

**COMPARATIVE STUDY OF OLD AND NEW GRADE EIGHT
ENGLISH TEXTBOOK**

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

**Submitted by
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**Faculty of Education
Tribhuvan University
Saptagandaki Multiple Campus Bharatpur
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CHAPTER-ONE

INTRODUCTION

The introductory unit on “Comparative Study of Old and New Grade Eight English Textbook” consists of general background, research questions, significance, delimitations and operational definition of the key terms.

1.1 General Background

Developing and promotion of a country or a nation requires progress in some factors such as economic, security, education and so on. However, education can play the most essential and significant role in construction and reconstruction of a country. Additionally, countries of world have different education systems. The differences are in schools facilities, curriculum and textbooks and in some other aspects. For example: schools in a developed country may have well facilitated classroom than those in the developing countries.

Currently, globalization in various fields of the economy and society has led Nepal to adopt language policies that put more emphasis on communication ability in English than ever. Based on these policies new national curricula were implemented in school level education. New textbooks have been published accordingly to meet the implementation. By comparing textbooks used in different classes for the different year we believe that we can explore wider and better option in textbook development. Comparative analysis leads to eye opening gains.

Nepal is one of the developing countries that has education system like other countries, but is negatively affected by current unstable politics, natural disaster (earthquake), and blockade and so on. The education system is divided into different levels like; primary level, lower secondary level, secondary level and higher secondary level. The school level education that is up to class ten is free

in Nepal. To meet the demand of twenty first century and to meet the change, ministry of education of Nepal brought changes in curriculum and textbooks for schools.

1.1.1 Textbooks and Their Role in Teaching English

A textbook is prepared on the basis of the designed curriculum. It is used by both the students and teachers for the particular course of study. In other words, a textbook is a tool dealing with a definite subject of study systematically arranged, intended to use at specified level of institution and used as principal source of study, material for a particular course.

Gupta (1985, p.5) says that, a textbook differs from a book by virtue of the principles, which control its selective organization of the subject matter, carefully presented for the material for selected group of students and the assistance for the teacher which it is supposed to build in itself.

Similarly, for Grant (1987, p. 12), “Textbook is used to refer to a course book which typically aims at covering all aspects of the language and supplementary textbook, devoted to particular topic or skill areas.”

The above discussion suggests that a textbook is defined as a backbone of teaching learning process. A textbook is the material generally available at the learners’ hand. It stands on the ground of curriculum and is taught in the classroom with the purpose of achieving aims defined in the curriculum. The selection of a new textbook cannot be a haphazard process. It should be changed according to the specific objectives involving all the language skills and aspects. So, it is perhaps the prime means that supports the whole educational programme in the country like Nepal.

Grant (1987, p.118) suggests there are three conditions that a textbook should satisfy:

- i. It should suit the needs, interest and abilities of the students.

- ii. It should suit you [the teacher]...
- iii. The textbook must meet the needs of official public teaching syllabuses or examinations.

Textbook as instructional material has great importance in teaching and learning a language. A textbook has obvious advantages for both teachers and students. It is important for teacher since it defines and delimits the content of teaching and proves most helpful in planning and conducting his task. Students too like textbooks since they foster the perception of progress as units and books are completed. Textbooks also provide materials which students can look back for revision, and at their best their visual and topic appeal can have a powerful engaging effect.

Likewise, Harmer, J. (2005, p. 13) provides the following roles of textbooks;

- i. To provide the students and teachers the subject matter which help them to achieve the target goal.
- ii. To limit the subject matter to the extent which the students need to master.
- iii. To include language function and form systematically in a gradual progression that fosters easy learning.
- iv. To support a programme of instruction.
- v. To reflect the teaching items set in the curriculum.
- vi. To present instruction and exercises for practice in what students have just learnt.
- vii. To bring coordination in examination.
- viii. To provide stimulus for student writing assignments.
- ix. To offer a systematic revision of what they have done and to guide what they are going to do.

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

1.1.2 Kinds of Textbooks

Grant (1987) distinguishes between two types of broad categories textbook as follows:

A. Traditional Textbook

Traditional books demand an authoritative teacher; one who explains aesthetic value of literary text and includes different grammatical rules followed by few examples and then get them to go on doing grammatical exercises for the whole class. As a result, although they know about the language system, the students fail to communicate as they need. Grant (1987, p 13) lists the characteristics of a traditional textbook as follows:

- i. It tends to emphasis the forms or patterns, of language (the grammar) more than the communicative functions of language.
- ii. It tends to focus on reading and writing activities, rather than listening and speaking activities.
- iii. It often makes use of a great deal of L1.
- iv. It emphasizes the importance of accuracy

There are many traditional textbooks in use all over the world. They have a great advantage that, generally speaking, a teacher can use them without difficulty. And the main problem with them is that, at the end of their studies the students are still incapable of using the language; they may know its grammar, the system but they cannot communicate in it. So, traditional textbooks are being replaced by communicative ones these days.

B. Communicative Textbook

Communicative textbooks try to solve the problems of traditional textbook by creating opportunities for the students to use the language in the classroom and in real life situations. Communicative textbooks are widely used in language

learning and teaching process. These textbooks aim at developing communicative competence in the students. They focus on teaching language but not teaching about language. In these days, the word 'communicative' is on everyone's lips. Communicative textbooks brought a modern trend in the whole teaching- learning system. Communicative textbooks try to overcome the weakness of traditional textbook. Grant (1987, p.14) mentions the following characteristics of communicative textbooks:

- i. They try to reflect the students' needs and interests.
- ii. They emphasize the skill in using the language, not just the forms of language and they are, therefore, actively based.
- iii. They usually have good balance among the four language skills; but may emphasize listening and speaking more than a traditional textbook does.
- iv. They tend to be very specific in their definition of aims.
- v. Both content and methods reflect the authentic language of everyday life.
- vi. They encourage work in groups or pairs.
- vii. They emphasize fluency not just accuracy.

Communicative textbooks are those, which try to solve the problem created by the traditional textbook by creating opportunities for the students to play with language in the classroom, consequently making them able to use the language in their real life. The communicative textbooks are based on the believe that language is learnt by using it rather than knowing the formal grammar system of it. They give emphasis on acquisition of language skills: listening, speaking, reading and writing in students.

The teaching items in the communicative textbooks include communicative activities in which different functions of language can be realized. The teaching items, therefore, includes language functions such as greetings, introducing, apologizing, making request, writing letters and writing memos. The reading texts include authentic texts, as far as possible which the student may come across at some points in their lives, such as advertisement, letters, newspaper

article and menus. The communicative textbooks demand the teachers to have a role of a facilitator, or a manager. They do not give a long and complicated lecture but creates a situation in which students actively take part in communication, work in group and in pair, and carry out some project work, and consequently become good communicator if they have very little linguistic knowledge.

1.1.3 Relationship Between Curriculum, Syllabus and Textbook

Traditionally curriculum has been regarded as the subject matter to be taught inside the classroom. It is the totality of all learning to which students are exposed during their study in the school, in the classroom, in the laboratory, in the library, in the workshop and on the playground. So, curriculum is the backbone of teaching learning process.

Curriculum includes the goal, objectives, content, process, resources and means of evaluation of all the learning experiences planed for pupils both in and out of the school and community through classroom instruction and related program. Taba (1962, p.125) says, "Curriculum is a plan for learning". After evaluating the various definitions, we can conclude that curriculum is the whole plan of teaching and learning activities towards achieving goals. Therefore, the success and failure of teaching and learning depends on curriculum. If the curriculum is the best it guides the whole teaching and learning process and helps to achieve the objectives of teaching and learning activities.

