

# **Teachers' Perceptions Towards The New English Textbook For Grade Seven**

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

**Submitted by  
Padam Ale Magar**

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

**2021**

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## **Declaration**

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

Date: 26/04/2021

.....

**Padam Ale Magar**

## **Recommendation for Acceptance**

This is to certify that **Mr. Padam Ale Magar** has worked and completed this thesis entitled **Teachers' Perceptions towards the New English Textbook for Grade Seven** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 27/04/2021

.....

**Mr. Bhim Prasad Wasti**

Reader

Department of English Education

T.U., Kirtipur

## **Recommendation for Evaluation**

This thesis has been recommended for evaluation from following **Research Guidance Committee**.

	<b>Signature</b>
<b>Dr. Prem Bahadur Phyak</b>	.....
Lecturer and Head	Chairperson
Department of English Education	
Tribhuvan University, Kirtipur	

<b>Mr. Bhim Prasad Wasti (Supervisor)</b>	.....
Reader	Member
Department of English Education	
Tribhuvan University, Kirtipur	

<b>Mr. Khem Raj Joshi</b>	.....
Teaching Assistant	Member
Department of English Education	
Tribhuvan University, Kirtipur	

Date: 13/12/2018

## Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

	<b>Signature</b>
<b>Dr. Gopal Prasad Pandey</b>	.....
Reader and Head	Chairperson
Department of English Education	
Tribhuvan University, Kirtipur	

<b>Dr. Binod Luitel</b>	.....
Professor (English Education)	Expert
Research Center for Educational Innovation and Development	
Tribhuvan University	

<b>Mr. Bhim Prasad Wasti (Supervisor)</b>	.....
Reader	Member
Department of English Education	
Tribhuvan University, Kirtipur	

Date: 13/06/2021

## **Dedication**

### **Dedicated to**

My parents, for unconditional encouragement that has inspired me to complete this research.

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## **Abstract**

The present study entitled ‘Teachers’ Perceptions towards the New English Textbook for Grade Seven’ was carried out to identify the teachers’ perceptions on the new English textbook of grade seven in terms of the layout and design, activities, language skills, language type, content and cultural appropriateness. I used survey research design to accomplish this study. I collected the data from forty government school teachers teaching in grade seven in Bhojpur district. A set of questionnaire consisting of closed ended questions was used as the data collection tool. The findings showed that teachers have appreciated to the activities in the textbook and language functions. The teachers have also claimed that the language used in the textbook is at the right level of students’ current English ability. While analyzing the drawbacks, the textbook does not meet the teachers’ expectations in terms of the layout and design, appropriate balance of the four language skills and presentation of the grammar and Subject matter. Furthermore, the language in the textbook does not represent a diverse range of registers and accents.

This thesis has been divided into five chapters. The first chapter is introductory in nature which deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter incorporates the review of related literature. This chapter deals with review of the theoretical literature, empirical literature review, implication of the review of the study and conceptual framework. The third chapter deals with the methods and procedure of this study. It consists of research design, population and sample, sampling procedures, sources of data, data collection tools, data collection procedures and analysis and interpretation procedure. Similarly, chapter four encompasses analysis and interpretation of data. Finally, the chapter five deals with findings, conclusion and recommendations of the study. And in the final section, references and appendices are included.

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## **Chapter 1**

### **Introduction**

The study entitled “Teachers’ Perceptions towards the New English Textbook for Grade Seven” tries to identify the teachers’ perceptions on English textbook of grade seven in terms of the layout and design, activities, language skills, language type, content and cultural appropriateness. This introductory chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the of the study and the operational definitions of the key term.

### **Background of the Study**

Textbooks are learning materials commonly used in teaching learning process. It is not surprising that they often become the only materials in the classroom. This fact happens for several reasons. First, textbooks are relatively easy to find and are commercially provided. Second, it provides a guide or a road map for the learners which offer expected behaviours that they have to perform (Crawford in Richards and Renandya, 2002). Third, textbooks help teachers to prepare the lesson (Brown, 2000). Fourth, they can also become a flexible syllabus for teaching learning process in which teacher can easily modify based on the students’ needs. In Nepal, textbooks play an important role in the national education system since it reflects the change in curriculum Nepalese system. Once a new curriculum is implemented, a number of textbooks are published. In response to this, the government via the Ministry of Education and Culture has made some laws in the form of regulations for designing, using, and evaluating textbooks. The government then publishes a list of textbooks which is considered appropriate to be used in teaching learning process. Although the government has released the list of appropriate textbooks, textbook evaluation is seen as an important thing to be conducted. This is because teachers show a dependency towards textbook in the classroom. A study conducted by Tharu (2015) showed that many Nepalese EFL teachers use textbooks as the only instructional materials in teaching learning process. This means that they rely a lot on the commercial textbooks available in the market. Consequently, teachers are required to evaluate textbooks to determine what actions that they need to take. In principle, they should decide

whether to adapt, adopt, reject, or supplement them. The process of evaluating textbooks can be done by examining the content of textbook in two ways namely external and internal evaluation (McDonough, Shaw, and Masuhara, 2013). External evaluation focuses on the physical appearance such as cover, introduction, table of content, and the like. On the other hand, internal evaluation deals with the materials including tasks and exercises. The combination of internal and external approach to textbook evaluation is seen as an important thing to be conducted as it provided comprehensive information to the teachers regarding the appropriateness of certain textbooks seen from the perspective of physical appearances as well as their contents.

'English' for grade VII, a new edition published is an EFL textbook edition series published by Curriculum Development Centre in 2013 AD, Sanothimi Bhaktapur. The authors of this textbook are Ganga Ram Gautam, Iswari Prasad Gnawali, Laxman Gnawali and Mabindra Regmi. The publisher of the textbook is Government of Nepal, Ministry of Education, Curriculum Development Center, Sanothimi, Bhaktapur. Grade seven students of government school in Nepal have been reading this textbook for six-years. The textbook has 15 units and 150 pages. Grant (1987, p. 118) inferred that “the perfect book does not exist”. It means that this textbook might also have weaknesses even though a trustworthy publisher published it. Therefore, any textbook to be used in the classroom should undergo an analysis. In my study, the consideration is made based on the vivid rejoinder whether the textbook meets the need of teaching’s goal and value, teacher’s syllabus, and other significant aspects such as contents, language skills and exercises.

### **Statement of the Problem**

Textbooks have become an important part in teaching learning process. The success or failure of the educational program is affected by the qualities of the textbook selected and prepared for a program to a great extent. Good textbooks are widely adopted by teachers as they have a good content, language aspect, presentation technique, and visual appearance (Ur (2005). Hence, it is needed to check whether the books fulfilled the criterion of good textbooks. It is also necessary to analyze the textbook in order to find out it’s effectiveness. Therefore, textbook analysis is considered as an important thing to be conducted.

I was motivated to conduct a research on new English Textbook for grade seven since no research work has been carried out on this book. Additionally, it is claimed that the cause of poor achievement of 7<sup>th</sup> graders in English is due to inappropriate contents and lack of exercises of the textbook. Keeping in mind to the criticisms, this research work is focused on evaluation of contents, language skills and exercises of the textbook.

