

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is primarily a means of communication through which we can express our feelings, thoughts, wants and desires etc. Languages can also be taken as a social phenomenon which is used in our society to establish the relationship among the human beings. Lyons (1970:25) defines language from socio-linguistic prospective as "it is the principal system of communication used by particular group of human beings, with in the particular society which they are members".

There are so many languages in the world. These languages are the tools for human being to communicate with each other. Among them English seems to be one of the main languages of the international communication. English is also taken as the richest language in the world because of its richest vocabulary in comparison to other languages. It is claimed that one in every seven people can speak the English language. Most of the distinguished books are written in English so it has gained the status of being the most dominant language in almost all areas like commerce, trade, mass media, political science and technology and so on. It is proved by the fact that more than half of the world's books and almost all the things of science and technology have been written in English. Due to its importance, English is being taught as compulsory subject form primary level, to bachelor level in Nepal.

In fact, language is the most powerful, convenient and permanent means of human communication. It is dynamic and open system that allows humans to communicate with each other. It is also used to convey

a message and to impart the factual information. So, the aim of language teaching is to arm the learners with language to maintain communication.

1.2 Importance of English

In the present context, English is being used globally so that there are more non - native speakers of English than its native speakers. Those who are able to communicate in English are deemed to be well educated, intelligent and so on whereas those who lack the ability to use English consider themselves to be educationally underprivileged and yearn to learn it in order to grow academically and professionally. This makes us realize the significance of English in today's academic ecology. In fact, English users enjoy a great deal of prestige in the present day world.

It is universally accepted that the English language is the most dominant language in the world. The latest statistics shows that one in every four human beings can speak English to some degree of competency. English is spoken by around 1400 million population, which amounts approximately to a quarter of the world's population.

On the other hand, about a third of the world's newspapers are published in English, more than half of the world's books are in English. Further more, some sixty percent of the radio broad casts are beamed in English and English is the medium of some eighty percent of the information stored in the world's computer. And therefore, it is not inapt to claim that English has grown to a full fledged means of cosmopolitan communication in general and education, tourism, scientific publication, trade etc in particular.

1.3 English Language Teaching Situation in Nepal

Actually the teaching of English in Nepal is linked with Jung Bahadur Rana, the first Rana ruler who first visited England in 1950 A.D. He did not pay much attention to mass education even if he was highly impressed by the English education system. That was basically meant for providing education to the children of Rana families and their favourite people.

From 1854 A.D. to 1947 only 13 secondary schools were opened. There was no college and university for higher education in Nepal until Tri-chandra College was opened in 1918. English for higher level was introduced with the opening of Trichandra College. However, there was no provision for teacher training. ELT in Nepal was started in 1971 with the implementation of national education system plan and the same year Tribhuvan University started B.Ed. programme in English education. After the restoration of democracy in 1989 AD; several efforts have been made in the field of education. Furthermore, the National Education Commission (NEC) 1992 report and several meaningful efforts have laid great emphasis on introducing English as a compulsory subject in all schools of Nepal from the very beginning of school education and it is taught as a compulsory subject up to Bachelor level.

Now days, English is also taught for specific purposes in different faculties in different institutions. It is also the medium of instruction for science subjects at all higher levels of college and universities and most of the other subjects are also taught in the same language in different universities.

In this regard, the government of Nepal has given priority to English language teaching in its education system. And the proficiency certificate level first year English curriculum has been designed to:

- Provide materials that can maintain a link between the proficiency certificate level and the SLC level.
- Provide materials written in authentic English language for improving students' skills in the use of English.
- Provide students with interesting reading materials for pleasure, information and knowledge about the structure and function of English.
- Encourage students to learn word meanings from dictionaries.

1.4 Defining Curriculum, Syllabus and Course of Study

Very frequently the term curriculum, syllabus and course of study are used interchangeably but there is a great difference. The curriculum often defined as a 'race course' is a wider term. It includes the syllabus and the course of study. Curriculum refers to the totality of content to be taught and aims to be realized within one educational system.

Very often, they are taken as synonymous terms but at the present era, syllabus is taken just as one part of curriculum and even the course of study is a part of that syllabus. In this way they seem very closely related. They can be defined in the following ways.

1.4.1 Curriculum

Traditionally curriculum has been regarded as the subject matter to be taught inside the classroom. It is the totality of all the learning to

which students are exposed to during their study in the school, in the classroom, in the laboratory, in the library, in the workshop and on the playground. So, curriculum is the backbone of teaching learning process.

According to Robertson (1971: 87), "curriculum includes the goal, objectives, content, process, resources and means of evaluation of all the learning experiences planned for pupils both in and out of the School and community through classroom instruction and related programme" . Taba says (1962:125) "A curriculum is a plan for learning". After evaluating the various definitions we can conclude that curriculum is the whole plan of teaching learning activities towards achieving goals. So, the success and failure of teaching and learning depends on curriculum. If the curriculum is best, it guides the whole teaching and learning process and also helps to achieve the objectives of teaching and learning activities.

1.4.2 Syllabus

Syllabus refers to the subpart of curriculum with a specification of the contents to be taught. Syllabus must specify what components or learning items must be available or learned by a certain time, what is the most efficient sequence in which they are learned simultaneously, what items is available form stock i.e. already known; and the whole process is determined by considerations of how long it takes to produce or learn, a component.

We can conclude that syllabus is just one part of whole education programme. It is also a guideline for the teachers as well as students to follow their teaching and learning process.

1.4.3 Course of Study

The course of study is the statement of contents with a limited care on: whom to teach, why to teach, what and how to teach. So, it is a part of the syllabus and it is series of lessons on a particular subject. It is also a set of teaching material.

1.5 Textbook

Generally, textbook is teaching material for teacher and learning material for the learners to achieve the objectives of the course of study. It is also very important aspects of teaching and learning process. Sheldon (1988:237) quotes it is the 'visible heart of any ELT program'. It is also the guide for a teacher, a memory aid for the pupil, a permanent record or measure of what has been learnt (Awasthi, 2006).

According to Sharma (1995:2) "text book is a book used by the students and teachers for particular course of study in particular branch of knowledge. For him, the textbook is written on the prescribed curriculum and is taught in classroom with the purpose of achieving goals through the ideas of subject matter.

Textbook is commonly used teaching materials in formal education. It is different form other books because it is used in a specific grade on a specific subject. It is organized and simplified for purpose of learning. It is the most important teaching tool because it can determine not only what will be taught but also how it will be taught.

The International Encyclopedia of Education (1994) defines ". . . the textbook represents the corpus of knowledge and skills considered essential in becoming uneducated person. They symbolize as set of values

and assumptions about one's nation and world and one's role and place within them."

Garinger (2002:83) believes that a textbook can serve different purposes: for teachers; as a core resource, as a source of supplemental material, as an inspiration for classroom activities even as the curriculum itself. This view shows that textbook plays the dominant roles in the entire teaching and learning process.

Similarly, Grant (1987:12) "Textbook is used to refer to course books, which typically aims to cover all aspects of the language and supplementary textbooks devoted to particular topics of skill areas."

On the basis of above definitions, we can say that textbook is the printed document for teaching and learning activities, which is designed on the basis of curriculum. It is equally important and useful for the teachers as well as students. It also fulfills the gaps between the knowledge and skills. Thus it can be used consistently within the classroom along with the supplementary materials. It will be useful for both teachers and students. So, we can say that it is the backbone of teaching and learning process.

1.5.1 Types of Textbook

According to Grant (1987:12) there are two very broad categories of textbook. The two categories are traditional textbooks and communicative textbook. They are briefly described below:

1.5.1.1 Traditional Textbook

Traditional textbooks are those which emphasize that language learning is learning the grammar of language. The textbooks, which are

based on the structural curriculum most, are traditional textbooks. These textbooks try to get students to learn the language as a system. Most of the traditional textbooks focus on grammar of the language. It is hoped that they are then equipped to use the language for their own purpose. According to Grant (1987), traditional textbook has the following characteristics:

- i) They emphasize the forms or patterns of language (the grammar) more than the communicative functions of language i.e. asking for information, making request, apologizing, asking the way etc.
- ii) The main focus is on reading and writing activities, rather than listening and speaking activities.
- iii) They emphasize on accuracy language production rather than fluency.
- iv) They tend to focus rather narrowly on a syllabus and examination.
- v) They are often attractive to some teachers because they seem easy to use and are highly examination oriented.
- vi) They often make use of a great deal of mother tongue.

By analyzing these characteristics of traditional textbook, a teacher can use it without any difficulties. But the main problem of the traditional textbook is that students work through them for a long time but at the end of their study, they are still incapable of using the language. They know about the grammar but unable to communicate. So, the traditional

textbook minimizes the role of the learner and it makes difficulties for the learner, how to use them to communicatively.

1.5.1.2 Communicative Textbook

Communicative textbook creates opportunities for the learner to use functional language in the classroom before using it in real life situation. In the present world the word 'communication' is on every one's lips and almost every new textbook claim to be communicative. Grant (1987:14), suggest communicative textbook has the following characteristics:

- i) They emphasize the communicative functions of language. The jobs people do using the language not just the forms.
- ii) They try to reflect the students' needs and interest.
- iii) They emphasize the skills in using the language, not just the forms of language and they are therefore activity based.
- iv) They usually have a good balance among the four language skills, but may emphasize listening and speaking more than a traditional textbook does.
- v) They tend to be very specific in their definition of aims.
- vi) Both content and methods reflect the authentic language of everyday life.