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

whole education programme. It is also a guideline for the teachers as well as students to follow their teaching process.

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

Textbook is a material which is actually applied in the classroom to obtain the objectives of curriculum. It is the way by which we meet our destination. It contains the detail information about all topics and it is the best medium of curriculum, used in the classroom as well as beyond the classroom. It is very useful and important material in the sense that, it is sustainable and easy to consult. All the teachers and students can use it according to their needs.

Therefore, curriculums, syllabus and textbook are interrelated subject matter, without one they cannot complete their chain. Curriculum is the overall plan of education; syllabus is the subpart of curriculum with a specification of the content to be taught and textbooks is a material which contains all contents in detail. So, curriculum, syllabus and text book are the interrelated part of education system.

1.2 Statement of the Problem

Textbooks are used to let the students participate in their studies and keep them busy. Textbooks play a central role in the classroom for both students and teachers. Textbooks have effect on educational setting. Therefore, revising of the textbooks is one of the necessities of education system of Nepal. For the improvement of education system, it is important to revise and bring changes in the textbooks. Because of the advancement in the world in different areas such as modernized technology and inventions, the education system should be modernized and standardized. For that reason ministry of education should improve old textbooks and make them suitable to the needs and interests of the learners. The new textbooks are printed and are distributed throughout the

country. Therefore, I have compared new and old English textbook of grade eight. I have found out the similarities and differences as well as have found that new text book is better in design.

1.3 Objective of the Study

The objectives of this study were:

- a) To compare new grade eight compulsory English text book with the old one
- b) To indicate strengths and weaknesses of those textbooks
- c) To recommend for pedagogical improvement

1.4 Research Question

This study was carried out basically to find out answers to the following research questions.

- a) What are the salient differences between old and new textbook of grade eight?
- b) Is the new textbook of class eight qualitatively better for the students?
- c) What are the strengths and weaknesses of new grade eight textbook?

1.5 Significance of the Study

This research may be useful for those researchers who are interested in comparative study of textbooks. Similarly, this will also be relevant for the teachers who are interested in comparative study. Similarly this will also be relevant to the teachers who are professionally engaged in teaching. It will be significant for the future researchers who want to undertake further researches in comparative analysis. This research will highlight the appropriateness of the English textbook. It provides feedback to the authors and publishers for the future improvement and also for providing an insight in preparing the teaching

manual and the teachers' guide and students' workbook. Besides, it will be helpful for those, who are directly or indirectly involved in teaching and learning English and providing supplementary materials for different levels. Finally it will provide important information to their syllabus designers, text book writers, curriculum designers, teachers and students specially those who are directly involved in the work of teaching the class eight students in the class.

1.6 Delimitations of the Study

The scope of the study was limited on the following points:

- a) The study was limited within a government school of Nawalparasi district
- b) The study compared and analyzed only the new and old English text books of class eight
- c) The study was based on comparative analysis
- d) Only thirty English teachers of class eight from different schools were selected
- e) Questioners and checklist were used as the tool for data collection.

1.7 Operational Definitions of the Key Terms

Adequate: Having a requisite qualities or resources to meet a task, sufficient for the purpose, about average; acceptable.

Agree: It means you are agree with the points asked by the researcher in accordance with the subject matter.

Comparative Study: comparative study is the study based on comparison of similarity and differences as well as the effectiveness of something.

Disagree: It means you're not agree with what the researcher asked questions in accordance with the subject matter.

Excellent: Very good; of the highest quality

Good: Having desirable or positive qualities especially those suitable for a thing specified.

Government School: the teaching institutions issued by government of the country.

Poor: Lacking in specific resources, qualities or substances.

Qualitative Aspects: a characteristics property or aspect that defines the nature of something.

Teacher's Responses: It deals with the questions and answers which are given by the teachers on the qualities of the textbook.

Totally Lacking: Completely inadequate in amount or degree.

Uncertain: It means you're not sure about the points related to the textbook.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

Text book is the most important teaching tool because it can determine not only what will be taught but also how it will be taught. I present the body of knowledge in a systematic way. A good text book keeps a good harmony between the physical aspects and its contents. For this, it is better to quote Bhattarai (2001, p. 36) where he says,

Two broad criteria used for evaluating a text book are its physical aspects and its contents. The first one is our body, second one is mind. And ideal (a perfect) text book establish a good harmony between the sound body and sound mind.

Broadly speaking, there are basically two aspects of good text books which are described below.

2.1.1 Academic Aspects

It is an inner quality of a text book which includes following aspects;

i. Objectives

A good text book should reflect the objectives set in the curriculum on its contents. That is to say, a text book should be prepared in such a way that the students, after completing the textbook should be able to gain the knowledge and the skills as mentioned in the curriculum in question. Khaniya (2003,p. 23) argues "The quality of reading materials should be examined in light of the purpose for which such material are used". It is clear that a good textbook always depends upon the objectives of the curriculum.

ii. Contents

The content selected in a textbook should cater for the needs and interests of the learners. They should be informative and should be thought provoking as well. The contents should have a good link with the physical and social environment of the learners. Organization and presentation of the contents should be based on from simple to complex principle. That is to say, the content should be well selected and well graded.

iii. Language

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

iv. Functions

An English language textbook should include all language skills like listening, speaking, reading and writing. There should be balanced exercises to develop these areas. Language is one of the qualities of any piece of writing including a textbook. The language used in the book should be simple, formal and comprehensive because the text book is a material for self-study too. If the language is clearly understandable the students will form the clear concept on each and every topic they study. It arouses curiosity in reading if the language is not understandable.

v. Exercises/activities

There should be clear instruction for each exercise in the text book; a good textbook should include a variety of exercises which encourage students to work individually, in pair or in group as well. There should be a room for students' innovation and nobility. The exercises should focus on developing different language skills in the students. They should be objective oriented too. Rai (1998, p.21) says "The exercises should be interesting and suitable to the level of the students." He adds that "The activities should be such that the students have to think and act individually, in pairs and in groups."

vi. Illustrations

The ideas and concept of the reading materials in the text books should be clarified by means of good and attractive illustrations. A good textbook should contain pictures, charts, tables, diagrams etc. to illustrate the difficult concept. Rai (1998, p.23) says, "Illustrations create motivation and interest in students, help them understand better, do certain activities and facilities in language learning."

vii. Supplementary Materials

Supplementary materials are those teaching or learning materials which help or add something to teach or to learn the subject matter of the book or to complete it.

Harmer (2005, p.423) says, "Many tasks make a valuable contribution to the teaching and learning of English. First among these is writing materials- whether these are one-off activities, longer units or whole books. Materials writing can be challenging and stimulating, and when done in tandem with teaching can provide as with powerful insights. So that, both the writing and teaching become significantly more involving and enjoyable".

So, supplementary materials are the additional materials which assist both the teachers and learners to enhance language learning by providing supplementary exposure of English to the students.

2.1.2. Physical Aspects

The physical aspects of the textbook are like a dress or an outfit. It is a periphery aspect of textbook. It is said that the physical criterion applies with the textbook irrespective of the subject. Here the physical aspect of a textbook has been analyzed as follows:

i. Cover Page Design

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

ii. Size of the Textbook

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

iii. Binding and Paper Quality

In fact, the binding and paper quality are also very important factors as they ensure the durability of the textbook.

iv. Lettering and Spacing

The appropriate size of the letters according to the level of students and the space between word to word, sentence to sentence and one paragraph to another paragraph add the extra quality of a textbook to increase causality and interest to the readers.

