

**Teachers' Perceptions Towards Compulsory English Textbook of  
Grade 9**

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

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**Submitted by**

**Jaya Raj Joshi**

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**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

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### **Recommendation for Acceptance**

This is to certify that **Mr. Jaya Raj Joshi** has prepared his M. Ed. thesis entitled **Teachers' Perceptions Towards Compulsory English Textbook of Grade 9** under my guidance and supervision.

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Dedication

**to**

*My father, Mr. Moti Ram Joshi and mother, Mrs. Parwati Joshi who  
devoted all their life for making me stand on this position*

## Declaration

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

**Date:** 22/06/2023

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**Jaya Raj Joshi**

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### **Abstract**

The present study entitled “Teachers’ Perceptions Towards Compulsory English Textbook of Grade 9” was carried out to identify the teachers’ perceptions on the compulsory English textbook of Grade 9 in terms of the practical considerations, layout and design, activities, language skills, language type, content, gender balance and cultural appropriateness. I used survey research design in order to carry out this study. I collected the data from forty government schools’ teachers teaching at grade nine in Chadranagar Rural Municipality and Ishworpur Municipality of Sarlahi district using purposive sampling technique. A questionnaire containing 33 close ended and 5 open ended questions was used as the data collection tool. The findings showed that some criteria were fulfilled in the textbook while some others were not. The teachers have positive attitudes in relation to the activities in the textbook. The textbook has worked well on the language functions and the language used in the textbook is at the right level of students’ current English ability whereas, the textbook does not meet the teachers’ expectations in terms of the presentation of the grammar and subject matter. Similarly, the language in the textbook does not represent a diverse range of registers and accents. However, the exercises in the textbook are included well in balanced pattern. Likewise, the textbook includes an adequate vocabulary in the glossary section. The textbook has failed to cover the stories of

successful women and their contribution for the transformation of society. Furthermore, the gender issues in the textbook are not balanced in terms of content, illustrations and competencies.

This thesis has been divided into five chapters. The first chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study and operational definitions of the key terms. Similarly, the second chapter is related to the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, third chapter deals with methods and procedures of the study under which design of the study, population, sample and sampling strategy, data collection tools, data collection procedures, analysis and interpretation procedures and ethical consideration are mentioned. In the same way, the fourth chapter consists of analysis and interpretation of data. The fifth chapter includes the findings, conclusion and recommendations of the study. Finally, it includes references and appendices.

## Table of Contents

	Page No.
<i>Declaration</i>	<i>v</i>
<i>Recommendation for Acceptance</i>	<i>i</i>
<i>Recommendation for Evaluation</i>	<i>ii</i>
<i>Evaluation and Approval</i>	<i>iii</i>
<i>Dedication</i>	<i>iv</i>
<i>Acknowledgements</i>	<i>v</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>x</i>
<i>List of Tables</i>	<i>xiv</i>
<b>Chapter I: Introduction</b>	<b>1-6</b>
Background of the Study	1
Statement of the Problem	5
Objectives of the Study	6
Research Questions	7
Significance of the Study	7
Delimitations of the Study	8
Operational Definitions of the Key Terms	8
<b>Chapter II: Review of Related Literature and Conceptual Framework</b>	<b>10-24</b>
Review of Related Theoretical Literature	10

Concept and importance of textbook	10
Types of textbook	13
Traditional textbook	13
Communicative textbook	14
Positive aspects and drawbacks of a textbook	15
Uses of textbook	17
Aspects of textbook analysis	17
The physical aspects	18
Academic aspects	19
Criteria for textbook analysis	22
The need for textbook analysis	26
Review of Related Empirical Research	30
Implications of Review for the Study	37
Conceptual Framework	39
<b>Chapter III: Methods and Procedures of the Study</b>	<b>40-28</b>
Design of the Study	40
Population, Sample and Sampling Strategy	42
Research Tools	43
Sources of Data	43
Primary sources of data	43
Secondary sources of data	44
Data Collection Procedures	44
Data Analysis Procedures	45

Ethical Considerations	45
<b>Chapter IV: Analysis And Interpretation of Data</b>	<b>46-40</b>
Analysis of Data and Interpretation of Result	46
Practical considerations	46
Design and layout	47
Activities	50
Skills	52
Language type	54
Subject matter	56
Cultural appropriateness	58
Gender balance	59
Relevance of using the textbook	61
Noteworthy aspect of the textbook	62
Strengths and weaknesses of the textbook	62
Balance in the coverage of four skills	63
Appropriateness in terms of gender and cultural perspectives	64
<b>Chapter V: Findings, Conclusion and Recommendation</b>	<b>65-44</b>
Findings	65
Conclusions	67
Recommendations	68

Policy related	69
Practical related	69
Further related	70
<b>References</b>	
<b>Appendix</b>	

**List of Tables**

Table 1: Practical Considerations	29
Table 2: Design and Layout	30
Table 3: Activities	32
Table 4: Skills	33
Table 5: Language Type	34
Table 6: Subject Matter	35
Table 7: Cultural Appropriateness	36
Table 8: Gender Balance	37

## **Chapter I**

### **Introduction**

The study entitled 'Teachers' Perceptions Towards Compulsory English Textbook of Grade 9' tries to identify the teachers' perceptions on English textbook of grade nine in terms of the layout and design, activities, language skills, language type, content, gender balance and cultural appropriateness. This introductory chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the of the study and the operational definitions of the key term.

### **Background of the Study**

Textbooks are one of the most widely used learning materials in language teaching. They are a kind of support for both teachers and learners. The textbooks play a central role in every learning condition and help the teachers with their responsibilities. Similarly, "textbooks are the main sources that can convey the knowledge and information to the learners in an easy and organized way" (Ahmadi (2012, p.176). Hence, a textbook is a teacher's and students' common book that systematically enables them to follow the language course (Ur, 2006). In this sense, a textbook is an essential teaching-learning material for both teachers and students.

It is not surprising that they often become the only materials in the classroom in the context of the developing and under developing countries. This fact happens for several reasons. First, textbooks are relatively easy to find. Second, they provide a guide or a road map for the learners which offer expected behaviours that they have to perform. Third, they help teachers to prepare the lesson. And, fourth, they can become a flexible syllabus for teaching learning process in which teacher can easily modify based on the students' needs.

'English, Grade 9', piloting edition was published in 2021 AD., after one year in 2022 the first edition of the book was published. This 'English Grade 9' textbook was developed to address the main aims of Secondary Education. It aligns with the intent pursued by the National Curriculum Framework for School Education, 2076 and was developed fully in accordance with the Secondary Level English Curriculum, 2078. The curriculum has been revised and developed in line with the aims and objectives of the National Curriculum Framework for School Education, 2076 BS. The Secondary Level English Curriculum aims at enabling students to communicate their ideas in English. It also aims to expose students to the vast treasure of knowledge available in both written and spoken English. Competencies and learning outcomes appropriate to level and grade, language functions, the learning facilitation process and assessment

procedures are systematically organized in the curriculum. In the textbook 'English, grade 9', efforts have been made to incorporate recent trends and contemporary issues in the field of language learning and teaching. All components of each lesson in the textbook are equally important and they have the specific aim of presentation so as to fulfill the learning outcomes stated in the curriculum. It is an EFL textbook edition series published by Government of Nepal, Ministry of Education, Curriculum Development Centre, Sanothimi Bhaktapur. The authors of this textbook are Mr. Nim Prakash Singh Rathaur, Mr. Ananda Dhungana and Mr. Pashupati Pandya. The textbook has been revised by a team comprising of Dr. Gopal Prasad Pandey, Dr. Neil David Rose, Mr. Ramesh Dhakal, Mr. Shankar Adhikari and Mr. Nabin Khadka. Similarly, several people notably; the Director General, Mr. Ana Prasad Neupane, the subject committee chairperson, Prof. Dr. Jib Lal Sapkota and the subject committee members; Prof. Dr. Rishi Ram Rijal, Mr. Madhav Prasad Ghimire, Ms. Maiya Niraula Pokharel and Mr. Tuka Raj Adhikari have contributed significantly on the development of this book. Grade nine students of government schools in Nepal have been studying this textbook since from this academic year. The textbook has 18 units along with 236 pages. The book also contains additional 6 pages of glossary section. The textbook aims to develop equal balance of all four language skills along with the mastery in 18 different language functions.