- vii) They encourage work in groups and pairs and therefore, make heavier demands on teachers' organizational abilities.
- viii) They emphasize fluency not just accuracy.

It also helps to motivate the students by including games, puzzles, songs and rhymes in the textbook, which help to develop communicative competence of a learner. So, communicative textbooks are the demand of the day.

1.5.2 Importance of Textbook

Textbook is one of the most important teaching and learning materials for classroom interaction. It shows the way to achieve the objective set out in the syllabus. It determines the subject matter and in many cases the methods of teaching as well. It directs both teachers and students by giving them proper direction of what they ought to do during lesson hours.

Showing the value of textbooks, Harmer (1997:257) states, "it has obvious advantages for both teachers and students. Good textbooks often contain lively and interesting materials; they provide a sensible progression of language items clearly showing what has studied. So that students can revise grammatical and function point they have been concentrating on.

Textbooks play very important role in teaching and learning activity. Textbook itself is a variety of learning resources, which can provide effective language models and inputs. In the view of learners no

textbooks means no purpose of learning. So it provides readymade texts and learning task and also a cheap way of providing learning materials.

In the context of our country, textbook is only the teaching material, which helps the teachers and learners to achieve the goal of education. And the most of the Nepali learners and teachers are totally depended on the prescribed textbook.

1.5.3 The role of English Language Textbook in Proficiency Certificate Level of Nepal

Textbook is only supplementary part of curriculum. All the discipline is guided by its curriculum which is set of planned and guided actions including aims, contents, methods, textbook etc. So, textbooks are written to help students and teachers to achieve the objectives of the course of study. Nunan (1991:57) says, "course books do not always explicitly state what it is the learner should be able to do as a result of undertaking a particular activity or unit of work, however it should be possible to rewrite course book content in the form of objectives (i.e. in a form which stages what learners will do in and out of class).

For the implementation of curriculums textbooks play a vital role in education system in our context. Textbooks have been the only source of teaching and leaning materials. Textbooks are only the available source for achieving the objectives of the curriculum. In the country like Nepal, textbooks have various advantages for both teachers and students. With out teaching materials we cannot imagine effective teaching and learning process. Of all the materials that are used in teaching or learning process, the textbook is an instantly used tool especially in our part of the world. In Nepal most of the classrooms are unfurnished and teachers are

untrained so they can fully depend on textbook, which are available in their context.

The teaching of English starts from the primary level school education. Especially, the teaching activities depend upon the textbooks because they are easily available and widely used tools of education. So the importance of adopting a textbook is even great in the developing countries like Nepal where the textbooks are the main sources of teaching and learning process. But in our context, most of the textbooks are unable to meet their goals. The textbooks themselves have some defects due to monitoring and evaluation problem.

In the regard textbook should be examined regularly. As Khaniya (2003) states, "it is important to consider that not all the prescribed texts are appropriate to achieve what they are intended for, it should also be accepted that some texts even after getting approval may not necessarily be adequate for intended purpose". By this saying we clearly know that all the textbooks should be examined to find out appropriateness for particular teaching and learning group. So, the textbook analysis is one of the most important parts in educational reform and hope this study tries to address the problem and its solutions on the field of textbook writing.

1.5.4 Need of Research in the Field of Textbook

Textbook analysis plays a vital role to reform educational system. First of all textbook should be well designed and must be attractive physically. After that it should be examined time to time. Without analyzing textbook we cannot find out the appropriateness of textbook. To make it appropriate, it should be evaluated continuously. But in our context, textbook is not examined regularly after it is used in classroom.

The evaluation of textbook helps teachers to know the content of the book, the style in which it is written, and its strength and weakness, which facilitate the learner to adapt the textbook. So, this kind of research is very essential in the field of textbook analysis. While designing, the concept of learner centered approach in 1970, this learner centered approach led the concept of selecting and designing the textbooks keeping in mind the need of the learners as the ones prepared and published commercially may not address the need and aspirations of the learners. So Sheldon (1988) thinks it is an important administrative and educational decision in which there is considerable professional, financial or even political investment. Anyway, a textbook is very important to students as well as teachers, it is something concrete that gives a measure of progress and achievement as lessons are completed one by one, until finally the book is finished.

As curriculum and methods of teaching are in the process of development, change in textbooks is needed. Textbooks are selected or revised in accordance with the instructional objectives and requirement. A book considered to be good once may become bad and outdated in course of time. There is a need for continuous revision and updating from time to time. For this, continuous evaluation of the textbook is necessary.

Dawadi (2004) quotes, [Theo Van ELS (1983)], "Textbook description and evaluation have gradually gained importance over the last few decades both from a practical (teaching) point of view and from research point of view." This also shows that evaluation of a textbook is praiseworthy.

All these foregoing discussions show the importance of textbook evaluation. It is also the systematic process, but in our country, very few

researches have been conducted in this area. And the textbooks have been revised and revised without any criteria. That is why; the analysis is a dire need in our country.

1.5.5 Aims of Teaching English at Proficiency Certificate Level

The aims of teaching English in the proficiency certificate level of Nepal are:

-) Students should be able to express in English and use it effectively in different social and professional situations.
-) To prepare students for middle level manpower in government and the private sectors.

English is an international language for international communication. For this, all the four skills of English: listening, Speaking, reading and writing are needed. In order to meet these needs 'New Headway English course' has been set as a textbook in compulsory English in proficiency certificate level.

'New Headway' is designed to increase students' fluency in spoken English. While teaching them, the necessary grammatical structures for functional communication. This book also provides the reading materials, writing exercises, structural and communicative components that address the general needs of the students. In intermediate first year it address the modern problems that arise from individual relationship with the society, community and environment. It also includes the materials on the socio-economic problems, gender and migration issues, modern political, discourse, information, technology and cultural topics.

1.5.6 Specific Objectives of Proficiency Certificate Level First Year English Textbook

The specific objectives for this level are:

- i) To expose the students with the language function they encounter in their academic setting in their higher studies.
- ii) To equip them with the study skills required for their academic and professional lives.
- iii) To make them able to use language in different social and professional settings.
- iv) To provide students with interesting reading materials for pleasure, information and knowledge about the structure and function of English.
- v) To make them able to derive knowledge, information and pleasures from the wealth of the English language.
- vi) To make them use language accurately.
- vii) To make them able to express their feelings, thoughts and opinions in the appropriate register of the English language both in speech and in writing.
- viii) To enable students to write or produce texts that is needed for general purpose.

1.5.7 General Objectives of "New Head way Students Book"

'New Headway intermediate student's book' has the following general objectives;

- i) To develop students four language skills i.e. listening, speaking reading and writing.
- ii) To improve students' communication skills to develop students critical thinking abilities.
- iii) To make the students creative and competent in grammar.
- iv) To teach the students culture of other countries.
- v) To make 'language teaching and learning' lively by using various types of teaching materials.

1.6 Theoretical Base of Textbook Analysis

a) Assessing a Textbook

Textbooks are written to achieve the objectives of educational programme. The objectives are prime guidelines for the textbook writers. The textbook, which have just been prepared, are to be evaluated on the basis of some criteria. Grant (1987), has purposed the three stages process of textbook evaluation. They are initial, detailed and in use evaluation.

i) Initial evaluation

This type of evaluation is done after the book is prepared. It is done very quickly in limited period of time. Grant (1987) suggests the following criteria are measured in initial evaluation. and according to him

the, following test is called CATALYST test because it is the combination of eight letters, which show the criteria.

-) Communicative? (Is it communicative)?
-) Aim? (is it suitable to achieve the set objectives?)
-) Teachable? (Is it teachable?)
-) Available - add -one? (Are additional materials such as workbooks, materials available?)
-) Level? (Is the level of the book appropriate?)
-) Your impression? (What is your overall impression of the book?)
-) Students' interest? (Are students likely to find out the book interesting?)
-) Tried and tested? (Has the book been tried and tested in real classroom?)

ii) Detailed evaluation

It refers to a trial evaluation. The textbook prepared is trailed in the real classroom. The book is distributed to the selected institutions to use by the respective teachers. This evaluation is done for a particular period. Then feedback and suggestion are collected from respective teachers and students. Then the book is revised considering all the suggestions and feedback obtained.

iii) In-use evaluation

This is the final evaluation of the textbook. This evaluation is carried out while the book is being used in the real classrooms and it is continuous evaluation also. If any suggestions and feedback are obtained the book is improved by making required revisions.

B) Criteria for Textbook Evaluation

In the present context, many textbooks are easily available in the market. A textbook prepared is evaluated on the basis of certain criteria, which measures the central and peripheral features of a textbook.

Harmer (2001) has proposed the following criteria for a textbook assessment:

-) Price
-) Lay out and design
-) Instructions
-) Methodology
-) Syllabus type, selection and grading
-) Language study activities
-) Language skill activities
-) Topics
-) Cultural acceptability
-) Usability
-) Teachers' guide.

Cunningsworth (1995) [as mentioned by Richards (2001:4)] has proposed the following criteria of course book evaluation.

They should correspond to learner's needs and match the aims and objectives of language learning programme. They should reflect the uses (present or future), which learners will make of the language. Textbook should be chosen that will help equip students to use language effectively for their own purposes.

