

TEXTBOOK ANALYSIS OF ENGLISH GRADE 11

**A Thesis proposal submitted to the Department of English Education
in Partial Fulfillment for Master of Education in English**

Submitted By

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Janta Multiple Campus Itahari, Sunsari

Faculty of Education

Tribhuvan University

2024 / 2081

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DECLARATION

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

Date: 2081/03/13

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Shobhanand Sah

DEDICATION

Dedication to my parents, teachers and my relatives whose blessings is with me forever.

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Abstract

The title of this research is An Analysis of Compulsory English Textbook of Grade Eleven. The main objectives of this study were to examine the quality of compulsory English textbook in terms of its content, and to find out strengths and weaknesses by using Ur's framework of textbook analysis. This research was based on this textbook is appropriate for the learners and not appropriate for the learners on different fields such as content, language, organization, illustration and exercise . Data were collected being based on these criteria. However, when it comes to the social orientation of people and characters used in the texts; it lacks the representation of such diversity. This thesis includes five chapters. The chapter one contains background of the study, statement of research problem, objectives, research questions, delimitations of the research, significance of the study, and defining key terms. The chapter two deals with the review of theoretical literature, review of empirical literature, implication of literature review and conceptual framework. Similarly, chapter three consists design and methods of the study, population, sample and sampling strategy, sources of data, data collection tool and technique, data collection procedures, data analysis procedures, and ethical consideration. Likewise, chapter four deals with analysis of data and interpretation of the result. Finally, chapter five contains findings, conclusion. Finally, the references and the appendices, which are necessary to the validation of the research have also been presented.

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CHAPTER - ONE

Introduction

In the realm of academic exploration, textbooks serve as indispensable tools that shape our understanding of subjects and guide our learning journeys. As students embark on their eleventh-grade studies, the significance of textbooks becomes even more pronounced, offering not only information but also perspectives that enrich their intellectual growth.

This textbook analysis focuses on examining the pivotal role of different fields of like content, language, organization, illustration, and exercises in the curriculum for grade 11 English books. Through a critical lens, we will delve into its content, structure, and pedagogical approach to uncover how it facilitates learning and comprehension among students. By dissecting its chapters, exercises, and supplementary materials, we aim to discern the effectiveness of English of bookgrade 11 in fulfilling educational objectives and supporting the academic needs of learners at this crucial stage of their schooling.

Moreover, this analysis seeks to evaluate the textbook's alignment with educational standards, its clarity in presenting complex concepts, and its potential to foster engagement and curiosity within the classroom. Understanding these facets will not only illuminate the strengths and weaknesses of English book of grade 11 but also provide valuable insights into how future editions or alternative resources could better serve the educational community.

General background of the study

As a lingua franca, English is a suitable international language for Nepal to communicate with the rest of the world. It is the language of higher education, the media, information and communication technology (ICT), business, tourism, science, and medicine in addition to being the language of international communication. For a number of reasons, English is required in Nepal. In particular, our students require proficiency in English in order to engage with others in the classroom, complete course materials, read for pleasure and general knowledge, access the global knowledge base, read and appreciate a variety of literary texts, take part in international meetings, seminars, and conferences, communicate with foreigners generally, advance their professional development, and many other activities.

Words The phrase "teaching and learning" refers to raising linguistic proficiency in a social setting. It is a method for teaching and simplifying a language's rules in a conversational approach. In their own language, the student is able to comprehend the teacher's attempts at communication and to format those ideas into the target language. This approach aids in the comprehension, accumulation, and acquisition of the language by the learner as their own first language. The strategies and tactics employed in language Learning and teaching help teachers communicate language more effectively. Curriculum is important in language instruction because it helps pupils acquire alphabetic symbols and the grapho-phonemic connection (the relationship between sound and letter). Additionally, by using this strategy, children will learn how to develop all four skills—coherent speaking, writing, listening, and reading. Because everyone in the class participates in the language teaching approach, the classroom is more animated and energetic. Students can more easily learn complex grammatical statements through demonstration classes. Because bilingual methods lessen the challenge of learning a new language, they can be employed to make the learning process easy and comfortable for the students. Due to the fact that it works on speaking, listening, writing, and reading comprehension, this will also teach students multiskill approaches. Teaching and learning languages is crucial because it involves the teacher and the student in the process of acquiring the language as a whole rather than focusing just on the skills that are required. As they apply the principles and rules that make up a language, learners can develop discipline in their language acquisition. A variety of exercises were carried out to increase students' enthusiasm in learning a language without any fear or uncertainty. Group discussions in the classroom also make it more dynamic than a dry lecture setting.

This is a proposal of study entitled 'Textbook analysis of English grade 11. It includes important before teaching to realize focus, characteristics, features and importance given to develop skills, knowledge and attitude among learners. To harness the text book well making use of learner's resources is essential to identify. At the same time, it is also helpful to decide method of teaching, learner's involvement and plan fixing device as well.

English Language Teaching in Nepal

Nepal is a country with multiple languages, ethnicities, and religions. The diverse languages spoken by the people of Nepal are associated with different ethnic groupings (Tobin, 2011). There are 92 languages spoken in the nation, according to the most recent study (Nepal at a glance, 2011). The majority of people speak Nepali, which is the country's official language. It is the language used in administration, business dealings, legal matters, and the media. Both public schools and universities employ it as a teaching medium. There are 120 languages that are still spoken in Nepal, according to the Ethnologue (Lewis, 2009), which was released by the Summer Institute of Linguistics in Texas, USA.

Furthermore, the sole official language of Nepal is Nepali. It is estimated that 48.61% of people speak Nepali as their mother tongue, whereas 12.3% speak Maithili, according to data from the Central Bureau of Statistics (2002). According to the results of the 2001 census, the mother tongue languages that indigenous peoples speak the most are Tamang (5.19%), Newar (3.63%), and Magar (3.39%). However, according to the 2002 census, just 1037 persons in Nepal are native English speakers. In addition to English and Nepali, Maithali, Tharu, Bhojpuri, Doteli, Tamang, Tibetan, and Awadhi are commonly utilized in classrooms for teaching and communication, particularly in Nepal's primary grades (Flash I, 2008-09).

English is seen as the cornerstone of growth in Nepal, where it is used extensively in research, education, technology, and medicine. All four language skills are meant to be developed by the textbooks that are now in use. Thus, Nepal is credited with introducing the communicative method of teaching and learning languages. The English language curriculum has undergone multiple adjustments as part of Nepal's ongoing efforts to update and improve its educational system. English instruction in schools aims to provide students with the language skills necessary to communicate and write in English with people of any nationality. Due to its limited use in other nations, the Nepali language alone is unable to satisfy students' need for global knowledge of science and technology. Furthermore, it is believed that learning English can help anyone's social standing. Consequently, it

Need and Importance of English in Nepal

In every aspect of learning in Nepal, there is a clear need for English language instruction. English instruction in Nepal is intended to "... enable them [learners] to exchange their ideas and views with those who use English and the same time to acquire knowledge, ideas, skills and techniques imparted formally and informally through English," according to Jha (1989, p. 76). Nepali is sufficient for "establishing effective channels of communication with the rest of the world," despite the fact that the majority of people in the country speak it (Malla, 1977, p. 12). In Nepali universities, science, engineering, medical, and technical institutes all use English as the only language of instruction. What's more, it is the sole language of exchange employed to further Nepal's growing diplomatic ties with the outside world. English is utilized as a "library language—language to have access to textbooks, lectures, and journals—on the one hand, and as a language to express one's thoughts and ideas in written and academic exercise, on the other," according to Malla (1977, p. 16). Khaniya (1990) discussed the employment of English in the workplace and in education. English instruction in Nepal has been examined from the standpoints of English for Academic Purposes and English for Specific Purposes in a recent study by Shrestha (2008).

Since English is the language that is spoken the most everywhere in the globe, you should at least be able to communicate in it. You can't skip this language when studying, even though the goal could be anything. Since Nepal still has a lot of work to do in the tourism industry, English is a wonderful aid. As the official language of the United Nations, learning it is mandatory for a country like Nepal. With the English language, one cannot choose to ignore what they learn or gain. These six points highlight how important English is in Nepal.

- English is a commonly used language in official documents.
- PSC has two languages option and the second is the English Language.
- Getting Professional or Higher education.
- Students are going abroad to study.
- Travel and Symbolism
- Culture and Tradition
- To develop and flourish the tourism industry.
- Helps in understanding science and Technology.
- Language of Diplomacy and bureaucracy.
- Country Economic Development

- Understand the internet and world affairs.
- Communication improvement is the main importance of the two nations.
- To move forward in the world of globalization.
- Greater impact on Jobs especially in the private sector and abroad jobs.

There is another indirect importance of English in Nepal that we can not even think of. So escaping the English language is not an option now. English has a greater impact on our education system.

Nonetheless, there isn't much study or application of English in the medical, engineering, and other professions. From an economic perspective, English is now required in Nepal to promote foreign trade and tourism. With more English-medium schools opening up across the country, the pressing demand for English language proficiency has taken on a new dimension (Bhattarai & Gautam, 2005). Most parents prefer for their kids to attend schools where the language is spoken. Students who were unable to attend schools taught in English instead choose to enroll in language programs in order to improve their English language skills. Both college and high school graduates seek to raise their English proficiency in order to begin studying abroad or to pursue further education.

Textbooks

The curriculum, a master plan made up of instructional objectives, contexts, teaching strategies, an assessment plan, time allotment, textbooks, and a few other supplementary resources, serves as the foundation for all academic disciplines. A textbook is a tool for instruction that speeds up the learning process. Students utilize it as a tool for a specific course of study in a certain field of knowledge. Written in accordance with the curriculum guidelines, it is taught in class with the aim of accomplishing goals through topics that are presented in accordance with the mental and psychological needs of the pupils. The exercises and images in the textbook help to facilitate the teaching and learning processes. The corpus of knowledge is a textbook. In this regard, it is the most significant instructional resource.

A textbook is a book that contains comprehensive information about a course or a subject that a student needs, to get through the academic year. This has a set of chapters, question-

answers, and exercises included in the curriculum to improve the learning standards of a student.

Textbooks are not only helpful for the students but also helpful for new teachers with their teaching courses. It acts as a guide for the syllabus material they have to cover in the entire academic year. Textbooks help teachers to design the lesson plan and enable a hassle-free teaching and learning experience.

Further, textbooks help teachers to maintain uniformity in teaching standards for different classes.

Different field experts are required to write different textbooks. Quality of writing forms an important role in maintaining the quality of textbooks.

Presently, almost all textbooks are available in both print and digital format. Earlier textbooks were used by teachers, tutors, as well as individuals who were self-learning. However, today, textbooks form more of a guidebook for teachers to understand and plan the curriculum for an academic year. It is important for teachers to have more than just textbook knowledge. They should also have ample enough teaching skills so that the learning is effective.

For self-learning individuals, textbook learnings are now complemented with video based learning provided by detect platforms. Numerous workshops, webinars, and courses on e-learning platforms have made self-learning easier, causing textbooks to somewhat lose their relevance in that context.

Sharma(1995)says,"The textbook is a learning instrument usually employed in schools and colleges to support a programmed of instruction. It is an important reading material prepared for the learners and solely intended for their use.It is an authentic source of knowledge that should be imparted in the classroom as intended by the curriculum".

For Grant(1987:12)" 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 textbook represents the corpus of knowledge and skills considered essential in becoming an educated person," according to the International Encyclopedia of Education (1994). It represents a system of beliefs and ideals about one's country, the world, and one's place and function within it.

From the discussion above, it can be concluded that the textbook serves as the foundation for the teaching and learning process. A textbook is a collection of resources that are typically in the hands of the student. It is taught in the classroom with the goal of accomplishing the objectives outlined in the curriculum and is based on curriculum. Choosing a new textbook cannot be done in an aimless manner. It needs to be modified in accordance with the goals. A textbook has various reading materials and exercises covering every facet and talent of language. Therefore, in a nation like Nepal, it may be the main source of support for the entire educational program.

Role of Textbook in Teaching English

Textbooks are extremely valuable and effective in the teaching and learning process. Since textbooks are regarded as a necessary part of any EFL education, more people than ever are using published EFL materials (Zohrabi, Sabouri & Behroozian, 2012). Textbooks provide teachers with practical guidance for curricula, methods of instruction, and teaching materials. Material creators need to pay close attention when choosing the most relevant wording. 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](#). A textbook has a very virtual role in teaching and learning of English.

They are a kind of support for both teachers and learners. Textbooks provide students a kind of consistency" (p. 95). They have an important influence in the instructional process. ELT textbooks have major function in the current discussion. Sheldon (1988, p. 237) states that "textbooks represent the visible heart of any ELT program". Textbooks are an almost universal component of English language teaching. ELT textbooks play the role of a [teacher](#), a map, a resource, a restrictor, and as an ideology (Cortez & Jinn, 1999). Textbooks hold a paramount status as an indispensable ingredient of language teaching profession; therefore, appraising and evaluating them seems to be imperative to assure their efficiency and consistency with the objectives defined and expected of the course. Constant evaluation of textbooks to see if they are appropriate is of great importance. This process enables us to make informed decisions through which [student](#) achievement will increase and educational programs will be more successful (Kohlrabi, Sabari & Behroozian, 2012). According to Amour and Ahmadi (2012), textbooks give suitable knowledge to the learners.