2.2 Advantages of Using Textbook

Generally speaking, textbook is an essential material for the teaching learning process. It presents the body of knowledge in the form of the teaching items in a systematic way. It leads the teaching-learning activities as per the objectives set out in the curriculum. It is always used to facilitate the teachers for teaching whereas it is equally important and essential for the students. As it is a very useful and inevitable material for teaching-learning process, its importance in our context does not need to be over emphasized.

Richards (2001 as cited in Awasthi, 2006, pp. 1-2) points out the following principal advantages of using textbooks:

- They provide structure and syllabus for a program.
- They help standardize instruction.
- They maintain quality.
- They provide a variety of learning resources.
- They are efficient.
- They can provide effective language models and input.
- They can train teachers.
- They are visually appealing.

The use of textbook plays a crucial role in teaching-learning environment by supplying several useful teaching materials.

2.3 Importance of Textbook Analysis

Textbook analysis plays a vital role in classroom teaching. It is not a haphazard and random process. It is a major task by which the revision of a textbook can be carried out. The prepared textbook should regularly be examined because without analyzing a textbook, we are not able to know the appropriateness of a textbook. All of the textbooks need continuous evaluation. But, frankly speaking, most of the textbook in our country are not examined regularly after they are used in classroom. Awasthi (2006, p.5) states:

Through the evaluation of textbook, a teacher knows the content of the book, the style in which it is written, and its strengths and weaknesses, which facilitate him/her to adopt it to suit the course aims, learners' need and the teacher's beliefs.

Similarly, Khaniya (2005, p.2) says,

In our school education a single set of textbooks are prescribed in each course of study mostly the books being used were written by those writers who would win the competition for writing textbooks.

Furthermore he said, the implication is that the books were not selected from among competent books. The textbooks must have been approved by a group of competent people but it was not clear whether or not the books were examined before they were approved against a well-designed frame work. It can be argued that the books could have been better if a competent frame work was developed for the purpose of developing textbooks against which the textbooks could have been examined.

Textbooks are selected or revised in accordance with the instructional objectives and requirement. This has to be done on the basis of systematic analysis and research. A textbook considered to be good once may become out dated in course of time. There is a need for continuous revision and of updating textbooks from time to time. For this a continuous analysis of the textbooks is necessary.

Textbook description and evaluation have gradually gained importance over the last few decades both from a practical (teaching) researcher's point of view.

2.3.1. 'Our English Book' Versus 'English'

'Our English Book' the earlier textbook was designed for grade eight students of school level. It was originally written by Naresh Prasad Gautam, Arun Kiran Pradhan, Christine Stone and Promod Kumar Shah in 2051 B.S. It had been

thoroughly and carefully revised to make it easier to use. The members of Revision panel were Jaganath Awa, Gorakh Bahadur Singh, Maya Rai, Vishnu Singh Rai, Dr. Govinda Bhattarai and Christine Stone. The valuable suggestions in the development of this Book were given by Shiva Prasad Satyal, Dr. Yadhav, Bam Dev Gautam, Gangadhar Hada, Bishnu Parajuli and Madhu Upadhyaya. Its cover design, layout and illustrations were done by Tarjan Rai, Nanda Maya Sitaula, Bishnu Lal Shrestha, Astha Uprety and Rebecca Borrill.

The permission to print the extracts from Annapurna by M. Herzog was given by Harper Colling (publishers) India. The sign language pictures in unit 17 were taken from the Nepali Sign language Dictionary published by 'The welfare society for the Hearing Impaired', school for the Deaf, Naxal, Kathmandu.

The new textbook i.e. 'English' has been developed for grade eight students of school level, recently in 2015. The publishers of this book are Government of Nepal, Ministry of Education and Curriculum Development Center. The curriculum and materials have been developed and revised on a regular basis with the aim of making the education objective-oriented, practical, and relevant and job oriented. It is necessary to instill the feelings of nationalism, national integrity and democratic spirit in students and equip them with morality, discipline and self-reliance so as to develop in them social, personal skills and the basic competencies of language, science, occupation, information and communication technology, environment and health and life skills. Education should help them appreciate and make them aware of arts and aesthetics, preserve and promote social norms, values and promote social norms, values and ideals, equip them with creative skills and have due respect for ethnicity, language, religions, cultures, disabilities, regional diversity and human rights so as to make them capable of playing the role of responsible citizens. This textbook has been developed in line with the Basic Level English Curriculum (Grade 6-8) 2012 which was developed by incorporating the recommendations

of various education commissions and the feedback obtained from the workshops and seminars attended by teachers, students parents.

In bringing out the textbook in this form the contribution of the Executive Director of CDC Mr. Diwakar Dhungel, Prof. Dr. Chandreshor Misra, Dr. Bal Mukunda Bhandari, Shambu Prasad Dahal, Dr. Rishi Ram Rijal, Ganga Dhar Hada, Sita Sharma, Homnath Amgain is highly acknowledged. The subject matter and language of this book were edited by Chandra Kanta Bhusal, Bishnu Prasad Parajuli and Nim Prakash Singh Rathaur. The layout and illustrations of the book were done by Anil Karki and Kuldip Jung Bahadur Gurung.

This book contains a variety of reading materials and exercises which are intended to help learners to achieve the competence and learning outcomes set in the curriculum. Each unit deals with all language skills and the subject matters required to practice various language learning activities. There is uniformity in the presentation of the activities which will certainly make it convenient for the students.

The revised textbook of grade eight i.e. 'English' consists of eighteen units. Each unit proceeds through Reading, Grammar and Language activities.

2.4 Review of Empirical Literature/Previous Studies

Though a great number of studies had been carried out about analysis of different textbooks of different levels, there is no research carried out on the comparative study of old and new grade eight English textbook because the textbook of grade eight has been recently replaced by new one this year.

Lamichhane (1999) has carried out a research work entitled 'An Analysis of New English Textbooks for Grade Six'. The main objective of the study was to find out whether the language materials used in the textbook are sufficient to meet the objectives set out in the curriculum for developing spoken and written skills. He had concluded that the textbook is appropriately designed from the point of view of gradation of vocabulary, developing communicative skills and

writing skill as mentioned in the curriculum and that the textbook is based on psychological principles

Ansary, and Babail (2002) have published an article 'Universal Characteristics of EFL/ESL Textbooks: A Step towards Systematic Textbook Evaluation' in the TESL journals .They offer here is based on a close scrutiny of a corpus of 10 EFL/ESL textbook evaluation checklists conveniently sampled. The main objective was to explore whether or not a de facto consensus exists all over what makes a good/standard neutral, universal and broad characteristics of EFL/ESL textbook. They have developed a framework so that the framework can be applied to suit a particular EFL/ESL program. Their conclusion shows that, no textbook is perfect, so teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation. Besides, they say if every group of situations has different needs. So, the teacher should not only depend on pre-packaged set of textbook instead textbook should be taken as a simple tool in the hands of teachers. Materials should be chosen on the basis of the teachers own interest and needs for management of language learning.

Dahal (2002) has carried out a research work entitled 'English for Grade X : A Textbook Analysis. Here he analyzes the textbook in terms of its physical aspects, organization of the materials and their presentation. He reveals that the cover page design is not attractive and durable, the binding is weak, the hand drawn pictures do not clarify the abstract concept of the materials, it lacks enough drill and that the textbook has not provided any model of postcard writing, questionnaire, curriculum vitae, notice, and advertisement although the curriculum has stated that the students will be able to produce a variety of authentic text types.

