with this statement other respondents have also made their disagreement regarding grammar that there is a not sufficient grammar exercise and not deeply illustrated. The physical aspect of the textbook seems to be very poor. The respondents found that the textbook has the very poor paper quality and layout. Respondent B stated that the pictures were too small and unclear. Similarly, the textbook has a very less attractive cover page. While talking about its academic aspect some topics of the text are time-consuming, it is hard to find tape-script and all the other resources on the internet and market. Besides its major drawback here are some other weaknesses such as insufficient and breakable binding of the textbook, new vocabularies are not well defined. The book has a very small font size.

Similarly, some topics of the textbook are time-consuming, long, and boring. The pictures are not well presented and clear. There is difficult to conduct project works in all sites. To conduct listening activities the tape-script is not available on time.

**Suggestions of the textbook.** Textbooks are the detailed learning materials prepared for the students based on the curriculum. By observing grade ten textbook's strong and weak point the respondents have expresses the suggestions for the improvement of Grade ten English textbooks there physical aspect should be improved for the betterment of textbooks such as font size should be increased, paper quality should be enhanced and used. Respondent A suggested as "Sometimes teachers and students cannot found the e- materials on the website. The designer should concern about the problem". Grammar is the skeleton of language for this respondent B suggested that "at least 30% marks should be allocated in grammatical test". The teachers' had suggested some more like there should be added more guided and free writing. There is very limited grammatical exercises so grammar illustration and rules should be included in the textbook. The used language seems to

be hard to the level of the student so, it is better to match the level of the students. Similarly, A listing script should be provided with the book. The project work should be simple and practicable and more vocabularies practice should be added for the next edition. To make the class attractive there should include funny charts and use simple words.

### **Finding and Results**

The main concern of my study entitled "An Analysis of English Textbook for Grade ten" is to analyze the English textbook of grade ten in terms of its physical and academic aspects to find out its strengths and weaknesses.

The first objective of my research study was to analyze the English textbook of grade ten in terms of their physical and academic aspects. After the analysis of data and interpretation, it was found that the layout of the book, cover page design, size of a textbook, lettering and spacing, availability, have a bright side. Whereas other aspects do not seem to get satisfied. The contents of the textbook are also linked to other subjects and lessons. The textbook helps to increase the vocabulary of the student. The puzzles are given in the text help to promote new vocabularies to the students but the given new vocabularies are not well defined and highlighted.

Similarly, the second objective of my research study was to point out the strengths and weaknesses of the textbook. But, there is no uniformity in the number of exercises across the language skills.

Besides the major findings, the present study has summed up the quality of the textbook in terms of 'strengths' and 'weakness' as following:

**Strengths of the textbook.** After the analysis and interpretation of data, it was found that the textbook can be easily available in the market at a reasonable price. It is easy to handling and carrying to the students, the exercises given in the textbook are suitable for the learners, and pictures help to better understating the text and clear and understandable printing. The textbook has covered all language skills equally. The book is designed communicative rather than textual there are no cultural and gender biases. The textbook has an appropriate size for the grad ten students and the cover

page and design are attractive and good. Similarly, the designed syllabus is appropriate, and the content of the text is followed by the curriculum with clear objectives. The given vocabulary exercises in the text are well presented with a helpful glossary. The topics of the textbook are easily understandable to the teacher and students not only this the contents of the textbook are also related to other subjects. On the other hand pictures and illustrations are helpful for individual and group work. The exercises are fit to the students' level and diagnose their problems. The exercise given in the textbook helps to develop the student's imaginative and cultural power.

**Weaknesses of the textbook.** Everything has a bright and dark side. The textbook of grade ten also has some weaknesses. Firstly I found that the physical aspect of the textbook does not seem to be satisfied that the cover page is not durable, the quality of paper is poor and the binding of the book is not good. It shows that the textbook is physically weak. Not only physical point of view there are some more weak points in the academic point of view. In where the grammar exercises are not sufficiently included. Some project works have been hard to conduct from the students' side and lessons/exercises do not seem to be suitable to secondary level students. Text-related materials like a workbook, manuals tapescript, and others are not easily available on the internet and marker. On the other hand, tapescript and tape are not provided for conducting the listening activities. The contents of the textbook also don't equally reflect different cultures. some lessons are more worked for the teachers because the contents are more difficult and teachers take more time to prepare their lesson. The books lack the pronunciation aspect of language which is difficult for poor students. Lastly, I found that pictures and illustrations are not well presented and clear and no uniformity in the number of exercises across the language skills.