Sharma(1991,p.32) Says that a textbook 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 book are completed.Textbooks also provide materials which students can look bac k at for revision,and at their best their visual and topic appeal can have a powerful engaging effect. Because they provide teachers and students with structured content, practice questions, and guidance, textbooks are crucial to the teaching of English. The following are some significant purposes that textbooks typically fulfil in the teaching of English:

- ***Content and Curriculum Structure:*** Textbooks include an organized list of topics and skills that must be addressed, as well as an outline of the syllabus. They guarantee thorough instruction in speaking, listening, writing, grammar, and vocabulary.
- ***Continuity and consistency:*** They ensure that all students, regardless of their teacher, receive an education at a similar level by assisting in the maintenance of consistency in teaching throughout various classrooms or institutions.
- ***Teacher Resource:*** To help teachers deliver lessons effectively, textbooks provide activities, lesson plans, and teaching recommendations. They can also be used as a source for clarifications and illustrations.
- ***Language Models:*** By using dialogues, texts, and exercises to demonstrate proper language usage, textbooks assist students in developing precise vocabulary, grammar, and pronunciation.
- ***Cultural Context:*** Learners are exposed to various facets of English-speaking cultures through the inclusion of cultural material in numerous English textbooks. This enhances students' overall language ability by assisting them in understanding language in its cultural context.
- ***Progress tracking:*** Tests, quizzes, and assessments are frequently included in textbooks to help teachers keep track of their students' development and pinpoint areas in which more help is required.
- ***Extra Materials:*** In addition to the main text, textbooks frequently come with extra materials like audio CDs, websites, or internet resources that complement the text and improve learning through interactive and multimedia features.

- **Reference Material:** Outside of class, students can review or clarify concepts by consulting their textbooks, which helps to solidify their understanding and serves as a handy tool for independent study.

Despite these advantages, it's crucial for educators to add authentic materials, language from everyday life, and personalized content to textbooks in order to meet the various requirements and interests of their students. The ability to adjust textbook usage to various learning environments and student profiles ensures efficient language development and acquisition.

Kinds of textbooks

There are two types of broad categories of textbook as follows;

Traditional Textbook

When discussing printed books used as the main teaching resource in classrooms, the term "traditional textbook" usually refers to English language instruction. These textbooks have been an integral part of education for many years, and even with the development of digital learning resources, they still have a big impact. The following are some salient features and attributes of conventional English language textbooks:

- **Structured Content:** Grammar, vocabulary, reading comprehension, writing, speaking, listening, and reading comprehension are all presented in a structured manner in traditional English textbooks. They frequently adhere to a methodical flow from simpler to more intricate ideas, guaranteeing a thorough understanding of language competency.
- **Pedagogical Framework:** With lesson plans, exercises, and activities intended to support practice and learning, they offer a well-defined pedagogical framework. This framework guarantees a uniform approach to teaching across various classes or schools and assists teachers in efficiently planning their sessions.
- **Language Models:** Through dialogues, texts, and examples, textbooks provide as models for proper language use. They help students improve their language proficiency by exposing them to real language in a variety of settings.
- **Cultural Context:** Learners are introduced to the cultures, traditions, and viewpoints of English-speaking countries through the inclusion of cultural content in many

traditional English textbooks. Through the integration of linguistic proficiency with cultural awareness, this cultural context enhances language learning.

- ***Evaluation and Feedback:*** Tests, quizzes, and exercises with answer keys are frequently included in textbooks to help teachers analyze their students' progress and provide them specific feedback. This evaluation element aids in tracking learning objectives and making necessary modifications to instructional methods.
- ***Reference Material:*** Beyond the classroom, classic textbooks are a great source of information for teachers and students alike. Students can reinforce their grasp of language ideas outside of class by consulting the textbook for clarifications, examples, and extra practice.
- ***Accessibility:*** Traditional textbooks are a dependable resource in a variety of educational situations where digital resources might not be easily accessible or chosen because they can be accessed regardless of internet connectivity or technology availability.
- ***Supplementary Materials:*** Although print-based in nature, traditional textbooks can also come with online resources, workbooks, or audio CDs that include multimedia and interactive aspects to improve learning.

The familiarity, dependability, and proven efficacy of traditional textbooks in language teaching continue to make them appealing despite the emergence of digital learning platforms and internet resources. But as teachers incorporate more digital resources into the classroom and modify course content to better suit the varied needs and interests of today's students, their position is changing.

Communicative textbook

Rather than only rote memorizing of grammar rules and vocabulary, a communicative textbook in the context of teaching English focuses on encouraging language learning through interactive and meaningful communication. The salient traits and attributes of a communicative textbook are as follows:

- ***Emphasis on Communication Skills:*** The main objective of a communicative textbook is to help students become more proficient in using the language in everyday contexts. The focus is on honing speaking, listening, reading, and writing abilities in real-world settings.
- ***Use of Authentic Language:*** Real-world discussions, interviews, news stories, and multimedia resources are all included in communicative textbooks. By exposing students to everyday language use and cultural quirks, these resources aid in their understanding of how native speakers truly use language.
- ***Task-Based Learning:*** They frequently use activities that demand students to work cooperatively to complete tasks that call on them to use English in order to accomplish a certain goal. This method promotes problem-solving and active participation, developing communication abilities in a relevant setting.
- ***Functional Language:*** Rather than focusing solely on teaching grammar rules, communicative texts encourage students to understand language in terms of its many uses. For instance, kids might learn how to discuss experiences or accomplishments rather than merely the present perfect tense.
- ***Use of Technology:*** A lot of contemporary communicative textbooks make use of internet exercises, interactive multimedia resources, and real-world materials from around the globe to improve the learning process.
- ***Flexible and Adaptable:*** Communicative textbooks are made to be both flexible and adaptable in order to accommodate the wide range of learning methods and needs that students have. Instructors can adjust exercises, add resources, and personalize lessons to fit each student's unique needs.
- ***Progressive Learning:*** The order of lessons builds on previously learned language abilities and information, progressively raising the level of linguistic fluency and complexity.

To sum up, a communicative textbook is a dynamic resource that supports language learners in developing good communication skills in an approach that is interesting, applicable, and representative of language use in everyday life. These textbooks are essential in training students to speak the language competently and with confidence in a variety of social and professional contexts because they promote real-world engagement and contextual learning.

Importance of Textbook

Textbooks have been useful windows on how curriculum and societal values have evolved. Textbooks are an essential part of the curriculum that has been created and are a valid source of information for both teachers and pupils. They frequently select the educational tactics in addition to the content they teach. Textbooks direct both professors and students by giving them the proper direction on what to do during class hours. Textbooks are important since they clearly assist teachers and pupils, claims Harmer (1997:257). To enable students to revisit the grammatical and functional principles they have been studying, a good textbook should offer both logical and engaging language features that demonstrate the material taught."

Textbooks serve as a guide to the prescribed curriculum and syllabus. They ensure that topics covered are similar across different schools and states. It transmits knowledge, skills, attitudes and values to the teacher and student alike. It provides guidelines for teaching and learning.

Books play a quintessential role in every student's life by introducing them to a world of imagination, providing knowledge of the outside world, improving their reading, writing and speaking skills as well as boosting memory and intelligence.

Learning materials can significantly increase learners' achievement by supporting learning. For example, an educational video may provide a learner with new insights and an appealing worksheet may provide the learner with new opportunities to practice a new skill gained in class.

Some teachers prefer not to adhere exactly to the textbook since they are more aware of what needs to be taught and are able to create engaging, effective, and exciting activities

than those included in the textbook. They also have a deeper understanding of the needs and interests of their students than any textbook author. However, there are only a finite number of teachers in the world. One might emphasize the value of textbooks, especially in the context of developing nations like Nepal. Up until now, the only source of instructional materials has been textbooks.

Pointing out the importance of textbook Harmer(1997:257)says, "A textbook has obvious advantages for the both teacher and students. Good textbooks often contain lively and interesting materials; they provide a sensible progression of language items clearly showing what has to be learnt. So, the students can revise grammar of functional points that they have been concentrating on".

Similarly, Ur (1996:184) argues, "A course book provide a clear framework; teacher and learner where they are going and what is coming next so that there is a sense of structure of progress."

We can see from the definitions above that a textbook is a crucial tool. In the nation of Nepal, where teachers use required textbooks, a textbook is essential. It is the sole tool available to address the teaching-learning scenario. A textbook is a legitimate resource for presenting educational materials in the classroom because it is readily available, reasonably priced, and expressly designed for the purpose. The flood of inexperienced teachers has not been stopped, despite the government of Nepal's policy of exclusively employing qualified educators at the school level. The usage of textbooks ensures consistency in assessments. Textbooks are therefore very important.

Advantages of Using Textbook

In general, textbooks are a necessary tool for the teaching-learning process. It methodically delivers the corpus of knowledge as instructional materials. It guides the teaching-learning materials in an organized manner. It guides the instructional activities in accordance with the curriculum's stated goals. While it is equally vital and necessary for the kids, it is always used to help the teacher in the classroom. Its value in the teaching-learning process cannot be overstated because it is an indispensable and highly helpful resource.

Teachers need to use both the specialized textbooks that are helpful for teacher preparation and the textbooks that are required for the teaching-learning process. Thus, textbooks are essential. Any instructional guide that covers a particular subject, is logically organized, is intended for use at a high school level, and acts as the main source of material for a given course is called a textbook. Textbooks help students grow in moral, intellectual, and spiritual ways that are beneficial to the educational system. Textbooks must be both attractive in quality and appearance and full of important facts and information for young people to actually find them interesting. It's true that writing a textbook requires technical know-how. Textbook writing takes a lot of love and work, especially when it comes to young readers. Textbooks have become all the more important because of the explosion of knowledge. There is too much to learn. Textbooks provide the services of the experts in the form of concentrated, sifted and logically arranged knowledge which otherwise would not be possible by direct experiences.

Using a textbook as a learning resource offers several advantages:

- **Structured Learning:** Information is presented in textbooks in a logical order and is arranged methodically. This framework aids students in developing their core knowledge and making a methodical transition to more complex ideas.
- **Comprehensive Coverage:** Textbooks give a thorough overview of a field by covering a wide range of topics within it. This range enables students to investigate many facets and viewpoints associated with the subject.
- **Expert Knowledge:** Textbooks are usually written by very knowledgeable and experienced specialists in the field. They provide trustworthy material that has been carefully examined and verified, guaranteeing its veracity and accuracy.
- **Reference Material:** Textbooks are an invaluable source of information that students can resort to when they need precise information, definitions, formulas, examples, and explanations. They help with topic review, clarification, and in-depth comprehension.
- **Supplementary Materials:** Exercises, case studies, problem sets, and other resources (such as study guides and internet sources) are frequently included in textbooks. These tools offer practice opportunities and support learning.

- **Longevity:** Textbooks are made to last a long time and are made to be sturdy. To maintain their relevance and currency, they are frequently updated on a regular basis to take into account fresh discoveries and studies in the area.
- **Independent Learning:** Students are able to study on their own with textbooks. They are ideal for use in the classroom as well as independent study since they offer self-contained information modules that students can study at their own leisure.
- **Cost-effectiveness:** Textbooks might be a more affordable option for learning the fundamentals of a subject than other educational tools. They are available for purchase or through digital platforms and libraries.

All things considered, textbooks are extremely important to education since they offer organized, thorough, and trustworthy information that facilitates the learning, comprehension, and application of concepts in a variety of academic and professional contexts.

Disadvantages of using Textbook

Despite being a necessary tool for education, textbooks have a number of drawbacks that both teachers and students should be aware of. One significant disadvantage is their propensity to quickly become out of date, especially in subjects that are changing swiftly and where information is always being altered by new discoveries and advancements. This restriction may eventually cause errors or informational gaps that compromise the dependability and usefulness of textbook content. Furthermore, material is frequently presented in textbooks in a linear, one-size-fits-all fashion that may not accommodate different learning styles or personal pace preferences. This lack of adaptability may impede individualized education and lead to ineffective student engagement. Furthermore, some students may find the expense of textbooks to be unaffordable, especially if they must regularly purchase new editions. The inequitable distribution of access to vital educational resources resulting from this financial load may hinder students' capacity to participate completely in the course materials. Moreover, textbooks could represent the prejudices or perspective of a specific author, which could restrict students' access to different points of

view and the growth of their critical thinking skills. In order to improve accessibility, relevance, and engagement in learning environments, educators are progressively adding digital resources, interactive content, and open educational materials to textbooks in order to solve these problems.

Defining Curriculum, Syllabus and Course of Study

Curriculum has always been thought of as the subject matter that will be taught in the classroom. It consists entirely of all the knowledge that students are exposed to when studying in the classroom, lab, library, workshop, and outdoor spaces. The foundation of the teaching and learning process is the curriculum.

According to Taba (1962, p. 125), a curriculum is a plan of instruction. We can determine that curriculum is the entire plan of teaching and learning activities aimed at accomplishing goals after weighing the numerous definitions. Consequently, the achievements and short comings of instructional and learning endeavors.