The quality and role of textbooks is so important that they affect the success and failure of the students and / or teaching program. According to Sheldon (1988), textbook evaluation cannot be ignored due to two key reasons. The first deals with smoothing the teachers' way in selecting an appropriate textbook. Furthermore, familiarizing teachers with the textbook, the evaluation makes strength and weak points of them clear and known. Evaluation, as a dynamic process, deals with appropriateness and suitability of the existing materials and can be regarded as a useful device for teachers and material developers. Additionally, it may provide modification and novelties in teaching and learning situation. The textbook 'English, Grade 9' is expected to be used to deliver the foundation for the content of the curriculum, the balance of skills to be taught and the types of language practice the students are to take part in. However, as Grant (1987, p. 118) says "the perfect book does not exist", the textbook might also have some weaknesses. Therefore, in my study, the consideration is made based on the vivid rejoinder whether the textbook meets the need of teaching's goal and value, teacher's syllabus, and other significant aspects such as contents, language skills and exercises.

The use of textbook is debatable for teachers. Some teachers consider that it is important to use textbook in the classroom since it

is the main source for carrying out activities. While, other teachers claim that the use of textbook would only spend much time in explaining materials on the textbook. The condition gets teachers to pursue their best perceptions in dealing the way to choose. Regarding the textbook selection process, teachers' perceptions play an important role in deciding materials for students. Educators have underlined a position which teachers' perceptions hold in education and agreed that teachers' perceptions influence teachers' practice, judgment and decision making (Okitasari&Palupi, 2019). Furthermore, they also state that unlike our physical abilities, our perception is "limitless," and it is the one thing we can change and develop. Therefore, the perception that is well developed by teachers toward the textbook selection process would impact on their teaching practice and other decisions making related to students' learning development.

### **Statement of the Problem**

A textbook is a common teaching material that fulfills the gap between knowledge and skills. Moreover, the textbook makes teaching and learning activities systematic to implement objectives stated in curriculum. In this regard, textbooks are the most important resources utilized to achieve the aims of a course which are based on the learners' needs. However, they should not become the aim of the course themselves and set those aims. Good textbooks are widely

adopted by teachers as they have a good content, language aspect, presentation technique, and visual appearance (Ur (2006). In countries where textbooks are considered as the main source of teaching/learning process, textbook evaluation seems to be inevitable. I believe, the appropriate perceptions toward the use of EFL textbook let teachers be directed to have appropriate decision making for their teaching development. Hence, I was interested to research whether the book fulfills the criterion of good textbooks.

I was motivated to conduct a research on 'English, grade 9' since no research work has been carried out on this book in the university. Additionally, it is claimed that the cause of poor achievement of secondary level learners in English is due to inappropriate contents, imbalance of the language skills and lack of practical exercises of the textbook. Keeping in mind to the criticisms, this research work is focused on evaluation of practical considerations, layout and design, activities, language type, contents, language skills and exercises of the textbook.

### **Objectives of the Study**

The objectives of this study were as follows:

- ) To identify the teachers' perceptions on the compulsory English textbook of grade 9 in terms of the practical considerations,

layout and design, activities, language skills, language type, content, gender balance and cultural appropriateness.

- ) To suggest some pedagogical implications from the findings of the study.

### **Research Questions**

Following were the research questions of this study:

- ) What is the teachers' perception on the compulsory English textbook of grade 9' in terms of practical considerations, layout and design, activities, language skills, language type and content?
- ) How do teachers perceive the compulsory English textbook of grade 9 in terms of gender balance and cultural appropriateness?

### **Significance of the Study**

This study is a significant work as the finding of the research work will be beneficial for the material developers, teachers, learners and other stakeholders. It will be beneficial for material developers as reference in developing better and effective textbook. For teachers, this

research evaluation will give detail explanation on how the textbook meets the criteria. Consequently, teachers may respond towards the findings and can take an anticipated action in relation to the findings. The study will be directly or indirectly significant to the professionals, language practitioners, policy makers, textbook designers, Curriculum Development Centre, printing press, teachers, students, and the people who are involved in teaching and learning activities.

### **Delimitations of the Study**

The study had the following delimitations:

- ) The research area of the study was Chadranagar Rural Municipality and Ishworpur Municipality of Sarlahi district.
- ) The population of the study were teachers teaching in grade nine.
- ) A questionnaire was administered to collect primary data.
- ) The study was conducted on forty teachers teaching English as a compulsory subject in grade nine.

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

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

*Academic aspects.* The subject matter of a textbook which mainly includes contents, language skills, cultural appropriateness and exercises.

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

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

*English Textbook.* The book which is named as "English, Grade 9" and is printed as the first edition in 2022 AD.

## Chapter II

### **Review of Related Literature and Conceptual Framework**

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

### **Review of Related Theoretical Literature**

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

**Concept and importance of textbook.** Textbooks are valuable in each language classroom, and they have several roles in English Language Teaching (ELT) curriculum and help the process of language teaching and learning. According to Cortazzi and Jin (1999), the textbook can be a teacher, a map, a resource, a trainer, an authority, and an ideology. Hence, the textbook can be a major source

of cultural elements besides providing linguistic and topical contents which necessarily reflect the ideology inherent in the ESL context of a particular circle. Textbooks remain a staple within school curricula worldwide, presenting teachers and students with the official knowledge of school subjects as well as the preferred values, attitudes, skills, and behaviors of experts in those fields.

Yulianti (2011), defines textbook as "an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process." In this context, textbooks are viewed as the primary materials in a classroom that can convey the knowledge and information to the learners through their linguistic features i.e., easy and organized. Richards (2001) writes, "Textbooks provide teachers with instructional designs based on the latest research and teaching strategies, and students with comprehensive sequence of teaching procedures for presenting the subject matter." Textbooks play a dominant role in all learning conditions other than assisting teachers with their responsibilities. Many of the teachers use the textbooks without any consideration. Therefore, the textbooks provide a clear roadmap to the teachers who are at the cross road to conduct teaching learning activities. To discuss more about the importance of the textbook, Ur (2006) states:

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

To conclude, textbooks are commodities, political objects, and cultural representations and, therefore, are the site and result of struggles and compromise in order to determine how and by whom they will be produced, how and by whom their contents will be selected, how and to whom they will be distributed, and how teachers and students will make use of them. Actually, a textbook can be conceived as a working tool either for the teacher or for the pupil. Decisions as to choice in this respect will determine the nature of the textbook as a tool for communication: language used, quantity and level of information, text, illustrations and links between the latter two elements. Generally speaking, the least developed countries give priority to textbooks for pupils. For teachers, the choice is that of a teacher's guide which differs from school textbooks in its nature. It

seems that there is not any alternative to replace the textbook in the context of Nepal.

**Types of textbook.** According to the educational context and pedagogy adopted by a teacher, textbooks can have very different functions and probably need to be organized in a different way. There are different ways to look textbooks and it may not be easy to categorize the textbooks. Grant (1987, p. 13) categorizes textbook into two broad categories. They are as follows:

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

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

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

In summary, the basic characteristics of traditional textbooks are:

Emphasis of grammar, focus on reading and writing activities, usage of L1, emphasis on accuracy, and focus on a syllabus and examinations. In fact, the result of using the traditional textbooks is that the students know the grammar of a language but they cannot use it.

