TEACHRES' PERCEPTION TOWARDS VOCABULARY OF GRADE SEVEN ENGLISH TEXTBOOK

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

Tribhuvan University
Faculty of Education
Kanakai Multiple Campus
Surunga, Jhapa

2016

Submitted by:

Tikaram Dhakal

T.U. Registration No. : 9-3-204-155-2009

Exam Roll No. : 2040077/068

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Date of Submission: 2073.05.22

DECLARATON

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

Date: 2073.05.22 **_____**

Tikaram Dhakal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Tikaram Dhakal** has prepared this thesis entitled **"TEACHERS' PERCEPTION TOWARDS VOCABULARY OF GRADE SEVEN ENGLISH TEXTBOOK"** under my guidance and supervision.

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RECOMMENDATION FOR EVALUATION

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DEDICATION

Dedicated to my parents and teachers.

ACKNOWLEDGEMENT

The study entitled "Teachers' Perception Towards Vocabulary of Grade Seven English Textbook" is prepared with the guidance of my different teachers along with the support of my family, friends and well-wishers. Without their incredible scaffold I would not be able to complete my study. I would like to acknowledge their valuable instruction, guidance and support in different walks of my study. I would like to express my gratitude to my thesis guide, Mr. Tirtharaj Kharel, Assistant Lecturer, Kanakai Multiple Campus for his supervision, instruction and co-operation to complete this task.

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2073.05.22 **Tikaram Dhakal**

ABSTRACT

The present thesis entitled “Teacher’s Perception Towards Vocabulary of Grade Seven English Textbook” is prepared with the objectives to find out the perception of community and institutional school teachers towards the vocabulary of grade seven English textbook in terms of difficulty level, teach-ability, learn-ability and relevancy, to compare their perception and to suggest some pedagogical implications. For this 20 teachers each from community and institutional schools were randomly sampled. A questionnaire with ten questions was distributed and data were collected. From the analysis, it is found that the difficulty level of the vocabulary given in the textbook is normal, neither very easy nor very difficult. In comparison, the teachers of community schools feel them more difficult and feel the need of additional supportive materials to teach the vocabulary. The teachers also expressed different feelings about he learning experience of the students.

This thesis has five chapters. The first chapter is related to the introduction of the study that provides background and context for the study. It includes statement of the problem, objectives, research questions, significance of the study, delimitation of the study and the operational definition of the key terms. The second chapter is related to the review of the related theoretical and empirical literatures which developed a type of conceptual framework. The third chapter deals with the methodology section including the research design, sample and sampling process, tools, procedure of data collection and interpretation of the data. The fourth chapter presents findings or results. Finally, the fifth chapter is about the summary of the study with conclusion of the researcher. The result and conclusion suggest the implication of the study at the policy level, practice level and to the further researches

Date: 2073.05.22 **Tikaram Dhakal**

LIST OF SYMBOLS AND ABBREVIATIONS

B.S.	Bikram Sambat
NESP	National Education System Plan
ELT	English Language Teaching
i.e.	That is
CV	Curriculum Vitae
T.U.	Tribhuwan University
M.Ed.	Master of Education

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CHAPTER ONE

INTRODUCTION

This is the first chapter that deals with background on the basics of title. This section includes background of the study, statement of the problems, objectives, significance of the study, hypothesis and the operational definition of the key terms.

1.1 Background of the Study

Nepal is a developing country that lies between two big countries i.e. India and China. Both of our neighboring countries are more developed than our country. There are many reasons behind this situation. In the context of the world, there are other many countries which are more developed in science and trade, economy and power, technology and education. Again, there are many reasons of their development. One of the major reasons is the power of language.

Language is a means for sharing ideas, information and feelings. Without language of any kind, we feel difficult to socialize ourselves in today's world. Language is very important in every sorts of work. To know and live together in today's world, we obviously feel the need of language. And the English language which is a main language of international communication, language of science and technology, language of international trade and commerce, has its more importance to all the languages. To show the importance of English language, Crystal, (2009, as cited in Sharma, 2012) stated "English has become a global language."

The history of English language teaching and learning in Nepal goes back to 1910 BS. Though it has a history of more than 160 years, the condition of English language is not so good. This is because it was not systematized earlier. The systematic practice of English language in Nepal started only since 2028 with the introduction of NESP. The demand of English language teaching and learning in Nepal has been increasing day by day despite

various constraints like-resources, diverse needs, expectations and heterogeneity of learners and limited opportunities for exposure to and the use of English in Nepalese context. The use of English in Nepal has been for various purposes such as survival, functional, professional, and academic etc. The community schools and institutional schools are teaching English as a compulsory subject from elementary level. Frankly speaking, the English medium schools have treated their territory as English speaking zone which has put pressure on the students to have strong command over English though it is a difficult task as we possess Nepali or any other language as our mother tongue. But it is necessary to see it differently. If we continue our practices without making any changes, it is certain to get the same result as we have today. We need to change our ways, open up our inner eyes and look around to perceive changes. To be more exact, we need to check our system of ELT, analyze our curriculum and textbook and change our evaluation system. So, this study will focus on the perception on an ELT textbook.

Textbooks are the means to achieve the objectives of the curriculum. In the context of Nepal, the textbooks in most of the cases are the only and unquestionable materials used by teachers as well as students. Because of this fact, it can be said that the future of English language in Nepal depends on the textbook of ELT. The students are supposed to get competencies in English language by reading the textbook prepared for them. Because of this reason too, there is an important place of the textbook. The textbook is organized by collecting different texts and tasks. In all the case, the use of words is the most. We cannot imagine the body without flesh. In the same way, it is not possible to make any text and task without using the words. In this regard, there is an important thing to know. The use of words in any of the text and task should be proper. The words must be selected according to the level of students. The words in one side need to be easy enough to learn by the student of particular level and on the other side; they need to be new and unknown to the students so that they can enrich their mind by expanding

the knowledge of vocabulary. So the study on the vocabulary used in the textbook is the most.

The important thing about the study is that we are just practicing a new textbook at grade seven. Different aspects of this textbook need to be studied. As the textbook has just few year of its practice, the teachers' experiences about the book need to be cared. For that purpose different studies need to be done. And this study is a step of such studies. So, the study is an important study because it helps to make English language teaching and learning effective.

