

**TEACHERS' PERCEPTIONS TOWARDS GRADE
EIGHT ENGLISH TEXTBOOK**

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

Submitted by

Nisha Bimali

Faculty of Education

Tribhuvan University

Kanakai Multiple Campus

Surunga, Jhapa, Nepal

2020

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DECLARATION

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

Date:

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This is to certify that **Mrs. Nisha Bimali** has prepared the thesis entitled **Teachers' Perceptions Towards Grade Eight English Textbook** under my guidance and supervision.

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DEDICATION

I dedicate this thesis to my parents for their endless love,
support and encouragement.

ABSTRACT

This research work entitled **Teachers' Perceptions Towards Grade Eight English Textbook** is to analyze the textbook 'English Grade 8' in terms of physical aspect (layout and design, paper quality, letter spacing, pricing, printing and binding, pictures and availability) and academic aspect (content, language, exercises, language skills and grammatical items) used based on the teachers' perspectives in different community and institutional schools of Kanakai Municipality of Jhapa district. The objective of this research is to explore the teachers' perception towards English textbook of grade eight in terms of physical aspects and academic aspects and provide some pedagogical implications. The data was analyzed descriptively. The respondents for the study contained 20 English teachers who taught in grade eight. The result showed that the teachers perceived the English textbook used in grade eight is able to accomplish the learning targets. The exercises included in the textbook are supposed to provide sufficient practice to the students for developing all four language skills of language so that the outcomes of the curriculum can be achieved easily.

The first chapter is introduction that includes background of the study, statement of the problems, objectives of the study, research questions, significance and delimitations of the study. The second chapter is related to the review of theoretical literature, review of empirical literature, implication of review for the study and conceptual framework. The third chapter is about the methodology that contains design of the study, sources of data collection, sampling procedures, tools for data collection and process of data collection. The fourth chapter deals with analysis and interpretation of results and the fifth chapter is related to conclusion and recommendations such as policy related, practice related and further research related followed references and appendices of the study.

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LIST OF SYMBOLS AND ABBREVIATION

CD	: Compact Disk
CDC	: Curriculum Development Centre
CUP	: Cambridge University Press
ELT	: English Language Teachers
Ltd.	: Limited
NELTA	: Nepal English Language Teachers' Associations
OUP	: Oxford University Press
PCL	: Proficiency Certificate Level
TU	: Tribhuvan University

CHAPTER: ONE

INTRODUCTION

This study is on **Teachers' Perceptions Towards Grade Eight English Textbook**. This introduction part consists of general background of the study, statement of the problem, significance of the study, objectives of the study, research question, delimitation of the study and operational delimitations of the key terms.

1.1 Background of the Study

Language is a unique gift to human beings which distinguishes them from animals. It is the most powerful and permanent tool of human communication. We share our ideas, feeling, desires etc by using language. It is language that has made human being the supreme creature on the earth. Language is, today, an inseparable part of human society. Human civilization has been possible only through language. It is through language only that humanity has come out of the stone-age and has developed science, art and technology in a big way. Language is a means of communication. We can keep good relationship among people in the society by using language. We read, write and communicate being depended on language. According to Chomsky (1957, p. 13), "Language is a set (finite and infinite) of sentences, each finite in length and constructed out of a finite set of elements". Language is an abstract system of symbol and meanings. As language plays very important role in the development of a personality. Not only in personality but by learning more than one language it can develop person's cognitive skills, learning more than one language also important in social development of person.

Language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system. Language is the divine gift of the god. It is language that distinguishes man from animals. Language is an extremely important way of

interacting with the people around us. Without language we cannot communicate with people. As it is a vital tool for communication.

Sapir (1921,p.7) defines language as, "A purely human and non- instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. Language has enabled man to communicate with the environment and to regulate his social behavior".

Crystal (2003) states, "English as a global language". English being a universal language has always been and will always be a medium of communication all over the world. It is a medium that is spoken by the majority of the world population. English is one of the richest languages of the world and has become the language of science, trade and commerce. English serves as a global language and it is essential especially among different countries to have an effective communication. Learning English is a great tool among other countries to promote development in the English language during the previous decades. English language not just improved the educational level of a one's country but also it had been raised political and cultural aspects which are very significant for most countries.

English language has become only one language in the world, which is widely accepted as a Lingua Franca. It has gained the status of mother tongue in some countries and second language in other countries. It is regarded as foreign language. So, today English language is globalized and most widely used language. Among all languages in the world, the English language is the most prestigious and dominant language. English is an international language, which is also known as the global language. It is medium to learn history, culture and life style of the people who belongs to English language as their mother tongue. That's why, it can improve human status. As a result, the fame of English language is spreading day by day. The importance of English in the present world of science, technology, commerce, business trade and education need not to be over emphasized.

The practice of English language teaching was introduced in Nepal together with the establishment of the Durbar High School in 1854 AD. Since then, people are learning English as a foreign language for successful career, personality development, to gain access to the world for knowledge, to take part in the different programmes and conferences of regional and international level, to communicate with foreigners, for studying abroad and various other purposes. People are learning English language enthusiastically in different educational institutions also. English is a major international language and one of the six official languages of the UNO. It is the vital tool for communication globally. English language is taught as a foreign in all the schools of Nepal starting grade one to twelve. It is also taught as a compulsory subject up to the Bachelor level in different universities in Nepal. As mentioned in the school level English curriculum developed by the Curriculum Development Centre, teaching English in schools has two main purposes: to enable pupil to share their ideas and feelings with the native speakers of English and to expose them in the vast treasure of knowledge.

English is the principal international language of diplomacy, knowledge, business and tourism. Thus, it has a dominant position in international media, science, and modern technology a high percentage of world publication in science, technology and commerce is published in English. That is why learning English as a foreign language is assuming an increasing importance worldwide as well as in Nepal both within and outside the school system. Through learning English, learners will develop the confidence to communicate effectively in speaking, listening, reading and writing. English that will enable them to participate actively in a global society.

Textbook is a book contained the information of the subject matter in the school. The use of textbooks is basically based on the educational purposes referring to the curriculum. A textbook is the book which is written for a particular class on the basis of the contents prescribed in the curriculum. It is teaching material for the teacher and a learning material for the learner. It is

one of the pivotal aspects of the total teaching and learning process. Textbook is a book used by the teachers to manage the lesson in teaching learning process. This book is arranged accordance to the curriculum and the learning requirement. In addition, teaching materials book is the book compiled by the learning processes which is contained the material of the lesson. Textbooks also assist students' activities such as in giving homework, assignments, and competency tasks. For the students, they get the textbook as a guideline and framework, which can help them to learn better, faster and easy.

1.2 Statement of the Problem

Textbooks are important teaching material for the teacher and learning material for the learner. They serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of the skills taught and the kinds of language practice the students take part in.

Considering the above facts, textbook evaluation is considered as an important thing to be conducted. Evaluation is needed to check whether the books fulfilled the criteria of good textbooks. It is also beneficial for finding out the aspects requiring some improvements. The results of this evaluation are expected to provide some recommendations to grade eight textbook through teachers' perception that need to do with textbooks i.e. adding, adapting and replacing.