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

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

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

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

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

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

Textbooks are especially helpful for beginning teachers as the contents are carefully organized and they provide detailed sequence of teaching procedures. Textbook relieves the teacher from the burden of selecting and organizing materials for every class. They show a sensible and well-organized progression of language items. They provide introductory, activities; revision exercises and summaries. They are supporting materials both for the teachers and for students.

There are also some of the negative viewpoints about the use of textbook. Richards (2001, pp. 3-4) states, "Textbook can be severe limitation for the teacher's knowledge and professional development. Students are tightly tied up with textbook and have difficulty learning without it". Textbook can deskill the teachers. They repeat the same type of activities and exercises, thus making the learning monotonous. They cannot include everything needed for effective teaching but they may contain inauthentic language.

To sum up the above-mentioned ideas on positive and negative aspects of a textbook what we have to understand is that textbook has two-edged sword. It has both positive and negative sides.

Therefore, we have to best utilize it as a teaching reference material.

In fact, the textbook is just a tool and teacher must use other teaching aids without getting over relied on it.

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

The reasons for using the textbook can be different. Harmer (2007, p. 152) says, "Teachers feel much more positive about course books. For them, course books provide good teaching material which is often attractively presented." Textbook is designed based on curriculum structure and framework. It provides clear guidelines to a novice teacher. The students can use it as a self-learning material. It is a handy portable and cheaper material. Teachers can identify the contents and the order of their teaching. The textbook indicates the methods of instruction to be applied in the class. Textbook saves the teachers' valuable time so that they can devote it in other relevant activities.

**Aspects of textbook analysis.** The new English textbook for Grade 9 has been developed in line with the aims and objectives of the National Curriculum Framework for School Education, 2076 BS. Efforts have been made to incorporate recent trends and contemporary

issues in the field of language learning and teaching. It has been designed with the aim balancing the four skills and exposing the students to the vast treasure of knowledge in written and spoken English. I have followed the common model proposed by Williams (1983), Sheldon (1988), Brown (2000), Cunningsworth (1995) and Harmer (1997). So, the analysis of the textbook will be based on two criteria a. physical aspect and b. academic aspect as described below:

***The physical aspects.*** McDonough and Shaw (2003) believes this is an initial evaluation, which helps to evaluate physical factors of a Textbook. The following factors are included on the physical evaluation of the textbook.

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

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

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

***Academic aspects.*** Academic aspects includes contents, language skills and exercises in general. The Academic Aspects evaluation refers evaluation of presented materials internally, which are: the organization of language or content, the presentation of the language skills and grading and sequencing of exercises. The elements included in the academic aspects includes are described below.

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

all language skills such as listening, speaking, reading, writing and all language aspects such as pronunciation, grammar and communicative function. Therefore, the contents of the textbook should be proper and well selected.

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

*Exercise.* The textbook includes enough exercises to practice for learners. According to Jones (2007), "The role of the textbook in students-centered approach is guiding the students, managing students' activity, and directing students' learning." Therefore, textbook should have lots of realistic group and pair work activities that define the characteristics of students-centered approach. In textbook, exercises should be proper and textually appropriate to the context. There should be enough exercises and appropriate to the curriculum. Clear

instructions should be mentioned in each exercises of the textbook. A good textbook should include a variety of exercises, graded in terms of difficulty level in a systematic format and objective oriented exercises. The exercises of the textbook should encourage the learners to work individually, in pairs and groups.

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

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

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

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

**Criteria for textbook analysis.** It is not an easy job to analyze a textbook. We need to have a special knowledge to analyze it. Different persons have different criteria to make an analysis of a textbook. According to Harmer (1997, p. 154), the following are the criteria to analyze a textbook:

<b>Possible areas for consideration</b>	<b>Possible questions for course book analysis</b>
Price and availability	<p>How much does the course book cost?</p> <p>Will students have to buy any extra materials?</p> <p>Are all the components (course book, workbook, teachers guide, audio, etc.) available?</p> <p>What about other levels?</p> <p>Is this value for money?</p> <p>How much does the whole package (with all the components) cost?</p>
Add-ons and extras	<p>Apart from a workbook, what other extras are offered with the course?</p> <p>Are there internet sites with extra material (exercises, texts, etc.) or meeting places for users?</p> <p>What else does the publisher offer to support the course?</p>

	<p>What value should we place on the extras that are available?</p>
<p>Layout and design</p>	<p>Is the book attractive?</p> <p>Is its design appropriate for (a) the students, and (b) the teacher?</p> <p>Does the design of the book make it easy to follow?</p>
<p>Instructions</p>	<p>Are the instructions clear and unambiguous?</p> <p>Are they written in language that the students will understand?</p> <p>Can the course book be used by students working on their own, or is a necessary to show them how to use it?</p>
<p>Methodology</p>	<p>What kind teaching and learning does the book promote?</p> <p>Is there a good balance between study and activation?</p> <p>How do the authors appear to think that people learn language and do we agree with them?</p>
<p>Syllabus</p>	<p>Is the syllabus of the book appropriate for your students?</p> <p>Does it cover the language areas (grammar,</p>

	<p>vocabulary, language functions, pronunciation, etc.)</p> <p>that we would expect?</p> <p>Do our students and we like the sequencing of language and topics, etc.?</p> <p>Does the course book build in a feeling of progress?</p>
Language skills	<p>Does the course book have an appropriate balance of skills?</p> <p>Is the skills work really designed to promote the skills (i.e. writing for writing, not writing for learning)?</p> <p>Are there possibilities for both studies and activation in the skills areas?</p> <p>Are the skills activities likely to engage students?</p>
Topics	<p>Does the book contain a variety of topics?</p> <p>On balance, are the topics appropriate for both study and activation in the skill areas?</p> <p>Are the skill and activities likely to engage students?</p>
Cultural appropriateness	<p>Is the material appropriate for the cultural situation that the students are in?</p> <p>Do the texts contain culturally intensive material?</p>

	<p>Are the activities appropriate for the learning culture?</p> <p>Is the course book unprejudiced in the way it deals with different customs, ethnicities, races and sexes?</p>
Teacher's guide	<p>Does the course book have an accompanying teacher's guide?</p> <p>Is it easy to use?</p> <p>Does it explain things clearly?</p> <p>Does it offer alternatives to the course book activities?</p> <p>Does it have all the answers that teachers and students need?</p> <p>Does it provide differentiated activities for fast and slow learners?</p>

The above-mentioned criteria are given by Harmer (1997) designed to analyze the structure of the language. In my research, the contents, language skills and exercises given in the textbook will be analyzed with certain criteria mentioned above on the table.

In this research, I will follow the same model proposed by McDonough and Shaw (2003) where they suggest framework of textbook analysis, which focus on two aspects of textbook: academic

and physical, and Harmer (1997), who suggests the criteria for textbook analysis. Mainly this research will analyze the academic aspects as well as physical aspects of the textbook. In academic aspects, I analyzed contents, language skills and exercises preparing the checklist based on Harmer's criteria.

**The need for textbook analysis.** Textbook analysis is a distinct subfield of applied linguistic research aimed at examining textbooks as curricular-cultural artefacts that communicate important meanings through their content and design. It is an important element of education system which can help to be reformed and recognized time to time. How is the textbook designed? Is it based on curriculum? Is the textbook well organized, physically and academically? Does it fit according to the level and context? These are all revolving questions for textbook evaluation. So, it is hard to evaluate the textbook however it is useful and essential. To analyze the textbook, there are many approaches suggested in the field of ELT textbook design and analysis, such as Williams (1983), Sheldon (1988), Brown (2000), Cunningsworth (1995) and Harmer (1997). The researchers conclude their belief with the opinion that it is an essential need to evaluate and analyze the various ELT textbooks which exist in the markets in order to select a suitable English language textbook and find the advantages and disadvantages of them. It helps the educational

decision makers to adapt the suitable textbooks. Rea- Dickins and Germaine (1994, p.4) state that "Evaluation is intrinsic part of teaching and learning". It reflects that evaluation is needed to examine the methods and values which must be matched the aim of curriculum.

