

CHAPTER ONE

INTRODUCTION

This study is about the "Teachers' Perception Towards *A Perfect English Grammar and Composition*". Prescribed for grade VII students of private school in Palpa district. This introduction part consists of general background, statement of problem, objective, research question, significance of the study, delimitation of the study.

1.1 General Background

A textbook is a teaching material for the teacher and learning material for the learner. It is one of the pivotal aspects of the total teaching and learning process. Textbooks are said to be the kind of books that deal with a particular subject used for formal education. Textbook is one of the most fundamental requirements of any successful teaching and learning activities. It is not only the collection of teaching items to be dealt with in a classroom but also the most comprehensive teaching materials containing all kinds of information that the students of a particular grade are expected to acquire within the duration of one academic session. It is a document that reflects the objectives and teaching items prescribed in the syllabus.

Cunningsworth (1995, p. 2) says:

Textbook is an effective resources for self-directed learning, effective source of presentation of materials, a source of ideas and activities, a reference source for students; a syllabus where they reflect predetermined language objectives and support for less experienced teachers who have yet to gain confidence. Textbook is frequently a most important teaching tool to determine not only what will be taught but also how it will be taught.

Similarly, Grant (1987, p. 12) says, "The textbook is used to refer to the course book typically aims to cover all aspect of the language and supplementary textbooks devoted to particular textbooks on skill areas".

In this regard Harmer (2008, p. 257) says:

Textbooks are found as authentic an non authentic materials. Authentic materials are the text designed for the native speakers; they are the real texts, designed not for the native speakers; they are the real texts, designed not for language students: but for the speakers of the language. These materials expose to learner the real language in real life and meaningful communication. Non-authentic materials are those that are specially designed for pedagogical purpose to the language learners. They are either developed or simplified or written considering the level of the learners.

The above discussion suggests that a textbook is defined as a backbone of teaching learning process. A textbook is the materials generally available at the learners' hand. It stands on the ground of curriculum and is taught in the classroom with the purpose of achieving aims defined in the curriculum. This is to say, a textbook should be prepared in such a way that the students, after completing the textbook, should be able to gain the knowledge and the skills as mentioned in the curriculum in question. So there should include all language skills viz, listening, speaking, reading and writing. There should be balanced exercises to develop these areas.

Some scholars are in favor of the use of textbooks and some are against the use of textbooks.

Ur (1996, pp. 183-95) gives the following points in favor of the use of textbooks:

-) A textbook is a framework which regulates and times the programs.
-) In the eyes of the learners, no textbook means no purpose.
-) Without a textbook, learners think their learning is not taken seriously.
-) A textbook is a cheap way of providing learning material.
-) For novice teachers a textbook means security, guidance and support.

Richards (2001, p. 3) has discussed the following potential negative effects.

-) They may contain inauthentic language.
-) They may distort content
-) They are expensive.

Thus, we can conclude that text book is teaching material for teacher and learning materials for learners. It is one of the pivotal aspects of the total teaching and learning process. Textbook is one of the most fundamental requirements of any successful teaching and learning activities. Textbook is an authentic source of knowledge and the materials are of the most commonly and widely used instructional aids in schools, colleges, universities and even at home. Text books play a vital role in achieving the objectives of the curriculum and have a great importance in a country like Nepal where materials like TVs films and computers are not sufficiently available. So, a textbook determines the components and methods of learning and it can be used consistently within the classroom with the supplementary materials, for both teachers and students.

1.2 Statement of the Problem

Language learning indicates the development of communicative competence. Communicative competence here means the ability to use the language appropriately. English language is widely used as an international language. In many countries, it first appears in the primary curriculum. Nepal also included it from nursery to bachelor level as a compulsory subject. For this different concerned bodies have prescribed syllabus and on the basis of prescribed syllabuses, textbooks are written. Moreover, students and teachers use only the books as tools and sources of learning the English language/grammar. In Nepal most students have taken English classes for at least nine to ten years before they enter higher secondary level. However, most of them remain inefficient in their ability to use the English language. The Nepali learners of English language may not have been getting sufficient exposure to use English, we know that the more the exposure, the better the learning. It shows that learners are inefficient to use the correct grammar. The major problems that ESL learners have with grammar are -

(i) word order (ii) verbs (iii) two word verbs (iv) prepositions (v) nouns (vi) adverbs (vii) adjective.

So, some solutions in learning grammar are the students need to contemplate first in order to be able to solve our internal problems.

Next, we have to apply it in daily activities. Motivate ourselves to study hard. It can be done in every way. We have to stay focus on our aim. So, it needs commitment between the lecturer and the students to obey the academic regulation and learning contract. Learners have to keep up their eagerness in the learning process even the facilities which had been provided is limit. As Andrews (2001) states, “ A teacher with a good grasp of grammatical knowledge will be in a better position to help students.

So, in the context of Nepal, mostly in private schools they use different Grammar books. These books are written by different authors. The text books may or may not be appropriate according to the level of students. Specially to examine whether it is relevant to the mental level of students ? So this research provides feedback to the authors and publishers for the further improvement. Besides, it will helpful for those, who are directly or indirectly involved in teaching and learning English and providing supplementary materials for different levels.

Here, I want to explore the issues as: whether the textbook selected is appropriate in content, subject matter, and language. Moreover whether the content and language are relevant to the students level.

1.3 Objectives of the Study

The general objective of this study is to analyze the difficulties to learn English grammar by Nepali learners. To be specific this study had following objectives.

- i. To analyze the perception of class seven English teacher towards the book under study 'A Perfect English Grammar and Composition' in terms of academic aspect (objectives, contents ,language, function, exercise).
- ii. To list some pedagogical implications

1.4 Research Questions

The following research questions were raised during the study.

-) Is the book under study *A Perfect English Grammar and Composition* appropriate for developing grammatical competences and creative writing ?
-) Is the grammatical portion included in the text book sufficient for grade seven ?
-) Are the contents relevant to the teachers and students ?
-) What aspects of grammar are focused ?

1.5 Significance of the Study

English is an essential part of today's life and part of school curriculum. So every students should study it and gain better achievement in future. This study will be useful for teachers who are teaching perfect English grammar and composition in class seven. Similarly, it will equally significant for other teachers who are teaching English grammar in different level. It shows that this study will be useful for those who were involved in the field of teaching and learning English grammar. On the other hand, it will equally useful for administrators who are related to education field and they need to select the book as textbook. This research provided feedback to the concerned writers for further revision I am sure the study will shed light on the English language teachers' grammatical awareness. So that, they can make further improvement in the teacher education in the country.