They should take account of students' need as learners, should facilitate their learning processes, without dogmatically imposing a rigid 'method'.

They should have a clear role as a support for learning like teachers, they mediate between the target language and the learner.

The individual evaluations take these criteria in their own ways keeping in view the constraints they have to work with it.

Any way textbook can be evaluated on the basis of academic aspect and physical aspect. But the researcher has focused on academic aspects of the textbook.

1.6.1 Qualities of a Good Textbook: A Theoretical Framework for Textbook Analysis

Textbook is most important teaching tool because it can determine not only what will be taught but also how it will be taught. It presents the body of knowledge in systematic way. A good textbook keeps a good harmony between the physical aspects and its content. For this it is better to quote Bhattarai (2001), where he says, "Two broad criteria used for evaluating a textbook are: its physical aspects and its contents. The first one is like our body and the second one its mind. An ideal (or a perfect) textbook establishes a good harmony between the sound body and sound mind."

Textbook is written on the basis of curriculum and syllabus. It always provides the knowledge to the learners. Textbook is also a guide for teachers so it must be good in quality. Some academic qualities of a good textbook are;

i) Objectives

The textbook should be written on the basis of objectives set in the curriculum. Rai (1998) says, "we can define a textbook as a document that reflects the objectives and teaching items set in the objectives." Similarly Khaniya (2003) argues, "The quality of reading materials should be examined in light of the purpose for which such materials are used."

Above discussion clear that a good textbook always depend upon the objectives of the curriculum. It is prepared to fulfill the objectives of curriculum. Thus, it is the first quality of a textbook.

ii) Content

The subject matter or thematic content should suit the interest of the learners. It should be applicable to everyday works and it should be drawn from physical and social environment of learners. It should cover all contents of the curriculum etc.

iii) Function

A good English language-teaching textbook emphasizes the functions like socializing, rather than the form of language.

iv) Language

The language should be colloquially correct and textually appropriate to the situation or context. New vocabularies and structures should be well selected and presented in graded from the levels of students.

v) Exercises/activities

Rai (1998) says, "the exercises should be interesting and suitable to the level of students" He adds, . . . the activities should be such that the students have to think and act individually, in pairs and in groups"

It shows that exercises given in the textbook should be adequate in number and help to develop language skills. They should be graded in terms of difficulty level in a systematic format and they should help the learners to develop their thinking.

vi) Illustration

Illustrations are an essential element of good language textbooks. Rai (1998) says "illustrations create motivation and interest in students, help them understanding better, do certain activities and facilitate language learning."

Besides the academic qualities, a good textbook should be physically qualitative. The printing paper quality should be good, cover page pictures should be attractive, and binding should be durable. Similarly, a good textbook has good selection, gradation and presentation of materials.

1.7 Review of Related Literature

Textbook plays a vital role in teaching and learning process. In our context it is a document that reflects the objectives of the curriculum. It is equally important for both teachers and students. Teaching materials are very important for teaching and learning process but in our context the other teaching materials like TV, OHP, Radio, and computer are not easily available but we can easily get the textbook. So, textbook is the most important tool for achieving the objectives that are fixed in curriculum.

A number of research have been carried out in connection with text book analysis under the supervision of the department of English education, T.U., Kirtipur.

Lamichhane (1999) carried out a research work on the topic "An analysis of new English textbook for Grade VIII. He found out that the textbook is appropriate and based on psycholinguistic principles. He analyzed the treatment of speaking and writing skills made in grade VIII English textbook. He found that the book does not contain all the contents of curriculum and the exercises also are not sufficient. He also studies the physical aspects of the textbook but the other skills and aspects remain untouched.

Dahal (2002) carried out a research work on the topic "English for Grade X" A text book analysis". In which he has analyzed the textbook in terms of two aspects, i.e. academic and physical. His research work shows that the cover page design of the textbook is not attractive and durable. Binding of the textbook is weak. The hand drawn pictures of the textbook do not clarify abstract concepts. The textbook lacks drills and

the textbook has not provided any model of post card writing, questionnaire, CVs, Bio-data, notices and advertisement although the curriculum has stated that students will be able to produce a variety of authentic text type.

Likewise, Bohara (2004) conducted a research work on the topic "a descriptive study on the English textbook for grade one". The objectives of the study was to analyze the new English textbook for grade one in terms of physical and academic aspects. He found that some vocabulary items are missing in the textbook. The verb pattern: linking verb/verb, noun/noun has the highest frequency among all the verb patterns. The order of presentation of language function in the textbook is not found according to the curriculum. Some pictures in the book are too small size. Similarly, he found that the printed letters are found a bit dark and bold and the binding of the book is not attractive.

Bhattarai (2001) made an evaluation report of the existing English textbook for grades VI-X which is based on the textbook analysis. His work has a part of benefit monitoring and evaluating programme. He has found that there are flaws in the textbook, such as paper is of inferior quality, covers are dull, binding is weak, type size is determined without consideration, presentation of the materials are poor, lacking systematically and regularity. They are reprinted without correcting and editing properly.

Dawadi (2004) carried out a research work on 'Analysis of grade seven English textbook'. The objective of her research was to analyze the textbook, in terms of its physical as well as academic aspects. She came to the conclusion that the textbook is appropriate in size. The textual

language fits the mental level of the students. The book contains the communicative activities in some extent.

Subedi (2005) carried out a research work in the topic, "analyze the academic aspects of the textbook of grade eleven Meaning into words". He has found that the book has more communicative activities and there is integration of all language skills. Functional, notional and grammatical aspects are dealt systematically which cover seven broad functional areas of language. Similarly he has found that the book lacks pronunciation aspects of language.

But no research work has yet been carried out to evaluate the 'New Headway' students' book for intermediate level. So, the researcher is very happy to conduct a research on this and he is equally hopeful that his research will raise some concrete issues.

1.8 Objectives of the Study

The Objectives of the study were:

- To analyze the New Headway intermediate student's book: physical and academic aspects and find out strengths and weaknesses of the book and provide some practical suggestions for improvement of the textbook.

1.9 Significance of the Study

This study proposes to look in the strengths of English text book 'New headway student's book to achieve the objectives of intermediate level.

This study will be significant for all those who are directly or indirectly involved in teaching and learning activities. Mainly, textbook writers, subject experts, curriculum designers, language trainers, and students. It is equally important to assess the suitability of the materials for language skills and effectiveness of the textbook.

CHAPTER – TWO

METHODOLOGY

The present study is an attempt to critically evaluate the textbook, 'New Headway' student's book prescribed for PCL 1st year. Since consumer's judgment played an important role in reaching at any conclusion regarding the field of textbook, it was essential that teachers teaching English at PCL 1st year being approached in order to have their opinions about the book. Similarly, the students of different campuses of Kathmandu district should have an opportunity to express how they feel about the book. It was done through two sets of questionnaire for teachers and students separately.

This chapter describes the design of the plans and procedures of the study, which were carried out by the researcher to achieve the desired objectives of the study. In this study the researcher has attempted to analyze the PCL 1st year English textbook. Analysis is based on percentage and the researcher's view or analysis, which was done depending upon the theoretical framework (i.e. objectives, content exercises/activities language and illustration):

2.1 Sources of Data

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

2.1.1 Primary Source

The primary source for collecting data were the responses made by the subject teachers and students in response to two sets of questionnaire given to them It also included the analysis of the selected lessons of the textbook by the researcher himself.

2.1.2 Secondary Source

The secondary sources of data were PCL English curriculum, teaching manual, teacher's book the textbook itself, journals and thesis in completed the department.

2.2 Population of the Study

The population for the purpose of this study included all the PCL 1st year English teachers and the proficiency certificate level students who had just completed their studies in Kathmandu district.

2.3 Sample Population

Sample population is one of the most important aspects of a research study. For this study the researcher randomly selected 20 English teachers with at least one year's teaching experience in PCL 1st year and 40 students of different campuses who had just completed PCL 1st year in Kathmandu district.

2.4 Tools for Data Collection

In order to collect the data for this study, two sets of questionnaire were prepared. The set of questionnaire for teachers includes 66 questions. The questionnaire is given in the appendix A.

Each question consist of a three point rating scale. At the end of the close-ended questions sufficient blank space was provided and the respondents were requested to write their views for the improvement of the textbook.

Likewise, the set of questionnaires for students included 26 questions. Each question consisted of two point rating scale. (See appendix - B). Apart from this, two lessons were randomly selected and

the analysis was made by the researcher depending upon the theoretical framework of textbook evaluation (i.e. objectives, contents, language, exercises and illustration).

2.5 Process of Data Collection

In the process of data collection, the researcher himself studied the textbook in a great detail and prepared two sets of questionnaire. Then, to ensure complete return of the responses and fairness in them the investigator personally visited different campuses of Kathmandu district and administered the questionnaire to the PCL first year English teacher who had at least one year's experience and students who had just completed PCL first year. Teachers and students were requested to tick the best alternatives on a three points scale and two point scales respectively. Teachers were also requested to indicate the strong and weak aspects of the textbook and to provide their strong suggestions for the further improvement of the textbook.

2.6 Limitation of the Study

The study had the following limitations

- a. The study was limited to the evaluation of the academic and physical aspects of the textbook.
- b. The analysis of the textbook was limited to the opinions of English teachers and students who had just completed PCL 1st year and researcher's analysis.
- c. The study was limited to the sample population of 20 English teachers and 40 students from Kathmandu district.