Ghimire (2003) has undertaken a research on the topic 'An Analysis of the Link English Course for PCL First Year'. The main objective of the study was to analyze the textbook in terms of the physical aspects and the adequacy of the contents, and to find out whether the text serves as a course for linking the SLC

English syllabus with the PCL first year English syllabus and the first year of higher secondary level. His conclusion shows that the physical aspects of the textbook is poor lacking an appropriate size, lacking the quality of the paper and durable binding. The book also has deficiency of exercise for developing oral skills, the primary language skill. Nevertheless, the text serves as a fundamental basis for the higher education in Nepal as it functions as a link between SLC and higher secondary studies compulsory English curricula. The emphasis on grammar and vocabulary items and its design like a workbook in which students can write are its positive aspects.

Dawadi (2004) carried out a research work entitled 'A Study on Textbook: English for Grade Seven' aiming at examining the qualities of the textbook in terms of its physical and academic aspects as well as its relation to the curriculum. The main finding is that the textbook is good on some aspects and not so good in others. The good aspects of the book consist of its size, length and difficulty level of the materials, the connection between the reading text and exercises, the focus on communication activities such as group works and pair works, the distribution of reading and writing materials etc. The weakness of the textbook consists of the lack of attractive and durable cover page design, lack of good connection between the main topic and the reading exercise, inadequacy of content on relation to that of curriculum, irrelevant listening exercise and lack of drill.

Kandel (2006) has carried out a study entitled 'An Analysis of Textbook : A Case of Academic Encounter Life in Society' one of the textbooks in compulsory English of PCL first year TU. He has analyzed the physical and academic aspects of the book. His main findings are that the book is not easy handling, that the book does not pay attention towards listening and speaking text and exercise, no attention towards conversational language etc.

Khanal (2006) carried out a research work entitled 'An Analysis of Optional English Textbook for Grade Five'. The main objective of his study was to analyze the textbook in terms of its physical features, subject matter and their

organization and presentation, language, illustration and exercises. His findings reveal that the book has got both strength and weaknesses. He has stated sixteen strong points and thirteen weak points of the book.

Aryal (2007) has carried out a research entitled 'An Analysis of Grade Eight English Text Book'. The main aim to carry out this research was to analyze the Grade Eight Old English Textbook in terms of its size, price, quality, availability, usefulness and appropriate or not for the grade eight students is measured in this research task.

Trital (2011) has carried a study entitled "A Textbook Analysis of Lotus English Reader Grade Eight". The aim of this study was to analyze the Lotus English reader of grade eight in terms of various aspects like availability, size, binding, price, supplementary materials, and level and so on.

Tiwari (2013) carried out a research entitled "A Textbook Analysis of Lotus English Reader Grade Six". The objective of her research was that the students after completing the textbook should be able to gain the knowledge and the skills as mentioned in the curriculum.

Till now no research has been done regarding the comparative study of old and new textbook of grader eight. This research experiments applying comparative task based approach and tests its effectiveness in government school context.

2.5 Implications of the Review for the Study

The practice of analysis and revision of school level textbooks is in emerging status in context of Nepal. Some research works have been conducted under this area, but numerous research works have been carried out internationally. My related literature review works were very much helpful for my study. The reviewed works helped me to broaden the horizon of my knowledge of research problem. While reviewing the related literature, I got some genuine ideas and concepts on the basis of which I could develop a conceptual framework of research. They provided me with theoretical background for my study which helped to develop my theoretical ideas and to broaden my knowledge related to

textbooks and its analysis. The research work carried out by Ansary, H. and Babail, E (2002) helped me to develop the impetus of research study on the present topic. The old and new English textbooks of grade eight were immensely useful for me. In conclusion, I formed and developed the intensive knowledge by means observing previously conducted studies.

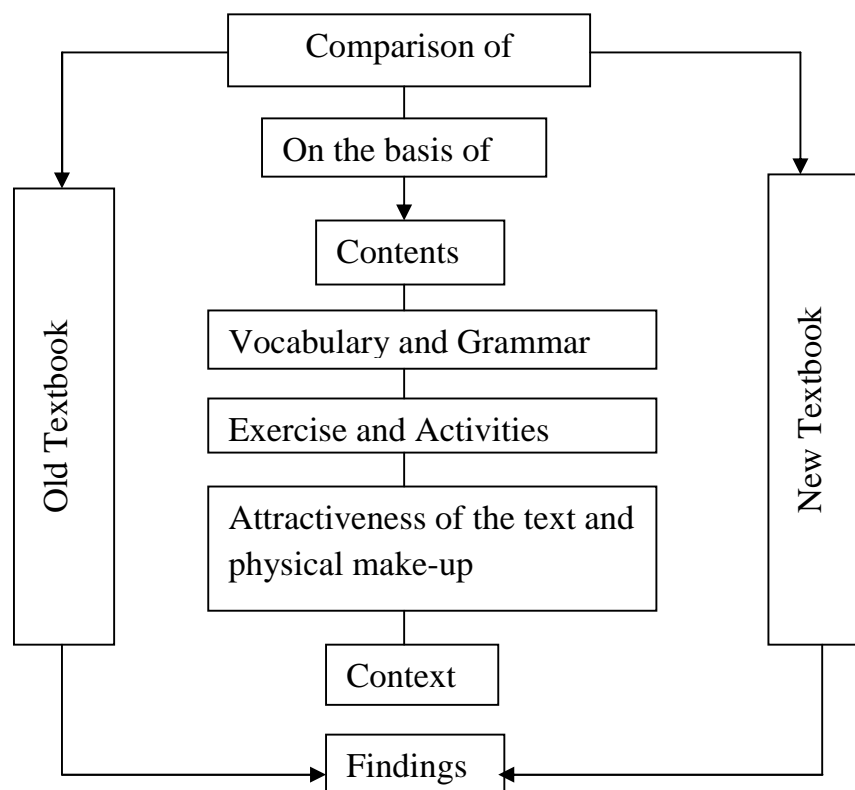
2.6 Theoretical/Conceptual Framework

Conceptual framework is the plan or frame for the whole research process on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole idea at the first glimpse.

Hortsman (2002) puts as:

Just as a map lays out roads between cities and towns and guides travelers to their destination, a conceptual model defines pathways between key components and helps to clarify the processes that lead to the desired effect or outcome.

The present research intends to compare and analyze the old and new grade eight English textbooks. For this the whole study is proceed within this given framework.



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the research design and method of study, population, sample and sampling strategy, study area, tools for data collection, data collection techniques etc.

3.1. Design and Method of the Study

The current research is basically a comparative analysis. It analyses the old and new text books of the same class. i.e. VIII. So it is descriptive in nature.

3.2. Population, Sample and the Sampling Strategy

Thirty English teachers of different government schools from Nawalparasi district were the population of study. The researcher used purposive non-random sampling method where the researcher's judgment and accessibility were taken into consideration. For this researcher visited different schools of Nawalparasi and selected the teachers who taught and are teaching both the old and new text book of English of Grade Eight. The new teachers who are teaching just the new textbook were not selected for the research.

3.3. Study Area/Field

The researcher has chosen the study area from the lower secondary level government schools' textbooks. It is a study related to comparison of textbooks.

She has carried out this research being based on the population of Nawalparasi District. She chose Lower Secondary Level English Teacher (i.e. Class Eight) as her study population. She made the 30 English teachers respond to the questionnaire.

3.4. Data Collection Tools and Techniques

A set of questionnaire with open ended and close-ended questions and checklist were the main tools to elicit the required data for this research work. The model questionnaire and checklist are given in the appendix of this research work.