1.6 Delimitations of the Study

This research work had the following limitations

-) The research was limited to Palpa district only.
-) Only forty teachers from lower secondary level were included as samples of this study.
-) The study was limited to the teachers' perception towards the book under study *A Perfect English Grammar and Composition of Grade Seven* and
-) Only the questionnaire was used as research tool.
-) It was limited to the responses of the teachers obtained through questionnaire.

1.7 Operational Definitions of Key Terms

Grammar : Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. But sometimes grammar creates difficulties for the students in junior or higher

level. Grammar makes the language fruitful so it is necessary to know clearly by the learners.

Composition : A composition is longer than a paragraph. A composition is more like an essay. It can say composition is a mixture of words.

Textbook: A textbook is a book used for the study of a subject. People use a textbook to learn facts and methods about a certain subject. Textbooks have questions to test the knowledge and understanding of the learner.

Analysis: An examination of data and facts to uncover and understand cause effect relationships, thus providing basis for problem solving and decision making.

Perception : Perception is based on the experience of previous knowledge. It refers to awareness, understanding and interpreting something very deeply and closely. It is a powerful device or key that can change the way of language learning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists the detail of reviewed studies and implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this chapter.

2.1 Review of Related Theoretical Literature

A number of research works developed from different perspectives on textbook analysis. The information obtained from different literature is stored under the main themes and theories. So, theoretical framework guides any research work by using ‘ what work ’ in the experience or exercise of doing something directly involved in research study. The theoretical literature consists of importance of textbook analysis, advantages of using textbook, limitations of textbook, aspects of good textbook, textbook and their role in teaching English, types of textbooks, the purpose of textbook analysis, the description of ‘ A Perfect English Grammar and Composition’ of grade seven.

Furthermore, in Rowtnee's (1981, p. 320) words, a textbook is :

. . . a book on which the main ideas of a course of study are based or on which it draws for examples. Case studies, exercises etc. Many books are adopted as textbooks whether or not their authors meant them as such. Books written internationally as textbooks are likely to make use of such devices as overviews, summaries, glossaries, objectives, worked examples, student exercise, etc. with some textbooks. There may be a supplementary teacher's manual.

Thus, a text book is defined as a backbone of teaching learning process. A textbook is the material generally available at the learners' hand. It stands on the ground of curriculum and is taught in the classroom with the purpose of achieving aims defined in the curriculum.

2.1.1 Brief Introduction to Textbook

Textbook is one of the most fundamental requirements of any successful teaching and learning activities. It is not only the collection of teaching items to be dealt with in a classroom but also the most comprehensive teaching materials containing all kinds of information that the students of a particular grade are expected to acquire within the duration of one academic session. It is a document that reflects the objectives and teaching items prescribed in the syllabus. So, textbook is a guide for a teacher, memory aid for pupils, a permanent record of what has been taught and learnt in the classroom.

Similarly, McGrath (2006, p. 171) says,

Textbooks are a central element in teaching learning encounters not only in school settings but frequently also in tertiary level-service, English contexts. They will tend to dictate what is taught, in what order and, to some extent, how as well as what learners learn.

Thus we can conclude that textbooks are prepared to achieve goals and objective determined by curriculum. It is a document that reflects the objectives and teaching items prescribed in the syllabus. Textbook is frequently a most important teaching tool to determine not only what will be taught but also how it will be taught. Textbook is an authentic source of knowledge and the materials are generally available to the learners. It is one of the most commonly and widely used instructional aids in schools, colleges, universities and even at home. So, textbooks are invaluable materials for the teachers and students.

2.1.2 Roles of Textbook in English Language Teaching

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

In this regard, Grant (1987, p. 12) says, "Textbook is used to refer to a course book which typically aims at covering all aspects of the language and supplementary textbook, devoted to particular topic or skill areas."

Furthermore, he suggests there are three conditions that a textbook should satisfy:

- (i) It should suit the needs, interest and abilities of the students.
- (ii) It should suit the teacher
- (iii) The textbook must meet the needs of official public teaching syllabuses or examinations.

So, textbooks as instructional materials have great importance in teaching and learning a language. A textbook has obvious advantages for both teachers and students.

Likewise, Harmer (1983, p. 13) provides the following roles of textbooks:

-) To reflect the teaching items set in the curriculum.
-) To present instruction and exercise for practice in what students have just learnt.
-) To offer a systematic revision of what they have done and to guide what they are going to do.
-) To limit the subject matter to the extent which the students need to master

So, textbook is the material generally available at the learners' hand. It stands on the ground of curriculum and is taught in the classroom with the purpose of achieving aims defined in the curriculum.

Similarly, Sharma (2006, p. 25) says that a textbook is :

important for teacher since it defines and delimits the content of teaching and prove most helpful in planning and conducting his task. Students too like textbooks since they foster the perception of progress as units and books are completed. Textbook also provide materials which students can look back at for revision, and a their visual and topic appeal can have a powerful engaging effect.

The above discussion suggests that a textbook is defined as a backbone of teaching learning process. A textbook contains different kinds of reading materials and activities involving all the language skills and aspects. So, it is perhaps the prime means that supports the whole educational program in the country like Nepal.

2.1.3 Types of Textbooks

Grant (1987, p. 12) has classified the textbook into two broad categories. They are briefly described below:

2.1.3.1 Traditional Textbooks

Traditional textbooks mean the textbooks which were used in the past. They are designed for structural or grammatical syllabus, and to give emphasis on the forms of patterns of the language. The traditional textbooks provide grammatical items for internalizing and using language accurately and fluently. Reading and writing skills are highly focused in this kind of textbooks. It focuses on the learning of language but not language itself. Traditional textbooks demand traditional, authoritative teacher, one, who describes aesthetic value of literary test. S/he only teacher about language rules, system

etc. As a result, students know about the language but they can't communicate. So, nowadays, it has been replaced by communicative textbooks.

Grant (1987, p. 110) says, "Although we use the word traditional here, it is true to say that traditional textbooks are still being published today. So, the label is used to describe a type of book, rather than the date it was published". He, further says, "The language is a system. Once the learners have learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way they think, fit". This means that traditional textbooks are still being written, published and used even today. According to him, traditional textbooks have all these characteristics.

-) They tend to focus own reading and writing activities rather than listening and speaking activities.
-) They emphasize the importance of accuracy.
-) They tend to focus rather narrowly on the syllabus and examination.
-) They often make use of great deal of first language.

Traditional textbooks are used everywhere by the teachers and students for their academic purpose. In context of Nepal students used to be taught English through traditional textbooks without being able to use the language in real life situation.