### **Objectives of the Study**

The objectives of this study were as follows:

- ) To identify the teachers' perceptions on the new English textbook of grade seven in terms of the layout and design, activities, language Skills, language type, content and cultural appropriateness.
- ) To suggest some pedagogical implications from the findings of the study.

### **Research Questions**

Following were the research questions of this study:

- ) What is the teachers' perception on the new English textbook of grade VII in terms of the layout and design, activities, language Skills, language type, content and cultural appropriateness?
- ) Is the textbook appropriate for Grade Seven Students?

### **Significance of the Study**

Not any research has yet been carried out on the topic "Analysis of the new English textbook for Grade Seven" in the Department of English education. Therefore, this study will be significant for the successful implementation of the grade seven textbook in teaching and learning activities. The study will be directly or indirectly significant to the professionals, language practitioners, policy makers, textbook designers, Curriculum Development Centre, printing press, teachers, students, and the people who are involved in teaching and learning activities. After the completion of this research work, it will provide some suggestions and

recommendations on physical and academic aspects, which can help to some extent to avoid the problems, appeared in the textbook.

### **Delimitations of the Study**

The study had the following delimitations:

- ) The population of the study were teachers teaching in grade seven.
- ) Questionnaire was administered to collect primary data.
- ) The research area of the study was Bhojpur district
- ) The study was conducted on forty government school teachers teaching English as a compulsory subject in grade seven.

### **Operational Definition of the Key Terms**

Some terminologies are used in this study to describe the study procedure and findings. The terminologies used in the context of this study give the following meaning.

**Academic Aspects:** In my research academic aspects refer to the subject matter of a textbook in which mainly include contents, language skills, cultural appropriateness and exercises of the textbook.

**Analysis:** In my research 'analysis' is a careful and detailed study of the new 'English' textbook in order to interpret and explain it in terms of its contents, language skills, exercises, cultural appropriateness and physical features.

**Cultural Appropriateness:** In the research cultural appropriateness refers to the relevance of the textbook in terms of social cultural context of the students e.g. inclusion of the contents in the textbook that promote local culture and also make the students familiar with the native speaker's culture.

**Language type:** The term, 'language type' in the research refers to whether the language used in the textbook is at the right level for the right type learners

**Textbook:** In this research, textbook refers to a book named "English" prescribed for Grade VII, which is new addition on 2013 AD.

## Chapter 2

### Review of Related Literature and Conceptual Framework

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

#### Review of Related Theoretical Literature

This sub heading discusses the theoretical aspects related to textbook and textbook analysis in details. The discussion starts with the concept and importance of textbook, types of textbook, criteria for textbook analysis, uses of textbook, textbook evaluation, existing policies and provisions of textbook, advantages and disadvantages of textbook and parameters for textbook analysis respectively.

**Concept and importance of textbook.** A textbook is the detailed teaching and learning material prepared for the students based on the curriculum. It is extremely used as a solo material to fulfill the objectives expected in the curriculum. Therefore, it is prepared in a sequential order along with the illustrations and exercises. It seems that there is not any alternative to replace the textbook in the context of Nepal. According to Yulianti (2011), "A textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process." In cities, nowadays, some teachers have begun to use the internet to impart the subject matters instead of the textbooks but it is limited to the cities and only a few teachers do so. 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.

Many of the teachers use the textbooks without any consideration. Therefore, the textbooks provide a clear roadmap to the teachers who are at the cross road to

conduct teaching learning activities. To discuss more about the importance of the textbook, Ur (2005) states:

A textbook provides a clear framework to the teachers and students to conduct teaching learning activities sequentially. It is used as a syllabus, which is designed systematically sequentially in a planned and balanced way. It is used as a ready-made texts and tasks. A textbook is comparatively cheaper than other materials. It is handy portable material so it is convenience. It provides clear guidelines to a novice teacher and learner can use a textbook as a self-learning material. (pp. 79-80)

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

***Traditional textbook.*** Traditional textbooks are those, which assume that language learning is learning the grammar of the language. Traditional textbooks are influenced by behaviorism, which maintains that learning is nothing but habit formation. They believe that writing form of the language is purer and more beautiful than the spoken form. The teaching items selected for traditional textbooks are grammatical items, e.g. articles, tenses, propositions, transformations, etc. and reading texts such as poems, essays, one act plays of the great authors of the past (literature). The role of a teacher is authoritative as s/he delivers lectures all the time. However, role of the students is passive as they are always busy in listening to the teacher's lectures.

Furthermore, Grant (1987) adds that the traditional textbooks have the following characteristics:

Traditional textbooks focus on reading and writing activities more than listening and speaking activities. They often make use of a great deal of L1 and emphasize on the importance of accuracy. They focus on syllabus and examinations as well as the teachers more than students. (pp. 14-16)

In summary, the basic characteristics of traditional textbooks are: Emphasis of grammar, focus on reading and writing activities, usage of L1, emphasis on

accuracy, and focus on a syllabus and examinations. In fact, the result of using the traditional textbooks is that the students know the grammar of a language but they cannot use it.

***Communicative textbook.*** The communicative textbooks believe that a language is learnt by using it and not by knowing its grammar. It helps to develop the communicative competence of the learners. It reflects the students need and interests. Therefore, Communicative textbooks are those, which are based on the belief that language learning is learning to use the language in real life. The role of a teacher in communicative textbooks is a facilitator or manager and the role of the students is as an active learner.

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

Communicative textbook emphasizes the communicative functions of language. They try to reflect the student's needs and interests. They are activity based because they emphasize skills in using the language, not just the forms of language. They emphasize fluency, not just accuracy. They encourage work in groups and pairs, and therefore, make heavier demands of teacher's organizational abilities.

In a nutshell, in the communicative textbook, emphasis is given on the communicative functions of language and reflection of students' needs and interests. Such textbooks also encourage group and pair work and give priority to fluency.

**Strengths and weaknesses of a textbook.** Textbook is one of the commonest forms of teaching material. It is also known as course book. Particularly textbook is designed to the students. Therefore, all students will have textbook. However, in our context, teachers use this teaching material as the sole teaching material. They totally depend on textbook and teach each and every line and page to the students. Textbook is a support material designed to the students not for the teacher. However, the teachers do not understand about it and they always become worry to finish the course. Textbook functions as a means to achieve the set of objectives in the curriculum. There are both positive and negative viewpoints regarding the use of

textbook. Firstly, to support the positive viewpoints Richards (2001, pp. 1-2) states, "Textbook provides a variety of learning resources. They train teachers about what to teach and identify what should be learned and the order in which it should be learned."

Textbook relieves the teacher from the burden of selecting and organizing materials for every class. They show a sensible and well-organized progression of language items. They provide introductory, activities; revision exercises and summaries. They are supporting materials both for the teachers and for students.

There are also some of the negative viewpoints about the use of textbook. Richards (2001, pp. 3-4) states, "Textbook can be severe limitation for the teacher's knowledge and professional development. Students are tightly tied up with textbook and have difficulty learning without it".

Textbook can deskill the teachers. They repeat the same type of activities and exercises, thus making the learning monotonous. They cannot include everything needed for effective teaching but they may contain inauthentic language.