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

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

Add-ons available? Is the Level right? Is your impression overall on the textbook? Are students interested on the textbook? Are materials tried and tested? These are the key questions to evaluate the good textbook.

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

The reasons for textbook evaluation activities are also many and varied. One of the major reasons is the need to adopt new course books. Another reason as Cunningsworth (1995) emphasized is to identify particular strengths and weaknesses in textbooks already in use. In fact, the process of materials evaluation can be seen as a way of developing our understanding of the ways in which it works and, in doing so, of contributing to both acquisition theory and pedagogic practices.

To sum up, if one accepts the value of textbooks in ELT, then one should be able to trust that they are of an acceptable level of quality, usefulness, and appropriateness for the context and people with whom they are being used. Preeminent theorists in the field of ELT textbook design and analysis, such as Williams (1983), Sheldon (1988), Brown (2000), Cunningsworth (1995) and Harmer (1997) all agree, for instance, that evaluation checklists should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Other important criteria that should be incorporated are those that assess a textbook's methodology, aims, and approaches and the degree to which a set of materials is not only teachable but also fits the needs of the individual teacher's approach as well as the organization's overall curriculum. Moreover, criteria should analyze the specific language, functions, grammar, and skills content that are covered by a particular textbook, as well as the relevance of linguistic items to the prevailing socio-cultural environment. Finally, textbook evaluations should include criteria that pertain to the representation of cultural and gender components, in addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, backgrounds, needs, and interests as well as those of the teacher and/or institution.

From the theoretical review of literature, I learnt that regarding textbook selection process, there should be judgement of a textbook in terms of practical considerations, layout and design, activities, language skills, language type and content which are commonly used in textbook evaluation. Hence, one of the considerations in choosing a textbook is that it must be easily obtained by the users as well as corresponds to the students' need. Similarly, the textbook must be able to facilitate and equip the students to use the language effectively. Likewise, all the activities on the textbook should serve students a creative learning. Most importantly the textbook should be accompanied by an audio cassette which is generally used for students' listening practice.

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

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

Pokhrel (2011) carried out a Research work on the topic "An Analysis of the language functions covered in the English textbook of grade one". The objective of his research were: a. to analyze and compare the language functions covered in the English textbooks of grade one with the prescribed primary level curriculum in terms of

Coverage of the language functions, forms and structures and contextualization of the functions in the given exercises and b. to suggest some pedagogical implications. The population of the study is the five different English textbooks of grade one published by different publications, such as: Curriculum Development Centre, Vidyarthi Publication, Ekta Books Publication, Satyal Publication and Ratna PustakBhandar were used as main sources of data for research. The sample of the study is the coverage of language functions, forms and structures and contextualization of the function on the given exercises. A checklist and questionnaire were used as the tool. Different tables are given to make the analysis clear. As a result, the analysis and interpretation became very comprehensive. Systematically collected data of language functions were analyzed, interpreted and presented in terms of forms, examples, contextualization and exercises using appropriate tables. He concluded that vocabulary items were not sufficient and inappropriate order of presentation of language functions.

Fitriani (2013) conducted a research work in Yogyakarta State University on the topic "When English rings the bell. A Textbook for the Seventh Grade. The main objective of this research was to find out the criteria that are needed to make a good textbook. It was supposed to have a correlation with today's curriculum in Indonesia. This study used qualitative method in Textbook Analysis and used the

Thematic Coding to cover the research. This research found that from the sides of communicative function of the nine integrated standard, the Textbook was proportional enough because it contains almost the whole communicative function that most of the students are needed to cover the communicative competence through it. But from the side of age analysis, the book of "When English Rings the Bell" textbook not necessarily used on their grade although its suitable with the curriculum nowadays.

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

taken into consideration. Finally, the results reported that the contents and subjects of the textbook are not reflecting students' abilities.

Similarly, Tharu (2015) conducted a research on "An Analysis of the Grade 7 English Textbook". The main objectives were: to examine the quality of the textbook in terms of its peripheral and academic features and to suggest some pedagogical implications. The sampling population of the study was the completely textbook Learning English. Among all the aspects of the textbook peripheral and academic features were taken as the sample and the sample was selected purposively. Observation checklist and questionnaire were the main tools for collecting data. He analyzed the collected data descriptively and analytically (text analysis). Since, the study aimed at finding out the qualities of the textbook, categorical discussions were adopted in interpretation of the data. The finding of the research is that the academic features of the textbook were good than the peripheral features of the 'Learning English' textbook.

Salehi and Amini (2016) evaluated "Prospect 1" from the viewpoints of teachers in order to evaluate in terms of layout and physical appearance, language type, content, activities and tasks, objectives, skills, teacher's needs, and cultural considerations. This English textbook was developed for the students in the first grade junior high schools. They selected eight criteria (layout and physical

appearance, language type, content, activities and tasks, objectives, skills, teacher's needs, and cultural considerations) to evaluate the book. Their findings showed that most teachers are in favor of the general content, physical characteristics, and supplementary materials, while 50% of them did not find book good in terms of authentic content, grammar, and activities. In their study, they suggested that the exercises should be consciousness-raising and should help the students learn vocabulary in context not in isolation.

Magar (2020) carried out a study entitled "Teachers' Perceptions towards the New English Textbook for Grade Seven" to identify the teachers' perceptions on the new English textbook of grade seven in terms of the layout and design, activities, language skills, language type, content and cultural appropriateness. He used survey research design. He collected the data from forty government school teachers teaching in grade seven levels in Bhojpur district. He used questionnaire consisting of closed ended questions in order to collect data. He brought the findings the teachers have positive attitudes in relation to the activities and the language used in the textbook, however, the textbook does not meet the teachers' expectations in terms of the layout and design, presentation of the grammar and Subject Matter. He also found that the materials of the book do not

focus more on an appropriate balance of the four language skills and does not represent a diverse range of registers and accents.

Kattel (2021) conducted a study entitled “Analysis of English Textbook of Grade Ten” with the objective of analyzing the textbook in terms of its physical and academic aspects and to find out its strengths and weaknesses. This study was a survey research design where thirty secondary level English teachers from community and institutional school were selected from Ilam district as the sample. The respondents were chosen through convenience sampling procedure. The interview served as main tool of data collection in the study. The collected data were analyzed and interpreted using thematic approach. The findings of this study showed that text book helps student to understand the context in better way and it covers all aspects as well as skills of language.

Bohara (2022) researched on a study “An Analysis of Grade X English Textbook from Cultural Perspective” with the aim to analyze the English textbook of Grade X in terms of religions, celebrations, customs and rituals, genders, castes, clothes, food items and arts and literary genres incorporated in the textbook. The current secondary level English textbook of grade X was the main source of this research work. The data were collected through an observation checklist. The data were collected making eight different criteria in a

checklist. Then, the data were analyzed and interpreted qualitatively. The study revealed that the textbook authors have tried their best to make the textbook inclusive regarding culture but the textbook is not satisfactorily inclusive regarding religions, celebrations, customs and rituals, genders, castes, clothes, food items and arts and literary genres included in the textbook. In addition, the study also showed that the textbook is not fully justifiable in terms of the representation of gender in the text and pictures.