2.1.3.2 Communicative Textbooks

Communicative textbooks are the demand of present situation. They came into existence to overcome the weakness of traditional textbooks. They try to create opportunities for the students to use the language in the classroom before using it in real life situation. The ultimate aim this type of textbooks is to develop communicative competence in the learners. They emphasize functions of language like: asking for permission, asking for information, making requests, greeting, apologizing etc. Communicative textbooks try to reflect the students' needs and interests through communicative functions of language. They are

based on the beliefs that language is learnt by using it rather than knowing the formal grammar system of it.

Grant (1987, p. 14) lists the following characteristics of communicative textbooks:

- (i) They emphasize the communicative functions of language.
- (ii) They try to reflect the students' needs and interests.
- (iii) They encourage work in groups and pairs.
- (iv) They emphasize on using skills of language.

So, communicative textbooks are today's demand in language teaching and learning, they play great role. However, it is difficult to apply them in class. Trained, practical and energetic teachers, sufficient authentic materials and enthusiastic students are the requirements to use them in classroom.

2.1.4 The Purpose of Textbook Analysis

The textbook analysis is a crucial and complex task. Without analyzing a textbook, no one can find out the good and bad aspect of a textbook various purpose can be fulfilled by analyzing it. The common purpose of textbook analysis are as follows:

- (i) To point out strengths and weakness of the textbook.
- (ii) To facilitate the concerned reader.
- (iii) To comment for further improvements.
- (iv) To provide feedback to the author by means of constructive comments of suggestions.

2.1.5 Aspects of Good Textbook

There are two aspects of a good textbook which are described below:

2.1.5.1 Academic Aspects

It is the inner quality of a textbook consisting of the following aspects:

(a) Objectives

A good textbook should reflect the objectives set in the curriculum on its contents. A textbook should be prepared in such a way that the students, after completing the textbook, should be able to gain the knowledge and the skills as mentioned in the curriculum in question.

(b) Content

The content selected in a textbook should later for the needs and interests of the learners. They should be informative and should be thought provoking as well. The contents should have a good link with the physical and social environment of the learned.

(c) Language

The language should suit the competence level of the learners. The language should also match with the purpose and the need of the learners for learning the language. If the students' purpose of learning the language is to gain skills for day to day communication, the textbook should focus on colloquial language. New vocabularies well grammatical structures should be well selected.

(d) Function

An English language textbook should include all language skills viz. listening, speaking, reading and writing. There should be balanced exercise to develop these areas.

(e) Exercise/Activities

There should be clear instruction for each exercise in the textbook, a good textbook should include a variety of exercises which encourage students to work individually in pair, or in group as well.

Rai (1998, p. 21) says, "The exercise should be interesting and suitable to the level of the students". He adds that, ". . . the activities should be such that the students have to think and act individually, in pairs and in groups".

(f) Illustrations

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

(g) Supplementary Materials

Supplementary materials are those teaching learning materials which help or add something to teach or to learn the subject matter of the book or to complete it. (Harmer, 2008, p. 423) says,

Many tasks make a valuable contribution to the teaching and learning of English. Among these, first is writing materials - whether there are one - off activities, longer units or whole books. Materials writing can be challenging and stimulating, and when done in random with teaching can provide us with powerful insights. So that, both the writing and the teaching become significantly more involving and enjoyable.

So, supplementary materials are the additional materials which assist both the teachers and learners to enhance language learning by providing supplementary exposure of English to the students. Among the various supplementary materials, 'A Perfect English Grammar and Composition is one which has been implemented in private schools.

2.1.5.2 Physical Aspects

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

(a) Cover page design

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

(b) Size of the textbook

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

(c) Binding and paper quality

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

(d) Lettering and spacing

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

2.1.6 Importance of Textbook Analysis

Textbook analysis plays a vital role in classroom teaching. It is not a haphazard and random process. It is a major task by which the revision of a textbook can be carried out. The prepared textbook should regularly be examined because

without analyzing a textbook, we are not able to know the appropriateness of a textbook. All of the textbooks need continuous evaluation. But, frankly speaking, most of the textbooks in our country are not examined regularly after they are used in classroom.

Awasthi (2006, p.5) states,

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

Similarly, Khaniya (2005, p 2) says:

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

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

Textbooks are selected or revised in accordance with the instructional objectives and requirement. This has to be done on the basis of systematic

analysis and research. A textbook considered to be good once may become out dated in course of time. There is a need for continuous revision and of updating textbooks from time to time. For this a continuous analysis of the textbooks is necessary.

Thus Textbook description and evaluation have gradually gained importance over the last focus decade both from a practical (teaching) researchers point of view.

2.1.7 Advantages of Using Textbook

Textbook is an essential material for the teaching learning process. It presents the body of knowledge in the form of the teaching items in a systematic way. It leads the teaching, learning activities as per the objectives set out in the curriculum. The advantages of textbook is that they provide information. The teacher is a reliable source of information, but textbooks can be used to provide more. This is because teachers do not always mention everything, may be due to the limitation in duration of the lessons. Textbooks will also help students in nothing and highlighting the key points. They can also and guided for easy understanding of sentences. If they note the key words, it makes it easier to remember even during examinations. Textbooks are also used for future reference. Students will always forget what they have been taught by the teacher. They therefore need such books to keep referring to, in order to refresh their memory.

Moreover, Ur. (1996, pp. 183-195) has given the following main advantages of using textbooks:

-) A textbook is a framework which regulates and times the programs.
-) In the eyes of learners no textbooks means no purpose.
-) With a textbook learners think their learning is not taken seriously.
-) A textbook provides readymade texts and learning tasks.
-) A textbook is a cheap way of providing learning materials.

-) A learner without a textbook is out of focus and teacher, dependent and perhaps most important of all.
-) For novice teachers a textbook means security, guidance and support.

So, we can concluded that textbook is an essential material for the teaching learning process. As it is a very useful and inevitable material for teaching learning process, its importance in our context does not need to be over emphasized. So, textbook plays a crucial role in teaching learning environment by supplying several useful teaching materials.

2.1.8 Delimitations of Textbook

Though course books play pivotal role in teaching and learning 'textbooks can also have an adverse effect on teaching . . . textbook also tend to follow the some format from one unit to the next (Harmer, 2008, p. 257). Similarly, Awasthi (2006, p. 3) says, 'It is seen that teachers use the textbooks as their master and follow them as their religious books. They become less creative and get overindulged in the prescribed textbooks.' Moreover, Harmer (2008, pp. 152-153) mentions 'There is the ever -present danger that both teacher and students will get locked into the book, using its content as the only material which is taken into the classroom, and always teaching and learning only the way the book suggestions.'

Richards (2001, p. 3) has discussed the following potential negative effects.

-) They may contain inauthentic language.
-) They may distort content.
-) They may not reflect students' need.
-) They are expensive.