The researcher intensively studied both old and new English textbook of grade eight before analyzing and interpreting the facts.

3.5. Data Collection Procedure

The researcher followed the following steps to collect the primary data.

- i. At first, she went to the selected schools and asked for the permission from the concerned authority to consult the grade eight English teachers.
- ii. She built rapport with the concerned teachers and explain them the purpose and process of the study
- iii. Then, she distributed questionnaire to them for their response.
- iv. Finally, she collected the questionnaire from them next day.

3.6. Data Analysis and Interpretation Procedure

The collected information were analyzed and interpreted descriptively. She presented the facts in different lists, tables, graphs, charts and diagrams, Not only that she compared the findings to analyze the both textbooks.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the results from primary sources. Having collected the data; I tabulated the information and analyzed them under the following main headings.

- i. Teachers' responses on qualities of the textbooks on closed ended question.
- ii. Teachers' open responses on the qualities of the textbook.
- iii. Analysis of data obtained from checklist.

4.1 Teacher's Responses on the Qualities of the Textbook on Closed ended questions

The researcher had prepared a set of closed ended questionnaire that include seven different aspects of the textbook and a set of open ended questionnaire that include five questions. The questionnaire of close-ended type provided the teacher respondents with three options: agree, disagree and uncertain. The respondents had to choose one that best reflects their observation among the options. The responses made by the teachers' have been tabulated in terms of simple percentage methods. The analysis of different aspects of the textbook is presented as follows.

4.1.1 Physical aspects of the Textbook

Regarding the physical aspects of the textbook, a set of questionnaire was constructed and distributed and the information required was sought. Physical aspects of the textbook are the most important part. First impression is the last impression like that it plays an important role in teaching learning activities. It should be attractive and durable. Teachers' responses on the physical aspects of the textbooks are given as follows.

Table: 1
Teacher's Responses on Physical Aspects of the Textbook

S. N.	Statements	Responses					
		Old Textbook			New Textbook		
		Agree	Uncertain	Disagree	Agree	Uncertain	Disagree
1	The size of the textbook is appropriate	60%	10%	30%	70%	10%	20%
2	The spacing between the lines is satisfactory	70%	10%	20%	70%	10%	20%
3	The spacing between the words is satisfactory	50%	20%	30%	60%	10%	30%
4	The spacing between the paragraph is satisfactory	80%	10%	10%	80%	5%	15%
5	The printing is free from errors	50%	10%	40%	60%	10%	30%
6	The type size used in the book is suitable	80%	10%	10%	80%	10%	10%
7	The margin left in both sides is suitable	25%	15%	60%	20%	20%	60%

Regarding the physical aspect, as the table shows, there are many good aspects of revised (new) English textbook of grade eight 70% of the respondents agree that the size of the new textbook is appropriate and the spacing between lines is satisfactory. But in old English textbook only 60% of the respondents are agreed with the appropriations of the size of the textbook and 70% are agreed with the satisfactory spacing between the lines. Similarly 60% of the respondents agree that the spacing between the words in new textbook is satisfactory and the printing is free from errors, but only 50% of the respondents are agreed regarding the same aspects about the old English textbook. Likewise, 80% respondents agree that the spacing between the paragraphs in both textbooks is satisfactory and the type size used in the

textbooks is suitable. Only 20% of the respondents said that the margin left in both sides of the page in new textbook is suitable, which is 25% in old textbook. This is the weak point of the textbook.

4.1.2 Academic aspects of the Textbook.

Regarding the academic aspect of the textbooks, a set of questionnaire that includes six different sub-aspects was constructed and distributed and the information required was sought.

4.1.2.1 Content

The content selected in a textbook should cater the needs and interests of the learners. They should be informative and should be thought provoking as well. The content should have a good link with the physical and social environment of the learners .Teachers responses on the content of the textbook are presented follows.

Table: 2
Teachers' Responses on Contents

S. N.	Statements	Responses					
		Old Textbook			New Textbook		
		Agree	Uncertain	Disagree	Agree	Uncertain	Disagree
1.	The subject matter suits the mental level of the majority of the students.	30%	30%	40%	40%	20%	40%
2.	The subject matter interesting to the students.	40%	20%	40%	60%	10%	30%
3.	The contents of the textbooks are relevant to the students need.	50%	10%	40%	60%	0%	40%
4.	The subject matter meets the requirement of good, average and weak students.	40%	10%	50%	40%	10%	50%
5.	The subject matter gives new information.	60%	20%	20%	70%	20%	10%
6.	The subject matter is free from sex bias.	60%	10%	30%	70%	10%	20%
7.	The content is appreciable to day to day work.	40%	30%	30%	50%	20%	30%
8.	The contents include the subject matter that represents the events of circumstances.	10%	20%	70%	20%	20%	60%

Regarding the contents, as the table 2 indicates, there are some good aspects of the textbooks. The majority (70%) of the respondents agreed that the subject matter of new textbook gives new information and that it is free from gender bias. Similarly, 60% of the respondents agree that the contents of new textbooks are relevant to the students' needs whereas only 50% of the

respondents agree about the old one. The relevance of the content to everyday work is also good aspect of the new textbook since up to 50% of the respondents have positive response upon them.

Only 40% of the respondents said that the subject matter suits the requirement of good, average and weak students i.e. for all students. So, this comes to be not so good aspect of the textbook. The subject matter does not meet the existing ability of the majority of the students. The new textbook is indifferent in representing the local culture and events of local circumstance, which seems to be a poor aspect of the both old and new textbooks as over 60% of the respondents had negative response upon that.

4.1.2.2 Language

The language should be correct, colloquial and textual appropriate to the situation or context. New vocabularies and structures should be well selected and presented in graded form depending upon the level of the students.

Teachers' responses on language of the textbook as follows:

Table: 3
Teachers' Responses on Language

S. N.	Statement	Responses					
		Old Textbook			New Textbook		
		Agree	Uncertain	Disagree	Agree	Uncertain	Disagree
1.	The language used in the text book is academic.	70%	20%	10%	80%	20%	0%
2.	The language matches with the competence level of the majority of the students	50%	10%	40%	50%	20%	30%
3.	There is gradual introduction of new words in the book.	50%	20%	30%	60%	20%	20%
4.	New words are equally distributed in different reading text of the book	30%	20%	50%	20%	20%	60%
5.	The new words suit the intellectual level of the students	30%	40%	30%	40%	40%	20%
6.	The structures are presented in graded form	30%	30%	40%	40%	20%	40%
7.	The structures are well selected	50%	10%	40%	50%	0%	50%
8.	The book emphasizes communicative functions of language	50%	10%	40%	50%	0%	50%
9.	The language used in the book is colloquial	20%	10%	70%	20%	5%	75%

Regarding the language of the textbook, the table 3 indicates that the new book has only one strong aspect: it focuses on academic language 80% of the respondents agree that the language used in the textbook is academic. The table asserts that there're many good aspects of new as well as old textbooks. 60% of the respondents agree that there is gradual introduction of new vocabulary and the key vocabulary is well defined in new textbook. Similarly, 50% of the respondents are of the opinion that the language matches with the competence level of the majority of students. Moreover, 50% of the respondents agree that the book emphasizes communicative functions of language.

Negative aspects of the new textbook regarding its language as the table presents, only 40% of the respondents agree that new words suit the intellectual level of the students and the structure are presented in graded form.

Regarding language, the book has also some poor aspects. For instance, only 20% of the respondents agree that the new words are equally distributed in different reading texts of the book. Similarly, 70% of the respondents ascertain that the language used in the book is not colloquial.