A syllabus is a section of a curriculum that outlines the subjects and topics that must be taught. The syllabus should outline which learning items or components need to be acquired simultaneously, which ones are already known and may be obtained from stock, and how long it takes to generate or study a particular component will affect the overall process. Thus, a syllabus is only a component of an entire educational curriculum. It serves as a set of guidelines that both teachers and students must adhere to during the teaching and learning process.

The study plan is a list of topics with little consideration for who, what, or how to teach it. Thus, it is a set of lessons on a specific subject and is included in the curriculum.

Correlation between Curriculum and Textbook

A textbook is a written work created to fulfil the goals and objectives outlined in the curriculum. When producing a textbook, the author should incorporate all the exercises and resources listed in the curriculum and arrange them in the same way. The produced textbook ought to be able to meet the curriculum's objectives and goals. One of the main tools for supporting the entire educational course is probably the textbook.

Once the textbooks are ready, they ought to be distributed to avid readers who are meant to utilize them appropriately. However, a textbook alone cannot support a whole educational course. Workbooks, teacher's manuals, and other supplemental materials ought to be used in conjunction with them. All of these products' efficacy should be investigated in light of the curriculum's stated objectives. This implies that curriculum-based evaluations of the textbook's and other supplemental resources' efficacy are necessary. If the evaluation demonstrates that the textbooks were created appropriately and are used to accomplish the stated goals, yet they are deemed unsuitable, they are changed and rewritten to comply with the regulations. The results of the educational system are also assessed in light of the demands of the nation; if the curriculum is determined to be unsuitable, it is also modified.

It is said that there is a relationship between the prepared curriculum and textbooks. One's success or failure is directly related to the other. Textbooks will undoubtedly be flawed if the curriculum is flawed, and they will undoubtedly be unable to lead the entire educational system if they are unable to meet the demands of the nation. They must occasionally be modified or reformed in such a circumstance. A textbook is actually a document that summarizes the learning objectives and instructional materials listed in the curriculum.

Curriculum

It is typically assumed that this is the material that will be covered in the classroom. at a broad sense, it refers to the entirety of the curriculum that must be taught and is intended to be completed at a single educational institution. Yalden (1983:29) cites Robertson (1971 "Curriculum includes the goals, objectives, content, process, resources and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programmes."

We can define curriculum as the overall plan, on which the process of teaching and learning is based. It is an instructional plan that consists of all those exercises meant to help students reach their objectives. This is the section that matters most. It serves as the focal point of all instruction and learning. It appears to be exactly like a suitable historical tour guide. As a result, the curriculum determines whether the teaching and learning process is successful or

unsuccessful. The best curricula always provide guidance for accomplishing the process's aims and objectives.

Syllabus

A syllabus is a phrase that specifies the subject matter that a particular course is expected to cover. It is merely a single component of the entire curriculum. It alludes to the entire section of the curriculum that deals with outlining the modules that will be taught. It makes up a very minor portion of all school programmes.

Yalden (1983:29) quotes Robertson (1971:566) Syllabus as "a statement of the plan for any part of the curriculum excluding the element of Curriculum evaluation itself. With the help of these definitions, we can conclude that syllabus is one part of the curriculum. It is also a kind guideline for the teachers as well as the pupils to follow their teaching and learning process.

Course of Study

Course of study is a part of syllabus and it is a series of lessons or lectures on a particular subject. It is a set of teaching materials. In this way, we can say that all of these seem related to each other and also they have whole part relationship and also they are often used interchangeably by many schools.

The structure of higher school level education of Nepal can be shown as follows.

Table:1

S.N.	Levels	Grades
1	Secondary Education	9-12

Based on the structure of education in Nepal, English curriculum has been designed.

[English book of Grade 11](#)

The National Curriculum Framework (NCF) advocates for the promotion of skill-oriented, life skill-based, employment-driven and value-based school education. It envisions developing the human capital dedicated to nation, nationality, national integrity and Nepali speciality. English textbook for grade 11 has been prepared following the spirit of NCF 2076 and Secondary Level Curriculum 2076 (Grade 11 and Grade 12). An attempt has also been made

to incorporate the emerging needs of learners. The book includes the contents to develop all four language skills blended in the tasks and activities with contextual grammar and related vocabulary. The book has two sections: language development and literature. The language development section includes a range of contemporary issue-based local and global thematic texts intended to develop intensive reading skills and foster competence in grammar, vocabulary, speech and writing of different types. The literature section includes genre-based literary texts for both intensive and extensive reading so as to enable the learners to discern different aspects of the literary texts and practice creative writing. Each text is followed by adequate exercises to foster creativity and critical interpretation in the learners along with interactive skills and sensitivity about the culture and tradition. This textbook was written by Mohan Singh Saud and edited by Prof. Dr. Bal Mukunda Bhandari, Dr. Ganga Ram Gautam, Dr. Gopal Prasad Pandey and Prof. Dr. Jiba Lal Sapkota. Director General Keshab Prasad Dahal, Dr. Lekh Nath Poudel and Director Tuka Raj Adhikari also contributed in shaping the book in this form. Several experts and practitioners that include; Nim Prakash Singh Rathaur, Shankar Adhikari, Nabin Kumar Khadka, Matrika Subedi, Ramesh Dhakal, Passhupati Pandey and Ananda Dhungana contributed to the revision and development of the tasks particularly in the language development section. Similarly, Gangadhar Hada, Rani Jha, Purna Bahadur Lamichhane, Mahendra Kumar Shrestha, Hari Prasad Kafle, Hari Prasad Dhakal, Dipendra Regmi and Tanka Nath Acharya provided suggestions and feedback. The Illustration of the book was done by Dev Koimee and the layout was designed by Khados Sunuwar. The Curriculum Development Centre (CDC) extends sincere thanks to all of them. The centre would like to acknowledge all the sources from where the texts, audios and tasks are borrowed and adapted. The centre always welcomes constructive feedback for the betterment of its publications.

Statement of the Problem

This study was carried out to eradicate the problems which I found the difficulties for the both teachers and students while teaching English book of grade 11. I am also using this textbook as a grade 11 English textbook. Students are not interesting to study the textbook and student felt difficulties word meaning, exercise as well inside the classroom. Teacher does not tailor lessons to the specific attributes and interests of students. Students cannot

read or understand important concepts. To carry out the set of problems of the study, both primary and secondary sources of data were used.

Rationale of the Study

Textbook plays vital role to go in the proper way. If the textbook is not matching the syllabus of the respective class, the aim of the students and objectives will not be fulfilled in the near future. This study shows the guidelines to use this textbook and the intended audience. This study also clears whether the book is going to be used for classroom and individual study along with an expiration of reasons for why the book is being used. This research will provide some pedagogical suggestions for the upcoming generations editions of the book, teachers and students as well.

Objectives of the Study

The main objectives of this Study will be: -

- To analyze and interpret textbook of English grade 11 in terms of:
- Physical aspects (cover page design, size of textbook, binding and paper quality lettering etc.)
- Academic aspects (content, language, organization and presentation, illustration, exercises etc)
- Need and interest of the learners.
- Strengths and weaknesses of the textbook.

Research Questions

This study will answer the following research questions:

- a) Are all the aspects appropriate according to the student's level?
- b) What are the need and interest of the grade eleven students?
- c) What are the strengths and weaknesses of the textbook?

Significance of the Study

This study is anticipated to be significant for the improvement of 'English book of grade 11' and to help for its successful implementation in schools. It highlights the appropriateness of "English book of Grade 11." This research provides feedback to the authors and publishers for the further improvement and also for providing an insight in preparing the teaching manual and the teachers 'guide and students' workbook. Besides, it is helpful for those, who are directly or indirectly involved in teaching and learning English and providing supplementary materials for different levels.

Ur(1996, pp.183-195) provides the following arguments in favor of using textbooks:

- In the eyes of the learners, no textbooks mean no purpose.
- A textbook is a framework which regulates and times the programs.
- Without a textbook, learners think their learning is not taken seriously.
- A textbook provides readymade texts and learning tasks.
- For novice teachers, a textbook means security, guidance and support.

Delimitations of the Study

The study had the following limitations:

- English book of grade 11' was analyzed.
- The study was limited to higher secondary schools of Sunsari districts.
- It was limited to 15 teachers who have been teaching English book of grade 11.
- It was limited to academic and physical aspects of English book of grade 11.
- Questionnaire was the major tool to collect required data for the study.
- Open ended and close ended questions were asked.
- The sample size of the study was the fifteen teachers (see appendix-A/B) Private schools of Sunsari district.

CHAPTER-TWO

REVIEW OF THE RELATED LITERATURE

Review of Theoretical Literature

The existing research works carried out at the Department of English Education are not directly related to the present topic. However, I have made an attempt of reviewing the related studies, which are presented chronologically as follows:

Ansary, and Babaii, (2002) have published an article ' Universal Characteristic of EFL/ESL. Textbooks: A Step Towards Systematic Textbook Evaluation ' In the TEST-journal. They offer here is based on a close scrutiny of a corpus of 10 EFL/ESL textbook evaluation checklist conveniently sampled. The main Objectives of the article was to explore whether or not a de facto consensus exists at all over what makes a good /standard neutral, universal and broad characteristics of EFL/ESL textbooks.They 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 differing needs. Therefore, the teacher should not only depend on pre-packaged set of 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.

Rana (2008) also carried out a research work on "An analysis of English Textbook meaning into words." The main objective of the study was to examine the quality of meaning into words in terms of peripheral and academic features. He used checklist to study that research. He found that this book is appropriate to the target group.

K.C. carried out research entitled "Analysis of Grade 10 English textbook with reference to curriculum and examination" was an attempt to explore the relationship among curriculum, text book and examination system. It aims to explore the contents in the textbook which were assumed by curriculum and evaluation produces specified in the examination system. The contents and exposure sufficiency to develop intended language competency in learners were attempted to analyze. Another important concern of this paper was to explore the opinions of school level English examination system. Phenomenological research design was used in the study and the data was collected through interview, group discussion and interaction. The collected data were critically analyzed by developing themes. The findings of the study depict that there is insufficiency of the contents in the prescribed textbook for grade 10 in the experience of teachers and students. Similarly, they also noted that the contents are not sufficed to achieve the objectives of the curriculum.

Lamichhane(1999) has carried out a research work entitled 'An analysis of New English Textbook for Grade Eight '. The main objectives of the study were 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 used primary and secondary sources as a research tool to collect the data. He has concluded that the textbook is appropriately designed from the point of view of gradation of vocabulary, developing communicative skill and writing skill as mentioned in the curriculum and that the textbook is based on psychological principles.

Ban (2014) has undertaken a research entitled "An analysis of English Textbook for grade ten." The main objective was to analyze English Textbook for grade ten in terms of content, language skills, exercises etc. He used both primary and secondary sources of data collection system. He found that this textbook has revision exercises, it is appropriate according to the student's level but binding of the book is not good.

Review of Empirical Literature

In ancient Period, Nepalese education system was based on social norms and values. At first, parents used to teach their children at home about religious, traditions, and vocation. Specifically, mothers used to teach the children about love, affection and politeness, and fathers used to teach the sons about cultures, traditions, moralities, duties etc. After that, children were sent to 'Gurukul' (in eastern civilization, 'Gurukul' refers to the residence of the sages) or monasteries for the formal education because there was no school at that time.

The history of English language teaching Nepal is about a half a century. The first English language education opened to the people in 1951. Earlier education was limited to the members of the royal family and there was not any public school across the country. After restoration of social equality in the nation, Tri-Chandra College started teaching English courses under the supervision of Patna University, India in the early fifties.

The National Curriculum Framework (NCF) advocates for the promotion of skills oriented, Life skill-based, employment-driven and value-based school education. It envisions developing the human capital dedicated to nation, nationality, national integrity and Nepali Specialty. English textbook for grade 11 has been prepared following the spirit of NCF 2076 and Secondary 'Level Curriculum 2076 (Grade 11 and 12). An attempt has also been made to incorporate the emerging needs of learners. The book includes the contents to develop all four language skills blended in the tasks and activities with contextual grammar and related vocabulary.

The book has two sections: language development and literature. The language development section includes a range of contemporary issue-based local and global thematic texts intended to develop intensive reading skills and foster competence in grammar, Vocabulary, speech and writing of different types. The literature section includes the learners to discern different aspects of the literary texts and practice creative writing. Each text is followed by adequate exercise to foster creativity and critical interpretation in the learners along with interactive skills and sensitivity about the culture and tradition. This textbook was written by Mohan Singh and edited by Prof. Dr Bal Mukunda Bhandri, it was

published by Curriculum Development Centre Sanothimi, Bhaktapur. The textbook had 20 units with 332 pages.

Textbook Evaluation and Analysis

Textbook is a most important teaching tool because it can determine not only what will be taught but also how it will be taught. It presents the body of knowledge in a systematic way.

A good textbook 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 textbook are its physical aspects and its contents. The first one is our body and second one its mind. An ideal (or a perfect) textbook establishes a good Harmony between the sound body and sound mind.