It is very essential to evaluate the textbooks from different angles to find out their strengths and weaknesses. This study is focused on the issues that if the textbook's physical aspects such as layout and design, paper quality, letter spacing, pricing, binding, printing and picture as well as academic aspects such as like content, language, exercises, language skills (listening, speaking, reading and writing) and grammatical items are good. These above mentioned issues made me to carry out this study.

1.3 Significance of the study

This research is expected to give several advantages to some parties such as authors, syllabus designers, examiners, trainers, textbook writers, educational planners, subject specialists and other researchers in the area of English Language Education because this study contains some useful recommendations and suggestions for the improvement of the textbook. This study gives some insights to the textbook writers to take into account some important things related to the language appropriateness, worthiness of content, and layout as important aspects of textbook. It is also expected that this raised their carefulness in developing textbooks. In the same way, English language teachers are also benefited by this research work as it helps to evaluate the textbooks which they are going to use. It is also important for the students of English language learning. It is useful to all the English Education students and researchers to conduct similar study in the area of textbook. It is beneficial to all the concerned people who are directly or indirectly involved in ELT in Nepal and foreign countries as well.

1.4 Objectives of the study

The objectives of the study were as follows:

- a. To explore teachers' perceptions towards the grade eight English textbook in terms of physical aspects such as layout and design, paper quality, letter spacing, pricing, binding, printing and picture as well as academic aspects such as like content, language, exercises, language skills (listening, speaking, reading and writing) and grammatical items.
- b. To recommend some pedagogical implications of the study.

1.5 Research questions

This study seeks to find the answers to the following questions:

- a. How is the quality of physical aspect of textbook?
- b. How far has the textbook covered all the language functions?
- c. To what extent does the textbook include activities for all language skills?

- d. How is the textbook relevant to the students?

1.6 Delimitations of the study

The following were the delimitations of the study:

- a. The study was focusing to the analysis of textbook for grade eight.
- b. The field of the study was limited to Kanakai Municipality of Jhapa district.
- c. The population of the research work was twenty English teachers.
- d. This work was limited to analyze the academic aspect: content, language, exercises, illustrations, language skills and materials and grammatical and communicative aspects of the textbook and short analysis of physical aspect based on the researcher's own observation.

1.7 Operational Definition of the Key Terms

Curriculum: Curriculum is a systematic work plan which leads a complete educational program. Curriculum is a general term which refers to the overall planning of an educational program.

Syllabus: Syllabus is a part of curriculum which is concerned with the specification of what units will be taught and when.

Textbook: Textbook is an aid to facilitate learning. It gives instruction in a subject. It is prescribed for the study as a part of syllabus.

Contents: Contents are the important part of textbook which gives information about unit and lesson including in the textbook.

Language: Language is a means for communication. The main function of language is to communicate to each other.

Exercises: Exercise is something that is done or practiced to develop particular skill. The exercises help the students develop their creativity.

Grammatical Aspects: It is related to grammar: following the rules of grammar of a part of something or directions

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is one of the essential works to conduct any research. This is the second chapter which deals with review of some related theoretical literatures, review of the empirical literature, implication of the review for the study and the conceptual framework.

2.1 Review of Theoretical Literature

This section includes the review of some of the available and related theories. The theories are taken from different sources like book, journal, articles etc. Here in this study, the researcher will review and mention introduction of curriculum and textbook, introduction of grade eight English textbook, competency of basic level English and learning outcomes of grade eight.

2.1.1 Introduction of Curriculum and Textbook

The word “curriculum” is derived from Latin word “currere” which means “to run”. So curriculum can be as a road or runway where teachers and students run to reach their destination to achieve the goals. A curriculum is a complete program of an academic year which basically contains teaching items, teaching methods and evaluation scheme. In this way, curriculum is the heart of schooling. On the basis of the curriculum the textbook is written.

Hass (1987) defines curriculum as, “All the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice.”

A curriculum is a plan of what is to be achieved through teaching and learning. ELT curriculum is a part of an overall language curriculum or course, which is made up of four elements: aims, content, methodology and evaluation. The curriculum identifies what curriculum intends to achieve is known as aims.

Content is the items what is taught and learnt in the classroom. Methodology refers to how teachers and learners work upon the content, while evaluation is the process of assessing outcomes from the learning and judging the appropriateness of other elements of the curriculum.

In the actual scenario of the ELT process in Nepal, a teacher has a little to say on the curriculum, design and its contents. The curriculum that is handed down to him/her is an abstract document and an easy way to teach in classroom to use the textbook.

Very often, the curriculum and syllabus are taken synonymously but they are not the same. About these two terms Rodgers (1989, p. 26) says that: "syllabus which prescribes the context to be covered by a given course, from only a small part of the total school program. Curriculum is a broader concept. Curriculum is all those activities in which children engage under the auspicious of the school. This includes not only what pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment and in which kind of facilities."

A textbook is written document that includes the systematic presentation of the language items arranged and organized as specified in the curriculum. It is very important and essential teaching learning aid for teachers and students.

Textbook is an aid to facilitate learning. It gives instruction in a subject. It is the written or printed part of a certain message. It is used in a formal education. It reflects the objective of the curriculum and is totally based on the curriculum. It guides both the teachers and the students.

A good textbook often contains lively and interesting materials. It provides a meaningful progression of language items. The textbook clearly shows what has to be learnt and even summarizes what has been studied. It presents exercises, illustrations, listening, speaking, reading and writing materials, vocabulary items, printing size, binding, paper quality, etc.

A textbook has many advantages for both teachers and students. "Good textbooks often contain lively and interesting materials. They provide sensible

progressive language items clearly showing what has been studied so that students can revise grammatical and functional points they have been concentrating on” Harmer(1983).

The textbook is the book prepared on the basis of the contents prescribed in the curriculum there should be linkage between curriculum and textbook. Although the textbook is a means of curriculum, in our Nepalese context it has been taken as a sole body of teaching and learning activities conducted throughout the whole academic year. It shows that the role of textbook is even more. If there is not any linkage between textbook and curriculum then the objectives of the curriculum cannot be achieved. Keeping this in mind the textbooks of basic level are written. All the contents of the curriculum are covered by the textbooks.

Curriculum and textbook are interrelated to each other. A textbook is prepared by incorporating the contents to fulfill the curricular objectives. A textbook doesn't exist without curriculum. In the same way, the textbook has also a vital support to curriculum. The curricular objectives are achieved with the help of textbook. Textbook incorporates the contents and simplifies the items to be taught and learnt which is directly related to the effectiveness of curriculum.

Textbooks are learning materials commonly used in teaching learning process. It is not surprising that they often become the only materials in classroom. This fact happens for several reasons. First, textbooks are relatively easy to find and are commercially provided. Second, it provides a guide or a road of map for the learners which offer expected behaviours that they have to perform (Crawford in Richards and Renandya, (2002). Third, textbooks help teachers to prepare the lesson (Brown, 2000). Fourth, they can also became a flexible syllabus for teaching learning process in which can easily modify based on the students' needs.