4.1.2.3 Organization and Presentation

The organization and presentation of textbook should be appropriate to meet the set of objectives. The selected contents should be properly graded like 'simple to complex' or 'known to unknown'. They should be graded in terms of the difficulty level. They should be presented in a systematic format and they should help the learners to provoke thinking. The organization and presentation of the textbook are as follows.

Table: 4
Teachers' Responses on Organization and Presentation

S. N.	Statement	Responses					
		Old Textbook			New Textbook		
		Agree	Uncertain	Disagree	Agree	Uncertain	Disagree
1.	The presentation of the subject matter is easily understandable.	70%	5%	25%	65%	5%	30%
2.	The presentation suits the nature of content and there has been a unified thematic context.	65%	5%	30%	70%	0%	30%
3.	The reading texts are short enough and task sufficiently scaffolds to allow a student at this level to access the texts successfully.	70%	15%	15%	70%	10%	20%
4.	The reading materials are presented in graded difficulties.	30%	30%	40%	40%	20%	40%
5.	There is glossary at the end of the book.	100%	0%	0%	100%	0%	0%
6.	You found an appropriate match between the topics and the reading texts.	80%	10%	10%	80%	0%	20%
7.	Language and the concept of the previous reading text recur in the following chapter.	60%	10%	30%	70%	10%	20%

Regarding the organization and presentation, as the table 4 includes that as the table presents 100% of the respondents agree that there is glossary at the end of the both books. It is very much good aspect of the both books. 80% of the respondents found an appropriate match between the topics and the reading texts, and they agree that there has been a unified thematic content throughout the book. Similarly, the book also exhibits many good aspects in terms of the content organization. It has been represented in the table 70% of the

respondents confirm that the presentation suits the nature of content, that the reading texts are short enough and the task sufficiently scaffold to allow the students at this level to access the text successfully. Similarly, the same number of respondents agreed, that the language and concept of the previous reading text rescue in the following text. In addition to that, the presentation of the subject matter is easily understandable and it is simple for the teacher to follow and use it since 65% of the respondents had positive responses on these.

Since only 40% of the respondents agree that the reading materials are presented in graded way, the gradation of the reading material is not well. Hence, this has been not good aspect of the new textbook.

Comparatively both the old and new textbooks of class eight are somehow carry the same quality regarding the organization and presentation.

4.1.2.4 Illustrations

The ideas and concept of the reading materials in the textbook should be clarified by means of good and attractive illustrations. A good textbook should contain pictures, charts, tables and diagrams to illustrate the difficult concept. Teachers' opinions on illustration presented in the textbook are as follows:

Table: 5
Teachers Responses on Illustrations

S. N.	Statement	Responses					
		Old Textbook			New Textbook		
		Agree	Uncertain	Disagree	Agree	Uncertain	Disagree
1.	The pictures in the book are clear.	50%	20%	30%	60%	20%	20%
2.	The ideas and the concept in the reading texts are well illustrated by means of graphs, table and diagrams.	60%	10%	30%	70%	10%	20%
3.	The text highlights the important message	60%	0%	40%	60%	0%	40%
4.	The illustrations are appropriate.	60%	20%	20%	60%	10%	30%
5.	They are directly related to the lesson.	50%	10%	40%	60%	10%	30%
6.	They encourage the learns to work in pairs and groups	50%	20%	30%	50%	10%	40%
7.	They encourage learners to solve the problems.	30%	20%	50%	40%	20%	40%
8.	They are attractive to motivate the learners and are appealing.	30%	20%	50%	40%	20%	40%

In terms of illustration, as table 5 exhibits, the books do not reflect any strong aspect. None of the statements has positive response made by more than 75% of the respondents.

But surprisingly, the new book's illustration contains many good aspects. 70% of the respondents agree that the ideas and concept in the reading text are well illustrated. Similarly 60% of the respondents of new textbook have positive responses on the clarity of the pictures, on the highlights of the important message and on the appropriateness of the illustration.

If we analyze both books comparatively about the mentioned illustrations, the new textbook contains high quality because it possesses more positive responses from the respondents.

Besides, the books also have some not so good aspects. In reference to the table, only 50% of the illustrations in the books help to encourage the learners to work in pairs and groups. The table also indicates some weak aspects of the books in terms of its illustration. Only 40% (in new textbook) and 30% (in old textbook) of the respondents agree that the illustrations are appealing that they encourage learners to solve the problems and that they are attractive to motivate the learners.

4.1.2.5 Exercises

Each textbook should have enough exercises to the learners to practice more. So there should be clear instruction for each exercise in the textbook for both teachers and students. A variety of exercises should encourage the learners to think and work individually in pairs as well as in groups. The exercises should be suitable for student's cognitive and academic levels. Teachers responses on exercises included in the textbooks are as follows:

Table: 6
Teachers Responses on Exercises

S.N.	Statements	Responses					
		Old Textbook		New Textbook			
		Agree	Uncertain	Disagree	Agree	Uncertain	Disagree
1.	Instructions given for doing the exercises are clear.	70%	10%	20%	80%	0%	20%
2.	The exercises help the teachers in diagnosing the students learning difficulties.	65%	5%	30%	65%	0%	35%
3.	The exercises are sufficient for the students in developing academic skills.	60%	10%	30%	70%	0%	30%
4.	They help to develop the creativity of the students.	40%	20%	40%	60%	10%	30%
5.	There is uniformity in the number of exercises in each reading text.	20%	10%	70%	20%	0%	80%
6.	They encourage learners to work in pairs, in groups and in discuss issues.	50%	0%	50%	60%	0%	40%
7.	They provoke thinking.	50%	30%	20%	55%	25%	20%
8.	They are graded in terms of difficulty level.	30%	20%	50%	30%	20%	50%
9.	The exercises demand students to reflect what they have studied in the text.	60%	10%	30%	60%	0%	40%

As table 6 exhibits, out of the given 9 statements as regard the exercises of the book, the responses range from 20% to 80%. In terms of exercises, the only strong aspect of the new book is that the instructions given for doing exercises are clear. Eighty percent of the respondents have positive response on it. Surprisingly, table 6 exhibits that there are many good aspects of the exercises. Among the respondents, 70% agrees that the exercises given in the new textbooks are sufficient for the students in developing academic skills; where

as 60% of the respondents are agreed about the same thing in old textbook. In the same way, the other good aspects of the book are that the exercises help to develop the creativity of the students, encourage learners to work in pairs, in groups and in discuss issues, and demand students to reflect what they have studied in the text.

Table 6 also presents some not so good aspects of the exercises. In that, only 55% of the respondents agree that they provoke thinking, where 50% less respondents agree about the old textbook. Similarly 20% of the respondents view that there is uniformity in the number of exercises in each reading text, both in old and new textbook. If we compare both books in terms of the exercises presented there, the new text book is much stronger than the old one, which is the good aspect of the book.

4.2 Teacher's Open Responses on the Qualities of the Textbook

To seek the general opinions of the teachers regarding the strengths, weaknesses and suggestions for the improvement of the book, their open ended questions were constructed and given away to the respondents. The frequency of the similar responses made by different respondents was calculated and the response with higher frequency was taken into consideration. The questions and the frequent responses are enlisted as follows:

i. Strengths of the Books

The teachers were asked questions regarding the positive or strong aspects of the textbooks. According to them, the new textbook is superior to the old one. The strong aspects of the new textbook inferred from the teacher's responses are the textbook emphasizes academic language. One teacher has said that the subject matter included in the book reflects the information which students might have witnessed or experienced. Similarly, another teacher said that the exercises are challenging where students get chance to reflect their personal

experiences too. He further added that instructions and picture are clear and Para-orthographic texts are well presented.