1.2 Statement of the Problem

The need and important of English language in Nepal is increasing. This is because the purpose of English language use is expanding. As the use of English language is increasing, the demand of English language is also increasing. While analyzing the situation of ELT in Nepal, we can find a history of formal ELT of more than 160 years. However, the achievement of this language is not satisfied. Many students are feeling many difficulties in this subject. So the major problem that forced me to do this type of study is the poor condition of English language in our country. The other important thing is that in this long history, many changes are made to make the ELT effectives. The changes were sometimes related to the curriculum, sometimes related to textbook and sometimes related to the procedures of ELT. Though, these all practices were done, we have not achieved expected results. While analyzing this scenario, we can at least say that there was some type of weakness in our practice. The weakness may be on curriculum, textbook or our procedure. In present situation, we are practicing a new textbook at the lower secondary level. The textbook of grade six and grade seven have been changed and the new textbooks of grade eight and nine are also going on practice. The new textbooks are very different from the earlier textbooks. In this regard, it is very essential to find out the perception of the

teachers and learners who are practicing these textbooks. While thinking about this thing, some issues came in my mind and forced me to conduct this study. The major issue is how is the new textbook perceived by the teachers who are practicing it? The other related issues- How is the textbook organized in terms of vocabulary? What is the difficulty level of the vocabulary given in the textbook?, Whether the vocabulary are teachable and learnable or not ?, Whether the vocabulary are relevant to the students of that grade? How are the ELT teachers perceiving the vocabularies used in the textbook? How is the textbook viewed by the teachers in terms of vocabulary? How are the teachers comparing the new textbook with the previously practiced textbook? And so on. So, these above mentioned issues made me to do this study.

1.3 Objectives of the Study

The objectives of the study were as follow-

i. To find out the perceptions of community school teachers and institutional school teachers about the vocabulary of grade seven ELT textbook in terms of difficult level, teach-ability, learn-ability, relevancy.
ii. To compare the perceptions of community school teachers and institutional school teachers.
iii. To suggest some pedagogical implications.

1.4 Research Questions

This is a study on perception of teachers towards the vocabulary of grade seven English textbook. The study was solely concerned with the analysis of the part of vocabulary of grade seven ELT textbook from the eyes of teachers who are teaching for a long time in the community and private schools. The analysis was done from different angles with the help of

different variables. The study was done being based on some of the basic questions. That is to say, the following were the research questions of this study.

i. What is the difficulty level of the vocabulary found in the textbook?
ii. What is the teachers' experience about teaching of the vocabulary found in the textbook? Is the vocabulary teachable?
iii. How do the teachers perceive the learners' learning experience of vocabulary? Are the words learnable?
iv. Whether the vocabulary used in the textbook relevant to the students of that level?
v. What sorts of differences do ELT teachers find between the new and the old textbooks of grade seven?
vi. What sorts of methods and techniques are the teachers following to teach vocabulary? And what further suggestions do they give for better teaching and learning of the vocabulary found in the textbook?

1.5 Significances of the study

This study ' Teachers' Perceptions towards Vocabulary of Grade Seven ELT Textbook' has tried to analyze the vocabulary of a textbook in terms of their teach-ability, learn-ability and their relevance with the views of ELT teachers. It has provided the important information on the words that are found in the new textbook of grade seven. It is a kind of (a part of) textbook evaluation. So, it provides much valuable information. The information then is useful to the textbook producers, writers, teachers and learners. All other practitioners of this textbook can get information on the relevancy of the vocabulary to the seventh grader students. This information can be utilized to make other related decisions on this textbook and while producing other textbook and reference book. In addition to this, the study is useful to all the concerned people who are directly or indirectly related to this textbook and the people who want to make other many related studies.

1.6 Delimitations of the Study

The followings were the delimitations of the study:

a. The study was limited to the study of the words that are found in the textbook of grade seven.
b. The study was limited to the perceptions of forty ELT teachers.
c. Only a single questionnaire was used as the tool for the data collection.
d. The researcher's judgment was solely responsible for the findings.

1.7 Operational Definition of the Key Terms

Community schools - The schools which are run with the aid of government of Nepal.

ELT curriculum - The curriculum that is prepared for teaching and learning of English language at various levels (primary to higher education).

Institutional schools - Institutional schools are the schools which are run by individual person's or group's investment rather than the aid of government.

Survey- It is a type of study which is conducted by taking few samples from the large population to find out the perceptions and beliefs of the population on a situation, event and issue.

Teachers - Teachers refer to those people who are teaching English language (subject) to the students of grade seven in different schools.

Textbook - It refers to the book which is prepared based on the curriculum for the students and teachers of grade seven.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the review of some related theoretical literatures, some of the empirical studies, implication of the review for the study and the conceptual framework.

2.1 Review of Theoretical Literatures

This section includes the review of some of the available and related theories. The theories are taken from different sources like books, journals, articles and so on. Here in this study, the theoretical literatures include introduction of curriculum and textbook, introduction of seventh grader ELT textbook, introduction of vocabulary and teaching of vocabulary as the theoretical literature for my study.

2.1.1 Introduction of Curriculum and Textbook

Etymologically, the word curriculum is derived from the Latin word 'curricula' which means the race course (Niure, 2012). It means curriculum is a race course on which the total educational system goes on. Curriculum is the totality of the contents to be taught in a particular level along with the ways to teach and learn and the ways for evaluation and assessment. In the general sense, it is the planning for the practice of some educational programmes. In more specific sense, it is an educational document, which, in most of the cases, contains the objectives of such project, totality of contents, methods of practice and finally the evaluation techniques

The term 'curriculum' refers to the purposes, contents, activities and organization of the educational program created in schools by the teachers and learners. All the planned learning opportunities offered by the organization to the learners are included in the curriculum. Working with the

curriculum is an integral part of all teachers' daily lives. When teachers consider curriculum issues, for example, they tackle the substantive matter of schooling which may be expressed in terms of the fundamental questions of curriculum, namely:

Who to teach?

How to teach?

When to teach?

What is the impact of teaching?

Similarly, textbook refers to the material mainly used by the students and teacher that is designed by incorporating the content, activities, exercise and tasks as directed by the contents of curriculum. The textbook is prepared to fulfill the objectives of the curriculum. There are different attitudes towards textbook. Some Scholars take it as map, some other view it as supportive material etc. Based on McGrath (as cited in Sharma, 2012) textbook is perceived to be a number of things such as a recipe, a compass, a supermarket, or a survival kit.

Curriculum and textbook are interrelated to each other. The textbook cannot be developed without curriculum as it is mainly prepared by incorporating the contents to fulfill the curricular objectives. In the same way, the textbook has also a vital support to curriculum. The curricular objectives are achieved with the help of textbook. While analyzing the present situation, textbooks are used as the only tool to fulfill the objectives of curriculum. Textbook incorporates the contents and simplifies the items to be taught and learnt. So, the effectiveness of the textbook is directly related to the effectiveness of curriculum.

2.1.2Introduction of Seventh Grader ELT Textbook

This is a textbook prepared by the authors Ganga Ram Gautam, Ishwari Prasad Gyawali, Laxman Gyawali and Mabindra Regmi. It is prepared as a textbook for the students of grade seven. It is published by the Government of Nepal, Ministry of Educaiton, Curriculum Development Centre, Sanothimi, Bhaktapur. It is developed as an authentic reading material to develop the competencies of the students in English language. There are altogether 15 units in the textbook. Each of the units covers a warm up activity, vocabulary related exercise, a supplementary reading text, and vocabulary practice, speaking practice activities, grammar exercise, activities for reading skills, writing exercise and the project work. This shows that this textbook has given due emphasis on vocabulary. This is the textbook which is prepared based on the new curriculum developed by National Curriculum Framework – 2063. This textbook has been practicing for one year throughout the country. So, it can be viewed as a new textbook which needs to be studied from different angles.