Textbook is a very useful material prepared for the purpose of teaching learning material. It is a written or printed document that reflects the objectives and teaching items set in the syllabus and is prescribed for study as a part of the

syllabus. According to Harmer (2008, p. 271), textbook is "The main book used by teachers and students for a term, semester or year, often used as the basis for the syllabus". It gives information about a particular subject and is used in formal education at a particular class or level. It contains different kinds of text (reading or listening), activities or exercises (for vocabulary, grammar, pronunciation, speaking, writing, etc.) with content at the beginning and usually a glossary at the end. It is meant for helping students learn the target language for using it in their real life situations. It is equally important to both teachers and students. It tells the teachers what to teach in what order, and it helps the students to know what to learn at a given level. It is a means to an end, not an end itself. Textbook is a good tool of teaching and learning for teachers and students. It helps to achieve the objectives of the curriculum. A textbook is a book used for the study of a subject.

Textbooks sometimes have questions to test the knowledge and understanding of the learner. A textbook is the main source material to be used in teaching learning process. It is an essential tool for making language teaching and learning activities effective, purposeful and successful. It is not only for the students but also for the teachers. Textbook provides many sorts of texts, activities and language items to be taught and learned at a particular level. Teachers and students can go through the textbook to achieve the objectives of the syllabus and make teaching learning successful. Grant (1987, p. 12) says, "The textbook is used to refer to course book which typically aims to cover all aspects of the language and supplementary textbook devoted to particular topics or skill areas".

The usefulness or importance of using textbook as follows:

- i. Textbook tells the teacher what to teach in what order.
- ii. It provides necessary text language items, activities and exercises for teaching and learning the language.
- iii. It indicates the methodology to be used.
- iv. It acts as a very useful learning material for the students.

- v. It serves as a source of activities for learners practice and communicative interaction.
- vi. It serves as a reference source for learners on grammar, vocabulary, pronunciation, etc.
- vii. It serves as a syllabus (where the textbooks reflect the established learning objectives).
- viii. It serves as a resource for self-directed learning or self-access work.
- ix. It serves as a support for the less experience teachers who have yet to gain confidence.
- x. It saves the teacher's time of searching for different materials as it serves as a ready-made material.

Textbook use is one of the teacher's main skills. The way in which we get students to look at reading text, do exercise or solve puzzles in the book is extremely important. The majority of teachers use textbook to help their learners and to give structure and direction to their own teaching. The most important aspect of textbook use is for teachers to try to engage students with the content they are going to be dealing with.

2.1.2 Reasons for using a textbook

Ur (2005, p.184) presents the following arguments in favour of using a textbook:

- i. **Framework:** A textbook provides a clear framework: teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress.
- ii. **Syllabus:** In many places the textbook serves as a syllabus: if it is followed systematically, a carefully planned and balanced selection of language content will be covered.
- iii. **Ready-made texts and tasks:** The textbook provides texts and learning tasks which are likely to be of an appropriate level for most of the class. This of course saves time for the teacher who would otherwise have to prepare his or her own.

- iv. **Economy:** A book is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopied papers or computer software, are likely to be more expensive relative to the amount of material provided.
- v. **Convenience:** A book is a convenient package. It is bound, so that its components stick together and stay in order; it is light and small enough to carry around easily packed and stacked; it does not depend for its use on hardware or a supply of electricity.
- vi. **Guidance:** For teachers who are inexperienced or occasionally on sure of their knowledge of the language, the textbook can provide useful guidance and support.
- vii. **Autonomy:** The learners can use the textbook to learn new material, review and monitor progress with some degree of autonomy. A learner without a textbook is more teacher-dependent.

2.1.3 Introduction of Textbook analysis

Textbook analysis is the systematic analysis of the text materials. It is closely linked to the selection of textbooks. An analysis means the detailed examination or study of something. Textbook analysis is the systematic analysis of the text materials including the structure, the focus, and special learning assists. It is the systematic analysis of the text materials. The tasks of textbook analysis are both systematic and objective which helps to remove the weakness of the textbook and improve its quality. It is important that teachers make informed and appropriate choices when selecting textbooks for their students, especially in today's. The selection process can be greatly facilitate by the use of systematic materials evaluation procedures which help ensure the materials are consistent with the needs and interests of the learners they are intended to serve.

A textbook is written to achieve the objectives of the language course. The perfect textbook may not exist, but the best book available for students

certainly is. A good textbook should suit the needs, level, interests and abilities of the students.

McDonough and Shaw (2003), propose a framework for textbook evaluation in two stages. They are:

I. The External Evaluation: It examines the physical appearance of the textbook. It contains layout and design, printing and binding, price and availability, etc.

II. The Internal Evaluation: It examines the internal consistency and organization of the materials. It consists of content, the presentation of the skills, activities and the grading and sequencing of the materials. In addition to these, the textbook should be evaluated thinking the usability, adaptability, and flexibility factors of the textbook. Right evaluation of the textbook is important for successful teaching and learning. For this, textbook can be evaluated within a few hours or couple of days and with the help of continuous use of the textbook. In the continuous use of the textbook, as long as the textbook is used, it is evaluated and teachers are better informed about its strengths and weakness and are in a better position to decide on aspects of adaptation.

Realizing the importance of textbooks in the classroom presented earlier, the combination of both external and internal approach to the textbook evaluation is a crucial thing to do in order to examine the quality of certain textbooks.

Many researchers tend to evaluate textbooks on one side only. This kind of evaluation does not give significant contribution to the teacher professional development as teachers will find it difficult to do further actions once a textbook evaluation is done. This is because the aspects being evaluated are limited to a certain degree.

This analysis of textbook “Our English” for grade eight is focused on the analysis of the physical aspect of the book such as layout and design, paper quality, letter spacing, pricing, binding, printing and picture. Similarly, it seeks to find on the academic aspects like content, language, exercises,

language skills (listening, speaking, reading and writing) and grammatical items. Both features are very important to maintain the quality of text book.

There are certain criteria for evaluating a textbook. Ur (2005, p.186) lists the following general criteria for textbook evaluation: Objectives explicitly laid out in an introduction, and implemented in the material, approach educationally and socially acceptable to target community, clear attractive layout; print easy to read, appropriate visual material available, interesting topic and tasks, illustration and picture, varied topic and tasks, so as to provide for different learners levels, learning styles, interests, etc, clear instructions, systematic coverage of syllabus, content clearly organized and graded (sequenced by difficulty), periodic review and test sections, plenty of authentic language, good pronunciation exclamation and practice, good vocabulary exclamation and practice, good grammar presentation and practice, fluency practice in all four skills, encourage learners to develop own learning strategies and to become independent in their learning, adequate guidance for the teachers, not too heavy presentation load, audio cassettes and readily available locally.

However, the following are the criteria for textbook analysis have been used in this research:

Physical Aspects

- 1. Layout and design (clear attractive layout Ur, p. 186):** Layout refers to the model or design of book. It has direct impact upon the students. So, it should be attractive and eye catching. The cover of the book should be attractive and durable. The size of the book should be appropriate. The textbook should be well designed with appropriate lettering and spacing. The front of the letters should match the age group or level of the students. There should be proper margin and spacing between the letters, words and paragraph. The letters can be made colourful for children so that they will be highly motivated.
- 2. Paper Quality:** The paper quality of the book should be good, i.e. white and durable. It should be thick enough so that the printing of one side can't

be seen from another side. The good paper quality makes the book attractive and durable.