Now, from the above-mentioned points about the use of textbook what we have to understand is that textbook has two-edged sword. It has two sharp sides- positive and negative. In this kind of conflicting positions, we have to best utilize it as a teaching reference material.

**Uses of textbook.** A textbook is produced according to the demand of the educational institutions. It is taken as the body of knowledge. It is the most important teaching tool because it shares the idea that not only what to be taught but also how to be taught.

The reasons for using the textbook can be different. Harmer (2010, p. 152) says, "Teachers feel much more positive about course books. For them, course books provide good teaching material which is often attractively presented." Textbook is designed based on curriculum structure and framework. It provides clear guidelines to a novice teacher. The students can use it as a self-learning material. It is a handy portable and cheaper material. Teachers can identify the contents and the order of

their teaching. The textbook indicates the methods of instruction to be applied in the class. Textbook saves the teachers' valuable time so that they can devote it in other relevant activities.

**Aspects of textbook analysis.** The new English textbook for Grade VII is designed to enable the learners to internalize the underlying system and the structure of language. Here, in my research mainly the contents, language skills and exercises given in the textbook will be analyzed. For what I will be bounded with certain criteria. I have followed the same model proposed by McDonough and Shaw (2013). So, the analysis has been based on two criteria: The Physical Evaluation and the Academic Evaluation.

***The physical aspects evaluation.*** McDonough and Shaw (2013) believes this is an initial evaluation, which helps to evaluate physical factors of a Textbook. The following factors are included on the physical evaluation of the textbook.

***Paper quality.*** The paper quality of the textbook should be high quality. After using the book for a very long period, its each leaf should not be folded badly. The paper of the textbook should be selected keeping in mind of the level and age of the learners. If it is used good quality of paper, it is considered as good textbook.

***Binding and size.*** It is said that strong binding of the textbook saves the textbook longer. The book has been stitched with pins (stapler) and then bound with gum properly. The size of the textbook should be portable so that the learners can carry easily where s/he wants to go.

***Lettering and spacing.*** The letters and its space between letters should be appropriate in the textbooks. Size of the letters and its styles should be selected according to the level and ages of the learners. To be a good textbook lettering and spacing should be proper.

***Academic aspects evaluation.*** Academic aspects includes contents, language skills and exercises in general. The Academic Aspects evaluation refers evaluation of presented materials internally, which are: the organization of language or content, the

presentation of the language skills and grading and sequencing of exercises. The elements included in the academic aspects includes are described below.

*Contents.* The content of any textbook should be selected, organized and presented hierarchically from simple to complex principal. According to Sheldon (1988) and Harmer (2007)," The variation of topics in the textbook should be organized in a systematic sequence chapter by chapter. On the textbook, one unit contained one up to two sub-topic based of the title of the topic". The contents should contain authentic material. The subject matter of the content should be in a systematic order in terms of level, grade, learners' interest and needs. The contents should be selected on the basis on physical and social environment of the learners. The textbook includes all language skills such as listening, speaking, reading, writing and all language aspects such as pronunciation, grammar and communicative function. Therefore, the contents of the textbook should be proper and well selected.

*Language.* The language of the textbooks should be selected based on the learners' competence level. Grant, (1987) says, "The speed at which new language items are introduced by a textbook should be appropriate for the book users." The language of the textbook should focus on the communicative competence of the learners. Language in the textbook should be colloquial and textually appropriate to the situation or context. Well-selected vocabularies and enough communicative activities should be concerned. There should be well-selected language structures, authentic and functional language. There should focus on all four language skills development.

*Exercise.* The textbook includes enough exercises to practice for learners. According to Jones (2007), "The role of the textbook in students-centered approach is guiding the students, managing students' activity, and directing students' learning." Therefore, textbook should have lots of realistic group and pair work activities that define the characteristics of students-centered approach. In textbook, exercises should be proper and textually appropriate to the context. There should be enough exercises and appropriate to the curriculum. Clear instructions should be mentioned in each exercises of the textbook. A good textbook should include a variety of exercises, graded in terms of difficulty level in a systematic format and objective oriented

exercises. The exercises of the textbook should encourage the learners to work individually, in pairs and groups.

McDonough and Shaw (2013) propose the following factors that should be taken into account while evaluating the academic aspects of the textbook.

*Organization of the language or content.* Organization of the language refers to the arrangement of units or lessons. It also indicates contents of the textbook. A textbook contains a number of lessons. They should be organized based on the students' level.

*The presentation of the language skills.* We should evaluate whether the four language skills i.e. listening, speaking, reading and writing are focused appropriately on the textbook or not.

*Grading and sequencing of the exercises.* While evaluating the textbook, we should evaluate whether the materials and exercises used in the textbook are graded properly or not. It is believed that sequential grading and sufficient exercises are necessary to be good textbook.

**Criteria for textbook analysis.** It is not an easy job to analyze a textbook. We need to have a special knowledge to analyze it. Different persons have different criteria to make an analysis of a textbook. According to Harmer (2008, p. 154), the following are the criteria to analyze a textbook:

<b>Possible areas for consideration</b>	<b>Possible questions for course book analysis</b>
Price and availability	How much does the course book cost? Will students have to buy any extra materials? Are all the components (course book, workbook, teachers guide, audio, etc.) available? What about other levels? Is this value for money? How much does the whole package (with all the components) cost?

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, etc.) or 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 extras that are available?</p>
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>
Instructions	<p>Are the instructions clear and unambiguous?</p> <p>Are they written in language that the students will understand?</p> <p>Can the course book be used by students working on their own, or is a necessary to show them how to use it?</p>
Methodology	<p>What kind teaching and learning does the book promote?</p> <p>Is there a good balance between study and activation?</p> <p>How do the authors appear to think that people learn language and do we agree with them?</p>
Syllabus	<p>Is the syllabus of the book appropriate for your students?</p> <p>Does it cover the language areas (grammar, vocabulary, functions, pronunciation, etc.) that we would expect?</p> <p>Do our students and we like the sequencing of language and topics, etc.?</p> <p>Does the course book build in a feeling of progress?</p>
Language skills	<p>Does the course book have an appropriate balance of skills?</p> <p>Is the skills work really designed to promote the skills (i.e. writing for writing, not writing for learning)?</p> <p>Are there possibilities for both studies and activation in the skills areas?</p> <p>Are the skills activities likely to engage students?</p>
Topics	<p>Does the book contain a variety of topics?</p> <p>On balance, are the topics appropriate for both study and</p>

	<p>activation in the skill areas?</p> <p>Are the skill and activities likely to engage students?</p>
Cultural appropriateness	<p>Is the material appropriate for the cultural situation that the students are in?</p> <p>Do the texts contain culturally intensive material?</p> <p>Are the activities appropriate for the learning culture?</p> <p>Is the course book unprejudiced in the way it deals with different customs, ethnicities, races and sexes?</p>
Teacher's guide	<p>Does the course book have an accompanying teacher's guide?</p> <p>Is it easy to use?</p> <p>Does it explain things clearly?</p> <p>Does it offer alternatives to the course book 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>

The above-mentioned criteria are given by Harmer (2008) designed to analyze the structure of the language. In my research, the contents, language skills and exercises given in the textbook will be analyzed with certain criteria mentioned above on the table.