2.1.3 Introduction of Vocabulary

Vocabulary is also called vocab in short. Vocabs are the words. A word is a systematic combination of letters that has a meaning. It is a meaningful combination of letters. In other words, when different letters group together in a systematic way and give a complete meaning, it forms a word. We can generate the following idea from the above mentioned discussion:

- A word is a group of letters
- The group of letters is made systematically
- The word has a meaning

It does not mean that a word is always a group of letters. A single letter may sometimes function as a word. There is no limitation of what should be the size of a word.

Based on Sharma (2012), vocabulary is a core component of language proficiency and provide much of the basis for how well learners listen, speak, read and write. The knowledge of vocabulary is very important.. Without the knowledge of extensive vocabulary, learners can achieve less than their potential. Vocabulary is an important aspect of language, as the other important aspects are Grammar and Pronunciation. Until and unless one gets mastery over the vocabulary of a particular language, he does not know that language. It means vocabulary takes the most important part of the language learning. Regarding the importance of vocabulary, Harmer (2007) states "If language structures make up the skeleton of language then it is the vocabulary that provides the vital organs and the flesh." When we suppose language as the most important means of sharing ideas and information, vocabulary is used in the systematic way in such act. To be more exact, different types of vocabulary are used in any acts either of communication or of producing any text and discourse. In this regards, Eric Pearse (2008, as cited in Sharma, 2012) states "In communication, vocabulary is often more important than the grammar. It is frustrating for the learners if they discover they cannot communicate effectively because they do not know the words they need."

2.1.4 Teaching of vocabulary

Vocabulary teaching is one of the important aspects of language teaching. The language teachers did not use to give much attention to teaching vocabulary in the past. But nowadays they have realized the important of vocabulary in the act of communication and give an important place to it. They teach vocabulary of any of the content of their textbook first to their students to simplify the text and then the theme, structure and other aspects. There is variation in the practice of vocabulary teaching. Different scholars suggest different ways of teaching vocabulary. Harmer (2007) presents four aspects of vocabulary teaching. These aspects are-

- Word meaning

- Word use
- Word form
- Word grammar

All of these aspects should be taught and learnt while teaching and learning vocabulary. Similarly, regarding the techniques of teaching vocabulary, Sharma (2012) presented two assumptions of vocabulary teaching. They are

- Meaning –focused input (reading and listening)
- Meaning-focused output (speaking and writing)

It says that the learners should be involved in reading and listening activities which can expand their vocabulary and promote them for more speaking and writing activities that help to practice their knowledge. There are many techniques to be used in teaching and learning of vocabulary. Harmer (ibid.) suggests the following techniques of teaching vocabulary –

- Realia
- Picture
- Mime
- Explanation
- Translation

In addition to above mentioned techniques, there are many other techniques, games and activities that can be used while teaching and learning of vocabulary. However, those techniques need to be used in the practice and make the learners well known to the vocabulary they need for the effective communication.

2.2 Review of Empirical Literatures

Lamichhane (1999) carried out a research work entitled, "An Analysis of the New English Textbook for Grade Eight." He analyzed the textbook on speaking and writing skills designed in the grade eight English textbook. He used two set of questionnaire as the main tool for data collection. He found that the materials and exercises are organized on the basis of psychological principles and practices are prepared on the basis of maxim of teaching. He concluded that there is lack of sufficient exercises.

Dahal (2002) carried out a research work on the topic "English for Grade X: A Textbook Analysis." In which, he analyzed the textbook in terms of two aspects, i.e. academic and physical. This research work shows that the cover page design of the textbook is not attractive and durable. Binding of the textbook is weak. The hand drawn pictures of the textbook do not clarify abstract concepts. The textbook lacks drills and the textbook has not provided any model of post card writing, questionnaire, CBs, Bio-data, notices and advertisement although the curriculum has stated that students will be able to produce a variety of authentic text type.

The other research was conducted by Neupane (2005). The research was entitled “The content Validity of English Textbook for Grade Seven”. For his research, he sampled 30 lower secondary English teachers. From the analysis of the answer to his questionnaire, he concluded that the textbook less content validity. His study was just limited to the analysis of the then available ELT textbook of grade vii. But he did not care the process of curriculum development. By conducting the similar type of research, Sitaula (1979 as cited in Neupane(2005) also concluded that the materials contain in the English textbooks are funny and unreal. He too, did not cover the matter of vocabulary analysis in depth. This study and the findings are somehow useful to the further curriculum and textbook analysis. But it also overlooked the issues related to relevance of the vocabularies.

Subedi (2005) carried out a research work in the topic, "Analysis of the Academic Aspects of the Textbook of Grade Eleven Meaning into Words." He used two set of questionnaire as a main tool for data collection. He found that the book had more communicative activities and there is integration of all language skills. Functional, notional and grammatical aspects are dealt systematically which cover seven broad functional areas of language.

Bhandari (2012) conducted a research entitled " An Analysis of content validity of the M.Ed. Course Sociolinguistics". In her research, she used checklist as the main tool for document (answer paper) analysis. She used the prepared checklist to examine the content validity of the exam papers of sociolinguistics Eng. Ed. 518 in terms of content coverage and content weightage. She found that the question papers of sociolinguistics have good content validity in terms of content coverage because out of 54 language items in totality of the course, 33 language items (i.e. 61.11%) were represented during three years [2066 to 2067 (I) and 2967 (II)].

The other similar type of study regarding the analysis of course was done by Sharma (2013). His study entitled “An Analysis of Course of ELT Materials and Management.” His study aimed to find out the strengths and weakness of the course of ELT Materials and Management with special reference to the present context of English language in Nepal. With the better use of his checklist, he found that the course of ELT Materials and Management which is prescribed as a course of ELT to the second year students of M. Ed. under T.U. is applicable. His other findings were that the course is relevant in terms of learners’ needs; interest etc., the organization of course is logical and psychological. Furthermore he added that there is less content for creative writing as the weak part of the course. This way, his study was also based on the particular course of ELT. However, he also did not focus his study on the analysis of ELT textbook especially vocabulary.

There are many studies conducted on the analysis of the textbook and on the perception of teachers. But as there is a new ELT textbook on practice none

of the studies to my concerned are related to my topic. So, this study is a new and important study.

2.3 Implications of Review for the Study

The literature of any kind plays vital role in any of the study. It provides the knowledge and ideas to the people who want to develop the other literature of the same kind. Specially, in the field of research, literature provides the researcher insight about what to do? How to do? What has been done? What is yet to be done? It helps the researcher mainly to decide the researcher to select the field of study, keep the objectives and to decide the methodology. In case of the present study, the above reviewed theoretical and empirical literature helps in the following ways.