**Suggestions.** Based on the results of the study, there are some suggestions and improvements, that should be done by teachers before using the book and by the writers of the book for the next edition. First, Language used in the text should match the level of the students. Used better paper quality and printing quality of the textbook should be enhanced. Font size used in the textbook should be increased. There seems to be insufficient grammar illustration and rules, that should be included to the better

understanding of the text and student. The textbook has limited guided and free writing so it should be added more. To improve the listening skill of the student there is difficult to find a tapescript so, the listening script should be provided with a textbook. Regarding the project work that seems to be difficult to the students in this regard project work should be simple and practicable. The textbook has some difficult vocabulary so there should be used simple word added more vocabularies practice. Lastly, funny chats and stories should be increased for a better understanding of language skills.

## Chapter V

### Conclusion and Recommendations

#### Conclusions

The present study entitled “An Analysis of English Textbook of Grade Ten” aimed to find out the quality of the textbook in terms of its physical and academic aspects. The researchers adopted both primary and secondary sources of data to come to its findings. This research found that the physical aspect of the textbook seems to be weak in terms of cover page design, binding, and paper quality but the layout, cover page design, size of a textbook, lettering and spacing of the textbook, are suitable. The textbook has various exercises containing language functions to develop the communicative competence of learners. The exercises are fit to the students' level and diagnose their problems, which helps to develop the student's imaginative and cultural power. The pictures and illustrations are helpful for individual and group work. Whereas there is not provided enough exercises in interpreting charts and maps. However, the textbook is relatively easy to the teacher but some chapters may not match with the level of the students' communicative ability. It is found that the vocabulary definition does not work in every situation, so we need to understand contextual meaning. This can lead to misunderstanding and multi interpretation to the students in using those vocabularies. Though there are not sufficient grammatical exercises. The book incorporates communicative activities but, the researcher found that the oral activities seem to be neglected mainly to in the listening activity.

#### Recommendations

Every research study should have its recommendation. So this research work has been some recommendation. Based on the finding above, the following recommendation has been made;

**Policy related.** The policy is a plan to systematize the activity of the people belonging to the particular field. There are many policies have been administered by the government in educational institutions and organization. The policies are taken into practice and reform from time to time according to the needs and situation.

Similarly, the design of the curriculum has been set up in the policy level recommendation accumulate from the research and implement in the forthcoming publication.

- ) The physical appearance of the textbook is not satisfactory. Paper quality, front, prints, lettering, and spacing should be considered seriously.
- ) Pictures/ chars and illustrations are to be made clear and visible.
- ) Instruction materials should be made available.
- ) The cover page should be attractive and durable.
- ) Grammatical exercises should be reformed.

**Practice related.** The finding of the study can be related to the practice field of English language teaching. The process of language education involves many elements often learners considered as the center and teachers as a facilitator both of them will be benefited from this research study.

- ) It is hoped that this research work will provide insight into the textbook to the language teachers and learners.
- ) Listing materials and aids should be provided and used in the classroom.
- ) There should be uniformity in the number of exercises in the different texts.
- ) The quality of the paper is not appropriate. Therefore, it is better to make a qualitative paper.
- ) Interesting and funny materials like communicative games, songs, stories, simple poems, cartoons should be added to the text.
- ) The new vocabularies should be presented in a 'word list' with their pronunciation at the end of the text.

**Further research related.** This research will be beneficial to the further research of the textbook analysis. There are much researches done on various books. They have used different frameworks for the evaluation of textbooks but this present study is based on the physical and academic quality of the textbook, this research can be exploited to do other research based on textbooks. The research criteria were given preference to the teachers who have been teaching for many years for secondary level. My research will be helpful for further research on textbook analysis.

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## Appendix I

### Questionnaire to the Teachers

Dear Respondents,

This questionnaire is a research tool for gathering information for my search entitled **‘An analysis of new English textbook for grade ten’** as a practical fulfillment of Masters Degree in English Education under the supervision of **Prof. Dr. Anjana Bhattarai**, Department of English Education, T.U, Kirtipur. You are kindly requested to give your responses through the questionnaire. The correct information provided by you will be of great help for completing my research. I sincerely assure you that your responses will remain confidential and used only for research purpose.

Researcher

Milan Kattel

Department of English Education

University Campus, Kirtipur Kathmandu

Name:

School's Name:

Qualification:

Experience:

Gender:

You are required to give options on each of the following statements. The right answer is your opinion; please indicate your opinion by putting tick on the response.