In this research, I will follow the same model proposed by McDonough and Shaw (2013) where they suggest framework of textbook analysis, which focus on two aspects of textbook: academic and physical, and Harmer (2008), who suggests the criteria for textbook analysis. Mainly this research will analyze the academic aspects as well as physical aspects of the textbook. In academic aspects, I will analyze contents, language skills and exercises preparing the checklist based on Harmer's criteria.

**The need for textbook analysis.** Textbook evaluation is an important element of education system which can help to be reformed and recognized time to time. How is the textbook designed? Is it based on curriculum? Is the textbook well organized, physically and academically? Does it fit according to the level and context? These

were all revolving questions for textbook evaluation. So, it is hard to evaluate the textbook however it is useful and essential. To analyze the textbook, there are many approaches have been developed, some of them are mentioned below:

Similarly, Khaniya (2003, p.2) says, in our school education a single set of textbooks are presented in each course of study mostly the books being used were written by those writers who would win the competition for writing textbook. Furthermore, he said the implication is that the books were not selected from among competent books. This textbook must have been approved by a group of competent people but it was not clear whether or not the books were examined before they were approved against a well- designed framework. It can be argued that the books could have been better if a computer framework was developed for the purpose of developing textbook against which the textbooks could have been examined.

Textbook is universally accepted as an integral part of teaching and learning. It is the basic component of curriculum in determining the learners' activities in the classroom. Rea- Dickins and Germaine (1994, p.4) state that "Evaluation is intrinsic part of teaching and learning". It reflects that evaluation is needed to examine the methods and values which must be matched the aim of curriculum.

There are two main approaches that have an important role for the purpose of selecting, improving and modifying materials to suit the needs of learners and teachers in a particular teaching/learning context. These are called as macro approach and micro approach to evaluation of materials. A macro evaluation focus on an overall assessment of whether an entire set of materials has worked in relation to the needs identified. In a micro evaluation, however, the focus is on the evaluation of effectiveness of the task. A micro evaluation of a task can both show to what extent a task is appropriate for the particular group of learners reveal certain weaknesses in the design of a task for future (Ellis, 1997, p, 42).

The quality and characteristic of a good textbook has been determined by some certain features. A good textbook has been evaluated by the acronym CATALYST as mentioned in the Grants' book (1987). The eight letters acronym word CATALYST represents the criteria to test the textbook by which we can decide

whether a textbook is communicative. Are aims appropriate? Is it teachable? Are Add-ons available? Is the Level right? Is your impression overall on the textbook? Are students interested on the textbook? Are materials tried and tested? These are the key questions to evaluate the good textbook.

- C- Communicative (Is it communicative?)
- A- Aims (Is it suitable to achieve the set of objective?)
- T- Teachable (Is it teachable?)
- A- Add-Ons (Are the additional materials, workbooks etc. available?)
- L- Level (Is the level of book appropriate?)
- Y- Your impression (Is your impression good?)
- S- Students' interest (Does it meet students' interest?)
- T- Tried and tested (Has the book been tried and tested in real classroom?)

There are so many models and approaches for textbook analysis but I have applied the model of Grant (1987) to evaluate the textbook related to the physical and academic aspects. The research work will be examined on the size, cover page, content, objectives, language, pictures charts and illustrations, etc.

### **Review of Related Empirical Research**

While reviewing the related literature, I found different national and international researches which have been carried out in connection with textbook analysis. The available literatures are summarized as follows:

Dahal (2002) attempted to evaluate the English textbook on the topic, 'English for Grade 10; Textbook Analysis.' In this research, all texts of grade ten English textbook are the population. He studied only the secondary aspects of the textbook that is the sample in the study. He left the primary (internal) aspects untouched, which must be analyzed while carrying out a research on text analysis. Questionnaire is the main tool for collecting data. He claims that the textbook is not attractive and durable. Data analysis technique of this research is descriptive. The textbook lacks drills and it does not provide sufficient reading and listening exercises materials. The textbook does not provide any model specimen of postcard writing, questionnaires, bio-data, notes and advertisement to the students.

Ghimire (2003) carried out a research entitled ‘An Analysis of Link English Course’. The objective of his research study was to analyze in terms of its physical as well as adequacy of the contents. The population of the research was whole Link English textbook. Questionnaire was the main tool for data collection. He used the secondary sources of data, different textbook analysis related books and reports. The data were analyzed descriptively. He concluded that the textbook is academically good than the physical aspects but it has not contained all the exercises accepted by the curriculum.

Tiwari (2004) carried out a research work on 'An analysis of the vocabulary items used in the English textbook for grade four. The population of this study was the whole lessons of English textbook of grade four. The sample of the study were total number of parts of speech, phonological structure and morphological structure. Observation is the main tool for data collection. He analyzed the data descriptively. He concluded that different parts of speech are found in the textbook and the greater disparity among the vocabulary item.

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

Upreti (2007) carried out a research on “An Analysis of Academic Encounters: Human Behavior; A textbook for PCL II year”. The main objectives of his study were to evaluate and analyze the textbook in terms of its physical and academic aspects. He collected data from primary as well as secondary sources. He selected twenty teachers and twenty students, through simple random sampling procedure from six different campuses of the Kathmandu valley. A questionnaire was the main tool for collecting primary data. In his findings, he listed that the printing was clear and clean; the book had interesting reading data based on factual

information derived from native English culture and some recommendation based on his findings.

Pokhrel (2011) carried out a Research work on the topic “An Analysis of the language functions covered in the English textbook of grade one”. The objective of his research were: (i) to analyze and compare the language functions covered in the English textbooks of grade one with the prescribed primary level curriculum in terms of Coverage of the language functions, forms and structures and contextualization of the functions in the given exercises.(ii) To suggest some pedagogical implications. The population of the study is the five different English textbooks of grade one published by different publications, such as: Curriculum Development Centre, Vidhyarthi Publication, Ekta Books Publication, Satyal Publication and Ratna Pustak Bhandar were used as main sources of data for research. The sample of the study is the coverage of language functions, forms and structures and contextualization of the function on the given exercises. A checklist and questionnaire were used as the tool. Different tables are given to make the analysis clear. As a result, the analysis and interpretation became very comprehensive. Systematically collected data of language functions were analyzed, interpreted and presented in terms of forms, examples, contextualization and exercises using appropriate tables. He concluded that vocabulary items were not sufficient and inappropriate order of presentation of language functions.

Fitriani (2013) conducted a research work on the topic “When English rings the bell. A Textbook for the Seventh Grade. The main objective of this research was to find out the criteria that are needed to make a good textbook. It was supposed to have a correlation with today’s curriculum in Indonesia. This study used qualitative method in Textbook Analysis and used the Thematic Coding to cover the research. This research found that from the sides of communicative function of the nine integrated standard, the Textbook was proportional enough because it contains almost the whole communicative function that most of the students are needed to cover the communicative competence through it. But from the side of age analysis, the book of “When English Rings the Bell” textbook not necessarily used on their grade although its suitable with the curriculum nowadays.