In the same way, Ur. (1996, pp. 183-195) gives the following arguments against using textbooks.

-) If every group of students has different needs, no one textbook can be a response to all differing needs.

-) Topics in a textbook may not be relevant for an interesting to all.
-) A textbook is confining i.e. it inhibits teachers' creativity.
-) A textbook of necessity sets prearranged sequence and structure that may be realistic and situation friendly.
-) Teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not.

In spite of some drawbacks textbooks are invaluable materials for the teachers sand students. Textbooks have been used for years for various purposes by different kinds of the reading on different occasions.

2.1.9 Introduction of *A Perfect English Grammar and Composition*

A perfect English grammar and composition is designed for the students of the lower secondary level in private schools. It is written by R.B. Karna, designed and layout by Birendra Shrestha. First publication was in 1995 and reprinted in 2011. It is published by Koselee Prakashan Bagbazar Kathmandu.

A Perfect English Grammar and Composition has the following general objectives:

- (i) to improve students English in the areas of reading, writing, listening of language.
- (ii) to use correct grammar.
- (iii) to develop students critical thinking abilities.

In order to achieve these objectives students are introduced to the different language skills using a communicative method. This means that many new grammar points and structures are introduced using a listening or reading passage, essay, letter writing and so on. The students are encouraged to speak

using structured and unstructured conversations. Pair or small group work and by talking to each other or with the teacher. This types of interaction will encourage to develop their critical thinking abilities.

So, the textbook consists of twenty contents. It has divided into two parts one to seventeen content is related with grammar. The first unit introduces sentence, second unit deals with noun with its structure and types, the third unit includes adjectives and its types, similarly, unit four deals with tense (present, past, future) and in unit five students can learn about modal verbs, the six unit that is about non-finite forms, seven unit presents active and passive voice, the unit eight focuses on preposition. Similarly, nine unit presents conjunction. Likewise, ten unit includes punctuation and capital letters. Similarly, eleven unit includes adverbs, as well as twelve unit students can learn about phrase. Then, thirteen unit includes clause. Likewise, fourteen unit includes conjunction and at last in fifteen unit students can learn about idiomatic expressions.

Similarly, second part consists with composition. The sixteen unit introduces letter writing, in the same way seventeen unit presents paragraph, in unit eighteen the students can practice how to write story. Similarly, nineteen unit presents writing notices and at last unit twenty is related with biographical sketches.

It shows that this book has been emphasize on four skills, with more exercise, this book consists of formal terminology, definitions and rules is limited and child-friendly. The exercises are so designed that children will be able to do them with minimal help from their teachers or parents and will be able to learn correct English even while working on their own.

Comprehension exercise cover all the reading sub-skills, skimming, scanning, intensive and extensive reading. There is also a refreshing variety in them.

Composition activities are confined to controlled composition like substitution, parallel writing, etc. with adequate visual inputs in most of the cases.

The basic elements of grammar are defined and explained with the help of lively illustrations. They are followed by a variety of exercises, occasionally in the form of group contents, crossword puzzles etc. So, this book is a fresh and fascinating approach to grammar and composition. The topics discussed in the composition section are close to the experience of the modern students and are designed to invigorate their imagination and to help them organize their thoughts. This book can be taught through self-explanatory illustrations and practice materials that is interesting, imaginative and well graded.

The course is based on interactive pedagogical approaches; participatory methods and activity oriented classroom techniques through pair work, group interaction and role play. These provide the students with sufficient opportunities for the meaningful and contextual communication and practice.

2.2 Review of Related Empirical Literature

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

Lamichhane (1999) carried out a research work entitled "An Analysis of New English Textbook for Grade Eight". The main objective of the study was to find out whether the language materials used in the textbook are sufficient to meet the objectives set out in the curriculum for developing spoken and written skills. He used survey research to find out the problems and questionnaire were as tools. He analyzed academic and physical aspects. He has concluded that the textbook is appropriately designed from the point of view of gradation of vocabulary, developing communicative skill and writing skill as mentioned in

the curriculum and that the textbook is based on psychological principles. It shows that the textbook of grade eight was more focus on communicative skill and writing skill as mentioned in the curriculum.

Dahal (2002) has carried out a research work entitled 'English for Grade X: A Textbook Analysis'. The main objective of the study was to find out its physical aspects, organization of the materials and their presentation. He also used survey research as a design of study and questionnaire for research tools. He found that the cover page design was not attractive and durable, the binding was weak, the hand drawn pictures do not clarify the abstract concept of the materials, it lacks enough drill and that the textbooks had not provided any model of post card writing, questionnaire, curriculum vitae, notice and advertisement although the curriculum has stated that the students will be able to produce a variety of authentic text types.

Ghimire (2003) carried out a research on the topic 'An Analysis of the Link English Course for PCL First Year'. The main objective of the study was to analyze the textbook in terms of the physical aspects and the adequacy of the contents, and to find out whether the text serves as a course for linking the SLC English syllabus with the PCL first year English syllabus and the first year of higher secondary level. His finding shows that the physical aspects of the textbook is poor lacking an appropriate size, lacking the quality of the paper and durable binding. The book also has deficiency of exercises. For developing oral skills, the primary language skill. Nevertheless, the text serves as a fundamental basis for the higher education in Nepal as it functions as a link between SLC and higher studies compulsory English curricula. The emphasis on grammar vocabulary items and its design like a workbook in which students can write are its positive aspects.

Khanal (2006) carried out a research work entitled 'An Analysis of Optional English Textbook for Grade Five'. The main objective of the study was to analyze the textbook in terms of its physical features, subject matter and their organization and presentation, language illustration and exercise. His finding reveals that the book has got both strengths and weakness. He has stated sixteen strong points and thirteen weak points of the book.

Bhattarai (2001) evaluated the English textbooks for Grade VI-X. The main objectives of his study was to find out whether the language materials used in textbooks are sufficient to meet the objectives set out in the curriculum for developing spoken and writing skills. He focused both aspects academic and physical. He found defects of those textbooks such as dull covers, weak binding, inferior proper, quality, unconsidered type of size, poor materials presentation, less systematic, and regular and careless in correction and editing.