Sharma (2022) conducted a research entitled “An Analysis of Compulsory English Textbook of Grade Eleven” to find out the extent to which textbook matches the needs of students and to measure the appropriateness of the textbook for the grade eleven students on the basis of contents and the tasks. It is a survey research where the teachers teaching Compulsory English textbook of Grade Eleven were the population. The sample size of this study was fifty teachers of English from Janakpur area. The sampling was done using non-random sampling procedure. The researcher used questionnaire, interview and textbook analysis as tools to collect data. The obtained data were analyzed by using simple statistics method in percentage (%). The qualitative data were analyzed descriptively. The findings of this study were: as per the participants' responses, the textbook very well matches the needs of the students and the textbook is

appropriate too for the students of grade eleven on the basis of contents and tasks as the contents are from very wide range and area and 80 percent of the respondents agreed on it.

Most of the empirical researches that I reviewed here are of textbook analysis only but, in my study, I will focus on textbook analysis in terms of practical considerations, layout and design, activities, language Skills, language type, content, gender balance and cultural appropriateness. Most of the previous researcher used observation, checklist, and interview as a tool of data collection but I in my study I will use questionnaire as a tool so that I can make research precise and attractive.

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

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

gained valuable information from these works. I got required insights from empirical and theoretical review.

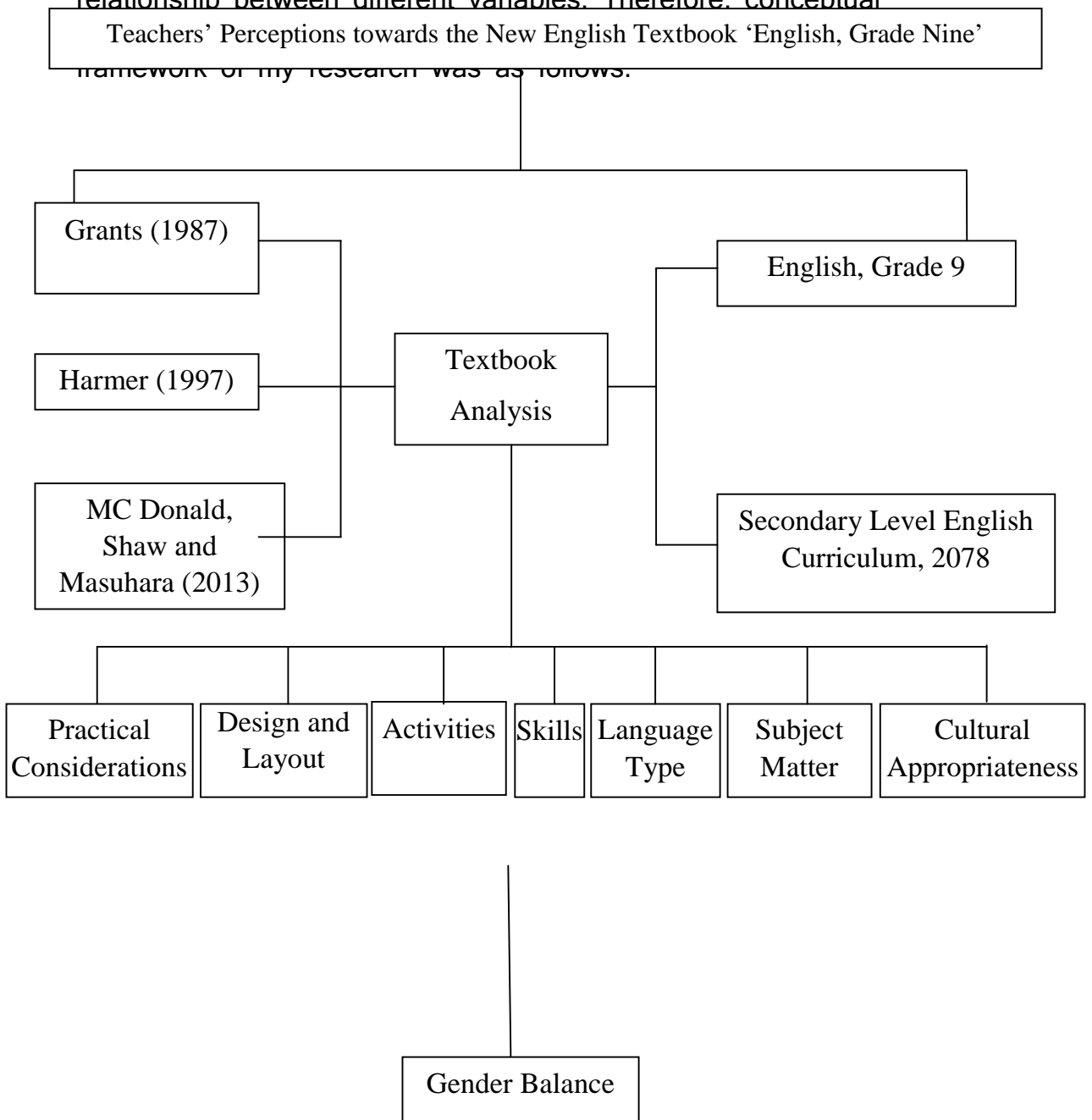
The quality of a textbook can be measured by criteria of a good textbook proposed by the experts. There are many textbooks evaluation criteria created by experts such as Grant (1987), Ur (2006), Harmer (1997), and McDonough and Shaw (2003) and others. They have their own criteria to measure by good criteria of English book. Keeping the importance of review of related literature in my mind I observed Grant (1987), Ur (2006), and Harmer (1997). These observations took in depth of the theoretical as well as practical aspects of research.

In the same way, when reviewing the empirical literatures, I got significant information and guidelines. To be specific, Kattel (2021) 's research assisted me in formulating objectives, while Bohora (2022) provided me insights in constructing research questions. Likewise, Sharma (2022) assisted in designing research tools and deciding for data collection and interpretation. In the similar way, the study of Magar (2020) provided me guidelines to improve methodology. On the other hand, the study of Tharu (2015) provided me insight to design the conceptual framework and enabled to fit the findings into the existing body of knowledge.

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

**Conceptual Framework**

Conceptual framework is representation of the understanding of the theories by researchers and his conceptualization of the relationship between different variables. Therefore, conceptual



## Chapter III

### Methods and Procedures of the Study

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

#### Design of the Study

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

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

Different scholars have defined survey exclusively. Nunan (1992, p. 140) writes "Survey designs are widely used for collecting data in most areas of social inquiry from politics to sociology from education to linguistics". Similarly, Cohen, Manian and Morison (2007) argued, "Survey research gathers data at a particular point in time with the intension of describing the nature of existing conditions or identifying standard against which existing conditions can be compared or determined the relationships that exist between specific events".

Another renowned scholar Kerlinger (1986) says, "Survey research is a kind of research which study large or small population or the universe by selecting and studying sample chosen from population to discovered relative incidence, distribution and inter relationship of social and psychological variables".

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

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

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

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

In summary, in order to identify the teachers' perceptions on 'English, 9' in terms of the layout and design, activities, language Skills, language type, content and cultural appropriateness, I followed survey research design for my research. The data were collected in time by using a large number of population and of course it was cost effective and easy to administer.

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

The population of the study consisted of teachers teaching the updated 2022 edition of grade nine text book 'English, Grade 9'. Among them, forty teachers teaching in Chadranagar Rural Municipality and Ishworpur Municipality of Sarlahidistrict were taken as the sample. I adopted purposive sampling procedure to achieve the objectives of the study.

### **Research Tools**

Research tools are the instruments that are used in each step ladder of research, they provide consecutive outline. A set of questionnaire containing 33 close ended and five open ended questions were used as the research tool for data collection. The questionnaire is prepared based on framework proposed by Harmer (2007) and McDonough and Shaw (2003). Some of the questions will be added if and when found to be necessary with the suggestions from the supervisor.