Akef (2015) evaluated an English language textbook 'Iraq Opportunities 6'. The participants of the study were 60 English teachers at public and private intermediate school in Baghdad. The researcher used a questionnaire which contained ten categories as follows: general shape, objectives, content, reading and writing, structure and vocabulary, listening and speaking, teaching aids, general features, background information and methodological guidance. The purpose of the study was to examine the perceptions of 2nd intermediate English teachers about the suitability of the textbook at public and private intermediate school in Baghdad. The results showed that some of the sections of the textbook such as general shape, objectives, content and teaching aids were not conveniently effective. Moreover, the findings demonstrate that the students' needs are not taken into consideration. Finally, the results reported that the contents and subjects of the textbook are not reflecting students' abilities.

Similarly, Tharu (2015) conducted a research on "Analysis of the textbook Learning English". The main objectives were: to examine the quality of the textbook in terms of its peripheral and academic features and to suggest some pedagogical implications. The sampling population the study was the completely textbook Learning English. Among all the aspects of the textbook peripheral and academic features were taken as the sample and the sample was selected purposively. Observation checklist and questionnaire were the main tools for collecting data. He analyzed the collected data descriptively and analytically (text analysis). Since, the study aimed at finding out the qualities of the textbook, categorical discussion were adopted in interpretation of the data. The finding of the research is that the academic features of the textbook were good than the peripheral features of the 'Learning English' textbook.

The empirical researches that I reviewed were of textbook analysis only. Here, my study on textbook analysis focuses on design and layout, activities, language skills, language type, contents, and cultural appropriateness. Most of the previous researcher used observation, checklist, and interview as a tool of data collection but I in my study I used questionnaire as a tool so that I could make research precise and attractive.

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

Literature review is the most important task for the researcher in any of the research field. In literature review, our central concern is to examine and evaluate what has been done before a topic and establish the relevance of this information to our own research. The review of the study obtains the information from the variety of sources including books, articles, journals, and thesis and so on. Through the empirical and theoretical review, I got information about the various procedures needed to conduct my research study. Regarding sampling strategies, use of tools, and analysis and interpretation procedures, I gained valuable information from these works. I got required insights from empirical and theoretical review.

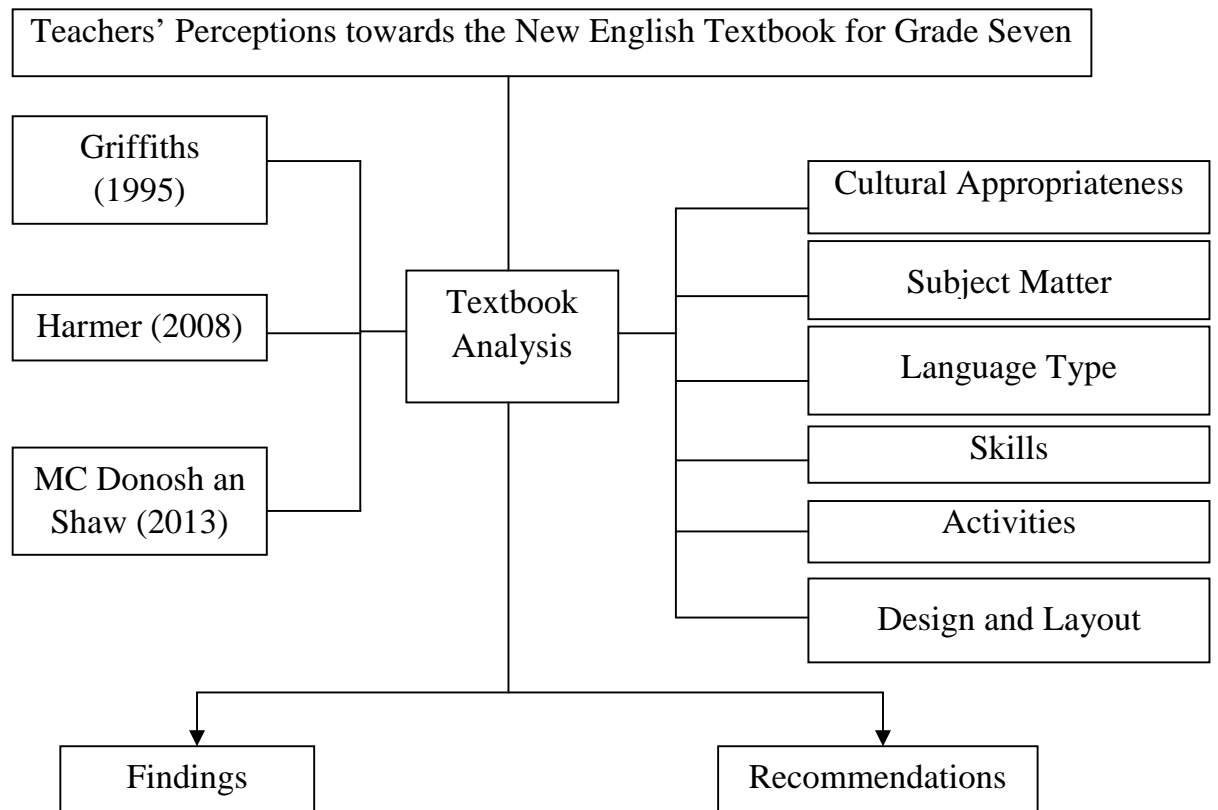
The quality of a textbook can be measured by criteria of a good textbook proposed by the experts. There are many textbooks evaluation criteria created by experts such as Grant (1987), Ur (2005), Harmer (2008), and McDonough and Shaw (2013) and etc. They have their own criteria to measure by good criteria of English book. Keeping the importance of review of related literature in my mind I observed Grant (1987), Ur (2005), and Harmer (2008). These observations took in depth of the theoretical as well as practical aspects of research.

In the same way, when reviewing the empirical literatures, I got significant information and guidelines. To be specific, Dahal (2002)'s research assisted me in formulating objectives, while Ghimire (2003) provided me insights in constructing research questions. Likewise, Tiwari (2004) assisted in designing research tools and deciding for data collection and interpretation. In the similar way, the study of Shrestha Upreti (2007), provided me guidelines to improve methodology. On the other hand, the study of Tharu (2015) provided me insight to design the conceptual framework and enabled to fit the findings into the existing body of knowledge.

In a single sentence the reviewed literature had significant value to make research scientific, systematic, relevant and consistent.

## Conceptual Framework

Conceptual framework is representation of the understanding of the theories by researchers and his conceptualization of the relationship between different variables. Therefore, conceptual framework of my research was as follows:



## Chapter 3

### Methods and Procedures of the Study

This chapter includes research design, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical consideration. The following methodology will be adopted to fulfill the objectives of my study.

#### Design of the Study

Research design is a plan for the structure and function of a system. It is a detailed outline of how an investigation will take place. It is the way of giving shape or appearance to an object specially one that is intended to more attractive. Basically, it includes how data is to be collected, what instruments will be employed, how the instruments will be used and what will be the intended means for the data collection. Therefore, the research design is an art of designing.

I adopted survey research design in order to complete my study. Survey research design is one of the common and important educational research designs. Survey may have the scope in small-scale studies by a single researcher to large-scale governmental investigations. Survey is more descriptive in nature.