CHAPTER- THREE

ANALYSIS AND INTERPRETATION

3. INTRODUCTION

The research was an attempt to analyze the proficiency certificate level English textbook prescribed for PCL 1st year of Nepal. As the methodology discussed in the previous chapter, the investigator collected the required data from 20 teachers and 40 students. These teachers had at least one academic year's experience of teaching with a particular textbook. The questionnaires covered different aspects of the textbook. The questionnaires related to the textbook was particularly based on the objectives set in the curriculum.

The first of this chapter deals with the observations of teachers about the textbook, they have taught. Such observations are based on the categorical responses and on the basis of percentage where above 80% is considered as very strong aspect, 60% - 80% is considered as good aspect, 40% - 60% is taken as neither good nor bad and below 40% is considered as weak aspect.

The second part of this chapter deals with the opinions of the students regarding the textbook, which they have already studied. Such opinions are also presented on the basis of percentage as mentioned above.

The third part of this chapter is a description of the general opinion of the researcher himself. The research himself studies the textbook keeping the theoretical framework in perspective textbook evaluation. Here, he has randomly selected two units i.e. unit two and unit nine and has made his own evaluation of the textbook.

3.1 Description of English Textbook, "New Headway Intermediate Students' book" for PCL 1st year.

The proficiency certificate level first year English textbook has been selected in line with curriculum development center T.U. It tries to create an interest in both teachers and students and keep them active through the class. It builds a basic foundation for their further studies in and through English by comparing the relationship between intermediate level curriculum, the contents of the book.

'New Headway' is one of the three books offered under the compulsory English course, which is primarily designed for the students of PCL 1st year. 'New Headway' covers 30% of the course. 'New Headway' is based on the idea that language is functional, and that grammatical structures used for the different functions (or functional areas) can be identified. In other words, it is based on the idea that we use language for the purpose of communicating certain things and that the way we speak depends on the purpose of the language we are using.

The main objectives of teaching 'New Headway' is to make students able to use language in different social and professional setting and to provide students with interesting reading materials for pleasure, information and knowledge about the function and structure of English. If the students can use this book properly, it helps them to express their feelings, thoughts and opinions in appropriate register of the English language.

The material was developed and selected in consultation with the English subject committee under Tribhuvan university curriculum development center. Each unit contains presentation and practice materials, free oral practice and writing activities it also have reading and

listening text. In every unit it focuses on vocabulary and pronunciation practice, which helps the learner to develop their vocabulary and pronunciation power. In each and every unit there is a topic 'Everyday English; which really helps the learner to develop their speaking power. In addition to the teacher's book, New Headway consists of,

Class cassettes/CDS

Workbook (With or without key)

Student's workbook cassette/CD

Pronunciation course with cassette/CD

The format of the textbook is presented below:

Book: New Headway Intermediate students' Book

Book Writers: LIZ and John soars

Publisher: Oxford university Press

First year of Publication : 2005

Printed at: Muttivista Global Ltd India

Price : NC Rs 123

Total Units : 12

Binding : Side Stitching

Average margin: 1cm average margin (top) 1cm (bottom) 1.5 (left)

Printing :

Total page: 159

3.2 Analysis and interpretation of the Teachers perception on the qualities of the Textbook

We can easily say that the teachers have better acquaintance with their students' profile and their needs than any other people working in the education system. Realizing this fact, it has been given to their perception on the textbook qualities. So, here the analysis is presented systematically to highlight the teachers' opinions about different aspects of textbook under study.

We can broadly classify the qualities of a good textbook into two categories i.e. academic and physical aspect. It has generally been assumed that the academic aspect of the textbook is soul and the physical aspect of the textbook is body. In other words, academic aspect represents the intrinsic quality of textbook where as the physical aspect represents the extrinsic quality. Both should be well managed while preparing a good textbook.

Taking these facts into consideration, both the academic aspects and physical aspects have been stressed in this study. For analyzing teachers' opinions, simple percentage method is applied here. Their options are split into three options: Agree, neither agree nor disagree and disagree. Then, the simple percentage method is applied as mentioned above.

3.2.1 Physical aspects about textbook

Regarding the physical aspects, there were 12 questions. Mainly under physical aspects of the book: paper quality, letters, cover page, spacing between words and paragraph, printing etc. were focused. They are presented below:

S. No.	Statement	Agree	Disagree	Neither agree/Nor disagree
1.	The size of the book is appropriate for the intermediate level students.	70%	30%	-
2.	It is easy in handling and carrying.	60%	30%	10%
3.	The cover page is attractive.	75%	10%	15%
4.	It is durable.	50%	30%	20%
5.	The print is neat and clean.	75%	15%	10%
6.	It is free from error.	75%	25%	-
7.	The spacing between lines, words and paragraphs are satisfactory.	60%	20%	20%
8.	The Pictures are clean and visible.	70%	15%	15%
9.	The binding is durable.	40%	30%	30%
10.	The quality of the paper is good.	70%	20%	10%
11.	The book is durable.	40%	35%	25%
12.	The paper is durable.	60%	25%	15%

The above table shows that regarding the physical aspects of the textbook ,it has some very strong aspects. 75% teachers agree that the textbook is free from error, and also has attractive cover page. The size of the book is appropriate for intermediate level. The teachers also agree that the spacing between lines, words and paragraphs are satisfactory and also give their agreement on paper quality. Beside these, the textbook has some very weak aspects as well. The book itself and its binding is not durable and some of the teachers feel uncomfortable while handling and carrying this book.

3.2.2 Academic Aspects about textbook:

Under the academic aspects, different areas were focused. They were content, language, exercise, illustration and consisted of different important.

3.2.2.1 Thematic content:

S. No.	Statement	Agree	Disagree	Neither agree/Nordisagree
1.	The content items of the textbook are appropriate to the students.	65%	20%	15%
2.	The content items of the textbook are relevant to the students' needs and interest.	65%	15%	20%
3.	The content items of the textbook give new information to the students	75%	15%	10%
4.	The content items of the textbook are interesting to students.	50%	10%	40%
5.	The content items of the textbook are sufficient to achieve the objective of intermediate level English curriculum of Tribhuvan university.	75%	10%	15%
6.	The content items of the textbook are culturally appropriate	20%	75%	5%
7.	There is well selection and gradation of learning materials	50%	40%	10%
8.	The content items of the textbook are relevant to the real life of the	35%	50%	15%

	students.			
9.	The presentation of material is simple for the students and teachers.	45%	40%	15%
10.	The content item of the textbook take care of the requirements of good, average and weak students.	40%	55%	5%
11.	The content item of the textbook is free from sex-bias	70%	10%	20%

From the above table, it is evident that this English textbook is appropriate except some short comings. The teachers have expressed their opinion about some points related to thematic contents. It seems that the main positive aspects of this textbook is that the content items of the textbook are sufficient to achieve the objectives of intermediate level English curriculum of Tribhuvan university. The other positive aspects of this textbook are: the content items are appropriate to the students and it is free from sex bias and also the subject matter gives new information to the students.

Similarly, it shows that the main negative aspect of the textbook is that the content items of the textbook are not culturally appropriate. In this regard 75% teachers show their disagreement, 55% of the teacher show their disagreement on: the content item of the textbook takes care of the requirements of good, average and weak students.

3.2.2.2 Language

S. No.	Statement	Agree	Disagree	Neither agree/Nordisagree
1.	The book contains enough communicative activities to enable the students to use language independently.	75%	15%	10%
2.	The book Presents all four, language skills in an integrated way.	75%	20%	5%
3.	The language is appropriate to the functional and situational way.	80%	20%	
4.	The vocabulary contained in the book is well selected.	70%	10%	20%
5.	The structures are well selected and presented in graded form.	65%	25%	10%
6.	This book has an acceptable balance between the knowledge about language and practice in using the language.	65%	15%	20%

After studying the above table deeply, most of the teachers give their opinion on the basis of positive aspects of the textbook. The strong aspects are: the language is appropriate to the functional and situational way, the book presents all the four language skills in an integrated way and this book has been acceptable that it contains enough communicative activities to enable the students to use language independently. The teachers also agree on the selection of vocabulary.

3.2.2.3 Exercises

S. No.	Statement	Agree	Dis agree	Neither agree/Nordis agree
1.	Instruction on how to do the exercise is clear.	55%	30%	15%
2.	The exercises fit the students' level.	50%	40%	10%
3.	Exercises are sufficient in developing four language skills.	60%	30%	10%
4.	Exercises encourage learners to work in pairs, groups and discuss issues.	70%	25%	5%
5.	Exercises help the teachers in diagnosing the difficult areas.	55%	25%	20%
6.	Exercises are organized into systematic format.	60%	25%	15%
7.	Exercises are graded in terms of difficulty level.	40%	40%	20%
8.	Students are interested to all the exercises of the book.	5%	55%	40%

Above table shows that the teachers give their different kinds of views on the basis of exercises presented in the textbook. 70% of teachers' show their agreement on exercises encourage learners to work in pairs group and discuss issues. More than 50% teachers show their agreement that the instruction on how to do the exercise is clear, and there are sufficient exercises which help to develop the language skills and aspects.

Similarly, regarding the exercises, the defects of the text books are: only 5% of students are interested to do all the exercises in the book and

the teachers views were divided into two equal parts in terms of difficulty level of exercises.