Broadly speaking, there are basically two aspects of a good textbook which are described below:

Academic Aspects

It is an inner quality of a textbook which includes following aspects:

Objectives

A good textbook should reflect the objectives set in the curriculum on its contents. That is to say, a textbook 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 materials are used. "It is clear that a good textbook always depends upon the objectives of the curriculum. It is a tool to be used in the teaching-learning process to facilitate effective and meaningful learning. It helps in achieving the learning objective which identifies learning outcomes by describing what the students will be able to learn and do after the completion of the lesson.

Content

A textbook's content selection process should take students' needs and interests into consideration. They ought to provoke thought in addition to being instructive. The learning materials must be well-connected to the learners' social and physical environments. Contents should be arranged and presented according to form simple to sophisticated principles. In other words, the material needs to be carefully chosen and evaluated.

The language

The language used should be suitable for the competency level of the trainees. Additionally, the language employed should be suitable for the needs and language learning objectives of the students. If the aim of language teaching is to provide students the tools they need for everyday communication, then textbooks ought to place a strong focus on colloquial language. If the course's objective is to assist students in developing their academic skills, the textbook ought to speak in an academic tone. It must be written correctly, informally, and in a context or circumstance that makes sense. It is crucial to select new vocabulary and structures carefully and teach them to pupils in graded formats according to their degree of ability.

Function

An English language textbook should cover every aspect of language proficiency, including speaking, writing, listening, and reading. Exercises for these areas should be balanced in order to grow. Language is one of the elements of every written work, including textbooks. The textbook should be written in an easy-to-read, formal manner because it can be used for independent study as well. If the language is understandable, students will develop clear concepts on any subject they study. Reading grabs readers' attention even when the writing is hard to understand.

Exercise/Activities

A good textbook should have clear directions for each exercise and a range of exercises that let students work in groups, in pairs, and independently. Pupils ought to be allowed to showcase their originality and kindness. The primary objective of the exercises should be the improvement of the students' diverse language skills. They should also be thinking

objectively. According to Rai (1998, p. 21), "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."

Illustration

A well-designed and eye-catching graphic should help to make the concepts and ideas of the reading material in the textbook more understandable. A good textbook should have pictures, tables, charts, graphs, and other visual aids to help clarify difficult subjects. Rai (1998, p. 23) states. "...illustrations inspire students and pique their interest, aid in their understanding, enable them to carry out specific tasks and facilities, and promote language learning."

Supplementary materials

To complete or educate a book, supplemental materials are educational tools that enrich or expand on the subject content. Page 423 of Hammer (2005). There are a lot of assignments that help with English teaching and learning. Writing materials are the first of them; these might be individual exercises, longer modules, or whole books. When paired with education, writing materials can be both challenging and fascinating, and they can provide us with a plethora of new knowledge. in order to make writing and teaching far more enjoyable and interesting.

Therefore, by providing more possibilities for interaction with English, supplemental materials are extra tools that aid in the more efficient language learning of both teachers and students. Secondary school administrators employ a variety of extra publications, one of which is the "English book of grade 11".

Peripheral Aspects

'English book of Grade 11' is a textbook for grade 11 Compulsory English for the SecondaryLevelSchools (grade 11). The cover page of this is book is designed by "The Focus Computer'. This book is prepared to help SecondaryLevelStudents to development language skills-reading, vocabulary, writing, grammar, listening, speaking.

When examining the book's external components, factors including the pricing, availability, paper quality, lettering, spacing, size, binding, and cover page design are generally taken into account. Even so, these are not enough to conduct a thorough examination of the book on their own. This leads to the discussion of more subjects in the section that follows, which is an assessment of the book "English book of Grade 11." The table below lists the external features of the book: -

Information of the book "English book of Grade 11'

Writers	Mohan Singh Saud
Publishers:	Curriculum Development Centre Sanothimi, Bhaktapur
First Publication:	2077
Size of the book:	length 24 cm., breath 17.5 cm, and thickness 2 cm.
Binding style:	Side stitched
Margin:	1.5
Fonts size	16
Number of Pages:	332
Price	0
Available:	original

The textbook's physical components are comparable to a clothing or outfit. It is a minor detail in the textbook. It is said that regardless of the subject, the physical requirement applies to the textbook. Here, an analysis of a textbook's physical components has been conducted.

Cover page design

The book's cover page features a cleverly and psychologically created combination of green, black, and grayscale and white colors. In addition to enhancing the book's elegance, it must

be soft and appealing with a vibrant background that will pique readers' interest and draw them in.

Size of textbook

For readers to become interested in reading, the textbook's size is crucial. The book should be a manageable size for portability.

Binding and paper quality

Indeed, the quality of the paper and the binding play a crucial role in ensuring the textbook's longevity.

Lettering and spacing

In order to enhance causality and reader interest, textbooks should have additional features such as suitable font sizes based on students' proficiency levels and spacing between words, sentences, and paragraphs.

Objectives of Teaching English at Higher Secondary Level Education in Nepal General Objectives

Creating new knowledge (Cognitive). Developing feelings and emotions (Affective). Enhancing physical and manual skills (Psychomotor) Page 2 Learning objectives can also be scaffolded so that they continue to push student learning to new levels in any of these three categories.

Specific Objectives of English book of Grade Eleven

Listening:

- Answer True/false question on an oral text.
- Listen to the given information and transfer it to complete a chart or table.
- Listen to the interview, conversation with different accents and intonation and extract information.
- Listen and follow instruction or requests for information.

Speaking:

- Answer True/false comprehension question orally.
- Express good wishes contracted forms of verbs, agreement/disagreement.
- Say direction and instruction.
- Express decision, intension and plans.
- Ask opinions and give opinions.
- Take part in conversation and interview.
- Express reporting, compliment, requesting and offering.
- Narrate a short story.
- Respond to queries and requests orally.

Reading:

Read and understand additional reading materials or extra readers suitable for Grade 11.

- Scan passages for main ideas or to extract particular pieces of information.
- Guess the meaning of words by position in sentence, context or similarly to other words.
- Develop dictionary skills.
- Read the passages thoroughly with understanding.
- Read the text and extract the central ideas of the texts.

Writing:

- Increase fluency of script with correct layout, full stops, capitals, commas, apostrophes and inverted commas.
- Write a post card or greeting card to a friend.
- Write a short personal letter with correct layout and two paragraphs.
- Write central ideas of the poem, story, essay of text.
- Write short dialogues.
- Describe a person, picture or event in an ordinary
- . Create paragraphs with the help of guidelines provided.
- Write essay about different topics given to them.
- Create and defend a clear thesis.

- Identify audience and purpose.
- Express and develop clear opinions.
- Use effective transitions.
- Create engaging introductions and conclusions.
- Develop ideas and content with specific details and examples, statistics, anecdotal records, and/or personal experience.
- Utilize standard grammar and usage in writing and revising:

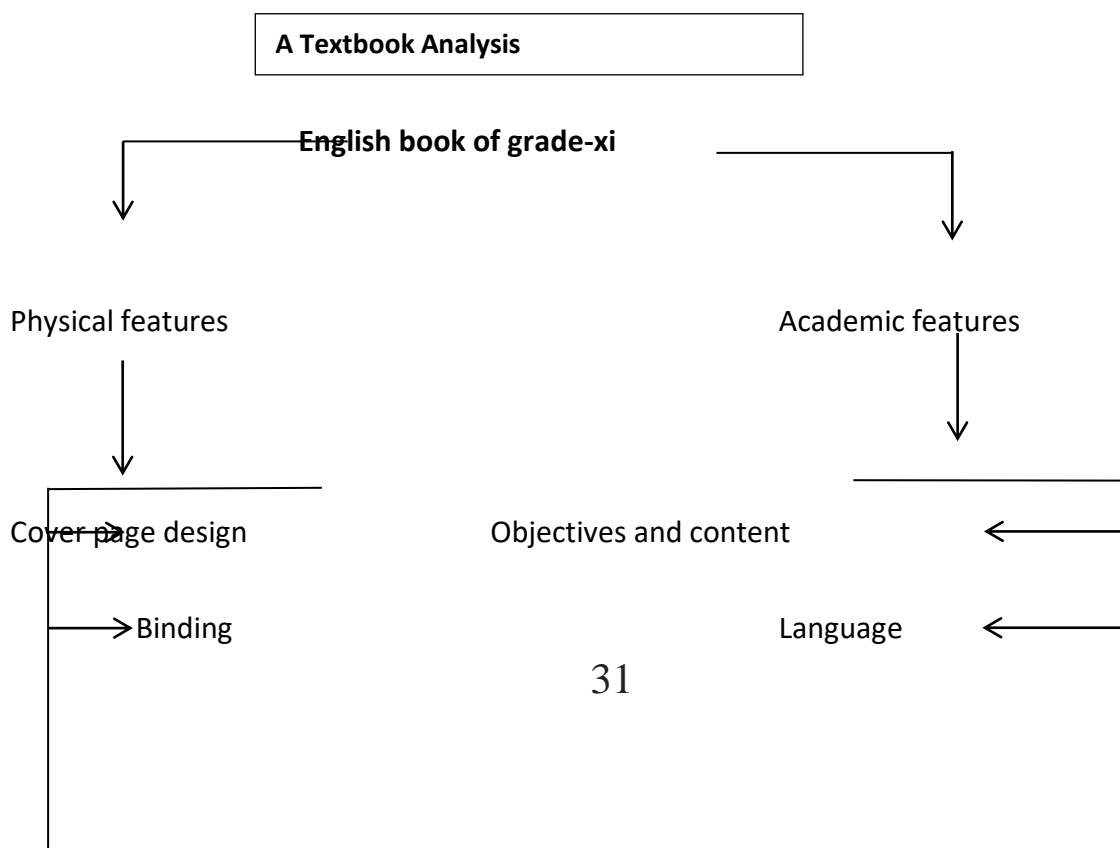
Grammar:

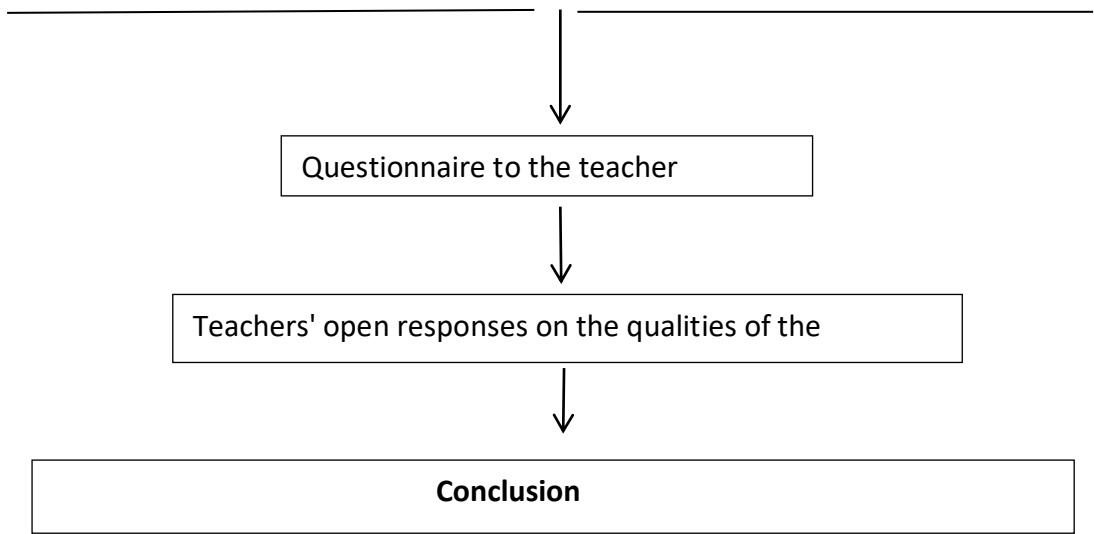
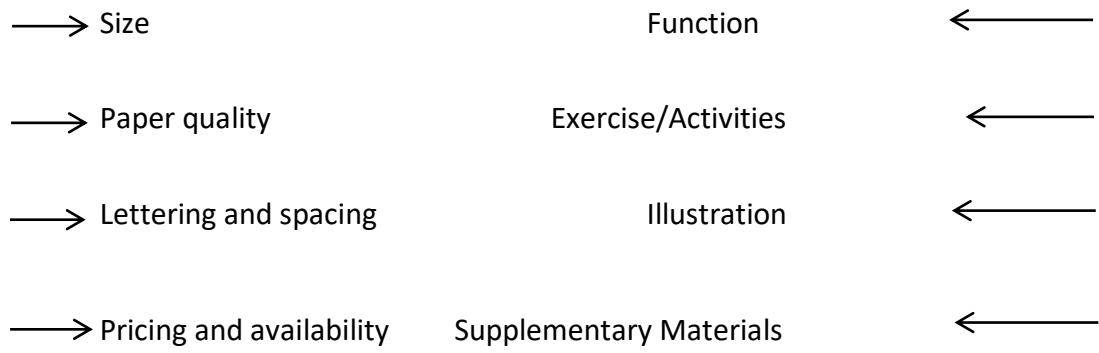
- Recognize and correct shifts in verb tense and subject-verb agreement errors.
- Edit writing to identify and correct spelling errors.
- Use subject, object, possessive, and intensive pronouns properly.
- Apply proper punctuation for emphasis/effect and to set off elements.
- Identify parallel structure and revise sentences for correct parallelism.