Different scholars have defined survey exclusively. Nunan (1992, p. 140) writes “Survey designs are widely used for collecting data in most areas of social inquiry from politics to sociology from education to linguistics”. Similarly, Cohen, Manian and Morison (2007) argued, “Survey research gathers data at a particular point in time with the intension of describing the nature of existing conditions or identifying standard against which existing conditions can be compared or determined the relationships that exist between specific events”. Another renowned scholar Kerlinger (1986) says, “Survey research is a kind of research which study large or small population or the universe by selecting and studying sample chosen from population to discovered relative incidence, distribution and inter relationship of social and psychological variables”.

Survey research is widely accepted research design in educational research. It is carried out aiming to find people's attitude, opinion and specified behavior on certain issues, phenomena, events or situations that cannot be conducted haphazardly. It includes generalizable and applicable findings to the larger group as well. Survey has some advantages: survey has wide scope and easy to administer. It can be cost effective depending on the size. It takes less time compared with other data collection methods. Data can be collected by studying large number of population through email, mobile, telephone and so on.

Cohen, Manion, and Morrison (2007, p. 205) adds about the characteristics of survey research as below:

Survey research gathers standardized information i.e. using the same instruments and questions for all participants. It ascertains correlations (e.g. to find out if there is any relationship between gender and scores); and presents material which is uncluttered by specific contextual factors. It captures data from multiple choice, closed questions, test scores or observation schedules.

In the same way, Nunan (1992, p. 141) says that a survey research usually addresses the large number of population and sampling is necessary to carry out research. I strongly maintained the following eight step procedure suggested by Nunan (2010, p.141) while carrying out this research work.

- |                                       |   |   |
|---------------------------------------|---|---|
| Step 1: Define objectives             | ) | What do we want to find out?                                  |
| Step 2: Identifying target population | ) | What do we want to know about?                                |
| Step 3: Literature review             | ) | What other said and discovered about this issue?              |
| Step 4: Determining sample            | ) | How many subjects should we survey, and how will we identify? |
| Step 5: Identifying survey instrument | ) | How with the data be collected: questionnaire/ interview?     |
| Step 6: Design survey procedure       | ) | How will the data collection actually be Carried out?         |

- Step 7: Identify analytical procedure      ) How will the data be assembled and analyzed?
- Step 8: Determining reporting procedure   ) How will result be written up and presented?

In summary, in order to identify the teachers' perceptions on the new English textbook of grade Seven in terms of the layout and design, activities, language Skills, language type, content and cultural appropriateness, I followed survey research design for my research. The data were collected in time by using a large number of population and of course it was cost effective and easy to administer.

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

The population of the study consisted teachers teaching newly revised 'English' textbook of Grade Seven. Among them forty teachers were taken as the sample. I adopted purposive sampling procedure to achieve the objectives of the study.

### **Research Tools**

Research tools are the instruments that are used in each stepladder of research, they provide consecutive outline. A set of questionnaire was used as the research tool for data collection. which was prepared based on framework proposed by Harmer (2008) and McDonough and Shaw (2013). Some of the questions were added by the researcher as thought to be necessary.

### **Sources of Data**

Sources of data are the prospective things, places, person where solution to the problem lies. As sources of data, I used both primary and secondary sources. I used following sources to fulfill the objectives of the study:

**Primary sources of data.** I used primary source as the English teachers teaching at grade 7 in government schools.

**Secondary sources of data.** English curriculum of lower secondary level, articles on ELT, journals of NELTA and syllabuses were used as secondary sources of data in the study.

### **Data Collection Procedures**

Firstly, I visited the specified schools with the official letter from the department and asked for permission with the principal. Then, I built rapport with the respondents and clarified the objectives of the study. After that, I selected 40 lower secondary level teachers using purposive sampling procedure. Then after, I administered a questionnaire to the teachers. Finally, I collected the questionnaire from the teachers.

### **Data Analysis Procedures**

The acquired data were analyzed and interpreted in a descriptive way as per the need of the study. I processed the received the data following simple statistical computation with the Microsoft excel application. Those processed data were explained to avoid uncertainty of presented data and to support the evidence clearly in the study.

### **Ethical Considerations**

In the research period, I paid attention on different ethical aspects. The Participation for the respondents was made entirely voluntary and they were not disadvantaged in any way in order to maintain research ethics. I strictly avoided plagiarism while processing the data.

## Chapter 4

### Analysis and Interpretation of Data

This chapter deals with the analysis and interpretation of the results derived from the systematic analysis of the data.

#### Analysis of Data and Interpretation of Result

To collect the data for this study, I administered a questionnaire to the respondents that included twenty-seven close-ended questions. After the collection of the data from the respondents, the data have been tabulated, analyzed and interpreted descriptively. The following sub-sections include the analysis and interpretation of the items included in the questionnaire.

**Design and layout.** In the questionnaire, the questions related to design and layout were asked on 'A' from question 1 and question 6 to measure to what extent the respondents agree to the statements. The opinions of the respondents are tabulated in the table 1:

**Table 1**  
**Design and Layout**

S.N.	Specific Criteria	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1.	The layout and design is appropriate and clear.	0	0	0	36.67	63.33
2.	The textbook is organized effectively.	0	0	65	26.67	8.33
3.	An adequate vocabulary list or glossary is included.	33.33	61.67	3.33	1.67	0
4.	Adequate review sections and exercises are included.	58.33	40	1.67	0	0
5.	An adequate set of evaluation quizzes or testing suggestions is included.	0	0	3.3	11.67	85
6.	The textbook meets the long and short term goals specific to my learners.	60	15	25	0	0

The table 1 explains the opinions of the teachers in terms of design and layout of the book. As shown in the table, the teachers claimed that layout and design of the book is unclear. Out of all the respondents, 63.33 percent of the respondents strongly

disagreed and 36.77 percent respondents disagreed that layout and design is appropriate and clear.

Similarly, total 35% of the respondents disagreed to the effectiveness on the organization of the textbook, however, 65% are unsure about it. On the other hand, total 95% respondents agreed that textbook covers adequate vocabulary, while very few participants seem unsure about it. Likewise, 98.33% participants agreed that adequate review sections and exercises are included in the textbook.

Furthermore, while examining the evaluation section, 96.67% respondents told that textbook doesn't incorporate testing suggestions. However, strong majority i.e., 85% respondents agreed that textbook meets long and short term goals specific to the learners. Out of there all participants, 60% of them strongly agreed to the achievement of the targeted goals.

In conclusion, the responses collected from the informants show that the layout and design of the textbook is not so good and an adequate set of evaluation quizzes are not mentioned. But, the textbook is not organized effectively.

**Activities.** The table below shows the effectiveness of the activities included in the textbook. The table categorizes the responses in four categories as, a lot, somewhat, a little and not at all.

**Table 2**  
**Activities**

S.N.	Specific Criteria	A lot	Some what	A little	Not at All
7.	The activities encourage sufficient communicative and meaningful practice.	3.3	58.33	33.33	5
8.	The activities incorporate individual, pair and group work.	86.67	13.33	0	0
9.	The activities promote creative, original and independent responses.	3.33	61.67	33.33	1.67
10.	There are interactive and task-based activities that require students to use new vocabulary to communicate.	0	32	62.33	5.67
11.	The textbook's activities can be modified or supplemented easily.	25	15	60	0

It is proved from the table that the activities in the textbook to some extent encourage communicative activities as 58.33% of the respondents opined that activities in the textbook somewhat encourage sufficient communicative and meaningful practice. Similarly, it is obvious that the textbook incorporates individual, pair work and group work activities a lot as 86.67% opined that. It is proved from the table that the activities in the textbook to some extent promote creative, original and independent activities. However, there are too less interactive and task-based activities that require students to use new vocabulary to communicative. Similarly, the textbook includes such activities which can rarely be modified and supplemented.