- 3. Letter and Spacing:** The textbook should be well designed with appropriate lettering and spacing. The front of the letters should match the age group or level of the students. There should be proper margin and spacing between the letters, words and paragraph. The letters can be made colourful for children so that they will be highly motivated.
- 4. Pricing (McDonough and Shaw, 2003):** The price of the book should be reasonable. It should not be beyond purchasing capacity of the student. The size, binding, cover and paper quality determine the price of the book.
- 5. Binding (McDonough and Shaw, 2003):** Binding of the book should be attractive and durable. Children use their books for both reading and playing with. And also they are not aware of the safety of the book.
So the book should have durable binding to give it a long life.
- 6. Printing (McDonough and Shaw, 2003):** Good printing makes a book attractive and also motivates the learners to read. The printing of the book should be legible so that it is easier to read.
- 7. Pictures and Illustration:** Ur (2005) the materials contain illustration and picture that can help the students to understand the topic clearly. The pictures and illustrations of the book should be attractive, appropriate and clear. Good illustrations arouse students' interest and also make the subject matter clear. They should be colourful for the beginners to motivate them.
- 8. Availability (Readily available locally Ur, p. 186):** The textbook should be easily available wherever it is being used. It should be frequently revised and updated. The students' should get it whenever and wherever they need.

Academic Aspects

- 1. Content (Varied topic, Ur, p. 186):** Content of textbook refers to the topics included in it. It should be suitable, interesting, educative, and practicable to the target group. Any single unit of a textbook should cover a fair range language content and skill, such as pronunciation practice, vocabulary practice, grammar practice, language function, short and long

reading text, listening and speaking tasks, communicative tasks, mixed-skills communicative tasks, dictionary work, review of previously learnt materials etc.

- 2. Language (Plenty of authentic Language, Ur, p. 186):** The language of the textbook should be at the right level. It should be simple, clear, authentic and communicative. There should be appropriate use of vocabulary with correct spelling and the structure should also be appropriate. The sequencing of the language items should be logical. They should be into the appropriate order suitable for teaching and learning. They should be graded according to the principle of simple to complex, known to unknown, concrete to abstract, whole to part, spiral to sequence, etc. The language items are to be selected following the criteria of frequency (number of occurrence), range, (occurring in many texts), coverage (covering capacity) trainability (easier to learn) usefulness and availability.
- 3. Exercises / activities (Interesting Topic and tasks, Ur, p. 186):** A good textbook should have a variety of interesting exercises. There should be the right kind of activities in the book. Exercises are design to help students practice the language skills and aspects learnt. So there should be sufficient exercises for each topic and they should be interesting and suitable to the level of the students. They should be of varied nature to practice pronunciation, grammar, function, structures, language skills and vocabularies. The activities should be such that they require students' participation and develop their creativity. They should be to act individually, in pair and in groups. The instructions should be simple and clear so that students understand what they are supposed to do with a particular exercise.
- 4. Language Skills (Fluency practice in all four skills, Ur, p. 186)**
Language skill refers to the way of using the language. Listening, speaking, reading and writing are called the four language skills. Listening and reading involve receiving message and are therefore often referred to as the receptive skills. Speaking and writing involve language production and are

therefore often referred to as the productive skills. Language skills should be organized in a balanced and integrated manner in the textbook. Textbook should have the appropriate balance of skills. There should be sufficient exercises to practice the language skills. Language skills encourage learners to develop own language strategies and to become independent in their learning.

5. Grammatical Items (Good grammar presentation and practice, Ur, p. 186)

Grammatical items enable the learners to know and apply how sentence pattern should be put together. It helps the learners to monitor their performance. It helps the learners to improve their writing. It helps the learners to acquire the capability of producing grammatically acceptable utterances in the language. In listening and speaking grammar plays a crucial part in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considerate necessary to acquire the capability of producing grammatically acceptable utterances in the language. So the textbook should contain different grammatical items to furnish the basis for a set of language skills.

2.1.4 An Introduction of Grade Eight English Textbook

"English Grade Eight" has been developed in line with the Basic Level English Curriculum (2012) which was developed by incorporating the recommendations of various education commissions. It is the skill based course book. It is written based on the survey of English textbook available in the domestic market. This can help students to gradually proceed from unconscious beginning to conscious learning attending to students' need for communication and teacher's role helping them communicate in the classroom situation and beyond. The activities are so designed that students voluntarily move from one activity to another with clear focus on the practicing in various communication situation. The students will be able to speak, understand and write English in a limited set of home and school situations. Grade eight

textbook has covered twenty different language functions prescribed in the curriculum in eighteen chapters. It is written by Bishow Raj Joshi, Narendra Raj Paneru and Dhruba Kumar Neupane. The exercises included in the textbook are supposed to provide sufficient practice to the students for developing all four language skills of language so that the outcomes of the curriculum can be achieved easily. It contains different practices of vocabulary, grammar, language functions and language skills. This book contains a variety of reading materials and exercises which will help learners to achieve the competency and learning outcome set in the curriculum. Different types of exercises like matching item, short questions answers, fill in the blanks, true/false, writing dialogues, paragraphs, descriptions are given in the textbook. The textbook also contains exercises of looking and saying and performing conversation. The textbook also contains different listening exercises and fun activities. The textbook also contains project work each and every chapter. At the end of the textbook there is glossary which is helpful for the students.

This analysis of textbook English for grade eight focuses on the analysis of the physical aspect of the book like layout and design, paper quality, letter spacing, pricing, binding, printing and picture. Similarly, it seeks to find on the academic aspects like content, language, exercises, language skills (listening, speaking, reading and writing) and grammatical items.

Table -1

The description of the 'English Grade 8' Textbook

Name of book	English Grade 8
Authors	Bishow Raj Joshi, Narendra Raj Paneru and Dhruba kumar Neupane
Publisher	Government of Nepal Ministry of education Curriculum Development Centre Sanothimi, Bhaktapur
Year of publication	2015
Printed at	Janak Education Materials Centre Ltd. Sanothimi, Bhaktapur
Price	Rs.120.00
Total pages	191
Total units	18
Binding	Side Stitching
Size	24x18cm.

2.1.5 Competency of Basic Level English Curriculum

English being an academic language course should help students of this level gain competency at grammatical, discourse, sociolinguistics and strategic level.

The following competencies have been derived in basic level curriculum.

1. Listen and comprehend spoken English in a variety of personal, social, and academic context.
2. Communicate in spoken English in a variety of personal, social and academic context.

3. Comprehend written English in of personal, social and academic context.
4. Communicate in written English in a variety of personal, social and academic context.
5. Develop skills and competencies to use English as a medium for further studies and a tool for obtaining information and enjoyment.
6. Learn to think creatively and critically to develop the language skills by promoting tolerance, inclusiveness and socio-cultural harmony.

2.1.6 Learning Outcomes of English Grade Eight

Present Basic Level Curriculum has set grade wise learning outcomes for class 6 – 8. The learning outcomes of class Eight English mention in the present curriculum are as follow:

A. Listening Skills

- a. Listen and respond appropriately to multi-step directions and instructions.
- b. Listen and distinguished between similar words and sentences.
- c. Listen to short text/ news items from the teacher / electronic media and put down main ideas in note form.
- d. Listen to spoken materials and transfer information to complete a chart, tables, etc.
- e. Listen to the text and respond to variety of exercises.
- f. Listen, understand and reproduce dialogue with correct stress and intonation.
- g. Listen and identify the topic and main point of oral presentation.