Conceptual Framework

Through the reviewing of the related literature mentioned in the preview section, the researcher is curious enough to carry out the experiment with different questions to analysis the English book of grade 11. The questionnaire prepared and asked to the thirty English teacher who are using this book or have already used. With the inculcation of the aforementioned literature and other consulted relevant materials, the researcher conceptualized the following framework.

Figure: Conceptual Framework of the Study





CHAPTER– THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

This study belongs to survey research, which is a kind of research, which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and inter-relationship of social and psychological variables (Kerlinger, 1986). This study is survey research in nature because of the following reasons.

- This study was conducted to identify the existing situation of academic and peripheral aspects of the textbook.

3.2 Sources of Data

To finish this study, the researcher will gather information from primary sources.

- **Primary Sources of the Data**

The teachers of the grade 11 English book will be the main sources of data for this study.

3.3 Population of the Study

The book analysis of Sunsari district English grade 11 instructors in 2080 will comprise the study's population.

3.4 Sampling Procedure

In order to accomplish this research, purposive sampling procedure will be used for the sampling in this research. 30 teachers of Sunsari district will be sampled for this research according to the convenience of the researcher.

3.5 Tools for Data Collection

The main tools for data collection for this research will be checklists and questionnaire.

3.6 Processes of Data Collection

- First of all, I made up mind to do the research on book analysis.
- After that I bought a new book from the book shop and I went through the textbook in a great detail and I went great details of the related thesis.
- Then, I prepared two sets of questionnaire, closed ended and open ended for the teachers.
- Then, I went one by one to meet the teachers who have been using the book English grade 11.
- Then, I described about my study and provided a set of questionnaire and I took the questionnaire back a day later.

- Then, I took the permission from the school administration and I went into the classroom and provided the questionnaire and described the each of question to make them understand and told them to do as the direction.
- At last I collected the questionnaire and started to do the research by making a table and bar graph etc.

Data Analysis

I will use both descriptive and statistical methods to analyze and interpret the collected data/information for the research.

CHAPTER-FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

According to the collected data and study of the book the results and discussions of English book of grade 11 have been presented below.

Results:

- i. According to 20 out of 30 respondents, the textbook's contents are relevant to the needs of the students. Refer to Table No. 1
- ii. Regarding the subject matter, it is free from sex bias where 24/30 respondents agreed on it. (See table No: 1)
- iii. Similarly, regarding the academic aspects of the textbook it has positive aspects where 27/30 respondents agreed on it. (See table No: 2)
- iv. The textbook also emphasizes the role that language plays in communication, a point that 18 out of 30 respondents agreed with. Refer to Table No. 2
- v. Likewise, the writer presented the reading materials as simple to complex in which 21/30 respondents agreed on it. (See table No: 3)
- vi. The textbook has the positive aspects that it has highlighted the important message where 24/30 respondents agreed on it. (See table No: 4)
- vii. Regarding the ideas and concept, the students couldn't understand by the majority of the students where only 8/30 respondents agreed on it. (See table No: 4)
- viii. Regarding the lessons which are included in the textbook, they could not match the Nepalese culture and religion in which 30/30 respondents disagreed on it. (See table No: 6, question no: 2)
- ix. Similarly, the pictures are not visible and clear where only 12/30 respondents agreed on it. (See table No: 6, question no: 17)
- x. The textbook has mentioned the high level of knowledge then the students level where only 4/30 students agreed on it. (see table No: 6, question no 13)

xi. The textbook is lack to provide the interesting lessons in which only 13/30 respondents agreed on it.

Discussions

I studied the grade 11 English textbook using the data, which is shown in the table and bar chart below.

Result based on the teacher's responses through the table:

The study's findings make the teachers' replies evident in the table that displays the results.

Content:

A textbook's content selection should take the needs and interests of the students into consideration. The following are the content-related results:

Table No:1

Content

S. N.	Statements	Responses									
		Strogly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		NR	%	NR	%	NR	%	NR	%	NR	%
1	The subject matter is appropriate on the level of students mind by the majority of the students and shows the local culture.	3	10	25	83.3 3	2	6.66	-	-	-	-
2	The subject matter is interesting to the students.	5	16.6 6	16	53.3 3	8	26.6 6	1	3.3 3	-	-
3	The contents of the textbook are related to the students 'need.	5	16.6 6	21	70	3	10	1	3.3 3	-	-
4	The subject matter provides new information and new technology.	19	63.3 3	8	26.6 6	3	10	-	-	-	-
5	The subject matter is free from the sex bias.	8	26.6 6	14	46.6 6	8	26.6 6	-	-	-	-

The replies about the use of material in secondary English classes are displayed in Table 1. 83.33% of the respondents agreed that the topic matter related to the local culture and the

mental state of the majority of students. Likewise, 53.33% of respondents agreed that the textbook could offer engaging lessons. Seventy percent of respondents agreed that the textbook's contents were relevant to the needs of the pupils. The benefits of new knowledge and technology are included in the textbook, and 63.33% of respondents concur. Similarly, 46.66% of respondents agreed that the topic is devoid of sex prejudice. This book illustrates the local culture while skillfully presenting the material at a level that most students can understand. since 83.33% of those surveyed concur.

Paudel (2018), New Nepal English textbook analysis 33% of respondents thought that the subject matter was relevant to the local culture and the mental state of the majority of students. Likewise, 25% of respondents thought that the textbook could offer engaging lessons. Sixty-seven percent of respondents agreed that the textbook's contents were relevant to students' needs. 80% of respondents feel that the textbook offers favorable characteristics regarding new information and technology. Similarly, 80% of the respondents concur that the topic is devoid of sex bias.

Comparing the Paudel (2018), Textbook analysis of new English regarding the subject matter on the mental level of the majority of the students and local culture this textbook result shows that There is a significant portion of respondents who either agree or strongly agree with this statement (83.33% combined). It means that this textbook contains clear subject matter to the learners. However, there are also 6.66% who disagree, indicating that there is a minority who may not find the subject matter appropriate or reflective of local culture. regarding to the textbook provide interesting lesson which 25% of the respondents agreed on it and this textbook result shows The majority of respondents find the subject matter interesting (53.33% agree, 26.66% strongly agree). However, there is a notable portion (30% combined) who either disagree or strongly disagree, suggesting that there are some students who do not find it interesting.

In summary, the data suggests overall positive perceptions of the subject matter's appropriateness, interest, relevance to students' needs, provision of new information and technology, and relatively balanced views on its freedom from sex bias. However, there are also some areas where improvement may be needed, particularly in ensuring that all

students find the content interesting and meeting their needs, as well as addressing any perceived biases.

Language

Table No :2

Language

S.	Statements	Responses									
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
N		NR	%	NR	%	NR	%	NR	%	N	%
1	The language used in the textbook is academic.	-	-	17	56.67	7	23.33	6	20	-	-
2	The new words/phrases suit the intellectual level of the students.	-	-	15	50	10	33.33	5	16.67	-	-
3	The book emphasizes communicative functions of language.	9	-	18	60	3	10	-	-	-	-
4	The language used in the text book is colloquial.	1	-	8	26.67	9	30	12	40	-	-

The textbook heavily relies on language, and the following outcomes are attributable to the language used in it:

The responses on the use are shown in Table 2. The language employed in the textbook is adequate but not at a high academic level, according to 56.67% of respondents who agreed with it, 23.33% who were neutral, 20% who opposed, and none of the

respondents who strongly disagreed. The new terms and phrases are appropriate for the students' level of intellectual development. Of the responders, fifty percent approved of this quiz. In this way, the respondents concurred with the textbook's emphasis on language's ability to communicate. The language employed in the book is not informal, as indicated by the fact that just 26.67% of respondents concur.

Paudel (2018), New Nepal English textbook analysis 90% of respondents agree with the terminology used in the textbook, 7% disagree, and 3% are unsure. The language utilized in this book is appropriate for an academic audience, albeit I'm not sure why. 40% of the respondents agreed with the new terms/phrases on this questionnaire that are appropriate for the pupils' intellectual level. In a similar vein, the textbook has also highlighted language's communicative role, with which 63% of respondents agreed. The language employed in the book is not informal, as indicated by the fact that only 40% of the respondents concur.

In summary, the data suggests varied perceptions regarding the language aspects of the textbook. While there is general agreement on some aspects such as the emphasis on communicative functions, there are also discrepancies in perceptions regarding the academic nature of the language, the suitability of new words/phrases, and the colloquialism of the language. These findings highlight the importance of considering diverse student preferences and needs when designing language textbooks. Further exploration and refinement may be necessary to address these discrepancies and ensure the effectiveness of the textbook in catering to the linguistic requirements of the target audience.

Organization

To achieve the goals, the textbook's structure needs to be appropriate and unambiguous.

TableNo : 3
Organization

Statements	Responses				
	Strogly Agree	Agree	Neutral	Disagree	Strongly Disagree

	NR	%	NR	%	NR	%	NR	%	NR	%
1 The presentation of the subject matter of the textbook is easily understandable.	6	20	15	50	7	23.33	2	6.67	-	-
2 The reading materials are presented as simple to complex.	3	10	21	70	6	20	-	-	-	-
3 There is glossary /word meaning at the end of the book with sound system.	5	16.67	6	20	11	36.67	6	20	2	6.66
4 You have found an appropriate match between the topics and the contents.	9	30	15	50	6	20	-	-	-	-
5 Language and the concept of the previous reading text recall in the following chapter.	1	3.33	14	46.67	10	33.33	5	16.66	-	-

Table 3Table 8 illustrates the results regarding the presentation of the subject matter, only 16.67% of the respondents strongly agreed on it. Similarly, the writer presented the reading materials as simple to complex and 30% of the respondents strongly agreed on it. But there is not included glossary/ word meaning at the end of the book no 5% respondents strongly agreed on it. There is a matching between the topics and the contents in which 50% of the respondents agreed on it. But language and the concept of the previous reading text can't recall the following chapter. In this questionnaire only 46.67% of the respondents agreed on it.

Paudel (2018), Textbook analysis of new Nepal English Regarding the presentation of the subject matter, only 43% of the respondents agreed on it. Similarly, the writer presented the

reading materials as simple to complex where 75% of the respondents agreed on it. But there is not included glossary/ word meaning at the end of the book no one respondents agreed on it. There is matching between the topics and the contents in which 86% of the respondents agreed on it. However, neither language nor the idea from the reading material before can help you remember the next chapter. Just 43% of responders to this questionnaire agreed with it.

Overall, the statistics point to favourable opinions of the textbook's readability, degree of difficulty, alignment of subjects and contents, and language and idea retention.

However, there are areas for improvement, particularly in ensuring that aids such as glossaries are adequately provided and that all respondents perceive the coherence and relevance of the material.

Illustration:

Using eye-catching illustrations, the concepts and ideas of the reading contents in the textbook should be made clear.

Table No:4

		Illustration				
S	Statements	Responses				
.		Strogly	Agree	Neutral	Disagree	Strongly
N		Agree				Disagre

										e	
		NR	%	NR	%	N	%	NR	%	N	%
1	The pictures in the textbook are clear and appropriate.	1	3.33	6	20	1	46.6	7	23.3	2	6.6
						4	7		3		7
2	The ideas and the concept in the reading texts are well illustrated by means of pictures.	2	6.67	10	33.3	1	43.3	3	10	2	6.6
						3	3				7
3	The text has highlighted the important message.	4	13.3	18	60	3	10	2	6.67	3	10
			3								
4	They encourage the learners to work in pairs and groups.	5	16.6	18	60	5	16.6	2	6.67	-	-
			7				6				
5	They are attractive to motivate the learners.	4	13.3	13	43.3	9	30	4	13.3	-	-
			3		3				3		

Table-4 Through the data obtained, it has been found that the pictures in the textbook are clear and appropriate 46.67% of the respondent Neutral and only 20% of the respondent agree on it. It indicates that the textbook's illustrations are not appropriately clear and suited for the content. The reading texts' concepts and ideas are effectively illustrated through the use of visuals, as agreed upon by 33.33 percent of respondents. The key point, which was agreed upon by 60% of respondents, is emphasized in the text. When 60% of the respondents agreed, they encourage students to work in groups and pairs. 43.33 percent of respondents feel that they are appealing enough to inspire students.

Paudel (2018), New Nepal English textbook analysis Fourteen percent of respondents agreed that the visuals in the textbook are appropriate and clear. It indicates that the textbook's illustrations are not appropriately clear and suited for the content. 26% of the

respondents felt that the reading texts' concepts and ideas are effectively represented through the use of visuals. The key point, which was endorsed by 80% of respondents, is emphasized in the text. 53% of respondents agreed that they should encourage students to work in groups and pairs. When 14 students concur, they are appealing to inspire them.

In summary, the data suggests varying perceptions regarding the effectiveness of visuals, highlighting of important messages, encouragement of group work, and attractiveness for motivation. While there are areas of agreement, such as the highlighting of important messages and encouragement of group work, there are also areas where improvement may be needed, particularly in ensuring clarity and appropriateness of pictures and enhancing the motivational appeal of the materials.