In conclusion, the textbook incorporates individual, group work and pair work activities a lot but doesn't include interactive and task based activities required for communication as expected.

**Skills.** The following table displays the quality of materials in the textbook in terms of four language skills.

**Table 3**

**Skills**

S.N.	Specific Criteria	A lot	Some what	A little	Not at All
12.	The materials include and focus on the skills that my students need to practice.	0	58.33	38.33	3. 40
13.	The materials provide an appropriate balance of the four language skills.	85	6.67	5	
14.	The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).	0	0	36.66	63.34
15.	The practice of individual skills is integrated into the practice of other skills.	0	2.67	30	68.33

As displayed in the table 3, more than fifty percent i.e., 58.33% respondents said that the materials in the textbook somewhat include and focus on the skills that the students need to practice, whereas 38.33% responded for a little and 40 % for not at all. Similarly, for the statement, ‘the materials provide an appropriate balance of the four language skills, 85 % responded a lot, 6.67% somewhat and 5% a little. Whereas, 63.34 said that the textbook doesn’t highlight and practice natural pronunciation. However, 36.66% said that textbook highlights and practices natural pronunciation.

On the other hand, when it was asked to judge integration of the individual skills to other skills 68.33% said it doesn't do.

To sum up, the vast majority of the teachers claim that the practice of individual skills is not integrated into practice level. They also claim that the textbook doesn't highlight on natural pronunciation. However, they appreciate the balance of four skills and also focus on the skills that are necessary to be practiced by the students. Hence, the materials included in the textbook make appropriate balance on four language skills but individual skills are not integrated into the other skills.

**Language type.** The language type refers to whether the language used in the textbook is suitable for learner ages. The language of the textbook should be at the right level and of the right type of learners. The following table displays the responses of the teachers in response to the language type of the textbook.

**Table 4**  
**Language Type**

S.N.	Specific Criteria	A lot	Some what	A little	Not at All
16.	The language used in the textbook is authentic - i.e. like real-life English.	0	6	3.37	90.63
17.	The language used is at the right level for my students' current English ability.	85	6.67	8.33	0
18.	The grammar points are presented with brief and easy examples and explanations.	0	3.33	0	94.67
19.	The language functions exemplify English that my students will be likely to use in the future.		58.33	1.67	40

The table 4 indicates that almost all i.e. 90.63 % of the teachers think that language used in the textbook is unauthentic. Similarly, 94.67 % of them also claimed that grammar prints are not well organized in the textbook. However, as 85 % of the respondents said the language used is at the right level for their students' they believe that the textbook includes common English language that meets the right level of their student's current English ability. On the other hand, 58.33% of the respondents said that the language functions exemplify English that the students will be likely to use in

the future to some extent, but 40% of them said that the language functions don't exemplify English that the students will be likely to use in the future.

Thus, the textbook has worked well on the language functions as the respondents believe that it is likely to be used in the future. They also claim that the language used in the textbook is at the right level students' current English ability. However, the grammar points are not presented with easy examples and explanations in the text book.

**Subject matter.** The table below demonstrates the opinions of the teachers is regard to the effectiveness of the content and subject matter includes in the textbook.

**Table 5**

**Subject Matter**

<b>S.N.</b>	<b>Specific Criteria</b>	<b>A lot</b>	<b>Some what</b>	<b>A little</b>	<b>Not at All</b>
20.	The subject matter of the textbook is relevant to my students' needs as an English language learner.	5	25.50	25	44.5
21.	The subject and content of the textbook is generally realistic.	0	80	0	10
22.	The subject and content of the textbook is interesting, challenging and motivating.	0	70	12.5	17.5
23.	The subject and content of the textbook is designed in accordance with the theory of Multiple Intelligences.	2.5	0	0	97.5

As shown on table 5, almost all the teachers i.e. 97.5% claimed that subject and the content of the textbook isn't designed in accordance with the theory of multiple intelligence. As 80% of the respondents said that the subject and content of the textbook is realistic, the data reveals that the content of the textbook seems realistic. On the other hand, 70 % of them said that subject matter of the textbook is interesting, challenging and motivating.

To sum up, the opinions of the teachers' state that content of the textbook is not that realistic additionally it is not designed in accordance with the theory of multiple intelligences. However, the table proves that to some extent the subject matter of textbook is relevant to the Nepalese students' needs.

**Cultural appropriateness.** The final section of the questionnaire included four questions that measure the appropriateness of the textbook to the socio-cultural context of the students. The table below portrays the appropriateness of the grade seven's text book in the present context. The opinions of the teachers are presented in the table below:

**Table 6**  
**Cultural Appropriateness**

S.N.	Specific Criteria	A lot	Some what	A little	Not at All
24.	There is an adequate explanation to enable teachers to understand the cultural differences of the target language.	0	0	5	95
25.	The language represents a diverse range of registers and accents.	0	0	0	100
26.	The materials are not culturally biased and they do not portray any negative stereotypes.	0	100	0	0
27.	Students learn about the customs and cultures of English-speaking countries.		22. 5	47. 5	30

As depicted in the table, all the respondents assumed the language in the textbook doesn't represent a diverse range of registers and accents. Based on the data, we can say that the textbook isn't appropriate in terms of culture.

It is clearly seen in the table the textbook doesn't provide an adequate explanation to enable teachers to understand the cultural differences of the target language as 95 % respondents said that there are inadequate explanations to understand the cultural differences. Similarly, it doesn't seem that students learn about the customs and cultures of English speaking countries through this textbook as 47. 5% respondents said they do a little and 30 % said they don't do at all. In conclusion, the materials on the textbook seem culturally biased to some extent.

## Chapter 5

### Findings, Conclusion and Recommendation

This chapter deals with the findings obtained from the research and the recommendations.

#### Findings

After the analysis, interpretation and item wise description of the data the study found that the teachers have positive attitudes in relation to the activities and their appropriate balance of the language skills. However, the teachers reflect that the subject and content of the textbook do not match the students' needs as the grammar points in the textbook are not presented with easy examples and explanations and the language in the textbook do not represent a diverse range of registers and accents. In detail, this study has come up of with following major findings.

- a) Out of all the respondents, 63.33 percent of the respondents strongly disagreed and 36.77 percent respondents disagreed that layout and design of the text book is appropriate and clear.
- b) Similarly, total 35% of the respondents disagreed to the effectiveness on the organization of the textbook, 65% were unsure about it.
- c) Almost all i.e., 95% respondents agreed that textbook covers adequate vocabulary, while very few participants seemed unsure about it.
- d) Likewise, almost all i.e., 98.33% participants agreed that adequate review sections and exercises are included in the textbook.
- e) The activities in the textbook to some extent encourage communicative activities as 58.33% of the respondents opined that activities in the textbook somewhat encourage sufficient communicative and meaningful practice.
- f) It is obvious that the textbook incorporates individual, pair work and group work activities a lot as 86.67% opined that that the textbook incorporates individual, pair work and group work activities.