B. Speaking Skills

- a. Communicate formally or informally according to the situations.
- b. Receive/ make phone call in formal and informal situations.
- c. Describe picture, cartoons, maps, charts or posters orally.
- d. Participate in debate or oratory contests/ activities.

- e. Describe a sequence of actions or events orally with appropriate mood or expressions.
- f. Engage in group discussion to solve a particular problem or come to a decision.
- g. Speak with coherence and fluency to convey ideas.

C. Reading Skills

- a. Read and scan important facts/ ideas from a variety of reading texts (written, printed, and electronic).
- b. Read informative text and show understanding by retrieving important and ideas.
- c. Guess the meaning of unfamiliar word while reading.
- d. Enhance skills to use monolingual dictionary and thesaurus.
- e. Understand information/facts presented in diagrammatic form like chart/cartoon, and sort out the main information.
- f. Follow multistep instructions and procedures correctly.
- g. Read and predict the possible consequences of the remaining part of a text or story.
- h. Comprehend (enjoy simple literary text including poem, drama, essay and story)

D. Writing Skills

- a. Write short paragraphs on given topics with correct layout and punctuation marks
- b. Fill up an official form with the information sought by it.
- c. Write personal letter/thank you letter and letter of apology.
- d. Write longer dialogues.
- e. Prepare a short news report on a given topic/ event.
- f. Develop a short story with the help of clue provided.
- g. Prepare curriculum vitae.
- h. Prepare simple leaflet/ posters about village/town, etc.
- i. Revise or edit one's own writing with pair/teacher support.

- j. Transfer information from charts and table to paragraph and vice versa.

2.2 Review of Empirical Literature

There are some researches that conducted the English textbook analysis. It provides knowledge to the study that is carried out. To carry out the present study, the following literature reviews were done which are as follows:

Bhattarai (2001) evaluated the existing textbooks for grades VI-X. The reports says that the paper is of inferior quality; covers are dull; binding is weak; type size is determined without consideration and material presentation is poor. The textbook contains the lack of systematic and regularity and they are reprinted without correcting and editing properly.

Dahal (2002) carried out analysis of English for Grade X with the objective of analyzing grade X textbook based on the physical and academic aspects. 50 English teachers were consulted. They were from Kathmandu valley. To collect data, a set of close ended questions were developed for the teachers of English. The questionnaire consisted of five categories of responses, i.e., strongly agree, agree, neither agree nor disagree, disagree and strongly disagree. The findings of the research were: the textbook is appropriate in size, printing and language, the cover page of the textbook is not attractive and durable, and the presentation of the materials is still unfavorable to the students' level.

Ghimire (2003) carried out a research work on the topic of "An Analysis of the Link English Course for PCL First Year". The researcher analyzed the Link English course for PCL 1st and grade XI with the objectives of analyzing physical aspects, the adequacy of content of the book and finding out whether "Link English Course" serves as a course for linking the SLC English syllabus of PCL Ist year and grade XI of higher secondary level. The researcher has found out that it links between the SLC and higher studies English curriculum of compulsory subjects. The language is suitable as per the level of Nepalese students. It helps to make the different language skills better.

Bohara (2004) carried out the research entitled 'Textbook Analysis of English for Grade one.' His study primarily intended to evaluate the English textbook for grade in terms of language skills, sentence type, vocabulary items, language functions, materials and physical aspects. The research counted the entire vocabulary item and tabulated them to find their word class, number of frequency, number of syllable, pronunciation, and consonant cluster etc. Similarly, the research counted and listed all the sentence of the textbook according to their types, verbs pattern schemes and functions. Lastly the researchers analyses the physical aspect of the textbook descriptively.

Dawadi (2004) carried out an investigation on “An Analysis of the New English Textbook: For Grade Seven” with the objectives of examining the qualities of physical and academic aspects and the relationship between curriculum and the textbook. She has concluded that her research works with some strengths and weaknesses of the textbook of grade VII.

Poudel (2005) carried out a research work on the topic of “An Analysis of the English Textbook for Grade VI” with the purpose of analyzing academic and physical aspects. The finding are as follows: The subject matter is as per the level and interest of pupils; the work of the selecting vocabulary items is good; practice sections deals with the great deal of exercises; and illustrations are not enough.

Uprety (2007) carried out a research entitled "An Analysis of Academic Encounters Human Behaviour", a textbook for PCL 2nd year TU. Analysis of the textbook in terms of the physical aspects, academic aspects and focus in four different language skills was the major objective of his research. According to his conclusion, the physical aspects of the textbook is satisfactory, the book incorporates interesting readings, data based factual information, it has abundant use of formal academic language, though it doesn't contain communicative function, colloquial, figurative and literary use of language.

Prasai (2019) carried out a research work entitled "An Analysis of Paragon English Reader Book 6" to find out the strength and weaknesses of English reader book of grade six of private schools. The major objectives of analyzing the text book in terms of its physical, academic and communicative aspects and provide some pedagogical implications. In order to achieve the objectives, primary data was collected and self observation method was used. The data was collected from twenty different ELT teachers teaching the textbook in different private schools of Shivasatakshi Municipality. Then, the data was analyzed. The major findings of the study showed that the overall physical aspects are excellent. Similarly, the textbook is communicative due to its emphasis on language functions and language skills i.e. listening, speaking, reading and writing. Likewise, the contents include in the book are appropriate to foster the creativity and interactive ability in the learners. The book too had the negative side like it lacked the representation of Nepalese culture and geography and neglected the advocacy for human rights.

Thapaliya (2019) carried out a research work on the textbook analysis of grade nine with the objectives of analyzing the physical and academic aspects. The researcher wanted to point out some pedagogical implications of the finding of the study too. The findings of the study show that the subject matter is helpful to meet the objectives of the curriculum. The language of the textbook is suitable and understandable for the level of the students. There are not sufficient exercises for pair and group work. The pictures of the textbook are not clear, larger and higher quality. There are, however, sufficient reading, writing, listening and speaking in the materials in the textbook. The textbook focuses fluency and pronunciation aspects.

The researcher in this research work tries to carry out the analysis of English textbook for grade eight entitled "Our English Grade 8" in terms of academic aspect such as content, language, exercises, illustrations, listening, speaking, reading and writing skills and materials, grammatical aspect and communicative aspect. No one has carried out research work on this topic so

far. It tries to analyze the grammatical and communicative aspects of the textbook which no researchers has included in his/her study. It also analyzed the physical aspect of the textbook in short.