### **Sources of Data**

I used both primary and secondary sources to fulfill the objectives of the study:

**Primary sources of data.** The English teachers teaching at grade 9 were primary source of the data.

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

### **Data Collection Procedures**

- ) Firstly, I visited the specified schools with the official letter from the department and ask for permission with the school's head.
- ) Then, I built rapport with the respondents and clarified the objectives of the study.
- ) After that, I selected forty secondary level teachers using purposive sampling procedure.
- ) Then after, I administered a questionnaire to the teachers.
- ) Finally, I collected the questionnaire and thanked the teachers.

### **Data Analysis Procedures**

The acquired data are analyzed and interpreted in a descriptive way as per the need of the study. The statistical tools such as figures and tables are used to analyze and interpret the collected data.

### **Ethical Considerations**

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

## Chapter IV

### Analysis And Interpretation of Data

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

#### Analysis of Data and Interpretation of Result

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

**Practical considerations.** Three questions related to practical considerations of the textbook were asked on questionnaire under 'A' with the objective to measure the extent respondents agree to the statements. The opinions of the respondents are tabulated in the table 1:

**Table 1**

#### **Practical Considerations**

S.N.	Specific Criteria	Strongly Anree	Agree	Unsure	Disagre	Strongly Disagre
1.	The price of the textbook is reasonable.	100% (40)	0	0	0	0
2.	The textbook is easily accessible.	0	0	0	20%(8)	80%(32)
3.	A teacher's guide and audio-tapes accompany the textbook.	0	0	40%(16)	0	60%(24)

Table 1 shows that all the teachers strongly agreed that the price of the textbook is reasonable. While stating the opinion on whether the textbook is easily accessible, 80% of the teachers strongly disagreed and remaining 20 % teachers disagreed. On the other hand, for the reply of third question whether the textbook accompany a teacher's guide and audio-tapes, 60% of the teachers strongly disagreed while rest 40% were unsure. Hence, the data show that the price of the textbook is reasonable but the textbook is not easily accessible and the textbook also doesnot accompany a teacher's guide and audio-tapes.

**Design and layout.**In the questionnaire, the questions related to design and layout were asked on 'A' from question 1 and question 6 to measure to what extent the respondents agree to the statements.

The opinions of the respondents are tabulated in the table 2:

**Table 2**

**Design and Layout**

S.N.	Specific Criteria	Strongly Aagree	Agree	Unsure	Disagre	Strongly Disagree
4.	The layout and design is appropriate and clear.	0	62.50% (25)	37.50% (15)	0	0
5.	The textbook is organized effectively.	0	25% (10)	65% (26)	0	10% (4)
6.	An adequate vocabulary list or glossary is included.	32.5% (13)	62.50% (25)	0	5% (2)	0
7.	Adequate review sections and exercises are included.	57.50% (23)	40% (16)	2.5% (1)	0	0
8.	An adequate set of evaluation quizzes or testing suggestions is included.	0	0	5% (2)	10% (4)	85% (34)
9.	The textbook meets the long and short term goals specific to my learners.	60% (24)	25% (10)	15% (6)	0	0

The table 2 explains the opinions of the teachers in terms of design and layout of the book. As shown in the table, the teachers claimed that layout and design of the book is unclear. Out of all the respondents, 62.50 percent of the respondents agreed but 37.50 percent respondents were unclear that layout and design is appropriate and clear. Similarly, total 25% of the respondents agreed to the effectiveness on the organization of the textbook but 10% participants strongly disagreed agreed, however, 65% were unsure about it. It shows that a clear majority of the participants were unsure about the organization of design and layout of the textbook. Regarding the inclusion of adequate number of vocabularies on glossary is 32.50% of the participants strongly agreed, 62.50% agreed but only 5% of the participants disagreed. It shows that total 95% of the participants agreed that the textbook includes an adequate vocabulary in the glossary. Likewise, 97.50% participants agreed with 57.50% strongly agree and 40% agree on the opinion an adequate review sections and exercises are included in the textbook. However, very few participants i.e. just 2.5 % were unsure to the opinion.

Furthermore, while examining the evaluation section, 95% respondents told that textbook does not incorporate testing suggestions. However, strong majority i.e., 85% respondents agreed

that textbook meets long and short term goals specific to the learners. Out of there all participants, 60% of them strongly agreed to the achievement of the targeted goals.

In conclusion, a clear majority of the participants were unsure about the organization of design and layout of the textbook, it covers an adequate review sections and exercises are included well, it includes an adequate vocabulary in the glossary. However, the layout and design of the textbook is not satisfactory andadequate set of evaluation quizzes are not mentioned in the book.

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

Table 3

## Activities

S.N.	Specific Criteria				
		A lot	Some what	A little	Not at All
10.	The activities encourage sufficient communicative and meaningful practice.	2.5% (1)	57.50% (23)	32.50% (13)	7.5% (3)
11.	The activities incorporate individual, pair and group work.	85% (34)	15% (6)	0	0
12.	The activities promote creative, original and independent responses.	5% (2)	62.50% (25)	30% (12)	2.5% (1)
13.	There are interactive and task-based activities that require students to use new vocabulary to communicate.	0	32.5% (13)	57.50% (23)	10% (4)
14.	The textbook's activities can be modified and supplemented easily.	0	60% (24)	40% (16)	0

It is proved from the table that the activities in the textbook to some extent encourage communicative activities as 57.50% of the respondents opined that activities in the textbook somewhat encourage

sufficient communicative and meaningful practice. Similarly, it is obvious that the textbook incorporates individual, pair work and group work activities a lot as 85% opined that. It is proved from the table that the activities in the textbook to some extent promote creative, original and independent activities as 62.50 percent of the respondents opined somewhat. However, there are too less interactive and task-based activities that require students to use new vocabulary to communicative as 57.50 percent of the participants opined as a little and 10 percent open not at all. Similarly, the textbook activities can be modified and supplemented easily as 60 % of the participants opined somewhat.

In conclusion, the textbook incorporates individual, group work and pair work activities a lot and also the textbook activities in the book can be modified and supplemented easily but the textbook does not include interactive and task based activities required for communication as expected.

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

**Table 4**

**Skills**

S.N.	Specific Criteria	A lot	Some what	A little	Not at All
15.	The materials include and focus on the skills that my students need to practice.	0	60% (24)	35% (14)	5% (2)
16.	The materials provide an appropriate balance of the four language skills.	0	85% (34)	10% (4)	5% (2)
17.	The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).	0	0	62.50% (25)	37.50% (15)
18.	The practice of individual skills is integrated into the practice of other skills.	0	67.50% (27)	30% (12)	2.5% (1)

As displayed in the table 4, more than fifty percent i.e., 60% respondents said that the materials in the textbook somewhat include and focus on the skills that the students need to practice, whereas 35% responded for a little and 5 % for not at all. Similarly, for the statement, ‘the materials provide an appropriate balance of the four language skills, 85 % responded somewhat and 10% a little. Whereas, 62.50 said that the textbook highlights and practices natural pronunciation a little but 37.50 said that it does not do at all. On the other hand, when it was asked to judge integration of the individual skills to other skills 67.50% said some what it does.

The data shows that activities included in the textbook make learner practice of natural pronunciation in a very little amount. However, the balance of four skills in the content of the textbook is highly appreciated by the teachers. To conclude, the materials included in the textbook make appropriate balance on four language skills but individual skills are not integrated into the other skills.

**Language type.**The language type refers to whether the language used in the textbook is suitable for the group of the students suggested by the curriculum. A good textbook must contain the language which fits the age level along with intellectuality of the learners. The following table displays the responses of the teachers in response to the language type of the textbook.