3.2.2.4 Illustrations:

S. No.	Statement	Agree	Disagree	Neither agree/ Nor agree
1.	The pictures in the book are relevant and adequate in number	75%	20%	5%
2.	They are attractive to the native learners.	50%	20%	30%
3.	All the symbols given in the book are appropriate.	40%	15%	45%
4.	Pictures encourage learners to work in pairs and groups.	80%	5%	15%
5.	They are accurate and realistic.	55%	35%	10%
6.	They promote self learning.	50%	35%	15%
7.	They encourage learners to solve the problems.	50%	15%	35%
8.	They are technically sound in terms of print.	85%	15%	-

The above table shows that the textbook has two strong aspects, regarding the illustration i.e. the book is technically sound in terms of print and also the pictures encourage learners to work in pairs and group 75% teachers agree that the pictures in the book are relevant and adequate in number.

In the comparison of strong aspect, the textbook has many neither good nor bad aspects regarding the illustrations. They are; the pictures of the book are attractive to the native learners, they are accurate and realistic, they promote self learning and they encourage learners to solve the problems. We also find controversial views on the symbols given in the book, which are appropriate or not.

3.2.2.5 Materials organization:

Listening and speaking materials:

S.No	Statement	Agree	Disagree	Neither agree nor disagree
1.	Arrangement and distribution of listening and speaking materials are quite satisfactory.	50%	45%	5%
2.	The recorded text has enough communicative activities that gives the students practices in using the language.	35%	35%	30%
3.	The instruction provides electricity or batteries for listening text.	30%	45%	25%
4	The exercises develop students overall comprehension skills which are important in any communication situation.	45%	50%	5%
5	Class cassettes/ CDs are recommended and they are fully utilized.	25%	75%	-

This above table shows that the textbook has neither strong nor weak aspects. Two aspects arrangement and distribution of listening and speaking materials are quite satisfactory, and the exercises develop

students overall comprehension skills which are important in any communicative situation got the equal opinion of the teachers.

Similarly, regarding the listening and speaking materials there are some weak aspects. They are class cassettes/ CDs are recommended but they are not fully utilized and there is no any instruction to provide electricity or batteries for listening text.

Reading materials:

S.No.	Statement	Agree	Disagrees	Neither agree nor disagree
1	Reading materials are comprehensible for the students	45%	30%	25%
2	They are interesting and appropriate for the intermediate students	50%	25%	25%
3	There is good connection between the reading texts and exercises.	85%	5%	10%
4	They are helpful to achieve the goals of curriculum.	50%	15%	35%
5	The reading materials are sufficient to increase students' general knowledge.	70%	30%	-
6	The reading text contains a lot of variety to develop students' linguistic competence.	60%	20%	20%

The above table shows that there are some strong aspects on reading materials. They are: reading materials are sufficient to increase the students' general knowledge and there is good connection between the reading texts and exercises. The reading texts also help the learners to develop the students' linguistic competence. Except these, other points remain neither good nor bad on teachers' perception.

Writing materials

S.No.	Statement	Agree	Disagrees	Neither agree nor disagree
1.	Instruction on how to write exercises are very clear to the teachers and students.	60%	30%	10%
2.	Writing exercises are interesting and appropriate to the students.	25%	35%	40%
3.	They are linguistically suitable in terms of grammar and vocabulary.	50%	35%	15%
4.	They are helpful for the learners to create varieties of written text.	55%	30%	15%
5.	They encourage learner to write.	65%	25%	10%

This table shows that the textbook has not any special strong aspect regarding the organization of writing materials. Some how the writing materials help the learners to encourage to write. Except this aspect other

aspects remain neither good nor bad according to the teachers' opinion. But only 25% teachers show their agreement that writing exercises are interesting and appropriate to the students..

Ancillary materials:

S. No.	Statement	Agree	Disagrees	Neither agree nor disagree
1.	Instructions and suggestions given to the text are appropriate.	85%	15%	-
2.	There are class cassettes/CDS, workbook (with or without key) students' workcassettes/CD, which help for successful teaching and learning process.	40%	45%	15%
3.	There are clear instruction to the teachers	80%	15%	5%
4.	Games and puzzles are appropriate to the learner.	40%	35%	25%

This table shows that the book has some strong aspects regarding the presentation of ancillary materials. They are: the instruction and suggestions given to the text are appropriate and there are clear instructions for teachers also. There are some neither good nor bad aspects. They are: class cassettes/CDS, workbook (with or without key) student's work cassettes/CD, which help for successful teaching and learning process and also games and puzzles are appropriate to the learners. Similarly, most of the teachers' problem is to find out the ancillary materials in the market.

3.3 General opinions expressed by the teachers on the qualities of a Textbook

The researcher provided only three open ended questions in this section meant for seeking the general opinions of the teachers concerned. The frequency of responses to each question was calculated. Thus only the responses with higher frequencies were taken into consideration. The following questions were asked to collect the information about the textbook from the teachers' side.

1. What are the strengths of this textbook? Please mention them below.

This question was asked to the teachers to collect the information regarding the positive or strong aspects of the textbook.

The positive aspects of the textbook obtained from the teachers are as follows:

- Every day English is introduced so as to make students competent in communicative skills.
- This textbook is student-centered rather than teacher centered.
- There is good combination between four language skills.
- Language is easy and informative.
- Vocabulary part helps the students to increase vocabulary power.
- It is based on integrated syllabus.
- Group work and pair work activities encourage students to speak English fluently.

- It has precisely defined the grammatical topics so that the students will be conscious and boost up with grammatical rules and regulations in their study.
- Exercises are hierarchically arranged and clear instructions are given to solve the exercises.
- Given exercises are helpful in developing the language skills.
- It tries to keep balance between the knowledge, language and practice in using the language.
- It makes the readers familiar with the culture and the traditions of the western society.
- The Reading materials are comprehensible for the students.
- It provides sufficient grammatical structures, reading passages and writing exercises.
- Print and pictures are attractive for learners.

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

The teachers show the weaknesses of the textbook are listed below.

- Language structures are not presented in comprehensible ways.
- There is cultural difference, conceptual thoughts of particular society which makes the text less or more impractical.
- It doesn't meet the level of students from public school
- Arrangement and distribution of listening and speaking materials are not appropriate.
- The instructions for teachers and students to solve the exercises are not cleared.

- Language and vocabulary is difficult to understand for non-native speakers.
- The course is lengthy and has more pictures.
- Teaching materials are not easily available in market.
- The textbook doesn't encourage students for creative writing.
- The size of the book is longer and difficult to handle.
- Listening practices are not relevant to the Nepalese context.
- Untrained teacher cannot handle this book properly.
- The name of the places and people are unfamiliar to Nepalese students.

3. What are your suggestions for the improvements of intermediate level 'New Headway' students book? Please mention them:

The suggestions for the improvement of PCL 1st year English textbook 'New Headway; provided by the teachers are as follows:

- Reading texts and exercises should be related to Nepalese context and society.
- Instruction to the students should be given in the beginning of each exercise.
- Inclusion of sufficient writing exercises as per need of Nepalese students.
- Difficult word meaning must be explained on the foot note.
- Cover page must be interested than it is.
- Learners can get benefit if the listening and speaking materials are easily available in the market in reasonable price.
- Some of the pictures in the textbook should be replaced with the Nepalese personalities.

- Training and refreshment programme should be conducted to make easier to handle the textbook.
- Relevant exercises should be selected and some unnecessary parts should be cut off.
- Course content should be relevant to real life of Nepalese society.

3.4 Post Analysis:

The researcher has already mentioned that one of the sources of information for examining the quality of the textbook was the teacher. A set of questionnaire was developed to obtain information about how the teachers are using the textbook in the classroom. Teachers were asked to indicate whether they agree or disagree or neither agree nor disagree to the statements made on the textbook's quality. After analyzing the above presented data's responses, it was found that in almost 25 to 30 percent of the case, teachers appeared to be tentative – neither agree nor disagree. It creates some problems for the researcher while analyzing the data. It could be because the teachers were not confident to make comments of that sorts on the book. After that the researcher tried to contact those teachers again and asked and discussed about those issues and their responses were the textbook was totally new and different for our cultures and society and also difficult to find out ancillary materials so, we have to say neither agree nor disagree.

Initially, it was thought that the teachers who teach in the classroom could give proper judgment on the quality of the textbook because they are ones who study every bit of the book, practice in the classroom and feel about the easiness and difficulty while handing the textbook. But after observing the responses of the teachers it was realized that not all the teachers are able to examine the book as we expected

previously. But some of the teachers who have more than 15/20 years experiences, their opinions were quite helpful for the researcher while analyzing the data.

3.5 Analysis and Interpretation of student's perception on qualities of a Textbook:

The researcher had also prepared some questions for the students and asked them to response in written form. The age and level of the students show that they may not be good enough to comment on a textbook except saying about their felling.

The following table shows the questions and responses made by the learners. Here the responses are presented in percentage.