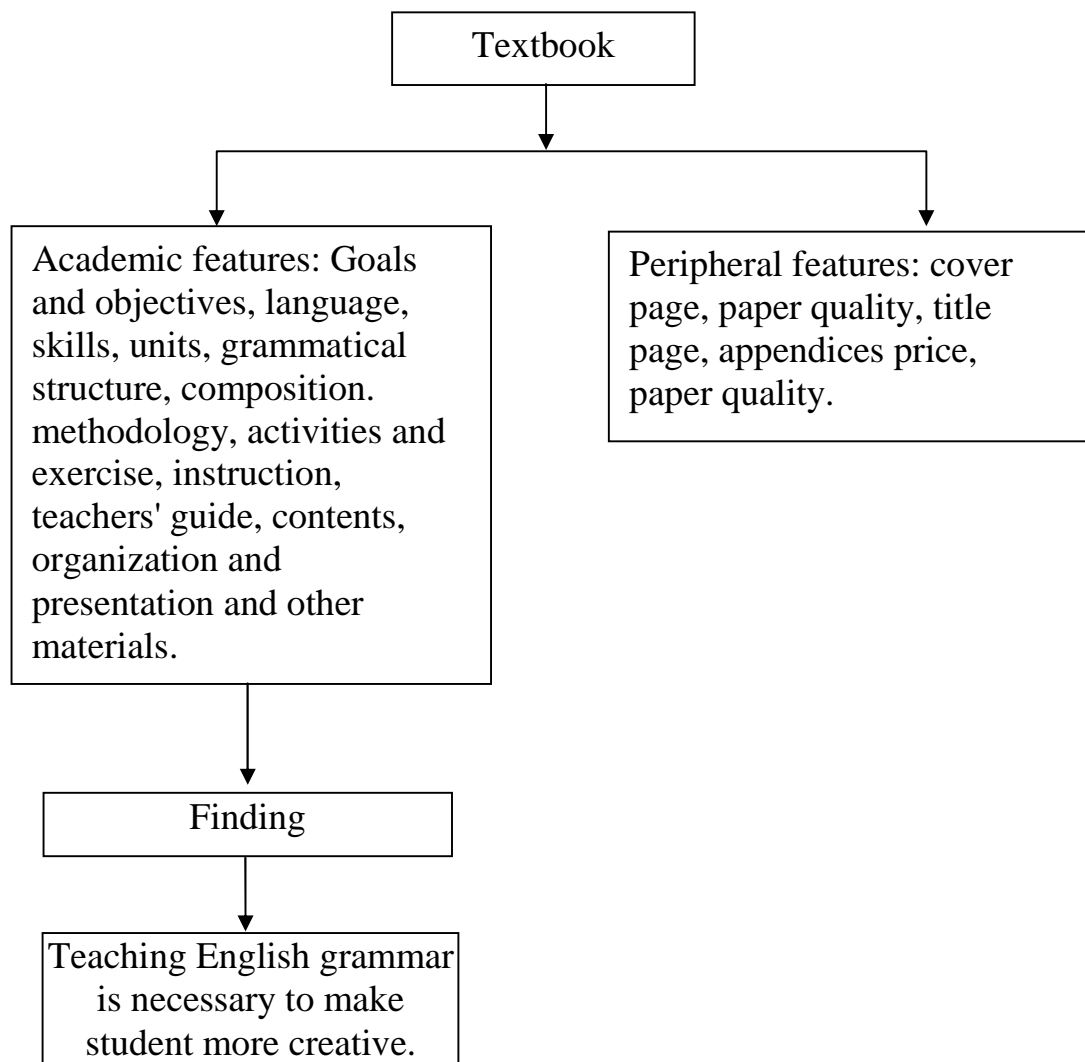
A number of researches have been carried out in connection with textbook analysis at the Department of English Education, Tribhuvan University Kirtipur. But no research work has been carried out to analyze and evaluate 'A Perfect English Grammar and Composition' for grade seven. This research is also different from others as it attempts to analyze the textbook which was introduced inducted by different private schools as a supplementary textbook and tries to find out how such textbooks help to enhance the language skills of the students.

2.3 Implication of the Review for the Study

These above studies are related to my study. After reviewing these works I have got lots of ideas regarding the analysis of the textbook. In order to conduct those research they have used survey research design and I will also follow the some. Therefore, after reviewing those research works I got ideas on the process of survey research design. Likewise, they have used observation as

a tool for data collection and I will use the same tool of data collection therefore, from this they are similar. Though they're conducted study on physical aspects, organization of the materials and their presentation. All five different studies reviewed researcher taken out the different problems like deficiency of exercise, lack of drill, no attention towards conversational language, lack of proper binding as well as low quality of paper.

2.4 Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

To fulfill the objectives of the study the following methodology and procedure were adopted.

3.1 Design and Method of the Study

In order to carry out the research I used survey research for achieving the determined objectives. Survey is the superficial study of an issue or phenomenon. It is general view and characterization of the circumstances and testing of it Kerlinger (1978, p. 13) defines "Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence distribution and inter-relationship of social and psychological variables". This definition conveys that one of the most important features of the survey research is that it is in favour of external validity.

Similarly, Best and Kahn (2008, p. 25) has defined research as the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles or theories, resulting in prediction and possibly ultimate control of events.

According to Cohen and Manion (1985, p. 205) say "Survey are the most commonly used descriptive method in educational research and may vary in scope from large. Scale governmental investigations through to small scale studies carried out by a single researcher."

Similarly Nunan (2010, p. 140) the main: Purpose of survey is to obtain a snapshot of conations, attitudes and events at a single point of time aiming to obtain an overview of a phenomenon, events, issues or a situation the, further, goes on mentioning the following survey research procedures:

Step 1: Define objectives

What do we want to find out ?

Step 2: Identify target population

Who do we want to know about ?

Step 3: Literature review

What have others said / discovered about the issue /

Step 4: Determine sample

How many subjects should we survey and how will we identify these ?

Step 5: Identify survey instruments

How will the data be collected ?

Step 6: Design survey procedure

How will the data collection actually be carried out

Step 7: Identify analytical procedure

How will the data be assembled and analyzed ?

Step 8: Determine reporting procedure.

How will results be written up and presented ?

There were various designs of the research discussed in various literatures, among them I selected survey research design for this study. It was commonly used and descriptive method in education research. It studied the small population also. So, it is widely used research design which is carried out on the existing situation of an event. Moreover the survey research can be carried out to find out people's attitudes, opinions and the specific behavior on certain issues.

3.2 Population, Sample and Sampling Strategy

The sample size of this study were forty English teachers who were using *A Perfect English Grammar and Composition*. Forty English teachers were selected from different forty private school by using non-random purposive.

3.3 Study Areas / Field

In order to collect the data for this study, I selected forty different private schools from Palpa district.

3.4 Data Collection Tools and Techniques

In order to collect the data for this study, a set of close-ended questionnaire were prepared. The closed form of questionnaire consisted of our scales. 'Agree', 'Strongly agree', 'Disagree' and 'Strongly disagree'. At the end of close-ended questions, blank spaces were provided and the teachers were requested to write their views for the improvement of the textbook.