#### **I. Items related to Physical Aspects:**

##### **A. Price and availability**

- i. The English textbook is easily available in the market.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. The price of the book is reasonable.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. The students will have to buy extra materials (workbook, grammar etc.).  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iv. The price of extra materials is costly.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- v. Teacher's guide, audio & visual aids are available.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree

## **B. Add - ons and extra**

- i. Text related materials are easily available in internet.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. The related materials are easily accessible to the students.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. The related materials are easily accessible to the teachers.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iv. E- Materials are easily understandable to the students.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- v. The listening aid is available for the given exercise.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- vi. Workbook and visual aids are used properly.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree

## **C. Layout and design**

- i. The size of the book is appropriate for the grad ten students.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. It is easy in handling and carrying.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. The cover page is attractive and durable.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iv. The quality of paper is fine.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- v. Printing is neat and clean.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- vi. The space between words and paragraphs is appropriate.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- vii. The binding is sufficiently durable.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- viii. The design of the book is appropriate for the students.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree

## II. Items related to Academic Aspects:

### D. Objectives and contents

- i. The objectives of the textbook are suitable to present society's demand.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. The objects of the textbook are clear.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. The contents of the textbook are clean and easily to understandable to the teachers and students.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iv. The contents of the textbook are relevant to the student's need and interest.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- v. The contents of the book give up to date information.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree

### D. Instructions

- i. The instructions of the grade ten English book are clear and unambiguous.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. The language of the book is clear and easily understandable to the students.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. The language of the book is clear and easily understandable to the teachers.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iv. The instructions given in textbook for the language skills are easily understandable to the teachers.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- v. The instructions given in textbook for the language skills are easily understandable to the students.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- vi. The written instruction use in the book is understandable to the students.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- vii. The written instruction use in the book is understandable to the teachers.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- viii. Students can use textbook themselves with the help of given instruction in the book.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree

### **E. Methodology**

- i. There is good balance between teaching and activities.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. The textbook promotes communicative method.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. GT method is appropriate to teach the textbook.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iv. The techniques given in the textbook are practicable.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree

### **F. Syllabus**

- i. The syllabus of grade ten English book is appropriate for the students.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. The syllabus emphasizes the communicative functions of language.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. The textbook covers all the language areas (grammar, vocabulary, function, punctuation) prescribe by syllabus.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iv. The syllabus helps to layout students' inner capacity.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- v. The grammar items in the book are relevant and adequate for the text.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- vi. The subject matters are sufficient to achieve the objective of the syllabus.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree

### **G. Vocabulary and structure**

- i. The new vocabulary given in the textbook suites the intellectual level of the students.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. The key vocabulary in the textbook is highlighted and well defined.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. Sentence structures are well selected.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iv. The structure are useful for the learners  
a) Agree                      b) Disagree                      c) Neither agree nor disagree

## H. Exercises

- i. The exercises fit the student's level.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. The exercises are adequate in number.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. The exercises engage learners.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iv. The exercises of the book encourage learners to work in pair and group.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- v. Exercises help to diagnose students' problems.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree

## I. Language skill

- i. The course book has the appropriate balance of skills.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. The listening skill really designed to promote listening skill.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. The speaking skill really designed to promote speaking skill.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iv. The reading skill really designed to promote reading skill.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- v. The writing skill really designed to promote writing skill.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- vi. All the exercises given for the development of language skills really engage the students.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree

## H. Topics

- i. The book contains a variety of topic.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. The topics of the book are easily understandable to the teachers.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. The topics of the book are easily understandable to the students.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iv. The topic is really difficult for the students.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree

- v. The topics give new information in different varieties
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree
- vi. The certain topics are really time-consuming.
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree
- vii. The topics of the book are in appropriate order.
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree
- viii. All the topics of grade ten English book really engage the students.
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree

**I. Cultural appropriateness**

- i. The materials are appropriate in teaching different the cultural situation.
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. The activities are appropriate for the learning culture.
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. The subject matters promote cultural understanding.
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iv. The contents included in the textbook equally reflect different culture.
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree
- v. The subject matter is free from gender bias.
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree
- vi. The coursebook is unprejudiced in terms of customs, ethnicities, races and sexes.
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree

**J. Pictures, charts, games and puzzle**

- i. Pictures are well presented in the textbook.
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. Pictures are helpful to understand the text.
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. Graphs and charts are clear and enough for interpretation.
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iv. Puzzles help to promote new vocabularies to the students
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree
- v. Pictures promote students self-learning.
  - a) Agree                      b) Disagree                      c) Neither agree nor disagree

- vi. Pictures and charts are clear enough and sufficient.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree

**K. Teacher's guide**

- i. Teacher's guide is easy to use and explain things clearly.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- ii. Teacher's guide has all the answers that teacher and students needed.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree
- iii. Teacher's guide provides differentiated activities for fast and slow learners.  
a) Agree                      b) Disagree                      c) Neither agree nor disagree

**Item III**

You are required to write your views on the basis of the following questionnaire which are asked about the New English Textbook for Grade Ten.

1. What are the strong points of the English textbook of grade ten? Give specifically.

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2. What are the weaknesses of the grade ten English coursebook? Please list.

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3. What are your suggestions for improvements?

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