Table No:5
Exercises

S.	Statements	Responses									
		Strogly Agree		Agree		Neutral		Disagree		Strongly Disagree	
N	.	NR	%	NR	%	NR	%	NR	%	NR	%
1	Instruction given for doing the exercises are clear.	8	26.6	13	43.3	8	26.6	1	3.33	-	-
		7		3		7					
2	Exercises are students-centered exercises.	6	20	16	53.3	8	26.6	-	-	-	-
				3		7					
3	There is uniformity in the number of exercises in each reading chapters.	2	6.67	20	66.6	5	16.6	3	10	-	-
				7		6					
4	They encourage learners to solve the problem in pairs, in groups and discuss issues.	4	13.3	13	43.3	10	33.3	3	10	-	-
		3		3		3					

5	Exercises are selected in terms of difficulty level of the students.	2	6.67	13	43.3	10	33.3	5	16.6	-	-
					3		3		7		

Table-5 Through the data obtained, it has been found that Instruction given for doing the exercises are clear where 43.33% of the respondent agreed on it. Exercises are students-centered exercises where 66.67% of the respondent agreed on it. Every reading chapter has the same amount of exercises, as agreed upon by 66.67% of respondents. They urge students to go through the topic in groups and couples, and to talk about the points on which 43.33% of respondents agreed. 43.33% of respondents felt that the exercises were chosen based on the students' degree of difficulty.

Mani Paudel (2018), New Nepal English textbook analysis 14% of respondents believed that the instructions provided for completing the exercises were clear. 47% of respondents believed that the exercises were student-centered. The quantity of tasks in each reading chapter is consistent, as agreed upon by 83% of respondents. They urge students to go through the topic in groups and pairs, and to talk about any points on which 14% of respondents agreed. 37% of respondents felt that the exercises were chosen based on the students' degree of difficulty. In summary, the data suggests varying perceptions regarding the clarity of instructions, student-centeredness, uniformity in exercise distribution, encouragement for collaborative problem-solving, and selection based on difficulty level. While there are areas of agreement, such as the clarity of instructions and student-centeredness, there are also areas where improvement may be needed, particularly in ensuring consistency in exercise distribution and tailoring exercises to meet students' varying difficulty levels and collaborative learning needs.

Physical features of the Textbook English book of grade11:

Cover page design

The book's cover page features vibrant colours including green, blue, black, and yellow that are skillfully and psychologically crafted.

Size of textbook

The 332 pages of the textbook are a perfect size for the kids' level.

Binding and paper quality

Actually, the textbook's paper quality and binding are suitable.

Lettering and spacing and fonts size

A textbook's supplementary features, which heighten readers' interest and promote causality, include letter sizes that are appropriate for the students' level and spacing between words, sentences, and paragraphs. The letter spacing is 1.5 and the font size is 12.

Pricing and Availability

Because they are dependent on their parents and do not receive income, the majority of students face financial difficulties in their lives. Their requirements and necessities cannot be met by the amount of money their parents supply. Therefore, the cost of the books also has a significant impact on whether or not people choose to purchase them. Therefore, the book should be within everyone's budget and reach. This book, titled "English book of grade 11," is available for purchase and has a high price tag. The book costs nothing. It is unfettered by the Nepali government.

4.2.3 Teacher's Responses on Qualities of the Textbook through the Bar graph

I had prepared a set of five questions for an open-ended questionnaire and a set of five closed-ended questions covering five different facets of the text book. The teacher was given a closed-ended questionnaire with three response options: agree, in certain, and disagree. The responders were required to select the best choice available. The answers are totaled and displayed graphically in terms of agree, disagree, and uncertain, respectively, using a basic percentage methodology. Below is a presentation of the various components of the textbook that have been analyzed.

Academic aspects of the textbook

With regard to the textbook's academic component, a series of questions covering five distinct areas was created, circulated, and the necessary data was gathered.

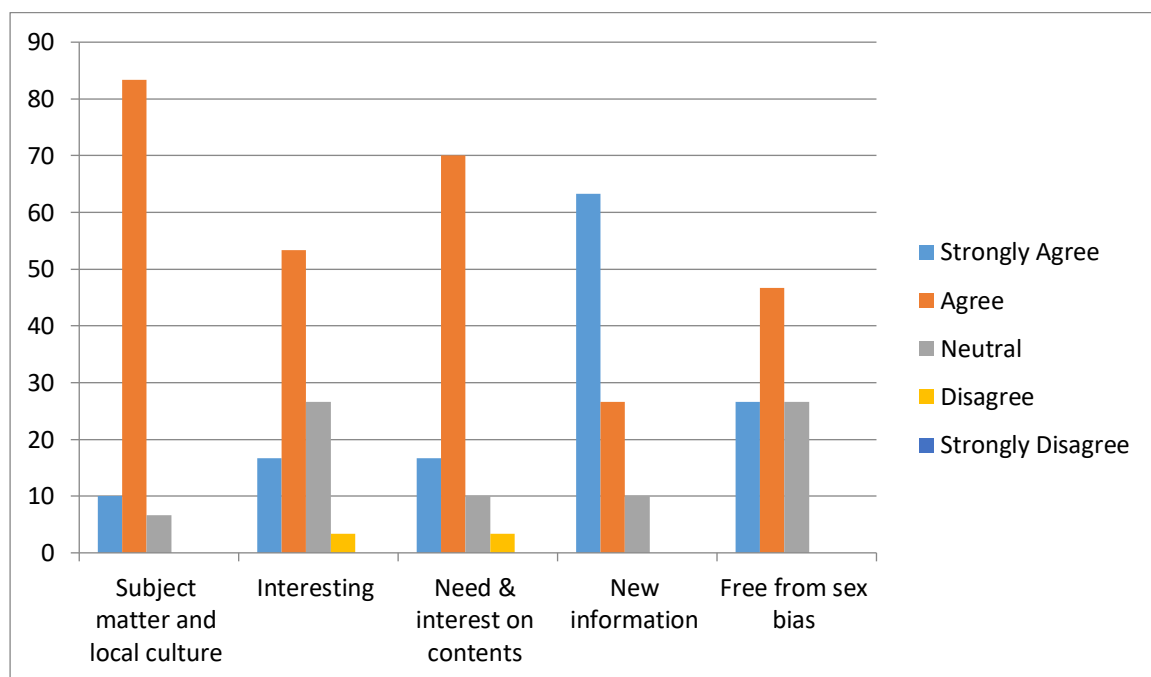
Content

A textbook's content selection should take the needs and interests of the students into consideration. They should provoke thought as well as be educational using modern technologies. The textbook's material ought to be closely related to the students' social,

mental, and physical environments. The following is a presentation of the teacher answers to the textbook's content:

Bar Graph No.1

Teacher's Responses on Content



There are some positive characteristics of the textbook in relation to the subject matter, as seen in the chart. A majority of 83.33 percent expressed agreement that the topic provides fresh insights and is devoid of gender prejudice. Similarly, 53.33% of respondents concur that the information is interesting. When asked what students need, the textbook receives 70% of positive answers.

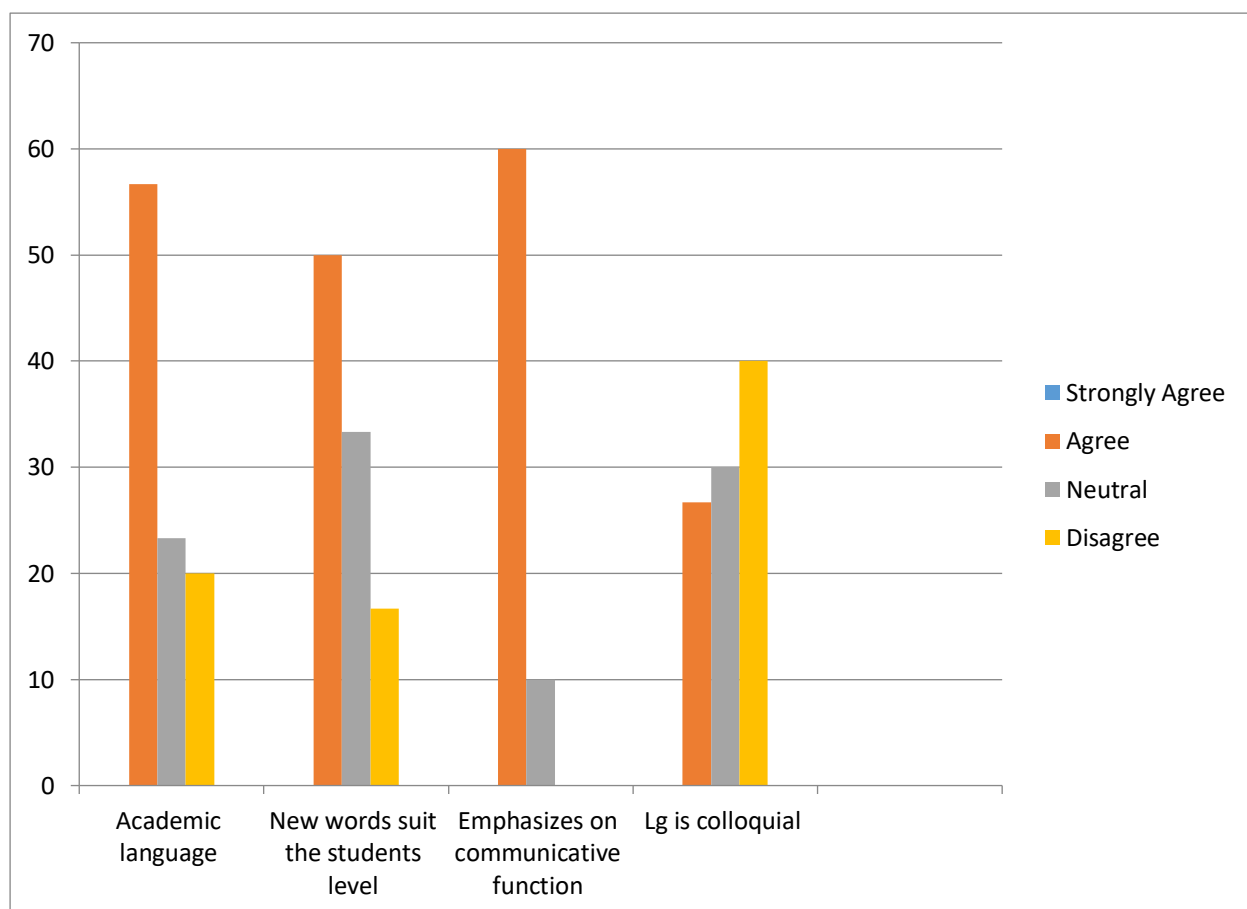
A significant majority of the respondents, 63.33 percent, firmly concur that the book offers fresh insights and innovative technological solutions. 46.66 percent of respondents concur that there is no sexism in the topic. When only one student expresses disagreement about the subject matter, it is clear that the textbook's content is appropriate and suitable for grade 11 pupils. The students find the material to be engaging.

Language

Academic, informal language should be used, and the textbook should be suitable for the given circumstance or context. New terms, grammar, and structures should be carefully chosen and delivered in graded forms based on the students' proficiency levels. The following are the teachers' comments regarding the textbook's language:

Bar Graph No.2

Teachers' Responses on Language



The textbook's language is one of its strongest points, as the bar chart illustrates, and that is its emphasis on academic language. Academic language is employed in the textbook, as highly agreed upon by 56.67 percent of respondents. The table claims that the textbook has a lot of positive features. Half of the participants concur that new language is introduced gradually and that the essential terminology is clearly explained. In a similar vein, 60% of respondents believe that the language is appropriate for the majority of students'

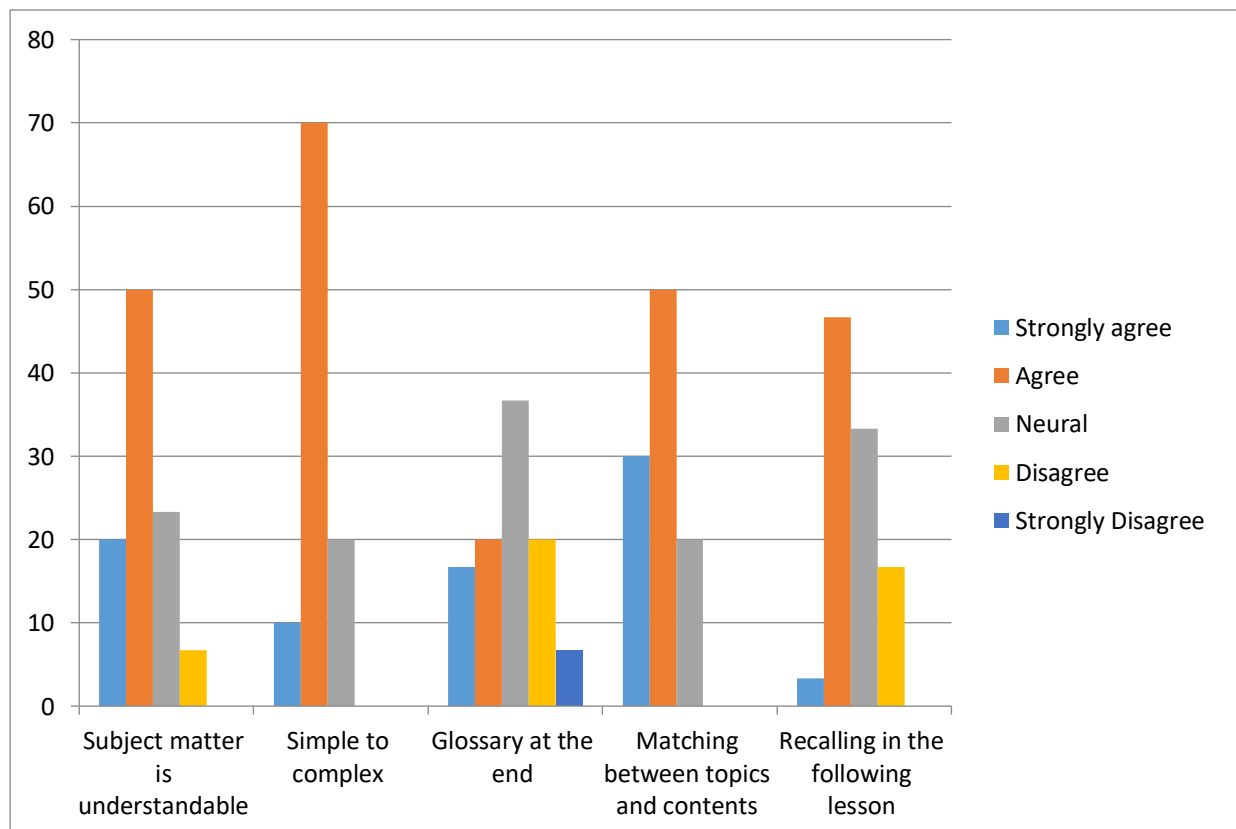
proficiency and performance level. The textbook has certain shortcomings, one of which is the informal language utilized throughout.