- The review of the above mentioned theoretical literature helped to find out the importance of textbook, to fix the criteria of the analysis of textbook.
- These studies helped to find out the major questions related to the textbook.
- The studies of Lamichhane and Dahal provided insight on how to analyze textbook to develop the questionnaire for the teachers.
- The study of Neupane was helpful to find out how are the teachers perceived to different ELT textbooks.
- Similarly, the other studies of Subedi, Bhandari helped to decide the tools and techniques for the analysis of textbook.

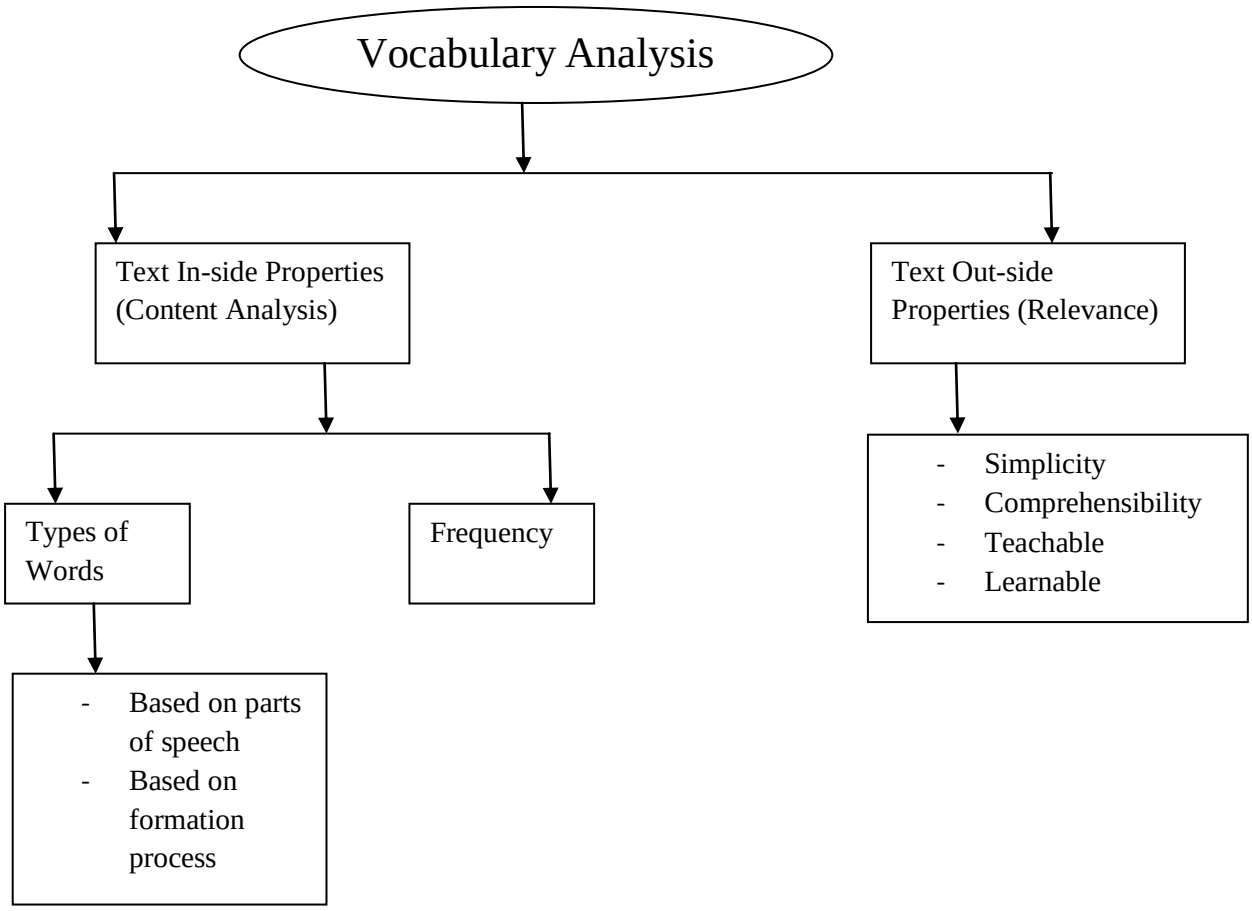
2.4 Theoretical / Conceptual Framework

Analysis of vocabulary of a textbook is very important. This is because any of the text or textbook forms with the use of vocabulary. It is the fact that most of the textbook are prepared using different types of words. So that any of the text or textbook can be evaluated from different angles on the basis of the vocabulary. For example how effective the text is? Whether it is relevant to the readers or not? Whether it is teachable or not? Whether the students can learn and understand it or not? It means to say that many decisions can be made of a text or textbook based on the vocabulary used in it.

The analysis of vocabulary is not a haphazard task which can be done without much care. If the analyst made a wrong judgment the future of that text or textbook would ruin. While analyzing the vocabulary of any of the textbook, it should be analyzed from two angles. The first angle is related to the inside text properties. It refers to the content analysis. In the content analysis, two works can be done i.e. separating the types of words and finding out the frequency of particular words. Again the types of words can be separated using different bases like parts of speech, formation process. Similarly, the second angle of the vocabulary analysis is related to the text outside properties. It refers to the evaluation of relevance of the textbook. While analysis the relevance of any of the textbook of any level, some criteria like simplicity, comprehensibility, teachable, learnable and so on need to be taken.

Based on the above mentioned discussion, the following conceptual framework was used in the study.

Figure 1: Conceptual Framework of Vocabulary Analysis



CHAPTER – THREE
METHODS AND PROCEDURE OF THE STUDY

This is a methodological section of this thesis that includes design and method of the study, population, sample and sampling strategy, study area or field, data collection tools and techniques, data collection procedure and the data analysis and interpretation procedures.

3.1 Design and Method of the Study

This is a survey research. Different scholars define survey research in different ways. According Hutton (1990 , as cited in Sapkota, 2012) " Survey research is the method of collecting information by asking a set of pre – formulated questions in a predetermined sequence in a structured questionnaire to a sample of individuals so, as to be representative of a defined population." From the analysis of this definition, we can say that in survey research sampling of the population is done, a set of pre structured questionnaire is asked to elicit the information. However, there may be other tools to elicit the information like observation, interview etc. There are some more characteristics of survey research. According to Cohan et al., 2007)

- It has wide and inclusive coverage
- It makes generalizations about and observes patterns of responses.
- It provides inferential and explanatory information and so on. (as cited in Sapkota (2012)

In this research, a few samples of the ELT teachers teaching at lower secondary level were taken. The samples provided me the required data. The data in this study were of primary nature. The data were analyzed using both statistical and descriptive techniques. From the quantitative and qualitative analysis of the data, some sorts of findings were derived. The findings that were derived can be generalized to all ELT teachers teaching English at the lower secondary level particularly in grade seven.