**Table 5**

**Language Type**

S.N.	Specific Criteria	A lot	Some what	A little	Not at All
19.	The language used in the textbook is authentic - i.e. like real-life English.	0	7.5% (3)	0	92.50% (37)
20.	The language used is at the right level for my students' current	85% (34)	5% (2)	10% (4)	0

	English ability.				
21.	The grammar activities are sufficient and are presented with easy examples and explanations.	0	5% (2)	0	95% (38)
22.	The language functions used in the textbook are applicable for the future use.		57.50% (23)	5% (2)	37.50% (15)

The table 5 indicates that almost all i.e. 92.50 % of the teachers think that language used in the textbook is not authentic. Similarly, 85 % of the respondents said the language used in the textbook is at the right level for their students' they believe that the textbook includes common English language that meets the right level of their student's current English ability. However, 95 % of the teachers claimed that grammar activities in the textbook are not sufficient and are also not well organized properly. On the other hand, 57.50% of the respondents said that the language functions the language functions used in the textbook are applicable for the future use to some extent, but 37.50% of them said that the language functions do not exemplify English that the students will be likely to use in the future.

Thus, the textbook has worked well on the language functions as the respondents believe that it is likely to be used in the future.

They also claim that the language used in the textbook is at the right level students' current English ability. However, the grammar activities are not sufficient and are also not presented orderly with clear explanations and adequate exercises.

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

**Table 6**

**Subject Matter**

S.N.	Specific Criteria	A lot	Some what	A little	Not at All
23.	The subject matter of the textbook is relevant to my students' needs as an English language learner.	0	35%(14)	5%(2)	60%(24)
24.	The content of the textbook deals practically with contextual situation of the learners.	0	80%(24)	0	20%(8)
25.	The subject and content of the textbook is interesting, a motivating and learner friendly.	0	70%(28)	12.5% (5)	17.5% (7)

26.	The subject matter of the textbook is designed in accordance with the theory of Multiple Intelligences.	2.5% (1)	0	0	97.5% (39)
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As the data shown on table 6, the subject matter of the textbook is not relevant to the students' needs as an English language learner since 65% of the teachers reported negatively. As 80% of the respondents said that the subject and content of the textbook is realistic, the data reveals that the content of the textbook seems realistic. On the other hand, 70 % of them said that subject matter of the textbook is interesting, challenging and motivating. However, the content of textbook is not designed in accordance with the theory of multiple intelligence as 97.5% of the teachers claimed that the textbook is not designed in accordance with the theory of multiple intelligence.

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

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

**Table 7**  
**Cultural Appropriateness**

S.N.	Specific Criteria	A lot	Some what	A little	Not at
27.	There is an adequate explanation to enable teachers to understand the cultural differences of the target language.	0	0	10%(4)	90% (36)
28.	The language represents a diverse range of registers and accents.	0	0	0	100% (40)
29.	The materials are not culturally biased and they do not portray any negative stereotypes.	0	100% (40)	0	0
30.	Students learn about the customs and cultures of English-speaking		20%(8)	50% (20)	30% (12)

	countries.				
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It is clearly seen in the table the textbook does not provide an adequate explanation to enable teachers to understand the cultural differences of the target language as 90 % respondents said that there are not adequate explanations to understand the cultural differences. Similarly, it does not seem that students learn about the customs and cultures of English speaking countries through this textbook as 50% respondents said they do a little and 30 % said they do not do at all. In the similar way, the data shows that students learn just a little about the customs and cultures of English-speaking countries as 50% of the respondents opined a little. In conclusion, the materials on the textbook seem culturally biased to some extent. Hence, the data shows that the textbook is not appropriate in terms of culture and also the language in the textbook does not represent a diverse range of registers and accents.

**Gender balance.**The final section of the questionnaire included three questions that measure the appropriateness of the textbook in terms of gender balance. The table below demonstrates the opinions of the teachers in regard to the effectiveness of the textbook in terms of gender balance.

**Table 8**  
**Gender Balance**

S.N.	Specific Criteria	A lot	Some	A little	Not at
31.	There is an adequate balance of the content in terms gender and it does not prioritize any specific gender.	0	40% (16)	60% (24)	0
32.	The content in the textbook includes the stories of successful women and their contribution for the transformation of society.	0	0	0	100% (40)
33.	The gender issues in the textbook are balanced in terms of content, illustrations and competencies.			20% (8)	80% (32)

The table shows the data obtained from the teachers regarding the appropriateness of the textbook in terms of gender balance. It seems authors have tried their best make adequate balance of the content in terms gender and not to prioritize any specific gender as 60% of the teachers opined it balances the content in terms gender and does not prioritize any specific gender a little. However, the textbook has failed to cover the stories of

successful women and their contribution for the transformation of society. On the other hand, while responding to the last item the teachers opined that the gender issues in the textbook are not balanced in terms of content, illustrations and competencies as 20 percent of the teachers said it balances gender related issues a little while 80 said it does not do so. In a nutshell, it is found from the data that the textbook does not appropriately balance the gender issues.

**Relevance of using the textbook.** The data obtained from the teachers show that the textbook is relevant to the students of grade 9. The teachers have claimed their opinion as it is appropriate according to the age and it fits the academic standard set by curriculum. It also sets as a base for a structured understanding of the entire syllabus. Students can use the book under their self-instruction and do the class work and home assignments. The book helps students to note down the summary of poem, and also assists the students to learn the language on their own pace. The teachers proved the relevance of the textbook to grade nine students adding their opinion as it contains the text subject matter in a logical and psychological sequence, so that it helps a teacher in effective teaching and assist the students to solve most of the activities by themselves.

From the data obtained I feel the textbook is relevant because the fact is, a textbook is only a tool to facilitate language learning and the teacher has the power on how to utilize the textbook to match learners' schemata.

**Noteworthy aspect of the textbook.** The comments of the teachers in responding to the open ended question whether the teacher would find English 9 helpful and noteworthy as a textbook, the teachers opined that besides the appearance of the textbook, the activities, tasks, exercises can make the teachers use a variety of methodologies in English Language Teaching. Teachers can try any teaching methods and approaches that they find interesting on any topic with the students. Most of the activities in the book are interesting. Equally, they allow students to learn in an individual pace and also let the learners think critically. In this context, the features of the book simultaneously provide space for critical thinking and reflective learning, making learners as reflective practitioners. Overall, the textbook seems to have good reading texts, writing exercises and activities.

**Strengths and weaknesses of the textbook.** It is a cheap, well-structured and colorful, yet thin in size. It is an engaging textbook which has a variety of activities that can be utilized for language learning. The language input is well organized and simple

to be understood by my students. However, it contains very minimal cultural content of Nepal just a lesson. This aspect of the textbook makes it disadvantageous as it provides unsuitable “cultural understanding” for the students which eventually is not successful in offering contextualized language activities and appropriate discourse ability. Some materials are considered good as they are helpful to the learners by promoting them to learn the language. But, the problem is observed in the quality of paper, picture and printing in the textbook. All textbooks do have limitations, to some extent, the textbook can be insufficiently adequate to supply each and every student’s needs. Some of the lessons in the textbook are being outdated and irrelevant to the current situation. The topics can bore students which definitely demotivate them to learn. On top of that, textbook may also hamper teachers’ creative minds from working. Its set structure and sequence may limit the students’ creativity.

**Balance in the coverage of four skills.**All the teachers stated the opinion that the four skills; speaking, listening, reading and writing are adequately covered at an appropriate level. The activities are integrated thematically and make balance of the content. The book has tried to offer a range of perspectives from around the world on the teaching and learning of listening, speaking, reading and writing. Above all, the comments of the

teachers prove that Grade 9, English is effective in terms of coverage of four language skills.