S. No.	Statement	Agree	Disagree
1.	Most of the lessons were interesting to read.	92.5%	7.5%
2.	The lessons were related to your culture and society.	2.5%	97.5%
3.	Most of the lessons were easy.	52.5%	47.5%
4.	Most of the lessons were long.	45%	55%
5.	The first lesson was easier than the last lesson.	60%	40%
6.	You were able to use the language of this book independently.	50%	50%
7.	You were able to solve all the problems of the book.	30%	70%
8.	The titles of the lessons of the book were attractive.	90%	10%

9.	The language was interesting.	92.5%	7.5%
10.	There were sufficient exercises in the book.	92.5%	7.5%
11.	You were able to know how to do the exercises.	15%	85%
12.	Exercises encouraged you to work in pairs, groups and discuss issues.	90%	10%
13.	The picture helped you to learn the lessons.	92.5%	7.5%
14.	You were able to write something with the help of the pictures.	97.5%	2.5%
15.	The pictures were clear and attractive for you.	80%	20%
16.	The cover page was attractive.	87.5%	12.5%
17.	You were able to handle the book easily.	22.5%	77.5%
18.	You practiced all the listening texts of this book.	35%	65%
19.	You were able to do all the situational exercises.	17.5%	82.5%
20.	Situational exercises were related to your real life situation.	20%	80%
21.	You were able to understand all the reading text.	15%	85%
22.	Reading texts were interesting to read.	87.5%	12.5%
23.	Writing exercises were interesting to do.	80%	20%
24.	Games and puzzles were interesting for you.	85%	15%
25.	There were models of letters writing for different purpose, essay writing, criticizing, summarizing, and describing writing news articles.	90%	10%

26.	The book was expensive to buy.	72.5%	27.5%
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The above table shows that the strong aspects of the text book are: most of the lessons are interesting to read, the language in the book is interesting, there are sufficient exercises in the book which make the book practicable, exercises encourage the learners to work in pair /group and discuss issues, the attractive and clear pictures help the learner to read the lesson and write something related to the pictures. Students are interested to do the exercises given in the text. There are models of letter writing for different purpose, essay writing criticizing, summarizing, describing, writing news article that are also fruitful for the students. All the exercises are kept in the form of simple to complex format so they fell first lesson easier than last one. The games and puzzles given in the book also help the learners to arouse interest in learning process.

Beside the strong aspect there are some weak aspects of the textbook, according to the students perspectives. They are; lessons of this book are not related to our Nepalese culture and society, it is difficult for them to solve all the problems given in the book, due to the length of the book it is difficult for them to handle it, the situational exercises were unrelated to their culture and society and it is difficult to practice all the listening texts inside the classroom. Another weak aspect is: the book is expensive to buy.

In some points, students have given their equal points half of the students show their agreement and half of them show their disagreement on: lessons are easy and long, only 50% students agree to use the language of this book independently.

3.6 Analysis and Interpretation of the text book by the Researcher:

As it is already mentioned in the methodology part, here the researcher has selected unit 2 and unit 9 for making analysis and he has made his own evaluation of the textbook depending upon the theoretical framework for textbook evaluation, which is mentioned above. Here he has selected these two units since they represent some of the main objectives of the curriculum. They contain different sorts of exercises. They contain some communicative functions such as agreeing and disagreeing and discuss about numbers and dates. So, the researcher's view in comparing to other units these two units seems more important. And it is also impossible to analyze the whole textbook due to lack of time. So in order to get a flavour of the quality of textbook it was decided to examine those two units. Although the book doesn't present the lesson wise objectives depending upon the topics. The objective of these two units are as follows;

3.6.1 Listening

- Listen another text about the work, interview and another text of sport and leisure activities.
- Listen the text about different kind of relationship.
- Complete the sentences, complete the interview and answer the questions related to the listening text.

3.6.2 Speaking

- Ask people about their work/job.
- Ask different questions about their profession.
- Ask questions about numbers and dates:

- Discuss what make people happy.
- Show their agreeing and disagreeing
- Say about who's who in the family.
- Quiz- What types of person are you?
- Discuss on what is the perfect size of the family.

3.6.3 Reading

- Read the passage about ' The clown doctor, I don't know if I'm happy and family matters.
- Answers the different types of questions related to the passage.

3.6.4 Writing:

- Write an email to the friends, Give personal news and describes something which has done recently and also say about the future plan.
- Describe different kind of personality.
- Using correct way of present simple present continuous and its passive form and use different kinds of model verbs.

3.6.5 content:

Here the researcher has analyzed different areas from unit Two and unit nine separately on the basis of theoretical framework of textbook analysis. Those different areas are presented as follows:

3.6.5.1 Strong Aspects:

- Content items of these lessons are interesting and appropriate for the students because there are different communicative activities, which encourage the students to learn the lessons.

- Content items give new information to the students for example they can get information about ‘ The clown doctor’ and different ideas of family relationship.
- The content is related to everyday English, which is used in day-to-day communication.
- Give information about numbers and date, money, fractions, decimals, percentage, date, phone number etc.
- It also helps to show their agreement and disagreement on different aspects.
- There is no doubt that the subject matter is free from sex bias.
- The content items also introduce grammar and new vocabulary.

3.6.5.2 Weak aspects

- Content items are not related to our culture. For example there is no clown doctor in our society.
- Content items related to reading texts are difficult to understand because there are a lot of unfamiliar vocabularies.
- The content items are not relevant to the real life of the students.
- The content items are not taken care of the requirement of good, average and weak students.

3.6.6 Language

Strong Aspects

- The language is appropriate to the functional and situational way.
- There are all four language skills which are presented in an integrated way.
- The texts contain some communicative activities to enable the students to use the language independently. For example: Do you enjoy the company of other people? Show your agreement and disagreement on the following eg; I want to travel the world. I can speak four languages.
- The words of the text are helpful in increasing students' vocabulary power.
- The language structures are presented in graded form.

Weak aspects

- The language of reading passage have some unfamiliar vocabularies so students feel a bit difficulty.

3.6.7 Exercises.

Strong Aspects

- Instruction on how to do the exercises are clear.
- The exercises encourage the learners to work in pairs and group.
- Exercises are sufficient to develop four language skills.
- Exercises are organized in systematic format.
- Exercises help to develop grammatical competence.
- Exercises help the teacher in diagnosing the difficult area of the lesson.

- Grammars are taught in inductive methods.

Weak Aspects

- Some exercises are difficult for the students so they are not interested to do the exercises of the text because the exercises are not culturally appropriate.

3.6.8 Illustrations:

Strong Aspects

- They encourage the learners to solve the problems. For example, the picture of Unit 2 (Vocabulary exercises) help the students to tell about different sports activities.
- Pictures are technically sound in terms of print
- Pictures encourage the learners to work on pairs and groups.
- The pictures are relevant and adequate.

Weak Aspects

- Pictures are not given in systematic way.

3.7 Structure of the Textbook:-

The structure of new English textbook for Intermediate 1st year is different from old English textbook. ‘ New Headway’ is an integrated course in compulsory English. This book contains 12 units, providing approximately 60 hours to be taught this course. Each unit contains grammar vocabulary, Everyday English, reading, speaking, listening and writing activities. After Completing 12 units, there is given the writing activities related to each units separately. After every three units there is a

instruction for the teacher, 'stop and check the teacher's book'. It helps the teachers to check whether they are teaching according to the content or not. After the writing activities there is given for listening script. After the tape script, the text is given the grammar reference according to the unit. It helps the students to learn grammatical rules on the basis of exercises given in the text. After grammar reference the separate pair work activities are provided according to the units, which help to develop the speaking power of the learners. At last there is also given different pattern of verbs and phonetic symbols with appropriate words. The workbook contains homework exercises, which provide extra written practices of the main language points taught in the students' book. As a whole the book has sufficient activities and exercises including listening, speaking, reading, writing, grammar and vocabulary.

3.7.1 Analysis of four language skills in the textbook, 'New Headway'

This section presents a linkage between the curriculum and textbook on four major language skill i.e. listening, speaking, reading and writing.

A) Listening skill:

The theory behind teaching listening states that it should have been integrated to the other skill areas so that the exercises are mutually supporting to each other. Listening is one of the most important features to make the book communicative. The PCL 1st year English textbook 'New Headway' has provided 96 scripts and listening exercises. The listening exercises are presented in the textbook in different ways. They are complete the conversation, listen and complete the chart, write the spelling while listening the phonetic symbols, complete the sentences,

complete the interview, listen and check, listen and tick the best answer; listen and answer the questions.

The main objective of teaching listening is that students will be able to listen some sorts of text or dialogue with different accents and extract information. Here the main focus of listening text is in conversation and also asked the questions to complete the conversation and make a similar type of conversation which you have listened. This makes the students creative and they give full attention while listening.

Another main purpose of listening is to focus the students attention on new language items. The listening activities also show the models like a discussion, an exchange of personal information or a roleplay. Listening passages also intend to develop comprehension skills. The recorded examples also help the students while reading books using intonation stress etc. So, this textbook is focused on listening activities.

b) Speaking skill:-

Grant (1987) provides, “ three types of speech work for developing communicative activities skills of students.” These are drills, communicative and natural language use. Drills are known as mechanical exercises; they practice the forms of language under controlled situations. They are more concerned with the function of language than the forms. These activities help to develop fluency rather than accuracy. Natural language is encouraged in the textbook because communicative activities tend to be contrived and controlled. It is important therefore that the teacher should create opportunities for natural language use through ordinary human interaction with and between the students.