Organization and Presentation

To achieve the goals, the textbook's structure and presentation must be appropriate and clear. The chosen content needs to be appropriately categorized, such as "simple to complex" or "known to unknown." They ought to be rated according to the students' degree of difficulty. They ought to be taught in an orderly, scholarly manner and aid in getting students to think critically. The following is how the textbook is arranged and presented:

Bar Graph No: 3

Teacher's Responses on Organization and presentation



The book's material appears to have both good and bad qualities in terms of presentation and organization. According to the table, half of the participants discovered a suitable correspondence between the reading texts and the themes, meaning that the topics and contents of the textbook are appropriately matched.

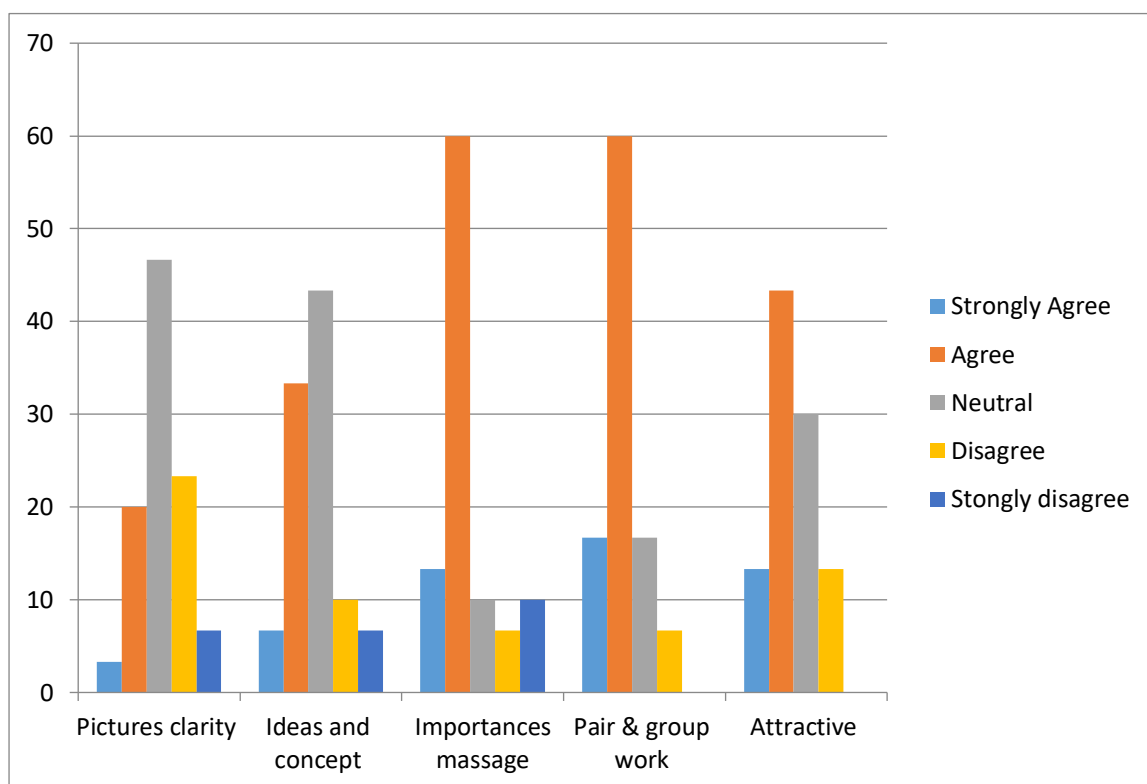
In a similar vein, the book's content organization shows off a lot of positive features. The language and idea from the reading text that was read before are repeated in the paragraph that follows, according to 46.67% of respondents who either agreed or felt that it was insufficient. Furthermore, fifty-three percent of the respondents expressed satisfaction with the way the material is presented, which makes it easy for pupils to understand and follow. Since 46.76 percent of respondents concur that the book's conclusion contains glossary or word meanings. The reading content is graded from simple to difficult, meaning that 70% of respondents concur that the information is delivered in this range. In this sense, the book also includes a glossary at the end, which is one of the most important components of a language textbook.

Illustrations

Good and eye-catching graphics should help to clarify the concepts and ideas of the reading contents in the textbook. To clearly explain a complex idea, a good textbook should include images, charts, tables, diagrams, bar graphs, and other visual aids. The following are the opinions of teachers regarding the illustrations found in the textbook:

Bar Graph No.4

Teacher's Responses on Illustration



As the bar graph demonstrates, the book's graphics don't highlight many compelling elements. We may conclude that this textbook has not placed much emphasis on graphs and diagrams based on the indifferent responses of 43.33 percent of respondents regarding how well the concepts and ideas in the reading text are illustrated.

Comparably, only twenty percent of respondents said the pictures were clear. However, it's important to note that forty-six percent of respondents agreed with the questionnaire regarding the appropriateness of the illustration, which indicates that the textbook's pictures were unable to convey the message clearly. Referring to the table, 60% of respondents concur that the book's illustration encourages students to work in groups and pairs. The book's less than stellar illustrations are also depicted in the bar graph. Similarly, 43.33 percent of respondents said that the textbook is appealing to motivate students.

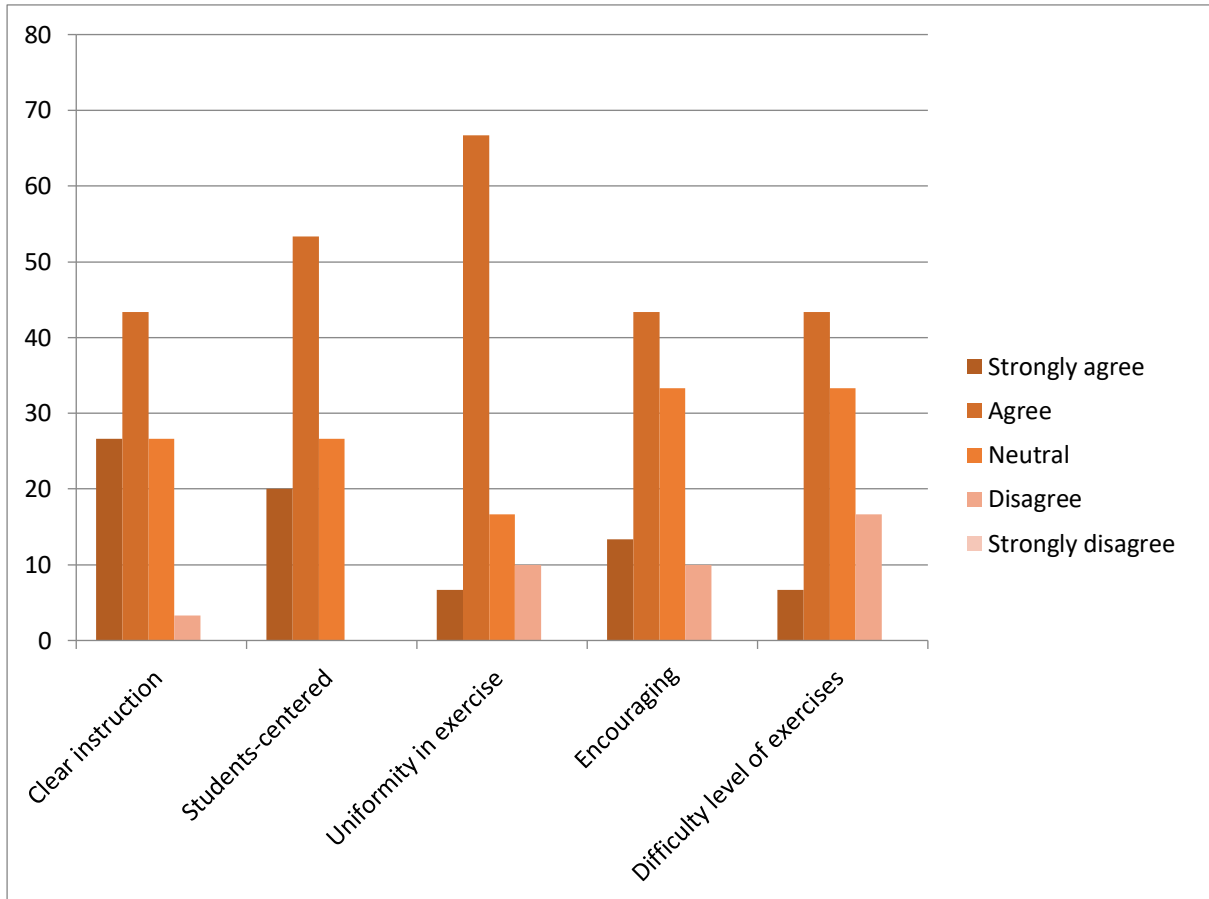
Exercises

Every textbook should have a sufficient number of exercises so that students may practice and quickly grasp the material. Therefore, each exercise in the textbook should come with clear instructions for both teachers and students. Learners are encouraged to think and

work independently, in pairs, and in groups through a range of exercises that cover all ability levels. The tasks must be suitable for the academic and cognitive abilities of the pupils.

Below are the teachers' comments regarding this textbook's exercise:

Bar Graph No. 5
Teachers' Responses on Exercises



Regarding the activities, one of the book's strongest points is that it provides clear instructions, a feature that has garnered positive feedback from 43.33 percent of respondents.

Similarly, the table shows that the workouts have a lot of positive qualities. However, 53.33 percent of respondents claim that while the exercises help students improve academic skills, they do not go far enough in helping them advance their academic knowledge. Similarly, the other features of the book include the tasks that assist the instructor in identifying the learning challenges of the pupils. In a similar vein, 43.33 percent of respondents claim that each reading chapter has the same amount of tasks.

Similarly, the tasks are chosen without consideration for the pupils' degree of difficulty; on this point, just forty-seven respondents concurred.

In summary, the activities in this textbook are inappropriate for the learners; that is, a significant portion of the questions are unable to fully test the students' strengths.

Teachers' Open Responses on the Qualities of the Textbook

Three open-ended questions were created and distributed to the responders in order to gather the general viewpoints of the teachers regarding the book's strengths, shortcomings, and recommendations for enhancement. The response with the highest frequency was taken into consideration after calculating the frequency of similar responses (answers) provided by other respondents. The following is a list of the frequently asked questions and their answers:

Strengths of the book

Questions about the textbook's advantages were posed to the teachers. According to the teacher responses, the textbook's strong points include its emphasis on academic language. A few educators have stated that the material covered in the book is based on what the kids may have seen or experienced. Other educators have stated that the exercises are tough and centered on reading books, giving pupils the ability to reflect on their own experiences and ideas.

Weaknesses of the textbook

The comments revealed that the textbook's shortcomings are that it does not cover a variety of literary genres or disciplines and does not try to teach colloquial English. Every teacher claimed that the textbook was missing the glossary and sound system at the end, which is a necessary component of any textbook used for teaching languages. Since the textbook is not intended for Nepali students, they further claimed that it does not attempt to address the experiences that the learners have with their own culture and surroundings.

They claimed that the primary focus of the book is reading comprehension, yet every instructor they spoke with complained about the lack of variety in the communication activities.

Suggestions to improve the textbook

The teachers' responses typically contained suggestions. The educators suggested adding extra grammar exercises with explicit instructions. This textbook covers every possible literary genre so that readers can get familiar with them all. There ought to be a teacher's guidebook provided to ensure teacher parallelism. The majority of educators recommended that a sound-assigned dictionary be included at the conclusion of the textbook. There could be more communication exercises included, and students can collaborate in groups and pairs to solve questions and answers. For a textbook to be the best for students, the tests it offers should be relevant to the learners' experiences.