3.2Population, Sample and Sampling Strategy

The study focused on analyzing the teachers' perceptions towards the vocabulary of grade seven's new ELT textbook. As it is a survey study related to the teachers' perception, all the ELT teachers teaching English at grade seven are the population of the study. Among those teachers forty teachers were taken as sample for the study. These teachers were taken from both institutional schools and community school. Twenty teachers from ten institutional schools and twenty teachers from ten community school were taken. The samples were taken randomly. Those who were available were taken as samples. So, random sampling strategy was used.

3.3 Study Areas / Field

This is a study based on an important area of English education. English language is taught and learnt as a subject at different levels. I n this thesis, the lower secondary level and more specially grade seven ELT textbook was selected. There are many things to be studied of the textbook. But this study focused on the study of vocabulary found in the new textbook through the perceptions of the teachers. So, this study is related to the field of English language. More specially, it is related to the study of vocabulary found in the English textbook of grade seven.

3.4 Data Collection Tools and Techniques

The study was both quantitative and qualitative. To collect both types of data, the tool questionnaire was used. The questionnaire with fifteen questions was given to the informants. The responds of the informants were analyzed both quantitatively and qualitatively. So, the tool for the data collection is questionnaire. The tool is presented in the apex.

3.5 Data Collection Procedures

This was a quantitative and qualitative study. As mentioned earlier, such types of data were collected which can be analyzed statistically and descriptively. For this purpose, the following stepwise procedure was used in the study-

A. Ten institutional schools and ten community schools were visited.

B. Rapport was established with the head and related English teachers of each of the institutions.

C. The samples were selected.

D. The prepared questionnaire was given to the sample.

E. The questionnaires were collected.

F. Then, the answers were analyzed both quantitatively and qualitatively.

3.6 Data Analysis and Interpretation Procedures

This study possessed the nature of both quantitative study and qualitative study as it was based on the analysis of both statistical and descriptive data. For the analysis of the data, both statistical and descriptive techniques were used. The collected data were analyzed first quantitatively. For this purpose, the numbers of the respondents to each of the given alternatives of the questionnaire were found out and presented in the table. After the presentation, they were analyzed based on the numerical data. The data were analyzed in two levels i.e. individually and categorically. In either of the levels the data were analyzed holistically and individually. After the quantitative analysis of the data, the data were analyzed qualitatively. For this purpose, the responds to each of the question items were analyzed. So, the item analysis technique of descriptive analysis was used to analyze and interpret data. For both types of analysis, the following categories of the question items were to ease the analysis and interpretation -

1. Difficulty level of the words
2. Teach-ability / teaching experience
3. Learn-ability / learning experience
4. Comparison with earlier textbook
5. Relevancy
6. Suggestion.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This fourth chapter deals with the quantitative and qualitative presentation of the data. Each type of presentation and analysis includes holistic and comparative presentation and analysis. After each type of presentation was done, the data were analyzed and interpreted. The data were presented in the tables and in the list.

4.1 Quantitative Analysis and Interpretation of the Data

This is a study which is analyzed both quantitatively and qualitatively. The quantitative data have been taken from the sample. For the sake of qualitative analysis, the data are divided into six categories based on the theme of the question items. In each of the categories except the last category (suggestions), 2- 3 possible alternative answers are specified and the qualitative data are taken out. The quantitative study is made in two sections i.e. holistic analysis and comparative analysis.

4.1.1 The Holistic Presentation, Analysis and Interpretation of the Quantitative Data

The holistic presentation of the quantitative data collected from the forty samples is presented below-

Table 1: The Holistic Presentation of the Quantitative Data

Categories	Alternatives	No. of Response	Impression
Difficulty Level of the Words	Difficult	14	Normal
	Easy	3	
	Normal	22	
Teach-ability / Teaching Experience	Teachable	10	Needs additional support
	Not teachable	2	
	Needs additional Support	28	
Learn-ability / Learning Experience	Learnable	16	cannot be easily specified between learnable and not learnable
	Not Learnable	14	
	Needs more support	10	
Comparison with earlier textbook	Easier	5	Difficult than earlier textbook
	Difficult	27	
	Similar	3	
Relevancy	Totally relevant	22	mix views on relevancy
	Not much relevant	18	

The above table shows that forty samples were taken as respondents in the study. Their responses to the questionnaire are categories into six different categories being based on their theme. Five of them are further limited to two - three alternative answers.

The table presents that 14 teachers out of 39 teachers feel that the words that are found in the textbook are difficult. Similarly, 3 teachers feel that the vocabulary is simple and easy. And 22 teachers feel them normal neither easy nor difficult. It tells us that most of the words are normal. They are not very easy or very difficult.

In the same way, it presents that 10 teachers out of 40 teachers feel that the vocabulary that are found in the textbook are teachable. Similarly, 2 teachers feel that the words are not teachable. And 28 teachers feel that they need additional supports to them teachable. It tells us that to teach the given words, the teachers need additional supports.

Moreover, it tells that 16 teachers out of 40 teachers feel that the words are learnable. It means the learners can learn them easily. Similarly, 14 teachers feel that the words are not learnable. It means the learners cannot learn them. 10 teachers feel that the learners need additional supports to learn them. It gives the impression that it is difficult to specify them as nearly equal numbers of teachers have given two exclusive views. It will be based on the teachers.

It also presents that 3 teachers out of 40 teachers feel that the words that are found in the textbook are similar with the textbook that was practiced earlier. Similarly, 27 teachers feel that the vocabularies are difficult than the words that are found in the earlier textbook. And 5 teachers feel them easier than the earlier textbook. It suggests us that the vocabularies found in the textbook are difficult than the words found in the earlier textbook.

Finally, it presents that 22 teachers out of 40 teachers feel that the words that are found in the textbook are relevant to the level of students. Similarly, 18 teachers feel that the words that are found in the textbook are not much relevant to the level of the students.

This data shows that it is not easy to find the impression about the relevance of the textbook. However, it can be said that though some teachers feel them irrelevant, it can be supposed as relevant to the level of the students.

4.1.2 Comparative presentation, Analysis and Interpretation of Quantitative Data

The quantitative data that were given by the teachers who are teaching in community school and institutional school are presented and analyzed in this

section. The given table shows the comparative data of the teachers' perceptions between the teachers of community schools and institutional school towards the words of the textbook. The data are presented below -

Table 2: Presentation of Quantitative Data

Categories	Alternatives	No. of Response	
		community school teachers	Institutional school teachers
Difficulty Level of the words	Difficult	9	5
	Easy	0	3
	Normal	12	10
Teach-ability / Teaching Experience	Teachable	4	6
	Not teachable	2	0
	Needs additional Support	14	14
Learn-ability / Learning Experience	Learnable	6	10
	Nor Learnable	10	4
	Needs more support	6	4
Comparison with earlier textbook	Easier	1	4
	Difficult	19	8
	Similar	0	3
Relevancy	Totally relevant	8	14
	Not much relevant	11	7

It shows that 14 teachers of community school feel that the words are difficult, for 0 teachers the words are easy and for 12 teachers they are normal.
Similarly, the words are difficult for 5 teachers, for 3 teachers they are easy and for 10 teachers they are normal. It shows that the words are normal.