The strong aspect reflected by the respondents about the new textbook is, it is designated according to the syllabus of SLC, i.e. the question model is similar to SLC model, which will be very much helpful to be appeared in the SLC exam also.

ii. Weaknesses of the Textbooks

Comparatively, the respondents have found weaker aspects about the old textbook, rather than the new one. The weaknesses of the book discerned, from the responses are those that do not include different literary genres and do not aim to teach day to day vocabulary. Most of the teachers said that the book lacks supplementary materials such as teacher's manual. But all teachers said that textbooks have infirmity of varieties of communicative activities.

iii. Suggestions to Improve the Textbook

Suggestions were frequently appeared in the responses of the teachers. Some more grammar based exercises should be included.

Some varieties of different literary genres are to be embodied. For parallelism across teachers, a teacher's manual should be devised. Some more communicative activities should be comprised. Test contains in the book should touch the learner's experience.

4.3 Analysis of Data Obtained from Checklist

To compare and analyze the old and new grade eight English textbook, I prepared checklist. The textbooks were evaluated on the basis of their content, vocabulary and grammar, exercise and activities, attractiveness of the text and physical make up and context.

4.3.1 Content

In both textbooks, it is excellently presented the subject matter of the content. Likewise, both books' reading sections have desirable or positive quality of authentic pieces of language.

4.3.2 Vocabulary and Grammar

In old textbook the grammar exercises/lessons are not organized in logical manner and in increasing order of difficulty. But it is good in new textbook. Regarding vocabularies, new vocabulary words are totally lacking in old textbook and poor in new textbook.

4.3.3 Exercise and Activities

In old textbook, there are good interactive and task based activities that require students to use new vocabulary to communicate but the same thing is excellent in new textbook, which is very good aspect of the new textbook. Likewise, comprehensive instructions to the students are desirable in old textbook but it is very good in new textbook. In the same way the activities of old textbook poorly facilitate students, in use of grammar rules by creating situations in which these rules are needed but the activities of new textbook excellently facilitate students in use of grammar rules by creating situations in which these rules are needed. The promotion of exercise in critical thinking of the text is poor in old textbook but it is good in new textbook.

4.3.4 Attractiveness of the text and physical make-up

The cover page of the old textbook is adequate and the cover page of the new textbook is good. Similarly, the aesthetic quality and visual imagery of old textbook is poor and it is adequate in new textbook.

4.3.5 Context

To meet the course goal sufficient/acceptable texts are available in both textbooks. Likewise, the appropriateness of the old textbook is good and new textbook is excellent. The appropriateness of the old textbook for the teachers who taught it is adequate and it is desirable in new textbook.

4.4 Summary of Findings

Based on the analysis and interpretation of results the researcher came up with some essential findings in relation to both old and new textbooks, in terms of teaching and learning approaches, difficulties and easiness, design and so on and English teachers views about these issues. Following points help to summarize the findings:

- i. The new textbook of grade eight does not seem to teach communicative function, colloquial, figurative and literary use of language; 75% of the respondents have negative response on it. So the language is lifeless and boring.
- ii. The illustration of the ideas and concepts by means of picture, para-orthographic texts, highlights, it is the strong aspects of the textbooks since 70% of the respondents have positive views on it.
- iii. The level of language standard at various point of the new textbook is beyond the grasp of the students at this level.
- iv. The exercises of new textbook are sufficient for the students in developing academic skills, since 70% of the respondents agree with it.
- v. The strong aspects of the new textbook inferred from the 80% of the teachers' responses is the reading texts are interesting and the difficulty level of most of the reading text is appropriate.
- vi. Regarding the language of the new textbook, it focuses on academic language; 80% of the respondents agree that the language used in the textbooks is academic.

- vii. There are sufficient exercises for developing students' listening, speaking, reading and writing skills in new textbook.
- viii. There is no uniformity on the number of exercises in each reading text of new textbook. 80% of the respondents have negative responses on it.
- ix. Both of the textbooks highlight the headings used in the reading texts.
- x. The texts included in the both textbooks try to teach the target language culture.
- xi. The textbook, to a great extent, exhibits authenticity of the reading materials and 70% agree that it incorporates para- orthographic texts such as table, diagram, bar, chart and therefore, provides the learners with reading experiences. Besides, they also make further challenges available to the learner to grasp the message from them.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATIONS

The main purpose of this research was to compare and analyze the old and new grade eight English textbooks in terms of physical aspect, academic aspects and needs and interest of the learners. In order to carry out the research, the researcher studied the old and new textbooks in a great detail and prepared a set of questionnaire to obtain the data for the study. Then the collected data were tabulated, analyzed quantitatively using descriptive technique and presented. The population of the study consisted of thirty English teachers from different government schools of Nawalparasi districts, who have been involved in teaching and had involved in teaching old and new grade eight English textbooks.

5.1 Conclusion of the Study

This study found that all chapters of old textbook of grade 8 include example and exercises, while illustrations were included in a few chapters. Also it explored that examples, exercises, illustrations, lesson, summarizing, questioning and student's activities were visible in all main chapters of the new textbooks. This is shown that new textbook is well provided regarding mentioned teaching and learning approaches. Regarding these issues teachers responded differently, as they also agreed that old textbooks are based on some teaching and learning activities, almost of the teachers responded that new textbooks are well designed, regarding asking question, students' activities and group work, which were never seen in any chapters of the old textbooks. From teacher's perception, these are also found that new textbook is well engaged with motivation and assessment approaches and reinforce them by graphs and diagrams to get knowledge easily. From teachers' view, both of the textbooks are based on some teaching and learning approaches. Study investigated that most of the English teachers believe that new English textbook is difficult and most of the respondents disagreed that both of the textbooks are not prepared

according to students' cognitive development while ministry of education stated that the new version of the textbook is based on students' cognitive abilities.

Regarding the design of English textbook teachers reported different opinions' most of the teachers responded that new textbook are well designed, furthermore, analysis from textbooks also found that new textbook has good, and qualitative design. Good designed textbook may improve students' learning interest.

In the researcher's own analysis of the textbooks, which she carried out using a checklist, it was found that the new textbook is better than the old one in terms of its content, vocabulary and grammar, exercise and activities, attractiveness of the text and physical make-up and context.

5.2. Recommendations

This part includes implication of the results in policy level, practice level and further research.

5.2.1 Policy Level

- i. The syllabus designers and course book writers should include basic skills needed for students of this level.
- ii. Exercises to develop the ability of handling communicative functions colloquial and literary language are to be added.
- iii. The concerned authorities like SMC, DEO, CDC should make plans and policies to train the teachers.
- iv. Teacher training should be conducted about revised textbooks of this level.
- v. The government should make plans while revising textbooks and should revise textbooks in every five years.

5.2.2. Practice Level

- i. Language used should be matched with the competence level of the students.
- ii. Teachers should use communicative and task-based approaches to increase student involvement.
- iii. Student centered method should be used while teaching the students in the classroom
- iv. To provoke four language skills, pictures should be used, so that the students will be motivated.
- v. To attract the attention of the students, given illustrations should be used or focused while teaching them.
- vi. In each and every lesson, difficult, similar meanings are not given, so that, the teacher should help them to find out the difficult similar meanings from the text.
- vii. Teachers should create encouraging and interesting classroom atmosphere to the students.