3.5 Data Collection Procedures

In the process of data collection, I used the following steps to collect the required information.

- a. For this, I went through the text book in detail and prepare questionnaire.
- b. I visited forty English teachers in different private schools in palpa district.
- c. I established rapport with them.
- d. I explained to them the objectives of the study
- e. I distributed questionnaire to the teachers in selected schools.
- f. I collected the responses of the informants.
- g. I asked some open-ended questions to the teachers to find out general views of the textbook

3.6 Data Analysis and Interpretation Procedure

This study was attempt to analyze the lower secondary level English textbook named *A perfect English Grammar and Composition* grade VII in terms of its academic aspects. This research collected the required data from 40 teachers of different 20 private schools of Palpa district.

There was two parts under this heading. The first part deals with the analysis and interpretation of responses created by teachers on closed type of questions and second part deals with the analysis and interpretation of responses created by teachers on open-ended questions.

CHAPTER - FOUR

RESULTS AND DISCUSSIONS

After collecting all the questionnaires, the data were processed, analyzed and interpreted. Teachers were provided with four alternatives, agree, strongly agree, disagree, strongly disagree. The teachers' responses were counted and tabulated separately according to different private schools of grade seven. Responses were changed into percentage. On the basis of percentages of the responses, the data were analyzed and interpreted.

4.1 Analysis of Data and Interpretation of the Results

The major categorization of the data are into two groups open ended and close ended. These two groups questionnaire are collected from the respondents regarding their attitude of perception towards *A perfect English grammar and composition*. To be brief, the in-depth of the data collected and its interpretation is presented in the following sub-sections.

So, this section deals with the result and discussion of data collected from primary sources. I have tabulated the information and analyzed them under the following main headings.

4.1.1 Analysis and interpretation of teachers' perception on qualities of the textbook.

4.1.2 Analysis and interpretation of teachers' open responses on the qualities of the textbook.

4.1.1 Analysis and Interpretation of Teachers' Perception on Qualities of the Textbook

I had prepared a set of closed-ended questionnaire that included five different aspects of the textbook and a set of open-ended question that included three questions. The questionnaire of close ended provided the four options agree,

strongly agree, disagree, strongly disagree. The respondents had to choose one that best reflects their observation among the options. The analysis of different aspects of the textbook is presented as follows:

4.1.1.1 Academic Aspects of the Textbook

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

(a) Teachers' Perception on Content

The content selected in a textbook should cater the needs and interests of the learners. They should be informative and should be thought provoking as well. The contents should have a good link with the physical and racial environments of the learners. Teachers' responses on the content of the textbook have been presented as follows:

Table No. 1
Teachers' Responses on Content

S.N.	Statements	Responses (in %)			
		A	S.A.	D.A.	S.D.
1	Grammatical contents are directly related to the lesson.	75	25	0	0
2	The grammatical structures are well selected	70	17.5	12.5	0
3	The contents are sufficient to achieve the objectives	40	32.5	27.5	0
4	The contents are based on the objectives	47.5	35	17.5	0
5	Does the book contain variety of topics	77.5	22.5	0	0
6	The subjects matter suits the mental level of the majority of the students.	62.5	0	42.5	0

A = Agree, SA = Strongly Agree, D = Disagree, SD = Strongly Disagree

Regarding the subject matter, or the table includes, there are some good aspects of the textbook, the 75% respondents agreed that the grammatical contents are directly related to the lesson and 25% of them strongly agreed. No response was found in disagree and strongly disagree. This denotes that the grammatical contents are directly related to the lesson.

Regarding the second statement that is whether the grammatical structures are well selected, the 70% of respondents agreed. Similarly, 17.5% respondents strongly agreed and 12.5% respondents disagreed but no response was found in strongly disagree. It is also the positive point of textbook.

The respondents were, thirdly, given the statement whether the contents are sufficient to achieve the objectives, the above table shows 40% of the participants agreed. Similarly, 32.5% of the respondents strongly disagreed. However 27.5% of the respondents disagreed and none of them strongly disagreed.

Regarding the statement whether the contents are based on the objectives, less than half that is only 47.5% of the respondents agreed. Other 35% of the respondents ticked on strongly disagree and 17.5% of them disagreed that the contents are based on objectives. Whereas no respondents strongly disagreed.

With regard to the statement whether the book contains variety of topics, 77.5% of respondents agreed, 22.5% of the respondents strongly agreed and 22.5% of the respondents strongly disagreed. None of the respondents was found to disagree and strongly disagreed. It means book has a variety of topics.

The last statement is related to whether the subject matter suits the mental level of the majority of the students. More than half (i.e. 62.5%) of the respondents agreed. No responses was found in strongly agree and strongly disagree whereas 42.5% of the respondents disagreed.

(b) Teachers' Perception on Language

The language should be correct and textual, appropriate to the situation or context. New vocabularies and structures should be well selected and presented in graded from depending upon the level of the students. Teachers responses on language of the textbook are as follows:

Table No. 2
Teachers' Responses on Language

S.N.	Statements	Responses (in %)			
		A	S.A.	D.A.	S.D.
1	Grammatical lessons are helpful for daily used language	80	20	0	0
2	The language used in the textbook is academic	70	30	0	0
3	The students are encouraged to speak structured and unstructured conversation.	57.5	17.5	25	0
4	Does the course book promote student centered teaching learning.	30	0	60	10
5	The grammatical points are presented in written and oral ways to address the needs of students with different learning styles.	65	19.5	22.5	0
6	Does it cover the language area (Vocabulary, functions, pronunciation) that we would expect	40	6	50	4

A = Agree, SA = Strongly Agree, D = Disagree, SD = Strongly Disagree

Table no. 2 shows that 6 questions are related to teachers' perception on language. The first statement was about whether grammatical lessons are helpful for daily used language. To this statement, 80% of the respondents agreed whereas 20% respondents were found to have strongly agreed. No

respondents were found to have disagreed and strongly disagreed. It shows that grammatical lessons are totally related to daily used language.

With regard to the statement whether the language used in the textbook is academic, 70% of the respondents strongly disagreed. But no responses was found for disagreement and strongly disagreement. It means the language used in the textbook is academic.

Pertaining to item no. 3 whether the students are encouraged to speak structured and unstructured conversation", a significant number of respondents (i.e. 57.5%) agreed to the issue. However, 17.5% and 25% of the respondents strongly agreed and disagreed, respectively. Similarly, no respondents were found to have strongly disagreed.

As far as item no. 4 is concerned whether the course book promote student centered teaching learning, here, an insignificant number of the respondents, 30% agreed whereas significant number of respondents 60% disagreed and 10% of the respondents strongly disagreed. But none of the respondents strongly agreed. This shows that most of the teachers are in favour of student centered teaching learning.