- g) It is found from the study that the materials in the textbook provide an appropriate balance of the four language skills as 85 % responded it balances a lot, 6.67% somewhat and 5% a little.
- h) More than ninety percent, i.e. 90.63 % of the teachers said that language used in the textbook is unauthentic. Similarly, 94.67 % of them also claimed that grammar points are not well organized in the textbook.
- i) Almost all the teachers i.e. 97.5% claimed that subject and the content of the textbook isn't designed in accordance with the theory of multiple intelligence.
- j) It is clearly found from the study the textbook doesn't provide an adequate explanation to enable teachers to understand the cultural differences of the target language as 95 % respondents said that there are inadequate explanations to understand the cultural differences.

## **Conclusions**

The present study entitled “Teachers’ Perceptions towards the New English Textbook for Grade Seven” aimed at identifying the teachers’ perceptions on the new English textbook of grade VII in terms of the layout and design, activities, language Skills, language type, content and cultural appropriateness. The study went ahead adopting primary sources of data to come to its findings. Questionnaire was used as the data collection tools in the study.

The findings of the research show that the teachers have positive opinions on presentation of vocabulary list and review sections. The teachers answered that the textbook has worked well on the language aspects. They also claimed that the language used in the textbook is at the right level students’ current English ability. Most importantly, the most appraising thing of the textbook is, the activities in the textbook incorporate individual, pair and group work. On the other hand, there are few negative appreciations towards some of the aspects of the English textbook, grade VII. The balance of the language skills, grammar points, the layout and design, cultural appropriateness and the natural sounds and pronunciations can be seen as the most common shortcomings of the textbook as refereed by the teachers. The most striking weakness of the textbook from the teachers’ point of view is materials on the text book do not make appropriate balance of four language skills.

## Recommendations

The textbook should give more focus on layout and design especially the quality of paper, binding, and the inclusion of colorful pictures. Similarly, it should include the exercises on stress and intonation, so that the students will express a range of emotions using the appropriate phonology features. The textbook should include appropriate examples and explanations for the grammar sections.

Besides these, the research has different applications to various field. Some of the applications in policy, practice and further research related level are discussed below:

**Policy level.** This study has a great implications at the policy level. Some of recommendations to be provided to the policy makers on the basic of the findings of this research are as follows:

- a) Textbook writers are suggested to carry out learner needs analysis before writing new textbooks so that a textbook can meet learners' needs.
- b) The textbook is not weighty enough in terms of its content for a whole year. Therefore, there should be other supporting materials.
- c) The textbook must include the content in accordance with the theory of Multiple Intelligences.

To sum up, the authority who has the right to update the curriculum and courses are suggested to conduct studies regarding the practicality of the textbook.

**Practice level.** Practice level means the actual implementation of the policies into the classroom. Some of the implication of this study can be drawn as;

- a) The textbook demands teachers' role as facilitator and students to be active participator. So, it should be carefully used in classroom because classrooms in Nepal are not suitable for communicative method to be practiced in most of the cases.
- b) Individual, pair and group work activities incorporated in the textbook should be strictly exercised.

- c) The teachers should include contents related to customs and cultures of English-speaking countries to meet the authenticity.

In conclusion, the teachers who are responsible for practical use of this textbook in the classroom should analyze the strengths and weaknesses on their own so that they can adapt the textbook in to their situation and setting.

**Further research.** Some of the applications of the study at further research level are recommended below:

- a) The present research study focused on the context of English language teaching and learning in Bhojpur only. As English 7 is officially used across the whole country, it would be useful if evaluation studies of the textbook series were conducted in different provinces.
- b) Further research should use focus group interviews, discussions or informal talks for both teachers and students to enhance the quality of the data.
- c) The voices of the textbook authors, students, /parents and other stakeholders (teacher trainers, school head teachers, etc.) are also important in the textbook evaluation process, so they should be involved in further research.
- d) Further research should also investigate the textbooks' use at private schools to examine the difficulty level of the textbook in English medium schools.

Finally, further research could also make use of research tools as Checklist, observation and interview so that the data will be more reliable.

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## Appendix

### Textbook Evaluation Form

Dear colleagues, this questionnaire is designed to identify your perceptions about the English Textbook for grade 7 with a range of issues from layout and design, activities, skills, language type, subject and content to cultural appropriateness. Your answers to the questionnaire will be kept confidential and used only for research purposes. Read the statements below and put a tick ( ) next to the item which best reflects your perception.

#### Personal Information

Teacher's Name (optional): \_\_\_\_\_

School's Name : \_\_\_\_\_

Qualification: plus 2  B.A  B.Ed  M.A  M.Ed

#### Experience in teaching English:

- i. first year
- ii. 2-5 years
- iii. more than 5 years

#### Textbook Evaluation Criteria

##### A. Design and Layout

S.N.	Specific Criteria	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1.	The layout and design is appropriate and clear.					
2.	The textbook is organized effectively.					
3.	An adequate vocabulary list or glossary is included.					
4.	Adequate review sections and exercises are included.					
5.	An adequate set of evaluation quizzes or testing suggestions is included.					
6.	The textbook meets the long and short term goals specific to my learners.					

## B. Activities

S.N.	Specific Criteria	A lot	Some what	A little	Not at All
7.	The activities encourage sufficient communicative and meaningful practice.				
8.	The activities incorporate individual, pair and group work.				
9.	The activities promote creative, original and independent responses.				
10.	There are interactive and task-based activities that require students to use new vocabulary to communicate.				
11.	The textbook's activities can be modified or supplemented easily.				

## C. Skills

S.N.	Specific Criteria	A lot	Some what	A little	Not at All
12.	The materials include and focus on the skills that my students need to practice.				
13.	The materials provide an appropriate balance of the four language skills.				
14.	The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).				
15.	The practice of individual skills is integrated into the practice of other skills.				

## D. Language Type

S.N.	Specific Criteria	A lot	Some what	A little	Not at All
16.	The language used in the textbook is authentic - i.e. like real-life English.				
17.	The language used is at the right level for my students' current English ability.				
18.	The grammar points are presented with brief and easy examples and explanations.				
19.	The language functions exemplify English that my students will be likely to use in the future.				

### E. Subject Matter

S.N.	Specific Criteria	A lot	Some what	A little	Not at All
20.	The subject matter of the textbook is relevant to my students' needs as an English language learner.				
21.	The subject and content of the textbook is generally realistic.				
22.	The subject and content of the textbook is interesting, challenging and motivating.				
23.	The subject and content of the textbook is designed in accordance with the theory of Multiple Intelligences.				

### F. Cultural Appropriateness

S.N.	Specific Criteria	A lot	Some what	A little	Not at All
24.	There is an adequate explanation to enable teachers to understand the cultural differences of the target language.				
25.	The language represents a diverse range of registers and accents.				
26.	The materials are not culturally biased and they do not portray any negative stereotypes.				
27.	Students learn about the customs and cultures of English-speaking countries.				

Thank You for taking time to respond.