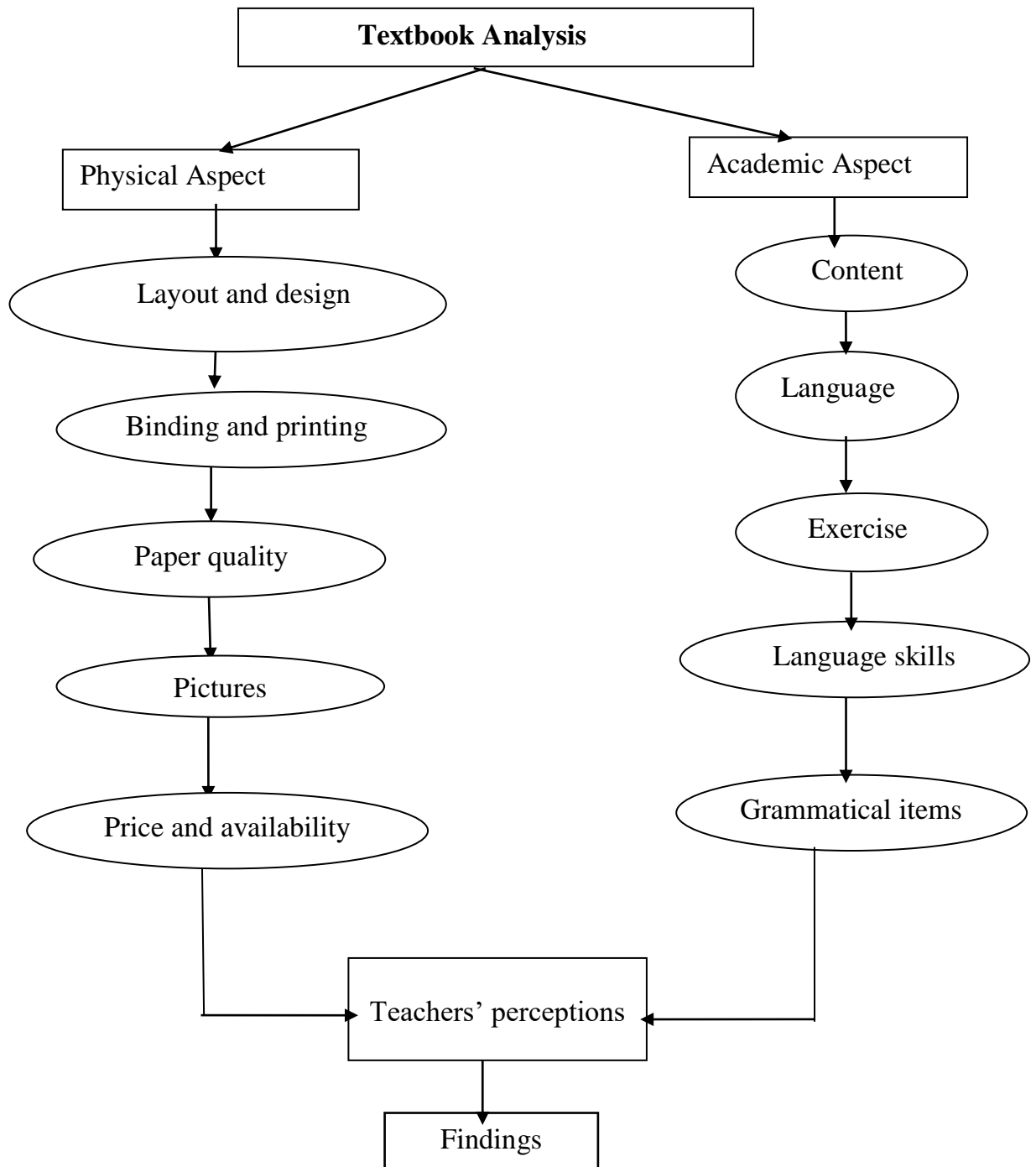
2.3 Implication of Review for the Study

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. The literature review helps the present study in different ways. The researcher works by different scholars help in modeling the present study.

- a. The review of the related literature helped to gain insight into setting the objective of the research study.
- b. It supported to identify the different aspects inside physical, academic and communicative aspect of the textbook.
- c. It helped to know different methodologies and procedure of carried out textbook analysis.
- d. It helped to determine the study area on the selected topic.
- e. It helped to be familiar with the possible problems of conducting research and ways to solve them.

2.4 Conceptual Framework

Conceptual framework is the representation of the understanding of the theories by the researches and his/her own conceptualization of the relationship between different variables. It is a frame on which the readers conceptualize the whole ideas. Thus, the present study is based on the following conceptual framework.



CHAPTER-THREE

METHODS AND PROCEDURE OF THE STUDY

This is a methodological section of this thesis. The following methodological aspects are included for the purpose of fulfilling the objectives of the study.

3.1 Design of study

This study is a survey research. An ELT textbook of class eight "English Grade 8" has been selected. In this research, the researcher designs the study in physical aspects and academic aspects of the textbook using qualitative and quantitative method of collecting data. The techniques that the researcher used to collect the data of this study were questionnaire and check list.

3.2 Source of data collection

In this research work, the researcher collects both primary and secondary source of data. The study was based on the following sources of information.

3.2.1 Primary Sources

The primary sources of this study were English Language teachers of Basic Level from different public and private schools of Kanakai Municipality of Jhapa district.

3.2.2 Secondary Sources

The textbook of grade eight entitled "English Grade 8" basic level English curriculum, previously carried out researches related to textbook analysis, different articles, journals, books, reports, dictionaries etc are the secondary sources for the collection of data.

3.3 Population, Sample and Sampling Procedure

The population of the study included the English language teachers who have been teaching English at basic level in public and private school of Kanakai Municipality, Jhapa.

The population for this research work consisted of basic level English teacher at least one year's teaching experience in grade eight. Altogether 20 English language teachers from different schools of Kanakai Municipality of Jhapa district have been selected randomly as sample population of the study.

3.4 Tools for Data Collection

In order to collect the data, the researcher studied thoroughly the textbook and used questionnaire for the teachers. The questions were about physical (layout and design, paper quality, letter spacing, pricing, printing and binding, pictures and availability) and academic aspect (content, language, exercises, language skills and grammatical items). Both open ended and close ended questions were given to the sample population to collect their view points to improve the textbook of grade eight entitled "English Grade 8."

3.5 Process of Data collection

In this research work, data were collected using questionnaire and check list. The following processes were used to collect the data for the study:

- a. First of all, the researcher studied the textbook in depth and different physical aspects and academic aspects were separately checked.
- b. Then, the researcher consulted with sample teachers.
- c. The researcher built rapport and gave the questionnaire to the sample teachers.
- d. Then, the researcher analyzed the answers.

3.6 Ethical Consideration

While preparing this thesis the researcher has honestly acknowledged all the sources of information. The research data remained confidential throughout the study and did not mention the real name of the participant in the research. All information was collected as per the consent of the informants. The information will not be used for other purposes.

CHAPTER: FOUR

ANALYSIS AND INTERPRETATION OF RESULT

This chapter deals with the analysis and interpretation of the data collected from the primary source. The data were obtained from the basic level English teachers. The data were based on the teachers' responses, the researcher has made a set of closed ended questionnaire with four options (very good, good, average and poor) and provided to the respondents. Their response were analyzed separately both qualitatively and quantitatively, in the technique of calculating 'percentage' for analysis and interpretation of the data.

4.1 Analysis of the Teachers' Responses

Physical aspects and academic aspect is the most important aspect of any textbook. To analyze the textbook, the researcher prepared a set of both close ended and open ended questions to collect teachers' responses about the textbook for "English Grade - 8." English Teachers from different schools of Kanakai Municipality of Jhapa district were given the set of questionnaire. The researchers tabulated the responses of the teacher respondents in terms of simple mean and percentage method for their analysis.

The analysis and interpretation of various aspects of the textbook on the basis of teachers' response is presented as follows:

Analysis of Physical Aspects

Physical aspect is a vital aspect to analysis the textbook. It concerned with peripheral features of the textbook. The analysis and interpretation of physical aspect of the textbook consists of layout and design, paper quality, letter spacing, pricing, printing and binding, pictures and availability.