In the similar way, the words are teachable to 4 community school teachers, not teachable to 2 teachers and the 14 teachers need addition supports to teach the words of the textbook. Similarly, for 6 teachers of institutional school, the words are teachable, for 0 teacher, the words are not teachable and 14 teachers need additional supports for teaching. It means most of the teachers need additional supports to help them teach the words of the new textbook.

In case of learn-ability, 6 community teachers feel that the learners can easily learn the words given in the textbook. 10 teachers of community school teachers feel that the learners cannot learn the words. Likewise 6 other community teachers feel that the learners need additional supports to learn the words. In the same way, from the side of institutional school, 10 teachers feel the words are learnable, 4 teachers feel that the words are not learnable and 4 teachers feel that the learners need additional support to learn the words. It shows the mixed views on learning experience.

The table shows that for 1 community teacher the textbook is easier than the earlier textbook in terms of words, for 19 teachers it is difficult than the earlier textbook and for 0 teacher it is same with the earlier textbook. Similarly among the private school teachers, 4 teachers feel that it is easier than the previous textbook, 8 teachers feel that it is more difficult than the earlier textbook and 4 teachers feel that it is similar with earlier textbook. It shows us that the textbook is quite difficult than the earlier textbook in terms of words.

About the relevancy of the vocabularies, the table shows that for 8 community school teachers it is relevant and for 11 teachers it is not much relevant. Similarly for 14 institutional school teachers, it is relevant and for 7 teachers it is not much relevant. It shows the mixed views on the relevancy of the vocabulary

4.2 Qualitative Presentation, Analysis and Interpretation of Data

In this section, the qualitative data that were collected from the forty samples are presented. The data are presented, analyzed and interpreted in the three

levels i.e. general presentation, categorical presentation and comparative presentation.

4.2.1 General Presentation, Analysis and Interpretation of the Qualitative Data

This section deals with the presentation of some of the data (answers) that were given by the some of the samples to each of the fifteen question items. So, this can be taken as the item- wise presentation. After the presentation is done, the data are analyzed and interpreted. The presentation is done in the list below-

Question 1: How do you feel about the vocabulary of present ELT textbook of grade seven?

Answers
- The words are difficult. - It is not much different from the earlier textbook.

Question 2: Is it easy to teach the words found in the textbook? If not why?

Answers
- No, students are weak and they don't have enough exposure. - Yes.

Question 3: Do you think that the students of grade seven can learn them easily?

Answers
- No. - Yes.

Question 4: What do you think are the most difficult parts of the vocabulary to teach and learn found in the textbook?

Answers
- Prepositional part is difficult. - Some literary words are of a bit difficult.

Question 5: Is there any special thing about the vocabulary found in the textbook?

Answers
-They are well arranged. - It can make students easy in future.

Question 6: How often do you need to use dictionary and other reference materials while teaching vocabulary?

Answers
- Sometimes. - Usually.

Question 7: What do you know about the students' feelings about learning vocabulary?

Answers
- Generally, they don't like them. - Except a small group, others have given importance to it.

Question 8: Are the words properly used in the texts? What do you think?

Answers
- Yes, they are properly used. - Yes.

Question 9: What do you think about the relevancy of the vocabulary of the textbook? Are they relevant?

Answers
- Yes, they are. - A little bit.

Question 10: Is there any difference of the vocabulary found in the earlier textbook and in this textbook in terms of teaching and learning?

Answers
- The earlier book is not scientifically designed but this one is. - This book is better in vocabulary than the earlier one.

Question 11: How often do you need to explain the meaning of the words found in the textbook?

Answers
- Almost all the words. - Sometimes.

Question 12: In which categories of the text organization, do you find difficult words?

Answers
- Poetry, Persuasive - Narratives and persuasive

Question 13: What is your special action for making your students familiar with the vocabulary found in the textbook?

Answers
- drilling, reciting - Explaining various meanings of the words

Question 14: Do you have any suggestions for the textbook writers and producers?

Answers
- Textbooks should design according to the level, interest of the students. - The glossary list at the end of the textbook is necessary.

Question 15: If you have any special experience that you want to share about teaching vocabulary, please share it.

Answers
- Because of lack of recurring words, students often get confused. - It is better to use multimedia to make students familiar with the vocabulary of the textbook..

The above mentioned data shows the perceptions of the ELT teachers who are teaching in the community schools and institutional schools. These are some of the representative answers. The first given answer of each questions represents the answer given by the community school teachers and another represents the answer of institutional school teachers. As we analyze the given data, we can find that the words found in the textbook are normal. They are not very easy or difficult. Still some of the community school teachers feel them quite difficult. So, the teachers need additional supports to teach them easily. The experience of the learners in learning the given words in the eyes of the teachers is that most of the students in community school feel difficult. In institutional schools too, in many words, the students need additional support from the teachers than they usually provides. It is found that many teachers use different techniques to make their students familiar with the words of the textbook. In some texts of literary genres like poetry, persuasive etc. have used quite difficult and unfamiliar words. In some community schools, the students are not much give interest in learning the words. And the same case with some of the students in institutional schools too. As we see the collected data, we see that this new textbook is well organized and more scientific and communicative. But in terms of words, the textbook is quite tough. But it can be said that it is relevant and students get enough knowledge of words which will help the students to learn in the future. However, as we see the present condition of the students' knowledge, the words used in the textbook are not much related to the level of students. After this all, some suggestions like using multimedia, using more recurring words, regular revision is required, textbook should be designed according to the level, interest etc. of the students Etc. are given by the teachers to the textbook writers, producers and the other ELT teachers.

The given data presents some mixed type of responses about the words of the present textbook. Different teachers have different opinions about the words of the textbook. However, from the analysis of all the collected data, it can be said

that this textbook is quite tough in terms of words. But this textbook is better than the earlier textbook in terms of words. The teachers and learners need additional supports to make the teaching and learning of the words easier. After this all they will be benefited a lot for their future.

4.2.2 Comparative Presentation, Analysis and Interpretation of Data

In this section, the responses given by the teachers who are teaching in community school and institutional school are compared. The comparison is done in each of the question items.