Today's demand is communicative course and speaking plays an important role to fulfill this demand. So, the PCL 1st year English book 'New Headway' gives a lot of opportunities to the students to communicate. The main point is to create an English atmosphere in classroom, which encourages students to speak. For making English atmosphere inside the classroom students should be divided in pairs or small groups and having them discuss in pairs or small groups, in English and also teacher should present spoken activities to the class. This book provides different kinds of situational exercises, which help them to communicate freely and develop their English. Most of the speaking activities are related to discussion issues. This book also provides separate unit-wise pair work activities which helps the learners to practice the language activities in pair and develop their speaking power.

C) Reading Skill

Reading skill is of primary importance to any literate person. Reading means 'reading and understanding; The reading proficiency of students is dependent on the instruction they receive. Generally people read for studies, examination, knowledge, information, pleasure, pass time special purposes and various other reasons. While we are passing through the roads and streets we see signs, notice, walls writing and we read these and gather meaning from these. In all types of reading it is comprehension, which is essential. On the other hand, the theory of teaching reading states that it should not be treated as isolated skill, a good textbook should lead to work in other areas including vocabulary a good reading text, comprehension is the ability of readers to construct meaning from a piece of written text. Comprehension instruction should be an integral part of beginning reading instruction.

On the basis of different features of a good reading text, the textbook is appreciable for providing authentic text. This textbook has different reading exercises. Most of the lessons have pre-reading question for introducing the reading in more interesting way and to make it purposeful. The pre-questions also help the learners to think about themselves related about the passage.

Here in the textbook different kind of reading materials are prescribed in the form of presentation. The main purpose of presentation is to show how particular language is used in context or to provide a stimulus for language practice. In this way reading enables the students to follow instruction. The students will be able to scan the passage for main ideas or to extract particular pieces of information.

On the other hand, there are reading comprehension passage in the text. The main propose of comprehension is to do different activities like roleplay, discussion or writing. The questions that follow a comprehension passage are varied in type, both to provide interest and to suit the needs of the passage.

Besides these the reading text of this textbook are not culturally appropriate in Nepalese society. So, it is difficult for them to read due to unfamiliar vocabularies and language items.

D) Writing skills

Writing is an advanced skill and it can be taught after speaking and reading skills. The main objective of teaching writing is to enable the students to respond appropriately in writing and to consolidate their knowledge of language. So, writing skill should be integrated in the other skills.

In 'New Headway' the students are given a lot of opportunities to do writing activities. There are so many writing exercises in student book and workbook. At the last part of the book separate writing exercises are given according to the units. 12 different units have 12 varieties of writing activities which help the learner to develop the writing skill.

Besides these, some writing exercises in the book are difficult and the learners are unable to do that. Some exercises are very standard from their level and all the writing exercises are also related to foreign culture and society.

3.8 Comparison or Calculation of the views (i.e. students, teachers' and researcher's) on different area:

Here in this section, the researcher deals with the different opinions presented by teachers, students and the researcher, himself on the quality of the textbook in different aspects. So, the researcher had tried to calculate and analysis the different views presented by different people in different aspects are compared deeply and are presented below.

3.8.1 physical Aspect:

Regarding the physical aspects the points such as the spacing between the lines, words and paragraphs are satisfactory, the size of the book is appropriate for the intermediate level, print and picture are neat and clean, cover page is eye catchy and attractive, it is free from error and quality of paper is good are supported by all three groups i.e. the teachers, students and the researcher. So, we can easily say that all these aspects of textbook seem quite good.

But there are some disagreement of the textbook that the binding of the book is not durable. Only 22.5% of students show their agreement on handling the book easily but 60% teachers show their agreement on handling and carrying the book. In this case the researcher agree on first point that the book itself, and the cover page is not durable but it is ok to handle the book because it is standard in size.

Similarly the last question is that the book is expensive to buy. But this question was asked to the students only and 72.5% students agree with this question. The researcher, himself also agree with the students opinion because the price of the book is high in our context. Only one book, which covers only 30% of course, cost Rs 123 is very expensive in our context. Anyway, altogether the textbook is physically appropriate for the students and teachers.

3.8.2 Academic Aspects

3.8.2.1 Thematic content

Regarding this thematic content there is strong agreement of three groups on some points. Such as the content items of the textbook are sufficient to achieve the objectives of intermediate level English curriculum of T.U, they also show their agreement on that the content item of the textbook and is free from sex-bias. 65% teachers and 85% students show their agreement that most of the contents are interested and relevant the researchers himself agree on this point.

But regarding the point, the content items of the textbook are culturally appropriate, for this point 75% teachers and 97.5% students show their disagreement. Similarly, the researcher is also goes with

teachers and students because this textbook is related to foreign culture and society.

Similarly there is another point that is the content items of the textbook are relevant to the real life of the students. For this point 35% show their agreement but this point was not asked to the students. In the researcher's opinions, most of the content items are useful for student's day-to-day activities.

Another point was, most of the lesson was interesting to read. In this point 92.5% students show their agreement. But students also feel that the lessons were lengthy but the first lesson was easier than the last one.

On the other hand only 40% of teachers show their agreement that the content items of the textbook take care of the requirements of good, average and weak students. The researcher also goes on the teachers opinion because the lessons are not divided according of the level of students.

3.8.2.2 Language

Regarding the textual language, all three groups i.e. teachers, students and researcher show their agreement with some points. They are; the book presents all four language skills in an integrated way, the language is appropriate to the functional and situational way and the vocabulary contained in the book is well selected.

Similarly the 92.5% students show their agreement on the point that the language used in the textbook is interesting. Only 50% students show their agreement on using the language of this book independently but 75% of teachers show their agreement on the topic and the researcher

also supports the teachers because the book contains enough communicative activities to handle or use the language of the book independently.

At last we can conclude that this book has an acceptable balance between the knowledge about language and practice in using the language.

3.8.2.3 Exercises

Regarding the exercises, the point exercises encourage learners to work in pairs, groups and discuss issue has been positively responded by the teachers and the students. The researcher also finds that different activities given in the book are all students centered and focus on pair work, group work and discuss issues. This means that this point is accepted by all the people involved in research work.

Another point asked was whether the exercises are sufficient in developing language skills. For this point 60% teachers and 92.5% students show their agreement. The researcher also finds that there are sufficient exercises in developing four language skills equally.

Similarly, only 50% teacher agree that the instruction on how to do the exercises is clear and the exercises fit the students level and only 15% students agree that they were able to know how to do exercises. On these points the researcher says that the instructions are clear but they are given separately according to its skills. So, all the language activities are kept in systematic way.

Another point is: students are interested to do all the exercises of the book. For this point only 5% teacher show their support on this. In the

same way, the researcher also supports the teachers' view because some exercises are very difficult to do and unrelated to our culture and society.

3.8.2.4 Illustrations

Regarding the point the pictures in the book are relevant and adequate in number, in this issue 75% of teachers show their agreement. For this point, researchers also agree with the teachers.

Similarly, there are other points that are: pictures encourage learners to work in pairs and group and pictures are technically sound interns of print: for these points 80% students and 85% teachers given the positive opinion respectively. On the other hand 97.5% and 80% students believe that they are able to write something with the help of the pictures and pictures are clear and attractive respectively. The researchers also support those two groups because the pictures of this book are really eye catchy and attractive and look like real photograph.

Another point is all the symbols given in the book are appropriate, for this point only 40% teachers show their agreement. The researcher also agrees with the teachers' view because there are no clear instructional symbols given in the text.

Similarly, the teachers' opinions are divided into two equal halves on that the pictures are accurate and realistic, they promote self learning and they encourage the learner to solve problems. In this regard the researcher says that all the pictures are not real and accurate. Some of them are artificial also. But the pictures definitely help the learners to promote learning and pictures give some ideas to solve the problems.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4. Summary

The main purpose of the research study was to analyze the academic as well as physical aspects of textbook of PCL 1st year of ‘New Headway’. To obtain the data, two sets of questionnaire based on the academic and physical aspects of the textbook were prepared. Then the researcher tabulated the collected data, analyzed and interpreted them.

The focusing population of the study consisted of the Intermediate level English teachers teaching in PCL 1st year in the academic year 2005/2006 and the students of PCL who had just completed the 1st year course in the same year in Kathmandu district.

4.1 Findings

4.1.1 Major findings of the study

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

4.1.1 Strengths of the Textbook

- i. The textbook prescribed for PCL level is appropriate in size and convenient in handling and carrying for the students.
- ii. The textbook contains more communicative activities.
- iii. The textbook contains the good combination among language skills in English.
- iv. The spacing between words, lines and paragraphs is suitable and satisfactory.

- v. The content items provide new information to the students to work in pairs and groups.
- vi. The exercises and pictures of the textbook encourage students to work in pairs and groups.
- vii. The grammar reference helps the students about the rules of grammar and they can easily solve the grammatical portion given in grammar spot.
- viii. The writing exercises are given at last according to the order of units, which help the students to develop their writing power.
- ix. The textbook also tries to keep balance between language and practices in using the language.
- x. Print and pictures are also attractive for learners.
- xi. The book contains so many new vocabularies and textual language that fit the mental level of the students.
- xii. Language structures are good to make language use correctly.
- xiii. Everyday English is introduced, it is very helpful for the learner to develop the communicative skills.
- xiv. The subject matter provides a lot of new information to the learners.
- xv. Language is authentic in this book because the writers of this textbook are Liz and John sours.(Textbook writer)

4.1.2 Weaknesses of the Textbook:

- i. The cover page and binding of the text is not durable.
- ii. The name of the people, places, jobs, food and drinks, music etc are not familiar to our learners because they all are based on foreign culture and society.
- iii. Teaching materials are difficult to find out in local market.
- iv. The listening practices are not relevant to the Nepalese context.