Table- 2**Teachers' Response on Physical Aspects**

Physical Aspects Analysis						
S.N.	Physical Aspects	Responses % of Teachers				
		Very Good	Good	Average	Poor	Total
1	Attractive layout and design	60	30	5	5	100
2	Paper quality	10	40	40	10	100
3	Justifiable letter spacing	70	15	15	0	100
4	Reasonable price	75	20	5	0	100
5	Durable binding	40	50	5	5	100
6	Neatness of printing	20	30	40	10	100
7	Attractive and clear pictures	20	35	40	5	100
8	Easily accessible	90	10	0	0	100
	Mean(Average)	48.13	28.75	18.75	4.38	100

As it is shown in the table no. 2, it has been found that 48.13% of the total respondents have agreed that the physical aspect of the textbook is 'very good'. 60 % respondents agreed in the attractive layout and design, 10 % of them agreed in paper quality.70 percent believed in justifiable letter spacing. Similarly, 75 % respondents agreed in reasonable price. Likewise, 40 % of respondents agreed in durable binding. 20 % of respondents agreed in neatness of printing and the same percent of them agreed attractive and clear pictures. 90 % of respondents believed in easily accessible of textbook.

In the same way, it has been found that 28.75% of the total respondents have strongly agreed that the physical aspect of the textbook is 'good.' 30 % of respondents agreed layout and design of the text book is attractive and same percent of them opined printing is neat and clean. 40 % of respondents agreed paper quality is good. 15 % of them have agreed that the letter spacing between paragraph and word is justifiable. 20 % of respondents believed that the price of the textbook is affordable. 50 % respondents have agreed that the binding of the text book is durable. The pictures in the textbook are attractive and clear to the students of grade eight agreed by 35% of respondents.

As the table exhibits, it has been found that 18.75 % of the total respondents have been given their judgment that the physical aspect of the textbook is 'average'. 5% of respondents believed that the layout and design of the textbook is strong and attractive and same percent of them judged the binding of the text book is durable and also price is suitable. 40% of respondents agreed that the paper quality is good and also same percent of them approved in neatness of printing and pictures. Similarly, 15 % of them have agreed that the letter spacing between paragraph and word is justifiable.

It has been found that 4.38 % of the total respondents have been given their responses that the physical aspect of the textbook is 'poor'. The table has shown only 5% of them decided that the layout and design, binding and pictures are 'poor' respectively. Similarly, in paper quality and neatness of printing 10 % of respondents agreed respectively.

Analysis of Academic Aspects

The analysis and interpretation of academic aspect of the textbook consists of content, language, exercise, language skills, and grammatical aspects.

Table- 3**Teachers' Response on Academic Aspects**

Academic Aspects Analysis						
S. N .	Academic Aspects	Response % of Teachers				Total
		Very Good	Good	Average	Poor	
1	The subject matters of the textbook are need and interest of the students.	90	5	5	0	100
2	Language of the textbook is suitable for the level of the students.	80	15	5	0	100
3	The exercises of textbook are clear and understandable.	80	10	10	0	100
4	Listening materials develop listening proficiency of students.	45	15	35	5	100
5	Speaking activities develop fluency in speaking.	45	20	30	5	100
6	Reading skills are helpful to build students' vocabulary power.	75	15	10	0	100
7	Writing exercises are helpful to enhance students' writing ability.	60	15	20	5	100
8	Grammatical items presented inductively.	45	15	40	0	100
	Mean(Average)	65	14	19	2	100

As it is shown in the table no. 3, it has been found that 65% of the total respondents have agreed that the academic aspects of the textbook are 'very

good'. 90 % respondents agreed the subject matters of the textbook are need and interest of the students. 80 % of them agreed language of the textbook is suitable for the level of the students and same percent believed in the exercises of textbook are clear and understandable. Similarly, 45 % of respondents agreed listening materials develop listening proficiency of students and the same percent agreed speaking activities develop fluency in speaking and also grammatical items presented inductively. Likewise, 75 % respondents agreed the reading skills are helpful to build students' vocabulary power. 60 % respondents believed that writing exercises are helpful to enhance students' writing ability.

In the same way, it has been found that 14 % of the total respondents have strongly agreed that the academic aspect of the textbook is 'good'. 5 % of respondents agreed the subject matters of the textbook are need and interest of the students. 15 % of them agreed language of the textbook is suitable for the level of the students and also same in listening materials develop listening proficiency of students. Similarly, same percent of the respondents believed that reading skills are helpful to build students' vocabulary power, writing exercises are helpful to enhance students' writing ability and grammatical items presented inductively. 10 % respondents have agreed the exercises of textbook are clear and understandable. Likewise, 20 % of respondents agreed speaking activities develop fluency in speaking.

As the table exhibits, it has been found that 19 % of the total respondents have been given their judgment that the academic aspect of the textbook is 'average.' 5% of respondents believed the subject matters of the textbook are need and interest of the students and language of the textbook is suitable for the level of the students. 10 % of them agreed in the exercises of textbook are clear and understandable and also same percent in reading skills are helpful to build students' vocabulary power. Similarly, 35 % of them agreed in listening materials develop listening proficiency of students. 30 % of respondents agreed speaking activities develop fluency in speaking. Likewise 20% of respondents

agreed that writing exercises are helpful to enhance students' writing ability and 40 % of them agreed that grammatical items presented inductively.

Only 2 % of the total respondents have agreed that the academic aspect of the textbook is 'poor'. 5% of them believed in listening materials develop listening proficiency of students and the same percent agreed speaking activities develop fluency in speaking and writing exercises are helpful to enhance students' writing ability. No one said that the content, language, exercise, reading and grammatical items are 'poor'.

4.2 Teachers' Responses upon Grade Eight English Textbook

To find out the strengths and weakness of the textbook teachers' opinion play very crucial and authentic role. Three questions were made and the opinions of teachers were collected. The questions were asked to the teachers are given in appendix- C. The responses of the teachers' have been analyzed upon the following themes:

Strengths of the Textbook

- i. The cover page of the book is attractive.
- ii. The size of the book is appropriate.
- iii. It is convenient for carrying.
- iv. The spacing between the words, line and paragraph is satisfactory.
- v. Each chapter begins on a fresh page.
- vi. There are sufficient margin on all side of the page.
- vii. The font size use in the book is suitable for the age group.
- viii. The price of the book is reasonable. It suits to pockets of majority of the parents.
- ix. The book is easily available.
- x. The sides of the book are properly trimmed.
- xi. The subject matters are interesting to the students.
- xii. The subject matter helps to meet the objectives of the curriculum.
- xiii. The subject matter is suitable to the level of the students.

- xiv. Some fun or entertaining activities are included in the subject matter.
- xv. The language of the textbook is simple.
- xvi. The textbook contains clear, authentic and communicative.
- xvii. Exercises are organized systematically in the textbook.
- xviii. Exercises are in uniform each reading text.
- xix. Exercises reflecting the subject matter of the lessons in the textbook.
- xx. The listening materials are containing each units of the textbook.
- xxi. The sufficient exercises are containing in the textbook to develop students' listening skill.
- xxii. The speaking materials are containing in the textbook to help pronunciation and speaking practice.
- xxiii. The textbook is helpful to develop students' creative writing with the sufficient materials and instructions.
- xxiv. The reading materials are very crucial to build word power, vocabulary and comprehension skills for students in the textbook.
- xxv. The textbook seeks and maintain need and interest of the students on language skills.
- xxvi. Simple and suitable grammatical items are presenting in the textbook for the students.
- xxvii. The grammatical items are presenting inductively in the textbook.