The comparison of the qualitative data is presented below -

Table 3: The Comparison of the Qualitative Data

Q. N.	Response (teachers of community schools)	Response (teachers of institutional schools)
1	-Words are difficult.	- words are not much difficult.
2	- Many feel difficult (except some)	- Many feel easy (except some)
3	- The students can learn them.	- The students can learn them easily.
4	- Prepositional part and some words difficult. - No sufficient materials.	- Literary words are difficult. - Pronunciation part is difficult.
5	- Some special words like hurdle longingly are given.	- Texts are well arranged.
6	- They mostly use dictionary	- They sometimes use dictionary
7	- Students feel difficult, troublesome and are not interested in learning words.	- Student feel good and are interested in learning them (except few)
8	- All words are not used properly. - Words are not relevant to the level of the students.	- Few technical words are not relevant. - Most of the words are relevant.
9	- The words are relevant to the text but	- Most of the words are properly used

	the students cannot learn them.	in the text. - Some of the words are too easier for the students.
10	- This textbook is more scientific then the previous one in terms of words.	- The textbook is more communicative then previous one.
11	- Almost all the words should be explained.	- Sometimes the words need to be explained.
12	- The words used in poetry, story and essays are difficult to the students.	- The words used in poetry and essays are difficult for the students.
13	- They use some material, game and pronunciation drill.	- Self practice, a word in a day, explaining and simplifying techniques are used for teaching words.
14	- Need to specify the specific objective - Use of more pictures. etc.	- Regular revision needs to be done. - More communicative exercises needs to be given.
15	- Students need to learn words in context. - Class discussion and use of multimedia is a most for the practice of the words given in the textbook.	- Happy and healthy environment should be created. - Different techniques should be used for teaching and learning of the words used in the textbook.

The above presented table shows the comparative data given as responses by the community school teachers and institutional school teachers. It shows that most of the community school teachers feel that the words of the textbook are difficult. But for the institutional school teachers the words are not much difficult. Many teachers and learners of community school feel difficulty with the words. But many institutional school teachers and learners feel the words are teachable and learnable. The community school teachers mostly find prepositional and other parts difficult whereas the literary parts are more

difficult for the institutional school teachers. The community school teachers mostly use dictionary and other references to teach the vocabulary found in the textbook whereas the institutional school teachers sometimes use dictionary while teaching words. The community teachers feel that the words are not properly used and difficult words are used in the text. But for the institutional teachers, the students are learning the words with interest except few students.

For the community school teacher, they need to explain almost all the words but the institutional teachers they need to explain some of the words. Teachers of both schools believe that the textbook is scientifically organized and it is more communicative. Similarly many parts like preposition and literature are difficult for the community school teachers. But for the institutional school teachers mostly the literary parts are difficult.

For the teaching of words, the community school teachers use games and other techniques to teach words. Whereas, the institutional school teachers explain meanings of the words to teach them. The community school teachers suggest the writers and producers to put more pictures, to specify special objectives of teaching words etc. And the institutional school teachers suggest that regular revision is necessary, more communicative exercise needs to put. Finally, the teachers provide suggestions to other ELT teachers for teaching words i.e. use of multimedia is a most, class discussion for words, happy and healthy environment for leaning words are important.

4.3 Interpretation of Results

The study on ‘Teachers' Perception towards the Vocabulary of Grade Seven English Textbook’ has given enlightenment about the vocabulary of the seventh grade ELT textbook through the eyes of teachers. It shows how the teachers perceive the vocabulary of seventh grade textbook as it is a new textbook. It also presents the comparative study between the perception of the community school teachers and institutional school teachers. The study has

found out the result on various issues of vocabulary like difficulty level of the vocabulary, teachers experience and perception about the teach-ability of the vocabulary, learners' feel about learning of the vocabulary from the eye of teachers, comparison of the new textbook with the previously practiced textbook in terms of vocabulary, relevancy of the vocabulary found in the textbook, teachers' experience and suggestions about teaching vocabulary etc. A questionnaire is given to the forty teachers who are teaching in the community schools and institutional schools for many years. The data is qualitatively taken but the analysis is done statistically and descriptively. From the analysis of the data, different findings are derived. The results of the study have given different meanings. An attempt is made here to interpret these meanings.

The data have shown that the words that are found in the textbook are difficult. It shows that the textbook is difficult in terms of the words. Here comes an important issue, how much we have prepared for the practice of this textbook. It is a challenge for both teachers and learners to teach and learn the words given in the textbook. So, we need to think it serious and differently. The data shows that the textbook is well organized though it is quite difficult. The teachers have accepted that the textbook is good in terms of vocabulary because the level of the vocabulary found in the textbook is necessary in present time situation. It shows that the teachers are ready to accept the textbook. But it requires the better policy and the better practice.

The other important finding of the study is that both the teachers and learners need additional support for the practice of vocabulary. It also shows that the words of the new textbook are difficult. So, the success and failure of the practice of textbook depends on the policy of the concerned authority to train the teachers for this textbook. The policy to train almost all the teachers of both institutional and community schools needs to be made. And the teachers need to well prepare them.

Similarly another important finding is that the textbook is supposed as difficult in comparison to the earlier textbook in terms of vocabulary. There are many possible reasons behind them. It should be because of the new practice of the teachers. As they are habituated and well informed to the vocabulary of the earlier textbook, there is possibility of being easy to our earlier practice and being difficult the new one. The other thing is that there may be the use of quite difficult words in the textbook organization. Though the words are difficult, the teachers have said that the textbook is scientifically organized and it is more communicative. This shows the positive attitude of the teachers towards the textbook. Now, it is necessary to practice it well with good preparation.

The other important thing is that we find a great variation on the perception of the teachers of community schools and teachers of institutional schools. In most of the question item, the perceptions of the teachers of community schools are found poor. Many teachers feel that the words are difficult and beyond the level of the students. The words are not easily teachable and learnable. They said that the words are irrelevant. It shows that the condition of community schools is poor. The teachers need more assistance for the practice of vocabulary.

Moreover, there is found ambiguity with the answers provided by some of the teachers. As we analyze the data, many teachers give a type of answer in a place to a question and they provide very different answer to another question which is also of same type with the earlier answered question. It shows that either teaches are not serious to answer the question or they do not understand the questions. Similarly, the result shows that the answers given by the teachers can not be easily interpreted and analyzed in some questions. It means nearly equal numbers of response are found in two different alternatives. This case is found in the relevancy of the vocabulary. Many teachers said that the words are relevant while others said that they are not relevant. While analyzing this situation, it can be said that either teaches have

not seriously think about the level of students or their response is influenced by the condition of the school.

From this all analysis, we find that though the textbook is difficult in terms of vocabulary, it is supposed as a good textbook in the present situation. But it needs a lot of scaffolds to the teachers and learners to ease the practice of the textbook. Specially, it is found that the teachers of community schools need more support as it is more difficult for them. The condition of the students of community school is poorer than the condition of institutional school students in terms of knowledge of words. So they enough assistance needs to be provided to them.

Finally, the study has directly or indirectly presented many ideas and issues of the vocabulary found in the textbook of grade seven from the eyes of teachers. It can be interpreted differently from different people. This study keeps it's result open for the possible interpretation of the result to different people.