5.2.3 Further Research

The curriculum of school level is gradually revised these days in Nepal in order to witness a positive and effective improvement. A handful of researches have been carried out on the analysis of the textbooks. Though analyzing of textbooks was practiced long ago, still it is needed to compare and analyze the old and new textbooks of some grades. Importantly, it is needed to compare and find out the similarities, differences, weaknesses and strong aspects of some textbooks. It is for the betterment of the education system of Nepal. Through comparative study, many more information should be collected and created in this area so that further improvements can be made. My research focuses only on the physical, quantitative and qualitative aspect of the old and new textbooks. I believe there are lots of areas to be studied in this domain so that the education system can get further height. Still further researches can be carried out in the issues like comparative study and its importance in English

education, strong aspects of new textbooks, students' perception of the new textbook, effectiveness of the textbook and so on.

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APPENDIX

Checklist

Textbook Evaluation Checklist		Old Textbook					New Textbook					
		Excellent	Good	Adequate	Poor	Totally lacking	Excellent	Good	Adequate	Poor	Totally lacking	
1.	Content											
1.1	Is the subject matter presented either topically or functionally in a logical, organized manner?											
1.2	Are the reading selections authentic pieces of language?											
2.	Vocabulary and Grammar											
2.1	Are the grammar rules presented in a logical manner and in increasing order of difficulty?											
2.2	Are the new vocabulary words presented in a variety of ways?											
2.3	Are the new vocabulary words repeated in subsequent lesson to reinforce their meaning and use?											
3.	Exercise and Activities											
3.1	Are there interactive and task-based activities that require students to use new vocabulary to communicate?											
3.2	Do instructions in the textbook tell students to read for comprehension?											
3.3	Do the activities facilitate students, use of grammar rules by creating situations in which these rules are											

	needed?											
3.4	Do the exercises promote critical thinking of the text?											
4.	Attractiveness of the text and physical make-up											
4.1	Is the cover of the book appealing?											
4.2	Is the visual imagery of high aesthetic quality?											
5	Context											
5.1	Does the text coincide with the course goals?											
5.2	Is the textbook appropriate for the students who will be using it?											
5.3	Is the textbook appropriate for the teacher who will be teaching it?											

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5.2	Is the textbook appropriate for the students who will be using it?											
5.3	Is the textbook appropriate for the teacher who will be teaching it?											

11. The Language used in the textbook is academic.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
12. The Language matches with the competence level of the majority of the students.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
13. There is gradual introduction of new words in the book.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
14. New words are equally distributed in different reading text of the book.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
15. The new word suit the intellectual level of the students.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
16. The structures are well selected.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
17. The structures are presented in graded form.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
18. The book emphasizes communicative functions of Language.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
19. The Language used in the book is colloquial.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
20. The presentation of the subject matter is easily understandable.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
21. The presentation suits the nature of content.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree

QUESTIONNAIRE

Dear Sir/Madam

I have prepared this questionnaire for my research entitled 'comparison of old and new grade eight English Textbook' under the guidance of Mr. **Pharati**, Lecturer, Department of English Education, **Saptagandaki Campus**. The correct information provided by you will be great help for my study. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest response.

Researcher:

Sushma Kharal

Saptagandaki Multiple Campus

Second Year

Your's Name: _____

School's Name : _____

Qualification: _____

Experience : _____

Date: _____

Close Ended Question

Tick (✓) the best answer:

1. Do you think that new textbook compared to old textbook is (from teaching perspectives)?
a) Much Difficult b) Difficult c) The same degree of difficult
d) Little easy e) Much easy
2. Do you think that the new textbook or old textbooks are better designed to student's interests for learning English?
a) Old textbook b) New textbook c) Both the same d) No one
3. The contents of the textbook are relevant to the student's need.
A) Old textbook i) Agree ii) Uncertain iii) Disagree
B) New textbook i) Agree ii) Uncertain iii) Disagree
4. The subject matter meets the requirements of good average and weak student.
A) Old textbook i) Agree ii) Uncertain iii) Disagree
B) New textbook i) Agree ii) Uncertain iii) Disagree
5. The subject matter suits the mental level of the majority of the students.
A) Old textbook i) Agree ii) Uncertain iii) Disagree
B) New textbook i) Agree ii) Uncertain iii) Disagree
6. The subject matter is interesting to the students.
A) Old textbook i) Agree ii) Uncertain iii) Disagree
B) New textbook i) Agree ii) Uncertain iii) Disagree
7. The subject matter gives new information.
A) Old textbook i) Agree ii) Uncertain iii) Disagree
B) New textbook i) Agree ii) Uncertain iii) Disagree
8. The subject matter is free from sex bias.
A) Old textbook i) Agree ii) Uncertain iii) Disagree
B) New textbook i) Agree ii) Uncertain iii) Disagree
9. The content is applicable to day to day work.
A) Old textbook i) Agree ii) Uncertain iii) Disagree
B) New textbook i) Agree ii) Uncertain iii) Disagree
10. The content includes the subject matter that represents the events of local circumstances and culture.
A) Old textbook i) Agree ii) Uncertain iii) Disagree
B) New textbook i) Agree ii) Uncertain iii) Disagree

Open Ended Questions:

1. What are the strong points of the new textbook? Please list.

- a) _____.
- b) _____.
- c) _____.

2. What are the weaknesses of the textbook? Please list.

- a. _____.
- b. _____.
- c. _____.

3. What are your suggestions for improvement of new textbook? Please specify.

- a. _____.
- b. _____.
- c. _____.

33. They encourage the learners to solve the problems.
A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
34. They are attractive to motivate the learners.
A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
35. Instructions given for doing the exercises are clear.
A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
36. The exercises help the teachers in diagnosing the students learning difficulties.
A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
37. The exercises are sufficient for the students in developing academic skills.
A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
38. They help to develop the creativity of the students.
A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
39. There is uniformity in the number of exercises in each reading text.
A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
40. They encourage learners to work in pair and groups and discuss issues.
A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
41. They provoke thinking.
A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree
42. The exercises demand students to reflect what they have studied in the text.
A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
B) **New textbook** i) Agree ii) Uncertain iii) Disagree

22. The reading texts are short enough and the tasks sufficiently scaffold to a student at this level to access the texts successfully.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
 B) **New textbook** i) Agree ii) Uncertain iii) Disagree
23. The reading materials are presented in graded difficulties.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
 B) **New textbook** i) Agree ii) Uncertain iii) Disagree
24. There is glossary at the end of the book.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
 B) **New textbook** i) Agree ii) Uncertain iii) Disagree
25. You found an appropriate match between the topics and the reading texts.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
 B) **New textbook** i) Agree ii) Uncertain iii) Disagree
26. Language and the concept of the previous reading text recur in the following text.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
 B) **New textbook** i) Agree ii) Uncertain iii) Disagree
27. The pictures in the book are clear.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
 B) **New textbook** i) Agree ii) Uncertain iii) Disagree
28. The ideas and concept in reading texts are well illustrated by means of graphs, diagrams etc.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
 B) **New textbook** i) Agree ii) Uncertain iii) Disagree
29. The text highlights the important message.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
 B) **New textbook** i) Agree ii) Uncertain iii) Disagree
30. The illustrations are appropriate.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
 B) **New textbook** i) Agree ii) Uncertain iii) Disagree
31. The illustrations are directly related to the lesson.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree
 B) **New textbook** i) Agree ii) Uncertain iii) Disagree
32. They encourage the learners to work in pairs and groups.
- A) **Old textbook** i) Agree ii) Uncertain iii) Disagree