Chapter -Five

Summary of Findings

The purpose of the current study was to ascertain the students' needs, interests, and physical and intellectual characteristics via the information gathered from secondary school instructors employed by the government or privately. For teachers and students, respectively, textbooks are the primary teaching and learning resource. There is an issue with the amount of materials available to support the textbook. The textbook is real and gives pupils information to help them learn the language. There is no sexism in the textbook. The textbook's illustrations are unclear. The textbook omits any mention of Nepalese culture or religion. Students found it uninteresting and voiced their complaints when doing study on it. Several units in the textbook can help students improve their reading, vocabulary, writing, grammar, listening, speaking (function), and project work skills. Education and humanity, communication, media and society, history and culture, life and love, fitness and health, environment and development, satire and humour, immigration and identity, travel and tourism, and science and technology are the units.

The study's main goals were to identify the many domains—such as content, language, organization, illustration, and exercises—that influence students' engagement in English classes at the secondary level in both government and private schools in the Sunsari District, where thirty teachers were sampled. In order to analyze the grade 11 English book, the researcher solicited the opinions of respondents and teachers from several government and private schools in the Sunsari district. After reviewing pertinent literature on the subject of content, language, organization, illustration, and exercise performance, the researcher concluded that little research had been done in the same area. The researcher conducted this study because there hasn't been much research done on topic.

Structured questionnaires were utilized to collect data for the study, which followed a survey design. Both descriptive and statistical methods were used to analyze the data that were gathered. Following data analysis and interpretation, the researcher discovered that

the grade 11 textbook aids in the activation of the teaching and learning process for both teachers and students. This process depends on the selection of appropriate teaching resources to use as a medium for the text book.

All of the included educators concurred that teaching the English textbook for grade 11 makes learning authentic and long-lasting. They also thought that it was the most effective approach to teach and acquire a second language, resulting in lifelong learning. Using the information gathered from the teachers, the following is a summary of the study:

- For teachers and students, respectively, textbooks are the primary teaching and learning resource.
- The majority of students believe that the subject matter is acceptable for their level of understanding and that it accurately depicts the local culture, as supported by 83.33% of respondents.
- According to 53.33% of respondents, the topic matter is intriguing for pupils, and 16.66% of respondents strongly agree. It indicates that students find the textbook to be interesting.

- Seventy percent of respondents indicated that the textbook's contents relate to students' needs and interests.
 - New technologies and knowledge are presented in the textbook.
 - There is no bias in the subject matter with regard to gender, race, handicap, etc.
- The textbook is authentic for the grade 11 students and input for language learning to the students.
 - There are issues with having enough materials to back up the textbook.
 - The majority of students' language proficiency and performance levels are not well matched by textbooks, which only support 56.67% of them.
 - Because some foreign language is utilized, students are considered to be confused.
 - There is no sexism in the textbook.
 - Students have trouble seeing the textbook's included pictures since they are not large enough.
 - The textbook omits any mention of Nepalese religion or culture. Students grumbled about this textbook because they thought it was boring.
 - The reading books' concepts and ideas are not well depicted with illustrations.
 - The crucial message has been highlighted in the text.

- Students are drawn to the subject matter and are encouraged to work in groups and pairs according to this textbook.
- Student-centered exercises make up Maximum Exercises.
- Based on the students' level of difficulty, 50% of the tasks are chosen.

Conclusion

The study established that English book of grade 11 is suitable and appropriate to the different fields of study like content, language, organization, illustration, exercises.

The size of the textbook is suitable. It is therefore quite portable. There is enough room between words, lines, and paragraphs. The textbook is successful in upholding the standard of justice, meaning that it is devoid of all forms of unfairness. The book is readily available from all government secondary schools and has good paper and binding quality. The pupils' exercises are adequate for helping them develop their academic writing. The quantity of exercises in every reading text is the same. There is a suitable alignment between the subjects and contents of this textbook. The content is devoid of any gender bias. Every single image in this textbook is in black and white and lacks clarity. There aren't enough activities in the textbook to practice reading charts and maps. The subject matter is suitable for teaching student's various language skills. The language used in textbooks is formal. There is no mention of Nepalese culture in the textbook.

The results of this study indicate that language teaching materials have a significant role in language learning and teaching activities, as indicated by the teachers' perspectives and responses to the questionnaires. Teachers can boost their students' interest and motivation in the subject and class by employing effective teaching methods. As a result, the pupils pay closer attention to what their teachers are saying and remember anything that may be misleading. By doing this, educators may arouse students' curiosity about what they are studying, and every student engages in the class actively and vividly.

We may conclude from this research that the textbook is appropriate and required for both teachers and students to succeed more.

Recommendations

The aforementioned conclusion is based on the teachers' and students' responses. On occasion, the environment-affecting component may have had an impact on both teachers and students. Teachers are not the only ones who are the target, even though they should take the brunt of the blame. It is also influenced by other aspects, like the parents' economic status, the home environment, the pupils' prior English achievement, the school's physical facilities, the absence of instructor feedback, etc.

Implications

The following implications can be made based on the research's summary and conclusions.

Policy level

On the basis of the study the following recommendations have been given for policy level.

- Learners' needs and interests should be taken into consideration by policy makers and curriculum designers.
- A textbook author should also consider the linguistic, social, psychological, and financial circumstances of the learners when writing the books or preparing the resources.
- CLT, a new approach to teaching, emphasizes language use, which speaks to students' needs and interests as well as the academic and structural aspects of textbooks.
- To help teachers stay current on new advancements in the use of instructional resources, the government should host conferences, seminars, and workshops.
- Teachers should retain notes on teaching theories connected to observed conduct in order to better understand what their pupils can, can almost do, and cannot accomplish.
- When learning has not occurred, teachers should make sure that the tactics they have taught have been absorbed. If not, they should switch up their approach and use the right resources.
- When teaching and learning English, language teachers should follow the curriculum. If an issue arises in the classroom, they should also perform action research.

Practice level

The study's findings led to the following practice suggestions. These suggestions surfaced in the framework of this restricted investigation.

- The majority of textbooks in Nepal are not created with the needs and interests of the students in mind.
- The CDC of Nepal provides the material, which the students are required to master.
- In actuality, the curriculum designer offers a variety of lesson plans and a method of instruction, but because there aren't enough resources for teaching materials, the pupils get bored.
- The education office and associated personnel ought to establish a transparent process and provide the necessary resources to all Nepali schools.
- Students find learning to be more relevant and real thanks to the teaching materials' scent.
- Teaching should incorporate instructional tools into the planning and design of their classes.
- Instructors should establish a joyful and accommodating environment for students studying a second language in the classroom.
- A lot of teachers discover that their classes have a lot of students. In this instance, it might be best to divide the class into smaller learning groups.
- We have all the instructional materials needed, and this thesis benefits Nepali teachers as well as the intended audience.
- Teachers can create speaking and listening exercises on their own to help students gain more and more practice, as the findings suggest that there should have been a few more.
- Teachers might include enjoyable language-related activities that will keep students amused and prevent boredom while they learn the language.
- Teachers can use a communicative approach to teaching, in which more time is spent talking by students than by the teacher.
- The inductive approach to teaching grammar can be implemented.

- Students can practice language functions in a real-world setting.
- Teachers ought to adapt their methods to the academic level of their pupils. Teachers should provide a calm environment where students feel comfortable to ask questions and answer if they are having trouble understanding a particularly challenging section of the textbook.
 - Teachers can assist kids create a variety of writing styles by teaching them how to write.
 - The instructor may impart general information about academic writing.

Further research level

While conducting a research the researchers get lots of problems due to lack of adequate knowledge about how to conduct a research. Research is a hard job, it is depth study to search for any particular topic, subject or investigation in order to understand it better and develop principles and theories about it. This research will provide a valuable secondary source for other researches. It can be helpful aid to the student sit will offer previously undiscovered study fields.

Based on the findings from the analysis and information provided in the study, the researcher attempted to offer some suggestions. These suggestions were intended to help the Sunsari government district and the private school sector in particular enhance the development and application of this textbook in secondary education. Thus, it is hoped that if the aforementioned suggestions are appropriately implemented, it will aid in raising student performance and encourage students to engage fully in their academic work in order to assure their strong academic performance in the Sunsari district's secondary schools (9–12).

English language teaching is really painstaking task because it is not the dead stone, and it is ever changing entities. New trends of teaching with new vocabularies and structures are not peripherals. Language is primarily speech and focus should be laid on need and interest of the learners

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Appendix-A

Name of thirty teachers and school in sunsari district who are using/used English book of grade 11(Curriculum development centre)

S.N.	Name of School	Address	Teacher's Code
1	Bishawa Aadarsha College	Itahari,Sunsari	T1
2	Lincoln college	Itahari,Sunsari	T1
3	Prakash Secondary school	Barhakshetra,Sunsari	T1
4	Small Heaven Academy	Inaruwa,Sunsari	T1
5	Bhasi college	Jhumka, Sunsari	T1
6	Jivan Jyoti college	Barhakshetra,Sunsari	T1
7	Shree sarswati secondary school	Rajabas,Sunsari	T1
8	Shree Rastriya secondary school	Jamuwa,Sunsari	T1
9	Shree sharda secondary school	Inaruwa,Sunsari	T1
10	ItahariNamuna college	Itahari,Sunsari	T1
11	ItahariNamuna college	Itahari,Sunsari	T2
12	ItahariNamuna college	Itahari,Sunsari	T3
13	Koshi St.james college	Itahari,Sunsari	T1
14	Janata multiple campus	Itahari,Sunsari	T1
15	Janata multiple campus	Itahari,Sunsari	T2
16	Shree sarswati secondary scholl	Inaruwa-9, Sunsari	T1
17	Nawayug academy	Inaruwa,Sunsari	T1
18	Tribhuvan secondary school	Inaruwa,Sunsari	T1
19	Sunsari Multiple campus	Inaruwa,Sunsari	T1
20	Shree sharda secondary school	Bhokraha,Sunsari	T1

21	Shree Janata secondary school	Itahari,Sunsari	T1
22	Shree Janata secondary school	Itahari,Sunsari	T2
23	Shree Janata secondary school	Itahari,Sunsari	T3
24	Shree Janata secondary school	Itahari,Sunsari	T4
25	Shree Janata secondary school	Itahari,Sunsari	T5
26	Sos Herman Gmeiner school	Itahari,Sunsari	T1
27	Shree sarswati secondary school	Itahari,Sunsari	T1
28	Peacezone school	Itahari,Sunsari	T1
29	Peacezone school	Itahari,Sunsari	T2
30	Shree Jyoti secondary school	Sundarharaija, Mornng	T1

APPENDIX –B
QUESTIONNAIRE

Theoretical Framework of Textbook Analysis

'English book of Grade 11'

Publication:Curriculum Development Centre (Sanothimi,Bhaktapur)

I request to choose the correct alternatives with Strongly Agree, Agree, Neutral, Disagree and strongly disagree The teacher who is using this book for the students of Grade 11 who had already used this book.

Name of Teacher :.....

Name of School :.....

Address:.....

You are requested to give your opinion to each of the following questions

Teacher's Responses on Content

1.Content:

The contents selected in a textbook should clear the needs and interests of the learners.

S.N	Statements	Responses				
		SA	A	N	DA	SDA
1	The subject matter is appropriate on the level of students mind by the majority of the students and shows the local culture.					
2	The subject matter is interesting to the students.					
3	The contents of the textbook are related to the students'need and interest.					
4	The subject matter provides new information and new technology.					
5	The subject matter is free from the bias in terms of gender, ethnicity, disability, etc.					

Language:

Language plays the vital role in the textbook and the result of the language included in the textbook is as follows:

S.N.	Statements	Responses				
		S A	A	N	DA	SDA
1	The language matches with the competence and performance level of the majority of the students.					
2	The new words/phrases suit the intellectual level of the students.					
3	The book emphasizes communicative functions of language.					
4	The language used in the text book is colloquial.					

3.Organization:

The organization of the textbook should be clear and appropriate to meet the set objectives.

S.N.	Statements	Responses				
		SA	A	N	DA	SDA
1	The presentation of the subject matter of the textbook is easily understandable.					
2	The reading materials are presented as simple to complex order.					
3	There is glossary /word meaning at the end of the book with sound system.					
4	You have found an appropriate match between the topics and the contents.					
5	Language and the concept of the previous reading text recall in the following chapter.					

4.Illustration:

The ideas and concept of the reading materials in the textbook should be clarified by means of attractive illustration.

S.N.	Statements	Responses				
		S A	A	N	DA	SD A
1	The pictures in the textbook are clear and appropriate.					
2	The ideas and the concept in the reading texts are well illustrated by means of pictures.					
3	The text has highlighted the important message.					
4	They encourage the learners to work in pairs and groups.					
5	They are attractive to motivate the learners.					

5.Exercises:

Each textbook should have enough exercises to the learners to practice and get knowledge easily.

S.N.	Statements	Responses				
		S A	A	N	DA	SD A
1	Instruction given for doing the exercises are clear.					
2	Exercises are students-centered exercises.					
3	There is uniformity in the number of exercises in each reading chapters.					
4	They encourage learners to solve the problem in pairs,in groups and discuss issues.					
5	Exercises are selected in terms of difficulty level of the students.					

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