**Appropriateness in terms of gender and cultural perspectives.**In terms of gender and cultural perspectives, the comments of the teachers to the show that the textbook is not appropriate as it does not represent a diverse range of registers and accents. Additionally, the textbook also has not covered the adequate balance of local culture based content. The reading texts in the textbook are cited from different sources containing the global culture but lacks the native culture. The authors have tried their best to make an adequate balance of the content in terms gender and not to prioritize any specific gender but the textbook does not contain the subject matter related to the success stories of women either in the local or in the global context.

## Chapter V

### Findings, Conclusion and Recommendation

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

#### Findings

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

- a) The teachers have claimed that textbook is appropriate according to the age level of the students and it fits the academic standard set by curriculum.
- b) The price of the textbook is reasonable but the textbook is not easily accessible and the textbook also does not accompany a teacher's guide and audio-tapes.

- c) Almost all i.e. 95% respondents told that textbook does not incorporate testing suggestions.
- d) A strong majority i.e., 85% respondents agreed that textbook meets long and short term goals specific to the learners.
- e) A clear majority i.e. 65% of the participants were unsure that the textbook is organized well in design and layout.
- f) The textbook is found to include an adequate vocabulary in the glossary as it shows total 95% of the participants agreed to the opinion the textbook covers an adequate vocabulary in the glossary.
- g) More than half i.e., 57.5% of the respondents opined that activities in the textbook somewhat encourage sufficient communicative and meaningful practice. Similarly, it is obvious that the textbook incorporates individual, pair work and group work activities a lot as 85% opined that.
- h) A clear majority of the teachers i.e., 60% said that the materials in the textbook somewhat include and focus on the skills that the students need to practice.
- i) A total of 92.50 % of the teachers think that language used in the textbook is authentic. Similarly, 85 % of the respondents said the language used in the textbook is at the right level for their students' they believe that the textbook includes common

English language that meets the right level of their student's current English ability.

- j) However, 95 % of the teachers claimed that grammar activities in the textbook are not sufficient and are also not well organized properly.
- k) Almost all the teachers i.e. 97.5% claimed that subject and the content of the textbook is not designed in accordance with the theory of multiple intelligence.
- l) On the other hand, 70 % of the teachers said that subject matter of the textbook is interesting, challenging and motivating
- m) A total of 90 % teachers said that there are not adequate explanations to understand the cultural differences.
- n) The textbook has failed to cover the stories of successful women and their contribution for the transformation of society
- o) The gender issues in the textbook are not balanced in terms of content, illustrations and competencies as 20 percent of the teachers said it balances gender related issues a little while 80 said it does not do so.

## **Conclusions**

The present study entitled "Teachers' Perceptions Towards Compulsory English Textbook of Grade 9' aimed at identifying the teachers' perceptions on the new English textbook of grade IX in terms

of the layout and design, activities, language skills, language type, content and cultural appropriateness. The study went ahead adopting primary sources of data to come to its findings. Questionnaire was used as the data collection tools in the study.

The findings of the research shows that the teachers have positive opinions on presentation of vocabulary list and review sections. The teachers answered that the textbook has worked well on the language aspects. They also claimed that the language used in the textbook is at the right level of students' English ability. Most importantly, the most appraising thing of the textbook is, the activities in the textbook incorporate individual, pair and group work balancing the four language skills. On the other hand, there are few negative appreciations towards some of the aspects of the 'English, Grade 9'. It is a cheap, well-structured and colorful yet thin in size. It is an engaging textbook which has a variety of activities that can be utilized for language learning. The language input is well organized and simple to be understood by my students. Students can use the book under their self-instruction and do the class work and home assignments. However, it contains very minimal cultural content of Nepal: in fact, just a lesson.

### **Recommendations**

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

the appropriate phonology features. The textbook should include appropriate examples and explanations for the grammar sections.

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

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

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

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

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

- a) The textbook demands teachers' role as facilitator and students to be active participator. So, it should be carefully used in classroom because classrooms in Nepal are not suitable for communicative method to be practiced in most of the cases.
- b) Individual, pair and group work activities incorporated in the textbook should be strictly exercised.
- c) The teachers should incorporate sufficient examples while teaching the contents related to customs and cultures of English-speaking countries in order to meet the authenticity of the content.

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

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

- a) This study covered a small scale due to time and expense constraint, therefore the further researches can investigate in a large scale.
- b) Further research should use focus group interviews, discussions or informal talks for both teachers and students to enhance the quality of the data.

c) The voices of the textbook authors, students, /parents and other stakeholders (teacher trainers, school head teachers) are also important in the textbook evaluation process, so they should be involved in further research.

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

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## Appendix

### Participant Information Statement

Dear Respondents,

You are kindly requested to participate in a short questionnaire to the research study **Teachers' Perceptions Towards Compulsory English Textbook of Grade 9**. This study is for the partial fulfillment of masters in English Education from Tribhuvan University under the supervision of **Dr. Hari Maya Sharma**. The study aims to identify the teachers' perceptions on English textbook of grade nine in terms of the layout and design, activities, language skills, language type, content, gender balance and cultural appropriateness.

Your cooperation in responding the questionnaire and your response will have a great value to accomplish my research. All the collected information from you will be highly confidential. Please read the information below and ask questions about anything you do not understand before deciding whether or not to take part. I appreciate your assistance and cooperation with this important study.

Thank you!

**Jaya Raj Joshi**

## Textbook Evaluation Form

Dear colleagues, this questionnaire is designed to identify your perceptions about the English Textbook for grade 9 with a range of issues from practical considerations, layout and design, activities, skills, language type, subject and content to cultural appropriateness. Your answers to the questionnaire will be kept confidential and used only for research purposes. Read the statements below and put a tick (✓) next to the item which best reflects your perception.

### Personal Information

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

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

### I. Close Ended Questions

#### A. Practical Considerations:

S.N.	Specific Criteria	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1.	The price of the textbook is reasonable.					
2.	The textbook is easily accessible.					
3.	A teacher's guide and audio-tapes accompany the textbook.					

#### B. Design and Layout

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

### **C. Activities**

<b>S.N.</b>	<b>Specific Criteria</b>	<b>A lot</b>	<b>Some what</b>	<b>A little</b>	<b>Not at All</b>
10.	The activities encourage sufficient communicative and meaningful practice.				
11.	The activities incorporate individual, pair and group work.				
12.	The activities promote creative, original and independent responses.				
13.	There are interactive and task-based activities that require students to use new vocabulary to communicate.				

14.	The textbook's activities can be modified or supplemented easily.				
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**D. Skills**

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

### E. Language Type

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

### F. Subject Matter

S.N.	Specific Criteria	A lot	Some	A little	Not at
23.	The subject matter of the textbook is relevant to my students' needs as an English language learner.				
24.	The subject and content of the				

	textbook is generally realistic.				
25.	The subject and content of the textbook is interesting, challenging and motivating.				
26.	The subject and content of the textbook is designed in accordance with the theory of Multiple Intelligences.				

### G. Cultural Appropriateness

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

### H. Gender Appropriateness

S.N.	Specific Criteria	A lot	Some	A little	Not at
31.	There is an adequate balance of the content in terms gender and it does not prioritize any specific				

	gender.				
32.	The content in the textbook includes the stories of successful women and their contribution for the transformation of society.				
33.	The gender issues in the textbook are balanced in terms of content, illustrations and competencies.				

**II. Open Ended Questions**

a. Is the textbook relevant to grade 9 students? What is your overall opinion about the textbook?

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b. What are the aspects of Grade 9, English that you find helpful and noteworthy as a textbook?

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c. Suggest some strengths and weaknesses of the textbook?

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d. Are all four skills (speaking, listening, reading, writing) adequately covered at an appropriate level?

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- e. Is the textbook appropriate from the point of view of gender and cultural perspectives? Please state some proofs to clarify your answer.

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**Thank You for taking time to respond.**