Regarding the statement whether the grammatical points are presented in written and oral ways to address the needs of students with different learning styles, majority of the respondents that is 65% responses viewed that grammatical contents are presented to address the needs of the students. The other respondents 12.5% and 22.5% pointed out the responses to have in strongly agree and disagree respectively. On the other hand, none of the respondents strongly disagreed to this statement.

Regarding the last item in Table No. 2 whether it covers the language areas (vocabulary, function, pronunciation) that we will accept, less than half percentage of respondents (i.e. 40%) reacted they agreed whereas 6% strongly disagreed. On the other hand, 40% and 4% of them disagreed and strongly disagreed to this statement.

(c) Teachers' Perception on Organization and Presentation

The organization of presentation of textbook should be appropriate to meet the set objectives. The selected content should be properly graded like simple to complex, or 'known to unknown'. They should be graded in term of the level of difficulty. Teachers should presents in a systematic format. So, teachers should help the learners to provoke their thinking. Here, teachers responses on the organization and presentation of the textbook are as follows:

Table No. 3
Teachers' Responses on Organization and Presentation

S.N.	Statements	Responses (in %)			
		A	S.A.	D.A.	S.D.
1	The grammatical items included in the textbook are the needs and interest of the students.	50	10	20	20
2	The grammatical structures are presented in graded form.	75	25	0	0
3	There is glossary at the end of the book.	0	0	0	100
4	The paragraph writing focus on unity, coherence, and cohesion.	75	25	0	0
5	The whole structured of a language, including the rules for the way words are formed and their relationship to each other in a sentence.	80	0	20	0
6	The book emphasizes communicative functions	27.5	0	65	7.5

A = Agree, SA = Strongly Agree, D = Disagree, SD = Strongly Disagree

Table no. 3 shows that 6 statements were given to the respondents about organization and presentation. Firstly, the statement whether the grammatical items included in the textbook are the need and interest of the students, 50

percentage of the respondents agreed. Similarly, 10% of the respondents strongly agreed. Likewise, 20% disagreed and same percentage of the respondents strongly disagreed. It means equal percentage of the respondents were positive and negative.

Secondly, to the statement whether the grammatical structures are presented in graded form, the most respondents (i.e. 70%) agreed. Similarly, 25% respondents strongly agreed. None of the respondents disagreed and strongly disagreed. The data denotes the participants believed the grammatical structures are in graded form. This shows that most of the teachers are in favour of uses grammatically structures in graded form.

Regarding the third statement whether there is glossary at the end of the book; none of the respondents agreed and strongly agreed. Likewise none of the respondents disagreed. But 100% of the respondents strongly disagreed. It is the worst aspect of the textbook.

With regard to the fourth statement whether the paragraph writing focus on unity, coherence and cohesion, 75% of the respondents agreed. Similarly, 25% of the respondents strongly agreed. None of the responses were found in disagreed and strongly disagreed.

Pertaining to item number 5, whether the whole structure of a language, including the rules for the way words are formed and their relationship to each other in a sentence, whereas 80% of the respondents agreed and 20% of the respondents disagreed. Similarly, none of the respondents were found in the strongly agree, and strongly disagree.

Similarly, the last statement whether the book emphasizes communicative function, 27.5% of the respondents agreed. None of the respondents strongly agreed. Likewise, 65% of the respondents disagreed. Similarly, 7.5% of the respondents strongly disagreed.

(d) Teachers' Perception on Illustration

The ideas and concept of reading materials in the textbook should be clarified by means of good and attractive illustrations. A good textbook should contain pictures, charts, tables, diagram etc. To illustrate the difficult concept. Here, teacher's perception on illustration of the textbook are as follows:

Table No. 4
Teachers' Responses on Illustrations

S.N.	Statements	Responses (in %)			
		A	S.A.	D.A.	S.D.
1	The illustrations of grammar are appropriate	10	70	20	0
2	To puzzle / diagram in the book are clear	60	25	15	0
3	They are attractive to motivate the learners and are appealing	75	20	5	0
4	New grammar points and structures are introduced	80	10	10	0
5	They are graded in terms of difficulty level	60	20	15	5

A = Agree, SA = Strongly Agree, D = Disagree, SD = Strongly Disagree

Firstly, the statement was whether the illustration of grammar are appropriate, where, most of the participants (i.e. 70%) strongly agreed. Likewise, 10% of the total participants agreed. The responses on disagreement were 20% but no response was found in strongly disagree. So most of the respondents were positive that the illustration of grammar are appropriate.

Regarding the statement whether the Puzzle / Diagram in the book are clear, 60% of the respondents agreed and 25% of the respondents strongly agreed.

Where 15% of the respondents disagreed. None of the respondents strongly disagreed. This data shows that most of the respondents are satisfied with this statement.

Regarding the statement whether they are attractive to motivate the learners and are appealing, 75% of the participants agreed and 20% of the total participants strongly agreed. The least percentage (i.e. 5%) of them disagreed. But no respondents were strongly disagreed.

With regard to the statement whether new grammar points and structures are introduced, the participants assigned to agreed with their acceptance with high percentage (i.e. 80%). The least percentage of the participants (10%) assigned on strongly agree. However, none of them strongly disagreed. The data showed that the participants agreed with new grammar and structures.

The last statement was whether they are graded in terms of difficulty level, most of the respondents (i.e. 60%) responded on agree. The other respondents 20% and 15% pointed out strongly agreement and disagreement respectively. On the other hand, 5% of them strongly disagreed to this statement. The data shows that the book is graded in terms of difficulty level.

(e) Teachers' Perception on Exercise

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

Table No. 6
Teachers' Responses on Exercises

S.N.	Statements	Responses (in %)			
		A	S.A.	D.A.	S.D.
1	The students share grammatical difficulties with teacher.	10	80	5	5
2	The exercises demand students to reflect what they have studied in the texts.	70	0	35	5
3	Instructions given for doing the exercise are clear.	80	0	20	0
4	They encourage learners to work in pairs and in groups and discuss.	60	10	0	30
5	The exercises are sufficient for the students in developing grammatical skills	80	0	20	0
6	They are graded in terms of difficulty level.	20	10	60	10
7	They help to develop the creativity of the students	60	10	30	10

A = Agree, SA = Strongly Agree, D = Disagree, SD = Strongly Disagree

In terms of exercises, surprisingly, the table exhibits that there are many good aspects of the exercises. Firstly, the statement was whether the students share grammatical difficulties with teachers, in this statement, most the participant (i.e. 70%) strongly agreed and 10% of them agreed. The other respondents 5% pointed out disagreement and strongly disagreement respectively.