Weaknesses of the Textbook

- i. The printing of the book is not neat and clean.
- ii. The paper is not adequately thick.
- iii. The paper is not durable and good quality.
- iv. The pictures are not colourful, clear and attractive.
- v. The binding of the book is not durable.
- vi. It lacks sufficient grammar explanation and practice.
- vii. Vocabulary is not given at the end of the lesson.
- viii. Some words are difficult to pronounce for the students.

- ix. It lacks sufficient number of practice exercises for pair and group work in the textbook.
- x. The textbook gives less emphasis on pronunciation exercise.
- xi. Tape scripts of listening texts are not given in the textbook.
- xii. The reading texts of the textbook contain many difficult vocabularies which make difficulty for the students.
- xiii. Lack of accessibility to the supplementary materials for the students regarding listening.
- xiv. The textbook does not contain enough grammar exercise for students.
- xv. It takes a lot of time to study the grammatical items of the textbook for the students due to the lack of clear instructions and illustrations.

Suggestions for the Improvement of the Textbook

- i. The layout and cover page of the textbook makes more attractive to motivate the learners.
- ii. The quality of the pictures needs to be increased.
- iii. Vocabulary should be given at the end of the lesson.
- iv. Varieties of grammatical items should be added.

4.3 Summary of Findings

The main aim of this study was to analyze the textbook of 'English Grade 8'. Present English textbook, 'English Grade 8' has been analyzed on basis of the price and availability, binding and printing, paper quality, layout and design, language skills, contents, exercises, language and grammatical items. Based on the above mention aspects of the textbook, the researcher analyzed and interpreted the data to come to the findings. On the basis of the analysis and interpretation, the findings of this study are as follows;

Strengths of the Textbook

- i. Textbook is not so expensive. It can be easily affordable for everyone.
- ii. The instructions given in the textbook are clear and straight forward.

- iii. Language of the textbook is simple and easily understandable for the students.
- iv. Varieties of exercises are given to provide sufficient practice for the students.
- v. Language skills are presented separately the activities and exercises of them are integrated with each other.
- vi. Learner centered teaching activities are emphasized to achieve active participation of the learners such as pair work, group work, role play and simulation.
- vii. The contents and covered areas seem to be appropriate according to the age and level of the students.
- viii. All four language skills, language functions and grammar are organized in a balanced and integrated manner.
- ix. Various types of fun activities are included to break the monotony of the students and make teaching learning interesting and enjoyable.
- x. Various types of literary texts incorporated in the textbook seem to be culturally and contextually suitable for our Nepalese context.

Weaknesses of the Textbook

- i. Lack of accessibility to the supplementary materials for the students.
- ii. The layout and cover page of the textbook is not so attractive according to the level of the students.
- iii. The print in the textbook is not clear.
- iv. The pictures are not colourful and attractive to pay the students attention.
- v. The paper quality of the textbook is low so that it is not durable.

CHAPTER: FIVE

CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusion of the research and the recommendation of the study on the basis of analysis and interpretation of the collected data. The following conclusion had been drawn on the basis of analyzed data.

5.1 Conclusion

The study on ‘Teachers’ Perceptions Towards Grade Eight English Textbook’ analyzed grade eight textbook with objectives of exploring teachers’ perceptions towards the grade eight English textbook in terms of physical and academic aspects is good. It was a survey research based on quantitative and qualitative analysis of the data. For collecting the data, the opinions of twenty English teachers teaching the textbook were gathered through checklist and questionnaires.

Based on the data, the result showed that the teachers perceived the English textbook used in grade eight is able to accomplish the learning targets. The exercises included in the textbook are supposed to provide sufficient practice to the students for developing all four language skills of language so that the outcomes of the curriculum can be achieved easily. It contains different practices of vocabulary, grammar, language functions and language skills. Language of the textbook is simple and easily understandable for the students. Learner centered teaching activities are emphasized to achieve active participation of the learners such as pair work, group work, role play and simulation. The contents and covered areas seem to be appropriate according to the age and level of the students.

5.2 Recommendations

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations at different levels have been presented as follows:

5.2.1 Policy Related

- i. The textbook has to bring variety in the exercises so as to help students' learning.
- ii. It would be better if the physical aspects of the textbook makes attractive to motivate the learners.

5.2.2 Practice Related

- i. The school administration has to manage the listening materials (CDs, cassettes, etc.) for emphasizing listening activity.
- ii. The concerned ELT teachers should enlist the major difficult or new vocabularies and deal with their meanings before starting the chapter.
- iii. Students should be encouraged to take active role in learning process.

5.2.3 Further Research Related

Nothing can be absolutely perfect in this universe. This study could not cover all the areas of the study. It had some limitations as well. However, it had pointed out some relevant areas for the further study. Such recommendations are presented below:

- i. This study can work as a ladder by stepping on which other researcher can achieve their goals.
- ii. This study will be very useful to other researchers who want to study the textbook analysis.
- iii. It will provide new research areas which are left to be investigated.
- iv. This study can also be beneficial for all who want to study in the related field and subject matter.

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APPENDIX –D

Name of the schools and teachers involved in the study

S.N.	Visited School's Name	Teachers' Name	Remarks
1	Shree Kanakai Sec. School, Kanakai-3, Jhapa	1. Mohan Khatiwada	
		2.Nirmala Bhattarai	
		3.Radha K.C.	
2	Shree Champapur Sec. School, Kanakai-6, Jhapa	4.Puskar Nepal	
3	Shree Bhrikuti Sec. Sec. School, Kanakai-7, Jhapa	5.Amrit Yonghang	
4	Shree Shingha Devi Basic School, Kanakai-4, Jhapa	6.Birendra Oli	
5	Shree Janaki Basic School, Kanakai-2, Jhapa	7. Yeshu Mainali	
6	Shree Bhagawati Basic School, Kanakai-5, Jhapa	8.Kishwor Mahat	
7	Devkota Education Foundation, Kanakai-3, Jhapa	1. Asher Uraw	
8	Paragon Academy, Kanakai-3, Jhapa	2. Susma Limbu	
		11. Bhisma Adhikari	
9	Shree Harikul Model Sec. School, Kanakai-3, Jhapa	12.Renu Prasad Kadel	
10	Shree Pashupati Eng. Sec. School, Kanakai-3, Jhapa	13. Kaji Shrestha	
		14.Durga Bhattarai	
11	Shree Champa Flowers Academy, Kanakai-3, Jhapa	15. Neera Sitaula	
12	Divya Ratna Eng. Boarding School, Kanakai-3, Jhapa	16. Durga Gautam	
13	Jhapa Marigold Sec. School, Kanakai-4, Jhapa	18. Gopal Timsina	
14	Pathivara Education Foundation, Kanakai- 8, Jhapa	19. Daya Raj Kattel	
15.	Bhidhdodaya Eng. School, Kanakai – 5, Jhapa	20. Himal Sitaula	