- v. The course is lengthy and teachers are unable to complete it in time.
- vi. The textbook doesn't meet the level of students of public school.
- vii. There is no separate test of listening for external examination.
- viii. Untrained teachers are unable to handle this course properly.

4.2 Recommendations

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

- 1 The cover page of 'New Headway' book for PCL 1st year is fine but binding is not durable. So it should be have good binding.
- 2 The text tries to give some vocabulary aspects but they are not sufficient. So, it should include more vocabulary aspects also.
- 3 The pronunciation aspect is also neglected. So basic rules of phonetic aspect should be included in the text.
- 4 For making listening speaking effective, it requires a separate listening and speaking test.
- 5 The textbook should include some exercises on stress and intonation so that the students can express range of emotions using the appropriate phonological features.
- 6 Some of the pictures in the textbook should be replaced with the Nepalese personalities. (According to the teacher's perception)
- 7 Answer keys of the exercises should be included at the last part of the book.
- 8 Course content should be relevant to the real life of Nepalese society.
- 9 The authority should manage the ancillary material at their institutions.

- 10 Training and refreshment programme should be conducted to make easier to handle the book.
- 11 Some unnecessary exercises should be removed.
- 12 Writing exercises should not keep at the last part of the book. It should include at the unit in systematic way.

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Appendix A

Questionnaire for the Teachers

Name :	Institution:
Training:	Qualification:
Experience:	Sex:

You are requested to give opinions on each of the following statements about the text the book, “New Headway” of intermediate level. The right answer is your opinions, please indicate your opinion by putting tick () on the response.

1. Questionnaire on physical aspects:

A. Size of the book:

i) The size of the book is appropriate for the intermediate level 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

B) Cover page

i) The cover page is attractive.

- a) Agree b) Disagree c) Neither agree nor disagree

ii) It is durable

- a) Agree b) Disagree c) Neither agree nor disagree

C) Printing:

i) The print is neat and clear.

- a) Agree b) Disagree c) Neither agree nor disagree

ii) It is free from errors.

- a) Agree b) Disagree c) Neither agree nor disagree

iii) The spacing between lines, words and paragraphs are satisfactory.

- a) Agree b) Disagree c) Neither agree nor disagree

iv) The pictures are clear and visible.

- a) Agree b) Disagree c) Neither agree nor disagree

D) Binding:

i) The binding is durable.

- a) Agree b) Disagree c) Neither agree nor disagree

ii) The book is durable.

- a) Agree b) Disagree c) Neither agree nor disagree

E) Paper quality:

i) The quality of the paper is good.

- a) Agree b) Disagree c) Neither agree nor disagree

ii) The paper is durable.

- a) Agree b) Disagree c) Neither agree nor disagree

2. Questionnaire on academic aspects:

A) Content:

i) The Content items of the textbook are appropriate to the students

- a) Agree b) Disagree c) Neither agree nor disagree

ii) The content items of the textbook is relevant to the student's needs and interest

- a) Agree b) Disagree c) Neither agree nor disagree

iii) The content item of the textbook are interesting to students.

- a) Agree b) Disagree c) Neither agree nor disagree

iv) The content items of the textbook are interesting to students.

- a) Agree b) Disagree c) Neither agree nor disagree

v) The content items if the textbook are sufficient to achieve the objectives of intermediate level English Curriculum of Tribhuvan University.

- a) Agree b) Disagree c) Neither agree nor disagree

vi) The content items of the textbook are culturally appropriate.

- a) Agree b) Disagree c) Neither agree nor disagree

vii) There is well selection and gradation of learning materials.

- a) Agree b) Disagree c) Neither agree nor disagree

viii) The content items of the textbook are relevant to the real life of the students.

- a) Agree b) Disagree c) Neither agree nor disagree

ix) The presentation of material is simple for the students and teachers.

- a) Agree b) Disagree c) Neither agree nor disagree

x) The content item of the textbook take care of the requirements of good average and weak students.

- a) Agree b) Disagree c) Neither agree nor disagree

xi) The content item of the text book is free from sex-bias.

a) Agree

b) Disagree

c) Neither agree nor disagree

B) Language:

i) The book contains enough communicative activities to enable the students to use language independently.

a) Agree

b) Disagree

c) Neither agree nor disagree

Appendix –E

The 20 English teachers who were directly involved for collecting the including their experience qualification and training are presented below.

S.N	Name of the Teachers	Institutions	Experience only eras	Qualification	Sex
1.	Ratna Dev Bhatta	Pubic youth Campus.	3 years	M. A/B.L	Male
2.	Dipak Khaple	Pubic youth Campus.	5 years	M.A	Male
3.	Puspa Karna	Mahendra Ratna Campus	16 years	M.Ed	Female
4.	Rajesh Limbu	R.R. campus	5 years	M.A	Male
5.	Nara Maya kanwar	Mahendra Ratna Campus	20 years	M.Ed.	Female
6.	Dev prasad. Rajal	Public Youth Campus	8 years	M.A	Male
7.	Naba Raj Dhungana	P. K Campus	6 years	M.A	Male
8.	Tek Mani Karki	M. R. Campus	7 years	M.Ed.	Male
9.	Ramesh Thapa	R.R Campus	4 years	M.A	Male
10.	Vijaya Limbu	Saraswoti	13 years	M.A	Female

		Campus			
11.	Kul chandra Dhakal	Saraswoti Campus	5 years	M.Ed	Male
12.	Shiva Ram Pandey	M.R. campus	1 year	M.Ed	Male
13.	Yogendra Bhattarai	Amrit Science Campus	3 years	M.Ed	Male
14.	Rita karki	Public Youth Campus	8 years	M.A	Male
15.	Suresh Bhatta	P.K campus	3 years	M.A	Male
16.	Dilip Singh Sarangkoti	Saraswoti Campus	8 years	M.A	Male
17.	Hari Pandey	Saraswoti Campus	6 years	M.A	Male
18.	Bhanu Neupanae	Amrit Science Campus	5 years	M.A	Male
19	Kiran Manandhar	R.R Campus	11 years	M.A	Male
20	Santosh karki	M.R Campus	3 years	M.Ed	Male

Appendix –F

The 40 students of different campus who were directly involved for collecting the data are presented below:

S.N	Name of the students	Name of the institutions	Age (In year)	Sex
1.	Nar Bahadur Magar	R.R Campus	17	Male
2.	Hom Bahadur Nepali	R.R Campus	18	Male
3.	Gopal Chandra chaudary	R.R Campus	19	Male
4	Gopal chandra Pandit	Mehendra Ratna Campus	17	Male
5.	Kamala kumari shahi	Mehendra Ratna Campus	16	Female
6.	Pratikshya Ghimire	Mehendra Ratna Campus	16	Female
7	Pradip Raj Karki	Mehendra Ratna Campus	17	Male
8	Prem Raj Lamichhane	Mehendra Ratna Campus	21	Male
9.	Nita Thapa Magar	Mehendra Ratna Campus	21	Female
10	Kalpna Bhatta	Mehendra Ratna Campus	18	Female
11	Gita Thapa Chhetri	Mehendra Ratna Campus	16	Female
12	Sumitra Lama	Mehendra Ratna Campus	18	Female
13	Rachana shakya	Mehendra Ratna Campus	16	Female
14	Urmila Shaya	Mehendra Ratna Campus	17	Female
15	Mandira Karki	Mehendra Ratna Campus	16	Female
16.	Sunita Karki	Mehendra Ratna Campus	20	Female
17	Prabati Poudel	Mehendra Ratna Campus	20	Female
18	Dugra Dutta Rigal	R.R Campus	20	Male
19	Ram Bahadur Bhandari	R.R Campus	18	Male

20	Bed Bahadur Rana	R.R Campus	21	Male
21	Bishnu Prasad Ghimire	R.R Campus	18	Male
22.	Yub Raj Bhusal	M.R. Campus	18	Male
23	Shyam Thapa	M.R. Campus	16	Male
24	Pratibha Ghimire	M.R. Campus	17	Female
25.	Surendra Khadka	M.R. Campus	17	Male
26.	Prakash Subed;	M.R. Campus	18	Male
27.	Mahendra Dekota	M.R. Campus	16	Male
28	Buddhi Bahadur sunar	M.R. Campus	20	Male
29	Suman thapa	Saraswati M. C	16	Male
30	Shiva Prasad Aryal	Saraswati M. C	17	Male
31	Prakash Adhikari	Saraswati M. C	17	Male
32	Dil Bahadur Khadka	Saraswati M. C	18	Male
33	Simita Dhital	Mahendra Ratna Campus	18	Female
34	Saraswati Adhikari	Saraswati M. C	17	Female
35	Purnima Aryal	Saraswati M. C	17	Female
36	Hem Kumar Thapa	Saraswati M. C	18	Male
37	Lal Bahadur Thapa	Saraswati M. C	19	Male
38	Ram kumar Rashili	Saraswati M. C	18	Male
39	Ganesh Shrestha	Saraswati M. C	18	Male
40	Prakash Dawadi	Saraswati M. C	17	Male