4.4 Summary of Findings

The major findings of this overall analysis are as below -

a. It is found out that the difficulty level of the vocabulary given in the textbook is normal. They are neither very easy nor very difficult.
b. In comparison to the teachers of institutional school, the teachers of community school feel them more difficult.
c. The teachers feel need of additional support for them to teach the vocabulary given in the textbook.
d. Some of the teachers of community school feel that the words of the textbook are not teachable as they are difficult.
e. The teachers feel that the learners need additional supports to learn the words found in the textbook than the usual methods of teaching vocabulary.

f. The words are not easily learnable to the students for some of the community school teachers.
g. Different teachers have different feeling about the learning experience of the students. Their feeling is based on their school's medium.
h. The new textbook is found to be difficult in terms of vocabulary than the earlier practiced textbook.
i. The teachers have mixed type of perceptions about the relevancy of the vocabulary found in the textbook. Mostly, the teachers of institutional school feel that the words are relevant to the level of students. But the teachers of community schools feel that the words are beyond the level and interest of the learners. So, they are not much relevant.
j. In many cases, the perceptions of the teachers are found different. Mostly they are based on the type of school they are working. Mainly it is found that the teachers of institutional schools have welcomed the textbook. But the teachers of community schools have seen many challenges about the textbook in terms of vocabulary.

CHAPTER – FIVE
CONCLUSIONS AND RECOMMENDATION

This chapter consists of conclusion and the recommendation. The recommendation is related to policy making level of language education specially English, practice of ELT and for the further researches.

5.1 Conclusion

The study on ‘Teachers' Perceptions towards Vocabulary of Grade Seven English textbook’ has once studied the perceptions of the ELT teachers towards the vocabulary found in the new ELT textbook of grade seven. The study was conducted with the objectives of finding out the perceptions towards the vocabulary of the teachers who are teaching in community schools and institutional school for a long time, and to compare the perceptions of the teachers of community schools and institutional schools. For the study, some basic research questions were determined such as how are the teaches perceiving the textbook in terms of vocabulary, how is the textbook organized in terms of vocabulary, what is the difficulty level of the vocabulary found in the textbook, are the words relevant to the level of the students, what is the teachers' and learners' experience about teaching and learning of vocabulary and so on. Forty teachers with equal number were sampled from community schools and institutional schools. Each of the samples was provided with a questionnaire with fifteen questions items. The samples provided response to each of the question items. The responses are kept in six different categories based on the theme of the questions such as difficulty level of the vocabularies, teach-ability, learn-ability, comparison of textbook, relevancy of the vocabularies and suggestions. After the collection of the responses, the information was analyzed and interpreted based on this six categories. The analysis was done in two ways i.e. quantitatively and qualitatively. Based on the findings, the interpretation of the findings was done. Finally, the findings

were listed and the recommendations were presented related to policy level, practice level and for the further researches based on the findings. The findings of the study are supposed to be generalized to all other teachers who are teaching in community schools and institutional schools to the students of grade seven. As the study went on, the perceptions towards the vocabularies of teaches were found out, the comparison of the findings was made. This way, the objectives that were kept before the study are fulfilled. For instance the objectives like finding out the perceptions of the community school teacher and institutional school teachers towards the vocabulary was fulfilled as the data were collected. Similarly, the other objectives like making comparison, presenting findings and implication etc. are achieved from different related activities in the study. As a single study is not enough in any field, the study may have some limitations and delimitations. As it is limited to forty teachers, fifteen questions and only written answers, the other studies can be carried out differently with more questions, with more teachers, using other many tools. The limitations those were in the study can be fulfilled from other studies. For those studies it is a supporting study. But the study is completed in itself achieving its objectives, finding answers to the research questions and deriving some important findings which can be useful for different purposes.

5.2 Recommendation

The textbooks are the most important materials for the teaching and learning of English in the context of Nepal. Mostly the teachers and learners solely depend on the contents that are given in the textbook of that specific grade. In this context, textbooks need to be perfect and they should be developed in that way which can fulfill the linguistics need of the students. So, the textbooks are required to check regularly from all different sides. Moreover, our ELT curriculum of lower secondary level has just changed. And the new textbooks are going on practice based on the new curriculum. In this regard, the new textbook for grade seven is also going on practice. So, this study was prepared

on the study of the vocabulary found in the textbook from the perception of teachers.

The other important issue is that we have different types of schools i.e. community schools and institutional schools. They are different in some of their process and norms. So, we need to do the study on both types of schools because both of the types of schools practice same book. This study is also prepared by taking the samples from both types of schools. From this study, we can see variations found in the condition and perceptions of the teachers and learners between community schools and institutional schools.

No study could be perfect in itself from all the sides but it must be implacable. If the study has no practical implication, the study cannot be a completed and proper study. This study has its implications in different levels. As the ELT practice goes through different levels, this study too has its recommendation for its implication at different related levels.

5.2.1 Policy Related

This study has the following implications at the policy making level of ELT curriculum development-

i. The policy for the regular revision of the textbook should be made.
ii. From the analysis of the findings, it is found that the teachers and learners need additional support for the teaching and learning of the vocabulary found in the textbook. So the policy for providing scaffolds should be made.
iii. The textbook is found to be more communicative. So the policy to train the teachers for communicative exercise.
iv. The textbook is found to be more difficult than the earlier textbook in terms of vocabulary. So the required policy should be made to simplify it.
v. Mostly the teachers of community schools perceived that the words are quite irrelevant as they are beyond the level and interest of the

students. So, the policy to assist the teachers of community schools needs to be made.

5.2.2 Practice Related

The study has the following implications at the practice level of the ELT

a. Enough teaching and learning practice of vocabulary needs to be done.

b. Happy and healthy environment for learning vocabulary should be created.

c. The teachers should use different techniques to teach vocabulary.

d. Specially, the literary words are found difficult. So, while teaching those words, special action should be taken.

e. Mostly the teachers of community schools need to encourage students to create interest in learning words.

f. The teachers need to find of the difficulty of the students while learning vocabulary and the required cure should be done.

5.2.3 Further Research Related

It is already mentioned that no single research is all and enough in any field. This study too is not all in all. It has lots of delimitations. These delimitations open doors for more researches. Moreover the part of textbook is a changing phenomenon. The task of developing curriculum and textbook and changing them go forever with course of time. This study is also related to a new textbook of grade seven. Moreover, there are many parts of a textbook to be studied like the content, scope and sequences, inner and outer property of a textbook, perception of various stakeholders on various aspects of the textbook etc. The other thing is that we have two different schooling systems in our country. There is an unequal condition of ELT between them. Furthermore to make the perfect planning and practice of ELT textbook, each and every step is needed to be studied and evaluated

regularly. For this all, this study is a step in this field. This study can scaffold importantly to other further researches. The studies that are related to the ELT textbook development in Nepal in different levels i.e. primary, lower secondary, secondary, higher secondary or higher education, bringing equality in the condition of ELT between these two types of schooling can be assisted by this study. The other studies related to these two types of schooling, finding the areas of differences between them, bringing equality etc. can be done. For those and many other studies of ELT, this study can be a reference study. Not only this but also the studies on other issues of textbooks, different aspects of textbook, perceptions of different people about the different aspects of textbook Etc. can be done to find out the with the help of this study. Those studies can be done for different purposes. Whatever the purposes are, but they can be assisted from this study. So, this study is very important to the further researches of ELT.

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