The second statement is about whether the exercises demand students to reflect what they have studied in the texts, 70% of the respondents agreed but no responses was found in the strongly agreed. The rest 35% of the participants

disagreed and just 5% of the participants strongly disagreed. It denotes that exercises demand students to reflect what they have studied in the texts.

Thirdly, to the statement whether the instruction given for doing the exercise are clear, in this statement, most of the participants (i.e. 80%) agreed. Likewise, 20% disagreed whereas none of the respondents strongly agreed and strongly disagreed. This denotes that the participants agreed with the exercise which instruction are clear.

Regarding the statement whether they encourage learners to work in pairs and in group and discuss, 60% of the participants agreed with this statement. Similarly, 10% strongly agreed. Likewise, 30% strongly disagreed. But no participant was found to have disagreed. The data shows that the teachers encourage learners to work in pairs and in group and discuss.

With regard to the statement whether the exercises are sufficient for the students in developing grammatical skills, most of the participants 80% agreed but no respondents was found to have strongly agreed. Other 20% of the participants disagreed. And no respondents found strongly disagree. It meant exercises are sufficient for the students in developing grammar skills.

Pertaining to item number 6 whether they are graded in terms of difficulty level. The above table shows 20% of the participants agreed. Similarly, 10% of the respondents strongly agreed. The other respondents (i.e. 66%) disagreed. However, 10% pointed out strongly disagreed.

Regarding the last item in table no. 3 whether they help to develop the creativity of the students, majority of the respondents (i.e. 60%) reacted that they agreed whereas 10% reacted strongly agreed. Similarly, 30% respondents disagreed but none of the respondents strongly disagreed. This shows that most of the teachers are in favour of developing the creativity of the students.

4.1.2 Analysis and Interpretation of Teachers' Open Responses on the Qualities of the Textbook

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

4.1.2.1 Strengths of the Textbook

The strong aspects of the book inferred from the teacher's response was that the textbook emphasizes academic language. The texts help students to develop academic writing, most of the readings are neither too long nor too short. The materials included in the text tries to teach the target language culture. The texts are understandable and real life oriented, the language is not so difficulty and yet it contains some new vocabulary which the student can learn.

4.1.2.2 Weakness of the Textbook

This book does not cover all the language areas. Similarly, it does not have any teacher's guide. Most of the respondents said that vocabulary are not sufficient for this level. The grammatical rules are not sufficient. As well as glossary, a very important part of a language textbook, is excluded. Almost every respondents said that there is no uniformity in the number of exercises. Similarly, most of the respondents said that phonological practices are not included.

4.2 Summary of Findings

The following summary of findings were derived on the basis of analysis and interpretation of the results.

-) Regarding the language of the textbook, it focuses on academic language. Most of the respondents agreed that the language used in the textbook is academic.
-) It was found that teaching English grammar is necessary to make students more creative.
-) It was concluded that simple and clear language is useful to teach English grammar.
-) On the basis of respondents all of them disagreed that there is glossary at the end of the book. So, it is the negative part of the textbook.
-) In the same way, majority of the teachers showed the negative responses towards the new grammar points and structure.
-) The respondents showed positive attitude that the students share grammatical difficulties with teacher. It is the positive point for both teacher and students. It helps to grasp the knowledge from teachers.
-) Majority of the respondents disagreed that the book emphasizes communicative function of language. So, it is the bad aspects of the text book.
-) Teachers helped the students to develop the creativity of the students. It is the good aspect.
-) The exercises helped to develop grammatical skills so respondents agreed that the exercises were sufficient to the students.
-) Glossary, a very important part of a language textbook, is excluded.
-) There are sufficient exercises for developing students' listening, speaking, reading and writing skills.
-) Contents are presented in simple ways with appropriate procedures.

-) This book promotes self-learning
-) The contents of each unit are based on the objectives given in the same unit.
-) Grammatical rules are not sufficient.
-) All the instructions are clear to understand.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

The main purpose of this research was to know the perception towards *A Perfect English Grammar and Composition of Grade Seven* in terms of academic aspects and needs and interest of the learners. In order to carry out the research, I studied the textbook in detail and prepared a set of questionnaire to obtain the data for the study. Then the collected data were analyzed and interpreted of the results. The population of the study consisted of forty teachers from different private schools of Palpa district who have been teaching *A perfect English Grammar and Composition*.

Similarly, it is a survey study based on quantitative analysis of the data. In order to collect the data for this study, a set of close-ended questionnaire were prepared as a research tool. The finding of this research showed that teachers favoured in teaching English grammar for the students to get better proficiency in English. In brief this research showed that the teachers are positive with the textbook. Respondents agreed that contents are presented in simple ways with appropriate procedures as well as sufficient exercises. It was concluded that simple and clear language was useful to teach English grammar. Similarly, simple and clear language helped teachers and students to teach and to learn easily.

From the different respondents I have concluded that the textbook of grammar should ensure that what we write is correctly comprehend and it should be easy and enjoyable to read. The things that make grammar unique by including the literature on it. Similarly, essay, story, letter writing and passage make learner creative and critical thinker that should be included in the text.

5.2 Recommendations

The educational product of a country depends on the educational policy implemented by that country or state. Similarly, teaching is also highly influenced by policies formed by the nation facilities provided to them.

5.2.1 Policy Related

-) Policy makers and curriculum designers should analyze the teachers' perception on grammar to make the teaching learning process more effective and catchy. So, teaching learning and reference books should be made available on time.
-) Only well trained teachers may fulfill their responsibilities. Therefore, different techniques should be include in training courses of teachers. And special training courses should be arranged for educational managers, administrators and supervisors to make excellent for students in grammar.
-) The syllabus designers should construct syllabus based on the level of students, understanding their abilities, situation, their needs, their desire and so on. The text book writer should prepares the textbook by selecting different forms of greeting and organize them on the basis of simple principle such as known to unknown, simple to complex, familiar to unfamiliar and part to whom.

5.2.2 Practice Related

In practice level, it is equally beneficial to these people who are engaged in teaching English grammar and who are eager to know more about grade seven text book of private boarding school in Palpa district.

Teacher should use appropriate methods to deal with problems that English grammar learners are facing.

5.2.3 Further Research Related

-) To know the teachers' perception is very important factor in teaching learning process. It should be followed as a major subject of study in future.
-) This study was conducted in the Palpa district so the finding of this study may not be applicable in the broad area because the teachers perception of 'A perfect English grammar and composition level seven may differ from other district teachers so this research also can be conduct in different districts.
-) The population of this study were only forty lower secondary English teachers thus to make the more effective study towards teachers' perception, further study should be conducted on different levels and in broad areas.

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